# RESOURCES SHARING AMONG UNIVERSITY AND COLLEGE LIBRARIES IN JAMMU AND KASHMIR WITH A PROPOSED MODEL

*Wajih A Alvi*

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Department of Library & Information Science
UNIVERSITY OF KASHMIR
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# CERTIFICATE

The thesis entitled *"Resources Sharing Among University and College Libraries in Jammu and Kashmir with a Proposed Model"* being submitted for the award of degree of Doctor of Philosophy in Library and Information Science, is an original piece of work carried out by me. It has not been submitted for similar or any other degree at any other University or Institution.

The title has been approved by the Board of Research Studies, Faculty of Arts, University of Kashmir.

**Wajih A Alvi**

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# TABLE OF CONTENTS

.v.

# LIST OF TABLES

.ix.

2

# LIST OF FIGURES

# Chapter 1

## INTRODUCTION

We live in an information age. The arrival of this age was heralded by popular writers on social change like Alvin Toffler, Bell and others. Teffler, for example, wrote of a revolution sweeping society in to an `info-sohere' which was transforming the work force from one that endures long hours of physical effort into one that is dependent on information[1]. For Bell "a post industrial society is basically an information society"[2]. Berkeley describes this phenomenon as "information revolution"[3].

The important point to note, and relevant here, was that information was a very vital resource in all human enterprises as fundamental as resources in money, machine and other ingredients of development. Today this awareness was so great and conspicuous that it was now internationally recognised that information was a basic resource in all spheres of human activity whose generation consumed time and

energy, whose use conserved time and money and whose value
and importance was immense in all human enterprises.

Historically, libraries have provided a meaningful
structure for relating information in ways that facilitates
accomplishment of all enterprises in which the societal
beings were engaged worldwide. With the emergence of infor-
mation technology, development of new formats for informa-
tion packaging and mechanisms for information processing,
storing and transfer, the libraries, in order to remain
relevant to the changing societal needs, had been building
new images and revamping their structures, operations and
services.

However, certain developments have crippled the smooth
functioning of libraries of all types a great deal. Flooding
information, zooming prices, mounting information needs and
their diversification, increased information consumption,
all have brought tremendous pressures on libraries of all
types everywhere. Magnitude and dimensions of the problems
were so great that libraries now failed, and failed misera-
bly, to deliver goods to any degree of satisfaction.

Fillip to education, its changed conceptualization and
the resultant new pedagogy, and the rat race for research in
all walks of life have brought many more responsibilities to
academic libraries which have further compounded their
maladies. There was a time, not long ago, when in academic
institutions the provision of adequate library services used

2

to be a benign neglect, here and there, almost everywhere. But of late it has been appreciated that these services are vital in academic pursuits and in bringing about academic excellence essential in preparing young generations to work and live in the information age. It is now widely recognized that unless libraries are integrated into the curriculum and the focus of campuses shifts from faculty teaching to student learning no real change will occur in ailing educational systems. This is the special message to academics that is abundantly clear in the new Education Policy announced in 1986 in India[4].

In order to overcome the hurdles among libraries everywhere, resources sharing has been believed to be the positive force to enable them to accomplish their goals. This belief widespread in the developed world where modern cooperative activities originated and matured, is found particularly important in the planning of library and information services in developing and underdeveloped regions, where resources are limited and needs are great. For, these regions need well-qualified human resources for research and development to bring about progress and prosperity in all walks of life. To provide qualified human resources competent-enough to fulfil the needs of the society, it is not important to have well-trained and well-equipped faculties alone, but direct access to well-established information resources is equally significant.

The object of the present investigation is to study the prevailing library environment among university and college libraries in the State of Jammu and Kashmir, determine the extent of its effectiveness and develop a model for resources sharing among them that will bring about improvement in the operations and services of these libraries. There are guidelines available for such cooperation[5] or we can adopt the models of those who have developed sharing programmes. But doing so is neither advisable nor possible.

The nature and forms of library cooperation in any society evolve historically and are shaped by several factors like social, political and technological. According to Esdaile, "the political and social traditions of one country will produce quite different type of library services from those of another"[6].

The study attempts to identify these peculiar factors in J&K and highlight their impact on any library cooperative activity. Specifically, it examines the characteristics of a suitable cooperation; assesses the perceptions and attitudes of some groups of people who are in a position to determine or influence policy decisions concerning cooperation; and, finally examines the implications of these findings for state level planning which can be compatible with the national planning for a network which is much talked about, and, as and when it comes up.

The study, it is hoped, will help to create an aware-
ness about resources sharing among those who know it not
and help those who know it but for whom it is like weather
--- they all talk about it, yet none of them seems able to
do much about it --- so that they play their vital role in
implementing the theory and practice of resources sharing
among libraries in the State.

## Need for the Study

Most of the literature on resources sharing among
libraries in areas where no such cooperation existed com-
mence by recounting successful cooperative activities in
other parts of the world, and by proposing their adoption in
more or less modified versions. This approach was normally
justified on the grounds that developing countries should
learn from the mistakes of the developed world, and regard
and use their advances as the collective heritage of all
mankind. There is, of course, a built-in pitfall in this
approach. Experience revealed that the application to coun-
try B of lessons learned in country A may be as much a
source of error as of wisdom. Consequently, there is no
substitute for a direct study of the peculiarities of the
country B.

This is easily understandable. Institutions are not
established, nor do they exist, in vacuum. They are there in
an environment and thus develop their own characteristics.
There is always a need as well as a scope to spot these

characteristics before prescriptions are made to change them to a new setting. Suggesting measures with tools and devices elaborated elsewhere was thus unrewarding.

Thus, there was need to suggest schemes and solutions based on objective data originating from detailed investigations. There still existed an urgent need for studies which place their primary emphasis on an examination of the characteristics and peculiarities of librarianship in the state of J&K. The study must take into consideration the present holdings of university and college libraries in the state, the deficiencies in these holdings as seen by the libraries' primary users, and the views of relevant sections of the society about library cooperation. This study is designed, in part, to fill this gap.

Furthermore, Jammu and Kashmir had embarked upon a gigantic expansion of its educational system, involving, among other things, the establishment of an Agricultural university, an institute of medical sciences and a number of degree colleges besides expanding the existing institutions. These institutions in their initial growing stages will probably depend heavily on the already established institutions for many of their urgent library requirements. By providing information on the strengths and patterns of the libraries, this study might aid the newer libraries to plan to meet the needs which are most seriously felt by academics within the state milieu, and also to complement the older libraries in the joint use of resources.

Finally, it is expected that the study of the peculiarities and characteristics of resources sharing in the state might prove useful to other states, and even other countries, which are in similar stages of development, though not in toto.

## The Problem

Libraries, university and college libraries in particular, in Jammu and Kashmir were facing serious crisis on all fronts over the years. Individually they were not able to offer responsive services. Information flood, skyrocketing prices of their stock-in-trade and of costs of their maintenance, mounting and diversifying patrons' requirements and a host of allied problems have diminished their ability to market their services to the least degree of satisfaction. They lacked adequate collections and the collections they have built over the years were infected with obsolete materials; they have no sufficient funds to acquire fresh materials to build balanced, well-rounded and responsive collections; and, they do not have adequate professional staff to organize their libraries on sound professional principles and offer services in tune with the professional ethics.

The academics, too, were frustrated. They do not have access to quality information that they needed to exploit and intellectualize in their academic pursuits, and to keep current with their subject of interest essential for profes-

sional maturity. They do not find their libraries coming to their help and were disappointed over the poor performance of their libraries.

And, the university authorities and educational admin- istrators too were facing uneasy situations and agreed that all was not well in the sphere of provision of library support to the academics and their programmes. They are pumping funds according to their means into these ailing libraries but see no signs of improvement in their perform- ance. They now brand these libraries as 'bottomless pits'.

In order that these libraries are able to overcome their difficulties and turn into real `brain of the academic community' and `workshop for research' they had to shun their individualism and frame a resources sharing programme to contend against all that have reduced them to naught. This would mean a major shift in their present philosophy --- a shift from possession to access. In other words they were required to pool their resources in men, money, materi- als, machines and services in the larger interests of the academic community in the State.

But doing so called for focussing the lenses of introspection on our academic libraries, identify the maladies that deprive them of their sustaining sap and plan in keeping with the local environment with an eye on the future. This is the real problem —— the problem that this study sets out to deal with.

## Scope of the study

The study's paramount aim was to examine the present
conditions of the university and college libraries in the
state, measure their effectiveness and propose how these
libraries could share their resources for better performance
and thus pave the way for an effective networking of these
libraries suitable to local conditions. To this end the
study sets out to answer the following questions:

1.      To what extent did the holding of these libraries
        and the expressed needs of the primary users
        stimulate the beginning of a resources sharing
        programme among them;

2.      What pattern existed in the attitude of administrators,
        faculty members, students and librarians to certain
        forms of resources sharing and methods of implementing
        them;

3.      What institutions and organizations existed for
        stimulating and effecting resources sharing among
        university and college libraries in the state; and

4.      To what extent did the political and educational
        setting within which these universities and colleges
        and their libraries developed provide a background
        favourable to resources sharing.

The libraries covered in the study include three
universities -- the two universities of Jammu and Kashmir
and University of Agriculture Science and Technology, four
medical libraries, one Engineering College library, thirty
degree college libraries and the RRL Jammu. The last one was
added as it was found unavoidable because of the fact that
this library was feeding all the libraries under study and
thus had a strong influence on their performance.

## Hypotheses

1.  The political and educational environment in Jammu and Kashmir within which the universities and colleges and their libraries operated was conducive to any move towards developing a resources sharing network among these libraries.

2.  National incentives and facilities were available to stimulate such activities in Jammu and Kashmir provided well-planned proposal were drawn in this direction.

3.  The holdings of the University and College libraries and the expressed need of their users provide a basis for initiating measures to knit these libraries into a resources sharing programme.

4.  The financial conditions of the State suggest that the money it spared for academic library services be pooled and utilized in ways that will mobilize adequate library support to education and research in the State.

5.  There exists a discernible pattern in the attitudes of State education authorities, university and college faculty and students, and librarians to a form of library cooperation that will ensure for academics full and free access to all the academic libraries in the State.

6.  Cooperative rather competitive development of the resources of university and college libraries should lead to a system that will equip each library to contribute positively to its institution's ability to fulfill its mission in the area of higher education it is dedicated to.

## Methodology

Survey studies, as the one in hand, usually did not depend on a single method throughout. Specialists like Goode and Hatt[7], Babbie[8], and Best[9] have written extensively on various methods that could be employed in such research. All of them agree upon observation, interview and questionnaire methods. In this study, therefore, all the

three commonly-agreed methods were employed at various stages of investigation.

In the first instance a broad outline of the research design was developed on the basis of literature survey involving a study of primary and secondary sources relevant to, and available, on the subject. It includes a study of such materials as university calenders and reports, library committee minutes, inter-library loan files and several other records and materials available in universities and colleges, to collect some basic data relevant to the study.

This was followed by the construction of questionnaires designed to obtain relevant information about universities and colleges and their libraries, and also to investigate the attitude of concerned classes of people who might influence the policy decisions on resources sharing being pleaded for the State of Jammu and Kashmir through this study, and who would be the beneficiaries of the new arrangement in one way or the other. Accordingly two questionnaires were designed to be administrated to the following groups:

a)   Faculty members;

b)   Doctoral and post-graduate students;

c)   Professional librarians in universities and colleges.

Following a letter of transmittal explaining the nature and purpose of the study and conveying the significance of the study, each of the questionnaire contained sections intended to elicit specific information from each

target group. The quality of a good questionnaire were kept in mind while constructing the body of the questionnaire. Moreover, the questionnaires were designed as a mix of the questionnaire and opinionnaire. The questionnaires were pretested at the University of Kashmir to determine and improve the clarity of language and remove any ambiguities of thought and expression.

With the University of Kashmir as home base, visits were made to all the universities, medical colleges, Regional Engineering College. Regional Research Laboratory, most of the degree colleges and the State Department of Higher Education. At most of these places, the investigator conducted structured interviews with the help of the questionnaire. Notes were taken during interviews which were immediately amplified and transcribed. Various activities and operations were also observed on-spot on the occasion at several places. In-person interviewing was found very useful as it fetched more answers and resulted in fewer misunderstood questions. This approach has been recommended by Goudy and Moushey for library studies because of its advantages and they have specified the limitations of the questionnaire in these words;

> "... questionnaire often has severe limitations
> as a method for obtaining information necessary
> to present a full view of the issue at hand.
> Checking answers that provide a brief and prede-
> fined statement often limits respondents in commu-
> nicating any unique situations that are relevant
> to their situations[10].

With regards to the administration of the question-
naire, due care was taken to give a balanced coverage of
all subject fields and of all classes of the concerned
community.

The questionnaire distribution was both personal and
postal. Earnest attempt was made to distribute the question-
naire personally but in certain cases this could not be
done because of distance where these were sent by post. It
was also observed that personal handing was more effective
as it offered an opportunity to immediately clarify any
ambiguities that were encountered by the respondents while
filing them.

The questionnaires were collected according to the
mode of distribution. Then followed their analysis details
of which provided the building blocks for various chapters
of the study that follow.

oOo

# FOOTNOTES

## CHAPTER - 1

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# Chapter 2

## JAMMU AND KASHMIR:
## POLITICAL & EDUCATIONAL ENVIRONMENT

### Introduction

Cooperation among libraries does not occur within a
social vacuum. Factors external to the cooperating libraries
impinge upon, and influence, the pattern and extent of
cooperation. It would be advisable to examine in this chap-
ter the political and educational environment within which
the libraries under study had to operate before considering
more specific details of library cooperation among college
and university libraries in J&K. There were, of course,
other factors like economic and technological which were
vital for effective cooperation. Those were to be considered
later in this study. Consideration of political factors was
important as they seemed to have played, and were playing, a
very significant role in the state. A perceptive observer of
the J&K scene would rightly note that in society where the

state is the biggest employer and where power was with the politicians, politics really mattered a great deal. It was everyone's business.

With politics permeating every sphere of activity in the state, the very concept of library cooperation could legitimately be studied within the political environment of the state.

The interest of the educational setting stemmed from the fact that a college or a university library could fulfill its primary role only within the academic framework of its immediate environment and of its larger society. It was not, therefore, possible to consider J&K librarianship without reflecting on the growth of higher education in the state.

Consideration of political factors was also all the more important because a primary purpose of this study was to investigate the response of the government decision makers to the proposals for inter-library cooperation. It was also important to understand the nexus of relationship between the colleges ad universities and the political system in J&K.

However, before examining the political setting within which the academic institutions and their libraries operated in J&K, it was essential to provide a short historical survey of J&K in order to place the analysis in its proper perspective.

## Jammu and Kashmir State

Kashmir! The very name brings thrill to the mind. Kashmir the beautiful, Kashmir the immemorial, Kashmir the promised land of ancient scriptures, of blue and snowy mountains and pellucid lands, rivulets and springs murmuring eternal music; Kashmir where simple human fingers have acquired the most exquisitely artistic skills ever known in history; Kashmir which has passed through innumerable vicissitudes of sufferings, slavery and tragedy; Kashmir where races and cultures have mixed and flourished; Kashmir where scholarship and intellectual pursuits have found a propitious atmosphere from a long past; and then the Kashmir of which it has been said: If ever there is heaven on earth, it is here.

The Jammu and Kashmir State as a single political entity came into being in 1846 under the well known Treaty of Amritsar between Maharaja Gulab Singh and the British Government. Before this consolidation the four present regions of the state -- Jammu, Kashmir , Ladakh and Gilgit were separate principalities each with its own sociopolitical character.

It is situated in the Western Himalayas at an average of 6000 feet above sea level. The territory -- famous as Kashmir -- is almost entirely a mountainous region with a strip of low land bordering Punjab. Its mountains Valley and

17

lakes comprise some of the greatest sceneries of the World. Its total area is 222,236 square Kilometers. This includes the area now in Pakistan and China which is 120,849 Sq. Kilometers. Figure 1 is a map of the state which shows the actual boundaries of the state and its present geographical and political divisions.

The peace loving people of Kashmir have been described differently by historians from time to time. Yet, as Young-husband puts it, "*their good points are that they are intelligent and can turn their hands to most things*"[1]. It has produced great poets like Sir Mohammed Iqbal and several others, educationists like Sheikh Abdullah who was the harbinger of Muslim women education in Indian subcontinent and one of the architects of Aligrah Muslim University, and great politicians, social and religious reformers and defense personnel whose names it is difficult to catalogue here, who have left their lasting marks on the Indian subcontinent.

Because of the diversity in its terrain, climatic conditions and resources, there was uneven distribution of population in the state. The total population of the state, excluding the areas now in Pakistan and China, according to the census of 1981 was 5,987,389. The population distribution district wise according to the Census and its percentage ratio to the total population is shown in Table 2.1

## JAMMU AND KASHMIR
### ADMINISTRATIVE DIVISIONS
#### 1981

AFGHANISTAN

C H I N A

HIMACHAL PRADESH

PUNJAB

P A K I S T A N
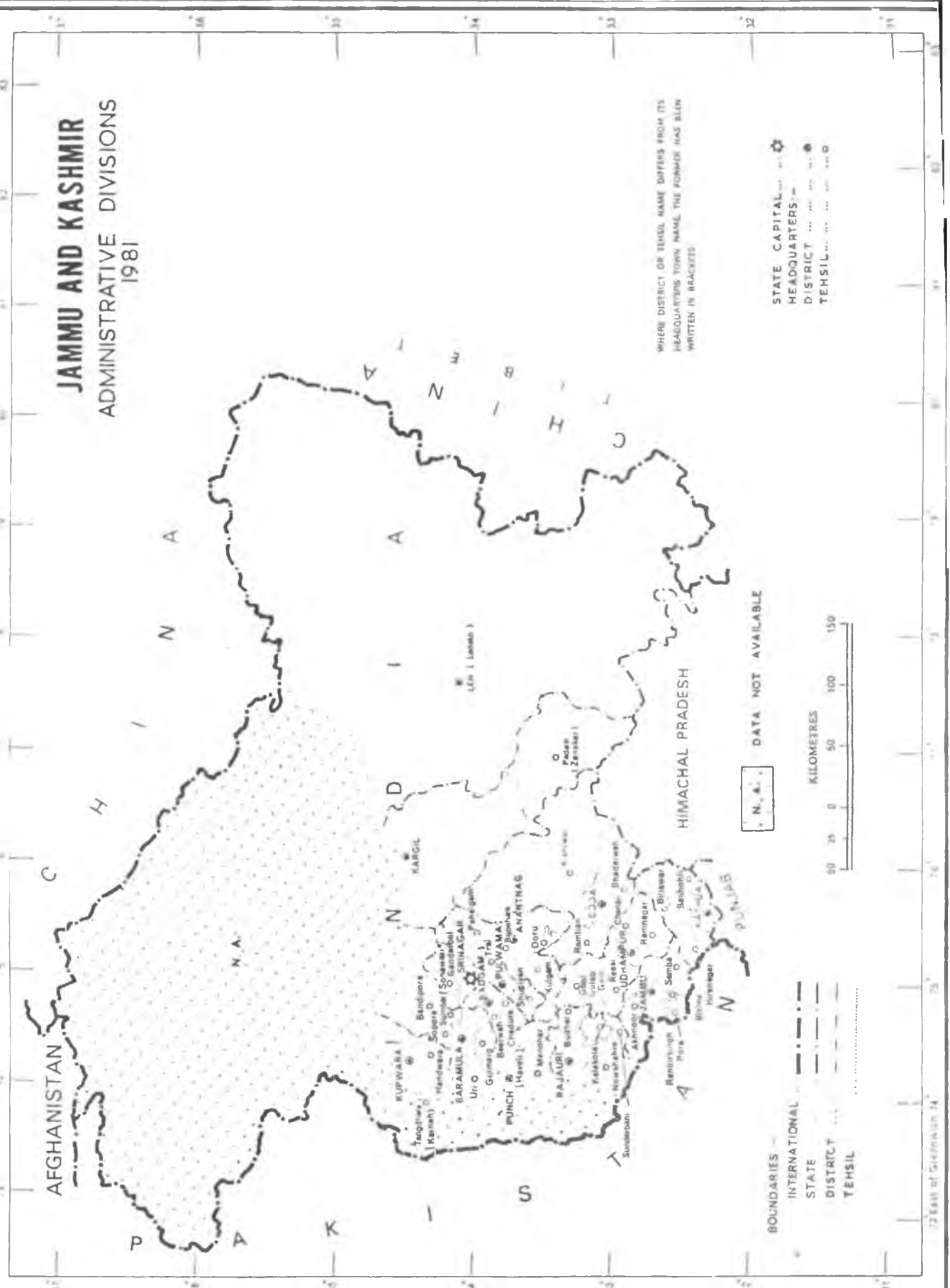
WHERE DISTRICT OR TEHSIL NAME DIFFERS FROM ITS
HEADQUARTERS TOWN NAME, THE FORMER HAS BEEN
WRITTEN IN BRACKETS

STATE CAPITAL ... ✿
HEADQUARTERS ─
DISTRICT ... .. .. ●
TEHSIL ... .. .. ... ○

N. A. = DATA NOT AVAILABLE

KILOMETRES

50    25    0    50    100    150

BOUNDARIES ─
INTERNATIONAL ─ ·─·· ─
STATE ─ ·─· ─
DISTRICT ─ ─ ─
TEHSIL ·········

19

**Table: 2.1**

Districtwise Population of Jammu & Kashmir
(In alphabetical order)

| S. No. | Name of the District | Population | %age of total population |
|---|---|---|---|
| 1. | Anantnag | 656,351 | 10.96 |
| 2. | Badgam | 367,262 | 6.13 |
| 3. | Baramulla | 670,142 | 11.19 |
| 4. | Doda | 426,390 | 7.12 |
| 5. | Jammu | 943,395 | 15.75 |
| 6. | Kargil | 65,992 | 1.10 |
| 7. | Kathua | 369,125 | 6.16 |
| 8. | Kupwara | 328,743 | 5.49 |
| 9. | Ladakh | 68,380 | 1.14 |
| 10. | Poonch | 224,197 | 3.74 |
| 11. | Pulwama | 404,078 | 6.74 |
| 12. | Rajouri | 302,500 | 5.06 |
| 13. | Srinagar | 708,328 | 11.85 |
| 14. | Udhampur | 453,636 | 7.57 |
| | Total | 5,987,389 | 100.00 |

Source: Consus 1981

Culturally the state consists of three divisions —
Jammu, Kashmir and Ladakh. Although the state had basically
a Hindu culture but with the spread of Islam the religious
composition of the state underwent drastic changes bringing
about transformation in the cultural pattern as well. This
also led to the creation of divergent and conflicting atti-
tudes among the inhabitants of these blocs towards life,
education and the like. The religious composition of the
state has immense social relevance. Besides other influences
on the socio-cultural fabric, it has conditioned the politi-
cal and administrative set up of the state.

The total population of Kashmir, as shown in Table: 2.1
is 3,134,904 which constitutes 52.3 per cent of the state's
total population. Jammu has a total population of 2,729,243
constituting 45.5 per cent of the total population, while
Ladakh is the smallest with a population of 134,372 which is
just 2.2 percent of the total population.

Enough has been written about the culture and scholar-
ship of the state extending to a long period of history.
Kalhan's Rajtarangini, translated into English by Stein
offers an authentic account of Kashmiri's past culture[2].
Famous Al-Biruni[3] and a host of other historians, chroni-
clers and even kings have written profoundly about the
culture and scholarly pursuits of the people of the State.
Several writings in comparatively recent times like those of
Lawrence[4], Younghusband[5], Bomzai[6], Sufi[7], Hasan[8],

Gupta [9] and others have dealt with the early history, culture and various social and political conditions of the state from time to time.

The Political Environment

With the foregoing necessary brief introduction, one was now in a position to consider the political setting within which the universities and colleges and their libraries operated in J&K.

The chequered history of the state revealed that it had been free, had gone through serfdom and despotic rule and is now divided with major portions with the Indian Union with which it enjoys a special status under Article 370 of the Indian constitution. The state has its own constitution and consequently the union legislation does not directly apply here unless rectified by the state legislature. In view of its geographical location the state has three broad divisions and each division has been structured into districts for administrative convenience, (Table: 2.2)

India is a unity in diversity. In such an adversary relationship, the relative balance of power - financial, political, social, functional and even formal - between the central government and the constituent states will influence the fate of any effort directed towards the creation of institutions for national and state level cooperation and coordination. Thus, it becomes necessary to examine the trend in the relative structural powers of the central

## Table: 2.2

### Structure of J&K into Administrative Districts

| S. No. | Name of the District | Area in Sq.Kms. | Literacy rate |
|---|---|---|---|
| **A.** | **JAMMU DIVISION** | | |
| 1. | Doda | 11,691 | 18.50 |
| 2. | Jammu | 3,097 | 42.86 |
| 3. | Kathua | 2,651 | 31.90 |
| 4. | Poonch | 1,674 | 23.39 |
| 5. | Rajouri | 2,630 | 24.73 |
| 6. | Udhampur | 4,550 | 23.52 |
| **B.** | **KASHMIR DIVISION** | | |
| 7. | Anantnag | 3,984 | 22.93 |
| 8. | Badgam | 1,371 | 17.86 |
| 9. | Baramulla | 4,588 | 20.62 |
| 10. | Kupwara | 2,379 | 16.82 |
| 11. | Pulwama | 1,398 | 20.47 |
| 12. | Srinagar | 2,228 | 33.90 |
| **C.** | **LADAKH DIVISION** | | |
| 13. | Kargil | 14,036 | 18.86 |
| 14. | Ladakh | 82,665 | 25.17 |

Source: Census 1981.

government vis-a-vis the constituent states as specified in the country's highest law -- the constitution.

In India the power has been divided into three categories; first, the union list on which only the union or the central government can legislate; second, the state list on which the states have the authority to legislate; and third, the concurrent list on which both can exercise legislative powers. The Union Government represents the whole country. It is reasonable to assume it would more conscientiously pursue policies aimed at national integration, while the states would be more likely concerned with local interests which may, but need not -- and sometimes do not -- coincide with the objectives of national integration. In other words the centre represents the centripetal forces for cooperation and coordination while the constituent states represent the centrifugal forces of local interests.

In such a situation of relationship, the relative balance of power is needed for cordial relations and for cooperation. Fortunately in India this balance of power exists to a high degree, particularly in the academic field. Hence the states can take steps for cooperation in any field either individually within the precincts of the state or collectively with other states.

Moreover, in the establishment and maintenance of any resources sharing programme the most persistent barrier is political, although fiscal and technical problems also

thwart any initiative in this direction to some extent. The political barrier is sometimes found unsurmountable while for others solutions are found within the limitations. But fortunately in India this political barrier which leads to a host of resistances from several quarters that matter in the development of library resources sharing programme do not exist. Constitutionally higher and professional education is as much a responsibility of the Central Government as of the states. In accordance with this constitutional provision the Union Government established the University Grants Commission to regulate academic standards and distribute the grants among universities, colleges and other institutions, allocated by the Central Government, to support their programmes. Thus there is a national agency to coordinate higher education and bring about uniformity in programmes, policies and procedures.

In early seventies after the announcement of UNISIST and NATIS programmes by UNESCO several countries woke up to set up adequate infrastructure for responsive library support to the community. The national Committee on Science and Technology in India began realizing the importance of information and its availability for scientific research and urged the Council for Scientific and Industrial Research to develop an appropriate information system for science and technology for India. The CSIR approached the UNESCO to help the country through expert advice. Thus came Dr. Peter Lazar as an UNESCO expert who made valuable recommendations which

were discussed at different levels and which finally paved the way for the establishment of National Information System for Science and Technology (NISSAT). The importance of NISSAT lies in the fact that it is part of the country's science and technology plan.

Again the Department of Culture set up a committee under the Chairmanship of Prof. D.P Chattapadhaya to formulate the objectives of the National Policy on library and information services which in its report in 1988, besides other matters concerning free flow of information across the country, recommended:

> "taking steps for mobilizing and upgrading existing library and information systems and services and initiating new programmes relevant to our national needs taking advantage of the latest in information technology."[10]

In keeping with the spirit of National Information System (NATIS) of UNESCO, the NISSAT organization is seriously engaged in promoting cooperation and automation in the field of library and information services, both at national and state levels. It has already taken steps to reinforce the operating national information systems and has established several sectoral information systems in sectors like leather technology, food technology, Machine tools, Drugs and Pharmaceuticals, textiles etc. It has also been supporting the establishment of networks in several states like the one in Delhi, Calcutta, etc.

The political hurdles are also obliterated by the fact that the planning commission of the Government of India set up a working group under the Chairmanship of Dr. N. Seshagiri, Additional Secretary in the Department of Electronics, to suggest drastic measures for transformation of library services on modern lines. It made very comprehensive recommendations for modernization of library and information services and the development of a computer network linking all special libraries in India by 2000 AD. It also recommended providing modern information technology gadgets in libraries.

Equally, rather more important here, was the fact that the University Grants COmmission had a very ambitious programme of creating a national network of University, College and other R&D libraries - the INFLIBNET.

The UGC endorsed it at its meeting held in December 1988. INFLIBNET has been functioning in project mode through inter-University Centre for Astronomy and Astrophysics, Pune, since 1990 and its office has been set up at Gujrat University Ahamadabad. In its report for 1991-92 the Commission states: that "*the commission at its meeting held in March 1992 considered revised proposal prepared by INFLIBNET and desired that the work in the VIII Plan may essentially relate to automation of libraries and related activities.*"[11] According to the report an allocation of Rs 25 lakhs was made for the INFIBNET during 1991-92. Earlier, the commission through its guidelines for the eighth plan

development schemes has identified certain areas of priority for the universities which, besides other things, suggested to the universities that the "*Libraries should be transformed into information centres and steps be taken to link the library with various departments through modern communication technology. Library services be strengthened to extend its access with a view to making it whole-day institution working with modern facilities including computer search and documentation services*".[12]

These facts, developments and programmes substantiate the hypothesis that there existed a political environment conducive to the establishment of a resources sharing network among the university and colleges libraries in the state of Jammu and Kashmir.

## Higher Education

For a proper understanding of the academic library environment in J&K it was essential to consider the educational setting in which college and university libraries operated in the state. An examination of the over all educational environment of college and university libraries in the state would help in identifying how much the environment is favourable for establishment of resources sharing programmes and what incentives and constraints are there in the way of these libraries for this purpose.

Several chronicles, travelogues and other historical documents endorsed the view that ancient Kashmir has been a renowned seat of learning. Sir George Grierson has rightly said that "Kashmiries are proud and justly proud of the literary glories of their land[13]". Al-Burim also says that "there were all the same, Kashmiri scholars who made important contributor to knowledge."[14]

With the coming of the Muslims, Islamic influence penetrated deep into the valley. During the Muslim rule a fillip was given to both Persian and Sanskrit learning. Maktabas and Madrasas were established in every nook and corner of the valley. Sultan Zainul Abidin, popularly known as Budshah, the great king, and remembered even today for his great works, established a university at his capital Nowshera. He also patronized vocational training in Kashmiri handicrafts.

The Administrative report of 1873 -- the first of its kind in the State -- reported on this educational backwardness of the state. It listed only a few schools in the state and revealed that the expenditure on education in Srinagar was just Rs. 36,372 out of which just Rs. 1,137 was spent on the purchase of books.

In the mean time the Christian missionaries started taking interest in the field of education in the state. The Christian Missionary Society of London began its activities in the sixties of the 19th century but had to face stiff

opposition from the state authorities. However, in 1880 Rev. J Knowles succeeded in establishing the Christian Missionary School just with five pupils. But due to certain unfavourable conditions the school was abandoned for sometimes before the Government permitted its shifting to a downtown area of Srinagar in 1880. Between 1893 and 1895 Mission ladies established a Girls School as well.

Establishment of these two schools need a special mention in the educational development of the state. Myth, superstition and the like posed a challenge to imparting modern education. The parents would not allow their children to play football or go for swimming or rowing the boats. Rev. Tyndale Biscoe who joined the CMS School in 1891 sites many interesting anecdotes in the school. When the football was introduced by him the boys would not play saying *"we can not kick this ball ... for it is an unholy ball and we are holy brahmins.*[15]"

It was a time when rulers of the state also began to establish schools. Maharaja Ranbir Singh established two schools on modern lines —— one in Jammu upto the metric standard and other in Srinagar upto the middle standard. During his period the state had these two schools and 8 primary schools in other districts.

During Maharaja Pratap Singh's reign the schools were reorganized and affiliated to the Punjab University, Lahore. Some schools were upgraded and a scheme of scholarships for

meritorious students was also introduced. Two colleges were also established one at Jammu and the other in Kashmir, in 1905, one on the occasion of the visit of Prince of Wales to the state by the State Maharaja in honour of the Prince and named after him as Prince of Wales College, (Now Gandhi Memorial Science College Jammu), and the other by Dr. Annie Besant and named as Hindu College which was taken over by the Government in 1911 and renamed as Sri Pratap College.

During Hari Singh rule the number of schools at various levels increased and one college each was established in public and private sectors, the former was the Amar Singh College established in 1942 and the latter was the Gandhi Memorial College a year later. In order to have the well trained human resources to staff the educational institutions a Teacher's Training School was also established in Srinagar in 1938.

Yet another milestones in the State's educational development plans was the promotion of female education. In 1947, the state had 8 girls high schools,50 girls middle schools and 280 girls primary schools as part of the states total of 2158 educational institutions. .

The Jammu and Kashmir state has its own constitution. Article 20 which embodies the Directive principles of state policy also lays enough stress on education in the state. According to the Article the state shall endeavour:-

i.   to secure to every permanent resident the right to
     free education upto the University standard;

ii.  to provide, within a period of ten years from the
     commencement of this constitution, compulsory education
     for all children until they complete the age of four-
     teen years; and

iii. to ensure to all workers and employees adequate facili-
     ties for adult education and part-time technical,
     professional and vocational courses.[16]

In keeping with the spirit of the constitution and in
the light of global developments in the field of education
the state government appointed a number committees from time
to time to take stock of the prevailing educational system
and recommend measures for its improvement. These develop-
ments are briefly reported here.

In the light of the Kothari Commission Report   recom-
mending structural changes in education in the country, the
state government set up a committee under the chairmanship
of Mr. Bhagwan Sahay, the then Governor of  the  state,  in
April 1972 to "examine the problems  of  education  and
recommend as early as possible, suitable policies and pro-
grammes in this context". The committee made a number of
recommendations some of which were implemented by the State
Government[17].

In order to implement these recommendations the State
Government decided to take a stock of the existing situation
and entrusted the job to Engineers India Limited, in 1972 to
make suggestions "for streamlining the work at various
levels of education". The study spotted some drawbacks with

the existing education administration and made certain valuable recommendations on the administrative structure of education, education authority and introduction of participative management[18].

In 1978 another committee was appointed by the State Government to study the educational system and recommend qualitative and structural improvement in the system. This time the chairman was again a Governor —— Mr. L. K. Jha. The committee dealt with higher education separately in view of its obvious different features like the proportionately higher cost, social irrelevance, increasing rate of unemployment its catering to a thin minority of relatively affluent class. It made very concrete recommendation to streamline higher education in the state by introducing honours and applied courses in colleges, restructuring of programmes and syllabi at post-graduate level, and provision of coaching facilities for national level competitive careers at the Universities.[19]

A major breakthrough in higher education in the state was the establishment of Jammu and Kashmir University under the Jammu and Kashmir Universities Act I of 2005 (1948) at a time when the state was still in the grip of a political turmoil and shock. The promulgation of this Act in fact was not based on any well conceived policy on education. It was rather prompted more by an urgency in the wake of the Punjab University, Lahore going to the fold of Pakistan. This assertion is quite clear from the preable to the Act:

"Whereas *in view of the changed circumstances it is expedient to withdraw affiliation of the colleges and educational institutions of the State from the Universities of Punjab and establish at Srinagar, a teaching and examining University in the state and to provide for the affiliation of such colleges and institutions with the University.*
*Now, therefore, in view of its urgency and importance, His Highness .... is pleased to enact the* establishment of the University"[20]

In 1965, on the recommendations of the Ganguli Committee[21] the University of Jammu and Kashmir was reorganized and two divisions of equal status were created, one for Jammu and the other for Kashmir Division. Each division had its own executive and academic bodies under a Pro-Vice-Chancellor, with a single Vice-Chancellor as the principal executive and academic head of both the divisions of the University.

In 1967 another Commission - the Gajendra Gadkar Commission recommended the establishment of a separate University and a medical college in Jammu region[22]. Consequent upon this recommendation the State Govt. enacted the Kashmir and Jammu Universities Act 1969 and thus came into existence two separate, fullfledged Universities one each in Jammu and Kashmir Divisions.

Both the University have common state control. The Chancellor and Pro-Chancellor of both the University are the Governor and the Chief Minister of the state respectively. There is also mutual representation in various executive and academic bodies.

The University of Kashmir has 18 affiliated college (Table: 2.3) whereas the University of Jammu has 12 affiliated colleges (Table: 2.4). The Universities have nothing to do with the funding, management and development of these colleges save that the Universities provide some leadership, guidance and special assistance to the affiliated colleges through their respective College Development Councils and some other bodies. The syllabi of various under-graduate courses conducted in the colleges are also formulated in various academic bodies of the University in consultation with the college faculties.

So far as the funding is concerned, it comes largely from the State and UGC. In respect of development the expenditure is shared between the state and the UGC and some other national and state agencies. Development includes both the education development of capital assets like buildings, laboratories, libraries etc. and the creation of new teaching and non-teaching posts and other ancillary facilities. The University Grants Commission provides a certain percentage of the expenditure and the rest is expected to be provided by the State Government.

Funding problems are well known and much talked about in other state universities as well. The university Grants Commission, the main funding agency, has not been able to maintain a balance in funding of central and state universities. Amrik Singh while taking a stock of funding of univer-

## Table: 2.3

### Affiliated Colleges of the University of Kashmir

| S. No. | Name of the College | Year of Establishment |
|---|---|---|
| 1. | Sri Pratap College, Srinagar | 1905 |
| 2. | Amar Singh College, Srinagar | 1942 |
| 3. | Gandhi Memorial College, Srinagar | 1943 |
| 4. | Government College for Women, MA Road,Srinagar | 1950 |
| 5. | Government Degree College, Baramulla | 1950 |
| 6. | Government Degree College, Anantnag | 1950 |
| 7. | Government Degree College, Sopore | 1951 |
| 8. | Islamia College of Science & Commerce,Srinagar. | 1961 |
| 9. | Government College for Women, Nowakadal,Srinagar. | 1962 |
| 10. | Government Degree College, Bemina, Srinagar. | 1970 |
| 11. | Vishwa Bharti Women's College, Srinagar. | 1974 |
| 12. | Government, Degree College for Women, Anantnag | 1974 |
| 13. | Government Degree College for Women, Baramulla | 1986 |
| 14. | Govertment Degree College, Pulwama | 1986 |
| 15. | Government Degree College, Shopian | 1986 |
| 16. | Government Degree College Tral | 1987 |
| 17. | Government Degree College,Hanwara | 1988 |
| 18. | Government Degree College,Kupwara | 1988 |

## Table: 2.4

### Affiliated Colleges of the Jammu University

| S. No. | Name of the College | Year of Establishment |
|---|---|---|
| 1. | Government Gandhi Memorial Science College, Jammu | 1905 |
| 2. | Government College for Women, Parade, Jammu | 1944 |
| 3. | Maulana Azad Memorial College, Jammu | 1954 |
| 4. | S P M Rajput College of Commerce Jammu | 1955 |
| 5. | Government Degree College, Bhadarwah | 1956 |
| 6. | Government Degree College, Udhampur | 1961 |
| 7. | Government Degree College for Women, Udhampur | 1963 |
| 8. | Government Degree College for Women, G.Nagar, Jammu | 1969 |
| 9. | Government Degree College, Kathua | 1973 |
| 10. | Government Degree College, Kishtwar | 1986 |
| 11. | Government Degree College, Rajouri | 1988 |
| 12. | Government Degree College, Poonch | 1988 |

sities has revealed some tentalizing facts. He states:

> not so long age, in fact some 10-15 years back,
> each state university got quite a few crores of
> rupees as development grant. The number of such
> universities was not particularly large at that
> time and there were fewer insistent claims from
> central universities than is the situation today.
> At the end of the 70's, the central universities
> claimed one third of the UGC funds. In the 80's it
> became about two thirds.[23]

He succinctly identifies three main problems of funding
afliciting the state universities which are quoted here as
these are relevant in the case of both the universities in
the State.

> One, state grants are not based on any specific
> principles, and everything is done on adhoc basis.
> Secondly, there is no clearly defined mechanism
> and no university can take it for granted that
> what happened in a particular year would be re-
> peated in the following year ... Thirdly, what
> ever is released is seldom released on time and,
> more often than not, it is hardly adequate. In
> fact the universities are perpetual beggars and
> the relationship that exists between the state
> government and the universities is one of a giver
> and a supplicant.[24]

There is yet another problem facing the universities on
financial front. Their revenues from the students have not
kept pace with the rising graph of expenditure in universi-
ties due to inflation, rising student population and intro-
duction of newer methods of education and research. This
problem is assuming the dimensions of a crisis particularly
keeping in view the government's hell-bent policy on cutting
down subsides. Mundle and Rao wonder what will happen to
heavily subsided higher education sector in India where,

according to their recent study, the beneficiaries of higher education received about Rs. 9570 crores of education subsides while paying only 1.3 percent of the total cost of education.[25]

In the Engineering field the state has a Regional Engineering College which was established in 1960 and is affiliated to the University of Kashmir. In addition to the traditional courses of Civil, Mechanical and Electrical fields it has courses in Electronics and Computer Engineering. The college admits normally 50% candidates from the State selected by a Selection Authority through a written test and the other half is selected from other states and some foreign countries. In September, 1993 the Government has announced its decision to established another Engineering College in Jammu.

In the year 1982 after the passage of the Jammu and Kashmir University of Agricultural Science and Technology Act, another university was established in and for the state of Jammu and Kashmir by the name of Jammu and Kashmir University of Agricultural Sciences and Technology – a multi-campus University with head-quarters in Srinagar.

Due attention has been given to the provision of medical education in the state. For medical education the first college was established by the Government in 1959 in Srinagar. The college now offers education in several branches of medicine and surgery at graduate and post-graduate lev-

els. It also had a nursing school for the training of nurses and other paramedical staff and some diploma courses as well. In the light of the recommendations of the Gajendar Commission Report in 1967 a separate government medical college was established in Jammu which become operational in 1973. It also had almost the same programmes as were available in Kashmir Medical College. In order to promote medical education and services in the state an Institute of Medical Sciences was established in Srinagar through voluntary effort. It was taken over by the state in 1978. Equipped with the latest technology and other facilities the Institute is a deemed university.

Yet another medical college was established in private sector in 1987 as Jehlum Medical College. The college is run on the donations charged from the students admitted to the MBBS programme. The college is yet at a teething stage for all intents and purposes.

So far as the undergraduates education is concerned, it has undergone changes in keeping with the national struc- ture of undergraduate education from time to time. In 1947 the state had just five degree colleges and now there are thirty degree colleges in the state, both in public and private sectors. The growth of colleges over the years and their students intake has been shown in Table: 2.5. Creation of more districts in early eighties led to the creation of a number of degree colleges as shown in the Table all of which are still at a teething stage. In the absence of any proper

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**Table: 2.5**

Growth of Colleges and their Student Intake

| S. No. | Period | No.of Colleges | | | Student intake | | |
|---|---|---|---|---|---|---|---|
| | | M | W | T | M | W | T |
| 1. | 1950-51 | 7 | 2 | 9 | 2537 | 252 | 2779 |
| 2. | 1955-56 | 10 | 2 | 12 | 4356 | 689 | 5054 |
| 3. | 1960-61 | 10 | 2 | 12 | 6318 | 1687 | 8005 |
| 4. | 1965-66 | 13 | 4 | 17 | 7335 | 3522 | 10857 |
| 5. | 1968-69 | 13 | 4 | 17 | 11753 | 4965 | 16718 |
| 6. | 1973-74 | 15 | 7 | 22 | 18423 | 7738 | 16161 |
| 7. | 1974-75 | 15 | 7 | 22 | 19692 | 8069 | 27761 |
| 8. | 1977-78 | 15 | 7 | 22 | 12013 | 6519 | 18532 |
| 9. | 1979-80 | 15 | 7 | 22 | 9318 | 5359 | 14677 |
| 10. | 1980-81 | 15 | 7 | 22 | 9857 | 5971 | 15828 |
| 11. | 1984-85 | 16 | 7 | 23 | 11340 | 8320 | 19660 |
| 12. | 1985-86 | 16 | 7 | 23 | 11591 | 8498 | 20029 |
| 13. | 1986-87 | 18 | 8 | 26 | 11891 | 8510 | 20401 |
| 14. | 1987-88 | 18 | 8 | 26 | 12409 | 8551 | 20960 |
| 15 | 1988-89 | 22 | 8 | 30 | 12145 | 8369 | 20514 |
| 16. | 1989-90 | 22 | 8 | 30 | 12864 | 8400 | 21264 |
| 17. | 1990-91 | 22 | 8 | 30 | 14844 | 9080 | 23924 |

Source: Jammu and Kashmir. Education Department
Statistics Wing

standards, there has not been equal growth of colleges. Personality influence and political affinity has worked to raise some colleges to very robust institution while others have lagged behind. The college in private sector because of their slow growth have promoted the State Government to sanction regular grants-in-aid to these colleges for their overall development.

In order to improve the standards of these degree colleges, both the universities of Jammu and Kashmir set up College Development Councils in 1979 in pursuance of a scheme sponsored by the University Grants Commission. The functions of these councils, besides other things, include the provision of assistance to the universities for proper planning and integrated development of these colleges improvement of quality and standards of college education, helping the colleges in formation and implementation of development schemes, and evaluate and access the impact of University Grants Commission's grants for various development projects in these colleges. The councils have been engaged in various activities in bringing about reforms in college education. As a result of wide range of decision within the auspices of these councils, both the universities decided upon the introduction of Honours Programmes at the undergraduate level in keeping with the 10+2+3 programme introduced by the Central Government. Under this scheme the Pre-university and three years Degree Course, now named as Higher Secondary Part I and Higher Secondary Part II have

been shifted to schools.

The College Development Councils have also been engaged in organishing seminars, workshops etc. to provide opportunities to academicians, planners and administrators to have a better and current understanding of the philosophy, objectives and management of college education. These councils have also been instrumental in providing guidance and assistance to the colleges in their physical development, faculty improvement and introduction of applied subjects in combination with tradition subjects for production of useful and required human resources to meet societal needs.

Despite all these measures towards improvement of undergraduates colleges in the state several deficiencies had suffered with regard to the physical facilities, staffing, funding and management of these thirty colleges in the state. It was also found that quantitative increase in the number of colleges had brought about a downfall in the quality of academic affairs in these colleges. It was felt that there was need for consolidation rather than for expansion. Moreover, it was found that the universities in Jammu and Kashmir to which these colleges were affiliated had not formulated any standards for recognition of these colleges in keeping with the new developments in college education or in conformity with those laid down by the University Grants Commission from time to time. Lack of uniform standards has resulted in disparities and anomalies in all matters of college education.

So far as the funding was concerned it was found that the principals' dynamism and degree of influence in Education Department mattered a great deal. Despite limited resources ad several priorities in other sectors, the state was allocating handsome grants to the college but with no uniformity and continuity. Yet the colleges, by and large, lacked adequate financial support for development and improvement in academic matters.

There were several factors responsible for this poor state of affairs in the colleges in the state. Of these the most important was the provision of free education leaving colleges exclusively on the mercy of the government for funding. It is surprising that in the state a parent does not mind paying Rs. 300 - 500 per month to get his ward educated in a good school. When the same ward comes to a college he or she is required to pay hardly Rs. 15 - 20 as tuition fee per month, which is probably being charged from early forties.

oOo

# FOOTNOTES

## CHAPTER - 2

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# Chapter 3

## UNIVERSITY AND COLLEGE LIBRARIES IN JAMMU AND KASHMIR: AN ASSESSMENT

Preceding chapter was a brief account of the development of higher education in the state. This chapter relates to the assessment of the libraries in universities and colleges in the state by way of introduction. Use of "assessment" in place of introduction did not need any explanation. As Best puts it "Assessment describes the status of a phenomenon at a particular time. It merely describes a situation that prevails without value judgment, attempts no explanation of underlying reasons, and makes no recommendations for action"[1]. As this chapter was not designed to determine the effectiveness of these libraries which is the area of concern for latter chapters, it simply studies their present position. However certain implied judgment may become unavoidable at some stages of description for clarification without involving value judgment used in evaluation.

The description of those libraries would follow a set pattern: physical planning, operations and services.

## Iqbal Library, University of Kashmir

As described in the previous chapter, the University was established in 1948 as the University of Jammu and Kashmir and split into Kashmir and Jammu universities after the promulgation of the Kashmir and Jammu Universities Act in 1969. The University of Jammu and Kashmir had established a library in 1949 which became the Kashmir University Library after the split, and was named as Iqbal Library in 1979.

