problems like, distant book market, availability of books etc., the University Libraries should have their annual budget for purchase of books instead of the present practice of five years plan. The present practice of collecting whatever is available, in order to exhaust the funds before the end of financial year is quite unhealthy.

The present practice as prevailing at Berhampur University, of allotting annual budget to individual teaching departments with purchasing power, instead of a central acquisition policy, is quite unsound.

75 COLLECTION BUILDING

The primary functions of the University is to disseminate knowledge through teaching and research. Therefore the responsibility of the University Library, is to provide the reading materials to the readers, on demand as well as in anticipation.

The Library is the major "Laboratory" and research instrument of the University, and it is the only one, indispensable to all the departments. It is thus not simply an image of the University but it is
Annual expenditure on University Libraries of Orissa (1974-79)
Gr.2. Annual total expenditure on University and the Library of Berhampur University (1970-79)
the only true image of the totality of that for which
the University stands and exists. From this functional
representation of the University, the Library derives
its fundamental imperative of book selection and
collection.

It is the vanity of an institution to
house every conventional document that it can acquire
in the Library irrespective of the usefulness and
currency. The claim of a Library to be big is
determined on the basis of the number of volumes it
has. The Library authorities are not aware that the
bigness of a library has to be determined by the
duality of the services it renders rather than by the
total number of documents.

Rider\textsuperscript{105} estimated in 1944 that research
Libraries are doubling in size in every sixteen years.
In recent years the acquisition of documents in
Libraries is rapidly increasing. In order to cope up
with the growth of teaching faculties and the research
needs, it is essential that adequate funds be provided
and that restriction on imports and currency and the

\textsuperscript{105} RIDE (Fremont). Scholar and the Future of the
Research Library. 1944. Putnam Press;
New York, p 1 - 19.
cumbersome procedures which now often severely limit the acquisition of books and other materials in many countries are removed and modified. These are crucial obstacles to library development. All institutions of higher education regardless of size, need a good collection of basic books and journals.

(a) CATEGORIES OF READING MATERIALS

JGP Pafford, in his article "Book Selection in the University Library" states that research workers need: 'a large library rich in basic general reference works and basic specialized works, including periodicals, in all fields, besides a large collections of what is loosely called secondary literature. He adds that the difficulty lies in the matter of secondary literature, which he reckons to comprise "perhaps 90 percent of all books."

A slightly fuller analysis of the book-stock of an academic library is presented in Randall and Goodrich's "Principles of college Library Administration".

Here the functions are divided as:

Reference function
Curricula function
General function
Research function

The University Library collections should consist of a well selected stock of general materials: Books, Periodicals, Government Publications, News papers, Pamphlets etc., and Special materials, such as Microfilms, Dissertations, manuscripts, Maps, Gramophone records, Tapes, Photographs, Charts, etc., suitably identified and organised for effective use. The collection should satisfy all curricular needs of the students and enable the faculty to keep abreast of new developments in their fields of interest.

The collections may conveniently be divided into two categories. First on fundamentals in a strong and up-to-date reference collection, which should contain a broad representation of major reference works such as encyclopedias, language dictionaries, hand book to subject fields, almanacs and statistical compilations, language guides, biographical dictionaries etc., and
bibliographies, indexes, abstracting journals, book
catalogue, translation lists, etc., in the principal
fields of knowledge and in the principal languages of
the world. The reference collection is an epitome of
the world's knowledge; and it provides the means of
identifying and locating authoritative sources of
knowledge outside the University. In addition to
serving the needs of the University community it is an
extremely valuable tool for book selection and order
work. The library of every institution of higher
education should therefore contain a rich reference
collection.

The second and largest category is the
general collection of books, periodicals and other
non-book materials. Like the reference collection, it
should not serve, only curricular and research needs,
but have a universal character so as to ensure that
important subjects which are not directly covered by
the curriculum are represented by the standard works.

The organization of special collection of
special materials of non-conventional nature, pertaining
to local language, literature, history and culture,
should be undertaken by the University Library, which
will be highly beneficial for the research scholars in
these fields.
(b) CURRICULUM OBJECTIVES AND COLLECTION BUILDING

The curricula and the characteristics of teaching and research at the University are fundamental factors. Each subject in the curriculum requires its own books and journals. Some require a variety of additional library materials. The nature of teaching and research in a particular institution has a direct effect on library needs and use. The prescribed text and text-related reference on the syllabus of various courses make a demand on the Library collection. Seminars, tutorials and other teaching methods which require extensive individual study of written work on the part of the students call for rich Library collections. Graduate study and research demand extensive collections of secondary as well as primary source materials. A plan for gradual addition of new Faculties or Schools over a period of years, with provision for building up necessary Library collections in advance, would give a strong sense of direction to the acquisition policy of a Library.

