Patron Driven Acquisition and Health Science Libraries

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Abstract:

We have been seeing Traditional Libraries and it has books, racks etc., Nowadays, we are in the crossing road in information field as well as resources collections. All publishers are looking for Paperless libraries. This paper describes about kind of tools help to develop the collections in e- libraries. This essay presents the argument that PDA programs are unlikely to improve the quality of library collections. Different kinds of techniques are using for users services. This paper explains,What Kind of acquisition model is helping to Health Science Library collections? Librarian should know the types of e-resources are useful to user's community and also get the license, copyright, and budgeting.Therefore as a librarian one should knew the basic skills, like agreement, trail, validity, etc..

Keywords: PDA: E-format: E-collections:

Introduction:

Nowadays Libraries are crossing road and looking for electronic resources. Library is collection resource through different model. Librarians are ultimately responsible for book selection in most academic libraries. Even when faculty selectors help build the collection, librarians regulate the process and ensure that the selected titles meet the broader needs of the library and the university. Historically, however, patrons other than faculty have had only an indirect or limited role in book selection. For instance, students might serve on the library committee or occasionally request new titles of particular importance.

Patron-driven acquisition (PDA), also known as demand-driven acquisition, patron-initiated purchasing, or books on demand, is an attempt to give students a more prominent role. In most PDA programs, the titles selected by patrons are purchased in print or digital format without further intermediation. These programs allow patrons, rather than librarians or faculty selectors, to determine which titles are added to the collection.

In many cases, however, PDA programs fail to support the university. That is, they emphasize the immediate delivery of information rather than the development of collections that meet the long-term needs of the institution. This essay puts forth the argument that PDA is likely to diminish collection quality unless librarians implement safeguards to maintain their central role in book selection. Specifically, the essay.

- presents an overview of the PDA programs that have been described in the literature;

- sets forth two core principles that can help guide the evaluation of PDA programs and other collection development initiatives.
- Discusses several problems that may result from the widespread adoption of PDA.

The available evidence supports the idea that librarians have an important and necessary role as mediators. They are uniquely qualified to apply both professional and subject expertise, to represent the full range of library stakeholders, and to maintain balance within the collection. Although readers may not agree with some of the assertions presented here, one goal of this essay is to encourage a broader discussion of PDA and the library.

What Kind Formats and Delivery Mechanism?

In E-Library collection of resources are mainly in electronic version. It defines an e-format of materials choice document electronic Version and need to take print option, and the selection of a delivery mechanism. For e-books, the delivery mechanism is determined by the format. For print books, the delivery mechanism can be the standard acquisition procedure, the standard rush-order procedure, or a process that ensures even quicker receipt of the books ordered through PDA.

What is the Vendors Role?

Vendor or Suppliers role is main an e- Libraries,librarian will decide which vendor is having best services because we are going to depend on choice of acquisition models. Since Net Library's introduction of a PDA option for e-books in 1998, similar e-book purchasing plans have been developed by EBL (EBook Library), e-brary, and Library. Library vendors such as Blackwell, Coutts, Ingram, and YBP Library Services also offer patron-initiated purchasing of e-books. Libraries are considering for their print and digital PDA programs. For most e-book programs, the selection of a vendor establishes the license terms, including any restrictions on printing, downloading, and copying.

Which Patrons May Order Books through PDA?

It is open only to faculty, staff, graduate students, and those undergraduates enrolled in distance learning programs. Graduate students are the primary users of ILL-based PDA programs. Undergraduates, despite their larger numbers, usually place no more than 25 percent of PDA requests. No data are available on the characteristics of patrons who use PDA programs not based on ILL requests. However, one might expect that undergraduates are more likely to use PDA when the access mechanism is the OPAC rather than the ILL interface.

What Mechanism Will Be Used to Place PDA Orders?

