LIBRARY AND SOCIETY



BRAOU

DR. B.R AMBEDKAR OPEN UNIVERSITY
UNIVERSITY - LIBRARY

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Dr. B.R. AMBEDKAR OPEN UNIVERSITY
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COURSE 1 LIBRARY AND SOCIETY

Course one deals with the topics on Library and Society included in the syllabus for the Bachelor Degree in Library and Information Science (BLISc) offered by the Dr. B.R.Ambedkar Open University. In the previous course material the course was given the title "Library and Community". While revising the syllabus of the course we thought it would be appropriate to replace the word 'Community' with 'Society' as it provides wider connotation to the contents. Hence the change of the title of the course to 'Library and Society'.

The course aims at making the students understand the role of the library as an important social institution in the educational, research and socio economic development of society, a country or a region. The course intends to provide a broad view of library development and the functional aspects of various libraries. It intends to bring to the notice of the students, their obligation to the society once they enter the library Profession. The courses gives broad picture of the library profession and its role towards the society. It also traces the growth and development of libraries both in India and Abroad.

The syllabus for the sake of convenience has been divided into six blocks covering twenty units. Each block generally covers a broad area of the subject, while a unit covers a specific area. The units are prepared by specialists in accordance with the self instructional format so designed as to enable the students to read and understand them without much difficulty.

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BLOCK I : LIBRARY AS AN INSTRUMENT OF SOCIAL DEVELOPMENT

Block I of the course material consists of four Units. Unit - 1 deals with the role of the library in modern society. Ranganathan's Five laws of Library Science and their implications are introduced Unit - 2. They provide reason and insight into library purpose and functions. Unit- 3 discusses about public relations in libraries and library extension services. The importance of community information services is emphasized in Unit 4.

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UNIT - 1 : ROLE OF THE LIBRARY IN SOCIETY

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1.0 AIMS AND OBJECTIVES

Library has been a component of the society from the early days. Its role and functions change with the changing demands made by the society on it . In this unit the role of library in the realms of preservation of document, religious and moral instruction, education and research, dissemination of information, recreation, cultural field etc., are described in brief.

After going through this unit you should be able to :

- appreciate the role and functions of library in the present day society.
- Realise the importance of information and different institutions that are catering to the information needs of the modern society.

1.1 INTRODUCTION

The story of libraries is the story of our civilization. Libraries are part and parcel of our society right from the beginning. The role of library in the society has changed from time to time depending upon the needs of the society and the demands it made on the library. The role of the library has changed from the stage of storing and preservation of documents in the past to its free and unfettered use of them in the present times.

In the modern day society, which is also known as information society, information is recognised as essential and valuable commodity. Information becomes the mainstay for the existence, well being and progress of our communities. Hence the libraries and other similar institutions like documentation centres, databases and information analysis centres which deal with the information have assumed great importance in the present day society.

These libraries which assume the role of a social institution play vital role in fields of education, dissemination of information, research, developmental activities, spiritual activities, recreation and entertainment. In short library is the cradle of democracy, temple of knowledge, fountainhead of all wisdom and cultural activities of the community, information centre, recreation club, an instrument for socio-economic development of the country and finally and sanctum sanctorum satisfying and spiritual and ideological quests of the yearning souls.

In this lesson the role of the library in the present society is discussed in brief.

1.2 PRESERVATION OF DOCUMENTS

Preservation of documents was the first obligation thrust upon libraries and archives. Even today it is the duty of the national libraries all over the world to collect, organise and preserve various types of reading material that have a bearing upon the lives of their own respective communities. The libraries are expected not only to preserve the intellectual and cultural heritage of their own countries recorded in the documents but are also obliged to transmit them intact to posterity.

In this aspect the libraries in the West have a good tract record when compared to their counter parts in India . Not only the governments but also business concerns, industries and private organizations in the west have been conscious of the importance of preserving the documents for their posterity. In India we have neglected this aspect of librarianship and the result is most of our invaluable documents are now scattered all over the world finding their place on the shelves of libraries in the western world. Our books found in the India Office Library and the British Library bear testimony to the above stated fact.

1.3 RELIGIOUS AND MORAL INSTRUCTION

In the olden days libraries used to stock more and more books on religion and theology. The libraries attached to monasteries, churches and temples were made use of by the communities for imparting instruction in religion and theology to the people. In India also we have had the tradition of libraries maintained by ashrams, viharas and temples catering to the needs of people in the realms of religion ethics. The priest class attached to these institutions undergoing apprenticeship were obliged to prepare copies of scriptures and other important books on religion and ethics.

The libraries should stock sufficient number of scriptures, classics and books propounding ethical values and ideological goals. These will meet the spiritual and ideological needs of the readers, inspire them to do noble and loftier things in life and inculcate in them a chaste taste for finer things and higher value of life.

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Self-Check Exercise -1

(a) Could you name five institutions founded by the society to satisfy its needs.

Note: (i) Write your answer in the space given below .

(ii) Compare your answer with the model answer given at the end of this unit.

(b) What are the important attributes of an information society?

1.4 EDUCATION AND RESEARCH

Education that is obtained in the present day society is of two types: formal and non-formal. The aims of education are not only making people literate, but also building up of their charter, imparting vocational training to them, inculcating in them the true values of life and finally giving a new direction and meaning to their lives.