The quantum of financial support that can be provided is of paramount importance. Expenditure for Library materials should be large enough to provide
adequate material for every subject in the curriculum and for every research programme that is sponsored by the University. If the University does not receive adequate funds for this purpose, or if it cannot provide them from its own resources, it may be compelled to curtail some of its teaching or research activities and to defer the introduction of new programmes.

751 COLLECTION IN PERSPECTIVE

The Utkal University being the oldest one, is having a book collection of over two lakhs including a special collection of manuscripts. Since only one reading room is provided in the ground floor, the top four floors, packed with the books and other materials are under-utilized. The Sambalpur University is having a collection over 50,000, which is housed in a portion of a building in a teaching department. New Library buildings are coming up in Sambalpur and Berhampur University. A quite unhealthy practice of maintaining individual collections by the teaching departments prevails in Berhampur University, reducing the status of the central Library to mere nominality. Due to this compartmentalisation, the interdisciplinary subjects suffers a lot and thus leads to senseless multiplication of the same books in individual departmental collections.
Annual addition of books to the University Libraries of Orissa (1974-79)
Ex. 4. Books issued annually in the University Libraries of Orissa (1974-80)
Almost all the three University Libraries are quite poor in their up-to-date reference collection and do not maintain a separate Reference Section. The reading materials are also underutilised in all the University Libraries, due to inadequate, reading facility and faulty loan service. The enclosed two graphs (No. 3 and 4) showing the annual addition and issue of books reveals the position stated above.

BOOK SELECTION POLICY

In this era of phenomenal onward march of knowledge thousands of books and periodicals are coming out every month. Therefore it is impossible for a Library to own each and every book that is published. Hence suggestions should be invited from the various departments and affiliated institutions for the choice of books. Also a suggestion register should be made available to readers so that they can name the books they want to read most. The Librarian has to place some choicest books on general reference collection.

The book selection should be done in such a way as to satisfy the bulk of the ongoing and future research needs. The acquisition personnel should have a thorough knowledge of the collection policy of the
institution. They should know what special fields are being planned, and they should be well aware of the relative strength and weakness of the collection by way of critically examining the requests demands and suggestions regarding the reading materials that keep on flowing from all quarters.

The following are the various tools of sources of book selection:

1. Bibliographies (Author, Subject, or National).
2. Reviews in Periodicals and Newspapers.
5. Suggestions by various departments and affiliated institutions.
6. Readers' suggestions.
7. Syllabi of various courses.

The prime objective of the Librarian is to bring the readers and the books together. The Librarian must realise interpret and anticipate the needs of a vast, uncoordinated and unpredictable assortment of human beings. The Librarian in short, is the match maker in a continual marriage of diversity and disparity.
Regardless of the size of the budget the book selection policy should indicate in clear terms as to what materials should be acquired and what should not.

Each library should clearly define the objectives it seeks to achieve with its limited resources. Every library should have a written statement of policy, regarding the selection and maintenance of its collections.

The importance of the selection in the librarian's list of duties can not be over stated. He has to deal wisely, always keeping in mind the broad purpose as specific interest of the community he serves. The contents of the stacks will ultimately prove whether they are painstaking selection or mere haphazard gathering.

Theoretically, a sound book selection policy depends on the survey of the needs of the users. Unfortunately, the university administrators, librarians and the faculty members (usually the heads of the departments) who exercise the strongest influence the book-selection process, have ignored the basic requirements of the scholars and students. They have
never tried to know and discover the needs and opinions of readers about the Library. The result of such neglect is not hidden from us. However in the absence of such a methodology, we should try to forecast and form some sort of guidelines as to how we should negotiate the world of reading materials and pick up what is most suitable for our Libraries.

In the United states of America, which is the land of Libraries, Advisory Group on College Libraries of the Carnegie Corporation has laid down the following norms for building up book collections in College Libraries.

(a) Book Collection

I. The book-collection should contain the standard books of general reference.

II. The book-collection should contain the standard reference books useful in the specific field covered by the curriculum of the College.
III. The book-collection should further contain:

(a) An adequate stock of important
    general books that is the books not
    specific to any one curricular field.

(b) an adequate stock for each curricular
    field, of books concerning:

1. the field as a whole;

2. those divisions of the field in
    which courses are offered and
    members of the teaching staff
    are interested.

3. other significant divisions of
    the field.