User got services in way through Inter Library Loan services when they needed. That happened in traditional libraries in a print collection of e-resources. But in E-Library are looking to ILL-based PDA, books can be selected from the entire universe of published works. The PDA interface need not include a list of available titles as long as it allows patrons to initiate purchases. For PDA programs not associated with ILL, the order mechanism must include a

database of the titles available for selection. MARC records of the books available for selection are loaded into the OPAC as if the books were already owned by the library. A special location code can be used to identify PDA titles.) PDA model allows to order e-books through the vendor's online database.

Which Titles Will Be Included in the Set of Books Available for Selection by Patrons?

PDA programs linked to ILL, the set of titles available for selection is presumably unlimited. However, other PDA programs rely on a set of titles (records) that have been loaded into the OPAC or approved for display in the vendor's database. This gives librarians the ability to shape the universe of titles from which patrons may choose.

What Activity Triggers a Purchase?

For print volumes, libraries may elect to purchase each title as soon as it is requested or to wait until it has been requested more than once. The situation is more complicated for e-books, since many licenses allow a free viewing period. (the first X minutes; the first X pages) or provide for short-term rentals before the book is purchased. The most common practice is to purchase the e-book in response to a specific number of document views, unique page views, or page prints. In nearly all cases, the selection of a trigger mechanism is based on the terms of the e-book license as well as the preferences of the library staff. A single page view seldom triggers a purchase, however, because many patrons view a page or two to determine whether the book is relevant, much as they might read an article abstract

What Will the Library Purchase All the Titles Selected by Patrons?

As noted earlier, librarians can maintain some control over their PDA programs by restricting the list of titles available for selection by patrons. Most of the programs shown in rely on that method.

A second method, used more often with ILL-based PDA, is to establish criteria that determine which orders will be fulfilled through mechanisms other than purchase. Requests for items in these categories are met through ILL, short-term e-book lease, or other means. All five PDA programs exclude high-cost items, and four of the five exclude items published more than a few years ago. Most also exclude popular titles, fiction, and textbooks.

A third method of controlling the acquisition of PDA titles is to evaluate patrons' requests on a case-by-case basis. Librarian evaluates every request received through ILL.

Two Core Principles

Two core principles of academic librarianship can be used to guide the assessment of collection development programs such as PDA. These principles are not universally accepted. Nonetheless, several of the problems associated with PDA can be linked to the explicit or implicit rejection of these two ideas.

Libraries Serve Their Parent Agencies

The provision of information is seldom the ultimate goal of the library. Nearly all libraries are sponsored by parent agencies whose missions are fundamentally economic, political, or educational. Corporate libraries exist to meet the needs of corporations, just as public libraries serve local communities or governments. Likewise, school and academic libraries are useful, and health science libraries likely to be supported, only to the extent that they educate students and contribute to scholarly work.

(1) Libraries that cede instructional territory to disciplinary units and provide only secondary, supplemental support.

(2) Libraries that identify education as a core value, take responsibility for student attainment of learning goals, and consequently define themselves as active agents in the teaching missions of their institutions.

.Selection Increases the Value of the Collection

The most effective collection is not necessarily one that provides access to the greatest number of information resources. the librarian declared that "books have become so exceedingly numerous … that the greatest caution is necessary in selecting those of established reputation from the many that are indifferent or useless.

Why restrict what students are likely to read? Because students' time is limited, and they are far more likely to benefit from reading some works than others. Faculty understand this well. In a typical course, the instructor might select a textbook or a few dozen readings to represent the hundreds of thousands of papers that have been published in the field. The instructor's assessment procedure generally involves two questions: "What ideas are most important for students to know?" and "What documents best represent and communicate those ideas?" Faculty judge the value of scholarly works as tools for their own purposes—their own instructional goals. By excluding certain materials from the collection, are librarians limiting the range of resources available to students? Technically, no, because students can always use information found outside the library collection.

Associated with Patron-Driven Acquisition

PDA programs are susceptible to a number of problems. Many of these stem from the tendency to view library services in purely technical terms, as if the ultimate goal were to deliver documents in response to requests.