### Physical Planning:

The library was first housed in an apartment at Lal Mandi in Srinagar where the University was first established in 1948. In 1965 the University shifted to its present campus and the library was also shifted and housed in a wing of the administrative block of the University. In 1970 the University Grants Commission sanctioned a sum of Rs. 25 hundred thousand for the construction of a separate library building. But the University approved a plan costing more than 90 hundred thousands rupees for certain reasons which were later debated about even in the Union Parliament. The building thus constructed on loans from the banks is the tallest on the campus, located centrally with enough space for expansion. It is a modern functional building adequate

enough for a long time to come. The only major draw back
with the building, and which really matters, is that it is
not suited to the climatic conditions of the Valley. It is
a six story building without any elevators so far and is
not air-conditioned nor is there any central heating system.

It has all the qualities of a standard library build-
ing with spacious stacks areas, research cubicles, public
conveniences, auditorium, binding workshop and a cafeteria.
The building is architecturally also attractive. But the
building, for its maintenance, because of its being huge and
unsuitable for the local climatic conditions has become a
white elephant for the university. However, during the
recent years much has been done and spent to give to the
building a better cosmetic appearance.

The library has acquired adequate furniture and fix-
tures over the years including standard stacks, journal
display stands,reading tables.The library has a seating
capacity for about 800 readers.

Structure of the Library

So far as the structure of a library system is
concerned, there are three possible systems for academic
libraries as shown in Figure 2.

1.   A central library as well as individual departmental
     libraries;

2.   Departmental libraries with no central library; and

3.   One central library with no departmental libraries.

# Figure: 2

## University Library Topology
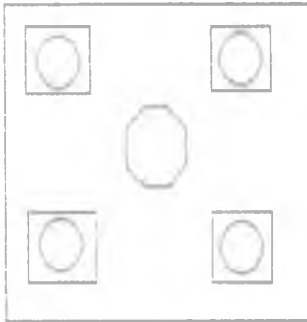


University with a Central
Library and dependent
Departmental Libraries
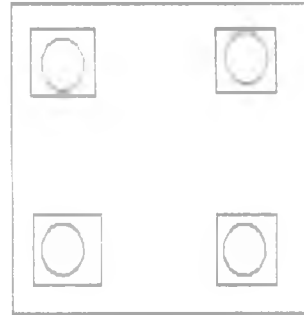
University with no Central
Library with independent
Departmental Libraries
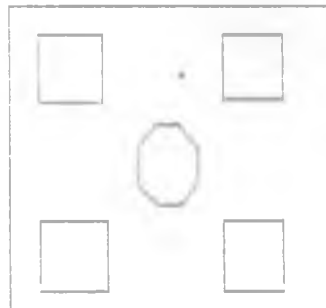
University with one Main Library

University
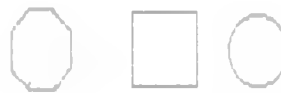
Central     Dept.     Deptl.
Library               Library

The Iqbal Library of the University of Kashmir fits into the Model A. It has a central library with departmental or seminar libraries in all the teaching departments and other institutes and centres. The management and processing are centralized whereas selection, acquisition, maintenance and services are decentralized. Generally this type of structure has the faculty support at other places as well. For, the faculty members contend, as Waldhart and Zweifel put it, *"their work (primary their research activities) requires unlimited access to library materials overtime, and, in addition, that library materials should be physically situated in the closer proximity to the greatest number of potential users."*[2]

Collection Development:

So far as the resources in monographic publications are concerned the accession records put the number as 325,000 by the end of March 1992. The library subscribed to 311 foreign and Indian Journals in all subjects taught in the university. The additions to the collection and subscriptions to journals are on the decline in keeping with the trend worldwide. The collection includes very comprehensive materials on Jammu and Kashmir, Islam and Iqbaliyat, 500 manuscripts and 15000 back files of periodicals.

Selection of materials, and even their acquisition, is done by the departments directly without any scrutiny by the central library while the central library acquires materials

for itself. This uncoordinated and unscruitinzed selection, it was learnt, has resulted in duplications, overlapping and acquisition of substandard and obsolete materials. This practice had at times affected the budgetary control mechanism as departments acquire materials beyond their means. This was particularly true as inadequate book trade market in the valley hampers a judicious selection a great deal.

The maintenance though a real problem was not a matter of great or grave concern in view of the fact that of the materials selected and acquired by the departments were got transferred to the departments and left on their mercy for maintenance. There is no limit to these transfers although there were some regulations in the University Calender governing the transfer of materials to the departments that read:

> .... The Head of each Department/Centre shall have the *books transferred to the Seminar Library from the Iqbal Library with the approval of the Vice-Chancellor....*

> *The transfer of books to the Departmental Libraries shall be restricted to books of the following description:-*

> 1) *Books required by the Post-graduate staff for their class work.*

> 2) *Books needed specially for Post-graduate study. The List of such books shall be prepared by the Head of the Department.*

> 3) *Sets of Journals and Periodicals of purely technical nature.*

> . . . . . . . .

> *Books shall not be transferred to the Departmental*
> *Library until they are properly classified and*
> *catalogued.*
>
> .......
>
> *Books required by more than one department shall*
> *be kept in the Iqbal Library unless it is possible*
> *to obtain more than one copy of each such book.*[3]

But none of these regulations are followed in the transfer of materials to the departments. In actual practice most of the materials obtained by the departments are immediately got transferred to their respective departments just after accessioning even without proper classification and cataloguing.

Whether this phenomenon of unlimited transfer of materials to the departments is advisable? Does it promote liberal use of such materials? It is debatable and will be dealt with in the next chapter.

It was also found that weeding and physical verification was not done in the library in any systematic and professional way. Some weeding has been done now decades ago when it had become almost inevitable after reorganization of the secondary educational system in the state. Some stock taking has also been done on two or three occasions but never completed to obtain results. As a consequence, the library abounds in absolete and seldom used materials occupying space and involving huge unnecessary expenditure on maintenance.

Processing:

For processing the Iqbal Library used Dewey Decimal Classification scheme and Anglo-American Cataolguing Rules, 1967 (North American Text) with a number of modifications, and the Sear's List of Subject Headings. But it was found that not all books were properly classified and the public catalogue too was not up-to-date. The library did not maintain a separate catalogue of monographs transferred to the department nor was any marking done on the cards of the public catalogue to indicate such transfers. As most of the departments chased the newly acquired materials for expeditious transfer to their respective departments, the processing became an immediate causality and most of the materials reached their destinations without proper processing.

This state of affairs has been canvassed at several meeting and lamented about on several occasions. Last it was discussed and criticized in the library committee meeting held on December 28, 1992. But nothing substantial was resolved except talking in terms of pooling the professions manpower in various departmental libraries for completing the job on war-footing.[4]

Readers' Services:

Readers services in the library were limited to traditional circulation and passive reference service. In circulation department a modified version of the Browne charging system was in use. Though no exact circulation statistics

was readily available it was estimated to be around 200 books per day on the average.

The registration of borrowers is done in a professional way; the patron is given a registration card to be filled a and got attested by the concerned head of the department. All students were required to deposit a refundable library deposit of Rs. 200. The students are issued a library card with three tickets for borrowing and in the case of research scholars the number of tickets was five. For faculty and other staff of the University and for outsiders the ledgers were used for lending the materials. Reservations, reminders and overdue charges were found to be the normal practices though in the case of sending reminders many lapses were spotted. It was also found that there were four well quali- fied professionals in the department two of whom were very senior professionals whose services could have been better utilized elsewhere.

The library has a separate reference department with a rich collection of several general and subject encyclope- dias, dictionaries and a host of other reference materials which it behoves to a university library to possess. The collection includes a large number of thesis, and project reports submitted to the university for Ph. D. and M. Phil degree and for partial fulfillment of some Master's pro- grammes. A bibliography of these materials was complied in the library almost a decade ago which has not been updated

eversince and hence has gone out-of-date. No other biblio-
graphical tools are available that could provide information
about the reference collection. The bewilderment experienced
by patrons in identifying and locating materials in refer-
ence department naturally results in diminished exploitation
of these rich resources.

There is a limited reference service available in the
library which could be improved and expanded with technical
organization of the department and adequate staffing. There
is enough scope for transformation of this department into a
true reference department - a department which does not only
satisfy the patron but stimulates and involves him further
in the use of the library's resources in men, materials
methods and services. This department could initiate user's
education programmes which are conspicuous by their absence
in the library ever since its establishment well nigh half
a century age. But this department was manned by a solitary
professional who is perforce required not only to plan an
organize the work of the department but also to carry it
out. Furthermore, it is essential to staff, the department
with persons who have special aptitude for offering serv-
ices, have a wide range of intellectual maturity and have
complete knowledge of the library's resources because in
performing his job he is expected to exploit all resources
of the library and even outside resources. There can be no
two opinions that the performance efficiency of a library
depends considerably on the performance of this department.

The services of the library according to the statutes of the University are available to the whole university community comprising teaching, non-teaching staff and students plus the members of the staff of constituent/affiliated colleges and recognized institution. But due to some mismanagement and loopholes in admitting staff of constituent/affiliated colleges and recognized institutions it has recently been discovered that several of the patrons in this category have not bothered to return the borrowed materials. Some of these teachers after attaining the age of supernuation have since retired from active service and thus the materials borrowed are lost by the library. Unless the government is apprised of this situation and requested to make it compulsory for the college teachers to obtain clearance certificates from the university library before their post-retirement matters and benefits are settled the library shall continue to suffer at the hands of some unscrupulous college teachers.

Other facilities:

The library offered a subsidized xeroxing facility to the chientele which the chentle used quite liberally. The Xerox machines were in a plenty in the university as all the offices of the Deans of Faculty had been provided with the machines and even some individual departments were found in possession of the machines, but not the Department of Library & Information Science. The library also had microfilm

57

and microfiche reading gadgets which were found in use, where necessary.

The library had experimented to establish city Centres in the Main city, one at S. P. College for boys and the other at Government Degree College for Women at Nawa Kadal. The purpose was to provide late evening services to its bonafide patrons by maintaining a text book collection transferred from the Iqbal Library for this purpose. It was reported that because of poor utility these centres were closed down shifting the materials back to the Iqbal Library.

There was found a general feeling that the Iqbal Library had not been able to build a prestigious image and project itself as a vital component of academic excellence on the Campus. This poor performance of the library has been an item on the agenda of several committees over the years. The Tayabji Committee deserved a specially mention here because it delved deep into the affairs of the University including the library. The committee was appointed on the suggestion of the state Government by the University Grants Commission under the chairmanship of Mr. Badru-Din Tayabji. Its terms of reference were to review the working of the University and suggest ways and means for improving its working and raising the standards of its performance. Besides, other recommendations on different institutions and affairs of the University, it recommended

1.  The university library should establish a cooperative relationship with various centres and school libraries for meeting overall library needs of staff and students of the university. The enter library staff on the campus should be under the overall charge of the university librarian.

2.  The adhoc allocation of grants for books and journal among the various centre/ schools of the university should be discontinued. The requirements of each of them should be determined by the library committee.

3.  The university library should build up a complete collection of documents and published materials on all aspects of the Jammu and Kashmir state as possible.

4.  Teaching methods should be reoriented so as to require both the staff and students to make a meaningful use of the library facilities provided.

5.  All policy matters pertaining to the library should be considered by the library committee. A special committee should be set up to suggest the proper use of the space available in the new library building.(5)

**Jammu University Library:**

The erstwhile Jammu and Kashmir University had established some departments like Geology, Economics, Law etc. only in Jammu Division. The University Library in Srinagar used to acquire materials for these departments and transferred them to these departments in Jammu. Later with the establishment of a separate University in Jammu in 1969 with the promulgation of Kashmir and Jammu Universities Act, the new university established its own library.

59

## Physical Planning:

The library was housed in a apartment of the university campus at Canal Road in the beginning. With the establishment of a well-planned new campus across the famous Tawi Bridge, a new building was constructed for the library. It has all the qualities and facilities that an ideal university library must have. Located centrally in the new campus at a prominent place it is a functional building that can suffice the library for a long time.

## Structure of the Library:

Structurally the library was akin to the Iqbal Library of the University of Kashmir. But it has a complete centralized acquisition and processing practice. The departments make selections and send them to the central library which acquires the materials almost in a routine way with little overseeing by the library to check duplications and quality of the materials. The selection was, therefore, decentralized and upon acquisition and processing, materials are transferred to the departments. But processing Jammu university Library also was a causality due to one reason or the other. It was also found that departments did not possess the resources to maintain these collection properly and thus in many cases the plight of these collections was bad.

## Collection Development:

According to the accession registers the total book collection of the Library was 2,59,720 by the end of March

1992. It subscribed to 292 journals. Decline in acquisitions and subscriptions was also visible in this library due to obvious reasons mentioned in the case of Iqbal Library. Random selections without any guidelines for selection and a professional say for the librarian had created the same scene in this library also which it had created in its counterpart in Srinagar. The collection was swelling with materials which, by any standards, stood no chance of being on the shelves of a university library. Duplications were also the result of this mode of selection. Though the university's statues also provided some guidelines like those found in the Kashmir University Calendar, but adherence to them was found neglected.

The weeding and physical verifications aspects of collection development presented a dismal picture. What were its consequences were left for the next chapter.

Processing:

The library used Dewey Decimal Classification scheme and the AACR-1 for classification and cataloguing. The sear's list of Subject Headings was used for subject cataloguing. But many books were found without classification for which the librarian would give the excuse of shortage of staff etc. etc. Similarly the catalouging lacked the seriousness of attention it deserved. The public catalogue was found silent about transfers to the departments. The up-to-dateness of the catalogue was equally doubtful.

## Readers Services:

These services were also found limited tot he traditional circulation and conservative reference service. The average daily circulation was around 150.

The circulation department functioned almost the same way as it did in the Iqbal Library mentioned earlier. Hence it would be futile to repeat all these activities here.

The library had a separate reference department with a collection of about 20,000 items, both obsolete and current, which included encyclopedias, dictionaries and other reference materials including a good collection on Dogri language and culture and Jammu and Kashmir.

It was apparent that this department did not get the attention it deserved. It had just one professional assistants and the organization of the collection too was not favourable to attract patrons.

## Other Facilities:

The library had a Xerox machine for the facility of the patrons and the charges were found reasonable as compared to the market rates.

A keen observation of the Library made it clear that it was ailing on the management front. What lapses were found during the investigation were left to be spotted and examined in the next chapter.

S.K. University of Agricultural Sciences and Technology
Library:

Established in 1982 after the enactment of The Jammu
and Kashmir University of Agricultural SCience and Technology Act of the State legislature to "*assume responsibility
for the maintenance of Agriculture, Animal Husbandry, Fishery, Sericulture and Forest Training/Education Centres,
Experimental Stations and for the programme of training of
field extension workers ....*"[6] Thus the main units of
education, research and extension and training were transferred to the university from the government department of
Agriculture, horticulture, sericulture and animal husbandry.
It is a multi-campus university with headquarters at Shalimar in Srinagar with multi-disciplinary regional stations
and stations in various agre-climatic zones of the State. It
was presently running the professional programmes of Bachelors, Masters degrees in Agriculture, Forestry, Veterinary
Science and Animal Husbandry plus some extension programmes.

The Act, unlike the Jammu & Kashmir Universities Act
1969, specifies the authority of the University Librarian in
clear terms:

> *He shall be responsible for the maintenance and
> management of the University Library, to guide and
> coordinate the working of the libraries of the
> various constituent units of the University, to
> prepare the annual estimates of operational and
> development requirements of all various libraries
> of the University for incorporation in the budget
> estimates*[7].

The main Library at Shailmar was established after the establishment of the University, though some of its components have existed over the decades as libraries of various departments referred to above.

## Physical Planning:

The building for the main library was constructed at Shailmar and became operational from 1988. It is a compact, functional building well-planned with the professional advice of library experts with enough scope for expansion. The stacks area, reading halls, research cubicles are well-designed and fitted with adequate furniture and fixtures.

The station and sub-station libraries also have adequate accommodation either separate or within the buildings of the stations. Four of the stations have separate library buildings and are well equipped with physical facilities to a great extent.

## Structure of the Library:

The library was both centralized and decentralized. The sub-station libraries in and around Srinagar were under the direct and full control of the main library. Their acquisitions and processing was in the hands of the main Library. But the libraries outside Srinagar in Kashmir and in Jammu were autonomous in operations and services, though their administrative control was also in the hands of the main library.

## Collection Development:

By the end of the March 1992 the total collection of the main library plus that of the five station and substation libraries was 67,934. The library in all subscribed to 259 journals from Indian and abroad. The phenomenon of declining acquisition and subscriptions was apparent here as well.

Out of the six station and substation libraries five made direct selections and acquisitions while the sixth at Shohama carried out these operation through the main library. Selection were made by faculty heads in consultation with the faculty committees.

The maintenance was not a problem at the main library which had all the facilities to take care of this aspect but tin the station libraries faced some problems because of lack of adequate staff and physical facilities essential for proper maintenance and care.

Weeding and physical verification were equally least attended though the main library did not require to undertake these activity because of its young age. At station libraries this was needed as much as it was neglected again because of their own problems.

## Processing:

The main library was responsible for processing of its own acquisitions and that of the station library at Shohama.

It had adopted Universal Decimal Classification and AACR-1 for processing with LC list of Subject Headings for subject cataloguing. The library had made humble beginnings for providing current awareness service using UDC for arrangement of indexing entries.

The other four station libraries used Dewey Decimal Classification and for cataloguing they used AAcr-1 with Sears List of Subject Headings. But the processing was not that prompt and complete in these libraries. Large sections of their collections lacked proper processing because of shortage of professional staff.

Services:

The traditional circulation and reference services were found available at the main library. Besides, it was gearing itself to offer current awareness service to its patrons.

The main library used Browne's Charging System with modifications used by the Iqbal Library. The circulation department carried out all other activities like reservations, reminders etc. rigorously. But in station libraries the ledger system was in vogue for lending and other activities were not carries out with the zeal they were carried out at the main library. The total circulation figures were found to be 130 books per day on an average. The circulation statistics were well-maintained at the main library while it was not so in the station libraries.

Reference service was traditional in whole of the university though the main library had a better record than that of the station libraries. In three station libraries, two in Kashmir and one in Jammu, the service was not worth the name.

Other Services:

The library has two Xerox machines available at the main library while the station libraries had no such facility independently.

Regional Engineering College Library:

Established in 1960 the Regional Engineering College in the vicinity of the University of Kashmir has BE and ME programmes in civil, mechanical, electrical and electronic engineering. It has its own library.

Physical Planning:

The library has a separate functional, compact building with enough space around for expansion. For the present the building is adequate enough and the library has no space problem even for the near future.

The library is well furnished with standard furniture, fixtures and flooring. The books stacks, magazines and journal display stands, newspapers stands and tables chairs all have been designed locally by the college in consultation with the librarian.

Structure of the Library:

It is a library with no faculty or seminar libraries well exploited by the college faculty and students as is evident from the fact that on an average 300 patrons use the library everyday.

Collection Development:

By the end of March 1992 the library reported possessing collection of 45,160 books and 4850 bound volumes of periodicals on engineering and allied subjects. The library had acquired 702 books during 1992 and currently subscribed to 94 journals. Though the library does not have a written selection policy for selection of materials yet the librarian does play his vital role in overseeing the selections made by various faculties to check duplications and avoid acquiring materials falling short of the standards of the college. The acquisition was fully centralized and the allocation of funds was systematically done in the library committee meeting convened usually before the end of April each year exclusively for this purpose. The Librarian selects a good number of works to make a well-rounded collection. In the selection of reference materials also he had a reasonable say. The library also acquires multiple copies of textbooks which followed no set pattern.

Weeding was reported to be a regular process in the library and was done in consultation wit the faculty. For

stock verification no periodicity is fixed and the last
stock verification was done in 1988-89 and the outcome posed
no cause for concern.

Processing:

The Library uses Dewey Decimal clarification scheme for
shelf arrangement and AACR-1 for cataloguing with Sears List
of Subject Headings for subject description. All the books
were properly classified and the public catalogue was also
reported and found to be up-to-date.

Reader's Services:

The readers services in the college were restricted to
circulation and the traditional reference Service. Neverthe-
less, the library brings out every month the list of new
arrivals under the title "New on the Shelf" to apprise the
faculty members of the fresh arrivals. The list is omnibus
but properly classified according to the Dewey Decimal
Classification.

The Browne Charging System was in use in the library
with modifications proposed by Ranganathan several 1 years
age. The loanable materials are issued to students for
fifteen days while the faculty could retain materials for
one month. Al other activities associated with circulation
department are seriously attended to and reservation proce-
dure was a regular feature.

69

The reference service, no doubt, was traditional but the reference department was found well-organised with two professionals attending to the job to some degree of satisfaction.

The library has an open-access system with a very small portion of the collection of very costly materials kept under lock and key.

Other Facilities:

The library has a Xerox machine offering services to the users on very subsidized charges.

Medical Libraries:

There are four medical libraries in the state which have all been covered in this study. The Libraries are:

1. Government Medical College Library, Srinagar.
2. Government Medical College Library, Jammu.
3. Jhelum Valley Medical College, Srinagar.
4. J&K Institute of Medical Sciences, Srinagar.

As these four libraries had much in common and only very little to differ from one another, it was found advisable to describe their present operations and services collectively.

Physical Planning:

All the four medical libraries had no separate buildings but were housed properly in wings within the building

complexes of the colleges/Institute, specially designed for libraries. The housing is compact and functional with adequate space to allow the libraries to perform their functions smoothly and without any inconvenience to staff of the library or the patrons. The space they are occupying was reported to be adequate for them for the present though apprehensions were expressed about their adequacy during the next five to ten years. The Jhelum Valley Medical College, however, expressed no such apprehensions as it was just constructed and its collection was too meagre to lay claim for any additional space for quite some time to come.

All these libraries were satisfied regarding all other physical facilities. The furniture, fixtures and flooring of the Institute of Medical Science Library were found remarkably of a very high standard while those of others were found up to the mark. All the four have spacious, cosy and well-furnished reading halls with special chambers for faculty members and doctors working in their attached hospitals.

Structure of the Libraries:

All the libraries belonged to the Model C as shown in Figure 3.1 i.e., none of these had any seminar or faculty libraries.

Collection Development:

By the end of March 1992 the libraries indicated their collections as: Government Medical College Library, Srinagar

16,400; Government Medical College Library, Jammu 17,620; Jehlum Valley Medical College, Srinagar 4118; and J&K Institute of Medical Sciences, Srinagar 19,400. Correspondingly, the figures of their current periodicals subscriptions were 289, 328, 70 and 190 respectively.

The collection of books and the number of periodicals subscribed to by the Jhelum Medical College was found quite small compared to those of the other three libraries in this category. The reasons are obvious: it was established only five years ago and was in private sector. Currently it utilized the services of the Government Medical College Library in Srinagar quite heavily.

The selection procedure was somewhat different in these four libraries than from those found in other libraries covered in this study. All these four colleges have chief librarians but a senior professor is usually put in-charge of the library. As the subjects in Medicine are quite specialized the librarian is usually handicapped because of his complete ignorance of the subject. The In-Charge Professor advises the librarian as a subject expert. Thus as the faculties make selection s and forward the lists to the library, the librarian submits these lists to the In-Charge who oversees them dispassionately and advises the library accordingly. As the faculties are aware of the presence of a subject expert in-charge they are usually found selecting the materials very cautiously and with labour.

The ordering is centralized and in the allocation of funds too these libraries were found more systematic. The allocations were made by the respective library committees of the colleges on the basis of the report of the Library In-Charge on the previous years acquisitions and overall strength of the collections on various specializations.

Though stock verification was not a regular features, the weeding was found an exercise attended to very seriously after every two to three years.

## Processing:

All the four medical libraries were found unique in the sense that their collections were completely well-organised and the cataloguing was also up-to-date. For shelf arrangement the Government Medical College, Srinagar followed Dewey Decimal Classification, the Government Medical College Jammu followed Colon Classification while Jhelum and the Institute followed Universal Decimal Classification.

For Cataloguing all the four followed AACR-2. Even the one in Jammu which Colon Classification in use had followed this code instead of the Classified Catalogue Code. For subject description in catalguing all the four used Medical Subject Headings constructed by the National Library of Medicine, Marryland, USA.

Readers Services:

Circulation departments in all the four medical libraries were found beaming with activity. Circulation turn out in each college was not less than 120 per day. All other activities associated with circulation were being carried out promptly. For charging and discharging all the four libraries reported following a combination of modified version of Browne Charging System and Ledger System; the latter being used only for the faculty staff.

The reference departments in three of the four medical libraries are found possessing very comprehensive collections and were being exploited by the patrons regularly. These departments were staffed by professionals offering bibliographic services on demand and reported to have complied a number of bibliographies for their patrons.

In the Jehlum Valley Medical College, however, the reference department had very little collection of reference materials, it was not properly organized and had yet to be manned properly. Its faculty and students depended heavily on the services of the Government Medical College Library in Srinagar which they frequented almost daily because the Jhelum had yet to establish its hospital and, therefore, was utilizing the hospital facilities of the Government Medical College.

<u>Other Facilities</u>:

Xeroxing facility was available in three libraries while the Jhelum had not so for provide this facility to its library which it surely does not need unless it matures into a fully operational library and acquires comprehensive collection required by its clientele. Microfilm reader facility was also available in the three libraries while the Government Medical College Library in Srinagar had acquired a VCP and a slide projector as well.

**Regional Research Laboratory Library**

The Laboratory situated in Jammu with a substation in Srinagar is engaged in developing technologies for the optimal use of regional resources, helping the industry in the region through research and technology transfer has a well-organised library in Jammu with facilities in Srinagar as well. It belongs to a fraternity of laboratories established by Council for Scientific and Industrial Research (CSIR) with similar objectives at different places in the country .

<u>Physical Planning</u>:

The library is housed in a spacious wing specially designed in one of the building for the library. It has no space problems and is physically well-furnished with standard furniture, fixtures and all other facilities essential for a cozy library atmosphere.

## Structure of the Library:

The library is situated in Jammu and has library facility available in its substation in Srinagar. But the total administrative control rests with the Main Library in Jammu.

## Collection Development:

Being an applied research organization it does not acquire materials on a particular academic discipline and draws heavily on a number of other subjects instead. It has a collection of 15,200 books, 18,800 bound volumes of periodicals and subscribes to 261 journals. With a Science and Technology staff of 250 with 11 fellows it has well-established selection policy. Various departmental heads send the requestions of their selection to the library. The library cumulates the lists and are place before the library Committee for screening. The Committee meets at regular intervals for this purpose. The Librarian has a say in the selection to the extent that he selects various reference materials and checks duplications. Once the books have been selected by the library's screening committee the librarian places the orders with the vendors. The selection and acquisition procedure for all Regional Research Laboratories is a uniform one and this Laboratory also adheres to the same as followed in its sister organization elsewhere.

The library conducts a stock verification every four to five years. 23 books were found lost during the verification

conducted in 1991. The important of the lost items are replaced while other are written off by the library committee.

The library has a regular weeding policy. the librarian prepares a list of obsolete, and deteriorated items and of the old editions which is screened by the library committee and it takes a decision on retention or weeding out.

Processing:

The library is well-organised accordingly to the Universal Decimal Classification and followed AACR-1 with modification for cataloguing with Library of Congress List of Subject Headings for subject description.

Of all the libraries covered in this study it was the only library which was fully organized and maintained an up-to-date public catalogue.

Readers Services:

The library was offering active library services not only to its members but to a large number of outsiders from other institutions in the state. It uses Browne Charging System for lending out materials and the loan period is uniformly limited to fifteen days. The circulation wing carries out all the activities associates with circulation promptly and comprehensively.

It offers a meaningful reference service and has a rich and recent collection of reference materials which are exploited by scientists from the whole state. It has complied a number of bibliographies to assist its patrons in carrying out their research activities.

Other Facilities

The library offers Xerox facility on nominal charges. It has some audio visual materials also for which the necessary gadgets are also available in the library.

The library is performing its duties like a library for the libraries of the State as will be confirmed by statistics on inter-library loan in the later chapter.

**College Libraries**

As shown in Tables 2.3 and 2.4 there are thirty degree colleges in the State, eighteen in Kashmir Valley affiliated to the University of Kashmir and 12 in Jammu affiliated to the University of Jammu. All these colleges have libraries which have much in common and are, therefore, dealt with here collectively. A profile of the courses of study, faculty strength and student intake of these colleges has been given in Tables 3.1 and 3.2.

Physical Planning

Of the thirty degree colleges of these just four had separate library buildings. All other libraries are housed

## Table: 3.1

### Courses of study.
### Facutly Strength & Student Intake in Colleges in Kashmir.

| S. No. | Name of the College | Course of study | Faculty Strength | Student Intake |
|--------|---------------------|-----------------|------------------|----------------|
| 01. | S.P. College | BS | 66 | 2500 |
| 02. | A.S. College | BS BA | 73 | 1721 |
| 03. | G.M. College | BS BA BC | 70 | 1310 |
| 04. | G.D.C. (W) M.A. Road | BS BA | 125 | 1300 |
| 05. | G.D.C. (W) N'Kadal | BS BA | 64 | 1276 |
| 06. | Islamia College of Science & Commerce | BS BC | 85 | 1310 |
| 07. | V.B. (W) Rainawari | BS BA | 15 | 430 |
| 08. | G.D.C. (B) Bemina | BS BA | 45 | 1500 |
| 09. | G.D.C. (B) Anantnag | BA BC | 76 | 4000 |
| 10. | G.D.C. (W) Anantnag | BS BA | 23 | 991 |
| 11. | G.D.C. (B) Baramulla | BS BA BC | 41 | 1320 |
| 12. | G.D.C. (W) Baramulla | BA | 20 | 272 |
| 13. | G.D.C. Sopore | BS BA | 46 | 1750 |
| 14. | G.D.C. Pulwama | BA | 20 | 416 |
| 15. | G.D.C. Shopian | BA | 18 | 250 |
| 16. | G.D.C. Tral | BA | 16 | 300 |
| 17. | G.D.C. Hanwara | BA | 17 | 216 |
| 18. | G.D.C. Kupwara | BA | 16 | 333 |

Key:
G.D.C. :- Government Degree College;
(B) :- Boys;
(W) :- Women;
BS :- Bachelor of Science;
BA :- Bachelor of Arts;
BC :- Bachelor of Commerce

**Table: 3.2**

Courses of studies.
Facutly Strength & Student Intake in Colleges in Jammu.

| S. No. | Name of the College | Course of study | Faculty Strength | Student Intake |
|--------|---------------------|-----------------|------------------|----------------|
| 01. | G.G.M. Science Jammu | BS | 82 | 1700 |
| 02. | M.A.M. Jammu | BS BA | 65 | 1490 |
| 03. | S.P.M.P. Commerce Jammu | BC | 26 | 800 |
| 04. | G.D.C. (W) Parade | BS BA BC | 72 | 1654 |
| 05. | G.D.C. (W) G'Nahar | BS BA | 48 | 1209 |
| 06. | G.D.C. (B) Udhampur | BS BA BC | 39 | 957 |
| 07. | G.D.C. (W) Udhampur | BA BC | 35 | 709 |
| 08. | G.D.C. Bhadarwah | BS BA BC | 38 | 724 |
| 09. | G.D.C. Kathua | BS BA BC | 47 | 735 |
| 10. | G.D.C. Kishtwar | BA | 15 | 528 |
| 11. | G.D.C. Poonch | BS BA | 32 | 520 |
| 12. | G.D.C. Rajouri | BS BA BC | 17 | 406 |

Key:     G.D.C.:- Government Degree College;
         (B)    :- Boys;
         (W)    :- Women;
         BS     :- Bachelor of Science;
         BA     :- Bachelor of Arts;
         BC     :- Bachelor of Commerce

in inadequate, shabby apartments in one of the college buildings lacking all the facilities of a functional library building. All these libraries had acute shortage of space which had forced them to virtually dump their collections in every nook and corner of the library, leaving them to the care of insects, rodents, dust and dampness. Most of these libraries wore the look of a godown.

So far as the other physical facilities like furniture, fixtures etc. are concerned, the condition in all the libraries was found most unsatisfactory. The little furniture these libraries had now turned shabby and unserviceable. And, all this fell short of any standards that are available for library furniture. Several colleges still used double-faced wooden almirahs and the modern racks were found a rare commodity. All the libraries lacked appropriate facilities for hot and cold weather which rendered them quite unfavourable for in-libraries study.

Collection Development:

The collection size in college libraries varied between above 50,000 and less than 4,000. The reasons for this disparity are obvious. The very senior colleges have been engaged in collection building over the decades while the colleges less than a decade old could not compete with them. The absence of any standards for basic collections and regular additions has also compounded the problem. The statutes of both the universities regarding affiliation of

81

colleges are also quite obsolete so far as the provision of library services was concerned. The statute of the Kashmir University regarding the library provision essential for affiliation of a colleges is quoted here as an example:[8]

> The nominal expenditure on books and periodicals in libraries in the .... affiliated colleges .. is fixed as under:

> 1. For affiliated colleges with a roll of 300 or less
>
> Rs 1500 per annum with an initial non-recurring grant of Rs. 7000 which may be spread over two years

The selection of materials for these libraries was the prerogative of the faculties who made selections presciently and usually at the fag end of the financial year with the librarian having a say equal to naught. This rough selection brought on to the stacks of these libraries materials seldom used save in the case of prescribed textbooks which left their shelves to be in the hands of the faculty members and students often. The collection size of the individual college libraries has been shown in Tables 3.3 and 3.4.

Maintenance of these collections also suffered a great deal because of lack of physical facilities. Stock verification was conducted hardly once in ten years but never completed. Weeding was a proverbial "prohibited tree" for these libraries and thus their collections are infested with obsolete, worn and torn out materials.

**Table 3.3**

Collection figured in Degree Colleges of Kashmir Division (31.3.1992)

| S. No. | College | Collection Size |
|--------|---------|-----------------|
| 01. | S.P. College, Srinagar | 52,746 |
| 02. | A.S. college, Srinagar | 45,364 |
| 03. | G.M. College, Srinagar | 14,960 |
| 04. | G.D.C. For Women M.A. Road, Srinagar | 43,776 |
| 05. | G.D.C. For Women, Nawa Kadal, Srinagar | 25,739 |
| 06. | G.D.C. (B) Bemina, Srinagar | 25,000 |
| 07. | Islamia College of Science & Commerce, Srinagar | 08,500 |
| 08. | V.B.C. for Women, Srinagar | 02,200 |
| 09. | G.D.C. (B) Anantnag | 36,096 |
| 10. | G.D.C. (W) Anantnag | 14,500 |
| 11. | G.D.C. (B) Baramulla | 30,903 |
| 12. | G.D.C. (W) Baramulla | 05,999 |
| 13. | G.D.C. Sopore | 08,459 |
| 14. | G.D.C. Pulwama | 04,619 |
| 15. | G.D.C. Shopian | 03,490 |
| 16. | G.D.C. Tral | 02,532 |
| 17. | G.D.C. Handwara | 03,093 |
| 18. | G.D.C. Kupwara | 05,450 |

**Table 3.4**

Collection Figured in Degree Colleges of Jammu Division (31.3.1992)

| S. No. | College | Collection Size |
|--------|---------|-----------------|
| 01. | G.G.M. Science College, Jammu | 53,000 |
| 02. | M.A.M.College, Jammu | 54,400 |
| 03. | S.M.P. Rajput College of Commerce, Jammu | 23,492 |
| 04. | G.D.C. (W) Parade, Jammu | 35,070 |
| 05. | G.D.C. (W) Gandhi Nagar, Jammu | 17,961 |
| 06. | G.D.C. (B) Udhampur | 31,106 |
| 07. | G.D.C. (W) Udhampur | 28,169 |
| 08. | G.D.C. Bhadarwah | 27,260 |
| 09. | G.D.C. Kathua | 22,411 |
| 10. | G.D.C. Kishtwar | 12,921 |
| 11. | G.D.C. Poonch | 03,994 |
| 12. | G.D.C. Rajouri | 03,700 |

The state Government in collaboration with the Union Government had initiated a Book Bank Scheme for underprivileged and socially backward classes and furnished these college libraries with sizable number of text and other books. But the condition of these books for want of adequate space was miserable in almost all the colleges.

Processing:

Whatever the collections and their conditions, twenty six out of the thirty college libraries reportedly classified their collections according to different editions of Dewey Decimal Classification. Four libraries that did not classify their collections in this manner were those which had no professional staff. They put books of a particular subject into almirahs and pasted a slip on the face of almirah indicating the name of the subject. Because of shortage of staff reported by all those libraries their classification work was also found not upto the mark.

The 26 libraries which reported classifying their collections also catalogued their collection according to AACR-1 with Sears List of Subject Headings for subject description. But their catalogues are not up-to-date nor do they have well-designed catalgue cabinets and suitable space to display them prominently. Staff shortage appeared to obstruct the smooth activity of cataloguing as well.

Readers Services:

The most conservative services for readers were found in all the college libraries. In circulation all the libraries used registers for maintaining the loaned records. The other activities undertaken in circulation were performed to the minimum. The circulation statistics was not maintained properly.

All these libraries did have reference collections but it was found that these collections were not up to the mark and lacked recency. There were no separate reference departments  in most of those libraries and thus a befitting reference service was conspicuous by its absence.

oOo

**FOOTNOTES**

**CHAPTER - 3**

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03. University of Kashmir. Calender 1991. Srinagar, 1991; p. 306.

04. University of Kashmir, Iqbal Library. Meeting (1992) Minutes. Srinagar, The Library, 1993. (mimeographed).

05. India. University Grants Commission Kashmir University Review Committee. (Chairman: B.F.H. Badruddin Tayabji). Report. 1988. (mimeographed)

06. Jammu and Kashmir. University of Agriculture Sciences and Technology Act. Srinagar. Government Press, 1982.

07. Ibid. p. 7.

08. University of Kashmir op. cit. p. 164.

# CHAPTER 4


## LIBRARY OPERATIONS, SERVICES AND MANAGEMENT: AN EVALUATION

### Introduction

With an assessment of the University and college libraries in the State in the preceding chapter, now follows the evaluation of present operations, services and management of those libraries. The evaluations gives full consideration to the useful information obtained from the libraries and, where appropriate, from the patrons through questionnaire and interviews during this study. It also exploited some professional literature to add to the ingredient of value judgement.

### Library operations

Though some times confused with administration, there are certain activities carried out in all types of library everywhere that are collectively designated as library operations. These operations generally included collection

development, technical processing, circulation methods and the reference service. The efficiency of any library's performance depended considerably on the effectiveness of these operations. These operations, as carried out in the university and college libraries in the State, are evaluated here. The description follows the order in which these operations are carried out in a library.

## Collection Development

Collection Development involves regular additions to the collections of materials selected and acquired on the basis of certain guiding principles or standards and weeding out, again on regular basis, of items that turn obsolete or deteriorate physically over time. This plus-minus operation, involves a variety of intricacies, usually unnoticed by the general patrons, is of paramount importance, and it is held firmly and widely that patrons' satisfaction is directly proportional to the quality and quantity of a library's resources in materials. The first facet of the collection development is the selection of materials of use and value to the patrons of a library. An academic library has a homogeneous community to serve as compared to a public library required to serve every Tom, Dick and Harry in a locality. An academic library has the basic responsibility to build a collection to support curricula of the academic institution. If it is a college library, in addition to feeding the curricula, it keeps an eye on the requirements

of the faculty personnel engaged in some research as well. In a University library, on the other hand, heavy commitment to research requires a diversified and comprehensive collection, particularly today when university programmes of teaching and research are carried out on inter-disciplinary lines.

Theoretically, the selection in a university or a college is a proprogative of the faculty in the case of a subject requirements while as Librarian would gather a sound general and reference collection representatives of all subjects. Nevertheless, the librarian has to oversee the faculty selection to avoid unnecessary duplications and also to suggest selections which the faculty might have missed on any ground. This selection in recent times has become all the mere important and difficult in the wake of enormous publishing output, zooming prizes, mounting patrons population and increase in, and diversification of, their information needs. Moreover, selection at times becomes unpleasant as certain selections become controversial in the eyes of some patrons which bring in an element of censorship in selection process.

Several professional experts have addressed themselves to formulating certain guidelines or principles to streamline this selection operation. Melvil Dewey, the man of Decimal classification fame, coined a golden principle -- the best reading for the largest number at the least cost[1]. Corinne Bacon in 1907 pleaded, "Do not try to build

up a well rounded collection. Get what your readers need and want, or can be made to want"[2]. John Cotton Dana wrote in 1920, "Do not pander to any sect, creed or partisan taste[3]. Lionel Roy McColvin in 1920[4] and Francis K W Drury and Helen Haines wrote two classical works on the subject in 1930.[5-6] And, there are several others including Dr. S R Ranganathan who gave this process a proper shape and scientific content. Yet, most of these professional experts unanimously recommend a selection policy statement. Drury, for example, stressed as early as 1930 - Fix upon a policy of selection and stick to it until it has proved wrong, buying consistently along the lines of this policy, until a better one is found[7]. All professional associations also plead for formulation of concrete selection policies. The well-known American Library Association has adopted the Library Bill of Rights as early as 1948, amended later, which contains useful hints on selection and the selection policy[8]. The facet of weeding has not been discussed here because it will be dealt with separately later.

With these writings on the wall, now follows the description of the information obtained through questionnaire and interviews on the present practices and limitations that the libraries under study have on the collection development front.

Selection Procedure

Generally speaking, as substantiated by the data gathered, the University and college libraries in Jammu and Kashmir have no selection policies. The University Calendar of the University of Kashmir does include some regulations on the selection for Iqbal Library. These are quoted here:

> "The procedure for selection of books, journals and other reading materials for the library shall be as under:-
>
> 1) At the beginning of each financial year the Librarian shall obtain rates, terms and conditions for supply of books, journals and other reading materials from various book-sellers and publishers in the country and abroad. For this purpose up-to-date list of all such booksellers and publishers shall be maintained by the Librarian and got approved by the Library Committee.
>
> 2) The Librarian shall prepare a comparative statement of the rates and terms affixed and get the competitive rates approved by the Vice-Chancellor in respect of the books etc. for the financial year.
>
> 3) The books and journals on the various fields of study shall be selected every year by the respective Heads of the Departments according to their requirements and the help of the publishers catalogues, lists of advertisements and books received on approval from various publishers.
>
> 4) The indent for books shall be prepared by each Head of the Department in good time so as to reach the Librarian before the end of June every year.
>
> 5) The librarian shall scrutinize each indent and see the overall stock and budget position before placing orders.
>
> 6. The librarian shall select reference books, books of general nature and on Library

> Science and get approved by the Vice-Chancel-
> lor before placing orders.
>
> 7.  The Librarian shall purchase the serial
>     publications in order to complete the volumes
>     wherever necessary."(9)

A book selection statement must include several aspects of selection. The procedure for selection of reading materials quoted from the University of Kashmir Calendar above appears a non-professional exercise. First, the point 1 above has now become redundant. There is The Good Offices Committee in Delhi which is a voluntary organsation of representatives of book trade and libraries to stabilize terms and conditions of book and periodical supplies to libraries on a uniform basis. The Committee in its meetings at regular intervals takes decisions on library discounts on Indian and foreign publications and other terms of supply thereby rendering the individual library's exercise on these matters futile. As it is a representative committee consti- tuted by mutual agreement to safeguard the mutual interests of traders and takers, its terms and conditions are best suited to both the parties and hence have the national acceptance. Thus, the points 1 and 2 are superfluous.

The point 3 in the University's procedure for selec- tion also is not defect-free. First, the books and journals have been given an identical treatment whereas in true sense these are to be dealt with differently. Books are purchased while journals are subscribed to an regular bases entirely         in         different         ways.

The point 4 in the procedure lays down the time frame for selection. Professionally speaking, synchronization is neither possible nor desirable. Selection of materials other than journals should be a continuous process spread over the whole year. Laying down the time frame for selection amounts to dictating to the authors, publishers and marketers to do their jobs in a time-bound way which is unthinkable.

The point 5 holds no controversy. The librarian must oversee or scrutinize the selection statements of the faculty to avoid overlapping and unnecessary duplications. Moreover, he should judge the recency, physical format and sometimes the standard of quality in content, particularly in social sciences and humanities where catchy titles, exciting and fascinating, turn out to be ephemeral and inferior in many respects. Monitoring of budget provisions for effective budgetary control of course, is the duty of the librarian. This point, therefore, is in accordance with the professional ethics and practices, and is unavoidable as well.

The point 6 has some good intentions and is thus relevant, though terminologically it could have been formulated in a better way. The library staff in all types of libraries have a role and decision in selection for the fields of general bibliography, for areas not covered by departments, reference and information sources, and for

overseeing the general development of the collection. Obtaining of the Vice-chancellor's approval appears to be superfluous as the librarian is an authorised officer supposed to be conscious of his professional obligations.

The last point is ambiguous. When one reads it between the lines one may come to the conclusion that it refers to acquisition of missing issues in volumes of journals subscribed to by the library. This is no responsibility of the librarian as the subscription agency engaged in supply of journals is legally bound to issue complete volumes and arrange for supply of missing issues, if any.

Besides, the above observations on the selection procedure as laid down in the University Calendar, there can be no two opinions that it is lacking on several accounts. Above all , it lacks the basic elements of a concrete selection policy.

A sound selection policy is a sine qua non for a robust collection development responsive to the information requirements of the clientele of a library. Fussler while emphasizings the need for a selection policy states that *"the extent to which a library fails to recognize the kinds of policies which it is following may possibly be a measure of the potential inadequacies of its collection over a long period of time"*[10]. A selection policy infact guides the growth of a collection on sound lines in keeping with the information requirements of the library's clientele. It is

not the librarian's prerogative to formulate such policy single handed but it involves a cooperative effort on the part of the authorities, clientele and the librarian to formulate a comprehensive selection policy. Danton has rightly observed that:

> "*The University administration, following consultation with, and advice from appropriate academic groups, would provide the library with official statement of policy, in some detail, as to the institution's present and probable future programme of teaching and research. The statement should indicate the institution's level of interest in specific areas of learning, and the extent to which they will be supported and prosecuted.*"[11]

A standard selection policy, generally speaking, must specify the objectives of the collection, responsibility for formulation of the policy itself, authority for selection and librarians's powers of overseeing it, criteria of allocation of funds and authority for its approval, criteria for selection of various types of materials, priorities in selection, and mechanism of, and criteria for, weeding in order to eliminate the proverbial dead wood. The policy thus envisaged is net set of rules and procedures. It is rather a guideline to have rules and establish procedures.

Only a few libraries obtained some book selection aids whereas the other libraries had none to help them in standard selections. Even the Indian National Bibliography was not found available in most of the libraries. Absence of book selection aids also creates problems in prompt selections as ascertaining relevant bibliographical details

involves the expenditure of a lot of time. It was found, for example, that Wilson and Gisvold's Textbook of Organic, Medical and Pharmaceutical Chemistry, eighth edition, edited by Robert F. Deorge and published in 1982, took ten long years to be procured by the Kashmir University and was accessioned by Iqbal LIbrary exactly on August 12, 1992. In Kashmir university's Iqbal Library the selection of materials is the exclusive prerogative of the teaching departments with the Central library having no say at all even in avoiding unnecessary duplications. Consequently, the library is faced with a critical problem of huge duplications draining the library finances in vain.

Even in ordering system no uniformity was found even among the university libraries, not to speak of college libraries. In Iqbal Library even the ordering is fully decentralized as the departmental heads are authorised to place orders directly with the suppliers. The books are received in the departments and are transferred to the Iqbal LIbrary for accessioning and processing. Or, the departmental heads direct the suppliers to send books direct to the Iqbal Library. In addition to several apparent defects inherent in such an ordering system, this procedure has resulted in mass duplications and procurement of substandard, obsolete materials. The invoices are, however, checked by the Iqbal Library and thus price checking, discounts and foreign exchange rates are taken care of by the Iqbal Library.

In the Jammu University the situation is different and somewhat, satisfactory. There is no decentralization to the extent to which it was found in the Iqbal Library. Departments make selections and forward the lists or the signed publisher's catalogues to the Central Library for placing the orders.

The University of Agricultural Sciences and Technology is a multi-campus university and, therefore, its library system is also decentralized. Obviously selection and acquisition is decentralized among the various centres and institutions throughout the state.

In colleges the ordering of materials is far from any form of uniformity. As mentioned earlier the `selection in hurry' makes a bad curry. Colleges usually place orders for materials with local venders and occasionally with agents of various national publishers. Sometimes the principal accompanied by some senior colleagues rushes to Delhi to make selection in the World Book Fair.

Ordering

As no library is currently striving towards total specialization, the practice of placing blanket orders was rare. The Institute Of Medical Sciences and the two Medical Colleges in Jammu and Srinagar place blanket orders for certain materials of certain well-known publishers. In the twin universities of Jammu and Kashmir there is no such

practice. However, libraries other than the college libraries covered under this study do place standing orders for certain multi-volume works published in piece meals and also for materials published in particular series.

One more practice of acquiring certain materials needs a special mention here. In the Universities of Jammu and Kashmir there was a common practice of acquiring five to ten copies of all publications authored by the academics of these universities and of other local authors of the state. The justification behind this practice was to encourage local writers. But both the university libraries air certain reservations about the continuance of this practice as they were compelled to buy certain substandard materials as well. It has also been observed that even some departments buy certain materials of this nature which did not have the remotest relationship with their subjects of teaching and research. Consequently, in science departments of Kashmir University one finds books on Urdu literature and poetry as well.

Last, but not lest, it was observed, as supported by accession records as well, that most of the libraries do their shopping at the fag end of a financial year. Instead of spending every paisa of their funds in judicious acquisitions regularly throughout the year, the funds are blown in one great burst towards the end of the year on the principle that if it is not spent in full this year, it may be reduced

next year.