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1.4.1 Formal Education

Now-a-days almost all the educational institutions right from school to university are having libraries attached to them. These libraries are stocked well with text books, reference books and other allied materials bearing on their courses of study. These libraries help the students acquire indepth knowledge of the subjects, shapren their critical and analytical out-look and help them finally from their own independent opinions on all matters of interest to them after going through different books expounding different view points. The New Educational Policy announced by the Government of India in 1986 gives a pride of place for libraries in its scheme of things. According to this policy, Indian libraries are expected to give more attention to the needs of the people coming from the rural areas and the weaker sections of the society. The New Education Policy lays emphasis on non-formal and vocational education. In this context the libraries have an important role to play and help our new Educational Policy achieve its targets. Not only the academic libraries, but even the public libraries are expected to cater to the needs of the students in their areas along with its own regular clientele. Library is a continuation school. It educates the dropouts from the school and also those that have discontinued their studies in the middle due to financial conditions. In a nutshell the library is a people's university .

1.4.2 Non-formal Education

Non-formal education is the order of the day. This idea is fast catching up with the people all over the world. Here the students depend more on the libraries than on their teachers. The academic libraries without any prejudice to the interests of their own clientele should cater to the needs of the students receiving non-formal education. Of course the open universities in our country are running small libraries attached to the various study centres dispersed all over the country. It is the obligation of the public libraries in the country to cater to the needs of these students of non-formal education system. Another important obligation of the library is to cater to the needs of illiterate persons. Public libraries should undertake or support programmes for educating the illiterates through audio-visual aided, adult education programmes and other new communication techniques. The libraries also should supply relevant material that will shape their skills in different vocations and will increase their efficiency which will ultimately lead to more production and better standard of living in the country.

If these libraries fails to discharge their duties effectively there will be dilution of standards and the cause of non-formal education will be in jeopardy.

Self-Check Exercise - 2

What would happen if the libraries do not discharge their responsibilities towards the students of non-formal education?

Note : i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

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1.4.3 Research

The role of library in research can not over-estimated. The research scholars should be supplied with not only the existing information but also with the nascent information available at the wave frontiers of knowledge. The libraries attached to the organisations engaged in research work are expected to maintain strong collections of books, journals, reports, standards, microfilms and other audiovisual material necessary for research. The library personnel will act as an auxiliary force and help the research scholars in their pursuit of new frontiers of knowledge. With the help of library staff, the research scholars will able to complete their assignment fast and also economically. The libraries, information centres, R & D wings attached to the various academic institutions, research organisations, industries and laboratories play an important role in the research activities of a country. Of course, public libraries also have their own part to play in research conducted in social sciences and humanities. No nation can progress without research facilities. Research facilities can neither flourish nor bear fruition without the support of libraries. Hence the importance of libraries in the field of research.

1.5 INSTRUMENT OF SOCIAL CHANGE

Library being a social institution works for the betterment of the society of which it is a part. It first educates and informs the people and make every man a dutiful and disciplined citizen of the country so that he could exercise his rights properly. It refines his tastes and makes him free of bias. This will ultimately influence the attitude of the people and make them fight against superstitions, unhealthy tradition in the society and the discriminating treatment meted out to certain under-privileged and weaker sections in the society. The libraries inspire the people with new ideas, create leadership qualities and kindle patriotism in their hearts. This will create conducive atmosphere in the country for national integration and bring down the artificial barriers between different groups of people created and perpetrated by vested interests in the society. Thus the libraries can help solve social problems in the society. "The libraries contribute towards the unification of society, the redirecting and reinterpreting group interests in terms of the ultimate interests of society".

Our libraries striving their best to translate the aspirations and dreams of our constitution makers into reality by helping to secure equality, liberty and justice in full measure to its citizens. Libraries are the only institutions in the society that provide their services free of charge, without any discrimination of caste, creed, status, sex and political conviction. They will bring social and political awareness amongst people. The libraries will act as an agency in the formation as well as implementation of different social, economic and cultural programmes of the Government and its five-year plans by supplying relevant information and statistics to the persons concerned. Thus it could be justified that library plays its own part as an instrument in bringing about the desired social change in the country towards reaching its goal of a welfare state.

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1.6 DISSEMINATION OF INFORMATION

Imarting knowledge and dissemination of information is the primary function of the library. People from different walks of life whatever may be their profession approach the library for information. The library will supply them the information they want either from their own stocks or through inter-library loan. This information will equip them better to pursue their own profession more efficiently and with much confidence. The libraries will also serve them with nascent information as well as with the state-of-art in their subject fields. Supply of books on competitive examination, career choice and advancement, improvement of vocational skills and "do-it-yourself" type books will help the youth a great deal.

As information is a valuable and indispensable commodity for the progress of any human endeavour in the society, the role of library which supplies this information or the life blood to different sections of people in the society cannot be over emphasised.

1.7 RECREATIONAL READING AND LEISURE

Of course libraries, particularly the public libraries have to provide material to the reader for serious of reading. But at the same time they also have to provide the readers with some light reading material for recreation and relaxation. Providing light reading materials is a task as important as that of providing materials and facilities for serious scholarship. This should not be lost sight of by the people at the helm of affairs in libraries.

This habit of providing light reading material to customers was started by the rental libraries in Europe in the later part of the 18th century on a small charge. Of course, at the present in our own country the lending libraries are having a boom period. As the prices of books and periodicals are soaring high, the housewives and common people prefer to pay a small fee and borrow light fiction from these rental libraries. This light reading material is also serving the clientele by enabling them to spend their leisure fruitfully without simply wasting and wailing away that time in unproductive and frivolous activities.

Recreation and relaxation is as important to the community as education and information. Hence libraries are expected to stock books on travel, good fiction, art, sports and games, biography, light and humourous reading material, cartoons etc. In addition to having this kind of stock, the libraries should also organise and conduct entertainment programmes, musical concerts, quizzes, film shows, art exhibitions etc to satisfy the artistic, aesthetic and recreational yearnings of its clintele. In short public libraries particularly have to provide healthy recreational facilities facilities for the community to spend their leisure meaningfully and fruitfully.

