COLLECTION DEVELOPMENT WITH THE OBJECTIVE OF DEVELOPING READING AND PRESENTATION SKILLS IN UNDERGRADUATE WOMEN STUDENTS: A CASE STUDY

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ABSTRACT:

Dr. B.M.N. College of Home Science is situated in a central suburb of Mumbai and caters to the undergraduate education of women students from across class, linguistic, religious backgrounds. The vision of the institute is "Empowerment of Women through Quality in Education" and the library's collection incorporates representative materials in a wide variety of formats covering a broad range of interest to support the vision.

It was observed that a large number of women students admitted into the college had problems with fluency in English language and communication skills, as they had done their secondary education in vernacular medium. This led to problems in academic and co curricular performances. The library in collaboration with the English Department decided to work on a strategy to improve their overall academic and co curricular performance by providing remediation. This has led to establishing a sizeable collection to improve and enhance communication skills, fluency in English language of such students. The present study looks at the collection development practice followed library in

order to help develop reading, fluency and presentation skills and thus augment the present day teaching – learning process. The paper will discuss the need for the collection, process of collection, use and evaluation of the collection developed for the purpose of developing and improving reading and presentation skills of the students.

KEY WORDS : *Collection development, Academic libraries, reading fluency, women readers.*

INTRODUCTION

The collection of the Dr BMN College of Home Science library includes representative material in a vide variety of formats covering a broad range of interests which support the library's vision. The emphasis is equally on the access to the collection as it is on long term preservation as per the policy of the parent academic institution.

Collection development depends on the parent institution's vision, mission, objectives & funding. It also depends upon the library's purpose, administration, services provided, policies adopted, clientele and availability of resources. Collection continues to be developed on an ongoing basis to ensure that the clientele have a constant choice of new materials to meet their demands of new services and of changing levels of use. Collection development is based on the needs and interest of the clientele including the students enrolled for the courses conducted i.e. B.Sc Home Science and B.C.A. Thus collection development is planning, methodology and decision process which includes assessing user needs.

Collection size is determined by many factors that include space, financial resources, user population, proximity to other libraries, access to resources, acquisition and discard rates and inter library loan facilities available.

Developing a balanced and usable collection is an important aspect of library services. Academic library collections are built to meet specific research and information needs of the institution's academic programmes i.e. curriculum is the frame upon which the collection is built. The development of an academic library collection is a cooperative effort between the library and the teaching faculty.

PURPOSE OF THE STUDY

Dr. B.M.N. College of Home Science is situated in a central suburb of Mumbai and caters to the undergraduate education of women students from across class, linguistic, religious backgrounds. The vision of the institute is "Empowerment of Women through Quality in Education" and the library's collection incorporates representative materials in a wide variety of formats covering a broad range of interest to support the vision. Goals and objectives of institution are of primary importance in identifying priorities of collection development. Therefore the library's objective is to maximize the organizational vision and mission.

It was observed that a large number of women students admitted into the college had problems with fluency in English language and communication skills, as they had done their secondary education in vernacular medium. This led to problems in academic and co

curricular performances. The library in collaboration with the English Department decided to work on a strategy to improve their overall academic and co curricular performance by providing remediation2008 this has led to establishing a sizeable collection to improve and enhance communication skills, fluency in English language of such students since 2008. The present study looks at the collection development practice followed library in order to help develop reading, fluency and presentation skills and thus augment the present day teaching – learning process. The paper will discuss the need for the collection, process of collection and use and evaluation of the collection developed

It had been observed that a sizable number of students i.e. around 40-50 students per year had very poor reading habits which obstacles to the teaching learning process It was found out that the problems included

    a. Lack of interest towards reading and thus no motivation in reading

    b. Poor   use of library as there was

- No awareness about the library's existence (15% of the total students enrolled)

- Use restricted only to reference given by the teachers

- No inclination towards looking up light reading materials even newspapers articles displayed

    c. Inaccessibility to reading materials due to financial constraints.

    d. Low use of IT for language learning activities.

OBJECTIVES OF THE STUDY

a. To investigate the reading habits and reading skills

b. To develop means and modes to stimulate reading habits and motivate the use of library

c. To plan & develop an exclusive collection in order to augment the investigation

d. To make the collection available to the students by different possible means

e. To evaluate the collection developed for the purpose of developing and improving reading and presentation skills.