Of the libraries covered in this study just five
libraries reported using some printed stationery for order-
ing materials. All other libraries including all the college
libraries either type out the orders or in the case of most
of the colleges these are handwritten for dispatch to the
venders or handed-over to them in person. No proper mecha-
nism is used to maintain on-order profiles with a built-in
alerting system.

## Magnitude of Duplications

All libraries reported acquisition of multiple copies,
particularly of core and recommended books. The size and
number of duplications was often staggering. All libraries
pleaded strongly in favour of multiple-copy acquisitions to
meet the demands of a wide array of students. And, they also
do so on strong recommendations of the faculty. As li-
braries acquire similar materials in support of similar
academic programmes, overlapping is but natural and wide-
spread.

In the twin universities of Jammu and Kashmir it has
been observed that the departmental libraries tend to
strengthen their collections by multiple copies of texts in
a bid to provide more responsive services. They entertained
the idea that all texts should be transferred to the de-
partmental libraries instead of retaining some copies in the
central libraries. The central libraries, on the other hand,

claimed retention of copies of such texts in their collections as an instrument of promoting the use of their libraries. They opined that text books in the holdings encourages longer and increased use of their libraries.

There are no hard and fast rules to govern multiple copy acquisitions or to fix limits in such acquisitions. There is a school of though to develop standards for mutliple-copy acquisition of texts on the basis of ratio system. For example, the ratio of 1: 10, that is, one copy for ten students, two for more than ten and so on. But this system smelt somewhat crude. Experencies demonstrate that students studying different subject fields used different numbers of texts with different frequencies. Science students admittedly used less number of books than those in social sciences and humanities. Naturally, ratio basis does not sound well.

Moreover, several professionals have explored the problem to ascertain whether additional copies really lead to the increased and more frequent use of duplicate texts. Leinkuhler developed a mathematical model to describe the growth of book-stock over a number of years to predict the average circulation for texts. While examining the effect of duplication on circulation with his model, he arrived at a conclusion that two copies of a text never lead to duplicate circulation and that duplication always reduced the average circulation per volume[12].

## Cooperative Acquisitions

Cooperative collection development is an integral part of a resources sharing programme. It holds a great promise for libraries which realized that their individual collection development efforts were no more that the will-of-the-wisp; nearer they feel they are reaching, farther they find they are. But cooperative collection development can not be just talked about and agreed upon. There are certain prerequisites for it. Knowledge of specific holdings of the intending libraries is the first prerequisite of any move towards cooperative collection development as it would lead to an understanding of strengths and weaknesses of the collections of the participating libraries. This assessment is not an easy job and thus calls for the development of a proper methodology. Sue O Medina and others, for instance prepared a Collection Assessment Manual for cooperative collection development programme among Alabama Academic Libraries in 1987[13]. And the prerequisite for all this is a union catalogue of the participating libraries.

Naturally, talking in terms of cooperative collection development in Jammu and Kashmir under prevailing conditions shall tantamount to groping in the dark. At present all the libraries under study were buying without consideration to the neighboring collections. Even the libraries within a radius of less than ten kilometers of each other in both Jammu and Kashmir divisions are bidding against each other,

102

exhausting their budgets on acquisition of materials already available in the vicinity.

The present competitive collection development has been playing havoc and the practice is adversely affecting the academic enterprise in the State despite the fact that the poor state is sparing reasonable amounts on the maintenance of library support to the enterprise as compared to the expenditure on other activities. This was really unfortunate and was bound to fetch a bad name to the library profession today, tomorrow or the day after.

However, there could not be a total cooperative collection development among all the libraries included in this study. Such an arrangement can bloom only among such libraries which have common programmes. There could be a near total cooperative programme among the two Universities of Jammu and Kashmir. One among medical libraries and one among the degree college libraries. All these categories of libraries have much in common in their courses of study and levels and methods of teaching and research. However, many expensive multi-volume reference materials, journals, government documents and the like are the materials for which all the libraries can join hands with each other.

Common collection development also entails common storage of certain materials which are not in frequent use for the present but are likely to be useful in future. All libraries can have a total common storage for such materials

which will absolve the individual libraries of many a responsibility and spare them the space of housing these materials and of recurring expenditure on their maintenance.

All libraries can also have a common preservation programme with a common bindary. Iqbal Library of the University of Kashmir, for example, has a spacious bindary section in its basement which could be utilized as a common bindary for all libraries in the division.

## Weeding of Collections

Weeding is the reverse of acquisition. Need for discarding material that are little-used or unused is felt since the library is no more regarded as a museum or a graveyard for reading materials. All libraries cannot be permanent depositories nor is it desirable. Today's library must possess a live collection -- a collection that is not only useful but is also actually used by a library's public. Rapid generation of new knowledge as a byproduct of widespread research, particularly in the field of science, rendered many materials obsolescent. The libraries are under no obligations to retain these materials on their shelves and waste funds on their maintenance. Moreover, space is and will continue to be a common and major problem in academic libraries, as it is in other types of libraries. The depository function, however is performed by national libraries worldwide.

All these factors prompt libraries to undertake weeding as a regular activity so much so that a concept of zero growth collections has matured a great deal whereby every new title added to the collection must relieve an item from the existing collection. But weeding is not an easy job and involves evaluation of the collection to discriminate between use and non-use of materials. This again needs a methodology, some guidelines. Mary B Cassata has studied the matter in depth and formulated certain guidelines for collection evaluation in university libraries[14].

All but one of the libraries included in this study reported that they had no policy on weeding whatsoever, and had never weeded out their collections. In fact no library weeds out items unless they are totally unusable because of their physical decadence. Most of the libraries still nurture the idea that big is good and bigger is better.

The Iqbal Library reports having weeded out a large number of items in early sixties as the University was relieved of conducting tenth class examinations and the FA/F.SC. courses of studies were replaced by secondary system and their examinations were entrusted to a separate Board. Ever-since no weeding has been done. It has been observed by the investigator that if a weeding is done in this library on the basis of the use studies, more than half of the collection of the library shall be a candidate for discarding.

The Jammu University Library was established on a collection which was transferred to it from the erstwhile Jammu and Kashmir University. Its position was akin to that of the Iqbal Library. Thousands of items occupying space and involving expenditure on maintenance had become obsolete. Yet no steps had been taken to trim the collection by weeding out what was seldom used.

The college libraries had a more dismal picture to present. They did not know what the weeding is and what it was all about. As a consequence their collections swell in out of date, unserviceable materials. The older colleges like S. P. College, Amar Singh College, Womens College, M. A. Road and Nawakadal in Kashmir and MAM Gollege, G.M. Science College and Government Women College in Jammu, still possessed materials acquired dacades ago which had not the remotest relevance to their present education programme. Those materials occupied sizable space in the libraries, though many of them were now in a dilapidated condition. Neither the librarians in colleges have ever paid any attention to it nor have ever the academics given any heed to it. When asked to clarify their position the libraries pleaded helplessness arguing that their statutes did not permit weeding. Some college libraries were scared of the idea of weeding as they felt it will reduce their collections. They still harboured the idea of big better. Some others justified the absence of weeding exercise as they felt it was a very complicated matter and called for whole-hearted cooper-

ation from the academics in determining what to weed out.

Finally, it was noted that there was a clear and urgent need for weeding out worn, torn and out-of-date materials on a large scale. Such a massive weeding, however, called for laying down certain well-thought of and calculated parameters based on use studies of these materials. Unfortunately no proper use statistics was maintained or was computable in all these libraries. And, therefore, there could be no two opinions, that weeding will continue to be an 'untouchable' for the libraries in the state, at least for the present. While talking to a bureaucrat in the Education Department of the State, who in the first instance, looked surprised at the idea, once explained the advantages of the practice, agreed that the Education Department should frame rules for weeding. He was of the opinion that the college principals should plead the case with the Government.

## Organisation of Collections

### Classification:

Organisation of collections is a fundamental operations that distinguishes a library from a store house of documents. And this operation is part of the definition of a library  - The library is a place where documents are organized for use. As the basic purpose of a library is to allow, encourage and promote use of its reading material, it is required to organize its collection for retrieval without

which it could not be possible to achieve this basic objective.

In response to the questionnaire, 26 libraries indicated using Dewey Decimal Classification, 4 Universal Decimal Classification and one Colon Classification. 8 libraries used no standard scheme of classification. A barline figure gives a quick comparison of the various schemes of classification used by the libraries covered under this study. (Figure 3).

The libraries of the two universities of Jammu and Kashmir used 16th. edition of the Dewey Decimal Classification but of late both have started using the 19th edition. Both the libraries expressed satisfaction with the scheme though not hundred percent. Both expressed difficulties in assigning number to a host of new documents of multi-disciplinary and trans-disciplinary subject content. They also indicated making use of the classification numbers provided in books of some foreign countries as an element of the cataloging-in-publication data. It is interesting to note that in both the Universities the use of Dewey Decimal Classification is statutory as the Calendars of both the Universities make a clear mention about it, as well as for the catalogue with a set of procedure for change. The Calendar of the University of Kashmir reads thus:

> The library shall be classified on Dewey Decimal Scheme and the catalogue, to be maintained in card form, shall consist of two main part -- alphabetical and classified, provided that the Library

# Figure: 3
## Bar Chart of Classification Schemes used by 39 Libraries surveyed in this study
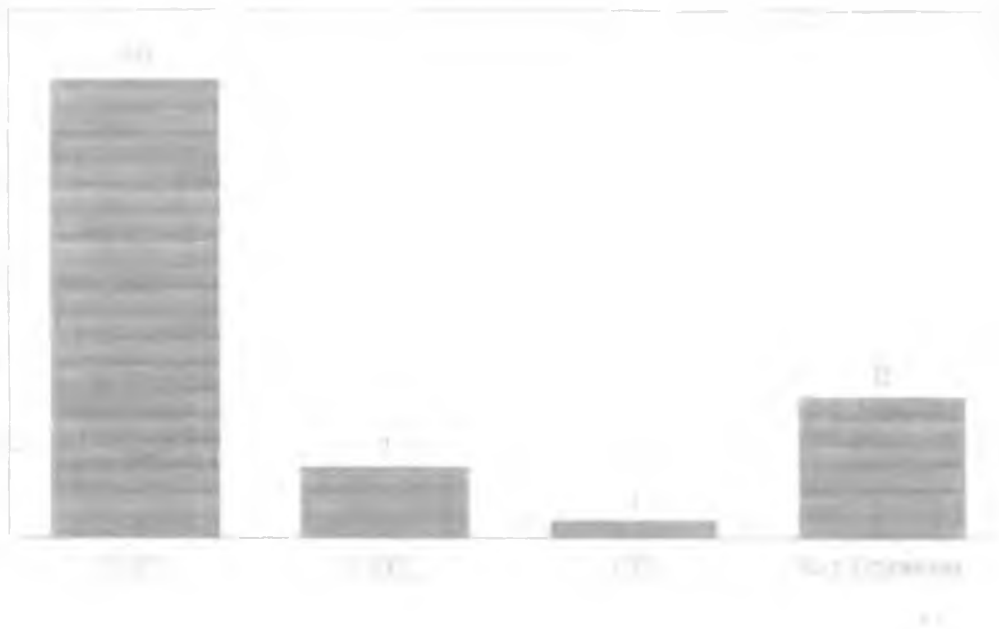
Committee may change this system whenever necessary on the recommendation of the Librarian[15].

The Library of the SK University of Agricultural Sciences & Technology has introduced Universal Decimal Classification at its Central Library, whereas its Faculty libraries spread over all over the State use Dewey Decimal Classification. The Central or the main Library has come into existence only after the establishment of the University in 1982, whereas the Faculty Libraries have existed over the decades as Libraries of professional colleges or of various administrative departments now merged in the University.

Out of the four medical libraries the Institute of Medical Sciences and Jhelum Valley College of Medical Sciences used Universal Decimal Classification, Government Medical College, Srinagar used Dewey Decimal Classification and the Govt. Medical College, Jammu Colon Classification. Thus three schemes were in use in the four medical libraries. Of these the one using the Colon Classification 6th reprint edition expressed mounting difficulties and dissatisfaction though the librarian loved the scheme. He reported to be in touch with Documentation Research and Training Centre, Banglore to tackle the problems. The two using the UDC expressed satisfaction with the scheme and reported contemplating to experiment with the new version which had a strong bias for science and technology. The one using the Dewey Decimal Classification expressed a division

of opinion and a preference for UDC for depth classification.

Out of the 30 degree colleges twenty two classified their books by Dewey Decimal Classification varying editions. All colleges using the scheme expressed satisfaction with it but entertained apprehensions that their classifying operation might come to a stand still unless additional hands are provided to attend to it seriously and on time. In several colleges there were found huge piles of books awaiting their turn for classification. In most of the colleges classification work was not undertaken regularly but was spared for vacations, summer vacations in Jammu and winter vacations in Kashmir.

The eight colleges which reported to be using no standard classification scheme were those established in mid and late 1980's and most of them had no professional staff at all. Presently they housed their collections in almirahs putting subject names on the faces of these almirahs. These colleges were about to be manned by professional staff and then the classification work would come up.

Several college libraries were manned by just one professional and were thus justified in their clamouring for additional staff for operations. Lack of continuing professional development programmes for professionals had brought about professional backwardness among these professionals which was increasing day by day. These inadequacies effect

adversely the technical processing in libraries. The time and environment appeared to be appropriate to launch a centralized processing programme which will lead to economy, uniformity and modernity in these operations.

## Cataloguing

In the survey questionnaire all but 9 college libraries indicated that they maintained library catalogues as shown in table 4.1. All the 30 libraries that indicated the maintenance of a catalogue also pointed out that they followed Anglo-American Cataloging Rules 1967 (North American Text) but with modifications of varying degree. Modifications are a universal phenomena. Grose and Line confirm wide spread practice of modifications in Cataloging in Britain's libraries[16]. It seems, therefore, that there is some degree of uniformity in cataloguing though in providing subject descriptors the tools used vary to a large extent. Still this is the only area discovered to be having some uniformity among all the libraries studied here. However, the 9 college libraries established in or around last decade have no catalogues of any sort. This basic users facility and an important retrieval tool should have received attention it deserved right from the beginning before, in due course, the job becomes difficult and unmanageable. Although they pleaded their own excuses most of which are well founded, it will be in the interest of things that they undertake the job with alacrity. For, it was still manageable to create and maintain a public catalogue as their collections

**Table : 4.1**

Distribution of Libraries According to the Public
Catalogue    Maintenance    and    the Standards Followed.
(N=39)

| S. No. | Response | No. of Libraries | Standards followed for Cataloguing | | Standards followed for Sub. Description | | |
|---|---|---|---|---|---|---|---|
| | | | AACR-1 | AACR-2 | SLSH | MeSH | LCSH |
| 01. | Yes | 30 | 28 | 2 | 24 | 4 | 2 |
| | %age | 76.9 | 93.4 | 6.6 | 80.0 | 13.4 | 6.6 |
| 02. | No | 9 | - | - | - | - | - |
| | %age | (23.1) | - | - | - | - | - |

Key:  SLSH:-  Sears List of Subject Headings
      MeSH:-  Medical Subject Headings
      LCSH:-  Library of Congress Subject Headings

were still small enough. Steady additions to the collection should make it unwieldy with the passage of time.

A hiatus was observed in processing activities in almost all the libraries. All libraries adopted certain modifications or made a choice cut of the alternatives provided in cataloguing codes or in schemes of classification. For the purpose of uniformity the libraries were required to maintain staff manuals as do the libraries world over but no library reported to be maintaining it, not even the University libraries. The only exception was the Regional Research Laboratory library which did maintain such a manual. This had created ugly situation in all these libraries. As positions changed the new professional was void of any knowledge of the decisions taken from time to time; he may introduce modifications according to his own flair instead. This has happened in the Universities of Kashmir and Jammu and has resulted in chaos. Surely other libraries were also facing a similar situation.

A genuine problem had been spotted in some college libraries which had adversely affected their cataloguing activity over the years. This was the shortage of staff. Yet this shortage was not that acute in some libraries and, therefore, non-creation and/cr poor maintenance of a catalogue reflected the professional negligence of a very high order. In general when asked about the problems of technical activities, the libraries spotted the following problems:-

a)    Lack  of  trained  staff;
b)    Lack of mechanical gadgets; and
c)    Lack of finances.

So far as the first problem is concerned, the college libraries did suffer on this front in general. But the irony was that even those libraries which were adequately staff, or even overstaffed, also lacked standard public catalogues.

The Iqbal Library, for example, was well neigh over-staffed when considered from the services point of view, had a hopeless catalogue. On keen observation one could say with all reality that this library had  no catalogue at all. There was no uniformity of rules in preparing the catalogue -- it was a mix of Anglo-American Cataloguing Rules 1967 and the Classified Catalogue Code of Dr. S R Ranganthan mixed absurdly and without any uniformity. The backlog was mount-ing and the uptodateness of the catalogue doubtful.  No staff manual is maintained so that the modifications, wheth-er warranted or not, could be recorded for their uniform adoption, particularly when the staff in the processing department is transferred every now and then for one reason or the other. Moreover, it does not behove such collection-wise rich libraries to maintain one single catalogue. In such  libraries it is always advisable to either maintain a separate catalogue of materials transferred to the seminar libraries or incorporate this information on the catalogue entry so that user knows well whether the item is in the collection of the Iqbal Library or is housed in the depart-mental library.

One intriguing feature about the catalogues maintained by all these libraries is that these libraries' catalogues bulge with entries for materials written off every now and then by these libraries in accordance with their procedures laid down for this purpose. Such entries are misleading for the users. In the Iqbal Library the catalogue has a sizable number of these entries even today.

31a   As mentioned earlier in Iqbal Library selection and even ordering is completely deoentralized. No sooner the books ordered by the departments are transferred to the Iqbal Library for accessioning and arranging payments, the departments chase the books to be transferred to their respective departments. There are in practice no hard and fast rules as to the limits of such transfers. Consequently, the Iqbal Library transfers these items to the department without proper processing leaving their catalogues incomplete. But in other universities and colleges this is not the case, of course.

Some libraries have put shelf-guide and even bay-guide cards which help the users in locating the materials of there interest. This kind of procedure seems to be a reassuring feature in the eyes of the patrons. Subject Headings indicated using Sears List  for subject cataloging. Even the two Universities of Jammu and Kashmir used Sears List of Subject Headings. This indicated that  provision of subject descriptors or headings in cataloguing was not in depth. For

116

both these libraries acquired advanced and specialized
materials with a high portion of inter-disciplinary materi-
als which the Sears List was not ment for. Moreover, the
Cataloging-in-Publication Data found on US Publications,
which these libraries acquired in large number, bore the
Library of Congress List of Subjects Headings descriptors.
And, these libraries were found using this data in their
libraries. Thus another anamoly came to surface.

For college libraries the Sears appeared to be partly
adequate as they were acquiring under-graduate rudimentary
materials on various disciplines, mostly Indian, which the
Sears was competent to deal with.

All the four medical libraries used Medioal Subject
Headings which indicated their seriousness about providing
exhaustive and specific subject descriptors to ensure maxi-
mum preoision and recall in their system.

The SK University of Agricultural Sciences & Technolo-
gy used Library of Congress List of Subject Headings which
is undoubtedly more comprehensive and exhaustive than the
Sears. The Regional Research Laboratory also used the Li-
brary of Congress List.

The use of Sears list of Subject Headings appeared to
be popular in the State among libraries for which it was not
designed. This list was basically meant for small public
libraries and was, therefore, most unsuited for the Univer-

sity libraries and even for college libraries. This spoke of the inadequate subject cataloguing in the State.

## Centralized/Cooperative Processing

The over all findings indicated that all was not well in the field of processing in the libraries in the State. The solutions to these problems were thus to be sought collectively. Individual efforts in this direction were perhaps futile because tackling common problems required a common approach than the individual which would bring to the fore many more problems than solving any. Thus was incorporated the idea of centralized and cooperative cataloguing in the questionnaire for librarians. Tables 4.2 and 4.3 showed the response and reaction of librarians to the question whether it would be desirable and helpful to work towards establishing such arrangements.

There appeared a general consensus among the libraries in favour of the centralized processing. 54 out of 62 (87.0 percent) of the librarians favoured centralized processing understandably because it would be helpful for increasing the uniformity and quality and reducing the time factor in processing and, above all, it was economical. The highest number of libraries in favour of centralized processing was from the colleges, that is, 33 out of 36 (91.6 percent). This was indicative of the college librarians appreciation of the present poor condition of processing in their libraries and of the benefit that will accrue to them in the

## Table: 4.2

### Librarians Attitude Towards Centralized Processing
(N = 62)

| Response | U Ln | M Ln | REC Ln | RRL Ln | C Ln | Total |
|----------|------|------|--------|--------|------|-------|
| Yes | 12 | 7 | 2 | – | 33 | 54 |
| %age | 80.0 | 85.5 | 100.0 | – | 91.6 | 87.1 |
| No | – | – | – | 1 | – | 1 |
| %age | – | – | – | 100.0 | – | 1.6 |
| No Response | 3 | 1 | – | – | 3 | 7 |
| %age | 20.0 | 14.5 | – | – | 8.4 | 1.3 |
| Total | 15 | 8 | 2 | 1 | 36 | 62 |

Key:  U Ln:-  University Librarians
      M Ln:-  Medical Librarians
      C Ln:-  College librarians

## Table: 4.3

### Librarians Attitude Towards Co-operative Processing
### (N = 62)

| Response | U Ln | M Ln | REC Ln | RRL Ln | C Ln | Total |
|---|---|---|---|---|---|---|
| Yes | 3 | 2 | 1 | - | 5 | 11 |
| %age | 20.00 | 25.00 | 50.0 | - | 13.9 | 17.8 |
| No | 10 | 5 | 1 | 1 | 27 | 44 |
| %age | 66.7 | 62.5 | 50.0 | 100.0 | 75.00 | 70.9 |
| No Resp-onse | 2 | 1 | - | - | 4 | 7 |
| %age | 13.3 | 12.5 | - | - | 11.1 | 11.3 |
| Total | 15 | 8 | 2 | 1 | 36 | 62 |

Key:  U Ln:-  University Librarians
      M Ln:-  Medical Librarians
      C Ln:-  College librarians

centralized processing system. Shortage of human resources and other facilities in the colleges may also be an influencing factor for this high percentage of willingness among college librarians for this arrangement.

Out of 8 medical librarians 7 (87.5 percent) favoured the centralized arrangement which may be attributed to the factors spotted in case of college libraries. Moreover, as one of the thoughtful medical librarians put it, they wanted to spare personnel and time for other urgent services that their patrons needed most, and whose absence in their institutions had created a guilty conscience among them. This was true about the Regional Engineering College Library also which favoured the move cent percent.

Of the University libraries 12 out of 15 (80.0 percent) favoured the move. This could be attributed to their professional maturity and the consequent perfect perception of the advantages of the centralized arrangement and its dire need in the state. Some of them had remarked that the present solo processing activities had been an unbearable burden on their budgets, had resulted in `rough catalogues' and had adversely affected their services side. They also saw in it an opportunity to discharge their role as leaders because they believed that the centralized arrangements would require their leading role and participation.

The Regional Research Laboratory Library did not favour the move indicating that it belonged to the faternity of

CSIR group of libraries and could not join hands for processing with libraries beyond this group.

It was interesting to find that over all response for cooperative processing was very low. Only 11 out of 62 (17.8 percent) gave their response in positive as shown in Table 4.3. The reasons appeared to be obvious. 27 out of 36 (75.0 percent) college libraries appeared to have looked upon it as an additional burden on their weak shoulders. 10 out of 15 (66.6 percent) University librarians saw in it less role for themselves. They also felt that it was impossible because libraries other than theirs fell short of trained staff and other pre-requisites. This might eventually call for more involvement of University librarians which they perhaps did not relish. 5 out of 8 (62.5 percent) of the medical librarians responded in negative and thought it would involve additional labour.

Thus there was found a general feeling among the responding librarians that the State would do well to have a centralized processing arrangement which would pave the way for a network in the State. Others felt that the end result of the cooperative cataloguing arrangement was the creation of a union catalogue which could be created better with centralized processing arrangement. The libraries using scheme of classification other than the Dewey and the subject headings lists other than Sears had their own apprehensions. They felt that entering into a cooperative ar-

rangement would over-burden them.

The grim situation in processing activities in the State thus called for urgent steps towards centralized processing mechanism. Even the university libraries which had all the resources for processing were found lacking on several fronts. The university libraries with departmental libraries had failed miserably to maintain up-to-data complete catalogues of their dispersed collections. It appeared unbecoming of the university libraries not to come to the rescue of the smaller libraries in colleges and help and guide them in processing, all of which were either their constituent or affiliated institutions.

Development of a centralized processing system would also pave the way for the creation of a union catalogue, fundamental ingredient of a resources sharing progamme being pleaded through this study.

Patrons' Awareness of Classification and Cataloguing:

Libraries acquire materials, they process them and they maintain them exclusively with the high purpose of serving their patrons better and in a convenient way. Processing comprises classification and cataloging; the former is a mechanism to arrange materials on shelves in a logical, helpful sequence on the basis of their subject affiliation; and, the latter serves as a retrieval tool enabling the patron to confirm whether the library has the material he wants and to disclose to the patron what it has organized

for his or her use and where it is housed in the library. These two operations are deep-rooted because of their usefulness so much so that despite a transformation in the whole expanse of library operations in the wake of information technology applications, their potential for use in the library has not diminished.

Because the processing is a facility for patrens, it was of paramount importance to investigate patrens' attitudes in their usage. It was found necessary in this study, therefore, to find out what users think about these two operations on which libraries expend sizable money and labour and which they brand as their unique professional traits. The purpose was to ascertain whether patrens use them to their advantage, the extent of use, to spot the areas where there are lapses and what can be suggested for their improvement in a resources sharing environment.

In the questionnaire for patrens a question was put to gauge their understanding of these operations. The data obtained comprises of views of both the teaching faculty and the students, both post-graduate and doctoral. In view of the fact that most of the undergraduate students lack adequate library services and thus have very poor experience in library use and that in college libraries the closed-access system is prevalent, the undergraduate students were dropped for this study.

Out of the 448 respondents to the questionnaire, 328 (73.2 percent) expressed some awareness about classification and cataloguing and their use; 76 respondents (16.9 percent) categorically refused any knowledge about the two, while 44 respondents (9.9 percent) remarked that they do not bother about them. (Table: 4.4). Those who responded in affirmative made the same observations about the catalogue use which cutter formulated long back in 1876. About their use of classification they remarked that it helped them to find out all materials on their subjects at one place and at once. They also expressed their knowledge of the call number of the book recorded on left top of the catalogue oard which helped them to know where the book was housed in the stacks area. Several of these respondents even knew which scheme of classification there libraries used.

Those of the respondents who responded in negative did admit that they faced tremendous difficulties in knowing what the library had on the subject of their interest or whether the library possessed particular items they were looking for. But they said nobody in the library ever educated them to know these processes which they felt they ought to have known much early.

Those in the category of 'Do not bother' where found to be those who had yet to develop a matured familiarity with the literature in their fields and, to some extent, practiced serendipity, When apprised of the utility of these

125

**Table: 4.4**

Patrons Awareness of Classification / Catalogue

N = 448

| Response | Institution | | | | | | | | | | Field | | | Status | | | | Length of stay (in years) | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ILKN | THC | LUAS | RECL | MCKe | MCJI | IMSL | JMCL | RRL | DCL | S | SS | H | P | R | L | S | <3 | 3-6 | 6-9 | >9 | |
| Know | 73 | 58 | 24 | 26 | 18 | 19 | 6 | 20 | 12 | 72 | 223 | 65 | 40 | 50 | 118 | 131 | 29 | 56 | 48 | 130 | 94 | 328 |
| % age | 64.0 | 72.5 | 100.0 | 89.7 | 85.7 | 90.5 | 66.7 | 95.2 | 100 | 61.6 | 88.1 | 63.1 | 43.5 | 100 | 100 | 79.8 | 25.0 | 40.6 | 55.8 | 100. | 100. | 73.2 |
| Do Not Know | 25 | 14 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 34 | 18 | 24 | 34 | - | - | 21 | 55 | 40 | 36 | - | - | 76 |
| % age | 21.9 | 17.5 | 0.0 | 6.9 | 4.8 | 0.0 | 0.0 | 0.0 | 0.0 | 29.0 | 7.1 | 23.3 | 36.9 | - | - | 12.8 | 47.4 | 29.0 | 41.9 | - | - | 16.9 |
| Do not both-er | 16 | 8 | 0 | 1 | 2 | 2 | 3 | 1 | 0 | 11 | 12 | 14 | 18 | - | - | 12 | 32 | 42 | 2 | - | - | 44 |
| % age | 14.1 | 10.0 | 0.0 | 3.4 | 9.5 | 9.5 | 33.3 | 4.8 | 0.0 | 9.4 | 4.8 | 13.6 | 19.6 | - | - | 7.4 | 27.6 | 30.4 | 2.3 | - | - | 9.9 |
| Total | 114 | 80 | 24 | 29 | 21 | 21 | 9 | 21 | 12 | 117 | 253 | 103 | 92 | 50 | 118 | 164 | 116 | 138 | 86 | 130 | 94 | 448 |

processes they also expressed the feeling akin to that of the negative group above.

Analysis of the responses showed interesting variations. The respondents from the University of Agricultural Sciences & Technology and Regional Research Laboratory confirmed hundred percent familiarity with classification and catalogue while the lowest percentage of 61.6 percent was understandably from the degree colleges respondents. The reason for the highest percentage in the University of Agricultural Sciences and Technology must be attributed to the compulsory library Science course in all its programmes which serves as a thorough users' education programme. The Regional Research Laboratory which shares this percentage has matured Scientists as its library's patrons are well-versed with library operations and services as a result of their rich library use over long periods. The percentage of degree college respondents in this category also is quite obvious because of too many shortcomings in all spheres of their being. The little difference in percentage between Kashmir University and Jammu University may be attributed to comparatively better physical planning in the latter.

In the positive category another interesting feature about the responses was the fact that respondents in Sciences counted for the highest figures of 88.1 percent, followed by those in social Sciences with 63.1 percent and the least were those in humanities just 43.5 percent. This highest percentage from sciences may be attributed to the

127

nature of science itself which is orderly, well-defined and has a standard terminology. The other reason for this may be the bibliographical alertness among scientists and their eagerness to chase fresh and latest publications. And, above all, they are quite clear and specific in their information requirements. Those in social Sciences, who are next to Sciences, lack much the characteristics found in sciences and they also lack the bibliographical alertness because of the poor bibliographical control of social sciences. Naturally they are rather vague about their requirements. Humanities too share the sufferings of social Sciences. Moreever, scholars in humanities have limited requirements for the limited literature pouring out of the world presses.

Of the group which responded in affirmative, 299 were faculty members, 21 were research scholars and only 8 postgraduate students. The awareness among the faculty members is understandable. Most of them also expressed to have had experience in using these processes when they were studying outside the State or were students within it. How they came to know about them. Necessity is the mother of invention' applies in most of the cases. This reveals that longer use of the library increases the awareness about, and use of, these two processes. This proposition also speaks for the negative and the 'Do not bother' categories both of whom are fresher to the library use; more educated a person, the greater appears the reliance on the catalogue.

Certain lapses from the libraries' side are responsible for this limited appreciation of these two vital activities on the part of the patrons. First, in almost all the academic libraries in the State the attractive, impressive and user-friendly environment is missing to a great extent. The location, building and other physical facilities are poorly planned and inadequate, and these do not encourage systematic and scientific use of these libraries. The catalogues are not well-maintained and prominently exhibited to attract users' attention.

Secondly, certain professional lapses can also be identified either because the libraries are poorly staffed, as is the case in most of the libraries, or the staff lacks professional dynamism, acumen and enthusiasm to take drastic measures to create an atmosphere conducive to the popularization of these activities. Most of the libraries do not paste call number tags on the spine of the book which could invite users' attention to the use of the call number. The stacks in use in some libraries do not display shelf-guide cards and bay-guide cards that play an important role in familiarizing the users with classification and enhance their appreciation of it. The catalogues are not well-maintained and prominently exhibited to attract users' attention.

Last, but not least, there is no concerted effort on the part of the libraries to educate users in exploiting the library resources in men, materials and services in a

planned way. Whereas libraries throughout the world attach paramount importance to users' education to promote efficient use of their resources, these libraries have neglected this important facet of their profession altogether. Through well-planned and regular users' education programmes these libraries could introduce their patrons to various operations, services and collections and thus train them to ex ploit them to their advantage and in full.

**Readers Servioes**

Library services of today are quite different from the services of yesteryears. Yet the circulation continues to be an important component of the service even in the techno-library environment and the emergence of the sophisticated information services. The circulation statistics is aften used to measure the use of the library's resources. The lending methods have, however, been modernized in keeping with the changing library ethics in this sphere -- the patrens' involvement should me minimum, should be quick and should help libraries to answer queries regarding materials out on loan and the like.

The other traditional service -- the reference service -- has also underwent a transformation bringing into its premise a host of other concepts and methods of information services of very sophisticated nature. Concepts of documentation now substituted by information dissemination services of varying magnitudes, complexities of information sources

and their new varieties have revolutionized the menu and venue of the concept of 'personal aid' in putting a library's total resources to use. New concepts of scouting and routing and expeditious diffusion of quality information have now become the hall marks of this service. The phrase 'quality information` implies offering information tailored exactly to patreons' genuine requirements, at a time when it is needed most, in a form in which it can be used and in a language in which it can be read. The salient characteristic of this quality information have been identified in Figure 4.

In academic libraries too the disoiplinary interdependence and the problems of keeping current with a significant recent literature and the library-oriented teaching and research have prompted employment of newer methods to tackle all these problems. Yet in Jammu and Kashmir the academic libraries were still engaged in traditional backward services and the impact of emerging new thrusts in services had not been felt here. Indeed services offered by these libraries were rudimentary.

## Circulation of Materials

The circulation of materials is carried out in a routine way in all the University and college libraries in the State. Barring 9 libraries, all other libraries still used a register system for lending, as shown in Table: 4.5. The annual circulation figures have also been included in the

# Figure: 4

## Attributes of quality information

## Table 4.5

Charging System Used in Libraries Other Than College
Libraries With Annual Circulation Figures

| S. NO. | Library | Charging System | Annual Cir. Figures[*] |
|--------|---------|-----------------|------------------------|
| 01.    | ILKU    | BCS[**]         | 12000                  |
| 02.    | JUL     | BCS             | 12500                  |
| 03.    | LUAS    | BCS             | 7500                   |
| 04.    | RECL    | BCS             | 5500                   |
| 05.    | MCKL    | BCS             | 4800                   |
| 06.    | MCJL    | BCS             | 5000                   |
| 07.    | JMCL    | BCS             | 4500                   |
| 08.    | IMSL    | BCS             | 6500                   |
| 09.    | RRL     | BCS             | 5000                   |

\*   Figures taken from the questionaire. As most
    of the libraries maintain no exact circula-
    tion statics, the figures shown by the li-
    braries are approximate and in round numbers.
\*\*  Brown Charging System

table to indicate the size of circulation in the libraries under study. The loan period is generally for two weeks for students with renewal options provided the books were not needed by others. For other registered borrowers it was one month with renewal facilities on similar condition. Sending reminders is a restricted activity perhaps because of the availability of multiple copies of books and had resulted in indiscipline in circulation of materials. The Iqbal Library and the Jammu University Library have been deprived of return of many books for failure to send regular and timely reminders to several college teachers who have either re-tired from service or in some cases have changed their jobs. The overdue charges are realized from defaulters but its procedure is combursome and the maintenance of its records is expensive.

The reservation facilities are available in all the li braries though these are exercised in a limited way. The use of register system instead of a standard charging and dis-charging system also belittles the utility of these activi-ties in these libraries.

The three University libraries, four medical libraries, Regional Engineering College Library and the RRL, however, used Browne charging system with modifications generally those suggested by Dr. S. R. Ranganathan. The Regional Re search Laboratory Library is using a novel modification. Instead of preparing one Book Card for a book it prepared two. As the book is taken out for borrowing and presented at

the loan counter both the Cards are taken out. One goes to the charging tray alongwith the patron's borrower ticket and the other is sent to the stacks area where the book was removed from the shelf and is filed in a classified order there. This is a facility for the patrons to know easily who has taken the book and when without having to go to the circulation counter for enquiry. This mechanism also reduces the rush at the counter.

The college libraries still used registers for lending which the profession has since rejected in favour of several quick and scientific system with facilities to carry out smoothly other activities associated with circulation. Register system prevents them to identify easily who has borrower a particular item which is not on the shelf, though it was in its holdings and when it was due baok. It also hampered timely sending of reminders and other activities. In the libraries of Kashmir and Jammu Universities where registers were in use for borrowers other than the students, this arrangement had resulted in loss of several books for want of timely action for their recovery.

The compilation and maintenance of statistics at circulation was always useful for measuring the use of the library and use of individual documents lent to users. It also served a great deal in the complication of different reports for the authorities and the general public. But in

Jammu and Kashmir the libraries cared very little to compile such statistics. In the University libraries some statistics was available on the basis of certain registers which were kept at the exit point for recording daily issue. But it was neither edited nor compiled and retained properly. In colleges no statistics was available except on issue registers from which compilation of statistics, if ever attempted, was an uphill task. In other libraries covered in this study the position was found far from satisfactory. Only the Regional Research Laboratory maintained what may be called proper statistics which it exploited to advantage in different ways.

## Reference Service

As pointed out earlier the service is limited to the traditional service of providing passive assistance on demand in locating the materials and knowing the reference tools for a particular information. This department is by and large a neglected one seldom staffed by some one fully acquainted with the resources of the library, able to discriminate between the sources of information and adjust them to the manifold needs of readers.

So far as reference collections are concerned the three University libraries and the other libraries other than the college libraries have rich to very rich collections. But in colleges the collections, on the other hand, are poor or very poor. These college libraries lack most of the latest

tools and the investigator found encyclopedias of late fifties and early sixties on the shelves of the reference stacks in some colleges.

In the absence of skilled assistance the patrons of the college libraries have no acquaintance with this service nor do they make most of the reference collections. In University libraries, Engineering College, Medical Colleges which offer some reference service, the services are neither appropriate nor modern.

No users education programmes operate in any library that have been covered under this study. However, the University of Agriculture Science and Technology has been doing so because the library science preliminaries are a component of the various programmes of study in the University. There is enough evidence that for these freshers who enter Universities or colleges with little experience in library use, the first experience of a library is a mildly traumatic one, and that their subsequent use of the library is pathetically limited.

Thus lack of adequate reference service has adversely affected the use of these libraries on all fronts. For, the reference service is the backbone of the total library service and if it is week it brings about weakness in all other faculties as well.

## Information Service

All the libraries display their periodicals on special-
ly designed display stands now in use in libraries every-
where. Lending of loose issues and unbound periodicals is
disallowed save in rare cases when the restriction is waved
for urgent requirements. Once the files of the year are
complete they are got bound and transferred to the Back
Files area. In the Universities of Jammu and Kashmir the
bound volumes are accessioned in the accession registers for
monographs while in other libraries separate accessioning is
done for bound volumes of periodicals. The separate acces-
sioning has advantages over the combined one as it does not
mix the monographic and periodicals records and allows the
maintenance of a separate periodicals record.

The RRL and two Government Medical Colleges in Srina-
gar and Jammu have some current awareness service as they
prepare classified indexes of journals every month. But
selective Dissemination of Information does not exist in any
library. Effective current awareness services, geared to the
individual requirements or with out it, could lead to the
optimum use of these journals on which the libraries
spend handsome amounts every year, as is evident from the
Figure 5.

In all the libraries barring the college libraries to
some extent, particularly because of their prevailing aca-
demic environment, it was difficult to neglect the modern

Figure: 5

Bar Chart of Expenditure on Books and Periodi-
cals of Libraries Excluding the Degree College
Libraries (in Lakhs).
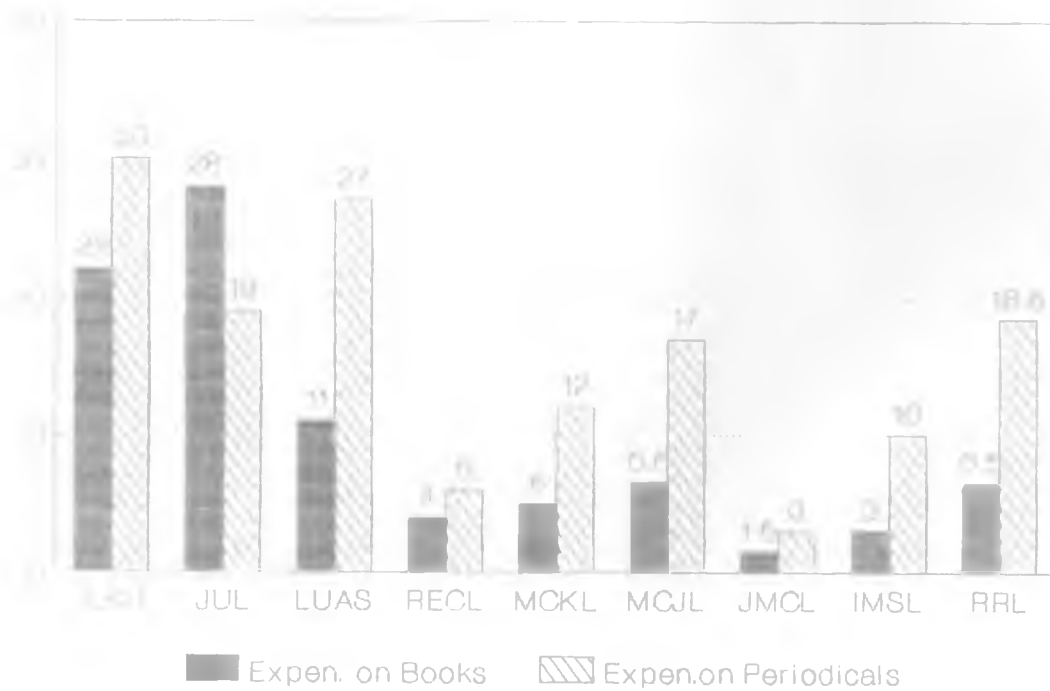
sophisticated information services. Most of the respondents had voiced their dissatisfaction with the present services offered by their libraries. Table 4.5 shows the distribution of patrons among various percentages of satisfaction and also according to the subject fields.

Only 82 respondents (18.3 percent) out of 448, as shown in Table 4.6, expressed their satisfaction to the tune of above 60 percent. Of these 50 (54.3 percent) were from the field of humanities and the other 32 (31.1 percent) were from social sciences. There was none from sciences. On scrutiny it was found that all these 82 respondents were from colleges. 50 to 60 percent satisfaction range also belonged to the humanities and social sciences while from science there were only 6(2.4 percent). The next three ranges -- below 30 percent to 50 percent -- constituting more than half of the respondents showed higher percentage of respondents from sciences.

Low percentage of respondents in high satisfaction ranges was thus obvious. It is the aoademic and ethical responsibility of all academic to keep up with the litera-ture in order to be abreast of latest developments. In the science disciplines where there is enormous growth of liter-ature the academic had a sense of acute personal distress and thus looked upon their libraries for help. McCandless and his team tried to gauge the impact of the size of the pouring literature upon a scientist's ability to keep up.

## Table 4.6

Distribution of Partons According to Their Percentage
of Satisfaction With Their Present Library Services.
N = 448

| Percentage or Satisfaction | S | SS | H | Total |
|---|---|---|---|---|
| > 60 | 0 | 32 | 50 | 82 |
| % age | | 31.1 | 54.3 | 18.3 |
| 50 - 60 | 6 | 21 | 26 | 53 |
| % age | 2.4 | 20.5 | 28.3 | 11.8 |
| 40 - 50 · | 84 | 16 | 10 | 110 |
| % age | 33.2 | 15.5 | 10.8 | 24.6 |
| 30 - 40 | 118 | 20 | 2 | 140 |
| % age | 46.7 | 19.4 | 2.2 | 31.3 |
| < 30 | 35 | 5 | 0 | 40 |
| % age | 13.8 | 4.8 | | 8.9 |
| No Response | 10 | 9 | 4 | 23 |
| % age | 3.9 | 8.7 | 4.4 | 5.1 |
| Total | 253 | 103 | 92 | 448 |

According to this study the Biomedical press was estimated to publish two million papers annually which could be read at the rate of two per hour. If the journal reading was limited to one hour a day and continued all the 365 days of the year, they estimated that it will take a specialist in the field more than 27.4 centuries to read the one year's literature. Applying the same parameters to the specialized field of cardiovascular pathology where they estimated 10,000 papers a year, the specialist would require 13.7 centuries to read this annual output(17).

This explained the lower range of satisfaction with the present services among the scientists. Most of them were familiar with the current awareness services and therefore, pined for it in their libraries as well.

## Management

`There seems to be something wrong with the management`. This sentence is heard for anything wrong anywhere with any activity, any organization, every where. Whatever the argument for this utterance one fact becomes clear. In our contemporary times the management has become a vital factor in all our enterprises. Of late it has been argued that many problems that libraries are facing generally owe their origin to the lack of application of management theories and practices. Although management is primary concern in all organizations in both public and private sector, no matter whether they are commercial or servicing, it is all

the more important in servicing organizations. For, the services are not tangible whose quality could be ascertained by a simple touch which is the case with commercially produced products. One can easily compare the quality of a variety of soaps in the market but comparing the available services is not that easy. Because the libraries are also servicing institutions the paramount importance of the management factor becomes obvious. Unfortunately, our professional education programmes do not included impressive management content and therefore the professional graduates who man our libraries are not fully aware of the management principles. The result is the managerial chaos.

This is true of libraries in Jammu and Kashmir as well. These libraries have problems which could readily have been solved if looked upon as managerial problems rather than as professional problems. For, the various facets of management as enunciated by harbingers of management like Fayol(18) and many others are all applicable to a library environment. If we look at the M's of management as shown in Figure 6 or at the administrative process of Jon Mee(19) (Figure 7) we will soon realise that the management has much to do with any action aimed at improving upon the library services.

With these writings on the wall, follows an introspection of the administrative set up of the libraries covered in this study.

# Figure: 6

## Ms' of Management
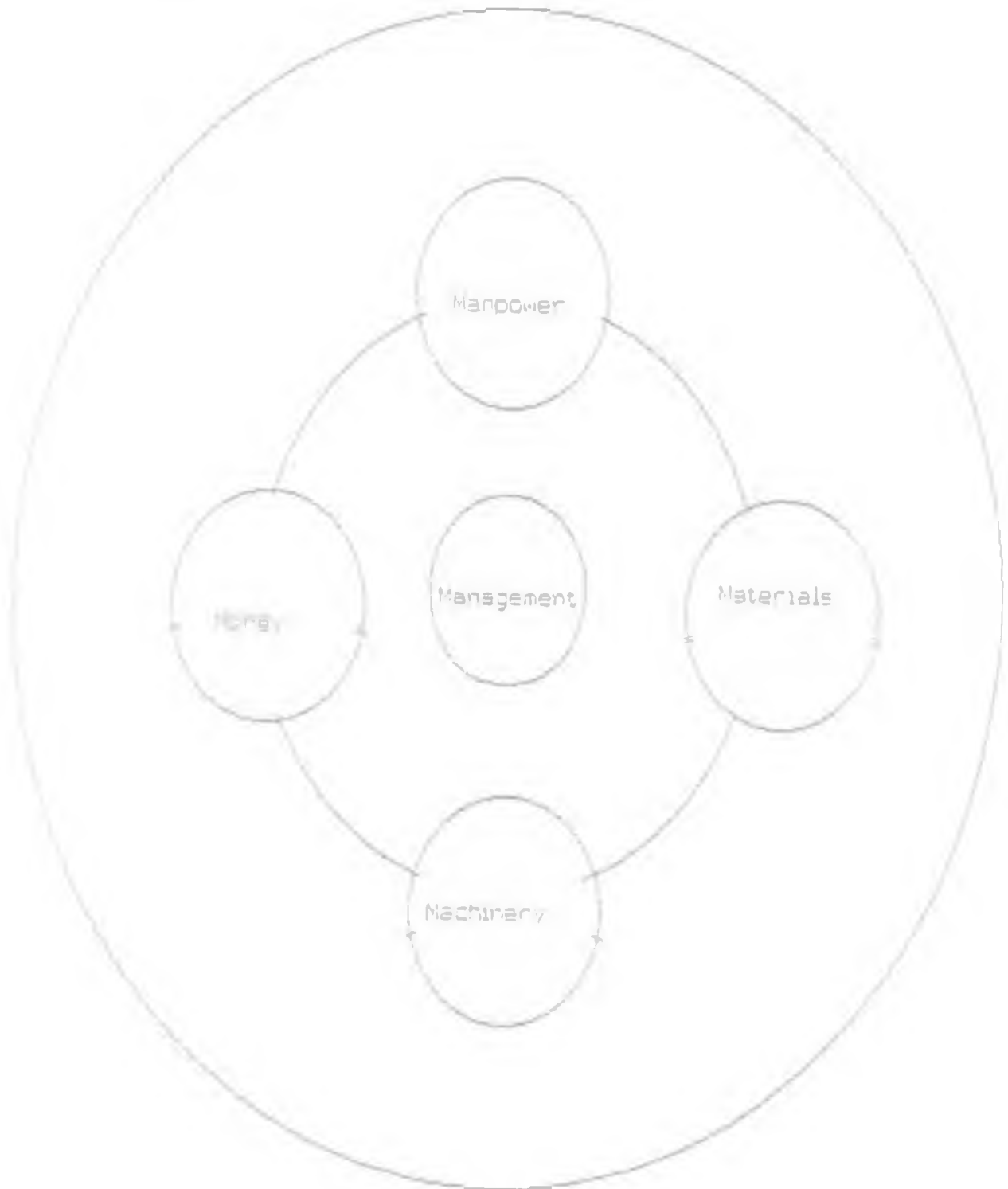
# Figure: 7

## The Administrative Process
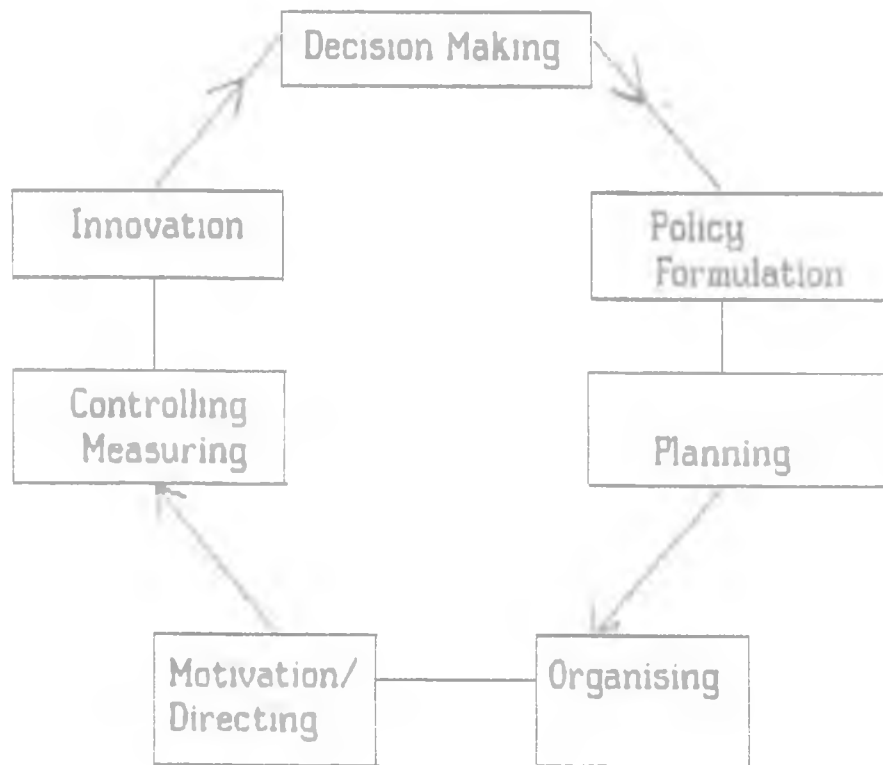
## Position of the librarian

To begin with it was essential to examine the position of the librarian for two reason; one, to find out whether the librarian has the authority to administer his library with prestige and without external intervention; and second, to see whether he has the managerial acumen to exercise the administrative authority effectively.

