



CHAPTER 8

COLLECTION DEVELOPMENT

1. SELECTION

The selection of books and other information resources in libraries is one of the most important and also one of the most difficult away the librarian's duties. Though the general principle of the collection building - "best reading for the largest number at the least cost" - is applicable to school libraries as well. This is best done by a committee comprising of subject teachers, Chairman/Convener of the library committee and the librarian. Necessary rules may be framed in the beginning of the year for guidance. The policy of book selection thus evolved may help in balanced collection of books that meets the following needs:



Fig. 7. Collection Development



- ❖ Educational
- ❖ Informational
- ❖ Inspirational
- ❖ Recreationalal

The task of collection development involves the following:

- ❖ Liaison with teachers.
- ❖ Evaluation/review of existing stock of books.
- ❖ Drafting of collection development policies.
- ❖ Cooperation with other libraries of the town.
- ❖ Procuring publishers/booksellers catalogues.
- ❖ Calling a meeting of the Book Selection Committee.
- ❖ Liaison with other units/sections/departments of the library.
- ❖ Arrange for gifts/exchange/deposits of books.
- ❖ Regular weeding out/deselection/cancellation of unwanted, outdated, less used books.
- ❖ Regular repair/ mending/ binding of books.
- ❖ Budget allocation based on number of students and cost of books in subject streams.
- ❖ Design and monitoring routine/ flow chart.
- ❖ Identifying “not to be missed” key series and sets of multivolume books.
- ❖ Establishing an ‘approval plan’ in association with publishers and major importer of books to take advantage of subject profiling and timely notification of new titles.
- ❖ Deciding on the number of copies in accordance with the proportion of students population in each subject department.
- ❖ Receiving books on approval for the consideration of the book selection committee.



- ❖ Coordinating the visit of the book selection committee members to Book Fairs to facilitate on - the - spot selection.

2. OBJECTIVES

The aim of School Library like any other academic library, is to support the teaching - learning programme of the parent body. In conformity with the objectives of the School it has to:

- ❖ identify, select and procure course and related resources in support of teaching - learning process;
- ❖ make available reading material and other resources as per requirements of teaching faculty;
- ❖ arrange for adequate number of copies of all the prescribed texts and recommended books so as to meet the book/information needs of all levels of pupil in the language of their choice;
- ❖ arrange for co-curricular reading material to help students develop their skills and overall personality.

Some Schools now provide audio - visual aids to their students through their library media centres. Use of audio recorders, CDs/DVDs, and video films is a reality in some libraries. In view of these developments, it is all the more important for School Librarians to know these new types of knowledge sources and add them to their collection.

Resource planning involves the process of ascertaining needs and reviewing present resources, and deciding on the most appropriate items to meet those needs. The choice of resources should be balanced to suit both present and future needs. First of all, list the groups of students, teachers and staff that need to be catered for in the library resource centre. For example:

- ❖ curricular needs of students;
- ❖ teachers needs for teaching and professional development;
- ❖ recreational and general information needs of the above.

3. POLICY

The School Library is required to cater to the curricular, co-curricular, hobby, recreational and other general information needs of the students and faculty members. Keeping in view the limited



resources at its disposal, it has to provide the “Best reading for the largest number at the least cost”. Ranganathan’s five laws of library science are namely are to be kept in mind while framing the book selection policy.

1.	Books are for use,
2.	Every reader his book,
3.	Every book its reader,
4.	Save the time of reader,
5.	Library is a growing organism,

These maxims are of very significant and need to be kept in the fore front while selecting books. Care should be taken not to procure notes, examination guides or subject keys of any kind. Copies of all the prescribed and recommended books should be available to meet the course needs of students. Standard titles of reference books should be in ample number to answer questions bibliographical, biographical, geographical, historical, factual, statistical and general knowledge references, Bilingual dictionaries, year books, directories, gazetteers, ‘Who is who’ and ‘Who was who’, reference books, almanacs, general and subject encyclopaedias will be of immense help to students.

Besides films, slides, CD’s/DVD’s audio-visual and multimedia materials should also be purchased in adequate number to engage students during the recess and free periods.

To promote the use of library collection extensively, and also to encourage the formation of the reading habit amongst the school students, it is necessary to have a judicious book selection policy. Resources are always far short of the demand in any kind of library. This is more true in case of school library where the book budget very small. Keeping in view the constraints of finance, it is necessary that books which are relevant to the immediate curriculum, information and recreation needs of students and teachers need to be added the library. In the selection of books, the recommendations of the Book Selection Sub-committee should be followed.

(A) Size of the Book Collection

As a standard Library should have at least 5 titles of books (other than textbooks) per student in its stock subject to a minimum of 1500 books at the beginning, it should be continuously strengthened. The school library should subscribe to local and



national newspapers and magazines in adequate numbers. At least, a minimum of 15 magazines and 5 daily newspapers suitable for students and academic recreational needs of teachers should be subscribed to.

(B) Nature of Book Collection

Care should be taken not to purchase any book or subscribe to magazines that espouse or propagates communal disharmony casteism or discrimination based on religion, regions, language, gender etc. The Library must not procure or display any book which has been disapproved or proscribed/banned by the Government Central Board of Secondary Education.

(C) Procedure for Book Selection

While searching for new releases in specific subject or titles, regularly scan the publishers/booksellers catalogues, trade bibliographies, book-reviews etc. The Librarian may mark the items in the respective book selection tools and place his/her recommendations before the Book Selection Sub-Committee. It is always better to get the books and other reading materials personally examined by the Book Selection Sub-Committee members. The Librarian should ask for inspection/approval copies from the suppliers. Items can then be retained or returned depending upon Librarian's and Book Selection Sub-Committee's decision. The suggestions made by the student community should be examined carefully and given due weightage.

(D) Factors for Book Selection

It is useful to identify the known publishers and producers of the reading material. Before selection, the librarian needs to examine existing resources and identify the gaps and the areas to be developed. Each stock section of the Library Resource Centre (such as fiction, non-fiction, reference, journals, audio-visual items etc) have different elements to consider in their selection. The following check-list of criteria can be used in the selection of learning resources:

- ❖ Contents of the book
- ❖ Style of writing



- ❖ Presentation
- ❖ Relevance to subject contents
- ❖ Index
- ❖ Date of publication, edition
- ❖ Quality of illustrations and visual appeal
- ❖ Physical get-up, binding
- ❖ Volume and number of pages
- ❖ Page layout and margin
- ❖ Type size
- ❖ Cost

The Book Selection Sub-Committee should ensure that the special interests of school students with regard to their hobbies, games, sports, scouting, photography, cooking etc. are not overlooked or undermined. A representative and balanced collection of Reference Books should form a part of the Library Collection. A select list of the important and school level Reference Books is given in Appendix C which may be made use of by the Librarian while building a reference collection. Care should be taken to update and replace the reference titles at regular intervals of five years or so.

(E) Sources for Book Selection

The book selection sources like Indian National Bibliography (Monthly), Kolkata and Indian Book Industry (Monthly), New Delhi should be regularly scanned by the Librarian and other members of the Book Selection Sub-committee:

Recent catalogues of publications issued by the National Book Trust (NBT), Children's Book Trust (CBT), National Council of Educational Research and Training (NCERT), and in-house journals/newsletters of other leading publishers and booksellers need to be looked into for selection. Most of these catalogues of publications are available free of cost from the respective publishers and booksellers.



(F) Composition of Book Selection Committee

The Committee should consist of:

1. Librarian (Convener),
2. Principal/Vice Principal (Chairperson),
3. Representatives of the Subject Departments,
4. One student each from science, commerce, humanities and sports streams.