METHODOLOGY

a. Entry level questionnaire to assess, awareness to library and its materials available to them, individual difficulties

b. Brainstorming with the teachers and librarian to work out strategies

c. Collection development in order to augment the existing resources

d. Strategies devised to improve the usage of the collection

e. Other activities to be conducted in collaboration with the departments.

f. Collection usage and evaluation

LIMITATION

This study is based on the strategies worked since last twoyears in collaboration with the English Department and the First year undergraduate students

A.   Entry level questionnaire was presented to the students who were admitted to the

BSc. Home science and BCA programs. These students included those who

- Had their basic secondary and higher secondary education in vernacular medium

- With below average grades in these examinations

- First generation college goers.

The questionnaire was devised to get results on

a. individual difficulties / problem areas / basic competencies

b. Awareness of the library and its resources

The questionnaire was distributed to first year undergraduate students and data collected. The data was analyzed using simple statistical methods. The analysis is as follows.

Percentage of vernacular medium students admitted to total number admitted

Table -1

Year	2012--13	2013-14
Total No of students	238	272
Students from Vernacular medium	46 (19.32%)	67 (24.63%)

B.   All academic programs conducted need the inputs from the faculty who are directly interacting with the students on a day to day basis. Hence brainstorming session was done amongst the teachers of the English Department and the librarian. It was decided to

a. Have a remedial course for the enhancing the skills in English language

b. Conduct reading tests to assess the speed of reading and reading levels

c. Develop a collection to help in the strategy. i.e. aid in remediation and give additional resources which can be used by the teachers and the students

After conducting the primary tests, it was decided to have a collection for the remediation process. Before going through the collection development process it was decided to review the existing collection of the library. After thoroughly going through the existing collection of the library the teachers came to the decision that the literature, fiction and personality development section needed to be augmented with more fiction and Easy to read books , Audio-visual materials latest and language games and self help books

This led to the formation of the Collection Development Plan which included

1. Collection planning 2. Collection implementation 3. Collection evaluation

COLLECTION PLANNING

Academic library's collection is built to meet information needs of the institution's academic demand. After the brainstorming session it was decided to implement the following line of action in developing the collection

A. The collection will include

a. Literature (Indian and world literature) including fiction*

b. Biographies and autobiographies of eminent people *

c. Audio-visual materials like interactive CDs, audio books, Movie CDs based on books

d. Grammar games, games related to vocabulary, crossword puzzles

* Including complete, abridged and easy level books in group a & b, juvenile collection including folk tales and young adult fiction which caters to the group targeted.

e. Personality development and self help books

f. "How to" books

B Selection :

Policy guidelines were laid down for the purpose of collection development.

a. Selection will be done by the teachers and librarian. A budget of Rs.20000/- per year was earmarked for the purpose initially. With the financial assistance from UGC to conduct remedial courses, the budget was raised to Rs. 35000/- per year.

b. Selection to be made from the Annual book exhibition held in the College Campus.

c. Students recommendation through their respective subject teacher will be considered for purchase

d. Donation would be accepted from other staff in terms of books for the collection.*

e. Students could also donate to the collection their personal books. *

* Such books which are in good condition after recommendation from the teaching staff would be incorporated in the collection

The details of the amount spent and the number of books and other materials purchased were as follows:

Table -2

Year	2010-11	2011-12	2012-13	2013-14
Total Books purchased	294	430	395	709
Fiction **% w.r.t total books**	42 (14.28%)	78 (18.13%)	60 (15.18%)	97 (13.6%)
Self help **% w.r.t total books**	31 (10.54%)	46 (10.69%)	27 (6.83%)	78 (11%)
AV materials	13	38	35	48
Amount spent (Rs.)	14330	17479.45	28000	47000

COLLECTION IMPLEMENTATION

Prompt attempt was made to augment the existing collection and create awareness amongst the student community regarding the new collection earmarked for this purpose from 2008 onwards

1. Extensive orientation of the library to the students and the use of OPAC to access the collection

2. Printed bibliographies of the collection readily made available at the book issue counter. The same is also displayed in the notice board exclusively set up for the Book Club

3. Regular Book displays in the library.

4. E-groups formed to exchange information

5. Book reviews published in newspapers and magazine displayed on the Notice Board

6. Open access to the collection with the teacher concerned

7. Extended book issue period (even during vacations)

8. Conducting competitions and games in grammar and vocabulary

9. Book club wherein during book talks arranged in the library, students would discuss the book read by them amongst the group and write a review. The same would be posted on the display board earmarked for the Book club.