(c) an adequate book stock concerning such
    important specific fields of interest
    as may not be treated in the
    curriculum and

(d) an adequate stock of books appropriate
    for leisure reading.
At present the selection of books for the central library, solely depends upon the approval of the teaching departments. They seldom consult the latest trade bibliographies, available in the central library. In most cases they choose the books, from the publisher's catalogue or distributors' list as and when the Sales-representatives meet them for pushing sale of their holdings. Considering the remoteness of the book market, all the University Libraries should have a long term book selection policy, based on the latest trade bibliographies. The present practice of hurriedly carried selection at the end of each financial year that results in garbage collection should be abandoned.

The University Librarians are not keen in developing the general reference collection and updating the set of multivolume reference books. There is no special section maintained as report or other non-book materials which carries high reference value. These materials including the freely distributed copies are almost thrown in the waste paper basket.
Document Procurement Policy (Acquisition Policy)

Once Robert R. Downs remarked that "Future generation will probably blame us or praise us, not for our fine catalogue, classification schemes, circulatory system, and reference techniques but for what we manage to save and pass on to them". 107

The acquisition of reading materials is of primary importance for any type of Library. The acquisition in a University Library is as important a job as imparting instructions to the students in the Lecture Hall. Much importance should therefore be accorded to the specialized areas in each discipline rather than the coverage of the bare outlines of the subjects.

Acquisition programme of a University Library should be a long-range plan, flexible in nature and amenable to periodic review and revision. The acquisition budget is directly related to the acquisition programme. If the programme is long-range, the budget for it should also be a long-range one.

Another way of financing the long-range acquisition programme would be to estimate the total amount of money required for the specific period and to divide the total by the number, representing the number of years in the period. This would yield a yearly figure which could then be incorporated in the yearly operating budget.

It will be in the best interest of the University Library to formulate a developing acquisition policy, subject to revision from time to time according to the growing needs of the academic activity in the University. It is obvious that this policy is based on a close relationship and mutual understanding between the academic staff and the Library staff.

The acquisition policy of University Libraries in India should visualise possibility and the extent of cooperation between two or more Libraries in a city. In a view of the enormous output of printed literature and their ever rising cost, economy in spending is not only sensible but most desirable. This can be achieved by mutual cooperation by the Libraries after avoiding irrational competition in the purchase of expensive and rare publications, by subject specialization in agreed areas of study, in which one
particular library diverts its funds for acquiring most of the valuable books which, when required for use by another library, may be borrowed as items of inter-library loan. For example, different libraries can specialize in different areas and can encourage mutual borrowing. The money saved thus can be utilized more meaningfully.

In a University library the usual practice is that the Librarian is held responsible to see that a well-coordinated, systematic plan of selection is followed. But in reality, for the actual selection of materials, the responsibility is divided between the Libraries and the Library staff, on the one hand, and the faculty, on the other. The Library Committee or book-selection board also shares part of the responsibility.

The following points are to be taken into consideration in building up materials in a specific field.

(1) A survey of the field, including the region, the University, the department, and the collection.
(2) a basic selection, including text and major critical works;

(3) an expanded selection according to definite plan based upon authors, periods, or subjects and coordinated with the immediate needs of the institution;

(4) a selection of periodicals, publications of learned societies, bibliographies, and other supplementary and related materials, depending largely upon the use made of them in the institution and the place they have in relation to the plan of book selection; and

(5) the purchase, or otherwise acquiring collections built up by scholars, book collectors, or Libraries which contain various types of materials relating to the subject.\textsuperscript{108}

In addition to the general duties the Librarian is responsible for the following specific duties:

1. To handle personally difficult or important correspondence or problems relating to the ordering of books, serials, documents, periodicals, maps, pamphlets, and other materials.

2. To develop procedures to meet the needs of the Library.

3. To make recommendations to the faculty concerning book selection.

4. To consult the heads of other departments and divisions concerning book orders.

5. To notify the faculty about the non-utilization of book funds.

6. To interview publishers' representatives, book dealers, and others who are interested in building up the University book collections.
7. To read and be appraised of books and other materials and make recommendations for their acquisition.

6. To supervise the handling of all gifts and exchange coming to the Library.

(a) Problems associated with Document Procurement
(Present scene in Orissa)

(i) Lack of Clear-cut Policy

The University Libraries do not possess a clear-cut book selection policy. The selection is rather hasty, biased and at times not judicious. The Heads of the teaching Departments, without having a long term plan or policy of book selection, send the requisition of purchase to the Library, when occasionally they come across a reference. Students' suggestions are almost totally neglected, as a result the selection is group oriented rather than mass oriented. The Heads of the P.G. Departments hardly consult latest publishers catalogue or bibliographies for selecting the books.
(ii) Distant Book Market

The Universities nearor to metropolitan cities like, Bombay, Madras, Calcutta, New Delhi etc. are in an advantageous position over their counterparts in the semi-urbanized areas. Orissa State being far from the metropolitan towns does not have a good book market and agencies having import licence etc. No major publishers are having their offices or show-rooms in Orissa. Though the 'Publishers' catalogues are available in the library the stock is almost exhausted by the time order is placed with the suppliers.