1.8 CULTURAL FIELD

The libraries, art galleries theatre, music academics and museums of any country represent the cultural heritage of the people living in the country. It could be said that culture is the sum total of human understandings, beliefs and conventions. Some people equate culture with elegane, good conduct or knowing how to behave in the society and in its affairs. The national libraries all over the world take the responsibility of acquiring and preserving the documents which record the intellectual and cultural heritage of people of their respective countries. These records contain the beliefs, the aspirations, the deals and the achievements of those peoples which single them out and give them their own indentity in the world of civilization. They help people to escape from the routine boredom of their daily mechanical lives. They enhance the dignity and status of common man. Ultimately they ennoble the sentiments and souls of readers, encourage them to appreciate the aesthetic values of life and inspire them to yearn for universal love and peace. Every nation is proud of its own culture and wants to preserve and transmit it to its prosperity. Here comes in the role of libraries. Out of all the social institutions, it is only the libraries that have been chosen to carry out this great task. In the modern times national libraries, very big public libraries and some university and private libraries also have undertaken this task.

1.9 LIBRARY IN THE PRESENT DAY SOCIETY

For the establishment and growth of libraries political and economic stability should prevail in the country. The standard of living and the literacy rate of people should be sufficiently high with an established book trade. Philanthropic minded donors, encouragement and support of the Government through financial assistance and library legislation will go a long way in fostering libraries. Though libraries were flourishing in our country from the early days, the conditions of the libraries in the present day India are far from satisfactory. Of course, eight states have so far passed library legislation and Union is yet to pass a library act. In the present circumstances when the future of our country is at crossroads with rising inflation and unemployment, political instability both at the Centre and the States, break down of law and order in the borders States, energy crisis, unfavourable balance of payments in our trade and above all with truth honesty and values of life being at premium, libraries always form a low priority

in the scheme of things. The Government could not be blamed for this action. As ill-luck could have it, we do not have enough Andrew Carnegies in our country to help the growth of libraries. The library profession as well as the library associations also failed in this aspect of harness the support and sympathies of the well - meaning people from different walks of life to the growth and development of libraries.

1.10 INFORMATION SOCIETY

The society is fast changing from a capitalist to democratic and from democratic to information society. In this society, information is treated as an economic commodity and it acts as an instrument in bringing about the desired social and economic change in the country. In this society more importance is given to services than to the production of goods and wealth.

In the information society knowledge and information fosters innovation, policy and decision making and executive action. The emerging 'intellectual technology' fosters the growth of wealth. The common man, consumerism and service-oriented industries have become the order of the day in this society.

Now the world is convinced that information is necessary for the all-round development of humanity. Information products and services are at great demand now throughout the world. In addition to libraries, databases documentation centres, information analysis centres and computer networks, multimedia centres, etc are now catering to the information demands of users. Now information industries working on commercial lines have come to stay. All these developments have brought on tremendous change in the role of library in the information field of the present day society.

In India we are progressing towards an industrial society. We cannot claim to have reached the stage of an information society as yet. But of course, our society is also fast changing with the introduction of computers and information networks. The Government as well as the people are also aware of the importance of information for the progress of our nation. So it is essential in our country, to have a network of efficient libraries. Let us hope that our libraries and library personnel will not let down our country in its hour of need.

Self-Check Exercise - 3

a) How does a library act as instrument of social change?

Note : i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

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(b) Describe the methods to organise a public library for dissemination of information on current affairs.

1.11 SUMMING UP

The needs of our society are many. It has established many institutions to cater to these needs. Out of them library occupies a pride of place. Library caters to the educational, cultural, recreational, information and spiritual needs of the society. The functions of the library are so much inextricably interwined with those of the society, the history of society can be traced by analysing the story of the library.

The world is fast changing into an information society. And consequently there is a great demand on libraries for information of various types. Information as a commercial commodity and information industries are flourishing in the west. Even though India is at present not having infrastructure for the growth of information industries, it is fast catching up with the West.

1.12 MODEL ANSWERS

1 a) 1. Schools; 2. Libraries; 3. Temples; 4. Theatres; 5. Research Establishments.

b) It is more a service oriented society. The driving force of this society is theoretical knowledge and information. Here a new 'intellectual technology' is used for generation of wealth

2. There will be dilution in the standards of the students and they may resort to the cheap question-answer guides sold in the bazar.

3. a) It first educates and informs the people and makes every man a dutiful and disciplined citizen of the country. This brightens his style of living with new ideas. Secondly libraries bring a social change by the mingling of all types of people in the society.

b) Supply of information to the reader is the primary function of a library. It can be supplied from the readily available literature or should be made available through inter-library cooperation. The information may be meant for students, teachers, industrialists, managers, enterpreneurs, house wives, old men and new visitors of the towns, city or from any cross section of a society.

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1.13 ASSIGNMENTS

1. Discuss the role of library in the preservation of documents and the cultural heritage of a country.

2. Describe the role of library in the formal and non-formal education.

3. Explain the function of library as an instrument of social change in the present day society.

4. How does a library function to meet the needs of an information society?

1.14 RECOMMENDED BOOKS

Khanna, J.K. **Library and Society.** Kurukshetra : Research publications, 1987.

Krishan Kumar. **Library Organisation,** New Delhi : Vikas, 1987.

Library and Society, by K.A.Issac and others, New Delhi : IGNOU, 1989.

Mookerjee, S.K. **Library Organisation and Administration,** by S.K. Mookerjee and B.Sengupta. Calcutta: World Press, 1977.