Failure to Distinguish Between Students' Immediate Desires and Their Long-Term Educational Needs

Undergraduates tend to focus on performance goals rather than learning goals, emphasizing the tasks that are necessary to achieve specific, short-term objectives.This behavior conforms to Zipf's principle of least effort, one of the most far-reaching and widely supported theories in the social sciences. In its simplest form, the principle states that each individual will follow the path of least resistance, using no more (and no less) effort than believed necessary to

achieve his or her goals, For instance, a student writing a paper that requires two books and four peer-reviewed articles on a particular topic is likely to stop searching when he finds two books and four articles on that topic. Document characteristics such as authority, readability, and length might be considered, but the only essential components of relevance, from the student's perspective, are document type (book or scholarly article) and subject.

Failure to Make Full Use of Librarians' Knowledge and Expertise

Many undergraduates lack the expertise that would allow them to select the most relevant titles from the universe of published works. The subject librarians Texas expressed exactly this concern when their PDA programs were under development. As Anderson and associates have noted, "Librarians need to accept the responsibility of developing the collection … as subject experts with the knowledge provided by reference experience.

Admittedly, accounting students will have greater knowledge of accounting than most librarians do. However, librarians are likely to have more extensive professional knowledge, institutional awareness, and breadth of subject knowledge. Specifically, librarians' selection decisions reflect their greater

- Knowledge of the research process.
- Knowledge of academic expectations and norms
- awareness of cultural and historical contexts that influence the meaning of events and social issues;
- knowledge of institutional priorities and programs;
- long-term familiarity with certain courses and faculty;
- professional expertise and experience with database searching and other methods of document discovery;
- familiarity with the full range of selection tools;
- access to professional communication networks;
- knowledge of publishers, license agreements, and pricing models;
- knowledge of the library collections of the home institution; and
- knowledge of the collections and services available at larger or more specialized libraries.

Failure to Represent the Full Range of Library Stakeholders

PDA programs grant selection authority to a limited group of stakeholders: current patrons who use both the library and the PDA selection mechanism. As Smith has noted, many PDA programs give a further advantage to those patrons most familiar with e-book technology. However, a complete list of library stakeholders would include several other groups: patrons who do not use the library, future students and faculty, scholars from other institutions, the library as an organizational entity, and the university as a whole.

Many current students might be happy with a short-term license for the e-books most useful to them, even if that license provided no long-term access and was not economically sustainable for more than a few years. Librarians, in contrast, have a duty to maintain sustainable access to meet the needs of future library patrons.

Systematic and Idiosyncratic Biases in Selection

An overreliance on PDA can lead to collections that are poorly balanced. Imagine a situation in which each member of the institution community has equal authority to select library books. The resulting collection is likely to over present the needs of larger groups (students writing lower-division papers, for instance) and to underrepresent the needs of smaller groups such as faculty, students in courses with low enrollment, and individuals with minority viewpoints. At best, the effect is the same as that of allocating book funds to departments solely on the basis of enrollment, discounting other relevant factors such as the number of faculty, the number of majors and graduate students, and the number of courses offered.

A second concern is that PDA programs give too much authority to individual patrons, whose selections may be idiosyncratic in any number of ways. As Anderson and associates have pointed out, "Relying on users alone could lead to a misshapen collection, as in the past when departmental faculty members had the responsibility for developing the collection and one or two faculty members spent all the departmental allocation on their narrow research areas."

A third concern is the potential for bias in level of presentation (basic versus advanced). Some authors worry that undergraduates are too likely to select introductory titles on hot topics such as current politics. In that case, weak areas of the collection are unlikely to be strengthened over time because PDA funds will be diverted toward introductory topics in subjects with high enrollments and a relatively large number of course assignments..

Potential for Overspending and Associated Budgetary Problems

Biases and related equity issues may arise when patrons' requests for PDA titles must be reined in by budgetary constraints.. All three responded by cutting off patrons' ability to select PDA titles once the allocated funds had been spent. One librarian described this action as "a fairly easy solution," and another had no problem with such a practice: "We consumed our budget allocation in the first six month.That's what the money was for. Whether we bought the books at the beginning of the year or the end, we would have spent the money.