So far as the first consideration is concerned, the librarians in University and college libraries in the State do have a position, a status akin to those in teaching faculties plus the administrative authority as laid down in UGC norms. The University librarian has the position of a University professor, and if aggressive, matured and thoughtful, can exercise his authority fully and freely without any external pressures. While going through the profiles of librarians in Kashmir University one comes across the name of late Prof.Bashiruddin who would take decisions that influenced the overall decision of the University and commanded a membership in all prestigious academic and executive bodies with a mighty say. But this is not true of all the University librarians and thus one come to the safe conclusion that a librarian can exercise an authority if he has the abilities to exercise it.

In colleges the position is not that different. Status-wise the college librarians enjoy the parity with the college faculty. They are over-all incharge of the library

but in the overall ailing college environment they have a less role to play in decision-making, planning, organizing, motivating, and innovating. For, organizational qualities are not to be taught, they need cultivation in a good environment. Line writes very thoughtfully about this situation:-

> Qualities, like plants, can only be cultivated in right environment. Only exceptional individuals can develop to a high level in an atmosphere where originality is discouraged, rules prevail over concepts, conventional practices are accepted with little question, and the application of clear and penetrating thought to present and future problems is a rarity[20].

In Medical College, Engineering Collage and the Regional Research Laboratory the librarians hold a position of authority in all spheres of library management. In these libraries, though services are far from satisfactory, the librarians still make their presence felt and they play a vital role in academic development of their institutions.

So far as the second consideration is there, the librarians in the state are both academically and professionally well qualified in most of the cases as is evident from the Table 4.7. The Iqbal Library has 39 professional staff comprising 10 double Masters degree holders. 19 Bachelors in library science plus MA in an academic discipline. In Jammu University Library the staff strength is 34 with qualification-wise classification as shown in the Table 4.7. The facts and figures about University of Agricultural Sciences and Technology, Regional Engineering College, Medical Col-

lege and Regional Research Laboratory the situation has also been depicted in Table 4.7.

Even in degree colleges the staff is academically and professionally sound as is evident from Tables 4.7 and 4.8 which show that out of the Thirty college librarians 8 are Masters degree holders in an academic discipline as well as in library science. 15 are Masters degree holders in an academic discipline plus a Bachelors degree in library science and so on while there are 6 colleges which have no professional librarians.

There was, however, one lacuna commonly identified in the professional maturity of most of the professional staff. This was the lack of continuing professional Development programmes and facilities. There are some exceptions in the case of two Universities and Regional Research Laboratory and the Engineering College where interested and enthusiastic professionals do attend conferences, seminars, UGC sponsored refreshers courses and the like. But for college librarians no such facility was either available or they have not themselves utilized the facilities. Again, in colleges the librarians had no access to professional literature and thus they failed to keep abreast of the latest development in their fast-changing profession which could have broadened their visions essential for innovations.

## Table 4.7

Qualifications of Library Personnel In University and College Libraries.

(N= 173)

| Library | Qualifications | | | | Total |
|---------|------|------|------|------|-------|
|         | MM   | MB   | BM   | BB   |       |
| ILKU    | 10   | 19   | 2    | 8    | 39    |
| JUL     | 10   | 14   | 1    | 9    | 34    |
| LUAS    | 9    | 5    | 3    | 8    | 25    |
| RECL    | 5    | 1    | 0    | 1    | 7     |
| MCKL    | 4    | 0    | 1    | 2    | 7     |
| MCJL    | 1    | 1    | 1    | 2    | 5     |
| JMCL    | 1    | 0    | 1    | 1    | 3     |
| IMSL    | 0    | 1    | 2    | 2    | 5     |
| RRL     | 1    | 1    | 0    | 1    | 3     |
| DCL     | 11   | 15   | 0    | 19   | 45    |
| Total   | 52   | 57   | 11   | 53   | 173   |

Key:- MM :- Masters in an academic discipline + MLS
     MB :- Masters in an academic discipline + BIS
     BB :- Bachelors in an academic discipline + BIS
     BM :- Bachelors in an academic discipline + MLS

149

## Personnel Management

There is a growing awareness that the very survival and growth of any organization depend considerably on its man-power who are the real custodians of its interests. Likert stresses that human assets are even more valuable than physical assets and even argues that in economic recessions firms would be wiser to sell machinery than to dispose of their most important asset in people[21]. In service enterprises the human resources are all the more important because the human behaviour has a great influence on the efficiency of service. The personnel management involves "manning the organization structure through proper and effective selection, appraisal and development of personnel to fill the roles designed in the structure"[22].

In the absence of any standards for organizational structure, all facets of personnel management were rarely employed in the libraries in the State. Consequently no systematic job analysis and description is followed to determine staff structure and size. Yet there are UGC guidelines for job specifications which lay down the requisite qualifications for certain categories of professional positions in University and College libraries.

In the absence of all these standards there are large scale variations in staff strength of libraries in the State. There are libraries which can be catagorised as over-staffed, adequately-staffed and under-staffed. The

150

Iqbal Library and the Jammu University Library, keeping in view their present services, appear to be fitting in to the first category, both having a staff strength of 39 and 34 respectively. The University of Agricultural Sciences and Technology has a physically dispersed library and hence the staff is also working in different units. This belongs to the third category as its main library at Shalimar was established much after its some of the units were established much early not as components of the University but as different administrative departments and undergraduate professional colleges. It has a total staff strength of 25 persons. All the medical libraries whose individual staff strength has been shown in Table 4.7 are more or less adequately staffed though there was scope for additional hands if the services are to be improved and expanded.

Regarding colleges anomalies are apparent. There are on the one extreme colleges with 3 professionals and at the other extreme libraries with no professional staff at all as shown in the Table 4.8 and 4.9.

Thus there was no doubt that there is a dire need to lay down standards for staff size taking into consideration faculty and student size, collection size, processing and maintenance requirements and the services. And above all, there is need for career prospects for library professional staff to avoid stagnation in their careers noticed particularly in the University and other libraries other than college                                                    libraries

**Table: 4.8**

Library staff and the patrons in Degree Colleges in Kashmir.

| S. No. College | Professional | | | Non-Professional | Total | Patrons (Academic) |
|---|---|---|---|---|---|---|
| | MM | MB | BB | | | |
| 1. S P College | - | 2 | 1 | 7 | 10 | 2,566 |
| 2. A S College | 1 | 2 | 1 | 5 | 9 | 1,794 |
| 3. G M College | 1 | - | 1 | 1 | 3 | 1,380 |
| 4. GDC (W) MA Road | - | 2 | 1 | 2 | 5 | 1,425 |
| 5. GDC (W) N'Kadal | 1 | - | 2 | 3 | 6 | 1,340 |
| 6. Islamia College of Science & Commerce | 1 | 1 | - | 5 | 7 | 1,395 |
| 7. V B (W) Rainawari | - | 1 | - | 4 | 5 | 445 |
| 8. GDC (B) Bemina | 1 | - | - | 3 | 4 | 1,545 |
| 9. GDC (B) Anantnag | - | 1 | 1 | 5 | 6 | 4,076 |
| 10. GDC (W) Anantnag | - | 1 | - | 3 | 4 | 1,014 |
| 11. GDC (B) Baramulla | 1 | - | - | 4 | 5 | 1,361 |
| 12. GDC (W) Baramulla | - | - | 1 | 3 | 4 | 292 |
| 13. GDC Sopore | - | 1 | 1 | 3 | 6 | 1,796 |
| 14. GDC Pulwama | - | - | 1 | 3 | 4 | 436 |
| 15. GDC Shopian | - | - | - | 2 | 2 | 268 |
| 16. GDC Tral | - | - | - | 3 | 3 | 316 |
| 17. GDC Handwara | - | - | - | 2 | 2 | 233 |
| 18. GDC Kupwara | - | - | - | 2 | 2 | 349 |
| Total | 6 | 11 | 10 | 60 | 87 | |

Key: GDC    Government Degree College
    (B)    For Boys
    (W)    For Women

## Table: 4.9

Lihrary staff and the patrons in Degree Colleges in Jammu.

| S. No. College | Professional | | | Non- Professional | Total | Patrons (Academic) |
|---|---|---|---|---|---|---|
| | MM | MB | BB | | | |
| 1. GGM Science,Jammu | 1 | - | 1 | 2 | 4 | 1,782 |
| 2. MAM College,Jammu | - | 1 | 1 | 2 | 4 | 1,555 |
| 3. SPMR Commerce,Jammu | 1 | - | - | 1 | 2 | 826 |
| 4. GDC (W) Parade | 1 | - | 1 | 3 | 5 | 1,726 |
| 5. GDC (W) G'Nagar | 1 | - | 2 | 2 | 5 | 1,267 |
| 6. GDC (B) Udhampur | 1 | 1 | 1 | 3 | 5 | 996 |
| 7. GDC (W) Udhampur | - | - | 1 | 2 | 4 | 744 |
| 8. GDC Bhadarwah | - | - | 1 | 2 | 3 | 738 |
| 9. GDC Kathua | - | - | 1 | 2 | 4 | 782 |
| 10.GDC Kishtwar | - | 1 | - | 1 | 2 | 543 |
| 11.GDC Poonch | - | 1 | - | 2 | 2 | 552 |
| 12.GDC Rajouri | - | - | - | 1 | 1 | 423 |
| Total | 5 | 4 | 9 | 23 | 41 | |

Key: GDC    Government Degree College
     (B)    For Boys
     (W)    For Women

**Recruitments:**

UGC norms and the State Service Rules govern the appointment of staff, their emoluments and service conditions. However, in appointments adhocism is rampant in some institutions. Take, for example, the Iqbal Library. No fresh appointments have made for the last several years because the adhocism never leaves any position vacant. Appointments are made on adhoc basis and once they complete a particular tenure of service they are to be made permanent and senior positions, as and when available, are to be filled by them, leaving no scope for recognizing talent independent of seniority. Besides, the rules have been so structured as to force all employments to be done at the bottom of the scale in most of the cases. One more unpleasant practice is flourishing in this library which brings non-professional faculty members as libraries even in long step-gap arrangements. This practice is detrimental to the professional performance of the library and results in poor coordination, communication and motivation and, above all, creates a feeling of non-professional domination among the professionals.

Similar was the situation in all other libraries but, of course, in various degree except in Regional Research Laboratory where no such anomalies exist. In college libraries, however, there is one more unique situation. Fresh graduates are sometimes appointed as assistants with no library education and on completion of three or four years

service they are deputed for library education on full government expenses. This practice has brought in to the profession misfits and academic refugees and has thus maligned the image of the profession a great deal. The Universities of Kashmir and Jammu were also responsible for continuance of this malpractice, though not directly or deliberately. The Departments of Library Information Science in these Universities reserve almost half of their fixed intake for "deputed candidates" which bring in such academic drop outs to their portals every year without any screening for merit determination or aptitude as is done in the case of "open merit" category. In fact these reservations were made statutory when the departments were established at Kashmir and Jammu Universities in 1970 and 1981 respectively. This was done with a good intention to train the then untrained library staff in various libraries as there were no facilities available in the state for library education. But this reservation policy needs to be done away with now as it hatches nepotism, favouratism and other malignancies, and, above all, reduces the profession to a haven for incompetent and decrepit.

Whatever the mode of appointment, the other facets of personnel management were found neglected in almost all the libraries. The employee motivation to induce the professionals to work whole heartedly was seldom practised in the libraries. Nor was there any programme of induction in any library for fresh recruits which was essential for creating

155

a sense of belonging and participation among fresher. In performance appraisal and transfers also no standard practices were followed in these libraries.

Again the library environment in the state was still a bureaucratee one and the modern concepts of participative management had yet to have any influence on the library management in the state.

Lack of proper personnel management practices had led to the creation of a sense of indifference among the professionals in the libraries in the state. There was found a general feeling among many administrators and academicians that there library staff did not contribute whole heatedly as was expected of them. Many lapses found in library operation and services endorsed this view. Personal interviews with the professionals demonstrated that there was some sense of indifference and frustration among many professionals. But this could be attributed to the lack of personnal management practices in all these libraries. Of these the most important neglected area appeared to be motivation.

There was found a feeling among several authorities that given the better pay-scale these libraries should have contributed more towards the development of services in their libraries. But they did not perhaps realize that paying more money was not the only means of motivation for human beings. The human relation theories of Likert(23) and McGregor(24) had added new dimensions to the concept of

motivation and suggest very useful ways of motivation. These theories, moreover, made abundantly clear that money alone does not make a human being to go and thus the axiom "money makes the mare go' did not hold true in case of human beings.

## Finances

The availability of regular and adequate funds on the basis of certain criteria is essential for the maintenance and development of libraries.In free-service institutions the provision of adequate finances becomes all the more important because they are simply spending institutions with no income of their own. This is true about library service too. In India Kothari Commission[25] did lay down certain standards but with the passing of time these had to be modified with changing times. University Grants Commission has not been able to lay down clear-cut standards for budget allocations for libraries.

In Jammu and Kashmir it has been observed that no precise method of preparation of budget is available in the libraries. The two Universities of Jammu and Kashmir usually receive their funds from the state Government, University Grants Commission and, sometimes, from some research organizations. The Universities prepare their annual budget which include budget estimates for the library as well. Budget estimate or budget proposals are prepared by the library, though the statutes say, the estimate should be prepared by

157

the library committee. This is true of Agricultural University and other institutions covered in this study. The Agricultural University also received handsome grants from the Indian Council for Agricultural Research. So, conditions of financial support vary to a large extent.

Libraries everywhere were regarded as 'bottomless pits'. The information flood, inflation and extensive use of information have created a situation in which even very huge amounts turn out to be insufficient for libraries and the librarian receives requests which he is not able to fulfill from his own resources and he resorts to securing support from libraries worldwide. The problem has turned so acute that many have mooted the idea of pricing of the services. Kibirige has done a critical analysis of pricing of information in which he has discussed the issue threadbare[26]. Naturally the academic libraries in J&K too could never be satisfied with any financial provision.

Yet there is no denying the fact that libraries in Jammu and Kashmir, particularly the University, college and other academic libraries, do receive funds from the concerned quarters regularly. The funds allocations for all the libraries under study have been shown in Tables 4.10 to 4.12.

From the Tables it is evident that most of the libraries are not that badly financed, though it cannot be termed as adequate in view of the unique market situation

158

**Table: 4.10**

Budget Allocations for Reading Materials (Other than College Libraries). [1991-92].

| S. No. | Library | Amount in Lakhs | | |
|---|---|---|---|---|
| | | Books | Periodicals | Total |
| 1. | ILKU | 22 | 30 | 55 |
| 2. | JUL | 19 | 27.5 | 46.5 |
| 3. | LUAS | 11 | 14 | 25 |
| 4. | RECL | 4 | 6 | 10 |
| 5. | MCKL | 5 | 12 | 17 |
| 6. | MCJL | 6.5 | 13.5 | 20 |
| 7. | JMCL | 1.5 | 3 | 4.5 |
| 8. | IMSL | 3 | 10 | 13 |
| 9. | RRL | 6.5 | 18.5 | 25 |

**Table: 4.11**

Budget Allocation for Reading Materials for Colleges in
Kashmir (1991-92)

| S. No. | Name of the College | Rupees (in thousands) |
|---|---|---|
| 1. | S P College | 200 |
| 2. | A S College | 140 |
| 3. | G M College | 80 |
| 4. | GDC (W) M A Road | 190 |
| 5. | GDC (W) N'Kadal | 110 |
| 6. | Islamia College of Science and Commerce | 250 |
| 7. | V B (W) Rainawari | 105 |
| 8. | GDC (B) Bemina | 120 |
| 9. | GDC (B) Anantnag | 120 |
| 10. | GDC (W) Anantnag | 140 |
| 11. | GDC (B) Baramulla | 200 |
| 12. | GDC (W) Baramulla | 250 |
| 13. | GDC Sopore | 90 |
| 14. | GDC Pulwama | 80 |
| 15. | GDC Shopian | 65 |
| 16. | GDC Tral | 65 |
| 17. | GDC Handwara | 60 |
| 18. | GDC Kupwara | 65 |
|  | Total | 2330 |

Key: GDC : Government Degree College
      (B)    For Boys
      (W)    For Women

**Table: 4.12**

Budget Allocation for Reading Materials for Colleges in
Jammu (1991-92)

| S.<br>No. | Name of the College | Rupees (in thousands) |
|-----|---------------------|-----------------------|
| 1.  | GGM Science, Jammu | 210 |
| 2.  | MAM Jammu | 195 |
| 3.  | SPMP Commerce, Jammu | 105 |
| 4.  | GDC (W) Parade | 160 |
| 5.  | GDC (W) G'Nagar | 145 |
| 6.  | GDC (B) Udhampur | 170 |
| 7.  | GDC (W) Udhampur | 175 |
| 8.  | GDC Bhaderwah | 65 |
| 9.  | GDC Kathua | 80 |
| 10. | GDC Kishtwar | 65 |
| 11. | GDC Poonch | 60 |
| 12. | GDC Rajouri | 70 |
|     | Total | 1500 |

Key:  GDC : Government Degree College
      (B)    For Boys
      (W)    For Women

and demands of the service. The Iqbal Library spent Rs.15,31,000, 25,11,000 and 24,63,000 on purchase of books the financial years 1989-90, 1990-91 and 1991-92 respectively break up for which has been shown in Table 4.13. This is in addition to the journal subscription funds which are more than these amounts. However, what appears to be intriguing is the fact that budget allocations have not been done on the basis of some concrete criteria. Several soft subjects which do not require foreign publications have been granted more funds than the hard subjects particularly in sciences, nor have the needs been given any consideration. On investigation it was found that the allocations are not strictly adhered to. In decentralized acquisitions departments overspend and thus the library diverts funds from other departments to pay for overspending. Fluctuations in budget allocations are also in sight from the Tables. Fluctuation in allocations are found to exist because of budgetary cuts but in such situation too the axe of cuts has fallen only on science subjects while the other fields have not been disturbed at all. It appears that allocations to various departments are in proportion to the Heads influence in the library or the overall administration of the University. It was also observed that usually funds are utilized at the fag end of the financial year in which case the availability becomes the chief consideration, not the substance and the intrinsic value of the materials. All these deficiencies thus indicate that the library does not suffer on financial front, rather it suffers of financial management lapses.

**Table: 4.13**

Iqbal Library
Budget Allocations - Department-wise
1989-90 to 1991-92

| S. No. | Deptt/Centre/Institute | 1989-90 | 1990-91 | 1991-92 |
|---|---|---|---|---|
| **A.** | **Faculty of Science** | | | |
| 1. | BioChemistry | 50,000 | 60,000 | 25,000 |
| 2. | Botany | 50,000 | 50,000 | 25,000 |
| 3. | Chemistry | 50,000 | 60,000 | 25,000 |
| 4. | Electronics | 50,000 | 50,000 | 55,000 |
| 5. | Mathematics/Statistics | 50,000 | 60,000 | 25,000 |
| 6. | Pharmaceutical Sci. | 50,000 | 55,000 | 60,000 |
| 7. | Physics | 50,000 | 60,000 | 25,000 |
| 8. | Zoology | 50,000 | 60,000 | 25,000 |
| 9. | Instt. of Home Science | 50,000 | 55,000 | 25,000 |
| 10. | C.O.R.D. | 50,000 | 55,000 | 50,000 |
| 11. | Computer Soience | 10,000 | 10,000 | 10,000 |
| | Total | 5,10,000 | 5,75,000 | 3,50,000 |
| **B.** | **Faculty of Social Sciences** | | | |
| 12. | C.C.A.S. | 25,000 | 30,000 | 30,000 |
| 13. | Economics | 40,000 | 45,000 | 45,000 |
| 14. | Geography & Reg. Dev. | 40,000 | 45,000 | 45,000 |
| 15. | History | 40,000 | 45,000 | 45,000 |
| 16. | Islamic Studies | 20,000 | 20,000 | 20,000 |
| 17. | Media Education | 30,000 | 30,000 | 30,000 |
| 18. | Political Science | 40,000 | 45,000 | 45,000 |
| 19. | Sociolocy | 40,000 | 40,000 | 35,000 |
| | Total | 2,75,000 | 3,00,000 | 2,95,000 |
| **C.** | **Faculty of Arts** | | | |
| 20. | Arabic | 30,000 | 35,000 | 40,000 |
| 21. | English | 1,15,000 | 35,000 | 30,000 |
| 22. | Hindi | 30,000 | 35,000 | 40,000 |
| 23. | Kashmiri | 30,000 | 35,000 | 35,000 |
| 24. | Library & Inf.Science | 40,000 | 45,000 | 45,000 |
| 25. | Linguistics | 000 | 000 | 1,50,000 |
| 26. | Persian | 30,000 | 35,000 | 35,000 |
| 27. | Sanskrit | 30,000 | 35,000 | 35,000 |
| 28. | Urdu | 30,000 | 85,000 | 60,000 |
| 29. | Iqbal Institute | 30,000 | 35,000 | 35,000 |
| 30. | Instt. of Foreign Lang. | 10,000 | 15,000 | 15,000 |
| | Total | 3,75,000 | 3,90,000 | 5,20,000 |

## D. Faculty of Education

| | | | | |
|---|---|---|---|---|
| 31. | Education | 50,000 | 60,000 | 60,000 |

## E. Faculty of Commerce & Management Studies

| | | | | |
|---|---|---|---|---|
| 32. | Commerce | 45,000 | 55,000 | 50,000 |
| 33. | Management Studies | 000 | 2,75,000 | 2,75,000 |

## F. Distance Education

| | | | | |
|---|---|---|---|---|
| 33 | Correspondence Courses | 50,000 | 50,000 | 25,000 |
| 34. | Centre for Continuing Education | 10,000 | 10,000 | 20,000 |
| | Total | 85,000 | 90,000 | 90,000 |

| | | | | |
|---|---|---|---|---|
| G. | Iqbal Institute | 2,00,000 | 2,00,000 | 5,00,000 |
| H. | Additional Schemes | 80,000 | 95,000 | 1,10,000 |
| I. | Journal Subscriptions | 28,00,000 | 25,00,000 | 30,00,000 |
| | Grand Total | 44,20,000 | 45,40,000 | 52,50,000 |

This is also the situation in Jammu University Library and the Agricultural University Library to a large extent. However, in medical college libraries the situation appears to be somewhat different so far as allocations and spending is concerned. In Jammu University Library too the spending is not resorted to at the fag end perhaps because of its geographical proximity to Delhi. In Colleges it is a common practice to resort to rash eleventh-hour spending.

As is evident from Tables 4.11 and 4.12 no criteria was found being followed while allocating funds for libraries in colleges. This calls for the establishment of a body to advise the government on the distribution of funds among the libraries on the basis of some standards.

This was a problem with all the libraries. Unless certain standards are laid down for funding of libraries on the basis of per capita or proportional method, there could be no systematic and uniform funding nor could the libraries be defended from arbitrary cuts.

Committee Management

Committee management is a time-hounoured practice in all sorts of organizations. A Committee is usually small in size; the membership comprises of experts, interested and enthusiastic people and thus the decision making is quick and judicious. Libraries also have committees which offer a mechanism of associating the authorities and clientele with

165

the affairs of the library.

In Jammu and Kashmir the academic libraries covered
here also have committees. The statutes of the two Universi-
ties of Jammu and Kashmir have identical statutory library
committees with clearly laid down constitution, functions
and powers. According to the statutes the Library committee
shall consist of the following:

1.   *The Vice-chancellor;*

2.   *The Pro-Vice-chancellor, if any;*

3.   *Deans of Faculties;*

4.   *All Heads of the Post-Graduate Departments;*

5.   *One person not being  employee of the Univer-
     sity nominated by the Syndicate;*

6.   *One. person who is not in the employment of
     the University, nominated by the Vice-chan-
     cellor;*

7.   *One Principal of a constituent\affiliated
     college, nominated by the Vice-chancellor;*

8.   *Registrar; and*

9.   *Librarian, Member Secretary.*

The nominated members of the Committee shall hold
office for period of three calender years from the
respective dates of their nomination as such.

The functions and powers of the Library Committee
shall be:-

1.   *to sanction the break up of the budget grant for
     purchase of books and journals (subject-wise),
     furniture and any other equipment required for the
     Library;*

166

2.    *to frame the annual budget of the library*

3.    *to enforce library regulations;*

4.    *to dispose of and write off such books as in its opinion are either worthless, unserviceable, or so far damaged as to be useless, provided the value of such books does not exceed Rs.300 in a year;*

5.    *to write off books lost in the library on the recommendation of the librarian, save as otherwise provided in the statutes, provided the amount of less does not exceed Rs.300 in a year;*

6.    *to approve any person who is not eligible to borrow books as a regular borrower, subject to the conditions prescribed in this behalf in the regulations;*

7.    *to delegate any of its powers to the librarian;*

8.    *to fix up the working hours of the library;*

9.    *to decide all matters relating to the library which are not otherwise provided for in the statutes and Regulations, the decision being liable to revision by the Syndicate;*

10.   *to purchase rare manuscripts on the recommendation of the Committee to be appointed by the Vice-chancellor which shall include at least one expert and one person not connected with the University having some knowledge of the subject concerned*[27].

The committees of both the universities meet usually once in a year and deliberate on matters as provided under statutes and incorporated in an agenda circulated in advance of the meeting. The committees also nominate adhoc sub-committees as and when need arises.

But it has been observed that these committee do not meet on regular intervals now nor do they perform functions laid down in the statutes. Even budget allocations are done without holding the meetings and all affairs of the library

167

are dealt with in a clandestine way, all resulting in chaos and distrust among departments. This has resulted in unbalanced allocations, spending money on matters of least priority sacrificing the larger interests of the library.

The University of Agricultural Sciences and Technology, however, has a very strong library committee which meets more than once in a year and takes decisions on matters concerning the library. Its membership comprises all heads of departments and some external members nominated by the University's Academic Council.

All other libraries other than the college libraries included in this study do have committees which take collective decisions on allocations, provision of additional staff and the development of their libraries. The library Committee of Government Medical College Jammu has recently taken decision for computerization of the library within next two years.

So far as the colleges are concerned, all have library committee with varying membership size. These committees also make budget allocations, select books in certain cases and takes decisions on various day-today matters of the library. However, these committees are not statutory; they are customary and thus are simply recommending bodies with no executive powers.

## Housing Facilities

The libraries in universities and colleges have been established simultaneously with their institutions but without planning for proper housing of these libraries. Usually a room or an apartment used to be spared for the library which lacked all norms of library planning.

The Jammu and Kashmir universities constructed buildings for their libraries later and hence no space problems whatsoever for some time to come. The Iqbal Library building in the University of Kashmir had a capacity for more than 500,000 bound volumes, quite a large number of journals, seating capacity for almost 1000 readers, research cubicles, an auditorium, cafeteria, bindary and exhibitions, all provided under one roof.

The building was not fully utilized by the library and it presently housed some teaching department as well. The building could not be utilized exclusively by the library unless it had some air-conditioning or central heating system. For, the building was not suited to the climate of the valley. Being a multi story building it also needed elevators to put the top stories to use. This huge building had become a white elephant for the University whose maintenance was beyond the means of the university.

The Jammu University library, on the other hand, is a modern compact functional building adequate enough for the library for some time to come.

The departmental libraries of both the Universities, however, are not accommodated in any specifically designed apartments. Provision of separate buildings for these libraries was neither possible nor desirable. For, these departmental libraries were more involved in lending than in any other library service and they also lacked the paraphernalia required for total library service which otherwise also they were not required to offer in the presence of a main library fully equipped for such services. In the new library environment that is taking shape worldwide, the departmental libraries would become insignificant when all faculties would have automatic access to the main library collections and even other libraries outside the campus. Till such programmes mature in the State, the universities could recast their practices of transferring all and sundry to departments. It needed to be made clear to the faculties, both by words and deeds, that the central library was of and for them. Some confidence building measures were warranted to check such transfers. The faculties needed to be made aware of the problems of such transfers and of the deterioration of materials in departmental libraries which lacked adequate professional staff, space and stacks and other facilities essential for proper maintenances of collections. Both the libraries could improve their image by extending library working hours, initiating current awareness services and improving the reference service.

The main library of the University of Agricultural Sciences and Technology also had a well-planned modern library building that would suffice it for long to come. Four of its six station libraries also had separate buildings while the other two station libraries lacked such a faculty. But even the four libraries which had separate buildings required improvement and provision of furniture, fixtures and flooring. Thus it was noted that these four station libraries needed renovations and the other two needed separate buildings.

The Regional Engineering College lihrary had a separate library building  well-equipped and well-furnished for quite some years to come. The four medical libraries and the Regional Research Laboratory Library had accommodations specifically designed for it and therefore apprehended no serious problems in near future.

The college libraries, however, were found lacking proper accommodation. Only three colleges had separate library building. All other libraries lacked proper accommodation. Dark, dingy apartments not fit for any other activity in the college were found to have been spared for libraries in some college. These 'apartment' libraries in most of the colleges could offer no service other than the restricted lending service. The fresh additions had no proper accommodation and proper preservation was a serious causality. Lack of weeding practices had made space shortage more acute. Though both faculty members and the librarians would

express their concern for shabby, unhygienic and inadequate library housing, no record was found in these colleges of any proposal to the government for the construction of separate library buildings or for renovations in existing arrangements. What these colleges, therefore, craved for was separate library buildings, compact, functional and maintainable. Till the construction of separate buildings became a reality, what these libraries urgently needed was their renovation to make them functional and imposing with proper and enhanced seating arrangements.

So far as the furniture, fixtures and furnishing was concerned the three university libraries and the Regional Research Laboratory library were observed to be fully equipped with these facilities including sound-proof flooring, fire protection and standard lighting facilities. The medical libraries and the Engineering college library had near-adequate facilities though there was scope for improvement.

All the college libraries continued with the old ill-shaped stacks, tables and chairs, mostly wooden, most of which had now turned unserviceable. This lack of standard furniture had forced these libraries to have closed access system and provide no other readers services worth the name. The old-fashioed double-faced wooden almirahs were still visible in several of these college libraries.

Lack of all these physical facilities had been a major factor in poor image of libraries in colleges. For, the building of a library and its other physical facilities reflected the importance attached to it by the parent organization. It also brought deterioration in a libraries operations and services. Metcalf comments on this situation in a different context:

> Without additional space and some modernized equipment and improved physical surroundings, another five years will bring reduced standards of service, more expensive internal operations, increasing patron frustration, and a general condition through the library system that will approach the critical.[28]

What all these libraries needed, therefore, was proper housing, standardized cozy, attractive furniture and fixtures in keeping with various standards. Moreover. the libraries in plain region of Jammu stood badly in need of heavily tinted thermopane to minimize the deteriorating effects of ultraviolet rays on reading materials.

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# Chapter 5

## J&K UNIVERSITY & COLLEGE LIBRARIES: HOLDINGS & EXPRESSED NEEDS FOR MATERIALS

### Introduction

When will the libraries be willing to cooperate. The answer was simple. They will volunteer to do so if resources sharing held a promise and a prospect for improved services and more efficient and less expensive operations.

Previous two chapters reviewed the environment of the university and college libraries in the State and spotted their shortcomings. This chapter was designed to examine in great detail, the pattern of the libraries' holdings and the nature of the expressed needs of the active users of these libraries. For it were their expressed needs that would stimulate the type of cooperation envisaged in this study.

With regard to holdings, one could conceive of two hypothetical situations that might warrant urgent steps for

resources sharing entailing cooperation and coordination. The first situation would be that in which there is total duplication of acquisitions within the libraries under study. In the second situation there were unique items held by individual libraries useful or in demand in other libraries as well.

Under the set of first circumstances, any calls for, or moves towards, coordination and cooperation for resources sharing would be directed mainly towards a more effective use of available funds, avoiding identical acquisitions as for as reasonable and allowing mutual access for mutual exploitation of resources.

The other extreme situation -- the one in which there was a total lack of duplication in the holdings -- is perhaps more acceptable to a librarian as a basis for planning cooperation and coordination. This was obvious for the reasons that it was for this situation that cooperation would lead to expanded access to information and, therefore, better and responsive services to the clientele. The users too were likely to accept this situation as the rationale for resources sharing, and to be more favourably disposed to any cooperative arrangements designed to provide such expanded access to information, particularly at a time when their genuine needs for information were nor met by a single library to a reasonable degree of satisfaction.

There was no likelihood that the holdings of any group of libraries would fall exclusively into one or the other of these two extremes. Most likely, the actual situation would be somewhere in between the two. Nevertheless, for the protagonists of resources sharing among university and college libraries in the State, and for those who would actually plan and implement resources sharing programme, it is crucially important to know actual position between these two extremes. Without such knowledge, any programme for resources sharing would be nothing but a groping in the dark which might result in schemes that bear no relationship to the actual problems or the desired goals.[1]

There are, nor could there be, generally speaking, any hard and fast optimal levels of duplication of holdings among libraries anywhere. However, such levels were drawn by mutual agreements on the bases of comprehensiveness and efficiency of resources sharing and its technological applications. This study would therefore attempt to demonstrate, in a general sense, that well-planned and coordinated resources sharing programme among the university and college libraries in the State would yield fruitful dividends both for the libraries as well as the clientele; the former will embark upon a philosophy of access rather than possession and thus absolve themselves of many a chagrins of inadequate resources, and the latter will have accessible large amounts of information hitherto inaccessible. However, resources sharing did not eliminate the need for duplication among the

sharing libraries altogether. There were situations when duplications were inevitable. UK University Grants Committee while looking into the issues of library provisions in the United kingdom makes the point abundantly clear:

> *The need to borrow material for the use of its own readers should not be regarded as indication of a library's inadequacy, not should it, on the other hand, be used to perpetuate inadequacy where it exists, by relieving the library of the obligation to purchase such books as are in regular demand[2].*

Although this was an observation about a developed country, it held good in our case too to some extent. For, both in developed as well as developing situations duplication were there. A developed country like Britain could afford a much higher level of duplication than could an area like Jammu and Kashmir. On the other hand, because of poor communication and transportation facilities we also needed a higher level of duplication than did Britain.

**The Journals Holdings of University and College Libraries.**

Since the main concern here was with the extent of duplication of the holdings of the libraries, a union catalogue of the holdings would have been an ideal source for the analysis. But unfortunately the State has no such catalogue. There were some inhibiting factors in compilation and maintenance of a union catalogue in the present library environment in the state.

Union catalogue apart, the university and college libraries in the state did not maintain any updated record of their journals holdings. The scene in college libraries was that the 30 colleges in the State subscribed to 45 Indian journals. Thus the journals holdings of college libraries were not included in this study.

For the purpose of the analysis, the profiles of journals subscribed to by the following libraries were obtained:

- Iqbal library, University of Kashmir
- Jammu University Library
- SK University of Agricultural Sciences and Technology Library.
- Govt. Medical College Library, Srinagar.
- Government Medical College Library, Jammu
- J&K Institute of Medical Sciences Library, Srinagar
- Regional Engineering College Library, Srinagar
- Jehlum Valley Medical College Library, Srinagar.
- Regional Research Laboratory Library, Jammu.

A total of 2094 titles were tabulated in table 5.1 which were collectively subscribed to by the above libraries. The highest number of journals subscribed to by an individual library was 328 and these were subscribed to by Government Medical College Jammu.

A local-foreign break up of the journals subscribed to by the libraries has also been indicated in Table 5.2 except for Regional Research Library which did not furnish the profile of journals subscribed to by it

The interest in, and emphasis on, periodicals coopera-tive acquisition programme was understandable. The expendi-

**Table: 5.1**

Journals subscriptions by the Libraries other than College Libraries. (N=2094)

| Library | Journals Subscribed | %age of total of 2094 |
|---------|--------------------|-----------------------|
| ILKU | 311 | 14.85 |
| JUL | 292 | 13.94 |
| LUAS | 259 | 12.46 |
| RECL | 94 | 4.48 |
| MCKL | 289 | 13.80 |
| MCJL | 328 | 15.66 |
| JMCL | 70 | 3.34 |
| IMSL | 190 | 9.07 |
| RRL | 261 | 12.46 |
| Total | 2094 | 100.00 |

**Table: 5.2**

Local-Foreign Break-up of Journals
(N=2094)

| Library | Indian Jls. | Foreign Jls. | Total |
|---------|-------------|--------------|-------|
| ILKU    | 117         | 194          | 311   |
| JUL     | 134         | 158          | 292   |
| LUAS    | 88          | 171          | 259   |
| RECL    | 33          | 61           | 94    |
| MCKL    | 45          | 244          | 289   |
| MCJL    | 48          | 280          | 328   |
| JMCL    | 25          | 45           | 70    |
| IMSL    | 17          | 173          | 190   |
| RRL     | NA          | NA           | 261   |
| Total   |             |              | 2094  |

ture on periodical subscriptions and their record keeping
and maintenance was much higher than on the purchase of
books and hence the journals could foster the resources
sharing a great deal. Again it was a recurring and mounting
expenditure and their acquisition was a cumbersome busi-
ness, particularly when these were acquired from a long
distance from the state and thus this area become a very
strong candidate for prompting a resources sharing move in
the state. Furthermore, journals as carriers of nascent
micro thought were much sought after at higher education and
research levels. Studies of the needs of academics and the
records of inter-library loan demonstrated that periodicals
were a very high priority in the state, as elsewhere. A
study of the magnitude of duplication in journals subscrip-
tions among mutually accessible libraries would be a strong
case for cooperative and coordinated acquisitions. And a
study of the plight of college libraries so for as acquisi-
tion of periodical was concerned would reveal, their un-
healthiness and the suffering of the college academics. A
Resources sharing programme would therefore benefit them the
most. Moreover, whatever saving could be made from reduced
duplications would ensure more effective and responsive
services in the ccoperating libraries.

Table 5.3 showing the level of overlapping and indicat-
ing that several libraries held unique titles, would seem to
provide a strong case for coordination and cooperation in
resource sharing in terms of greatly expanded access to

information. If the element of mutual use was introduced it would seem that there were libraries with very high unique titles making a very strong case for resources sharing in order to expanded access to a wide range of information.

The overlapping had followed a fixed pattern. Those institutions which have common programmes demonstrated high duplications while those which did not had any commonality in their programmes showed less duplications. This was evident from Table 5.3 which confirmed duplication in journal subscription to the tune of 148 among the twin university of Jammu and Kashmir. Similarly, the two Govt. medical colleges in the State indicated a similar pattern and duplicated 132 journals. Both these colleges showed duplication of 61 journals and 72 journals with the Institute of Medical Sciences. The reason for this low duplicate rate was the more sophistication and specialization in the programmes of the Institute of Medical Sciences which made its programme unique for a reasonable degree.

**Monographic Holdings**

Collection development is a permanent feature in all types of libraries everywhere. In Jammu and Kashmir too the University and College libraries buy new materials on regular basis. Developments in the field of higher education have prompted a sizable growth of collections since early fifties of this century. Yet there are certain gaps in these collections. For example, the journal collections, the

## Table: 5.3

### Overlapping in journal subscriptions

| Library | ILKU | JUL | LUAS | RECL | MCKL | MCKL | JMCL | IMSL | RRL |
|---|---|---|---|---|---|---|---|---|---|
| ILKU(311) | – | 148 | 12 | 14 | 9 | 7 | 1 | 18 | 65 |
| JUL | 148 | – | 11 | 13 | 15 | 35 | 5 | 15 | 49 |
| LUAS | 12 | 11 | – | 6 | 17 | 23 | 2 | 19 | 30 |
| RECL | 14 | 13 | 6 | – | 12 | 9 | 2 | 8 | 28 |
| MCKL | 9 | 15 | 17 | 12 | – | 132 | 38 | 61 | 52 |
| MCJL | 7 | 35 | 23 | 9 | 132 | – | 12 | 72 | 48 |
| JMCL | 1 | 5 | 2 | 2 | 38 | 12 | – | 28 | 9 |
| IMSL | 18 | 15 | 19 | 8 | 61 | 72 | 28 | – | 27 |
| RRL | 65 | 49 | 30 | 28 | 52 | 48 | 9 | 27 | – |

backbone of academic libraries, and bibliographical tools like indexing and abstracting journals and a host of bibliographies, are, by and large, inadequate in all the libraries under study.

The 39 libraries have been put into nine categories according to the size of their collections as shown in Table 5.4. Only two libraries held a book collection of above 200,000 volumes each as was found from their accession records upto the end of March 1992. These are the Iqbal Library (325,000) and Jammu university library (259,720).

The second category with a collection above 60,000 and upto 70,000 includes only one library -- the University of Agricultural Sciences and Technology -- and had a collection of 67,934. Its collection, however, is dispersed between the main library at Shalimar and its station libraries in both the divisions of the State.

The third category comprised of three libraries which held a collection between 50,000 to 60,000. The highest collection in this category was held by Maulana Azad Memorial College Jammu (54.400). The other two libraries in this category are Gandhi Memorial Science College, Jammu (53.092) and S.P College Srinagar (52.988). The fourth category consists of the libraries with collections above 40.000 but not more than 50,000. The category also has three libraries with the Regional Engineering College Library on top with 45,160 volumes, followed by Amar Singh College Library with

**Table: 5.4**

Ranking of Libraries by Collection Size

| Rank | Collective size | No. of libraries |
|------|-----------------|------------------|
| 1 | > 2,00,000 | 2 |
| 2 | 60,000 to 70,000 | 1 |
| 3 | 50,000 to 60,000 | 3 |
| 4 | 40,000 to 50,000 | 3 |
| 5 | 30,000 to 40,000 | 4 |
| 6 | 20,000 to 30,000 | 6 |
| 7 | 10,000 to 20,000 | 8 |
| 8 | 5,000 to 10,000 | 4 |
| 9 | < 5,000 | 8 |

Source: Figires drawn from the questionnaires returned,
1992.

45.008 volumes, and women College, M.A Road, at the bottom with 43.776 volumes.

The fifth category comprises four libraries - Government Degree College for Boys Anantnag (36,096) Government Womens College, Parade (35,070), Government College for boys, Udhampur (31,022) and Government College for Boys, Baramulla (30,903).

The sixth category includes libraries which held collections between 20,000 and 30,000. Six libraries are placed in this category with Government College for women, Udhampur on top with 28.024. Others are the Government Degree College, Badharwah, (26,219) Government Women college, Nawakadal, (25,700) Government Degree College Bemina (25,000) SPM Rajput College of Commerce (23,492) Jammu and Government Degree College Kathua (22,000).

The Seventh category covers 8 libraries which have collection between 10,000 and 20,000. These are institute of Medical Sciences (19400), Government Women's College, Gandhi Nagar (17961). Medical College, Srinagar (16.800). Regional Research Laboratory Jammu (15.200), Gandhi Memorial College (14,960), Women's College, Anantnag (14,500), Government College Kishtwar (12.000), and Government Medical College Jammu (11,200).

The eighth category comprises libraries with collections between 5,000 and 10,000. There are 4 libraries in this category with Islamia College of Science and Commerce

on top with 8500 volumes. Then comes Government Degree College Sopore (9400), Government College for Women Baramulla (5999) and finally Government Degree College Kupwara (5,450).

The nineth category comprises libraries with below 5,000 volumes. There are 8 libraries here--Government Degree College Pulwama (4800) Jhelum Valley Gollege (4018) Government Degree College Poonch (3,900), Government Degree College Rajouri (3,700). Government Degree College Shopian (3,400). Government Degree College Hundwara (3,092). Government Degree College Tral(2,500) and Vishwa Bharti College (2,300).

Although the size of a library's collection is not the only factor to assess the library's performance, the continuous acquisitions to enrich and update collections is fundamental to responsive, efficient library service everywhere. But in Jammu and Kashmir the decline in acquisitions has assumed serious dimensions although this is not a problem unique for the State alone. The declining acquisitions in academic libraries in developing countries is a common phenomenon, frequently canvassed at various fora at various levels. It stirred the IFLA Section of University libraries to study the problem more olosely to explore whether some means might be developed to ease the situation. The full report of this study was presented at IFLA General Conference in Delhi during August-September 1992[3].

Recently G.G. Allen took stock of this situation and identified some factors responsible for the declining acquisitions in University libraries. Some observations that he made or considerably relevant to the situation in Jammu and kashmir and thus deserve inclusion here:

> The essential problem in the developing countries is that the libraries do not have the funding to purchase the required resources in sufficient quantities from the developed world publishers. This problem is being exacerbated by the deteriorating economic situation in may developing countries, while situation of political instability and even total collapse of civil authority in some countries are making an already bad situation intolerable.[4]

Besides collection development, both by quantity as well as quality, is influenced by the faculty members as well. Certain subject faculty members contribute substantially to the growth of collection to make it adequately responsive to their requirements, whereas in others they do not; the former category usually comprises of Science subjects faculty members and the latter of most of humanities and, to some extent, social Sciences faculty members. This argument is supported by a study conducted by. Tucker of the new University libraries in UK. According to him the, *"Scientists had clear ideas about their requirements and they supplied ample information which had only to be handled with efficiency and financial tact to build Science collections. He then talks of those faculty members who were rather vague about their request, perhaps because they were not Scientists"*[5].

## Adequacy of the collection

How adequate are the collections in the university and college libraries in Jammu and Kashmir. There is no yardstick measure this adequaoy. The size of the collection, according to Lyle "is not a matter of real significance in measuring the adequacy of the library". but it can be used "as a rough yardstick in evaluating the resources of the college libraries"[6]. Writers commenting on this warn that "to judge a collection superior or inferior on the basis of the volume holdings is as absurd as rating a college on the basis of its enrollment"[7]. There is a considered opinion that "more important than the total number of books in the stacks is the extent to which the selection of volumes accurately reflects the needs of the institution as defined by its educational task."[8] So every academic library should be evaluated in its own setting rather than by comparison with general patterns of norms, because each library must support a particular educational programme. Furthermore, the adequacy of an academic library's reference collection and the journals it presently receives and the general quality of its book collection could be more important than the mere size of the collection. thus there are different aspects of judging the adequacy of a collection of a library.

There are several other factors which can affect the size and adequacy of the collection, as emphasized by Clapp

and Jordan:[9]

> ....among the most important of these are:
>
> The student body -- size.
>
> The faculty-size, involvement in research, "library - mindedness", etc.
>
> The curriculum -- number of departments of instruction, number of courses, proportion of laboratory to literature courses, number of undergraduate 'major'. number of fields of masters and doctors degree, number of professional schools, etc.
>
> Methods of instruction-extent and use of text books, reading assigned, and independent study, honors work, etc.
>
> Availability of suitable places for study on the campus.
>
> Geography of the campus - proximity to metropolitan area, to other large library, etc.
>
> The intellectual climate - inducement and distractions to study, etc. It is obvious that these factors differ widely in their susceptibility to measurement.