Mukherjee, A.K. **Librarianship : Its philosophy and history.** Bombay : Asia, 1966.

Shera, J.H. **Sociological Foundations of Librarianship.** Bombay : Asia, 1970.

1.15 GLOSSARY

Classic	:	Writer, artist or work of art recognised as being of high quality and lasting value.
Culture	:	1) It is the sum total of human understandings and beliefs. 2) Refined understanding and appreciation of art; literature etc.
Database	:	Information stored on computer files, and accessible via a remote terminal and tele-communications link. They may also exist in con ventional printed form. Also called **Databank.**
Information	:	An assemblage of data in a comprehensible form, recorded on paper or some other medium, and capable of communication.
Non-formal education	:	" Any organised systematic educational activity outside the frame work of formal system, to provide selective types of learning to particular sub-groups in the population, adults as well as children". It has no predetermined time-table or the pace of academic progress. It is basically non-competitive and open-ended.

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UNIT - 2 : FIVE LAWS OF LIBRARY SCIENCE

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2.0 Aims and Objectives
2.1 Introduction
2.2 First Law - "Books are for use"
2.3 Second Law - "Every reader his book"
2.4 Third Law - "Every book its reader"
2.5 Fourth Law - " Save the time of the reader"
2.6 Fifth Law - "Library is a growing organism"
2.7 Five laws and the Changing times
2.8 Summing up
2.9 Model answers
2.10 Assignment
2.11 Recommended books

2.0 AIMS AND OBJECTIVES

This unit intends to familiarise you with the Five Laws of Library Science enunciated by Dr. S.R. Ranganathan, the Father of Library Science in India. These Laws formed the foundation for the growth and development of library philosophy and practice obtained in the library world.

After going through this Unit, you should be able :

- to interpret and understand the logic behind every activity in the library and information field in the light of the Five Laws; and
- to make use of these Five Laws in solving the new problems and facing the new challenges that may crop up in the library and information field.

2.1 INTRODUCTION

The Five Laws form the philosophical basis for the study and teaching of library science as a discipline as well as for all library work, programmes and services. They provide sound theory to the already existing library practices. The whole rationale for all kinds of library activities is to be found enshrined in these laws. In a nutshell it is the quintessence of all precept and practice of library science and service.

Dr. S.R. Ranganathan on his return home after his brief stint at the School of Librarianship of the University of London, formally exposed the Laws at the Provincial Educational Conference held at Chidambaram in December 1928. They were later enunciated in his book **Five Laws of Library Science** in 1931. He formulated these laws based on his own experiences and observations both at England and India.

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The Laws are :

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

These Five Laws provide the basic principles for the growth and development of library and information science and services. Dr. Ranganathan worked hard for the growth and development of library science and made it an elevated science.

Dr. Ranganathan calls these Five Laws as normative principles. They help us interpret the empirical facts of experience and techniques obtained in the library world. The terms " true and false" are not applicable to these normative principles. These principles can only be described as helpful or unhelpful as they fit in or not with the facts of empirical experience. These Laws provide logical interpretation to the existing rules, principles and practices. They help us in giving new interpretations to the rules and principles in any particular critical situation that may arise in future in the light of new roles thrust upon the libraries and new demands on it in the changed circumstances of the society.

2.2 FIRST LAW : BOOKS ARE FOR USE

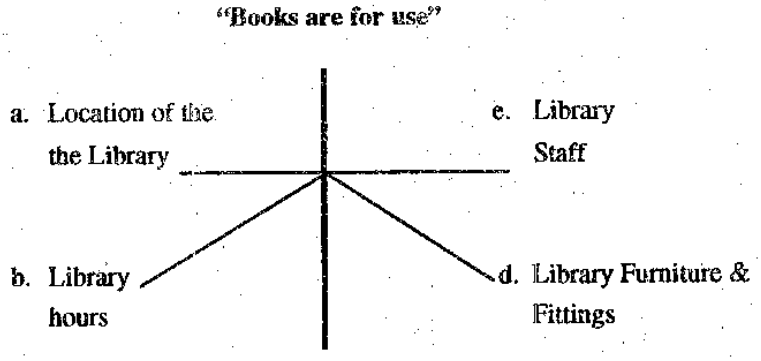
This Law forms the core of the library services. It emphasises the use of books in the library. It prescribes that the books are to be used for their thought content. Therefore, a library is not merely a storehouse of books but a service-oriented institution. Its main purpose is to provide books for use. But the historical evidence was that the law was completely neglected in the past

In olden days there were no printing machines and books were written by hand. Production of a book was time-consuming and costly. The library's main functions were to acquire and preserve them. In medieval times, books were actually chained to the shelves. But with the invention of printing, production of books became easy and fast, yet access to them was limited to a chosen few. Books were lent only to those who could pay. Later books were made available to all within the library premises only. Then came the lending of books to a favoured few outside the library. Thereafter they were loaned on fee. Finally after the World War II, when the democratic societies came to the force lending of books was made free to all.

A big library is one where sympathetic personal service is rendered to the readers. The librarian should be hospitable to readers and deal with them with tact, sympathy and enthusiasm.