The book fairs are having a tangible impact in book selection by the Libraries. In such fairs the readers directly get in touch with the important, selective and latest publications. Thereby the right book is spotted by the right reader and the suggestions to the Libraries for acquisition becomes more easier.

(iii) Cumbersome Payment Procedures

The book bills of the vendors are held up unnecessarily for years together, as a result of which the suppliers lose their interest and divert their
stock to other Libraries, where the payment is regular and timely. Since there are limited number of agents in Orissa, there is less competition in supply of books. Hence they give priority and preference to those Libraries which are regular in payment.

(iv) Procurement of Periodicals

It so happened in a University of Orissa, that the foreign journals subscribed by the Library did not reach the Library by the end of the year. When the teachers and research scholars expressed their resentment, the Librarian to his dismay found that the payment for the journals had not been effected until November end, which was held up by the accounts department of the University. It is wise and desirable to authorize the Librarians, to make the payments in time.
The functional organisation as illustrated above is almost common in all the University Libraries in Orissa. The Line and Line-Staff type of organisation creates certain problems like lack of co-ordination amongst various sections; with over-lapping duties. All the University Libraries in Orissa are understaffed in respect of trained and technical personnel. For example less than three professionals (Asst. Librarians) look after the six lower most section in almost all the University Libraries of Orissa. As a consequence they are over
burdened and fail to do justice to individual sections. It is exactly here, where the office assistants (untrained) enter in decision making and make a mess of the whole system. The University authorities, unfortunately do not pay heed to these undesirable practices. The University Librarian with all his managerial ability becomes a helpless unlocker.

Our objectives demand that the University Libraries should be supported by minimum technical manpower with the provision of possible expansion.

79 TOWARDS A SYNOPTIC VIEW OF LIBRARY MANAGEMENT IN DEVELOPING COUNTRIES:

From the discussion of the case histories, problems and constraints we can sumarilly come to the following prescriptive and synoptic conditions. These conditions are mere guidelines to develop a perspective thinking towards the evolution of management strategy.

Condition - I:

Library professionals in the developing countries have in most cases only a theoretical perception of their duties to-wards the users and the
Universities in a rapidly changing world. They are poorly equipped to confront the real-life situations. To a large extent the decision making is done at the clerical level and the higher-ups are made to give their mechanical assent.

With these conditions in mind, we have offered a final summary of our investigations. We may distinguish three kinds of system problems that are faced by Library Professionals in the Universities of Orissa: (1) Technical Problems, (2) Economic Problems, (3) Management Problems. These problems may involve feedback operations of considerable complexity, but problems of the first kind are such that their behaviour is fairly predictable for they are essentially but not exclusively deterministic. We have set the guiding criteria in the design process of operational systems (Chapter IV). Problems of the other two kinds are essentially difficult to comprehend because they are not only information related but show dynamic characteristics. We have mentioned the theoretical premises of these two kinds in Chapters IV, V and VI. However to substantiate the ideas further, we present some more propositions for future verification by research. They are:
Proposition - I:

The information structure of Library management contains both technical and economic flaws. The information structure is causal and hence for proper management the information must be generated sequentially by changing the professionals outlook.

Proposition - II:

For designing appropriate information system for a developing University Library a mechanism of trial and error learning (sequential) should be adhered to. Towards this end, we have designed in Chapter V, the three types of information feed processes. We have mentioned that feedback information is very important. The feedback must be looked in goal seeking with respect to external environment, learning of external data for management modification, and developing consciousness towards control. Library systems executives must make themselves aware of the existing knowledge base when preparing a strategic plan for the library as well as while designing new information system. We say them as implicit theoretical perceptions because the professionals have never developed a logical description.
of their assumptions and beliefs. Their assumptions about users and the University have reflected the problems that we face today. The case study clearly supports this condition. Library Professionals retain an aloofness from the human and social problems.

Condition - II :

Library Professionals have not become responsible for the change efforts. Although many changes are taking place within the University and its environment, the professionals are passive to the changes and they only become the part of the implementation of unplanned changes. They stress on the goal of technical process sub-optimisation, particularly the cost and the speed.

Condition - III :

The third condition responsible for inadequate designs of the Library systems are the limited conceptualisation of work systems and users needs. The primary targets of an operational system are the information collection, information dissemination and information handling. These targets are not compatible with the user needs as evident from the case discussion.