These factors differ from institution to institution and in the case of university and college libraries in Jammu and Kashmir, there are also other variables to be considered, such as the publishing market, local publications and so forth. How all these factors have been influencing the size of collection of all these libraries. In order to do that, libraries "must be viewed first as part of a total system which considers both the book collections and the users of these collections as part of a whole"[10]. Total system of higher education in the State of which libraries are a part, has been introspected previously and

certain drawbacks have been identified which have their side effects on the overall library services in the State.

Book production in a country and the publishing trade also influences the adequacy of the collection in library. Indigenously written and published books reach the library shelf easily whereas the foreign materials pose many a problems in their acquisition for lilibraries. Science, no doubt, is now international and therefore materials published anywhere is useful everywhere, though at times sophistication of language, length of time in acquiring them and the costs count for many a problems. As national book industry in India is still to meet adequately the academic requirements of the country, the libraries to are affected too a large extent.

On the journals front the inadequacy of the country's production is well-known for its poverty. According to the Directory of Indian Scientific periodical published by Indian National Scientific Documentation Centre in 1992 only 1991 scientific periodicals, including popular scientific magazine and reports of R&D establishments are published in India.[11] However, "if a strict definition of scientific periodical is adopted, India publishes only one thousand periodical -- these are the ones which have been covered by the Indian Science Abstracts (ISA) in 1991-92[12].

With these facts and figures the journals inadequacy in the libraries in the country is understandable. Zooming

prices and a host of procurement problems associated with foreign journals have indeed crippled the libraries over the years. Jammu and Kashmir academic libraries also shared these problem plus a host of other problems foreign to the libraries in the country. Most important of these is the expansion of educational institutions on political consider-ations instead of need-based planning with horribly meagre financial support. Then, the book trade industry in the State is even now at a teething stage and the libraries face difficulties in acquiring what they need.

Clapp and Jordan have proposed a quantitative criteria for adequaoy of collections. They suggest a basic collection of 25,000 titles (42,000) volumes) plus 250 periodical titles (3,750 volumes), and 5,000 volumes of documents for any first degree work. To this they add 12 volumes per student, 100 for each faculty member, 12 volumes per student enrolled in a programme of independent study (reading for honours), 335 volumes for each subject offered a field of study for a first degree, 2050 for each subject offered for graduate study, and 24,500 volume for each field for which real research at the doctoral level is involved. [13]

However measuring adequacy of collection involves a complex process of evaluating the collection, both quantita-tively and qualitatively. May experts have formulated standards and methods for evaluating the collections. Otter-son has compiled a bibiography of the standards advanced from time to time [14]. The literature published on the

subject, according to Bonn, identifies five reasonably distinct methods for evaluating library collections:

1. Compiling statistics on holdings, use, expenditure;

2. Checking lists, catalogues, bibliographies;

3. Obtaining opinions from regular users;

4. Examining the collection directly; and

5. Applying standards, using various of the forgoing methods[15].

All these methods have been employed in various libraries with varying success. The findings in all cases have been the inadquancy of collections, and there has been a common realization that no library, however resourceful it might be, can ever be self-sufficient, and that resources sharing is the only tonic that can vitalize the weak and inadequate collection to strengthen them to serve their patrons better.

In the case of Jammu and Kashmir this realization must serve as an eye opener for all concerned so that measures are taken to develop a programme of resources sharing among academic libraries.

The librarians also endorsed the fact that their libraries were inadequate in all types of collections. Table 5.5 shows the distribution of librarian according to the adequacy of collections as viewed by the librarians.

**Table: 5.5**

Distribution of Libraries According to the Librarians
Rating on Adequacy of Collections.
(N=39)

| S.No. | Level of Adequacy | No. of Libraries |
|-------|-------------------|------------------|
| 1.    | Most Adequate     | 0                |
|       |                   | 0.0              |
| 2.    | Adequate          | 1                |
|       |                   | 2.6              |
| 3.    | Inadequate        | 38               |
|       |                   | 97.4             |
|       | Total             | 39               |

Not a single librarian viewed his collection to be most adequate while just one library- the Regional research Laboratory Library- regarded its collection as adequate. 38 libraries (97.4 percent) were regarded as inadequate by their librarians.

Regarding overlapping in book collection a union catalogue alone could make possible to arrive at definite facts and figures. However, speculation on the basis of certain realities supported by sampling method would also lead to certain possible conclusions. The two Universities of Jammu and Kashmir had much in common in their courses and levels of study. A checklist of two hundred books each prepared at random in Kashmir University for Sciences, Social Sciences and humanities when tallied with Jammu University collection revealed a probable overlapping of 55-60 percent.

In the degree colleges a similar check list revealed horrifying overlapping ranging between 70-80 percent and in certain case beyond that. It was noted while talking to the librarians that the local venders brought enough copies of there college standard books and simply distributed them among the colleges. Naturally the overlapping to such a degree was bound to occur. Besides, the courses of study were cent percent identical in all the colleges of Kashmir division in accordance with the syllabi formulated by the University of Kashmir where-in the prescribed texts were also indicated. This was true of Jammu colleges as well

where the Jammu University did the job but differed from
Kashmir University not more than naught.

The overlapping was not completely impossible in the
medical libraries where no sampling was done by the inves-
tigator. But the librarians did not rule out duplication in
the range of 30-40 percent.

Thus the magnitude of overlapping in books, particular-
ly among various categories of libraries, advocated for
coordination towards a more efficient use of available funds
to buy more unique titles then to overlap.

**Expressed Needs of the Clientele**

For the conscientious librarian users requirements
provided, in part, an explanation of past activity and a
justification for future plans of action. In fact the
genesis and sustenance of cooperative activities among
libraries owed their origin to the users' diversified and
mounting demands which libraries could not fulfil single
handed. There were no doubt factors like price escalation,
diminishing library budgets, staggering world publishing
output and the state of the technology[16] which prompted
the sharing of library resources, the users actual and
potential needs have prompted cooperative activities in a
significant way and have also been critical in determining
the models of cooperation.

Because of the users importance in defining the patterns of demand, it would be worthwhile to reflect on the structure of the academic community and the nature of academic enterprise in Jammu and Kashmir.

## Academic Community in J&K

Considering the sizable number of sociological, economical and political studies carried out in the State from time to time, it was somewhat surprising that so few of them have touched in any depth the academic community who were the custodians of the educational system in the State. Some work has been done in the post-graduate departments of education in Jammu and Kashmir universities by the students in partial fulfillment of their degree programmes but these were not, and could not be, that exhaustive.

Table 5.6 shows the total strength and various factors of the faculty staff in the institutions included this study. Of the 2967 staff members of the three universities,medical and engineering institutions and degree colleges in the State, 1585 (53.4 percent) have had their education outside the state. In the 9 institution other than the degree college out of the total faculty strength of 1685, 1315 which constitute 78.04 percent of the total staff in them have had their education outside the state in parts of India or abroad where they have had exposure to library and other facilities much better than here. Further the educational programmes in hand with them

## Table: 5.6

Percentage of Faculty Members Educated Outside the State.

| S. No. | Institution | Faculty strength | OE | %age of OE |
|--------|-------------|------------------|------|------------|
| 1. | ILKU | 217 | 142 | 65.4 |
| 2. | JUL | 169 | 102 | 60.3 |
| 3. | LUAS | 170 | 132 | 77.6 |
| 4. | RECL | 152 | 121 | 79.6 |
| 5. | MCKL | 234 | 180 | 76.9 |
| 6. | MCJL | 162 | 109 | 67.2 |
| 7. | JMCL | 75 | 64 | 85.3 |
| 8. | IMSL | 246 | 220 | 89.4 |
| 9. | RRL | 260 | 245 | 94.2 |
| 10. | DCL | 1282 | 270 | 21.1 |
| | Total | 2967 | 1585 | 53.4 |

Key: OE = Educated outside the State

were a great deal dependent on library work and were thus more conscious of library utility. In colleges, on the other hand, only 270 out of the total faculty strength of 1282 had their exposure to outside library facilities. Moreover, the University teachers had a number of schemes drawn by the University Grants Commission which took them here and there everywhere in the country and even abroad, whereas college teachers were bereft of all such facilities or did not avail themselves of similar, though limited to some extent, facilities for one reason or the other.

Table 5.7 shows the percentage of faculty members with doctoral degrees. In the two universities of Jammu and Kashmir 315 out of a total of 386 (81.6 percent) teachers held the Ph.D degrees while in colleges only 260 (20.2%) out of 1282 held such degrees. A scheme had been drawn to provide facilities to the college teachers to obtain doctoral degree at the universities of Jammu and Kashmir and some teachers were coming forward to benefit from the scheme. But some teachers had demonstrated reluctance to exploit this facility as they had completed the major span of services or were busy in private tutoring of undergraduate students --- a widespread practice which had become very lucrative in the State.

. Again, there appeared little interest among college teachers to press for better library facilities or to benefit from other well-equipped libraries. In other words it

**Table: 5.7**

Percentage of Doctoral and Non-Doctoral Faculty Members.

| S. No. | Institution | Faculty strength | Doctoral Degrees | %age of Doctorates |
|--------|-------------|------------------|------------------|--------------------|
| 1. | ILKU | 217 | 176 | 81.1 |
| 2. | JUL | 169 | 139 | 82.2 |
| 3. | LUAS | 170 | 129 | 75.8 |
| 4. | RECL | 152 | 43 | 28.2 |
| 5. | MCKL | 234 | 190 | 81.1 |
| 6. | MCJL | 162 | 101 | 62.3 |
| 7. | JMCL | 75 | 45 | 60.3 |
| 8. | IMSL | 246 | 209 | 60.0 |
| 9. | RRL | 260 | 246 | 84.9 |
| 10. | DCL | 1282 | 260 | 20.2 |
|  | Total | 2967 | 1538 | 51.8 |

could be said that the college teachers evinced less inter-
est in keeping up to date in their respective subjects. As a
consequence, the teaching was traditional and related to the
past. The educational set up in the State was also responsi-
ble for this poor state of college libraries. It was still
based on the traditional concept of education as somebody
teaching and some other learning simply for transmission of
knowledge of yesterday to the generations of tomorrow. It
was still based on the practice of simply memorizing and
regurgitating the lessons in the classroom or from the text
or from the notes obtained from private tutors. It did not,
therefore, stimulate the young men and women to obtain
knowledge, exploit it, and intellectualize it.

It appears pertinent to point out here that in other
countries University teachers had been in the forefront to
plead for cooperation. In UK, for example, the initiative
came from the Association of University Teachers which in
1923 decided to institute a scheme of cooperation between
University libraries and created a Joint standing Committee
an library cooperation. The Association even went to the
extent of funding the scheme which acted as a clearing house
for loans until its functions were transferred to the Na-
tional Central Library in 1931[17]. Unfortunately in the
State such an awakening was a far cry.

## The Nature of Academic Enterprise:

There could be no two opinions about a dissimilarity between the university and college teachers in the State and their counterpart in several other states in obtaining and using information. It was understandable that the approach to information is crucially dependent on the local nature of the academic enterprise, the available resources and the pressures exerted by the society at large. In this context, we had the example of the scientific and technological communities of the world. They have indeed exercised very strong and important influence on the library practices of their regions. Historically also the libraries have been shaped and influenced by the publics requirements and interests a great deal. A measure of this important and influence was best reflected in the fact that, by and large, most library users, studies had been carried out in the field of science and technology[18]. Because an average scientist or engineer spent an estimated twenty to twenty five percent of his working time in search of information, the application of technological developments to library operations and services had been undertaken for the most part to improve the overall system of information transfer primarily to scientists and technologists.[19]

The relevance of this observation was here in the sense that science and technology, and for that matter of fact, the scholarship did not bear the same relationship to an underdeveloped society that they bore to a developed one.

It was now increasingly accepted that the practice of science was intimately dependent on the way the society and its economy were organized, rather than being culture-blind.[20]

Similarly, the type of pressure exerted on, and the support provided for, them by the larger society were different from what obtained in a technologically developed society. As a consequence, the science in underdeveloped countries tended largely to be a consumer activity than an investment activity. Charles Cooper gives a perceptive summary of the situation in these words:

> The scientific communities in the underdeveloped economies are outposts of advanced country science, with very limited links with the economic and social realities which surround them. Their is no conspiracy or bad faith about this; it is simply the way the system works.[21]

Less starkly perhaps a similar situation was there with regard to social sciences and humanities. Academic pursuits even in these areas also tended to be marginal to the society at large, and the level of support and appreciation by the larger society was much less as compared to that of the developed world. Reasons were obvious. The research and scholarship in the developed world was oriented to their societies which immediately benefit from the research outcome. In developing regions the situation was different. They suffered from cultural lags and the innovations took long time to become integrated into society.

205

Analysis of Questions on Expressed Users Needs

Introduction:

Appendix A is the questionnaire which was administered
to the academic staff of all the universities, professional
colleges and undergraduate colleges and the postgraduate
and doctoral students of the first two categories. For
uniformity and brevity the designations Professor, Reader
and Lecturer were used which included those with same status
but with different designations. There was justification to
exclude the students in degree colleges as their perception
of a library was too poor to merit any coverage. These
undergraduate student mostly used ready-made guides avail-
able in the market in plenty, depended upon notes acquired
through private tutioning, and consulted even their pre-
scribed textbooks to the minimum. They were busy in a rat
race to secure better percentages to ensure their admission
in professional colleges particularly in fields of Medicine
and Engineering and allied subjects. Those in the streams of
Social Sciences and Humanities were, by and large, less
competitive and read much less. This was a generalization;
exceptions are always there. Moreover, the educational
system in the State was also ailing on many fronts. It had
limited relevance to the society's needs of today and tomor-
row. The Sahay Committee Report also referred to this defec-
tive educational system and recommended that "a *programme of
high priority is to transform the educational system to make*

*it a powerful instrument of social change.*"[22]

The questionnaire suffers from some of the limitations inherent in the use of questionnaire for investigative process. These include lack of uniformity of interpretation and also possible misrepresentation of facts in order not to expose perceived personal inadequacies. Maurice Line while discussing library surveys, suggests that for a study involving a "*compact community like a university*" response rations should be at least 80 percent in order to allow for valid conclusions, to be drawn.[23] Fortunately, as is evident from Table 5.8 and 5.9 also, this level of response was attained in case of most of the institutions under study. The limitation of poor response was reduced by personal contacts and pursuation. It was therefore possible to make generalizations of the findings to the entire population of the academic community under study.

**Catagorisation of Questions:**

The questionnaire distributed among the clientele was designed to elicit information on the relationship between the academic and his library. Specifically the questionnaire (1) sought to explore his estimation of the adequacy of his library's holding; (2) examined his response to inadequacies in library provision: (3) surveyed the type of materials most often found wanting; and (4) attempted to discern his perception of the library's response to his requests in terms of the sources from which requested materials were

**Table: 5.8**

Distribution of Questionnaires among Academics and their Responses.

| Institution | Science | | Social Science | | Humani times | | Total | |
|---|---|---|---|---|---|---|---|---|
| | ND | NR | ND | NR | ND | NR | ND | NR |
| ILKU | 43 | 40 | 42 | 38 | 45 | 36 | 130 | 114 |
| JUL | 40 | 32 | 35 | 26 | 30 | 22 | 105 | 80 |
| LUAS | 30 | 24 | - | - | - | - | 30 | 24 |
| RECL | 27 | 25 | - | - | 6 | 4 | 33 | 29 |
| MCKL | 25 | 21 | - | - | - | - | 25 | 21 |
| MCJL | 25 | 21 | - | - | - | - | 25 | 21 |
| JMCL | 12 | 9 | - | - | - | - | 12 | 9 |
| IMSL | 30 | 21 | - | - | - | - | 30 | 21 |
| RRL | 15 | 12 | - | - | - | - | 15 | 12 |
| DCL | 60 | 48 | 50 | 39 | 40 | 30 | 150 | 117 |
| Total | 307 | 253 | 127 | 103 | 121 | 92 | 555 | 448 |

## Table: 5.9

Distribution of Responding Academics into various
Categories. (N=448)

| Category | No. of Respondents | %age of total respondents |
|---|---|---|
| **Subject Field** | | |
| Scienoe | 253 | 56.4 |
| Social Science | 103 | 23.0 |
| Humanities | 92 | 20.6 |
| Total | 448 | 100.0 |
| **Status** | | |
| Professors | 50 | 11.1 |
| Readers/Asso. Professors | 118 | 26.3 |
| Lecturers/Asstt. Professors | 164 | 36.7 |
| Doctoral/ PG Students | 116 | 25.9 |
| Total | 448 | 100.0 |
| **Stay at the Institution** | | |
| < 3 years | 138 | 30.9 |
| 3-6 years | 86 | 19.1 |
| 6-9 years | 130 | 29.0 |
| > 9 years | 94 | 21.0 |
| Total | 448 | 100.0 |

obtained and the delay involved in the obtaining of the request materials.

Catagory 1 :   The Scholars perception of the Adequacy
of Library provision (Q.1,Q.5)

Q.1  Have you had the need for library material which  was not available in your Institution's Library (Table 5.10).

Q.5  On the whole would you say that the current re- sources of your library meet most of your needs for (A) teaching; (b) research; (Tables 5.11 and 5.12)

In response to Q.1 (Table 5.10), as expected, an over-whelming proportion (322 out of 448) of the respondents, have had a need for materials not immediately available in their respective libraries. Their frustration in not finding urgently needed materials permeated their comments:

1.   In fact practically all the materials  I need are not in the library;

2.   Either the library did not care to acquire the materials I need or didn't know about it;

3.   The urgent need is inevitable as you read journals with extensive bibliographies;

4.   The limitations of financial resources appear to have crippled libraries a great deal.

In terms of groups of different subject fields, the percentage of responses varied in the three fields. In sciences it was 75.1 percent, in social sciences it was 77.7 percent and in humanities it was 56.5 percent. Though perhaps not significant, one might have expected reverse figures for the sciences and social sciences. These figures

**Table: 5.10**

Have you had the need for library material which was not immediately available in your Institutions Library

(N=448)

| Response | Institution | | | | | | | | | | Field | | | Status | | | | Length of stay(years) | | | | Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | DCL | S | SS | H | P | R | L | S | <3 | 3-6 | 6-9 | >9 | |
| Yes | 101 | 72 | 22 | 26 | 19 | 20 | 9 | 20 | 11 | 22 | 190 | 80 | 52 | 44 | 87 | 116 | 75 | 83 | 62 | 97 | 80 | 322 |
| %age | 88.6 | 90.0 | 91.7 | 89.7 | 90.5 | 95.2 | 100.0 | 95.2 | 91.7 | 18.8 | 75.1 | 77.7 | 56.5 | 88.0 | 73.7 | 70.7 | 64.6 | 60.1 | 72.1 | 74.6 | 85.1 | 71.9 |
| No | 13 | 8 | 2 | 3 | 2 | 1 | 0 | 1 | 1 | 95 | 63 | 23 | 40 | 6 | 31 | 48 | 41 | 55 | 24 | 33 | 14 | 126 |
| %age | 11.4 | 10.0 | 8.3 | 10.3 | 9.5 | 4.8 | 0.0 | 4.8 | 8.3 | 81.2 | 24.9 | 22.3 | 43.5 | 12.0 | 26.3 | 29.3 | 35.4 | 39.9 | 27.9 | 25.4 | 14.9 | 28.1 |
| Total | 114 | 80 | 24 | 29 | 21 | 21 | 9 | 21 | 12 | 117 | 253 | 103 | 92 | 50 | 118 | 164 | 116 | 138 | 86 | 130 | 94 | 448 |

would suggest that, inspite of Furtado's claim that "under-development ... *calls for an effort at autonomous theoriza-tion*", the social Sciences, as currently studies in the State maintained strong links with foreign developments.

In terms of length of stay those with more than 9 year stay have been found expressing more needs (85.1 percent), those with 6-9 years (74.6 percent), those with 3-6 years (72.1 percent) and those with less than 3 years only 60.1 percent. This decrease with decreasing stay is perhaps because more involvement comes with increased stay. Moreover those who joined late had not got started on their research programmes. This was true about status-wise percentage also.

Institution wise there was a marked difference of opinion among degree colleges on one side and all other institutions an the other side. A paltry figure of 18.8 percent has been of those who have expressed need for mate-rials not in their college libraries. This explained the drawbacks with our college education system as expressed in the beginning of this chapter. All other institutions on the other hand had expressed need for materials not available in their respective libraries varying between the highest figure of 100 percent to the lowest of 88.6 percent.

Again the medical faculty appeared to be more in need of materials than those in other fields. This is also under-standable. Rapid developments in the medical field together with diversified user requests justify these higher figures.

212

As for the adequacy of library provision of teaching the academics in humanities appeared to be most satisfied (59.7 percent) as compared to academics in Sciences (40.8 percent) and in Social Sciences (46.4 percent), as is evident from Table 5.11. These figures demonstrated that academics in humanities had either more comprehensive collections or that their needs for teaching were less. So for as the comprehensiveness of the humanities collections are concerned there is no denying the fact that the literature in vernacular languages which fall in the field of humanities in the institutions and colleges in the State are very cheap and available in abundance within the country. Discount for libraries on such publications is also quite high and thus libraries were able to procure more materials and on time. Needs too were very limited, no doubt.

For Sciences and Social Sciences the situation was entirely different. The monographs and journals were costly as many items were foreign whose prices were soaring high day in and day-out. Moreover, the Social science academics depended more on library materials for teaching. For, as Freides has observed, in "scholarly writings in the Social Sciences, the individual book or article tends to be not on account of a topic which is complete in itself, but a contribution to an ongoing stream of investigation or analysis"(24).

**Table: 5.11**

On the whole, would you say that the current holdings of your library meet most of your needs for teaching.
(N=332)

| Response | Institution | | | | | | | | | | Field | | | Status | | | Length of stay(years) | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | DCL | S | SS | H | P | H | L | <3 | 3-6 | 6-9 | >9 | |
| Yes | 21 | 19 | 5 | 7 | 5 | 4 | 3 | 3 | 2 | 83 | 80 | 32 | 40 | 19 | 55 | 78 | 15 | 52 | 47 | 38 | 152 |
| %age | 34.4 | 38.8 | 29.4 | 33.3 | 31.2 | 23.5 | 33.3 | 18.8 | 22.2 | 71.0 | 40.8 | 46.4 | 59.7 | 38.0 | 46.6 | 44.6 | 46.5 | 52.1 | 40.6 | 41.3 | 45.8 |
| No | 37 | 27 | 11 | 13 | 10 | 12 | 4 | 13 | 7 | 25 | 111 | 31 | 17 | 31 | 55 | 73 | 9 | 35 | 62 | 53 | 159 |
| %age | 60.7 | 55.1 | 64.7 | 62.0 | 62.5 | 70.6 | 44.5 | 81.2 | 77.8 | 21.4 | 56.7 | 44.9 | 25.3 | 62.0 | 46.6 | 47.5 | 39.3 | 38.6 | 53.4 | 57.6 | 47.9 |
| Undivided | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 5 | 2 | 2 | 4 | 0 | 3 | 5 | 2 | 4 | 2 | 0 | 8 |
| %age | 0.0 | 2.0 | 0.0 | 0.0 | 0.0 | 5.9 | 11.1 | 0.0 | 0.0 | 4.2 | 1.0 | 2.9 | 6.0 | 0.0 | 2.6 | 3.0 | 7.1 | 4.1 | 1.7 | 0.0 | 2.4 |
| No | 3 | 2 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 4 | 3 | 4 | 6 | 0 | 5 | 8 | 2 | 5 | 5 | 1 | 13 |
| %age | 4.9 | 4.1 | 5.9 | 4.7 | 6.3 | 0.0 | 11.1 | 0.0 | 0.0 | 3.4 | 1.5 | 5.8 | 9.0 | 0.0 | 4.2 | 4.9 | 7.1 | 5.2 | 4.3 | 1.1 | 3.9 |
| Total | 61 | 49 | 17 | 21 | 16 | 17 | 9 | 16 | 9 | 117 | 196 | 69 | 67 | 50 | 118 | 164 | 28 | 96 | 116 | 92 | 332 |

214

So far as the provision of library services for research was concerned, all the three subject fields were dissatisfied: 59.7 percent for scientists, 66.1 percent for social scientists, and 65.2 percent for humanities (Table 5.12). The scientists appeared to be somewhat less strident in their condemnation of library provision. This was probably because, for scientists, the laboratory is at the heart of the research enterprise. There was no doubt that journals, particularly the more recent issues, were the primary source of scientific research. Indeed the major complaint of the scientists was that the journals arrived too late in their libraries or that the gaps existed in the journals runs. They expressed concern over this situation as they thought that journals were vital for their work. This was a genuine complaint of the clients as their libraries, instead of receiving and offering latest information, by and large, received stale information, particularly in the valley where even the university library suffered terribly on this front. The Iqbal Library received journals indirectly through subscription agents in Delhi mailed at their convenience after long intervals. Obviously periodicals arrive very late in the library and serve more an archival purpose than the current use.

In contrast, the social scientists and humanists depended quite considerably on older library materials. Peter Ekeh has delineated the difference between the scientists, on the one hand, and the social scientists and humanists on

**Table: 5.12**

On the whole do the Current Holdings of your Library Meet Most of your Research Needs.
(N=448)

| Response | Institution | | | | | | | | | | Field | | | | Status | | | Length of stay(years) | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | DCL | S | SS | H | P | R | L | S | <3 | 3-6 | 6-9 | >9 | Total |
| Yes | 25 | 16 | 6 | 6 | 5 | 5 | 0 | 4 | 4 | 19 | 61 | 16 | 13 | 10 | 24 | 34 | 22 | 27 | 17 | 25 | 21 | 90 |
| %age | 21.9 | 20.0 | 25.0 | 20.6 | 23.8 | 23.8 | | 19.2 | 33.3 | 16.2 | 24.1 | 15.5 | 14.1 | 20.0 | 20.3 | 20.7 | 18.9 | 19.5 | 19.7 | 19.2 | 22.3 | 20.1 |
| No | 86 | 61 | 18 | 21 | 16 | 16 | 9 | 15 | 8 | 29 | 151 | 68 | 60 | 40 | 75 | 91 | 73 | 81 | 51 | 80 | 67 | 279 |
| %age | 75.4 | 76.3 | 75.0 | 72.4 | 76.2 | 76.2 | 100.0 | 71.4 | 66.7 | 24.8 | 59.7 | 66.1 | 65.2 | 80.0 | 63.6 | 55.5 | 62.9 | 58.7 | 59.4 | 61.6 | 71.3 | 62.3 |
| Undevided | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 5 | 4 | 3 | 3 | 0 | 2 | 5 | 3 | 5 | 2 | 3 | 0 | 10 |
| %age | 0.9 | 2.5 | 00.0 | 3.5 | 0.0 | 0.0 | 0.0 | 4.7 | 0.0 | 4.3 | 1.6 | 3.3 | 3.3 | 0.0 | 1.7 | 3.1 | 2.6 | 3.6 | 2.3 | 2.3 | 0.0 | 2.2 |
| No response | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 64 | 37 | 16 | 16 | 0 | 17 | 34 | 18 | 25 | 16 | 22 | 6 | 69 |
| %age | 1.8 | 1.2 | 0.0 | 3.5 | 0.0 | 0.0 | 0.0 | 4.7 | 0.0 | 54.7 | 14.6 | 15.5 | 17.4 | 0.0 | 14.4 | 20.7 | 15.6 | 18.2 | 18.6 | 16.9 | 6.4 | 15.4 |
| Total | 114 | 80 | 24 | 29 | 21 | 21 | 9 | 21 | 12 | 117 | 253 | 103 | 92 | 50 | 118 | 164 | 116 | 138 | 86 | 130 | 94 | 448 |

the other hand, in their approach to the use of literature:

> One of the enduring differences between the natural sciences and the social sciences may be in terms of nature of progress in these fields. In the natural sciences, progress renders pass achievements smaller and past great names become matters of historical curiosity. It is a rare physicist who goes back to read Newton. On the other hand in sociology new discoveries and new insights only serve to deepen past achievements and the significance of early thinkers.[25]

The breakup of data according to universities and colleges, as shown in the forgoing tables, reveal a high level of dissatisfaction with library provision for teaching and research. This could be attributed to several factors like inadequacy of collections, lacking selection procedures and absence of users services which hindered exploitation of library resources a great deal. A little more satisfaction exhibited by the respondents at Jammu University Library for teaching was perhaps because the library's proximity to Delhi has solved many a problems of acquisition, inter-library loan an the like. Moreover, the geographical condition of Jammu had ensured mobility of the staff of this library thus exposing them to library environments that were excellent.

The lowest satisfaction percentage among medical libraries in Jhelum Medical College was apparent. The library was yet at its teething stage and would require some more time to mature into a truly functional library.

So far as the degree of satisfaction among colleges community is concerned there should be no ambiguity in understanding. Most of these libraries were similar in status and functions to the libraries of mid nineteenth century as depicted by Cranfield in 1902:

> .... the *college library was almost an aside in education indeed it was like the sentence which we enclose in brackets: to be read in a low tune, or to be slurred over hastily, or to be entirely omitted without making any serious change in the sense ... The efficiency, or the inefficiency, was, naturally, quite proportionate ....*[26]

There were some difference observed in response to library provision when considering status and length of stay, as was evident from the Tables. This was perhaps because seniors interests and needs prevailed over these who joined later. Seniors always had a better say than their juniors.

Catagory 2: **The Scholar's response to inadequacy in Material Provision (Q,3-4;Q9-11)**

As stated earlier, this study is interested in determining the effect of the physical and intellectual environment on the pattern of library behaviour of the scholar in the state. How did "marginalization" of scholarship and transport and communication difficulties effect the response of a scholar to inadequacy in information supply.

This was a multidimensional issue of which only a few aspects were examined in this study. Question was put with the intention to provide direct information on the matter.

218

The other questions 4, 9, 10, 11, 12 were more extensions of the information derived from Q 3.

Q3. Generally id an item urgently needed by you is not immediately available in your library, what course (S) of action would you normally follow?

Though not exhaustive, and incidentally not mutually exclusive, the six suggested possible responses provide a good starting point for the discussion (Table 5.13).

An examination of the Table shows that, by and large, the academics' most likely reaction to inadequacy in library provision was as under:-

1. Request the library to purchase the item (48.7 percent)

2. Request library to borrow from another library (31.03 percent)

3. Request a colleague elsewhere to send the item or a copy of it (6.2 percent)

4. Purchase the items, if available (2.7 percent)

5. Request Natural Services (5.1 percent)

6. Request directly a foreign service (6.5 percent)

Unfortunately here was a situation in which the mere statistical treatment of the responses left wide gaps in understanding. As one respondent has put it, "the action taken depends entirely on the circumstances". The following is a sampling of the many comments made by the respondents.

a. Locally you are sure not to have it. By the time you communicate with another university, the course would be over. If you travel there yourself, you are likely to get stranded on J&K National Highway.

219

# Table: 5.13

Generally, if an Item is Urgently Needed by You is not Available in your Library, What Course of Action would you Normally Follows?
(N=448)

| Course of Action | Institution | | | | | | | | | | Field | | | Status | | | | Length of stay(years) | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | DCL | S | SS | H | P | H | L | S | <3 | 3-6 | 6-9 | >9 | Total |
| Purchase | 49 | 39 | 12 | 12 | 9 | 8 | 4 | 10 | 4 | 71 | 108 | 49 | 61 | 27 | 77 | 66 | 48 | 53 | 36 | 79 | 50 | 218 |
| %age | 43.0 | 48.8 | 50.0 | 41.3 | 42.9 | 38.0 | 44.5 | 47.7 | 33.4 | 60.7 | 42.7 | 47.5 | 66.3 | 54.0 | 65.2 | 40.2 | 41.4 | 38.4 | 41.9 | 60.8 | 53.1 | 48.7 |
| Borrow | 36 | 25 | 6 | 11 | 8 | 9 | 1 | 8 | 5 | 30 | 96 | 23 | 20 | 10 | 23 | 65 | 41 | 53 | 35 | 33 | 18 | 139 |
| %age | 31.6 | 31.2 | 25.0 | 38.0 | 38.0 | 42.9 | 11.1 | 38.0 | 41.7 | 25.7 | 37.9 | 22.3 | 21.8 | 20.0 | 19.4 | 39.7 | 35.3 | 38.4 | 40.7 | 25.3 | 19.1 | 31.02 |
| Colleague | 8 | 2 | 2 | 3 | 1 | 1 | 2 | 0 | 1 | 7 | 19 | 7 | 1 | 6 | 7 | 14 | 0 | 2 | 4 | 6 | 15 | 27 |
| %age | 7.0 | 2.5 | 8.3 | 10.3 | 4.8 | 4.8 | 22.2 | 0.0 | 8.3 | 5.9 | 7.6 | 6.8 | 1.0 | 12.0 | 6.0 | 8.5 | 0.0 | 1.4 | 4.7 | 4.7 | 16.0 | 6.02 |
| Per.Pur | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 9 | 1 | 5 | 6 | 1 | 3 | 3 | 5 | 5 | 3 | 3 | 1 | 12 |
| %age | 1.8 | 0.0 | 0.0 | 3.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 7.7 | 0.3 | 4.9 | 6.6 | 2.0 | 2.6 | 1.9 | 4.3 | 3.1 | 3.5 | 2.3 | 1.06 | 2.7 |
| N.Service | 6 | 8 | 2 | 2 | 1 | 1 | 2 | 0 | 1 | 0 | 9 | 10 | 4 | 3 | 5 | 6 | 9 | 11 | 4 | 3 | 5 | 23 |
| %age | 5.2 | 10.0 | 8.3 | 6.9 | 4.8 | 4.8 | 22.2 | 0.0 | 8.3 | 0.0 | 3.6 | 9.7 | 4.3 | 6.0 | 4.2 | 3.7 | 7.8 | 8.0 | 4.6 | 2.3 | 5.4 | 5.1 |
| For service | 13 | 6 | 2 | 0 | 2 | 2 | 0 | 3 | 1 | 0 | 20 | 9 | 0 | 3 | 3 | 10 | 13 | 14 | 4 | 6 | 5 | 29 |
| %age | 11.4 | 7.5 | 8.4 | 0.0 | 9.5 | 9.5 | 0.0 | 14.3 | 8.3 | 0.0 | 7.9 | 8.8 | 0.0 | 6.0 | 2.6 | 6.0 | 11.2 | 10.1 | 4.6 | 4.6 | 5.4 | 6.5 |
| Total | 114 | 80 | 24 | 29 | 21 | 21 | 9 | 21 | 12 | 117 | 253 | 103 | 92 | 50 | 118 | 164 | 116 | 138 | 86 | 130 | 94 | 448 |

Key: Purchase     = Request the library to purchase
     Borrow       = Request the library to borrow
     Colleague    = request a colleague to send a copy
     Per pur      = Purchase personally
     N.Service    = Write directly to a National Service
     For Service  = Write directly to a foreign Service

b.  Hats off for the British Library Document supply
    Centre --- the only library I bank upon for quick
    response.

c.  We do not know what is in which library in the state.
    So I prefer to write to libraries in metropolitan
    cities, preferably in Delhi.

Interesting variations were observed when the responses
were analyzed according to different institutions as shown
in Table 5.13. For example, at comparatively high percentage
at the Regional Engineering College (10.3 percent) were
likely to reguest a colleague working elsewhere outside the
State to send the item or a Xerox copy of it.

The highest percentage was in Jhelum Valley medical
College but on scrutising it was found that they merely
requested their counterpart in the Government Medical Col-
lege to obtain materials for them from their own library.

The University of Kashmir and its affiliated institu-
tions are much more isolated than the Jammu university and
other institutions in that region. It has many other prob-
lems -- geographical and climatic conditions, acute shortage
of electricity and poor communication facilities -- which
handicap this library beyond expression. Thus the academics
in the valley face problems that are foreign to their coun-
terparts outside the valley. By the same reasoning, the low
percentage at Jammu might be explained by the greater reli-
ance on personal travel than on other means. Jammu is just
less than twelve hours train journey from Delhi and half of
it from some other institutions in Punjab with better li-

brary services. Again Jammu has a great advantage of having rail links to all the cosmopolitan cities.

Another interesting feature about the responses was that the scholars in the humanities (66.3 percent) and social sciences (47.5 percent) were much more likely to ask their libraries to purchase an item than were the scientists (42.7 percent). The reason were obvious: scientists needed very recent materials and the libraries were slow in acquiring them; the costs of their materials were very high; and their demands were more international in scope. The comments suggested that the scientists often resorted to the well-developed system of requesting reprint from the authors of journal articles. Moreover, the social scientists and the humanities both depended much upon library services than the scientists who had the laboratory support.

In terms cf status, lecturers (40.2 percent) and students (41.4 percent) were very hesitant to request their libraries to purchase items. They would rather prefer to make more requests for borrowing the materials as was borne out of the response to Q.4 (Table 5.14) which showed that those of lesser status, lecturers (39.7 percent) and students (35.3 percent) and those of short stay -- < 3 years (38.4 percent) and 3-6 years (40.7 percent), had made more request to their libraries to obtain items.

**Table: 5.14**

Have You Ever Requested your Library to Obtain items Needed bny you urgently.
(N=448)

| | Institution | | | | | | | | | | Field | | | Status | | | | Length of stay(years) | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | DCL | S | SS | H | P | R | L | S | <3 | 3-6 | 6-9 | >9 | |
| Yes | 36 | 25 | 6 | 11 | 8 | 9 | 1 | 8 | 5 | 30 | 96 | 23 | 20 | 10 | 23 | 65 | 41 | 53 | 35 | 33 | 18 | 139 |
| %age | 31.6 | 31.2 | 25.0 | 38.0 | 38.0 | 42.9 | 11.1 | 38.0 | 41.7 | 25.7 | 37.9 | 22.3 | 21.8 | 20.0 | 19.5 | 39.7 | 35.3 | 38.4 | 40.7 | 25.4 | 19.1 | 31.0 |
| No | 78 | 55 | 18 | 18 | 13 | 12 | 8 | 13 | 7 | 87 | 157 | 80 | 72 | 40 | 95 | 99 | 75 | 85 | 51 | 97 | 76 | 309 |
| %age | 68.4 | 68.8 | 75.0 | 62.0 | 62.0 | 57.1 | 88.9 | 62.0 | 58.3 | 74.3 | 62.1 | 77.7 | 78.2 | 80.0 | 80.5 | 60.3 | 64.7 | 61.6 | 59.3 | 74.6 | 80.9 | 62.3 |
| Total | 114 | 80 | 24 | 29 | 21 | 21 | 9 | 21 | 12 | 117 | 253 | 103 | 92 | 50 | 118 | 164 | 116 | 138 | 86 | 130 | 94 | 448 |

Table 5.13 also demonstrated that the price hike had diminished the purchasing capacity of individuals as only 2.7 percent indicated resorting to personal purchase. On further scrutiny it was found that 1 person in Sciences (0.3 percent) expressed buying personally while the number in Social sciences and humanities the number was 5 (4.9 percent) and 6 (8.6 percent) respectively.

Another notable observation was that dependence on foreign service was slightly higher than on national services -- 6.5 percent on foreign and 5.1 percent on national. Academics in Sciences appeared to rely more on foreign services than on national services. Those of short stay were more inclined towards foreign rather than national service, perhaps because of a feeling that their requests may not be urgently acceded to.

In general, 31.0 percent of all respondents to Q.4 (Table 5.14) seemed to have requested such special assistance from their libraries, the number from Jammu and Kashmir Universities being 31.6 percent and 31.2 percent. These figures from the universities of Jammu and Kashmir were meaningful if cognizance was taken of the fact that, as Table 5.12 shows, limited number of staff members were satisfied with the library's provision of services for research. The situation in Kashmir, at the time of survey, was so disappointing that the most academics had a feeling that the library was having a hard enough time  and re-

sources just coping with general requests and would therefore entertain no special requests.

Whether or not a scholar would request his library's help to obtain an item would seem to depend largely on his/her expectations and/ or experience. At least this was what the comments to Question 4 suggest:

a. No! Because by the time it arrives, it would hardly be of much use.

b. Such a request hardly yields profit.

c. The books were urgently ordered but arrived rather very late to be of immediate use due.

d. Because when you do, it would not be obtained.

e. A year after, no action had been taken. I was told that the item is still on order.

Of particular interest to this study was the role of the academics in goading his library towards resources sharing. In this connection, the responses to these question:(Q&k(Table 5.15), Q 10 (Table 5.16) and Q.11 5.17) were particularly pertinent. The questions are spelled out below:

Q.9 If you have urgent need to consult a work not available in your library, do you generally try to find out if it is available at another library.

Q.10 While an employee (or a post-graduate student) at one university, have you ever used another library in or outside the State.

Q.11 To use this library did you face any difficulty, Please specify.

Following were some of the comments on Q.9

a. I just have the feeling that other libraries in the state are as badly equipped as ours.

b. I consider the effort time-consuming and fruitless.

c. Have tried, but because of absence of subject special ist librarians, no one seemed to know what was in the home library, let alone other state libraries.

d. This would be done by the library.

e. No, because most of the other libraries have failed to act as promptly as I would expect.

Inspite of the above comments, the fact was that 54.9% of all respondents to Q9 (Table 5.15) indicated that they tried to find out if an urgently needed item was available in any other library in the State or outside it. Once again, for the reasons already mentioned, the proportion of such people was highest in Kashmir (University (71.9 peroent) and LAST (70.8%), and lowest in colleges (21.4%). A scholar in the social sciences (66.0 %) was more likely to seek such information than those in sciences (61.6%) and humanities (23.9 %).

Status-wise the seniors resorted to this practice more than the freshers. Professors (78.0 percent) and Readers (63.5 percent) used this practice more than lecturers (53.6 percent). Similarly longer the stay at an institution more use of this practice; more than 9 years (64.9 percent) and less than 3 years (36.2 percent). Increased service and stay introduced an academician to a myriad of ways of knowing the ways and means of securing information.

Q.10 (Table 5.16) showed that more than half of all academics who responded (59.6 %) have used other libraries

**Table: 5.15**

If you have urgent need to consult a work not available in your library, do you generally try to find out if it is available at another library.
(N=448)

| | Institution | | | | | | | | | | Field | | | Status | | | | Length of stay(years) | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | DCL | S | SS | H | P | R | L | S | <3 | 3-6 | 6-9 | >9 | Total |
| Yes | 82 | 54 | 17 | 18 | 13 | 14 | 3 | 12 | 8 | 25 | 156 | 68 | 22 | 39 | 75 | 88 | 44 | 50 | 52 | 83 | 61 | 246 |
| %age | 71.9 | 67.5 | 70.8 | 62.0 | 61.9 | 66.6 | 33.3 | 57.1 | 66.7 | 21.4 | 61.6 | 66.0 | 23.9 | 78.0 | 63.5 | 53.6 | 37.9 | 36.2 | 60.5 | 63.8 | 64.9 | 54.9 |
| No | 25 | 20 | 6 | 8 | 6 | 6 | 4 | 6 | 4 | 80 | 93 | 21 | 51 | 9 | 35 | 64 | 57 | 70 | 24 | 40 | 31 | 165 |
| %age | 21.9 | 25.0 | 25.0 | 27.6 | 28.6 | 28.6 | 44.4 | 28.6 | 33.3 | 68.4 | 36.8 | 20.4 | 55.4 | 18.0 | 29.7 | 39.1 | 49.2 | 50.7 | 27.9 | 30.8 | 32.9 | 36.8 |
| No response | 7 | 6 | 1 | 3 | 2 | 1 | 2 | 3 | 0 | 12 | 4 | 14 | 19 | 2 | 8 | 12 | 15 | 18 | 10 | 7 | 2 | 37 |
| %age | 6.2 | 7.5 | 4.2 | 10.4 | 9.5 | 4.8 | 22.3 | 14.3 | 00.0 | 10.2 | 1.6 | 13.6 | 20.7 | 4.0 | 6.8 | 7.3 | 12.9 | 13.1 | 11.6 | 5.4 | 2.2 | 8.3 |
| Total | 114 | 80 | 24 | 29 | 21 | 21 | 9 | 21 | 12 | 117 | 253 | 103 | 92 | 50 | 118 | 164 | 116 | 138 | 86 | 130 | 94 | 448 |

**Table: 5.16**

While at this University, have you ever used another library in or outside the State.
(N=448)

| | Institution | | | | | | | | | | Field | | | Status | | | | Length of stay(years) | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | DCL | S | SS | H | P | R | L | S | <3 | 3-6 | 6-9 | >9 | Total |
| Yes | 80 | 51 | 20 | 25 | 16 | 18 | 5 | 18 | 12 | 22 | 179 | 60 | 28 | 50 | 92 | 82 | 43 | 48 | 50 | 85 | 84 | 267 |
| %age | 70.1 | 63.7 | 83.3 | 86.2 | 76.2 | 85.7 | 55.6 | 85.7 | 100.0 | 18.8 | 70.7 | 58.3 | 30.4 | 100.0 | 77.9 | 50.0 | 37.1 | 34.8 | 58.1 | 65.4 | 89.4 | 59.6 |
| No | 32 | 25 | 4 | 1 | 5 | 2 | 2 | 1 | 0 | 80 | 68 | 33 | 51 | 0 | 22 | 72 | 58 | 73 | 29 | 43 | 7 | 152 |
| %age | 28.1 | 31.3 | 16.7 | 3.4 | 23.8 | 9.5 | 22.2 | 4.8 | 0.0 | 68.4 | 26.9 | 32.0 | 55.4 | 0.0 | 18.7 | 43.9 | 50.0 | 52.9 | 33.7 | 33.1 | 7.4 | 33.9 |
| No response | 2 | 4 | 0 | 3 | 0 | 1 | 2 | 2 | 0 | 15 | 6 | 10 | 13 | 0 | 4 | 10 | 15 | 17 | 7 | 2 | 3 | 29 |
| %age | 1.8 | 5.0 | 0.0 | 10.4 | 0.0 | 4.8 | 22.2 | 9.5 | 0.0 | 12.8 | 2.4 | 9.7 | 14.2 | 0.0 | 3.4 | 6.1 | 12.9 | 12.3 | 8.2 | 1.5 | 3.2 | 6.5 |
| Total | 114 | 80 | 24 | 29 | 21 | 21 | 9 | 21 | 12 | 117 | 253 | 103 | 92 | 50 | 118 | 164 | 116 | 138 | 86 | 130 | 94 | 448 |

than their own, and an impressive 68.9 percent of them (Q,11 Table 5.17) have made special trips for this purpose. Once again, the figures for the universities - 81.3 percent, 74.5 percent and 70 percent were highest, and those for colleges are lowest (27.3 percent). It was evident that universities have several schemes which provide the academicians with the opportunities to move about, whereas, because of the isolation and lack of facilities, in colleges very few have made such special trips.

The figures showed relatively less dispersion in terms of subject fields, although the scientists (71.5 percent) and social scientists (73.3 percent) seem more likely to make a special trip than the humanists (42.8 percent). This perhaps reflected the greater feeling of urgency in the study of sciences and social sciences than the humanities.

In terms of status and length of stay, the lecturers (82.9 percent) being more upwardly mobile have made more special trips than others. One more reason for this higher figure could be attributed to the University Grants Commission's Talent Promotion Scheme under which usually more lecturers get opportunities to visit places outside the State because of the age restrictions laid down in the scheme.

Catagory 3:**Types of Material Most Often Found Wanting**
     **(Q 2)**

Q.2:  ...Which of the following type(s) of material   have you had the urgent need.

229

**Table: 5.17**

How did you avail the opportunity to use the other library.
(N = 267)*

| Reported Actions+ | Institution | | | | | | | | | | Field | | | Status | | | | Length of stay(years) | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | DCL | S | SB | H | P | R | L | S | <3 | 3-6 | 6-9 | >9 | |
| Sp. trip | 65 | 38 | 14 | 17 | 10 | 11 | 2 | 13 | 8 | 6 | 128 | 44 | 12 | 30 | 72 | 68 | 14 | 17 | 30 | 70 | 67 | 184 |
| %age | 81.3 | 74.5 | 70.0 | 68.0 | 62.5 | 61.1 | 40.0 | 72.2 | 66.6 | 27.3 | 71.5 | 73.3 | 42.8 | 60.0 | 78.3 | 82.9 | 32.6 | 35.4 | 60.0 | 82.3 | 79.8 | 68.9 |
| Drop in | 12 | 10 | 5 | 8 | 5 | 7 | 3 | 4 | 2 | 14 | 49 | 11 | 10 | 19 | 17 | 9 | 25 | 27 | 25 | 13 | 15 | 70 |
| %age | 15.0 | 19.6 | 25.0 | 32.0 | 31.2 | 38.9 | 60.0 | 22.2 | 16.7 | 63.6 | 27.4 | 18.4 | 35.7 | 38.0 | 18.5 | 11.0 | 58.1 | 56.2 | 30.0 | 15.3 | 17.8 | 26.2 |
| Others | 3 | 3 | 1 | 0 | 1 | 0 | 0 | 1 | 2 | 2 | 2 | 5 | 6 | 1 | 3 | 5 | 4 | 4 | 5 | 2 | 2 | 13 |
| %age | 3.7 | 5.9 | 5.0 | 0.0 | 6.3 | 0.0 | 0.0 | 5.6 | 16.7 | 9.1 | 1.1 | 8.3 | 21.5 | 2.0 | 3.2 | 6.1 | 9.3 | 8.4 | 10.0 | 2.4 | 2.4 | 4.9 |
| Total | 80 | 51 | 20 | 25 | 16 | 18 | 5 | 18 | 12 | 22 | 179 | 60 | 28 | 50 | 92 | 82 | 43 | 48 | 50 | 85 | 84 | 267 |

Key:  Sp. trip - Made a special trip for this purpose;
      Drop in - Happened to be in the locality and exploited the opportunity

*  Taken from table: 5.16.