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Implications of the first law



a) Location of the Library: The message of the first Law insists that the books must be within easy access to the readers. This has a bearing on the location of the library building. The library building must be centrally located in any village, town or city. Books must be made available at far off places either by opening branches or through delivery stations. In the same way academic libraries and special libraries also must be located in a central place within easy access to its clientele. Libraries should form the heart of the academic community as well as general public. They should be located at a quiet place free from noise and disturbances.

b) Library hours: If the stock of books are meant for use the library should be kept open to the clientele throughout the day and through out all the days in the year. This may not be practicable in all cases. So the librarian and the management of each library should find out the time or period during which its clientele are free to use the library. In consultation with the readers, they may keep the library open during the hours in which the readers are free to visit the library. For example students may find it convenient to use the library materials out of school hours. Public may find it convenient to use the library after their day's work is over. To satisfy this principle, the working hours of the library should be carefully planned to suit the convenience of readers. In our country most of the academic libraries are kept open during the period when the students are busy otherwise in their class rooms. This needs to be corrected.

c) Book Selection: Books should be selected keeping in mind the interest of the readers. The size, shape and condition of the books should be such that they could be easily handled. The first Law envisages that books should be continuously read, enjoyed and understood. They should stimulate the readers to think for themselves.

d) Library Furniture: This Law has some implications for the furniture also in the library. When preservation for the furniture also in the libaray. When preservation was the chief purpose of collecting documentd in the library, the height of book racks corresponded with the height of the ceiling and also least space was left between one rack and the other. This kind of arrangement may save space and money, but definitely it does not promote the use of books. Readers cannot comfortably pass through the gangways, if they are narrow. In order to enable the reader to search for his required document, there must be enough space between one book rack and the other. The height of each book rack should be within

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easy reach of readers. Other furniture like tables, chairs, etc., should be designed with great care so as to provide maximum comfort to the readers. Proper lighting and ventilation should be provided. The overall atmosphere in the library should be pleasant, inviting and comfortable to the reader. The design of furniture should not only be functional but also aesthetic.

e) Library Staff: The first Law demands that library staff should be adequate, well qualified and endowed with a sense of service. As long as libraries functioned as mere store houses of knowledge, the librarians had only one task that of preservation. The job of preservation did not demand much of qualifications and status on the part of the librarian. But with the enunciation of the first Law to promote use of books by readers, the librarian was asked to play a different role in the society that of putting books in the hands of readers and interpreting them for their benefit. His status was raised and he was expected to talk with his readers on an equal footing and help them in their pursuit of knowledge. This Law implies that the librarians should not only be knowledgable, but also be able to play the role of a friend, philospher and guide vis-a-vis their readers. They should be warm, courteous and cheerful to their readers and render them personal service if need be. Their behaviour towards readers goes a long way in promoting the use of books amongst readers.

f) Salary and Status: In the present day society where people are measured and respected by the salary they draw, we should not grudge to pay good and attractive salaries for the librarians. Then only we could attract talented people into the profession and retain them there for the benefit of the society. Their status and salary should be on a par with their counterparts in other fields.

Acceptance of the First Law of Library Science 'Books are for use' has brought forth far reaching changes in the concept and practice of librarianship. Open access, central location of library buildings, designing of furniture for the comfort of readers, longer library hours and appointment of qualified staff with good status are all the outcome of the First Law of Library Science.

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Self-Check Exercise - 1

a) What are the five factors that affect the implementation of the first Law, 'Books are for use'?

b) What makes the library big?

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

2.3 SECOND LAW: EVERY READER HIS BOOK

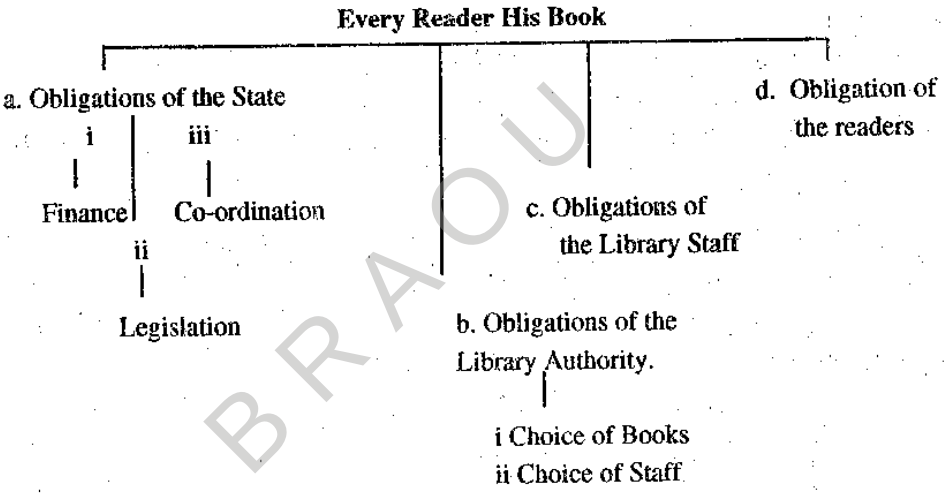
The gist of this Law is that every reader should get the book he needs. It prescribes the provision of library service to one and all. To put it in a different way, the Law means 'Books for one and all'. While the approach of first Law has been from the side of books, the approach of this Law is from that of readers.

Historical Perspective

In ancient times and middle ages, libraries were collections of books for the chosen few. As books are tools of education, the law that 'Every person his or her book' presumes the concept 'Education for every person', not only to persons belonging to the chosen classes but to all persons. The Second Law faced a lot of opposition from the ruling classes. With the gradual change in the political and social set up and acceptance of democratic system of government, the gates of knowledge were opened for all paving the way for universal education and implementation of the Second Law 'Books are for all'. As a corollary, we witnessed the establishment of network of public libraries from metropolitan cities to remote villages in developed countries. Developing countries are also slowly following this example.

Implication of the second law

As the requirements of the readers are varied, some obligations are involved in the implementation of the Second Law.