10. Movie shows in the AV room, and discussions on film appreciation

11. Internet facilities to browse through e-books.

In addition to the above, the following activities were conducted to motivate and inculcate a habit of reading by faculty of the English department: - speed reading tests, vocabulary and grammar tests.

a. Students were given assignment to do a presentation on the book read.

b. Teachers invited other subject teachers to share their favourite book with the students

c. Students wrote the script and enacted plays from stories like "Pinty's Sabun", "Miriam's Letter" (Yuvakatha Vol 4)

Activities undertaken for the students in the library
In collaboration with the English Department.
Table-3

Activities conducted	2012-13	2013-14
Language oriented games such as scrabble, Pictionary etc	3	3
Book Club meetings	4	6
Speed reading workshops	2	2
Film screening and discussions	3	5

Evaluation of the collection

Pastine (1996) has identified a number of methods which have been used in academic and research libraries. The methods rely on collecting qualitative and / or quantitative statistics. Quantitative statistics involves variables such as current number of items in the collection, number of items added i.e. rate of growth. Qualitative studies include analysis of circulation i.e. in-house studies and user satisfaction survey. Collection evaluation helps the librarian to review the strength and weakness of the collection, the access capabilities and this forms a basis for the library's reputation.

Faculty involvement in the library resources is essential in decision making. Faculty opinion in the library's collection is the aggregate of individual views to gauge the extent to which the collection has met the demands of the purpose for which it has been made i.e. to find out whether quality improvement targeted has been achieved or not.

Evaluation of the collection involved methods to find out whether the collection serves the purpose for which it was developed. This was done by the following means

1. No. of books & other materials purchased / amount spent
2. No. of books issued over a period of time
3. No. of movie screenings

Questionnaire was given to the students for self evaluation with regards to

a. Collection
b. No. of visits to the library
c. Reading / vocabulary skills (authenticated with the teacher in charge)

COLLECTION EVALUATION

Table - 4

YEAR	2012-13		2013-14	
Number of Students	**46**		**67**	
Adequacy No. of titles				
A. Fiction	34	(73.91%)	60	(89.55%)
B. Easy to read Books	23	(50%)	51	(76.12%)
C. Self help books	24	(52.17%)	56	(83.58%)
D. Movie CDs				
Availability				
A. Fiction	40	(86.95%)	65	(97%)
B. Easy to read Books	34	(73.91%)	44	(65.67%)
C. Self help books	42	(91.30%)	54	(80.60%)
D. Magazines	9	(19.56%)	24	(35.80%)
E. CDs	40	(86.95%)	52	(77.61%)

Remedial students who visited the library (at least once a week)

Table - 5

YEAR	Total No Of Students	After one month	After one year
2012-13	**46**	14 (30.44%)	29 (63.04%)
2013-14	**67**	34 (50.75%)	58 (86.57%)

Change in awareness in the group for whom remediation done

Table - 6

Materials	2012 To 2013 (46 Students)		2013 To 2014 (67 Students)	
	After one month	After one year	After one month	After one year
Newspapers	27 (58.69%)	44 (95.69%)	45 (67.16%)	61 (91.04%)
Magazines	13 (28.26%)	25 (54.35%)	18(26.87%)	34(50.75%)
Fiction	18 (39.13%)	21 (46.65%)	31 (46.27%)	41 (61.19%)
E-Books	0 (0)%)	7 (15.2%)	3 (4.48%)	18 (26.86%)
A-V Materials	7 (15.2%)	23 (50%)		38 (56.72%)

Response from the staff:

As marks were allotted to the activities conducted the students participated willingly. There is enhanced student participation in classroom and other activities. The language skills viz, reading, vocabulary, spellings have improved. There is an increase in the self esteem and confidence level in the students after implementation of the program. The academic performance in the language paper has also improved

RESPONSE FROM STUDENTS:

Changes in the confidence level, awareness and access to the different materials in the library, improvement in presentation skills, attitudinal change, time management.

CONCLUSION:

The present study was undertaken as it was observed that there was a low use of the library& its collection, lack of interest towards reading and presentations skills amongst students with vernacular medium of instruction up to high school level. This led to beginning of a remedial course and subsequently the collection development for this special purpose. The response has been positive in the last few years. There needs to be higher motivation from the staff and students. Study ongoing to find the response of such students in other subjects and further strategies to augment the collection and evaluate have to be worked out in due course.

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