Question 2 in the questionnaire to the academic staff was designed to provided some information on the type of material involved in unsatisfied users' demands. It asked for a weighted listing of the type of materials which the academic found unavailable in his university or college library.

Although in certain cases respondents failed to indicate the relative importance of the different types of material, the absolute frequency of the listing of types of material was used as measure of relative importance. The consolidated results for this question, as well as a breakdown of university and colleges, subject area, status and length of stay are indicated in Table 5.18.

For all respondents, the ranking of importance of the various types of materials was:

1.    Journal articles;
2.    Textbooks;
3.    Theses and dissertation;
4.    Monographs and treatises; and
5.    Government documents.

The same pattern was observed for each of the universities as well as colleges, although there were difference in emphasis among the universities. For example, at Iqbal Library, the textbooks commanded a much greater relative importance than they did at other universities, reflecting again the fact that, due to certain lapses in the overall management of the library which have adversely affected the

**Table: 5.18**

**Which of the Following Have You Had the Urgent Need For?**
(N=448)

| | Institution | | | | | | | | | | Field | | | Status | | | | Length of stay(years) | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | DCL | S | SS | H | P | R | L | S | <3 | 3-6 | 6-9 | >9 | |
| Jl.Art. | 82 | 65 | 23 | 20 | 15 | 17 | 9 | 19 | 12 | 18 | 190 | 68 | 22 | 39 | 62 | 102 | 77 | 64 | 59 | 76 | 81 | 280 |
| %age | 71.9 | 81.2 | 95.8 | 58.9 | 71.4 | 80.9 | 100.0 | 90.4 | 100.0 | 15.3 | 75.1 | 66.0 | 23.9 | 78.0 | 52.5 | 62.1 | 66.3 | 46.3 | 68.6 | 58.4 | 86.1 | 62.5 |
| Monographs | 39 | 18 | 11 | 9 | 8 | 10 | 8 | 7 | 4 | 75 | 90 | 46 | 53 | 11 | 47 | 59 | 72 | 74 | 61 | 38 | 16 | 189 |
| %age | 34.2 | 22.5 | 45.8 | 31.0 | 38.0 | 47.6 | 88.8 | 33.3 | 33.3 | 64.1 | 35.5 | 44.6 | 57.6 | 22.0 | 39.8 | 35.9 | 62.0 | 53.6 | 70.9 | 29.2 | 17.0 | 42.1 |
| Theses | 45 | 31 | 12 | 9 | 10 | 8 | 0 | 15 | 8 | 0 | 88 | 38 | 12 | 15 | 34 | 31 | 58 | 49 | 36 | 32 | 21 | 138 |
| %age | 39.4 | 38.7 | 50.0 | 31.0 | 47.6 | 38.0 | 0.0 | 71.4 | 66.6 | 0.0 | 34.7 | 36.9 | 13.0 | 30.0 | 28.8 | 18.9 | 50.0 | 35.5 | 41.8 | 24.6 | 22.3 | 30.8 |
| Govt. Doc. | 26 | 23 | 14 | 10 | 4 | 7 | 0 | 3 | 11 | 0 | 19 | 63 | 16 | 12 | 39 | 39 | 8 | 11 | 37 | 36 | 14 | 98 |
| %age | 22.8 | 28.7 | 58.3 | 34.4 | 19.0 | 33.3 | 0.0 | 14.2 | 91.6 | 0.0 | 7.5 | 61.1 | 17.4 | 24.0 | 33.0 | 23.7 | 6.8 | 7.9 | 43.0 | 27.6 | 14.8 | 21.8 |
| Text Bks. | 46 | 30 | 10 | 9 | 5 | 5 | 9 | 6 | 3 | 56 | 86 | 50 | 42 | 11 | 38 | 57 | 72 | 63 | 65 | 33 | 17 | 178 |
| %age | 40.3 | 37.5 | 41.6 | 31.0 | 23.8 | 23.8 | 100.0 | 28.6 | 25.0 | 47.8 | 33.9 | 48.5 | 45.6 | 22.0 | 32.0 | 34.7 | 62.1 | 45.6 | 75.5 | 25.3 | 18.0 | 39.7 |
| Others | 12 | 11 | 6 | 7 | 5 | 7 | 2 | 8 | 8 | 0 | 18 | 25 | 23 | 19 | 25 | 15 | 7 | 15 | 17 | 8 | 26 | 66 |
| %age | 10.5 | 13.7 | 25.0 | 24.1 | 23.8 | 33.3 | 22.2 | 38.0 | 66.6 | 0.0 | 7.1 | 24.2 | 25.0 | 38.0 | 21.1 | 9.1 | 6.0 | 10.8 | 19.7 | 6.1 | 27.6 | 14.7 |
| Total | 114 | 80 | 24 | 29 | 21 | 21 | 9 | 21 | 12 | 117 | 253 | 103 | 92 | 50 | 118 | 164 | 116 | 138 | 86 | 130 | 94 | 448 |

collection building activities, there was urgent need even for textbooks. This is true of colleges as well which also suffered on the same front.

An examination of the distribution in terms of subject fields demonstrated that the natural sciences academics, being slightly more than half of the entire population of the study, dominated and determined the overall results. Their dependence on journal literature (75.1 percent) was overwhelming, and they depended much less on government documents. (7.5 percent) than the other subject fields. This last point was expected since government, unlike those in technologically advanced places, played a comparatively small role in the sphere of scientific activity. In any case considering the "marginalization" of science wide spread in developing countries, it was not surprising that scientists found a very small need for government documents; or, perhaps their needs in this area were relatively well served by their respective libraries.

For those in the field of social sciences, however, there did not seem to have been this "marginalization", since government documents came in as a very important second place (61.1 percent) next only to journal articles (66.0 percent). For this group monographs and treatises appeared relatively unimportant (54.3 percent). The dependence on government documents might also be because in an attempt to strive towards building a welfare state, the

government brought out huge printed materials to advertise the government policy for social change. These documents were often dispersed with statistics highly useful for social research.

In the humanities, the relative order of importance of types of materials was somewhere different. There was a lower dependence on journal articles (23.9 percent) and relatively greater need for monographs (57.6 percent) and textbooks (45.6 percent). It was also found that in humanities manuscripts also were important as shown in the Table as `others` (25.0 percent).

Status seemed to play very little role in determining the ranking of the different types of materials, except that for the highest ranks, that is professor government documents became a little more important (24.0 percent). Most probably the reason for this is that links between government and the academics in the form of consultancies and services on commissions increase as the latter rise up the academic scale. Another feature in the status breakup was the fact that the post-graduate students indicated very limited need for government documents (6.8 percent). As might be expected, their need for textbooks (62.1 percent) is almost as great as for journal articles (66.3 percent). followed by a request for theses and dissertations (50.0 percent).

Catagory 4: The Academics Conception of the Response to
Inadequacy of Provision in Terms of Sources and
Delay (Q6-8)

Q6. Did you receive the requested items?

Q7. Kindly estimate on the average, how long it took  from
the time you made the request to your receipt of it.

Q8. Does the library generally encourage you to make spe-
cial  requests for urgently needed items.

These questions sought to determine the responses of
the libraries to inadequacies in library provision as seen
by the academics in terms of requests for materials not
available.

Q6. (Table 5.19) is a quantitative assessment of this
response. Of the 139 academics (31.0 percent) of the total
respondents who had requested their libraries to obtain
urgently needed materials, 96(69.1 percent) had received the
items and 31 (22.3 percent) had not. Failure to receive
items, however, was not always necessarily the fault of the
library staff. Requests might be wrongly or vaguely  de-
scribed; items might be out of print or just unavailable;
and, in any case the low postal service might also be a
factor.

Success ratio was highest in sciences (70.8 percent)
and lowest in the humanities (60.0 percent). The likelihood
of a successful request seemed to increase as the rank of
the academic rose: for example, 90.0 percent for professors
and 53.6 percent for postgraduate students. The same pattern
was observed for the length of stay. This suggests that

235

**Table: 5.19**

Outcome of the Report for Acquiring available items through Library

(N=139)*

| | Institution | | | | | | | | | | Field | | | | Status | | | Length of stay(years) | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | DCL | S | SS | H | P | R | L | S | <3 | 3-6 | 6-9 | >9 | Total |
| Yes | 24 | 20 | 6 | 9 | 7 | 7 | 1 | 5 | 5 | 12 | 68 | 16 | 12 | 9 | 18 | 47 | 22 | 29 | 24 | 26 | 17 | 96 |
| %age | 66.7 | 80.0 | 100.0 | 81.8 | 87.5 | 77.8 | 100.0 | 62.5 | 100.0 | 40.0 | 70.8 | 69.5 | 60.0 | 90.0 | 78.2 | 72.3 | 53.6 | 54.7 | 68.6 | 78.7 | 94.4 | 69.1 |
| No | 11 | 3 | 0 | 1 | 1 | 1 | 0 | 2 | 0 | 12 | 23 | 4 | 4 | 1 | 2 | 13 | 15 | 18 | 7 | 5 | 1 | 31 |
| %age | 30.5 | 12.0 | 0.0 | 9.1 | 12.5 | 11.1 | 0.0 | 25.0 | 0.0 | 40.0 | 24.0 | 17.4 | 20.0 | 10.0 | 8.7 | 20.0 | 36.6 | 33.9 | 20.0 | 15.2 | 5.6 | 22.3 |
| No response | 1 | 2 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 6 | 5 | 3 | 4 | 0 | 3 | 5 | 4 | 6 | 4 | 2 | 0 | 12 |
| %age | 2.8 | 8.0 | 0.0 | 9.1 | 0.0 | 11.1 | 0.0 | 12.5 | 0.0 | 20.0 | 5.2 | 13.1 | 20.0 | 0.0 | 13.1 | 7.7 | 9.8 | 11.4 | 11.4 | 6.1 | 0.8 | 8.6 |
| Total | 36 | 25 | 6 | 11 | 8 | 9 | 1 | 8 | 5 | 30 | 96 | 23 | 20 | 10 | 23 | 65 | 41 | 53 | 35 | 33 | 18 | 139 |

* Figures taken from Table 5.14.

library staff took the requests of senior academics more seriously, or perhaps these categories of academic made requests that were lucid, easier or surer to fill.

The comments of Q6 add extra meaning to these facts and figures:

a.  The materials were obtained quickly;

b.  I did receive half of what I requested for.

c.  Sometimes yes, sometimes no -- but always a long  wait.

d.  Probably the library is still chasing them.

e.  It takes more than six months before an item  arrives, then another couple of months before the items is available for use.

The response to Q7 (Table 5.20) showed that (27.1 percent) suffered delays of more than six months while only 22.9 percent were received within two months. The highest delay seemed to be  greatest in colleges (58.3 percent). One of the most important factor for delay experienced at ILKU (45.8 percent) may most probably be due to long hilly dis- tance plus its climatic conditions. But it also reflects upon its performance which again may be attributed to mis- management in the library. But the hard fact is that the valley remains cut off during the winter spell affecting badly the postal and transport services and also the per- formance of the library a great deal.

In sciences slightly more than 60 percent requests were filled between less than 2 months and two to four months

237

**Table: 5.20**

Time Taken in Aoquisition of Materials.
(N=96)*

| | Institution | | | | | | | | | | Field | | | | Status | | | Length of stay(years) | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | DCL | S | SS | H | P | R | L | S | <3 | 3-6 | 6-9 | >9 | Total |
| < 2 months | 2 | 7 | 1 | 1 | 2 | 4 | 0 | 2 | 3 | 0 | 20 | 2 | 0 | 3 | 5 | 12 | 2 | 3 | 3 | 8 | 8 | 22 |
| %age | 8.3 | 35.0 | 16.7 | 11.1 | 28.5 | 57.2 | 0.0 | 40.0 | 60.0 | 0.0 | 29.4 | 12.5 | 0.0 | 33.3 | 31.2 | 24.5 | 9.1 | 10.7 | 12.5 | 29.6 | 47.0 | 22.9 |
| 2-4 months | 5 | 6 | 2 | 3 | 1 | 2 | 0 | 2 | 2 | 2 | 21 | 3 | 1 | 4 | 4 | 12 | 5 | 6 | 5 | 7 | 7 | 25 |
| %age | 20.9 | 30.0 | 33.3 | 33.3 | 14.3 | 28.5 | 0.0 | 40.0 | 40.0 | 16.6 | 30.9 | 18.7 | 8.3 | 44.5 | 25.0 | 24.5 | 22.7 | 21.4 | 20.8 | 25.9 | 41.2 | 26.1 |
| 4-6 months | 6 | 6 | 2 | 3 | 1 | 1 | 1 | 0 | 0 | 3 | 18 | 4 | 1 | 2 | 5 | 9 | 7 | 9 | 7 | 5 | 2 | 23 |
| %age | 25.0 | 30.0 | 33.3 | 33.3 | 14.3 | 14.3 | 100.0 | 0.0 | 0.0 | 25.0 | 26.5 | 25.0 | 8.3 | 22.2 | 31.3 | 18.4 | 31.8 | 32.2 | 29.2 | 18.6 | 11.8 | 23.9 |
| > 6 months | 11 | 1 | 1 | 2 | 3 | 0 | 0 | 1 | 0 | 7 | 9 | 7 | 10 | 0 | 2 | 16 | 8 | 10 | 9 | 7 | 0 | 26 |
| %age | 45.8 | 5.0 | 16.7 | 22.3 | 42.9 | 0.0 | 0.0 | 20.0 | | 58.3 | 13.2 | 43.8 | 83.4 | 0.0 | 12.5 | 32.6 | 36.4 | 35.7 | 37.5 | 25.9 | 0.0 | 27.1 |
| Total | 24 | 20 | 6 | 9 | 7 | 7 | 1 | 5 | 5 | 12 | 68 | 16 | 12 | 9 | 16 | 49 | 22 | 28 | 24 | 27 | 17 | 96 |

* Figures taken from Table: 5.19

time frame. In social sciences it was the reverse i.e., more than 60 percents requests were filled in four to six and more than six months. The expeditious fullfilment in science may be attributed to the better services available in the field, both within and outside the country.

The higher the rank, quicker were the requests filled. For Professors 33.3 percent requests were filled in less than two months and no request was left over beyond six months, whereas for lecturers only 24.5 percent requests were filled in less than two months while their 32.6 percent requests took more than six months to fill. For students the figures were more tantalizing. Similar was found the pattern for the length of stay.

Finally, the encouragement which the academic community thinks it receives from the library to make requests for needed materials was of interest. The response to Q 8 (Table 5.21) demonstrated that slightly higher than one third of the respondents ( 150, 33.5 percent) felt encouraged by the libraries to make special requests for urgently neded mate- rials. The proportion was lowest in colleges as expected and in Jhelum Valley College of Medical Sciences which was yet to establish its library on sound lines. It was highest at Regional Research Laboratory while among other libraries the difference was not that significant. It would appear from the figures for RRL (66.6 percent) that size of the library or its staff strength played little role in determining the

**Table: 5.21**

Does your Library Generally Encourage you to Make Requests for Urgently Needed Material.

(N = 448)

| | Institution | | | | | | | | | | Field | | | Status | | | | Length of stay(years) | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | DCL | S | SS | H | P | R | L | S | <3 | 3-6 | 6-9 | >9 | Total |
| Yes | 41 | 30 | 10 | 12 | 9 | 10 | 2 | 9 | 8 | 19 | 94 | 27 | 29 | 17 | 38 | 49 | 46 | 38 | 29 | 45 | 38 | 150 |
| %age | 35.9 | 37.5 | 41.6 | 41.4 | 42.8 | 47.6 | 22.2 | 42.9 | 66.6 | 16.2 | 37.1 | 26.2 | 31.5 | 34.0 | 32.2 | 29.9 | 39.6 | 27.5 | 33.7 | 34.6 | 40.4 | 33.5 |
| No | 67 | 46 | 12 | 16 | 10 | 11 | 6 | 11 | 2 | 82 | 146 | 71 | 46 | 31 | 71 | 104 | 57 | 83 | 49 | 78 | 53 | 265 |
| %age | 58.8 | 57.5 | 50.0 | 55.1 | 47.6 | 52.4 | 66.7 | 52.4 | 16.7 | 70.1 | 57.7 | 68.9 | 50.0 | 62.0 | 60.2 | 63.4 | 49.2 | 60.1 | 59.9 | 60.0 | 56.4 | 58.7 |
| No response | 6 | 4 | 2 | 1 | 2 | 0 | 1 | 1 | 2 | 16 | 13 | 5 | 17 | 2 | 9 | 11 | 13 | 17 | 8 | 7 | 3 | 35 |
| %age | 5.3 | 5.0 | 8.4 | 3.5 | 9.6 | 0.0 | 11.1 | 4.7 | 16.7 | 13.6 | 5.1 | 4.8 | 18.5 | 4.0 | 7.6 | 6.7 | 11.2 | 12.4 | 9.4 | 5.4 | 3.2 | 7.8 |
| Total | 114 | 80 | 24 | 29 | 21 | 21 | 9 | 21 | 12 | 117 | 253 | 103 | 92 | 50 | 118 | 164 | 116 | 138 | 86 | 130 | 94 | 448 |

desired relationship between the libraries and their clients.

It was also observed that the social scientists would appear to feel particularly less encouraged (26.2 percent) than their counterparts in sciences where (37.1 percent) felt more encouraged followed by those in humanities (31.5 percent). One wonders if the highest approval rate among the students (39.6 percent) reflected actual satisfaction or just a lower level of expectation. There could be another dimension to this estimation. May be the students ambitious to complete their programmes with better grades or to write better thesis  use the library more and press the staff to fulfill their requirements. In terms of length of stay the figures demonstrated that there was a greater feeling of encouragement as the length of stay increased. This would seem to have served to wear down mutual suspicions between library personnel and the academics. This may also be attributed to the academics increasing proficiency in the use of the library and its services. These propositions lent credentials to the fact that users education, unfortunately conspicuous by its absence in libraries in the state, could produce better use of the library and enhance users' satisfaction in more than one way.

oOo

# FOOTNOTES

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Chapter 6


INTERLIBRARY LOAN: A STUDY OF THE ONLY RE-
SOURCES SHARING ACTIVITY AMONG J&K UNIVERSITY AND
COLLEGE LIBRARIES.

Introduction

The chapter is devoted to an examination of  the only
prevailing cooperative activity among the university and
college libraries in the state — the inter-library loan —
the oldest manifestation of cooperation among libraries
worldwide. History bears testimony to the fact that the
library at Pergamum obtained the then existing reading
materials from the Library of Alexandria around 200 BC.[1]

As the interlibrary loan requests often  result from
expression of urgent needs of users, usually involving the
active participation of both librarian and the user, these
provided reasonable framework for evaluating library per-
formance against users demands. By indicating the actual
level of resource commitment to one aspect of library coop-
eration, actual data on inter-lending activities discount

244

much of the rhetoric that is usually associated with official pronouncements on cooperation. Besides, a comprehensive examination of inter-lending activities would serve to highlight the achievements of the past, spot the problems of the present, and suggest possible new thrusts for the future.

The analysis that follows is based on records of interlibrary loan transactions obtained from the libraries under study. The choice of characteristics was largely guided by the design used by Palmour and others for a similar study. [2]

Partly for convenience, and partly to allow a reasonable time during which all the libraries would have been able to furnish record, data collection was limited to three years between 1986 and 1989.

Almost all the libraries maintain interlibrary loan records in files in the form of letters. The files were large ones because at times the libraries wrote not to one particular library but to two or three of them simultaneously. The one send the materials earlier and thus others were informed so that they would not sent the material already received from one. For each request, the following details were noted by the investigator.

a)   The date on which the request was made;

b)   The requesting library;

c)   The prospective lending library;

d)    The outcome of the request;

e)    The  type of material, such as, periodical  monograph
      etc. language and the data of publication of the mate-
      rial.

f)    The  subject affiliation of the material and its lan-
      guage.

Table 6.1 summarized the total requests and loans in
the nine libraries. The college libraries had to be exclud-
ed in this chapter because in colleges the interlibrary loan
practice was almost non-existent. The personal observation
revealed that the total number of requests made by all the
thirty college libraries during the three years covered in
this study did not exceed 21.

The figures in the Table 6.1 showed that the number of
inter-lending  transactions was small. Referring to the
total 1295 number of transactions over a period of three
years, it works out to an average of about 432 requests per
year amongst the libraries covered here. One might be tempt-
ed to conclude from such small figures that the libraries
either did the excellent job of satisfying their patron's
requirements locally or that the users did not bother to ask
libraries to procure materials from outside the library. The
response by the academics in the preceding chapter, however,
revealed that there were many unsatisfied user's demands,
since accurately 50.8 percent of the respondents to Q1
indicated that  they had urgent needs which their respective
libraries could not satisfy from their  own resources (Table
5.1) The fact appears to be that the materials were not

**Table: 6.1**

ILL Transactions Among the Libraries under study in the State for 1987-89
(N=1295)

| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| Loan requests received | 170 | 111 | 125 | 91 | 190 | 110 | 000 | 275 | 223 | 1295 |
| Loan requests filled | 144 | 93 | 107 | 82 | 166 | 99 | 0 | 226 | 210 | 1127 |
| Percentage filled | 84.7 | 83.7 | 85.6 | 90.1 | 87.3 | 90.0 | 0 | 82.1 | 94.1 | 87.0 |
| Loan requests sent out | 67 | 152 | 138 | 145 | 127 | 154 | 252 | 133 | 127 | 1295 |
| Loan requests fulfilled | 56 | 132 | 118 | 128 | 113 | 133 | 210 | 121 | 116 | 1127 |
| Percentage fulfilled | 83.5 | 86.8 | 85.5 | 88.2 | 88.9 | 86.3 | 83.3 | 90.9 | 91.3 | 87.0 |

always available locally but the patrons would not come forward liberally to ask their libraries to procure needed materials because they did not know of the facility or were not that optimistic about positive results. Equally important factor was that the libraries did not make adequate professional efforts to educate the users about the facility and encourage them to utilize it.

The total number of requests made by each library seemed to correlate reasonably high with the age of the institution. Thus the Iqbal Library, the oldest of the nine made the smallest number of requests (67 out of 1295) while the youngest Jehlum Valley Medical College made the most (252 out of 1295). This phenomenon suggested that the interdependence among the libraries would increase dramatically when the younger institutions get well organized to take part in a resources sharing programme.

**The outcome of the Loan Requests:**

The very high overall success rates for loan requests is evident from the Table 6.2 (87.0 percent). This spoke of the capacity of all libraries to share their resources mutually.

Among the individual libraries success ratio did not show any significant variations. The lowest performance percentage was of the Institute of Medical Science (82.1 percent) and the highest of the Regional Research Laboratory (94.1 percent) as shown in Table 6.2. The lowest percentage

**Table: 6.2**

ILL Requests Together with Their Outcome Among Lending Libraries

(N=1295)

| Catagories | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| **Borrowing Library** | | | | | | | | | | |
| ILKU | - | 4/10 | 11/12 | 10/10 | 7/8 | 0/0 | 0/0 | 14/16 | 10/11 | 56/67 |
| JUL | 6/11 | - | 4/6 | 7/13 | 3/6 | 43/46 | 0/0 | 6/7 | 63/63 | 132/152 |
| LUAS | 35/37 | 7/12 | - | 14/15 | 17/20 | 5/5 | 0/0 | 28/36 | 12/13 | 118/138 |
| RECL | 28/31 | 9/14 | 15/18 | - | 12/12 | 0/0 | 0/0 | 38/42 | 26/28 | 128/145 |
| MCKL | 8/9 | 0/0 | 21/24 | 15/15 | - | 13/16 | 0/0 | 42/47 | 14/16 | 113/127 |
| MCJL | 4/9 | 25/26 | 0/0 | 4/4 | 19/22 | - | 0/0 | 25/36 | 56/57 | 133/154 |
| JMCL | 25/32 | 0/0 | 27/32 | 13/14 | 62/66 | 9/13 | 0/0 | 59/74 | 15/21 | 210/252 |
| IMSL | 34/35 | 4/4 | 10/12 | 15/16 | 37/44 | 7/8 | 0/0 | - | 14/14 | 121/133 |
| RRL | 4/6 | 44/45 | 19/21 | 4/4 | 9/12 | 22/22 | 0/0 | 14/17 | - | 116/127 |
| Outcome/Requests | 144/170 | 93/111 | 107/125 | 82/91 | 166/190 | 99/110 | 0/0 | 226/275 | 210/223 | 1127/1295 |
| Percent filled | 84.7 | 83.7 | 85.6 | 90.1 | 87.3 | 90.0 | 0/0 | 82.1 | 94.1 | 87.0 |

of requests filled by the Institute was perhaps because it was a very young institution and its collection was not that rich. The Regional Research Laboratory, on the other hand, exhibited the highest number of requests filled because it was a mission-oriented service supporting problem-solving research and thus its collection, though specialized, was quite diverse. Comparatively low fulfillment ration of the two universities of Jammu and Kashmir might look unexpected but, as shown in Chapter 4, the bibliographic activities, particularly of cataloguing, at both these universities suffered from several shortcomings which must have affected their performance. As was evident from the Table 6.2 the Jehlum Valley Medical College was only at the receiving end and was not sharing with others what it possessed because of the fact that it was just established.

**Form of Materials Requested:**

Table 6.3 shows tat the success ratio for originals was lower than for the photocopies; for the former it was 80.2 percent and for the latter it was 89.7 percent. This phe-nomenon spoke of a library's hesitation to lend originals either because of the apprehensions of loss or the feeling that the lending library's patrons may need the items during their absence from the library.

The less number of requests for originals (374) as against the large number for photocopies (921) as shown in Table 6.3, could be indicative of more requests for micro

Table: 6.3

ILL: Form and Language of Materials Requested and the Outcome.
(N=1295)

| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | TOTAL | %age |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Form of Materials Requested** | | | | | | | | | | | |
| Original | 62/66 | 29/34 | 19/24 | 23/27 | 42/53 | 21/42 | 0/0 | 73/91 | 31/37 | 300/374 | 80.2 |
| Photocopy | 82/111 | 64/70 | 88/96 | 59/64 | 124/137 | 78/88 | 0/0 | 153/174 | 179/181 | 827/921 | 89.7 |
| **Language of Materials Requested** | | | | | | | | | | | |
| English | 108/131 | 76/85 | 103/116 | 73/79 | 166/190 | 94/101 | 0/0 | 197/239 | 180/187 | 997/1128 | 88.3 |
| French | 0/0 | 0/0 | 4/9 | 5/5 | 0/0 | 2/5 | 0/0 | 14/20 | 16/19 | 41/58 | 70.6 |
| German | 0/0 | 0/0 | 0/0 | 4/7 | 0/0 | 3/4 | 0/0 | 15/16 | 14/17 | 36/44 | 81.8 |
| Indian Languages | 36/39 | 17/26 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 53/65 | 81.5 |

documents as is corroborated by the figures in Table 6.4
confirming the high number of requests for periodicals. If
this number of requests for journals is taken as an indica-
tor of inadequacy of journal collections of the libraries,
it could be taken as an important factor for cooperative
collection development.

**Languages of Materials Requested:**

Requests for documents in English language were pre-
dominant (1128 out of 1295) is evident from he Table 6.3.
The success rate for requests in this languages was equally
the highest (997 out of 1128; 88.3 percent). this was in
tune with the belief that the English language was the
predominant language in education and research and that
sizable literature in several fields was published in this
language as demonstrated by Reid about chemistry that 55.9
percent of the literature on the subject was published in
English language[3].

For German it was the lowest of 44 out of 1295 (3.4
percent) while for French it was a little more (58 out of
1295; 4.4 percent. Only in the two universities of Jammu and
Kashmir there were requests for documents in Indian lan-
guages and the success ratio was not disappointing (53 out
of 65; 81.5 percent). The requests were mainly for humani-
ties which constitute a sizable segment of the academic
programmes at both these universities.

**Types of Materials Requested:**

Table 6.4 shows the catagorisation of requested materials by the type of the materials. The highest number of requests was for periodicals articles (744 out of 1295). This was followed by requests for monographs and then by thesis -- 399 and 142 respectively. More requests for periodicals, as pointed out earlier, could account for the inadequacy of periodicals collections. But the success ratio which also was the highest indicated that the libraries had much to share in periodicals and thus could be a strong factor for resources sharing.

The success rate of requests was good enough for all types of materials. It was highest for periodicals (683 out of 744; 91.8 percent) followed by those for thesis 128 out of 142; 90.1 percent). For monographs the success rate was somewhat less (310 out of 399; 77.6 percent). This favoured the observation that the monographic collections in these libraries were not robust enough to nurture academic activities and corroborated the evaluation of the holding and the need for a collection development policy envisaged in chapter 4.

**Subject of Materials Requested:**

Requests for materials in Science constituted the largest proportion for each institution. Though in seven other institutions it was bound to be so, in the two universities too it was so because there was a definite cur-

## Table: 6.4

### ILL: Type of Material Requested and the Outcome.
#### (N=1295)

| Type of Material Requested | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | TOTAL | %age |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Periodical | 67/81 | 38/47 | 61/67 | 49/50 | 86/91 | 39/44 | 0/0 | 149/179 | 179/185 | 683/744 | 91.8 |
| Monograph | 46/53 | 38/44 | 34/45 | 23/31 | 42/61 | 49/54 | 0/0 | 68/79 | 25/32 | 310/399 | 77.6 |
| Thesis/ Dissertation | 28/29 | 17/20 | 12/13 | 10/10 | 38/38 | 11/12 | 0/0 | 9/17 | 3/3 | 128/142 | 90.1 |
| Others | 3/7 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 3/3 | 6/10 | 60.0 |
| Total | 144/170 | 93/111 | 107/125 | 82/91 | 166/190 | 99/110 | 0/0 | 226/275 | 210/223 | 1127/1295 | 87.02 |

254

riculum concentration on science. Besides, science subjects are more international in scope and relevance than social sciences and much more than humanities. Moreover, the science in its new form with new objectives has embarked upon new priorities and affiliations. In contrast to the watertight compartmentalization of science in the nineteenth and early twentieth century into academically well-defined disciplines, the new thrust on "problem solving" research has brought about disciplinary interdependence to the extent that the demarcating boundaries among disciplines are disappearing. This has resulted in diversification of academics' information requirements and hence increased need for information.

Of the 1295 requests 1149 pertained to science (Table 6.5). The least number of requests was for humanities (33 out of 1295) In social science there were only 113 requests. These figures may be taken as indicators of collection adequacy in social sciences and humanities than in science. The increasing number and cost of materials in science has outstripped the capacity of these libraries to buy enough on science.

In social sciences the demands were meagre. Apart from the reason spotted earlier in this chapter, the social science teaching and research in the state was confined to the two universities and there too it was traditional in the sense that multidisciplinary approach had not made much headway in them. In colleges social science teaching was

**Table: 6.5**

ILL: Subject of Material Requested and the Outcome.
(N=1295)

| Subject of Material Requested | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | TOTAL | %age |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Science | 75/88 | 43/51 | 107/125 | 80/87 | 166/190 | 99/110 | 0/0 | 226/275 | 210/223 | 1006/1149 | 87.5 |
| Social Science | 53/61 | 47/52 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 100/113 | 88.4 |
| Humanities | 16/21 | 3/8 | 0/0 | 2/4 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 21/33 | 63.6 |
| Total | 144/170 | 93/111 | 107/125 | 82/91 | 166/190 | 99/110 | 0/0 | 226/275 | 210/223 | 1127/1295 | 87.02 |

done in twenty six of the thirty colleges as shown in Tables 3.1 and 3.2 in Chapter 3 and it was rudimentary.

Table 6.5 showed slightly less success rate in filling the requests for science (87.5 percent) than for social sciences (88.4 percent) though it was higher than humanities (63.6 percent). The less success rate indicated again the crippling capacity of libraries to build robust collections on science despite the fact that the field exhausted a major chunk of every library's budgetary provisions. The holdings in social sciences appeared to be rich enough because of comparatively less publishing output and less price hike which have assumed the dimensions of crises in science.

A unique feature found in the requests for social sciences was that most of the items requested were mostly from within the country and some developing countries including a large number of Muslim countries. The reason is that the social research in developing countries has much in common and much to share than with developed countries with entirely different social environment. The thrust on literature from Muslim countries could be because there was an Islamic orientation in some social research in progress at the University of Kashmir and also because the university had two full-fledged post-graduate departments with tremendous Islamic content.

In humanities both the number of requests and the success rate were much less. as shown in Table 6.5. The

subjects in the field had limited needs and the publishing output of these subjects was also quite limited. But in the state the humanities were largely comprising languages -- subcontinental, Persian and Arabic -- on which some litera- ture came from foreign countries except for Hindi and San- skrit. Regular book trade channels were not well established on this literature and their pricing too was lacking uni- formity in most of the cases.

**Publication Dates of Materials Requested:**

Table 6.6 indicated that there was the highest number of requests for recent materials (577 out of 1295) while for materials published before 1950 CE the need shrunk to the lowest of 56 requests. With the diminishing of recency the number of requests also receded indicated more need for recent materials. This again demonstrated greater dependence of science subjects on recent materials. For, the number of requests for science disciplines was very high as shown in Table 6.5 and thus was the governing factor in determining the character of demand. This also confirmed that the rise in the number and cost of publications has outstripped the purchasing capacity of libraries in recent times and effec- tive bibliographic control had greatly expanded awareness of publications.

The loan transactions, by and large, were indicative of several short comings of the libraries in the state that have crippled them to provide any responsive services,

**Table: 6.6**

ILL: Publication Dates of Materials Requested and the Outcome.

(N=1295)

| | ILKU | JUL | LUAS | RECL | MCKL | MCJL | JMCL | IMSL | RRL | TOTAL | %age |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Publication Dates of Material Requested** | | | | | | | | | | | |
| Before 1950 | 13/15 | 9/13 | 1/7 | 0/0 | 8/14 | 0/0 | 0/0 | 0/0 | 4/7 | 35/56 | 62.5 |
| 1951-60 | 19/21 | 13/17 | 9/12 | 4/8 | 11/16 | 7/8 | 0/0 | 6/14 | 7/12 | 78/108 | 70.3 |
| 1961-70 | 35/40 | 16/19 | 17/19 | 9/10 | 31/36 | 15/16 | 0/0 | 7/11 | 8/10 | 138/161 | 85.7 |
| 1971-80 | 47/53 | 31/36 | 36/40 | 17/17 | 62/67 | 32/38 | 0/0 | 72/88 | 52/54 | 349/393 | 88.8 |
| 1981-89 | 30/41 | 24/26 | 44/47 | 52/56 | 54/57 | 45/48 | 0/0 | 141/162 | 139/140 | 529/577 | 91.6 |
| Total | 144/170 | 93/111 | 107/125 | 82/91 | 166/190 | 99/110 | 0/0 | 226/275 | 210/223 | 1127/1295 | 87.02 |

particularly in the field of science. The conclusions drawn
in various sections lent strong credentials to the hypothe-
sis set out for this study that resources sharing alone
provided the panacea for the present maladies facing the
library world in the state of Jammu and Kashmir. For, the
high percentage of fulfilment of loan requests confirmed
that these libraries had enough to share; still higher
percentage of fulfillment for requests for periodicals
demonstrated that the libraries had much more to share of a
commodity that is too precious; and the low percentage of
success in fulfilling the requests for monographs was a
pointer that there was considerable overlapping in acquisi-
tion of this type of materials which cooperative collection
development alone was able to do away with.


oOo

**FOOTNOTES**

**CHAPTER - 6**

1.  Allan Kent *Ed.* Resources sharing in libraries. New York, Marcel Dekker, 1974; p. 3.

2.  Vernon E. Palmour. et al. A study of the characteristics, costs and magnitude of interlibrary loans in academic libraries. Connecticut, Greenwood, 1972.

3.  E.E. Reid Chemistry through the language barrier. Baltinmore, John Hopkins Press, 1961; p. 2.

# Chapter 7

## RESOURCES SHARING: AN OVERVIEW

*As I walked through the wilderness of the world,I
came to a certain place where there was a den, and I
lay down in that place to sleep; and as I slept I
dreamt a dream. I dreamed I saw a librarian with a book
in his hand and a great burden on his back. I saw him
open the book, and as he read, he wept, and tumbled,
saying,"what shall I do; my collection is failing
apart; my books are brittle. I can't buy everything I
want that my patrons need; I have back logs of orders
from the last three years, and my administration can't
give me enough money or support staff to handle them
all. Oh,woe is me.*[1]

Marcia Pankake

The economic, political, social, scientific and intel-
lectual progress of any community is determined, and influ-
enced, by the quality and quantity of information it is able
to gather and exploit. Social institutions and scientific
advances sustain and flourish in well-informed societies,
whereas they are a failure in communities shrouded in igno-
rance. Johnson has remarked that *"A democracy can never be a
reality if knowledge of political, social, economic and*

technological affairs *is a monopoly of the privileged and the few. The book is a potent instrumentality for making such knowledge available to many*"[2].

The library has been the institution entrusted with collection, organization and making available the knowledge for the varied purposes. From time to time it has remodeled its operations and services in keeping with the changing intellectual arena. With the emergence of information technology this institution began its application and thus emerged the modern sophisticated services.

But today the libraries were facing a serious challenge which owes its origin to the boom and crisis of the current century. A bird's eye view of the present maladies facing the library world becomes imperative to identify the factors that prompted libraries to cooperate aggressively and design programmes for total resources sharing.

**Information Explosion:**

Today every country is or is eagre to be on the bandwagon of research and development. A rat race is on for gaining superiority in scientific and social research which has become a key factor for progress, prosperity and defence. Best estimates say that three fourths of the scientists the world has had since the dawn of the modern civilization are living in the present. This trend led, on the one hand, to the balkanization of knowledge, and on the

other, it has started to bring about disciplinary interdependence to create new subject affiliations.

The immediate by product of this unprecedented fillip to research and the trends in intellectual pursuits has been too much of information. It has been established that one half of the present body of knowledge has been generated in the last thirty years, or that five to ten times more information is available in a given subject area than thirty years ago.[3] Ashworth has demonstrated the growth of information in Chemistry by calculating the years it took chemical Abstracts to publish successive millions of abstracts;[4]

| Million Abstracts | No of years |
|---|---|
| First | 37 |
| Second | 18 |
| Third | 8 |
| Fourth | 4.75 |
| Fifth | 3.3 |

The investigator conducted a count of volume 116 and 117 covering 52 issues for the year 1992 and calculated that one million entries were now covered in less than two years as shown in Table 7.1. All this speak for the exponential growth on information in Chemistry and allied subjects. Likewise information in other fields is flooding the world.

This information explosion has consequently led to the publication explosion. Books and journals are published in tantalizing figures. Reade estimate that "the worlds output

**Table: 7.1**

Number Of Abstracts Covered By Chemical Abstracts
Between January and December 1992.

Volume 116
January to June 1992

| Issue No. | Date | Entries | No. Of Entries |
|-----------|------|---------|----------------|
| 01. | Jan.06 | 1-6976 | 6,976 |
| 02. | Jan.13 | 6877-15158 | 8,181 |
| 03. | Jan.20 | 15159-21470 | 6,311 |
| 04. | Jan.27 | 21471-33719 | 12,248 |
| 05. | Feb.03 | 33720-42073 | 8,353 |
| 06. | Feb.10 | 42074-50584 | 8,510 |
| 07. | Feb.17 | 50585-59996 | 9,411 |
| 08. | Feb.24 | 59997-75448 | 15,451 |
| 09. | March 02 | 75449-84195 | 8,746 |
| 10. | March 09 | 84196-98689 | 14,493 |
| 11. | March 16 | 98690-1,06,827 | 8,137 |
| 12. | March 23 | 1,06,828-1,20,188 | 13,360 |
| 13. | March 30 | 1,20,189-1,29,664 | 9,475 |
| 14. | April 06 | 1,29,665-1,43,130 | 13,465 |
| 15. | April 13 | 1,43,131-1,52,421 | 9,290 |
| 16. | April 20 | 1,52,422-1,65,567 | 13,145 |
| 17. | April 27 | 1,65,568-1,74,783 | 9,215 |
| 18. | May 04 | 1,74,784-1,87,321 | 12,537 |
| 19. | May 11 | 1,87,322-1,94,890 | 7,568 |
| 20. | May 18 | 1,94,891-2,07,181 | 12,290 |
| 21. | May 25 | 2,07,182-2,14,925 | 7,743 |
| 22. | June 01 | 2,14,926-2,27,407 | 12,481 |
| 23. | June 08 | 2,27,408-2,36,176 | 8,768 |
| 24. | June 15 | 6,36,177-2,47,671 | 11,494 |
| 25. | June 22 | 2,47,672-2,56,065 | 8,393 |
| 26. | June 29 | 2,56,066-2,68,410 | 12,344 |
| | Total | January - June | 2,68,410 |

Volume 117
July to December 1992

| | | | |
|-----------|------|---------|----------------|
| 1-26. | July 06 to Dec.29 | 1-2,64,027 | 2,64,027 |
| Total Abstracts covered in 1992 | | | 5,32,437 |

of new *books is around one thousand titles per day.*"[5] Lancaster estimates that there are now about 50,000 journals in scientific and technical areas published worldwide and this number is steady increasing at a compound rare of 2 to 4 percent per year.[6]

This growth is not only in the number of journals but also in their size to accommodate more and more information. Sandoval and others state that a journal now doubles its size every 4.6 year.[7] As the size increases journals split into manageable sizes. This is equally true of the secondary journals.

Then there are other types of print and non-print packages of information including the grey literature, all flooding the world day in and out. This mushroom growth of literature constituting the intellectual patrimony of mankind, has created several bewildering situations for libraries worldwide, particularly when the patrons awareness of materials has increased manifold because of the bibliographic tools available now. But the libraries plead helplessness to come up to the expectations of the users. Allen Kent has painted a very gloomy picture of this situation:

1.  *There have been 30 million unique titles published since Gutenberg- how many have anything more than 5% of these- I guess some have less than 1/2 %.*

2.  *There are 50-100 thousand journals published currently -- how many subscribe to more than 10-15% -- some subscribe to less than 1/2%.*

266

3.    *About 500 thousand books will be published   world wide
      in 1974 -- how many will buy more than 10-15% -- some
      will by less than 1/2%.*[8]

Indeed, it is like finding needle in a hay stack. Even
when a library acquires what little it can, it has the
problem of housing, maintenance and preservation, and what
not. Preservation is always a major threat and Barrow warns
that *"it seems probable that most library books printed in
the first half of the twentieth century will be in an unusa-
ble condition in the next century."*[9]

With all these problems before it, a library is over-
awed what to do. The solution to these problems, by and
large, has been found with resources sharing which paves the
way for cooperative acquisition, processing, maintenance and
access to information.

**Inflation:**

Price rise is a common phenomenon of all the commodi-
ties round the globe. But the price hike in library materi-
als is a unique phenomenon. Lancaster has observed that *"the
publication process is a very expensive one, and the publi-
cation costs have been increasing extremely rapidly because
of increasing costs of labour, materials and physical
plant"*[10]. Allredge and Atkinson also conclude that *"the
increased costs of reading materials over the past decade
have for exceeded the general rate of inflation and the
result has been a steady erosion of purchasing power of
libraries."*[11]

267

Prices of journals are really zooming. Some of these have experienced price increase of 850 percent in a ten years period. De Gannaro while surveying the zooming prices of journals observes that Inorganic Chemica Acta was available to libraries at an annual subscription of US $26 in 1970 but cost $235 in 1975, a staggering increase of 804 percent.[12]

Likewise there is a price escalation of secondary journals which are the backbone of any information service today. Chemical Abstracts cost an annual subscription of just US $12 in 1940 and rose to $3500 in 1976. In 1993 it zoomed to $14,700 plus postage.

Moreover, there is a price discrimination in journals. The journals publishers usually employ a three-tier pricing policy: higher prices for institutional subscribers; higher prices for foreign subscribers, much higher than the one for native subscribers; and comparatively low price for individual subscribers. Joyce and Merz demonstrate a difference of nearly 200 percent between individual and institutional subscriptions, adding that "differences vary from discipline to discipline"[13].

Astle and Hamakar, studying native and foreign subscription variations, concluded that the US subscribers pay, on an average, 39 percent more than British subscribers on Britain journals, in addition to any already existing price

difference for institutional subscribers.[14] There is also evidence that some publishers have a propensity to discriminate more than many others, as is clear from Thompson's observation that at the University of California, Riverside, 1 percent of journals account for 25% of annual journal subscriptions[15].

For developing countries it is not only the price escalation that is creating the havoc; equally irritating is the frequent devaluation of their currencies against the Almighty dollar. Increasing postal charges and unorganized publishing market compound the problem further.

All these factors have branded libraries as bottomless pits. Their budgets increase steadily and thus they spent more, but they get less. Association of Research Libraries in US has observed *"that from 1968/69 to 1978/1979 ARL member libraries spent 91 percent more for library materials, yet added 22.5% fewer books to their collections."*[16] There is now a wide gap between patrons expectations and requirements and the libraries' ability to meet them.

**Mounting Patrons Populations:**

There was a time when library service was utilized by a small segment of the society engaged in limited educational and research pursuits. But the present socio-cultural environment makes it incumbent upon every body to be informed politically, socially, culturally and scientifically to live a successful, prosperous life, both as an individual—and as

a member of the society.

The universalisation of education and the `student centered' approach to learning and the continuing and distance education, all have enhanced dependence on libraries. Fillip to research too has resulted in increased reliance on libraries a great deal.

Naturally, more and more people use information resulting in mounting population of patrons in libraries. As a library's users' population grows, needs increase and diversify. Libraries began to expand the radius of their services but the exponential growth of information and the price escalation created hurdles on all fronts.

## Quality of Library Service:

Today's environment of education and research, increasing disciplinary interdependence, and greater and wider use of information have revolutionized the concept of library service worldwide. patrons now expect from their libraries a more responsive and comprehensive service; they now demand from their libraries filtered information tailored to their exact requirements. The concepts of documentation, information storage and retrieval, current awareness service, selective dissemination of information etc. reflect the new trends in library service. The information technology has been playing a great role in the growth and sophistication of these services.

270

Patrons too are facing a big problem; the quantity of information available to them today is enormous and they are not able to assimilate it to keep current in their respective fields. McCandless and others[17] tried to guage accurately the impact of the size of the literature on one's ability to keep up. Choosing the biomedical field they estimated publication of 2 million papers every year on the subject. According to them these papers could be read at the rate of two per hour, assuming that the reader can read approximately 70 languages, and has the documents at hand. If journal reading is limited to one hour a day and continued 365 days per year, then it will take more than 27.4 centuries to read the output of just one year. Bernier is of the opinion that in practically all fields, researchers are finding it difficult or impossible to keep up.[18] In such a situation the traditional library services had to be substituted by the comprehensive current awareness services and selective dissemination of information. This called for the availability of larger resources of information possible only in a  co-operative environment.

**Resources Sharing:**

Self-sufficiency, thus, in such an intellectual environment is a myth — a will of the  wasp — nearer we feel we have reached', farther we find we are. This realization led to the emergence of resources sharing. The first manifestation of library cooperation has been the inter-library loan which continue to be a well-established practice even

today.

The concept of resources sharing is not altogether new.
These are evidences that it has been   proposed from time to
time in the past. Joseph C Rowell, for example, pleaded for
cooperation in express terms in the 19th. century:

> *The growing demands of scholars, incapable of satisfac-*
> *tion by one library, and the economic management of*
> *library finances, unitedly prompt a closer relation-*
> *ship, a vital union between the large libraries of our*
> *country.*[19]

Several other professional experts began writing about
cooperation among libraries in the 19th and  20th centuries.
Jewett, Dewey, Richardson, Gould, Warner, Ranganathan and a
host of other began advocating for library cooperation.

After the Second World war the idea of library coopera-
tion, until then at a teething stage, began to mature.
Immediately after the war the famous Farmington plan was
drawn up in USA, which worked wonders and was wound up after
the enactment of the Higher Education Act of 1965 after
which its continuance was meaningless. For, the Act, provid-
ed for National Program for Acquisition and Cataloging and
became operative from 1966.