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a) Obligations of the State

The obligations of the State centre round three fundamental aspects: (i) Finance (ii) Legislation and (iii) Co-ordination.

i) **Finance:** It is the most important factor for the maintenance of a library system. The Central or the State government can levy and collect taxes from the people. The same can be sanctioned for libraries. Without being financially sound, libraries cannot discharge their obligations and guarantee continuity of service.

ii) **Library Legislation:** The State has an obligation to pass library legislation for the establishment of a network of public libraries. The objectives of establishing the public libraries and the source of income to achieve these objectives are to be clearly laid down in the legislation. Many developed countries like the United Kingdom and the United States passed Library Acts. India has yet to pass a union library legislation. A few States in our country have passed State Library Laws. The first State to pass library legislation was the composite Madras State in 1948. Now so far eight States have passed library Laws. They are, Tamil Nadu (1948), Andhra Prdesh (1960), Karnataka (1965), Maharashtra (1967), West Bengal (1979), Manipur (1988), Kerala

(1989) and Haryana (1989). It is high time for other States as well as the Centre to enact library Laws for ensuring efficient library service to the people of our country.

iii) **Co-ordination:** It is impossible to fulfill the implication of this Law until and unless there is co-ordination at all levels in the library system of the nation. As the requirements of the readers are varied and finances are limited, integration of various libraries into one library system is essential. Organised co-operation between the libraries at different levels ensures the effective use of total national resources for providing library services to every reader.

b) Obligations of the Library Authority

The State may provide finance and guidelines for the organisation of a library system but the success or failure of the library services mainly depends upon the library authority. The obligations of the library authority rest on two factors: (i) the choice of books and (ii) The choice of staff.

i) **The Choice of Books:** The most important task of the library authority is to select books taking into consideration the needs of the readers. Means are limited and wants are unlimited here. Hence, proper choice of books is essential. Library should possess important book selection tools to equip the library with the latest books. User surveys are to be conducted for ascertaining the book requirements of readers. It is not the size of the collection but the choice of the collection that helps in the fulfilment of this Law.

ii) **The Choice of staff:** The library authority should take utmost care in the selection and appiontment of library staff. They should be well qualified, well-paid and professionally competent to render efficient services to their clientele. The staff should help the readers competently in exploiting the resources of the library.

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c) Obligations of the Library Staff

The law cannot be fulfilled unless the library staff discharge their obligations in an efficient manner. They should have sense of duty and sincerity of purpose. They should have thorough knowledge regarding books, resources, services to be offered, tools and techniques. They must know the needs of their readers. They should constantly remind themselves that their main aim is to help the users. They should provide reference service to the satisfaction of the readers and help them to find the books they require.

d) Obligations of the readers

A reader should not always plead for his own rights and privileges at the cost of other library users. He should obey library rules and regulations. He should not keep the bookds with him beyond the loan period. He should also not indulge in misplacing the books on the shelves. He should not expect special privileges on the basis of social status, official or political position. He should maintain the decorum and help build good traditions in the library.

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In essence, the Second Law replaced the concept that books are for the chosen few. In doing so it faced vehement opposition. It demanded the establishment of new libraries and network of libraries. It advocated resource sharing through co-operation and co-ordination among different libraries. Its approach is from the side of the readers and hence imposed obligation on the part of the library staff to have an understanding of readers requirements. It imposed obligation on the State to provide finances and legislation. It imposed obligations on the readers also to comply with library rules and regulations and to see that the documents available in the library are put to maximum use.

Self-Check Exercise - 2

a) What are the four types of obligations involved in implementation of the Second Law?

b) How many States so far enacted library acts ?

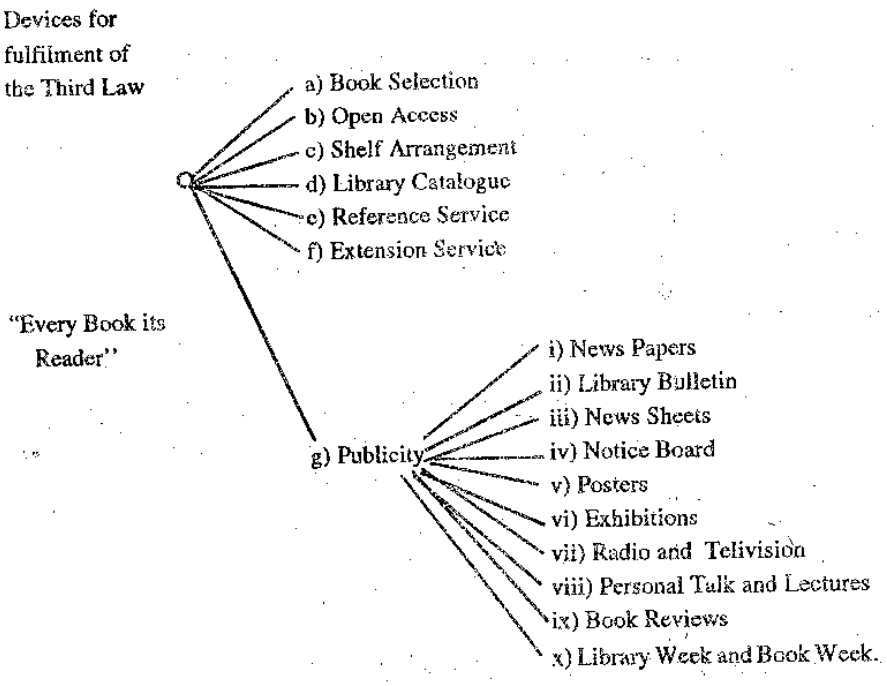
Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answers given at the end of this unit.

2.4 THIRD LAW: " EVERY BOOK ITS READER"

The Third Law literally means that for every book, there should be a reader. Like the First Law, the Third Law, is also concerned with books. In a sense it is a complement to the Second Law. While First Law revolutionised the outlook of the libraries, the Third Law emphasizes the inner arrangement of the libraries. The following devices should be employed for fulfilling this Law.