Some of these problems can be reduced by adopting a shorter cycle of fund allocation for the PDA program—by making funds available at the start of every month, thereby delaying purchases only until the beginning of the subsequent month. That strategy may lead to additional problems, however, especially if it requires the removal or suppression of the bibliographic records for PDA titles every few weeks. The only effective long-term solution is to modify the PDA program so that no systematic overspending occurs. For instance, the institution of Newcastle responded to overspending by increasing the number of patron requests required to trigger a PDA purchase.

Issues Related to Bibliographic Control

Many PDA programs use the OPAC as the primary mechanism for selecting books. The OPAC may therefore include several kinds of materials: print and media items that are immediately available on the shelves, e-books that are immediately accessible online, and print items that can be selected for the collection but are not immediately available. This may lead to

frustration when patrons learn that some of the items in the catalog cannot be accessed immediately. Moreover, some e-book vendors provide incomplete MARC records. For instance,

Problems Specific to E-Book PDA Programs

PDA programs that provide access to e-books rather than print volumes are prone to a number of additional difficulties. Although e-books have the obvious advantage of immediate access, several problems can be traced to the ways in which e-books are marketed, priced, and licensed.

Limited Availability of Academic Titles as E-Books

E-book PDA programs can be effective only if the titles that meet patrons' needs are available in digital format. However, even the most recent studies have shown that fewer than half of all new titles are available as e-books. As Slater has noted, "The lack of available e-book content may be the single largest limiting factor in the growth of e-book market share in academic libraries. ebrary, the e-book vendor with the largest catalog, offers just 31 percent of the titles profiled by YBP Library Services. Although popular books tend to be widely available on multiple e-book platforms, the same is not true of scholarly titles. Recent estimates suggest that only 11 percent of currently available e-books are intended for the academic market.

Digital Embargoes

Many academic titles are released first in print, then only later as e-books. A publication lag of three to eighteen months is common. These digital embargoes are usually an attempt to protect print sales, which generate the most revenue for publishers. As Hodges, Preston, and Hamilton have observed, "The longer the hardcover edition is the sole source of content, the more money the publisher makes....The timing of each release [hardcover, softcover, and e-book] is based on a schedule that publishers hope will maximize profit.

High Prices of Academic E-Books

When purchased individually, e-books are more expensive than their print equivalents. Prices 50 percent higher than print retail are not uncommon, and many vendors charge additional platform fees. This may seem counterintuitive, especially since e-books do not require paper, printing, binding, or shipping. However, manufacturing and distribution costs account for just 12 percent of the cost of a typical printed book, and the elimination of print production costs is usually offset by formatting, quality assurance, and digital distribution costs that are unique to e-books.

E-Book Licensing Issues

Nearly all e-books are licensed (leased) rather than purchased. E-book license agreements limit libraries' and patrons' rights in significant ways. Moreover, most e-book vendors have adopted licensing models that prevent users from taking advantage of the benefits that e-book technology might otherwise provide.

E-book PDA license provisions limit the ways in which libraries can circulate and use e-books. Perhaps most notably, the First Sale doctrine does not apply to e-books and other leased information resources. In the United States, purchasers of printed books may sell, lend, or transfer them with only minimal restrictions. E-book licensees have no such rights, however. In addition, many e-book licenses prohibit the kinds of lending and use on which libraries have come to rely. Some licenses limit the number of times each title can be viewed; vendors may require additional payments or even cut off access when the limit has been reached. Finally, many contracts allow access only by current students, faculty, and staff, thereby excluding community (walk-in) patrons. Consequently, libraries may have to purchase and implement technological methods of access restriction that would otherwise be unnecessary.

Conclusion

Health Science Libraries is in the cross roads mean while it will look to electronic version collections. User can able to find their demands through the electronic library and they will read to world published data through the acquisition models. In E- library is giving a Platform to user access needed information from the library. The conventional librarian-driven model places selection in the hands of individuals with both professional and disciplinary expertise.

Now e- library have many disadvantages as well as advantages. But print resources are main impact to increase memories to the users. Sometimes user satisfies their needs through both formats.

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