In sixties and seventies the frustration among both
seekers and providers of information began to become criti-
cal, and called for effective bibliographic control to
ensure free flow of information and its universal availabil-
ity. The hard facts of the time like rising costs that

272

consistently outreach rising income, a persistently growing
volume of publications of all types from which we must pick
and choose, the emergence of information-based society and
the subsequent growth of information seekers population and
the new intellectual arena which brought about diversifica-
tion of patrons' requirements in libraries, assumed the
dimensions of a very serious crisis. These factors lead to
the demonstration of an international concern by all par-
ties concerned. This international concern prompted Unesco
to collaborate with International Council for Scientific
Unions to make a feasibility study for the establishment of
a new information order in the world. The outcome was the
UNISIST - The intergovernmental programme for cooperation in
the Field of Scientific and Technological Information -
published in 1971.[20] The report made a strong case for
international cooperation in universal availability of
information as is evident from the transmittal memorandum by
Harrison Brown, the convenor of UNISIST Central
Committee:

> *The committee agrees unanimously that a world informa-*
> *tion system, considered as a flexible network evolving*
> *from an extension of voluntary cooperation of existing*
> *and future services, is feasible.*[21]

The report took a stock of the prevailing situation in
the transfer of information and gave a strong justification
for international availability and accessibility to all the
information whenever and wherever produced in the world in
these                                                words:

> *Knowledge is an international resource, built painstak-*
> *ingly by scientists of all countries without regard to*
> *race, language, colour, religion or political pursua-*
> *tion. As it is built internationally, it is used inter-*
> *nationally.*(22)

The report consisting of twenty two recommendations is an unprecedented effort to advance the trend towards information sharing. It is an international effort to synthesize a diversity of philosophies, programmes and policies that relate to the free flow of scientific information and is described as a philosophy, a movement and an organization. Maintained under General Information programme (PGI) it has successfully created a now awakening for resources sharing and has launched a number of programmes to translate the UNISIST goals into practice.

In order to develop national information systems in all the countries that will help in achieving the UNISIST goals, the Unesco gifted to the world yet another leadership for establishment of efficient national information systems, NATIS in short. The Unesco sent experts to different countries, where needed, to help them develop national information systems on the lines of NATIS. It sent Dr.Peter Lazer to India under this programme to help India to survey the existing facilities and prepare the outline for a national plan which finally emerged as the National Information system for Science and Technology (NISSAT). Under the NISSAT programme the country has made head-ways to establish a comprehensive national information system in all sectors of research and development.

International Federation of Library Associations and Institutions (IFLA) also initiated various activities in spreading the resources sharing movement throughout the world. In addition to several activities for standardization of various library techniques, as other international associations and federations have also done, it first propagated the idea of bibliographic control throughout the world -- the idea on which work was begun in the last decade of the nineteenth century by Paul Otlet and Henry la Fontaine under the auspices of their Internal Institute for Bibliography, the forerunner of the International Federation for Documentation (FID). IFLA took steps towards making it professionally acceptable and practically viable. The ultimate aim of universal Bibliographic control is to inform the people of the various sources of information so that they know them and use them. The bibliographic control is analogous to flood control. Torrential rains cause floods. Nobody can stop rains to come. But under the flood control programme the flooding waters are channalized into flood canals to avert further inundating which threatens life and property. Likewise, as more and more knowledge is flooding the world, nobody can plead for a closure of further research which generates new knowledge. Like flood canals, the knowledge is recorded in various bibliographic tools to ensure smooth flow of information.

Later, the IFLA fielded another ambitious programme called Universal Availability of Publications (UAP). In 1980

IFLA published a pamphlet explaining the nature of UAP., which is both an objective and a programme. [23] The objective is to ensure the worldwide availability of publications with the aim that every one should have access to any published material as and when needed anywhere in the world. The UAP is the target objective and the UBC provides the tools to achieve the objective.

Several countries have already developed resources sharing models. Most of the developing countries are yet to be off the mark. In India, of late some solid programmes have been initiated which include the establishment of the NISSAT and a number of discipline and mission-oriented sectoral information systems under its auspices. Some States have also developed networking models with the support of NISSAT.

The University Grants Commission is also ceased of the problem and it pronounced the idea of designing a network for university, college and R&D libraries in the country, INFLIBNET, in short.

Thus it appears to be an opportune time to talk in terms of establishing a resources sharing system for the state university and college libraries, to begin with. In due course it may include all types of libraries in the State to grow into a real JAKLINET, a real step towards realization of the objectives of UNISIST, UAP and the like to ensure free flow of information and its availibilty in the State.

# FOOTNOTES

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# Chapter 8

## RESOURCES SHARING MODEL FOR UNIVERSITY AND COLLEGE LIBRARIES IN JAMMU AND KASHMIR.

## Introduction

The main aim of this study was to present a reasonable plan for the development of a resources sharing model for the libraries in the State. Preceding chapters dealt with the development of these libraries, inadequacies of present resources and the users expressed needs. The aim was to determine in what form and to what extent resources sharing could contribute towards possible solutions. The study made it abundently clear that shortage of library resources, poor services, lack of standards and low users satisfaction were widespread in most of the cases. Chapter 7 demonstrated that problems had been experienced by libraries every where in the wake of knowledge explosion, zooming prices of library materials, increased use of libraries, diversification of patrons' requirements and several other

problems. It also demonstrated how these problems could be eliminated by applying principles of resources sharing.

In the State of Jammu and Kashmir also such a resources sharing plan alone could offer solutions to the present maladies facing the University and college libraries. It was abundently clear that individually the libraries would not be able to tackle their problems and that pooling of resources of these libraries alone could enable them to proceed in this direction. Measures in this direction would ultimately pay more dividends when it would take the shape of a proper network. The steps towards resources sharing would serve as a catalyst in this direction as well.

The hypothesis formulated for this study was that the cooperation could be a means of strengthening each of these libraries by increasing the information resources available to it through cooperative collection development and common access and services.

Thus, cooperative rather than competitive development of resources among these libraries would lead to the creation of an environment in which each library would contribute positively and aggressively to that institution's ability to fulfil its mission in the areas of education and research for which it is established. The resources sharing programme is proposed with a topology suited to the library ecology in the State with mechanisms known and used elsewhere, with adjustments in keeping with the present state of

library development. The Figure 8 is the starting point for the proposed model.
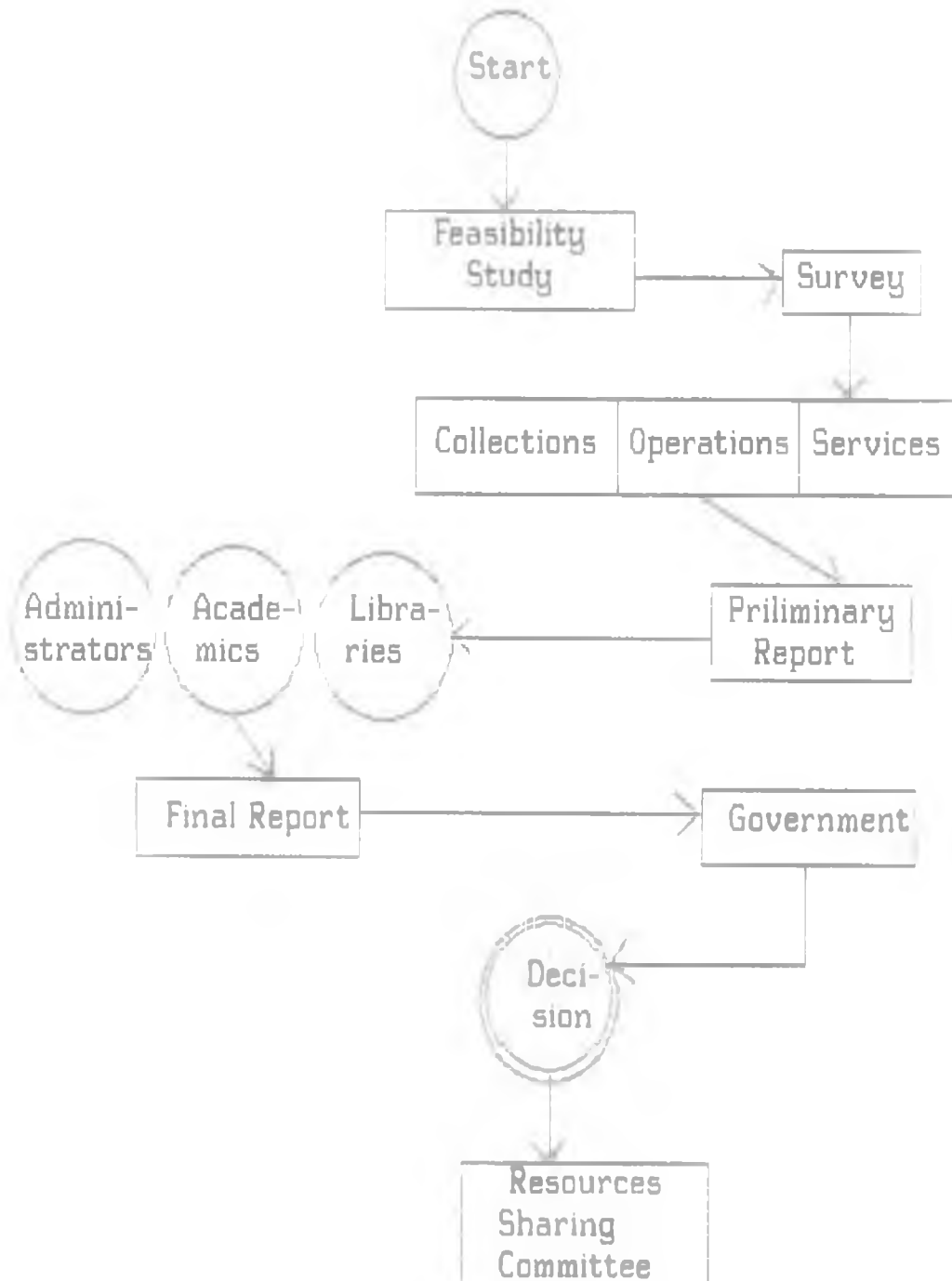
**Decision Making:**

The first and foremost step towards establishment of a resources sharing programme is a collective decision by all the authorities and all concerned to agree to a resources sharing programme. Unless there is a general agreement among the professionals who have to implement and operate it and a consent of these whose agreement for its creation and sustenance was essential, no programme can take off to attain the goal.

Taking an appropriate decision requires assembling and assessing the relevant facts and figures about the holdings, operations and services of the libraries. Insufficient information about all these matters could only lead to further problems.

It would be, therefore, advisable that the librarians meet first to have a general agreement on participating in a resources sharing programme. Once this agreement is reached they will form a committee with a pilot project to survey the conditions of university and college libraries and document the deficiencies in the collective library resources needed to support the education and research in their parent institutions. They will conduct a detailed study of their holdings, operations and services and identify a series of actions to overcome the deficiencies in

# Figure: 8

## Starting point for Resources Sharing Plan

different spheres. Collection of the data was assential because taking a decision without adequate data is like trying to see through a dense fog. The survey should lead to the drafting of a feasibility study report which should require participation of university and college administrators and academics so that their views are given adequate weightage in the report.

The draft feasibility study report shall be circulated among librarians, academics and the heads of the institutions to accommodate their views, proposals and suggested modifications. This will lead to the preparation of the final report. which shall have the approval of university and college authorities, academics and the librarians.

A representative committee of all concerned shall place the report before the State Government educational authorities for discussion and rectification so that the Government approval is solicited. In a situation where the government has the total administrative and financial control the agreement, and involvement of, the government becomes essential. There could be an agreement and creation of a voluntary society registered legally, as had been done in the case of Delhi Library Network, but governments approval of a proposal would be an important factor to the continuity, sustenance and effectiveness of the proposal. Obtaining a green signal from national agencies was, not required at this stage as it was available through University Grants

Commission's INFLIBNET and the NISSAT of Council for Scientific and Industrial Research.

There appears to be no difficulty in making a positive decision because resources sharing was such a move that would offer relief to all the concerned parties. The government would be relieved of many a demands for improvement and expansion of library services in the State and the huge funds they spared for these services would be spent effectively to support the total educational programmes offered through universities, colleges and other institutions of higher and professional education.

The administrators of universities and colleges would be equally relieved as they will find automatic solutions to the problems faced by their libraries. The academics too would be benefited, perhaps the most, as they will be guaranteed access to the resources of all other libraries hither to inaccessible to them and because their respective libraries would be geared up for better services as a consequent of their participation in a resources sharing programme.

And, the librarians shall be relieved of many an awkward situations which they encountered because of lapses in their collections, operations and services. Most important they will got rid of the philosophy of possession which they were never able to do justice to in the wake of the obstacles mentioned in the previous chapter.

**Resources Sharing Committee:**

This will be followed by the establishment of a Resources Sharing Committee comprising the State Higher Education Department and all the universities and publicly and privately supported colleges. It may also include other institutions interested in joining the programme. The committee thus established shall initiate the resources sharing activities among the higher education institutions in the State.

It is important to include top ranking administrators such as Commissioner - Cum - Secretary for education, Vice-chancellors, college Principals, Officers from finance department and from other concerned decision-making bodies in the Committee to lend prestige, authority and credibility to its decisions and deliberations.

On the basis of the Feasibility study Report the Committee shall prepare a detailed broad policy statement that shall serve as guidelines for planning of the resources sharing activities. It shall also provide direction and motivation essential for successful implementation of the programme. The policy shall be formulated keeping an eye on the ultimate development of a resources sharing network. As the State lacked the environment and paraphernalia required for developing a network the resources sharing programme envisaged here would prepare the ground for the network. It will be in the interest of the network to start from where

we are and not from where we would like to be.

On the basis of the policy the resources sharing model shall be planned as shown in Figure 9. The Cooperative solutions as an active force that will benefit the end users will involve the activities as shown in the Figure. These cooperative efforts should make collections more extensive, provide prompt response by personnel and result in responsive service and extensive use of these libraries.
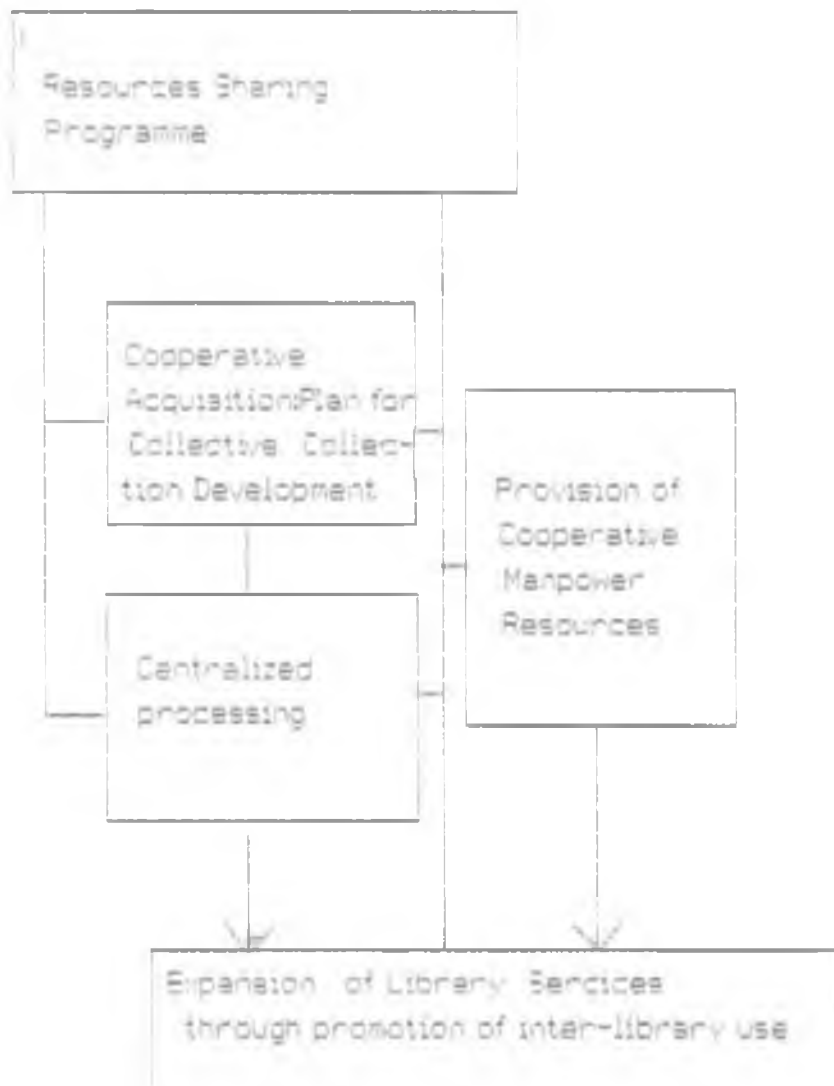
Assumptions as these are commonly held by professional experts, as, for example described by Kernaghan and others. They verified these assumptions in a research study based on careful sampling. Their verifications demonstrated that

--- The more extensive a library's collection, the more frequently the library will be used.

--- The more effective a library's recall policy for the timely return of materials from borrowers, the more frequently the library will be used.

--- The more assistance a library staff provides to users in their search for information, the more frequently the library will be used.[1]

These findings are succinct and thus could be useful in the formulation and operation of a resources sharing programme among university and college libraries in the State to put an end to their manifold difficulties as spotted in preceding chapters.

The Committee shall address itself to the various essential facets of resources sharing and shall give due

Figure: 9

Resources Sharing Programme

Cooperative AcquisitionPlan for Collective Collection Development

Centralized processing

Provision of Cooperative Manpower Resources

Expansion of Library Services through promotion of inter-library use

attention to the following aspects which are of paramount importance for any successful resources sharing programme.

1. Collection development by increasing the amount of recent materials available to be made possible by eliminating overlapping;

2. Provision of professionally matured and reliable personnel;

3. Expansion of services through mutual use of library resources by common membership and other means;

4. Economy and efficiency in processing by centralization;

5. Establishment of a union bibliographic data base;

6. Common preservation facilities; and

7. Common storage of less-used materials.

**Cooperative Collection Development:**

Collection development is a continuous process in all types of libraries worldwide. If a library ceased adding fresh materials to its collection it would soon relegate into a dead collection. Thus the development of a collection, as Evans has rightly said *"is a universal process in the library world whereby the library staff brings together a variety of materials to meet patrons' demands"*[2]. The purpose is to build an adequate collection robust enough to fulfill users' requirements. The question here arises as to how to measure the adequacy of a collection. Moran has answered this question in simple terms. According to him *"we have only to determine what jobs the library has to do, then measure its collection against the jobs to see if it has the resources to do it."*[3]

In this study it was abundantly clear that all the three university libraries were failing in building comprehensive, live collections individually. These could be considered as no collections as compared to the world's annual publishing output and the patrons satisfaction scale. In other libraries covered in this study the situation was no better, rather several college libraries were worst as shown in the Table 5.4 in chapter 5.

Several factors were responsible for this phenomenon which is omnipresent and not something that is unique in libraries in J&K State alone. These factors have been pinpointed in chapter 7.

Thus the solution lies in the cooperative collection development. This arrangement transforms the philosophy of possession that has been followed in the library world for a long past into the current philosophy of access. Cooperative collection development is the major factor for successful implementation of any resources sharing programme. And the cooperative collection development depends for its success on the efficiency of cooperative acquisition plan which involves a number of aspects of joint activity in selection, evaluation, acquisition and utilization of library funds. Jefferson has since pinpointed the factors that go into the cooperative acquisition programme:

> *Incentives to take part in cooperative acquisition schemes, however, arises from an increase in the materials published in all subject fields, expansion in different forms of publication from books and periodi-*

*cals to unpublished reports and theses as sources of information, the increasing complexity of relationships between subjects, and the limited financial possibilities for the acquisition of all relevant materials even for the richest library. Only by combined or coordinated acquisition it is possible to ensure access to all the material, that might possibly be required, to ensure that all resources are covered.(4)*

Such a programme could also lead to the development of a mechanism to avoid overlapping rampant among libraries in the State. For, the free access to the collective materials of all libraries by the clientele of all libraries would eliminate the need for over-lapping in the case of books. For journals as verified in chapter 5, there was no such overlapping but sharing of resources will allow the users to have access to a wide variety and amount of information not possible otherwise. Thus the cooperative collection development appears to be the logical alternative to the impossible goal of attempting to build adequate responsive collections individually.

For framing a cooperative collection development programme and to facilitate cooperative services the creation of a collective bibliographic data base or the union catalogue is indispensable. Creation and maintenance of an up-to-date union catalogue is not that difficult now-a-days because of the availability of computers. The work of supervising and coordinating activities of the creation of this catalogue could be assigned to the two university libraries at Jammu and Srinagar. Some degree college libraries may require professional assistance for compiling the standard

catalogues for the creation of the union catalogue as they lacked professional expertise for this purpose. It would be in the interest of all to organize a workshop to educate all concerned in various techniques for this purpose.

The union catalogue thus created shall be used to know the specific holding of individual libraries, their weaknesses and strength and ensure maximum exploitation of these resources across the State and beyond it.

The University and college librarians in Jammu and Kashmir are also of the firm opinion that in order to play an active role in education and research, the cooperation is the only possible way out. They have also begun feeling that the only way to extend their collections in terms of reference and bibliographical tools is the adoption of the theory and practice of resources sharing. The professionals of Jammu University and some colleges opine that a cooperative plan would improve the exchange of existing resources, encourage the extension of services and increase the research potential through a mutual support of acquisition. The users of Medical College at Srinagar saw a relief in cooperation in that their library shall be able to develop a comprehensive collection in their specializations and that they shall have the facility to have access to the materials of all other libraries in the State. A college librarian while admitting that the college libraries in the state presented a very dismal picture on all fronts felt that his failure to provide necessary library support to his faculty

will diminish to a very large extent once the cooperative acquisition and access becomes a reality. A senior staff member of the Iqbal Library believed that his collection shall be used by a wide range of users from other libraries which is not possible under the present rigged individualism

In brief there are impelling and compelling forces that call for a serious effort in collection development able to cater to the wide range of users requirements in universities and colleges. Successful implementation of this plan may finally lead to a statewide cooperation in acquisition among all types of libraries in due course of time.

But the first step to initiate the cooperative acquisition is to establish a written policy statement to develop and expand collections on a shared basis. This calls for the creation of a collection development committee which will address itself to formulate such a policy.

Collection Development Committee

As shown in Figure 10 there shall be a Collection Development Committee (CDC) to prepare the group for cooperative collection development. Its first assignment shall be to work with the State Education Department and the Universities to develop a methodology for assessing the adequacy of present holdings of the cooperating libraries. Based on this methodology, it will prepare a collection assessment

# Figure: 10

## Cooperative Collection Development Committee
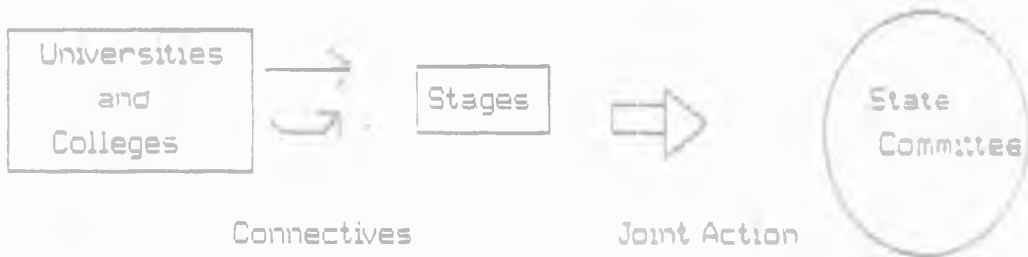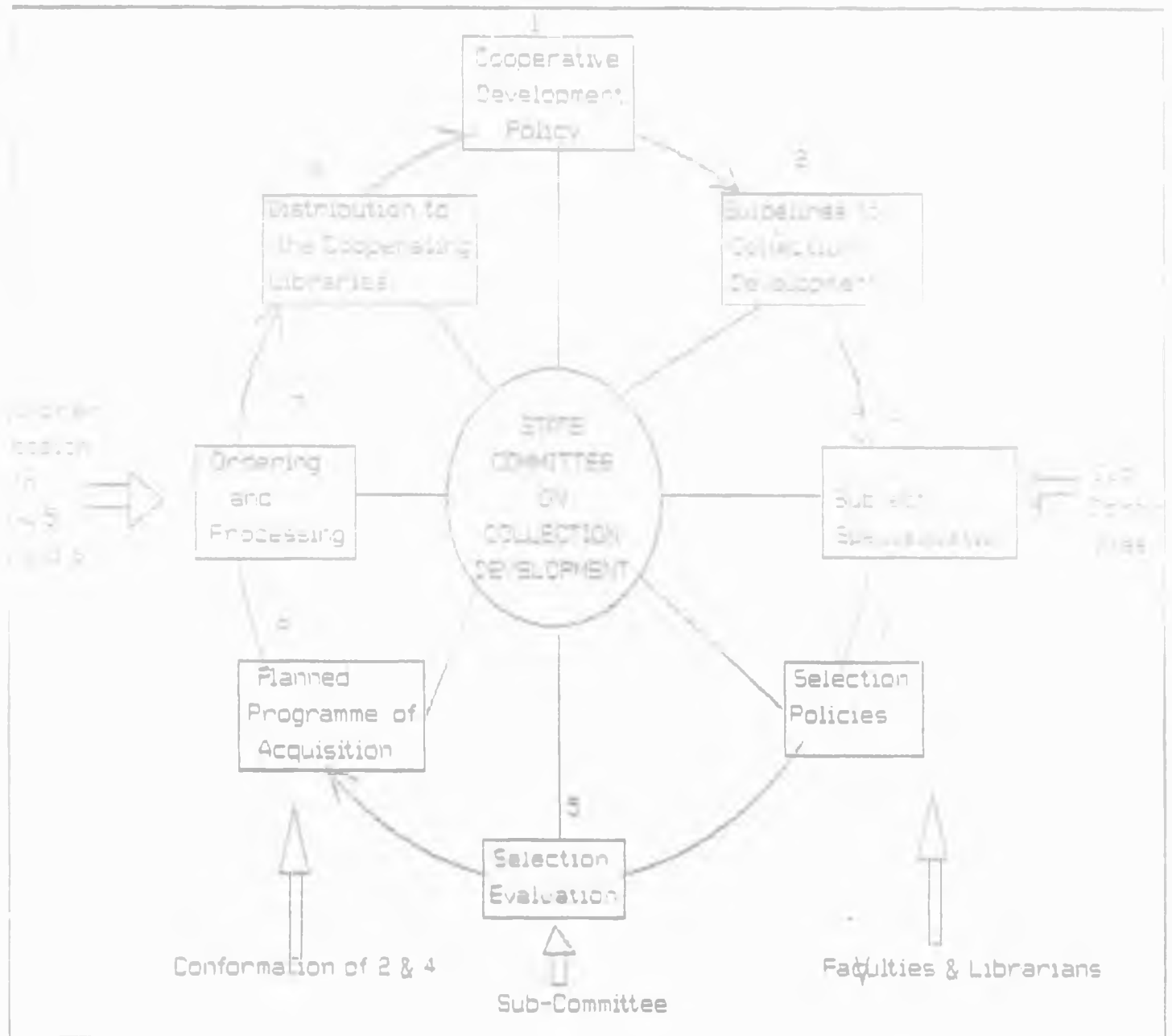
manual drawing heavily on existing professional methodolo-
gies developed elsewhere for similar purposes. As the as-
sessment is to be carried out by professional librarians
they would require to be trained in specific collection
assessment techniques described in the manual and the report
format. This would be done by a series of workshops and on
spot training and assistance in interpreting data. The
assessment methodology provided in the manual would be
applied consistently and the resulting final report would
provide a building block for an appropriate collection
development programme state-wide. The collection analysis
thus done would allow identifying the quantitative and
qualitative collection strengths and weakness of each li-
brary. This data shall be used for developing guidelines for
a state-wide academic library shared collection development
policy and procedure.

As the task before the CDC was gigantic, it would
include representatives of all interested groups and experts
as well as of institutions. It will include subject experts
at research, post-graduate and under-graduate levels on all
subjects concerning the institutions gathered together under
the umbrella of resources sharing.

The CDC shall consider all aspects of collection devel-
opment that will include the following activities as shown
in Figure 10:

Cooperative Development Policy

Guidelines on Collection Development

Selection Policies

Subject Specialization

Selection Evaluation

Planned Programme of Acquisition

Ordering and Processing

Distribution to Academic Libraries

The State Committee for Collection Development, acting as a central coordinator and the nucleus of the acquisition procedures of the University and college libraries, will formulate the policies and programmes and direct the operation of the whole system. The composition of the committee, as discussed earlier should include high ranking education and finance administrators to make it powerful.

The Committee's functions have been clearly shown in the Figure 10. It will determine the Collection Development Policy (1). The Collection Development Policy for the University and college libraries is then specified as *Guidelines* (2) which embody the regulations agreed upon for collection development. Those *Guidelines* are based on the conclusions of the deliberations of the Committee on subject specialization (3) composed of Faculties in these subjects and librarians (Particularly subject specialist librarians) and pertain to the strengths of the collections in member university and college libraries. They, in turn, will determine the Selection Policies (4). In each library, the facul-

ties and Librarians will select items in keeping with these policies. If a joint acquisition programme is developed as suggested, the selection shall be subject to evaluation by a Committee on Selection Evaluation (5) whose job will be to make a systematic, coordinated evaluation materials select- ed by individual libraries. The evaluation, besides other criteria, will take into account the strength of existing collections, the need to support the curriculum and research activities in the selecting institutions. There conclusions in conformity with the Guidelines (2) and Evaluation Poli- cies (4) will be used to produce the Planned Programme for Acquisition (6), an overall Plan for cooperative acquisition for all the university and college libraries. The Planned Programme will be composed of decisions as to which strengths shall be fostered in which instructions so that the entire academic community will have available all that they need. The final ordering and processing activity (7) will be based on the final selection reflecting current needs as expressed in the Selection Policy (4), the Selec- tion Evaluation (5) and the Planning Programme of Acquisi- tion (6). Provision for flexibility in policies, guidelines, evaluations and plans is essential for modifications and modernization in the wake of changing situations, rise and fall of departments of teaching, alterations and expansions in emphasis in institutions and, above all, introduction of new faces in teaching faculties. All these developments will, therefore, make certain revisions mandatory.

The Ordering and Processing Activity (7) will be the responsibility of a special staff well-versed in the field who in accordance with the Planned Programme (6) shall make the purchases for each collections, effect budgetary control, maintain accounts and ensure timely acquisitions. It may be pertinent to point out here that libraries no more need to bother about inviting the quotations or any terms and conditions of supply because the Good Offices Committee -- a voluntary organization formed by representatives of book trade and libraries in India to stabilize and introduce uniform terms of books and periodical supplies to libraries -- decides upon the terms of supply of all library commodities in India. Once the materials have been received, verified physically inspected, recorded and passed for payment, they will be distributed to the libraries (8).

In view of the geographical distance and climatic conditions, some of the activities of the State Plan may be operated at regional levels in Jammu and Kashmir. The personnel at the State level could be moved into the two proposed regions to organize regional plans in keeping with the letter and spirit of the State Plan. Or the "activity" part of the State Plan could be organized in the regions from the beginning leaving general oversight to the State Plan's Committees and Sub-committees. The important point is to ensure conformity to the agreed upon single state plan.

Finally, John Humphrey speaking on library cooperation, in a different context, recommends a policy of using standard book selection tools, discarding outdated materials, and building collections to include current useful materials.[5] This statement leads to the consideration of policy.

## Formulation of a Policy Statement

It is an established fact that a well-conceived acquisition policy statement is extremely essential for building a judicious, balanced and comprehensive and user-respensive collection. According to Osburn, "the *primary function of a collection development policy is to guide the systematic selection of the world's recorded knowledge, and it should do so according to a rationale founded upon priorities that have been identified to serve the community most effectively.*"[6] The first "assumption" of the *Guidelines for the Formulation of Collection Development policies* prepared by the collection Development Committee of the Research and technical Servicers Division of the American Library Association, States:

> *A written collection development policy statement is for any library a desired tool, which:*
>
> a.   *enables selectors to work with greater consistency towards defined goals, thus shaping stronger collections and using limited funds more wisely:*
>
> b.   *inform users, administrators, trustees and other  as to the scope and nature of existing collections, and the plans for continuing development of resources;*
>
> c.   *provides information which will assist in the*

*budgetary allocation process.*[7]

The question arises what is the rationale behind a written collection policy statement. The answer to this question would be that a written policy, as Osburn puts it, *"describes fundamental qualities of policy application to all kind of libraries and recommends a step-by-step process leading to the successful realization of policy planning*[8]*"*. Feng also states that *"a collection development policy statement must define the library's goals and objectives, identify the short-term and long-term needs of community it services, assess the degree of strength and weakness of its existing resources, and determine the depth and scope of its acquisition policy."*[9] There is a realization that a good collection development policy does not guarantee a good library collection but it does help in building such a collection. Being a policy decision statement, it should be product of an intellectual effort that incorporates the experience, knowledge and judgment of a wide range of professionals.

The Collection Development Committee shall draw up a written collection development policy based on general agreement on cooperative acquisition programme. The two university libraries of Jammu and Kashmir may serve as coordinating agencies in the development of policies for their affiliated institutions. This will ensure uniformity and development of a standard policy statement for coopera-

tive arrangement.

The Committee should determine policy objectives, subject scope of various collections, collection size of each library, types of materials to be included in each collection, acquisition of new materials, weeding the collections and other essential parts of achieving a policy statement. Principles which should govern the preparation of the statement are essentially those as proposed by Bender:

1.  *Knowing the community and its needs, actual and projected.*

2.  *Careful analysis of the existing collections and determining their strengths and weaknesses.*

3.  *Establishing a weeding policy.*

4.  *An estimate of possible or likely fluctuation in the material budget.*

5.  *Considering the rates of inflation in books and other materials' prices.*

6.  *Considering which items may be deemed part of a core collection, which must be replaced continually and how much to set aside for new materials.*

7.  *Considering what and how much to purchase in non-print forms and what the relationship of such materials will be to existing collection.*

8.  *Considering factors of space, rate of deterioration of materials, optimum size of the collection and its elements, less rates etc.*

9.  *Knowing what library resources are available in the community, either through other agencies in the same system or in ... academic and nonacademic libraries in the same community and assessing the degree to which cooperation in collection development' is possible.*[10]

300

It needs to be clear that by definition "*collection development is the process of assessing the strengths and weaknesses in a collection, and then creating a plan to correct the weaknesses and maintain the strengths.*"[11] And the process may very from place to place because, as Shreeves explains, "*the process of building a collection takes place within a cultural and social context from which it derives its values and assumptions.*"[12] This then calls for evaluation of existing collections to determine the strengths and weaknesses of the present holdings of the libraries. The mechanisms of collection evaluation are now available. Lancaster, for example, identifies three ways in which collections can be evaluated:

1. *The subjective evaluation of parts of the collection by subject specialists. In this impressionistic approach the subject specialist becomes, in a sense, an external standard against which a collection is measured.*

2. *Checking all or the parts of the collection against some type of list that is accepted as an external standard. The list may already exist(e.g., the holdings of another library presumed to be specially strong in a particular subject (or it may be prepared especially for the evaluation.*

3. *Evaluating the collection in terms of the volume and type of use it is receiving or has received in the immediate past.*[13]

In short, the policy for collection development needs to be defined in a written statement which should provide a detailed plan for guidance of the library staff. A policy

statement thus, according to Evans can do the following:

1. *help achieve a unified view of what areas of the collection should be developed;*

2. *help develop coordination between different individuals responsible for the collection, both currently and through time,*

3. *help to achieve a consistency in the collection;*

4. *help to reduce the number of adhoc decisions that have to be made regarding the collection;*

5. *help avoid confusion in the minds of selectors and patrons as to what the collection is and is not.*[14]

Such a policy statement would go a long way to help librarians to maintain individual library goals and also to develop a rationale cooperative acquisition policy.

It would be worthwhile to exploit certain bibliometric laws in determining the policy on acquisition. These biblio-metric laws are particularly relevant today when documents are numerous, needs are highly diversified, demands are multifarious and funds are limited. There are several such laws available which are empirically founded statistical distributions. Bradford's law of Scatter formulated in 1948 has been found very useful in selection of journals.[15] According to this law journals could be arranged in an order of decreasing productivity --- the journals that yielded the most relevant articles coming first and the most unproduc-tive last --- journals could be grouped into a number of zones each producing almost equal number of relevant arti-cles. But the number of journals in each zone would increase manifold. the increase in the number of journals in each

zone was shown by him as $1:a:a^2$ where `a` was about 5. Once the first or the nucleus zone was identified, the library could concentrate on the subscription of only a limited number of journals yielding maximum number of relevant papers wanted and needed by its patrons.

Garfield also arrived almost at similar conclusions by an analysis of Science Citation Index in which be demonstrated that 20 journals yielded 20 percent of papers, 100 journals yielded 43 percent of papers, 500 journals yielded 70 percent and 2200 journals yielded 100 percent.[16] This was analogous to the Italian economist Vilfredo Pareto's law that twenty percent of items in a store tended to fulfil about eighty percent of demands. Similarly Marin's law of journal clustering could help in identifying key journals in the centre of any subject area and the fringe areas.[17]

Again the journals acquisition in a library determined on the basis of journal utility in terms of research needs of the users, as applied today, has been found lacking in cost-effectiveness since *"it does not take into consideration the use of the periodical in relation to the investment of funds. Local use of journals and unit cost per use are two important factors in cost-effective acquisition of journals."*[18]. Wenger and Childress have also conducted studies on evaluation of journals in large research libraries and have formulated some guide lines for journals acquisitions.[19]

Again a successful collection development policy needs
to be based on subject strengths and specialization which is
now discussed in the following section.

**Subject Strengths and Specialization**

Brining libraries and users together is not an easy
task. It will be in the fitness of things to determine the
feasibility of providing the services which users need most.
This is, of course, a complicated process, as individual and
collective needs differ from individual to individual and
group to group. So far as the universities are concerned
"*each academic institution has different library needs,
relative to their various departments and their quality,
level of programmes, and faculty research in progress*"[20].
In order to accommodate these variables, it is  possible to
established cooperative divisions of special subject fields
within the university and college libraries in accordance
with their subject strength. Subject allocation on the basis
of subject strengths is the basic step in collection shar-
ing. These cooperative divisions will help in creating an
environment of division of labour, economic collection
development and building of strong forts of information
sources. Rogers and Weber. while writing about the elements
of cooperation, have also favoured this divisionalization.
According to them "*inter-library cooperation is defined as a
way of investing money so that the load may be shared... In*

*collection building cooperation may involve a division among libraries*"(21).

It is commensense that instead of spending money and labour on acquiring something about every thing to build hotch potch of a collection that never fulfills the users needs to a respectable degree of satisfaction, the libraries should develop cooperative patterns to improve their collections in terms of their special subject fields comprehensively to ensure that everything relevant to something is available at least in one library in the vicinity.

The college and university libraries in Jammu and Kashmir with their failing resources would do well to realize that they could not meet the steadily and rapidly increasing demands of their clientele single-handed. The information sources are many, costs are escalating and funds are inadequate. They should take serious notice of these grim realities and say good bye to the concept of self-sufficiency. Instead, they should agree to be responsible for acquiring materials in one or more specific subjects chosen collectively on the basis of present subject strengths. To be successful in promoting access to their materials they must develop various subject guides and devise mechanism for quick and easy access. For cooperation they will have to organize collections in a much more flexible way so that their own clientele as well as from other institutions can have access to all that they need. In order to develop and sustain such cooperation a policy of special-

305

ization in acquisition of materials in one or more subjects will provide mutual benefit.

Today all university and college libraries in the State, bereft of any cooperative arrangements, tend to get materials without any specific subject concentration. As a consequence there is a high degree of duplication and no library can claim to have a comprehensive collection fully responsive to users' requirements. The S P College and Government Womens' College, both on the M. A. Road in Srinagar, have common wall yet the collections in both the libraries are overlapping more than eighty percent. Even their reference collection overlap as much as the core textbooks. Similarly, the Iqbal Library and the Regional Engineering College Library both are situated less than half a kilometer from each other and yet their collections go parallel. In the city of Srinagar there is the Iqbal Library, University of Agricultural Sciences and Technology Library, Regional Engineering College Library, three medical libraries and eight college libraries within a radius of ten kilometers and it is a pity that all these libraries should go for individualism. The result is the dissatisfaction among the clientele as was evident from the chapter 5. In other districts where there are separate male and female colleges both are situated very close to each other and yet they are engaged in a competitive collection building. This is true about Jammu city and its districts as well.

The time has come when these libraries should open their eyes to the realities of present and future information requirements of the academics. The present sick and unresponsive library support needs to be rejuvenated into a smart, responsive environment. To cure this sick state of affairs the libraries would do well to undertake following measures:

1.  Draw an agreement to concentrate acquisitions along specific lines, and broad subject fields as prerequisite to subject specialization;

2.  Preparing guidelines for subject specialization to serve as a foundation for the future experiments in organization, structures and services in academic libraries;

3.  Centralizing specials collections in university libraries for common use of all academic libraries;

4.  Establishing a Statewide depository to house the specialized holdings beyond the ordinary needs of the participating libraries, and also to house less used materials.

5.  Taking steps to compile a union catalogue and guides to special collections.

6.  Investigating the strengths and weakness of all participating libraries from time to time to fill the gaps through cooperative efforts.

7.  The university and other large libraries should agree to prepare lists of their available resources and new acquisitions for distribution among other libraries and for their own patrons.

As seen in chapter 5 there are hardly seven libraries which subscribe to a large number of periodicals --- the two universities in Jammu and Srinagar subscribe to periodicals on sciences, social science as well as humanities, the SK University of Agricultural Science and Technology has a

sizable collection on Agricultural Sciences, the three Medical Colleges on Medical Sciences, while the Regional Engineering College has a rich journal collection on various specializations in Engineering. These libraries may be recognized as State-level resource centers for journals and assigned the responsibility to continue with their subscriptions, and aided financially so that they are able to create bibliographical data bases and share their resources in journals though photocopying services. Effective inter-library loans will be better achieved if these libraries would cooperate whole heatedly in sharing their resources with other libraries in the State. As is evident from questionnaire response most of the conscientious users as well as libraries favour such a cooperation in clear terms.

However, in order to avoid duplications, particularly of those journals which drain individual library budgets, these libraries will have to make adjustments. For example, there are three libraries in the State which subscribe to chemical Abstracts, three libraries subscribe to index Medicus. It will be in the fitness of things that such overlappings are avoided and substituted by new items on the subscription lists.

## Joint Evaluation, Selection and Acquisition Centre

More than half a century ago, while writing on the essentials of an acquisition programme, Keyes D Metcalf

emphasized that before building up a collection of any kind, "*we must know where we are going, and some one must be responsible for seeing to it that we go there to the best of out ability, financially and otherwise.*"[22] This someone cannot be a one person because in selection the libraries deal with a variety of subject. No one person, however highly matured in scholarship he or she might be, can have adequate knowledge of all subject fields or their literature. Essentially, therefore, this responsibility of implementing a collection development policy must be in the charge of several subject specialists collectively.

As is evident from preceding chapters, the university and college libraries in J&K lacked any participation in any regular committee meetings for selection of new materials, or for evaluation of the suggested lists received from departments. These libraries also have no mechanisms to prevent new lists or orders from containing unnecessary duplication, or rejecting items falling below the standards, or having no or limited relevance. In Iqbal Library of the University of Kashmir the selection and ordering is totally decentralized, with each department ordering materials directly with the suppliers. As a consequence the collection abounds in materials, below standard, obsolete and irrelevant.

What is needed, therefore, is a state level committee for collection development to develop a *set of guidelines for join selection, evaluation, ordering <u>and</u> processing* of

library materials on a cooperative basis. The responsibility of this committee in establishing procedures for selection and purchasing of materials should be to increase library resources in all university and college libraries according to agreed upon specific fields and special interests with enough consideration for curriculum requirements. To begin with the committee shall have to prepare guidelines for developing and acquiring the necessary bibliographic selection tools in addition to writing *temporary guidelines* to govern purchasing until the bibliographical tools are available. It may be possible to have a quick and interim plan until true collection development can begin.

Under this interim plan, it is proposed that a committee comprising subject experts from various institutions may be set up who in due course shall become members of the State level Committee for collection Development. It should begin the exercise of drawing up the guidelines governing collection development for all participating university and college libraries. These *Guidelines* would be expected to gradually evolve into a more sophisticated state level policy as the building up of acquisition tools and a processing system permitted.

In the meantime, it is also proposed that two Regional Acquisition Processing Centres be set up for searching, verifying and ordering selected items for all libraries in the region. The two centres would be established in the

universities of Jammu and Kashmir. Once the State-level Committee formulates the *Guidelines for collection Development*, these centres would undertake the business of getting the materials. The Centres would not determine collection policy, but they would affect that policy to the extent of checking up on the accuracy of incoming data on acquisitions. Data gained would reflect the content of orders placed as a result of the Guidelines interpreting the collection development policy.

The policy in turn, would be affected by factors discovered by the centres, such as

- --- duplicate orders due to unclear guidelines
- --- overpriced items
- --- possible savings by multiple copy ordering of very basic works
- --- need for new policy in cases where several disciplines overlap
- --- need for a centralized collection of holdings of all libraries using the Guidelines and the services of the centres.

Resources sharing, as envisaged here, will put an end to the present fractionalization of efforts undertaken by university and college libraries in the State. To be completely productive, resources sharing and the cooperative acquisition as its most salient component would require a form of clearinghouse. John Immroth is of the opinion that *"Union Catalogues and union lists would provide a record of the holdings of the cooperating libraries; it may also be necessary for some form of on-order/in-process file to be held in a union fashion so that member libraries would know*

311

if someone else already had ordered a book."[23] Thus in addition to accurate selection tools, it is essential to have an up to date union catalogue plus an on-order clearinghouse which will ensure avoiding unnecessary duplications.

## Cooperation in Bibliographic Activities:

Library is a place where a variety of information sources are organised for quick and convenient retrieval. This organisation is a fundamental and vital process and on its efficiency depends the overall efficiency of a library and its information services. Organisation involves classification and cataloguing of materials; former for arrangement of documents in a filiatory sequence and the latter for providing an access and a finding tool.

The classifying and cataloguing, it is generally observed drain a library's resources in men and money as both these activities involves a lot of intellectual exercise. Moreover, these are time-consuming as it takes weeks and even months between the acquisition of documents and their placement on the shelves for use. As these are the activities that are common to all types of libraries everywhere, many thoughtful experts addressed themselves to devising ways for carrying out these activities at one place for the benefit of all or several libraries in a country, region or locality. Lack of appropriate standards always created hurdles but once these become available this concern for

common benefit gained momentum worldwide.

It was, however, in United State that the idea of avoiding duplication in cataloguing and to find immediate solution to cataloguing backlogs began to mature. In 1901 Herbert Putnam, then librarian of Congress, initiated the library of Congress catalogue card service. Under this system, the library of Congress cataloguing staff expended the intellectual effort to catalogue the books it added to its collection and sold the printed cards to other libraries. Later in 1958 the library of Congress introducted what is well-known as Cataloging-In-Source. Under this programme the publishers began sending a galley proof of each book to the Library of Congress which would process the book and provide the publishers with cataloguing copy to be printed on the verso of the title page. Thus the books would go to the libraries with complete cataloguing information just to be copied on cards etc. But it was short lived. Certain difficulties with the Library of Congress led to the discontinuation of the practice.

Fortunately, the premature death of the concept was also short lived. The concept was resurrected through a well-planned programme named Cataloging-in-Publication in 1971. Cataloguing-in-Publication data began to appear on the verso of the title page of the book carrying cataloguing and classification information along with the book throughout the world. The Library of Congress had initiated a different big idea. This was the Machine Readable Cataloguing

(MARC) under which the library of Congress began offering catalog copy in machine readable form as the MARC tape service. A detailed introduction to the USMARK is found in library of Congress's recent publication on the subject.[24]

But India, like other developing countries, has yet to embark upon such an idea though its great library scientist Dr. S R Ranganathan had mooted the idea of prenatal Technical work to cover both cataloguing and classification. Giving justification for this type of prenatal technical work he estimated that *"there will be a saving of 79 percent in the technical manpower of a national library system by the adoption of prenatal classification and cataloguing of all home produced books by the National Central Library of a country"*.[25]. In his plan he had also envisaged the distribution of catalogue cards for books by the National Central Library to all the libraries on request. Such a plan is,however, fully operative in United State and some other countries in Europe.

## Centralized Processing

There are two possible ways in which libraries can share their burden of technical processing -- cooperative and centralized. There is a clear distinction between the two. Cooperation can exist without central headquarters and thus may be decentralized, whereas a centralized system would require a central headquarter and conducting of operations from one central place. Sinkankas clearifies further:

"Although centralized units aim to provide a complete job at one place and distribute the result to others, cooperative cataloguing aims to complete a job by sharing the work involved and then trading the results from one unit to another."[26] Obviously place of operation and organization of the activity are the distinguishing characteristics of the two.

Centralized and cooperative processing, both have their own claims. As Welsman points out, "centralization offers the advantages of greater efficiency, economy and availability of full services of the system to many and every component of users. The advantages of decentralization are quicker, direct and personalized services."[27]

In the questionnaire, the university and college libraries were requested to give their opinion on the issue. There was found a general agreement in favour of centralized processing, though certain doubts were also expressed by a few librarians (chapter 4). Several libraries were of the opinion that such a plan could bring about improvement in technical processing and bring down time and cost factors. It was also felt that such a plan could lead to uniformity in classification and cataloguing which is essential for sharing of information. They preferred assigning this responsibility to a central agency which will foster complete uniformity needed for creating union catalogues and exchange of bibliographic data.

Long term measures for creating such central agencies may take time and face certain administrative hardships. Bureaucratic hurdles and the library profession's unpreparedness for this commitment plus some financial constraints all surface certain apprehensions here and there. But closing one's eyes to grim realities and exigencies and waiting for the propitious time to come, is unwise and dangerous. Moreover, more we wait more problems will cumulate. It will be advisable, therefore, to entrust this work to two universities of Jammu and Kashmir as a temporary solution to this pressing problems. This may serve as a pilot project to create conducive environment for a permanent plan in future. It success and the benefit that will accrue to the university and college libraries will also help in pleading the case for a thorough State plan.