Implication of the third law



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a) **Book -Selection:** This Law advises the library authority to select books as per the needs of the users. The books in languages not commonly known to the users, books of a standard not suited to the users of the library, cheap and crime novels in filthy languages, should not be acquired. Books which are rarely needed by a limited number of readers may be procured on interlibrary loan from other libraries. The money spent on books not used by the readers is a dead investment and these books are a dead weight on the library.

b) **Open Access:** It provides an oppurtunity to the reader to examine the documents arranged on shelves without any restriction. This facility provides an effective contact between the book and its reader. The importance of this facility in bringing the book and the reader together can be understood only when it is contrasted with the closed access. The particular book in which a reader is interested may not be available in the library. But by allowing the reader to browse among the shelves on which books are arranged in subject order, he may find another book which equally satisfies his requirement. In a library practising closed access this is not possible. Usually the reader's approach is a subject approach, and if one book is not available the reader may find many other books as substitutes to it. Open access also enables the reader to scan all documents on the subject, and choose a more suitable document. In the closed access the reader has to depend on the library attendant to pick his book. This dependence may be frustrating experience, Whereas in the open access, the reader has the satisfaction of picking out his own books. The open access system is criticised because there is every possibility of misplacement, mutilation and loss of books in it. But it is found the loss is negligible when compared to the gain it brings in.

c) **Shelf arrangement:** It is necessary for the fulfilment of the Third Law. Classified arrangement of books according to the subject is found convenient to readers. Some times this subject arrangement of books may be over looked. Recent additions of documents may be kept on seperate shelves to draw the attention of readers. Another usual device to attract readers is to arrange on special occasions, in showcases under inviting captions like 'Books of the hour'. The Third Law also requires that the height of book shelves should be within easy reach of the readers, which is calculated to be around 6 1/2 feet from the ground.

d) **Library Catalogue:** Shelf arrangement of books requires an explanation to the readers. Books may be taken from the shelves for consultation or may be borrowed. Information about the availability of the book should be provided. The address of any particular book should be available to the reader. The shelf arrangement is provided by the library catalogue through its author, title or subject sequence. The address of the book is provided by the location mark (i.e., its call number) given in the catalogue entry. In addition to these, library catalogues provide number of other details to satisfy the alternative approach of the readers.

e) **Reference Service:** Open access, classified arrangement and provision of library catalogues are necessary mechanical devices. They are not sufficient to bring into context the book and the reader. A personalised human service is necessary to fulfil the mandate of the Third Law. The provision of reference department and reference staff bring in this personalised service into existence. Reference staff act as 'canvassing agents' for books. They assist the reader in the use of the catalogue and in the choice of books. They interpret the book to the reader. To render this service the reference librarian should possess good knowledge about the community. Library staff should

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attempt to convert potential readers into actual readers by providing a news-paper room, a magazine room, a browsing room etc.,

f) **Extension Service and Publicity:** Extension Services are provided in the library to initiate the habit of reading amongst the public. They are as follows :

i) Library talks
ii) Reading to illiterates
iii) Organisation of reading circles
iv) Story hours

This helps to turn the library into a social centre. The aim of such service is to create and stimulate reading habits amongst the public.

g) **Publicity:** As the readers have poor knowledge about the library and its collection, it is necessary to publicise the existence of the library, documents it possess and the services it offers. This can be done by adopting various methods of publicity.

i) **Newspapers:** It is one of the effective channels through which the library can publicise its activities.

ii) **Library Bulletin:** These may include articles on different activities, reviews of the programmes conducted by the library, recent additions to the library and special bibliographies.

iii) **News Sheets / News Letters:** They can be periodically published by the library to announce the time schedule of the programmes, descriptions of the reference services offered to the readers by the reference staff, new appointments in the key positions of the library, notifications about the changes in the timings, etc.

iv) **Notice Board:** The jackets of the new books added to the library can be displayed on notice board to catch the attention of the readers.

v) **Posters:** Posters can be stuck at important places to advertise the library activities and programmes.

vi) **Exhibition and Display :** Exhibition of books and other library material on topical themes attract the readers. Subject-wise display of books with attractive jackets on the revolving racks will stimulate the readers to visit the library regularly. It is also common to have book windows to dispaly new books before shelving them.

vii) **Radio and Television:** These are the best meadia to be used now-a-days for the publicity of the library activities and services.

viii) **Personal talks and lectures:** It is the cheapest and the simplest method of publicity to promote the use of books. The lecture programme should be announced well in advance and advertised in the newspapers on the scheduled day. The lectures on interesting subjects using audio-visual aids will attract the readers towards the library.

ix) **Book Reviews:** The reviews of the new books added to the library may be displayed on the bulletin boards to bring them to the notice of the readers.

x) **Library week / Book Week:** Annual organisation of the library week has a considerable impact in attracting readers to the books. Seminars, conferences, lectures, educational films of

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interest to readers can be organised to bring the readers together to actively participate in such activities and thus develop book consciousness among them.

Thus, the Third Law " Every book its reader" emphasises on the utilization of every document acquired for the purpose. It has a bearing on most of the library operations devised machanically or through human help.