The centralization, if properly organized, has much to offer both to libraries and their users. The centralized processing envisaged here shall be for complete cataloguing and classification of all the books of the participating libraries. To quote Cox, "A centralized processing plan eliminates much duplication of work, tends to ensure consistency and usually result in a better coordination of services."(28)

As seen earlier, the college libraries in the State are not well-equipped financially and staffwise. There are

college libraries housed in small spaces with not more than one professional with inadequate funds. They lack proper processing facilities and their processing backlogs are mounting. Short of adequate processing, their services too are lacking beyond expression. The centralized processing will be a boom for such poor, small libraries. Some of these libraries have no catalogues at all, and naturally their readers suffer a great deal. According to the librarians of these libraries they have been crying for adequate staff and space so that they could process their collections but all in vain. The advantages of the open access system have been belittled by the lack of proper processing of the materials. These librarians lament that their collections are growing without processing them and their processing may become unmanageable with the passage of time. Naturally, the central processing facility will benefit these libraries the most. Other libraries too will benefit to a large extent from such a plan. With envisaged centralization of processing, either in he university libraries of Jammu and Kashmir or any other arrangement, libraries could make better use of space, staff, equipment and funds because they would be relieved of many a chagrins that they are facing at organizational and service levels today.

In turn, the specialized work that processing entails could be done by the staff best qualifies and experienced in the field, which could result in greater effectiveness as well as greater job satisfaction for those talented in this

type of work. This would also relieve those neither inter-ested nor talented in attending to processing forced by circumstances or management to the job for which they have no acumen. These people would be relieved to show their worth and mettle in their fields of interest. Libraries would be encouraged to plan better in buying additional documents and improve and expand their services from the savings on inhouse processing. This will also facilitate the compilation, maintenance and updating of the union catalogue of the holdings of the participating libraries as suggested here. The centralization has another advantage. The process-ing centre at one library may make possible the use of mechanical gadgets as the equipment would be provided only at one place instead of providing it at all the individual libraries.

Suggestion for establishment of the centralized proc-essing centres at the two university libraries, not else-where, has been made because these two libraries are well-established, adequately staffed with highly educated and trained professional human resources, and have space. These libraries have enough maturity and have earned a high status even in the educational bureaucracy. Moreover, Jammu univer-sity is soon taking drastic measures to mechanize many of its operations and services with a grant from University Grants Commission under the INFIBNET plan.

A serious difficulty in switching over to centralized processing usually is the variations among existing systems.

But fortunately in the field of cataloguing and classification no such problems exist in university and college libraries in Jammu and Kashmir as demonstrated in chapter 4. All libraries maintaining catalogues have adopted Anglo-American Cataloguing rules. Some libraries have introduced certain modifications which can be made uniform. All libraries use Dewey Decimal Classification except two which use universal Decimal classification. However, exercising flexibility in matters which were not absolutely vital to success, will solve the problem. So far as classification is concerned, the central processing Agency may provide both Dewey Decimal classification numbers and Universal Decimal classification numbers to the documents of these two libraries.

However, it will be sane as well as necessary, to try to reach broad agreements an uniform standards of classification and cataloguing. Moreover, it would be advisable to switch over to Anglo Cataloguing Rules, Second Edition, so that automation, in due course, becomes easy to adopt. Moreover, all major centralized and prenatal cataloguing programmers operating in different countries use AACR-2 based on international Standards for Bibliographic Description (ISBD's) and developed for mechanical processing.

In terms of any cooperation and coordination two principle benefits accrue from use of AACR-2. First, cataloguing data generated at one place or in one country may be used at

other places or in other countries with a little or no modifications. Second, it will enhance efforts to mechanize the generation and distribution of cataloguing data. In addition to these two advantages, "the *system is rather simple and easily learned .. it may be expected that patrons will increase their effective catalogue use as the system is adopted .. it will enable users to obtain competence in catalogue use after learning just one cataloging system*".[29]

Certain apprehensions were expressed in the beginning when the ISBD's were published in early seventies about their use for documents in oriental languages which run from right to left, like Urdu, Arabic, Persian, Kashmiri etc. But the Library of Congress has since removed those apprehensions by reversing all punctuation marks and retaining the standard (/) while preparing entries for documents in these languages. At IFLA Worldwide seminar on the topic at Seoul in 1976 this problem was dealt with and valuable suggestions were made for finding solutions to these problems. Howarth, has recently consolidated the decisions of national library agencies on the options, alternatives and interpretations of rules that govern their cataloguing according to the AACR-2[30].

All these objectives and activities shall be finalized by a State Bibliographic Operations Committee (BOC) comprising librarians operating libraries of various types in the state Experts in computerization in libraries may be includ-

ed so that technological advice and guidance is available for these operations.

For creations of a centralized bibliographic data base and for centralized processing on regular basis two plans are proposed here: One, compilation of a union catalogue; and, the second, centralized processing agency.

## Compilation of Union Catalogue

As discussed earlier, the creation and maintenance of union catalogue was the sine quo none for any cooperative exercise. Creation of such a catalogue where none exists requires a cooperative endeavour. All participating libraries feed their catalogues to the Union Catalogue agency according to the fixed norms and in agreed format.

In Jammu and Kashmir a union catalogue is proposed to be complied by cooperative effort in the first phase. It is proposed that the two university libraries in Srinagar and Jammu may be assigned the job for their respective regions. All the academic libraries of the degree and other colleges in each region may be asked to supply profiles of their catalogues to the respective university libraries for incorporation in the union catalogue base. The two regional catalogues shall then be merged to produce the state union catalogue.

But as pointed out in chapter 4 most of the university and college libraries included in this study did not main-

tain upto-date catalogues of their holdings, employed dif-
fering modifications, or in certain cases, had no catalogues
at all. This situation called for a crash programme to
compile individual library catalogues according to a defi-
nite code with unanimously agreed modifications. Some li-
braries would require financial and professional assistance
to prepare catalogues in the desired form. This would natu-
rally require some time to compile catalogues for the pur-
pose of creating a union catalogue.

Alternatively, the two university libraries may com-
plete the catalogues of their holdings and obtain one or two
catalogues of undergraduate college libraries in their
respective regions. This will enable them to prepare master
copies from their own and the other one or two libraries
whose catalogue they obtain. Multiple copies of these two
master copies may be prepared and circulated among the other
libraries participating in the resources sharing programme.
They in turn will tick mark the entries for common titles
and prepare fresh entries for items distinct in the their
collections. Because of the commonality of courses and
curricula it was estimated in chapter 4 that the overlapping
was above 60 percent and in certain cases beyond 30 percent.
Therefore, this method could be easier and economical as
well as expeditious.

This method has some more advantages. It will not
require the individual libraries to prepare full catalogues

of their holdings according to the new standards drawn for the union catalogue. On the other hand they could make use of the master copies received from the regional union catalogue centre for this purpose. They could also make use of the master copy to convert their catalogues to the new standards laid down by the BOC for the resources sharing programme. This alternative method would also reduce the extent of financial and professional assistance required for the compilation of catalogue profiles of individual libraries. The two university libraries shall also compile a union list of journals subscribed to by the libraries.

## Centralized Processing Plan

With `Plan B` libraries in each of the two regions would have their processing done at a central place either in the Regional Union Catalogue Centre or at different place, designated as Central Processing Agency. These Central Processing Agencies shall be located within the two universities to undertake cataloguing of all the acquisitions of the libraries of the region. The choice in favour of two universities has bee suggested because of their being well-equipped to undertake the job as discussed earlier.

These Central Processing Agencies shall return the materials to their respective owners after duly processing them with a conveniently stipulated time. They will also pass on the bibliographic data of all these processed materials to the State Union Catalogue centres for incorporation

into the union catalogue.

Transfer of acquisitions may be done by the participating libraries immediately on receipt, after or before accessioning, as the collective agreement may warrant. The libraries in the vicinity of a Central Processing Agency will have no problem in sending the materials to the Agency. This is true of the college situated in the cities of Srinagar and Jammu. However the colleges in rural areas may find it a little difficult. For them there is an alternative possible. As these colleges order all their requisitions with the bookshop in the city they may send a direction with the orders for delivery of their materials directly at the Central Processing Agency who will send them to their destinations after processing, again within a fixed time frame. Once the Joint Evaluation, Selection and Acquisition Centre, as proposed, comes up, the Central Processing Agencies will receive materials directly from them.

Centralized processing has several advantages as spotted earlier in this section. Of these are of the most important advantages is that it will lead automatically to the up-to-date maintenance of the proposed union catalogue without involving any additional labour or expenditure. As the materials of different libraries are processed at the two processing centres, the information about additions to various libraries shall be incorporated into the union catalogue by the processing centres themselves.

## Computerization

Present scenario, future trends and the proposed IN-FLIBNET programme demand computerization of both the plans of creating a statewide bibliographic data base and the centralized processing. It will ensure proper management and maintenance of these bibliographic activities and will also result in overall economy and efficiency. Provision of computers at the two regional bibliographic centres is not a huge commitment. Even the provision of a Personal COmputer in all the university and college libraries is possible as both University Grants Commission and the NISSAT would gladly extend support for acquiring the equipment once a viable programme is developed in the state for the creation of a bibliographic data base. NISSAT has supported the projects like CALIBNET, DELNET, BONET, MALIBNET PUNENET, and there is no reason why it shall not support a programme for J&K.

Creation of a bibliographic data base is a sine quo non for any resources sharing programmes that will ultimately pave the way for a state network, For, it is a this base which reveals what is collectively available in cooperating libraries. A bibliographic data base serves a number of purposes:

  a.  Maintenance of a Union Catalogue
  b.  Central Catalogue
  c.  Interlibrary Loan

d.    Coordination of Acquisition
    e.    Serial Control System

Bibliographic data basis could  he centralized or distributed. Adequacy of technology and other auxiliaries available determine the choice of the kind of the data base. The Calcutta Library Network (CALIBNET) which  was inaugurated in December 1993 has opted for  distributed approach while DELNTE  has favoured a central system.

For Jammu and Kashmir the system shall be selected on the basis of the expert advice of agencies like CMC Ltd. who may be entrusted to carry on a feasibility study as they have done in the case of CALIBNET and DELNET.

## Common Storage and Preservation Facility

Resources sharing among libraries called for sharing in all operations, services and activities. Common storage of less-used materials and common preservation of library materials thus form an important component of a resources sharing programme. It simply implies creation of a common storage for such materials which are not frequently used in libraries but could not be weeded out for good because of the prospect of their use. Preservation for physical fitness to ensure long use of materials is also a concern of each library every where.

It is proposed to evolve a mechanism for common storage for certain materials held by all libraries which may be termed as little-used materials. There are two main reasons

for proposing the establishment of a common storage for such materials. First, all libraries run out of space over time and thus face manifold difficulties in proper maintenance of their collections and in offering services. Extension to the buildings if the libraries  happen to have separate buildings- a rare phenomenon in Jammu and Kashmir - is not an easy task and involves heavy financial commitment. In the state only the university libraries have separate buildings adequate enough for long time to come with Iqbal Library of the University of Kashmir the luckiest of all on this front. In colleges the space problem has assumed the dimensions of a crisis. These libraries are no more properly organized and they dump even their fresh acquisitions in ways unbecoming of libraries. The availability of a common storage facility would thus offer some relief to these libraries. Moreover, there appears to be no justification for  retaining such little used materials alongside of the live materials.

Second, and perhaps more important factor, is that all the libraries are overburdened with materials which are not in active use. This is a common phenomenon in all types of libraries everywhere. Ellsworth while writing about Colorado University claimed that at peak times only somewhat less than 15 percent of the collection was in active use and that

"stories are legion about the books and journals that remain on shelves year after year with their pages uncut"(31).

Consequently, the libraries tend to become grave yards for reading materials which they need not to be. They should

instead retain a live collection - a collection that is used. In the university and college libraries, as highlighted in chapter 4 of this study, the faulty acquisition procedures and lack of standard acquisition policies has resulted in acquisition of large proportions of their collection that remain unused for long. They occupy space and they involve expenditure on maintenance but remain unexploited.

A common storage thus offers solution to the problem. All such materials would be stored at one library relieving all other libraries of the chagrins of retaining them and caring for them. There are advanced certain impediments and apprehensions about the common storage of such materials. But studies have found them unfounded. Local pride in the size of the collections, legal constraints, unbalancing of collections and affecting use are some common inhibitions. The local pride held no ground once the librarians appreciated that it is not the size of collection which determines the efficiency of a library; it is rather the use and the services which decide the efficiency of a library. Legal restraints though a valid argument could be sorted out with the authorities and administrators. Again, the collections have never been balanced by retention of unused materials.

So far as the belittling of the use was concerned it has since been found a wrong notion. Fussler and Simon, for example, showed that if 80 percent is removed from a collection, 80 percent of demands will still be satisfied[32].

This is corroborated by the Parito Law that 20 percent of items fulfilled most of the demands.

Thus, it is proposed that the university and college libraries in Jammu and Kashmir should evolve a common storage facility at two or three places. The two university libraries in Srinagar and Jammu may be chosen for the facility in view of the fact that they did have space to spare for it. The three medical libraries in Srinagar may develop a facility at one place where housing of such materials is possible. However, for degree colleges the facility at the universities is stressed as it was most appropriate and all these colleges were affiliated to these two universities.

But to be successful such as arrangement would require a well-formulated policy to determine the proportions of the collections of the individual libraries that could be regarded worth transferring to the common storage. Two parameters are usually applied for this determination; the date of publications of the materials and their use. The date of publication was easy to ascertain but measuring use involved developing a mechanisms for use statistics. The policy would also include guidelines for retention of only limited copies of similar works transferred by several libraries.

A common preservation programme would be equally useful. As all libraries were required to take measures for preservations and repairing of materials, such a common facility would be welcome by all. The facility is again

proposed to be established at the two university libraries as a component of the resources sharing programme. Both the university libraries shall be required to establish Guidelines and other facilities like chemical treatment of infected materials, lamination and other measures.

The Iqbal Library building has a spacious apartment for bindary at its basement which could be utilized for the common bindary of all academic libraries in the valley. Similar facility could be established at the Jammu University library.

## Improvement and Expansion of Services

Efficient and responsive library services are possible only when librarians and patrons have access to increased resources; to the former for filling the information requirements of the patrons and to the latter for exploitation of extensive resources in their enterprises. The theory and practice of resources sharing among libraries was forwarded to increase the accessibility to extensive collections for both the parties. Thus its exclusive aim was to improve and expand library services to the patrons. Before the advent of this concept the libraries were hardpressed, if not overwhelmed, by many a problems, as pinpointed in Chapter 7 of this study, and had affected very adversely every faculty of their services. These problems had assumed the dimensions of a crisis to the extent that Lancaster asked the libraries to whither or wither in the wake of the dilemma.[33]

Once a resources sharing programme, as proposed here, becomes operative in J&K academic libraries, it will naturally lead to improvement and extension of present services. Any programme in this direction requires availability of increased resources, their efficient organization, availability of bibliographic records of cooperating libraries and pooling of all other resources for the common benefit of the patrons. All these essentials have been proposed to be incorporated in the overall resources sharing programme in the preceding sections.

The programme proposed here shall lead to increase in available resources to the clientele. As the libraries will embark upon the proposed sharing model, the clientele of these libraries shall have available all the resources of all the cooperating libraries without the restrictions of the present.

As the cooperating libraries will avoid overlapping in acquisitions they will be able to acquire more needed materials and improve upon their services. And this will ultimately lead to the improvement and expansion of services in the interest of the clientele. The common acquisition and joint evaluation programmes will bring to the libraries only those materials which are fully representative of the users reasonable requirements and put an end to the present spending on materials having less relevance to the users information                                      needs.

The common membership proposed in the resources sharing model shall entitle all patrons to utilize resources in materials and services of all the cooperating libraries thereby expanding the services to the clientele. The union bibliographic data bases will expose the patrons to a variety of resources of all the libraries and thus ensure availability to them of all the collective resources. Similarly the general and specialized services available in individual libraries shall be available to the clientele of all the libraries freely irrespective of their institutional affiliation.

In the case of university and college libraries the present situation was that these libraries lacked enough resources, did not collaborate to enrich resources on mutual basis, and, above all, they lagged behind in the provision of active information service. Their present services were limited to the traditional circulation of materials performed at the loan counter and to a passive reference service.

As the plan for resources sharing is finalized, the libraries, it is proposed would take stock of their present services to determine their efficiency and deficiency and identify the areas where services were totally absent. This calls for the evaluation of the whole gamut of present services. Professional literature abounds in techniques for evaluation of library services and we would do well to

utilized them for evaluating our present ailing services and find ways and means of improving upon them to gear them up for resources sharing environment. Notable of these is the

review of current research into evaluation techniques

The establishment of a common bibliographic centre would also eliminate the ignorance of patrons about the holdings of other libraries and the inability of the individual libraries to offer bibliographic assistance to their clientele. This may also lead to the centralization of interlibrary loan service and the introduction of referral and switching services or to a choice between the two. There is a difference between the switching and the referral service. In the case of switching service there is required to be a centre which will receive request for materials, secure them from the possessing library and supplying it to the requester. In the case of referral service the centre simply informs the requester of the location of the information but does not secure it for him. The point here is that there are a number of elements of determining ways in which libraries could expand their services and facilitate access to collections through mutual arrangements.

The plan would also develop ways and means of introducing modern sophisticated current awareness services which have become the hall mark of any modern library service.

This service has become all the more important today when the comprehensive secondary services inform the patrons of the new information scattered in a huge number of journals and other formats into which new information is packaged now-a-days. This new awareness qualifies the patron to demand more and more materials from his library regardless of the fact whether the library owns it or not. In order to facilitate the assimilation of the relevant information by the patrons these libraries would do well to introduce current awareness services and its most sophisticated type of selective dissemination of information. The two universities of Jammu and Kashmir and one of the medical colleges may devise systems for introduction of such services for the benefit of all, while others may develop such services on small scale for their own clientele.

Determination of ways for expeditious services becomes all the more important in view of the realization that information is perishable and this calls for the urgency of its handling. It is well taken in several technical fields that the value of information is the greatest in its first five years of existence. Eugene B Jackson lends a practical confirmation to this ascertain through a case study of General Motors Research Library. According to this case study 60 percent of the interlibrary loan requests that this library made on other libraries were for materials upto five years old and only 24 percent for materials published in the previous decade[35]. In the study in hand also it was found

334

that 577 requests out of the total of 1295 (44.5 percent) requests were made for the materials of the latest decade as shown in Table 6.6 of Chapter 6.

There are some other areas of immediate concern which need serious attention for improvement and expansion of services through resources sharing. Three such areas are identified                                    here:

1.    Development of full time reference librarians to provide active reference service and organize reference departments on sound basis.

2.    The age-old concept of concentration on collection building need to be substituted by an emphasis on more reader services.

3.    Provision of planned, comprehensive users' education schemes.

Regarding an efficient reference service there could be no two opinions that such a service is of paramount importance to ensure maximum exploitation of library resources as well as for optimum users' satisfaction. Baughman has rightly observed that "patrons *know that they need information, but are not quite sure of their information needs*.."[36] Personal assistance in such and several other situation becomes all the more important. Besides, a resources sharing programme for its success depends a great deal on this service which introduces the users to the concept and activities of the sharing arrangements. Presently, this service was almost non-existent in all the university and college libraries covered under this study. In university and some

other major libraries there is no doubt a person designated as reference librarian or a reference assistant but the services offered by the person are traditional and inadequate. All the libraries also lacked well-organised and comprehensive reference collections without which no efficient reference service could be provided. While organizing a resources sharing programme, therefore, this important facets needs to be given due consideration as an important component of the move for improvement of services.

The resources sharing is indicative of a shift in professional philosophy -- a shift from the philosophy of possession to that of access. Under this new philosophy the librarian could not plead non-availability of resources in the library because there were a number of other libraries which he could bank upon. In such a situation the librarian becomes an 'information broker' This new professional philosophy emphasized more care for services than for building collections. The academic libraries in J&K would also do well to give due consideration to services in the new venture for resources sharing.

Then, there could be no two opinions that instruction in the use of the library and literature was an important professional duty of the librarian. It is only through users' education that proficiency in library use can be prompted among the patrons. Though the idea of users education is not new yet it is only recently that this facet of service has been given considerable attention in the profes-

sional literature. President Harper of Chicago, it is well-known, emphasized such a service as early as 1902 in these words:

> The equipment of a library will not be finished until it shall have upon its staff men and women whose entire work shall be, not the care of books, not the cataloguing of books, but the giving of instruction concerning their use[37].

Today when the libraries have become more complex, many works and bibliographic tools are complex in organization, dependence on libraries has increased and users information requirements have diversified, the need for users education has intensified considerably in all types of libraries. But it was an open secret that in all the libraries in Jammu and Kashmir such services were conspicuous by their non-existence. The investigator while talking to a cross-section of patrons noted that they did not know how their libraries were organized and how to use a catalogue or a complex reference work or a bibliographic tool. Many talked about their frustration in the use of the library and its collections.

In a resources sharing environment the users'education has assumed much more importance as it is essential to introduce the users to the new environment. The resources sharing committee would do well to formulate a well-planned users education programme on cooperative basis. To begin with the contents of the programme may include introduction to the general lay out of the library, organization of the

collections, library resources, rules and ethics. For higher

level patrons the programme could include literature search,

acquaintance with reference and bibliographic tools, and an

introduction to sophisticated information services like

current awareness and selective dissemination of information

services. The users'education programme shall also introduce

the patrons to the new environment of resources sharing. The

programme can be carried out by library tours, lecturing

tutorials and beautifully worded and attractively designed

leaflets, handouts, folders and booklets. Once the programme

became becomes operative audiovisual aids could also be

employed as is done in several countries worldwide. Unesco

has also developed tools, publications and guidelines for

users education under the UNISIST programme and we could

benefit from them. Its authentic guide for users education

published in 1977[38] can guide us structuring the programme

on sound lines and firm footing.

Professional Education

Taking all these measures for improvement and expan-

sion of services, however for their success, depend a great

deal on the enthusiasm, professional dynamism and attitudes

of the library staff. These qualities are best shaped by the

professional education. Our professional education pro-

grammes according to the considered opinion of many are not

in keeping with these professional aspirations and ethics. A

need is felt to redesign these programmes to include all the

new areas that have emerged in the wake of major shifts in the philosophy of the profession, the now intellectual environment in which these libraries are to operate, and the information technology which has revolutionized the whole gamut of library operations and services.

Naturally, the two library education schools that are existing in the two universities of Jammu and Kashmir shall have to play a vital role in educating young men and women able to implement the proposed resources sharing programme for the State. They will have to revamp and modernise their programmes so that these are responsive to the requirements of resources sharing of today and the total networking of tomorrow.

oOo

# FOOTNOTES

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# Chapter 9

## SUMMARY AND CONCLUSIONS

### Problem Restated

This study had set out to examine the present univer-
sity and college libraries environment in the State of Jammu
and Kashmir, introspect it and purpose a model for estab-
lishment of a resources sharing programme as a solution to
the maladies facing these libraries. Accordingly the study
described the political and educational settings within
which these libraries operated, assessed and evaluated the
libraries to identify the areas where these libraries faced
problems, examined the needs of the academics and the ways
in use to meet academics' requirements; and, finally, ven-
tured to propose how these libraries could evolve a re-
sources sharing programme through cooperative collection
development, centralized processing and expansion of service
with mechanisms of common membership, joint sophisticated
services and exchange of materials. A set of hypotheses was

formulated to guide the study.

## Methodology

Different research designs were employed in the accumulation of data. Considerable reliance was made on documentary information and official records for assessment and evaluation. Questionnaires were designed for academics and the librarians to ascertain the pattern of the library needs and estimation of certain library activities by the academics, and to collect more information on libraries from the librarians. Several interviews were also conducted to determine how far a resources sharing programme would be supported by users of these libraries, those who control them and those who operate them. The data thus collected was analyzed, tabulated and interpreted to arrive at sure and certain conclusions.

## Findings

The present plight of these libraries was found distressing and quite contrary to the letter and spirit of the profession. Almost all the libraries were found pining silently for the touch of the healing hand. The major findings are:

-- The collections of monographs and serials were inadequate, and despite regular additions every year involving huge expenditures, they were not becoming extensive enough to meet academics, mounting requirements for education and research.

345

-- An examination of the characteristics of patrons' needs as reflected in inter-library lending demonstrated that journals were the single most important material for which there were the most urgent needs; that the dominant language of the requested materials was English; and that an overwhelming majority of requests were for recent materials.

-- Lack of selection policies and absence of selection aids had compounded the problem and had resulted in staggering duplications and acquisi-tion of materials not in keeping with the academ-ics requirements.

-- Operations were a major causality in several libraries affecting adversely the proper organization of collections and provision of services; most of the libraries including two University libraries had no upto-date public catalogues.

-- Services' were lacking on several fronts and were limited to obsolete methods of circulation and conservative reference service; consequently the exploitation of library resources was quite limited.

-- In several cases the physical facilities were scarce; in degree colleges it was more acute as they had no proper accommodation to house the materials and provide physical facilities to their patrons.

-- The political and educational settings within which these libraries operated and the emerging national scene on the library horizon, both indicated that the environment in the state was conducive for initiating a resources sharing programme which would transform into a network in due course

-- Evaluation of present resources and the expressed needs of the users made it abundantly clear that there was need and scope for initiating a resources sharing programme to remedy the present maladies facing these libraries over the years.


All these findings corroborated the statement of hypothesis formulated for this study in the beginning which stated that despite spending huge sums of money University and college libraries in Jammu and Kashmir were not offering services fully responsive to the patrons' needs; that the national and local environment was favourable for any

move towards resources sharing; and that cooperative rather than competitive development of resources was the only way to vitalize these libraries to contribute positively in the field of education and research.

**Implications of the findings**

The data on the holdings of University and college libraries in the state would suggest the establishment of coordinated schemes for collection development to avoid duplications, overlappings and irrelevant additions rampant among them. This would require the constitution of a collection development committee that will consider and formulate a cooperative collective development policy, guidelines for selection, acquisition for subject specialization on the basis of subject strengths and a set of guidelines for common selection, evaluation and planned programme for acquisition. A methodology for assessment of the adequacy of the present holdings will be developed by the committee to determine the strengths and weakness of the collections against the requirements of the programmes of the institutions. This plan would lead to the development of system that would eliminate the drawbacks in the present collection development activities in the individual institutions leading to savings for acquisitions of urgently needed and more relevant materials and improvement of services.

The finding that the journals were most sought after of all the materials implied common access to the journals

holdings of all the libraries. This facility is proposed to be provided through a common membership and improvement and expansion of inter library loan transactions. As it was found that there was not much overlapping in journals subscriptions a common access facility would ensure to the patrons availability of a wide range of journals subscribed to by all the libraries. College academics would benefit from the facility the most as their libraries subscribed to a negligible number of journals and thus lacked presently the facility for keeping current with the literature of their respective fields of interest.

The observation of academics regarding the inadequacy of their library resources for education and research also pointed to the necessity of developing coordinated scheme for acquisition as referred to earlier. Planning for such schemes may also require emphasis on assigning to each library the geographical and subject areas in which the institution was found to be having bibliographic strength. Geographical factor becomes all the more important because of the geographical location of the two divisions separated by a rough and hilly distance of about 300 kilometers. To improve further the climate for research, there is also a need to organize the thesis submitted to the institutions of higher education in the state at two places, one each in Jammu and Srinagar., the two University libraries being the best choice.

The orderly organization of materials and maintenance of public catalogues are the chief characteristics of libraries of all types because it is an established fact that they are the sine quo non for any library service. The study revealed that most of the libraries suffered severely on this front. It is, therefore, essential to develop a mechanism that will ensure taking maximum care of these activities. This implied the creation of a system that will provide for classifying and cataloguing of all the materials of the libraries at a central place by professionally matured and enthusiastic specialists. As common items in collections are inevitable, centralized processing will eliminate cataloging of such items at each library. Such an arrangement would lead to economy, efficiency and speedy processing. As most of the libraries processing the materials in the professional way use same scheme of classification and code of cataloging the centralized processing could easily be developed for the common benefit. It would also promote uniformity in processing. It has been proposed to establish two processing centers, one each in Jammu and Srinagar.

As a union catalogue is one of the most fundamental requirements of a resources sharing programme, the centralized processing would also pave the way for the compilation of such a catalogue that would serve as a state-wide bibliographic data base for resources sharing. As the central processing centres would be processing the fresh arrivals compilation of union catalogue for such arrival is not

difficult. But inclusion of present holdings would require a serious exercise. For this purpose two alternatives have been describes. In the first place all the participating libraries may be required to prepare entries for their present holdings in accordance with the standards laid down for the union catalogue. This will require a great deal of involvement of all the libraries which they might find it difficult to do because of inadequate staff, professional deficiencies and lack of other resources. The alternative proposed here is to entrust this work to the two processing centres which will create master copies of their own holdings and of one or two other libraries and circulate them among all other libraries for indicating the status of possession or otherwise. The individual libraries would be required to prepare entries for their unique titles according to the standards used for master copies. The use of computers at the two proposed processing centres would be inevitable for economy and efficiency as well as for the future prospects of total automation and integration into a network.

The overall plan has been proposed to be entrusted to a State level committee with a membership comprising of experts on various activities involved in the plan. The committee will negotiate, determine and enforce standards and formats to be used. The plan further calls for designating two regional centres one each in Jammu and Kashmir divisions to undertake centralized processing and compile

the regional union catalogues and house the State union catalogue.

The findings indicated that the services were, by and large, obsolete and conservative, and thus implied total overhauling and gearing them up to provide modern sophisticated, liberal and responsive services. It was also observed that the problems of serving the patrons and making resources useful and available were caused by two hindrances:

1.  Lack of knowledge of the literature of the subjects  by the patrons;

2.  Libraries failure to provide appropriate reference and bibliographical  assistance.

To tackle there problems the plan included unified and cooperative bibliographic services and the compilation of a union catalogue and its availability in all the libraries. It has also been proposed to provide adequate qualified staff at the reference desks in these libraries so that adequate reference service is available in each library. It has also been emphasized to plan effective users education programmes to enhance exploitation of library resources. As acquisition and processing is proposed to be centralized, the individual libraries could spare staff and time for attending to these important facets of service.

The model also stressed the need for modern sophisticated information services like current awareness service and selective dissemination of information to be offered from selected libraries for the benefit of all the patrons

of all the libraries. The selection of libraries for this service was proposed on the bases of journals subscription strength and the availability of qualified staff.

In order to develop qualified human resources well-trained to operate libraries in this new environment, it has been proposed to revamp the library and information science education programmes in the two universities of Jammu and Srinagar. It has also been proposed to do away with the practice of reserving seats for untrained library staff at Bachelors level to check the entry into the profession of academic refugees who willy-nilly manage to secure jobs without professional education despite the availability of professionally educated young men and women. The course contents in the programmes of these schools also needed' weeding' to purge them of the obsolete and revitalize them with relevant, modern concepts of scientific management, cost effective services, automation, users education, out-reach services, information dissemination and a host of modern sophisticated ideas that have moved the library world a great deal. For the working professionals a scheme of seminars and workshops has been proposed as a step towards their continuing professional development.

The analysis of the data also revealed that academics requested items in the form of photocopies. It was also found that reliance on libraries outside the state was also conditioned on their conviction that organizational and

infrastructural facilities, such as photocopying services, were better developed there than they were locally in the state. This calls for a need to improve the quality and reliability of photocopying facilities in the academic libraries and in the state. On this score, libraries might consider the standardization of such facilities and the design of a joint maintenance programme for xeroxing facilities.

The physical facilities, there can be no two opinions, have a strong impact on a library's overall performance. It was found in this study that such facilities were conspicuous by their scarcity in almost all the degree college libraries in the state. Even in University and professional college libraries these facilities were found not up to the mark. In most of the degree colleges, the libraries were housed in portions of the buildings not usable for classrooms or any other activity. The space was found inadequate; lighting and hygienic conditions were bad; stacks and stands essential for proper display or materials were lacking; and, sitting facilities for patrons and staff was less than scanty. Larger libraries encountered large problems. Iqbal Library had no elevator facility badly required to reach the upper floors. Moreover, the libraries in Kashmir need some central heating system because the winters here are chilly and the traditional heating tools were no more useful. The smoke filled the libraries that was detrimental to the health of both the materials and the humans.

It was, therefore, essential to take steps for improvement of physical facilities as a move towards improvement of services. A phase-wise programme might lead to better possibility or undertaking this business.

In order to reduce the space problem in libraries, it has been proposed to establish a common storage facility for such materials which are not in frequent use. Because of the availability of space and personnel the common storage facility has been proposed to be established at the two University Libraries of Jammu and Srinagar.

The telecommunications, postal and transport facilities in the State are very poor and the academics and librarians could do little for their improvement. The transport services, both land and air, between the Jammu and Srinagar faced disruptions and even blockade because of the weather conditions. And the rail link between the two was a distant dream. Consequently, a pressing need would seem to be the establishment of a reliable and efficient courier service for carrying materials, inter library transactions and the like among the various libraries within and between the two divisions of the State.

For proper establishment and successful implementation of a resources sharing programme there is always need for a favourable political and educational set-up. For the state both local and national level set-up was found favourable. The state administration has evinced great interest in

improvement of library services and the provision of adequate library support to education and research. This was demonstrated by allocation of huge amounts of funds for these libraries and granting an academic status to the professionals. During the interviews the administrators had welcome the idea of the resources sharing programme and assured of total support provided a viable plan was developed by the professionals in consultation with the academics who were the ultimate beneficiaries of the plan.

Nationally, the UGC and the National Information System for Science and Technology (NISSAT) of the Deprtment of Scientific and Industrial Research were engaged in developing, promoting and supporting resources sharing programmes throughout the country. The UGC has the most ambitious programme of networking of University, college and other libraries in the country into what is called INFLIBNET. It has taken some strides in this direction and has sanctioned funds for several libraries for automation including the Jammu University in our state. Likewise, the NISSAT has been sponsoring and supporting programmes like CALIBNET, DELNET, MALIBNET, PUNENET, etc. The CALIBNET has become operational in December, 1993 with 1.5 crores investment by the NISSAT. Naturally, it should have no reservations to support a programme for the state.

It might be pertinent to highlight here that the resources sharing programme is further recommended because it

has the greatest potential for fulfilling mutual needs and ensuring maximum exploitation of resources by maximum number of clients. Even with the present limitations of tools, technology and other paraphernalia the resources sharing would be both possible and practical; it would greatly improve library services; and it will be the first important step towards the ultimate goal of designing a resources sharing network in the state. The last point needs some stress in the sense that for any renovation programme the starting point should be where we are, not the point where we would like to be. In a situation when even the University libraries lacked the basic tools, services and professional human resources talking in terms of networking with out doing the necessary spade work would tantamount to acquiring an aeroplane without the provisions of landing and take off facilities. Creation of the ground for networking has been the single main aim of this study. But it requires a collective endeavour of apical dimensions on the part of all those concerned to do the ground work, as proposed in this study, that will lead to remoulding of the libraries and reconstructing their texture.

In view of all these grim realities it has been proposed to conduct a feasibility study by assembling and assessing the relevant facts and figures about the present holdings, operations and services of the libraries. This has been proposed to be followed by a top decision by educational authorities, academics and the librarians in favour of a

resources, sharing programme. Once the agreement has been reached, the plan would set moving in the right direction.

It has been proposed to establish a resources sharing committee that will prepare a broad policy statement that will guide the planning for the resources sharing programme. The committee should comprise of educational administrators, academics and libraries to make it fully representative. It has been also proposed to constitute other committees and subcommittees for various activities like collection development, processing, servicing and the like.

## Conclusion

The University and college libraries in Jammu and Kashmir are ailing. They pine in silence for the touch of the healing hand. These libraries are not able to build comprehensive collections that their patrons want and need because of knowledge explosion, zooming prices and mounting patrons requirements; they abound in materials that are remotely relevant to their patrons requirements because they lack adequate, planned selection policies; their services are feeble as they are not positioned to offer active, responsive and sophisticated services; they hold materials which patrons of other libraries could exploit to intellectualize as they needed them, but these other patrons had no access to them, nor did they know about them because there were no bibliographic tools to announce their presence in different libraries; they do not organize their collections

357

properly nor did they maintain up-to-date catalogues; and they do not organize their collections properly nor do they take measures to preserve them because they lacked proper housing and preservation facilities. These libraries do receive funds, buy materials and provide some service but those are quite insufficient to meet the requirements of their patrons to any satisfactory degree. It has been found that they are aging and seem to have outlived their utility and relevance to the modern academic community.

There is urgent need for their rejuvenation so that they are robust to market their services to the satisfaction of their patrons and of their own profession. The only panacea to cure the maladies facing tense libraries is found to be the adoption of the theory and practice of resources sharing which has worked wonders throughout the world and is, therefore, pleaded vehemently at international, national and other levels. There are no hurdles whatsoever in switching over to resources sharing in the state. Rather the incentives are available, particularly at national level. Moreover, it is no longer resources that limit decisions, it is the decision that makes the resources. What is needed, therefore, is to proceed in this direction with a strong will and professional commitment.

The study examined the present university and college libraries environment in the state and attempted to propose a resources sharing model -- first of its kind in the state, though no claim is made to regard it as complete and final.

More hard work might be required  for further consideration
of several aspects. The consultation with, and expert ad-
vice, of, the information technologists might be useful at
one stage or the other. However, the study did the digging,
laid the foundation and provided the building blocks. The
most important point now is to begin.


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371

June, 4, 1992.

Dear _____  _____ .

The attached questionnaire relates to a research study intended
to investigate the present plight of university and college
libraries in Jammu and Kashmir and to propose measures to
improve their performance.

I am sure you agree that the library is the cornerstone of all
the academic activities in a university of a college. Rather it
is the brain of the academic community on which depends a
great deal the quality of teaching and research.

Local problems apart, the libraries everywhere have been in
crisis on many fronts and self-sufficiency for them now is no
more than a myth. Widerange interlibrary cooperation and use of
modern Information Technology are now found as the possible
panacea for remedying the deficiencies in the provision of fully
responsive library services.

Several countries, developed countries in particular, have been
adopting this new approach successfully and their libraries are
now working wonders. Unfortunately we have yet to begin think-
ing on these lines. However, we cannot change easily by simply
trying to follow these countries because we cannot reach thier
ways with our different local means.

The study, I hope, shall pave the way for initiating steps for
resources sharing among university and college libraries in J&K
which would eventually lead to the establishment of a network
that will guarentee the improvement of our library environment.
An important aspect of this study is to obtain and analyse the
views of the learned patrons of our academic libraries. For, the
most successful steps for library cooperation for improvement
are likely to be those which are articulated from the perceptions,
expectations and reservations of these patrons.

I will be thankful to you if you please help me in this endeavour
by filling in the enclosed questionnaire.

Yours sincerely,

( Wajih A Alvi )
Department of Library
& Information Science
University of Kashmir
Srinagar - 190 006.

1.  Have you had the need for library material which was immediately not immediately available in your institution's library ?

    _____          _____
         Yes                     No

2.  If yes, which of the following (type(s) of material? If more than one type, first tick (✓) the appropriate line below, and then indicate within the brackets the relative order of frequency of need: 1 for material which is most frequently needed; 2 for the next and so on.

    _____          ( ) Journal Articles

    _____          ( ) Monographs

    _____          ( ) Textbooks

    _____          ( ) Government Documents

    _____          ( ) Theses

    _____          ( ) Others (Please specify)

    _____          ( ) Not applicable

3.  Generally, if an item needed by you is not immediately available in your library, what course of action would you normally follow:

    _____   Request the library to purchase the item

    _____   Request the library to borrow it or its xerox copy

    _____   Request , a colleague elsewhere for it or its copy

    _____   Purchase the item personally

    _____   Directly write to a national agency for a photocopy

    _____   Directly write to a foreign agency for a photocopy

4.  On the whole, would you say that the current resources of your library meet most of your needs for

                          A. Teaching      B. Research

    Yes                      _____          _____

    No                       _____          _____

5.  Have you ever requested your library to obtain items needed by you urgently ?

    _____          _____
         Yes                     No

6.  If yes, did you receive the requested item ?

373

_____ Not Applicable

_____ Yes

_____ No

7. If you have made a request, kindly estimate, on an average, how long it took to fulfil your request.

_____ Not Applicable

_____

_____

_____

_____

_____

8. Does the library generally encourage you to make special requests for urgently needed items

_____ Yes              _____ No

9. If you have an urgent need to consult a work not available in your library, do you generally try to find out if it is available at another library in the vicinity.

_____ Yes              _____ No

10. While on the faculty ( or a student) at one university or college, have you ever used another library in or outside the Stat

_____ Yes              _____ No

11. How did you avail the opportunity to use the other library?
_____ Not Applicable
_____ Made a special trip for the purpose
_____ Happened to be in the area or the vicinity and availed the opportunity
_____ Others (Please specify)

12. Are you familiar with the organisation of your library?

_____ Yes       374         _____ No

13. If yes, are you familiar with the use of classification and catalogue, and do you make use of them in your search and retrieval.

_____ Not Applicable

_____ Yes

_____ No

14. Does your library introduce you to the organisation of the library and educate you for full exploitation of its resources

_____                              _____

Yes                                          No

15. There is need to devise a system which will facilitate sharing of resources among university and college libraries in the State so that the patrons could exploit all the resources of all these libraries freely.

_____ Strongly Agree        _____ Strongly Disagree

_____ Agree                 _____ Disagree

16. The university and college libraries in the State should collectively strive to ensure that most documents required by the academics are available at least in one of the libraries within the State.

_____ Strongly Agree        _____ Strongly Disagree

_____ Agree                 _____ Disagree

17. A borrowers card issued to an academic member by his / her library should be valid for borrowing from other university and college libraries in the State.

_____ Strongly Agree        _____ Strongly Disagree

_____ Agree                 _____ Disagree

18. Please indicate the percentage of satisfaction you have with the present resources of your library.

_____ %

Comments, if any _____

_____

_____

375

# PERSONAL DATA

NAME:                     _____ _____

QUALIFICATIONS:           _____

INSTITUTION:              _____

DEPARTMENT:               _____

STATUS                    _____

LENGTH OF STAY
AT PRESENT
INSTITUTION               _____

June 01, 1992.

Dear Librarian,

The attached questionnaire relates to a research study intended
to investigate the present plight of university and college
libraries in Jammu and Kashmir and to propose measures to improve
their performance.

I am sure you agree that the library is  the  cornerstone of all
the academic activities on which depends a great deal the quality
of teaching and research.

You are well aware that our libraries operate under critical
conditions. Local problems apart, the libraries everywhere have
been in crisis on many fronts and self-sufficiency for them is
no more than a myth. Widerange interlibrary cooperation and use
of modern Information Technology are now found as the possible
panacea for remedying the deficiencies in the provision of fully
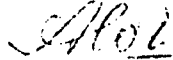responsive library services.

Several countries, developed countries in particular, have adopted
this new approach successfully and their libraries are now working
wonders. Unfortunately we have yet to begin thinking on these lines·
However, we cannot follow them  blindly as our means are entirely
different from theirs.

The study, I hope, shall pave the way for initiating steps for
resources sharing among university and college libraries in J&K
which would eventually lead to the establishment of a network
that will guarentee the improvement of our library environment.
An important aspect of this study is to obtain your views on the
issues. Based on your awareness and experience your views shall
help me in identifying the problems and designing a model that
will be suitable for our environment.

Please help me in this endeavour by filling in the enclosed
questionnaire and returning it to me in the shortest possible
time.

Thanks .

Yours sincerely,

( Wajih A Alvi )
Department of Library
& Information Science
University of Kashmir
Srinagar- 190 006.

1. **Identification:**

    a) Name and address of the institution:

    _____

    b) Designation of the head of the library: _____

    c) What is the total number of :

        i) Faculty staff _____    iii) Library staff :

                                           Professional _____

        ii) Students _____                Non-Professional _____

2. **Resources in reading materials:**

    a) Total number of volumes in your collection:

        i) Books _____    ii) Bound perdicals _____

        iii) Manuscripts _____    iv) Nonbook materials _____

    b) Number of periodicals on current subscription _____
    (Please spare a copy of the list )

    c) How many books did you purchase in 1991-92 _____

    d) Do you buy multiple copies of some books   Yes _____ No
    If 'Yes' please indicate approximate percentage _____

    e) Do you conduct stock-verification?   Yes _____ No
    If ' Yes ' What is the frequency         _____ years
    Number of volumes found lost during the
        last stock verification                _____
    When was it conducted                _____

3. **Library Operations:**

    a) Collection development:

        i) Do your have a written acquisition policy   Yes _____ No

        ii) Who selects books:

            Departmental head        Librarian
            Library Committee        Others

        iii) How long does it take, on the average, to acquire a book?

            One month            Three months
            Six months           More

iv) Do you purchase any AV materials:                          Yes No

v) Do you weed out your collections :                          Yes No
   If ' Yes ' what procedure to you follow :

_____

_____

vi) Do you feel your present collection is:

   Most adequate     Adequate     Inadequate

vii) Would you like to participate in a shared acquisition
     programme:                                                Yes No

b) Classification and cataloguing:

   i) What system of classification do you use?        _____

   ii) What system of cataloguing do you use?          _____

   iii) What do you use for providing subject headings? _____

   iv) Do you benefit from the CIP data in books?      Yes   No

   v) Would you favour centralized processing ?        Yes   No

   vi) Would you favour cooperative processing?        Yes   No

4. Bibliographic services:

   a) Do you maintain a public catalogue?              Yes   No
      Is it up-to-date?                                Yes   No

   b) Do you maintain a separate catalogue of
      materials transferred to faculty libraries?      Yes   No
      If ' No ' do you indicate such transfers
      in the main catalogue                            Yes   No

   c) Any other bibliographic services (Please specify

   _____

   d) Would you appreciate the compilation of a union
      catalogue of the holdings of university and
      college libraries in the State                   Yes   No

379

5. **Public services:**

a) **Access:**

Is your library     entirely open shelf
                         Partially open shelf
                         Closed stack

b) **Circulation:**

i) What charging system do you use? _____

ii) For how long are books lent _____

iii) Does your circulation desk perform
functions like reminders, reservations
overdue charging, maintenace of
circulation and other statistics etc. _____

iv) How many books were loaned out last year _____

c) **Reference / Information service:**

i) Do you have a separate reference collection?   Yes   No
If 'yes' please indicate the number            _____

ii) Do you give an assistance to patrons?         _____
If ' Yes ' please specify

_____

_____

iii) Do you entertain outside patrons?        Yes   No

iv) Do you keep a profile of reference questions?   Yes   No

v) Do you have a separate perdiocals dept.     Yes   No
If ' Yes '

What system do you use   for house keeping
of journals                       _____

Mode of subscription:    Direct with publishers
                       Through national subscription age
                       Through local subscription agents

Degree of satisfaction with the present
mode of subscription                     _____ %

Do you display journals separately     Yes   No

vi) Do you offer any CAS / SDI service     Yes   No
If ' Yes ' please specify

_____

vii) Do you have any users' education programme   Yes   No
If ' Yes ' please specify

_____

viii) Do you feel that resources sharing among libra-
ries will help you to offer better services?     Yes   No

d) Interlibrary loan services (ILL):

   i) Do you participate in ILL?                 Yes   No

  ii) If 'Yes' please indicate for 1986-89

Requests you made _____     Requests filled _____
Requests you received _____     Requests you filled _____

iii) What kind of forms do you use for ILL requests:

Locally designed forms
Unesco ILL forms
Any other ( please specify)

6. **Management:**

i) Where is your library in the chain of command?

Vice-Chancellor
Registrar
Principal
Any other (Please specify)

ii) Please indicate the staff strength in the departments:

| | | | |
|---|---|---|---|
| Acquisition | _____ | Circulation | _____ |
| Processing | _____ | Reference | _____ |
| Periodicals | _____ | Stacks | _____ |

iii) Please give the break up of staff qualificationwise:

| | | | |
|---|---|---|---|
| MA / MLS | _____ | BA / MLS | _____ |
| MA / BLS | _____ | BA / BLS | _____ |
| Any other | _____ | | |
| (Please specify) | | | |

iv) Do you have a library committee?              Yes   No
   If ' Yes ' please indicate:

Total membership of the committee          _____
Mode of appointment / Selection / Nomination

_____

Tenure of membership                       _____
Authority of the committee   Executive / Advisory
Functions of the committee

_____

_____

v)  What is the total annual budget of your library _____

vi)  What are the funding agencies?

UGC          State Government
Any other _____
(Please specify)

vii)  Please give the expenditure figures for the last
financial year on account of :

Salaries  _____          Binding       _____
Books     _____          Furniture etc. _____
Journals  _____          Utilities     _____
Any other _____

viii)  Who prepares the annual budget estimates _____

ix)  What method do you follow for preparation of the
budet estimates?

Per Capita    Proportional    Any other          None

x)  When is the budget normally released    _____

xi)  How is budget allocation made for various subjects / Depts.

_____

7.  **Physical facilities:**

i) Do you have a separate library building?       Yes____ No__

ii)  Do you have adequate space for the present   Yes____ No__

iii)  Do you have adequate furniture,fixtures,stacks __Yes__ No__

_____

iv)  What is the average seating capacity in your
library for the patrons                    _____

8.  Please give your comments about a state-level resources sharing
programme among university and college libraries that will in
due course take the shape of Jammu and Kashmir Library &
Information Network. ( Below or on a separate sheet )

Signature
Name

382