Self-Check Exercise - 3

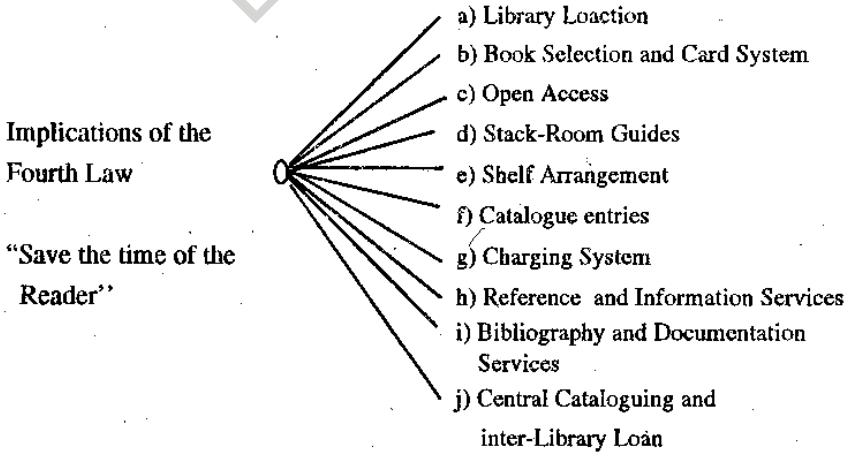
What do you understand by the term 'open access'?

Note : i) Write the answer in the space given below.
ii) Compare your answer with the model answer given at the end of this unit.

2.5 FOURTH LAW: SAVE THE TIME OF THE READER

The Fourth Law, like the Second Law, is viewed from the angle of the users. The Second Law prescribes to provide every reader with the books of his interest. The Fourth Law emphasises on saving the time of readers by adopting suitable administrative procedures.

Implication of the fourth law



a) Library Location: Library should be located at a central place from where conveyance is easily available for all parts of the city. This saves the time of the readers and makes it convenient for them to visit the library.

b) Book Selection and Card System: Every library should adopt the card system while selecting books. It helps to maintain a full record of the book from selection to withdrawal stage. It helps in

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detecting and rectifying mistakes at various stages without much loss of time. The details regarding the existence of a book in the library on a small card of 5" x 3" is a visible record to help answer any query.

c) **Open Access:** In a closed access lot of time is wasted by the reader in the process of getting a book issued. Whereas in an open access system, books are kept on the open shelves and the users are free to go to the shelves and pick up the books they require. If a book is issued out, the readers could choose another one. This device saves the time of the reader.

d) **Stack-room guides:** The plan of the library showing clearly the positions of catalogue cabinets, circulation counter, reading room, stack room etc, should be displayed in the front room of the library for the guidance of readers. Guide signals with arrow marks should be kept at key positions to save the time of the readers. In the stackroom efficient system of guides should be provided to help the readers locate their subject books. Book tags with call numbers should be pasted on the spines of books at the proper place to be seen easily by the readers.

e) **Shelf Arrangement:** The reader's approach to seek the book is mostly by subject. So, classified arrangement of books according to subject in the stack room saves the time of the reader. The arrangement of racks in the stackroom should be such that the users would find their books readily and quickly.

f) **Catalogue entries:** The reader's approach to the catalogue is varied viz., author, title, subject etc. The catalogue should be elaborate and well prepared to satisfy his needs without wasting time. Proper cross-reference entries should be made to direct the reader to the correct entry.

g) **Charging System:** The charging system adopted to issue the documents should be simple and less time consuming. The experienced staff at the circulation counter should not waste the reader's time in lending and receiving the book. They should be able to answer whether a particular book is issued out, if so when it will be returned and who has the book etc. If a book is in demand, the staff should reserve it and issue it to the one first on the waiting list.

h) **Reference and Information Service:** This law demands a qualified, experienced and a competent reference librarian to help the readers. He should be familiar with the library collection and the reference tools. He should willingly provide help and assist the readers in literature search to save their time. He should be alert and be willing to answer short and long range queries satisfactorily.

i) **Bibliographic and Documentation Service:** The library should possess most of the readily available bibliographies to help the reader in literature search. They should have special personnel for indexing, abstracting and classifying micro-documents. They should provide current awareness service; procure documents from other libraries on inter-library loan and supply xerox copies, i.e., they should have provision for reprographic service. If the documents are in a language not known to the research scholar, they should try to get translations of the same and save the time of the reader.

j) **Central Cataloguing and Inter-library Loan:** The nationwide library system with central catalogu ing may help the readers to have access to all the documents available in any library of the system. They can be borrowed on interlibrary loan service for some stipulated time. This device enables

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the reader to have access to huge collections and saves their time considerably. The present day clientele of the library are very busy people. The library techniques should be streamlined sufficiently to meet their information demands quickly without much waste of their time. This is the essence of this law.

Self-Check Exercise - 4

What are the operational methods employed by the libraries to save the time of the readers?

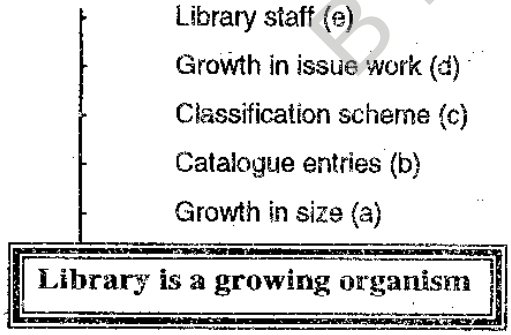
Note: i) Write your answer in the space given below.

ii) Compare your answer with model answer given at the end of this unit.

2.6 FIFTH LAW: THE LIBRARY IS A GROWING ORGANISM

The first four Laws deal with the management and administration of libraries. The Fifth Law emphasises the planning and organisation of libraries keeping in mind their future growth.

Implication of the fifth law



a) **Growth in Size :** Readers, Book stock & Building. When a child grows into a man, all parts of his body grow proportionately. Likewise when a Library grows, all its constituents viz. books, readers and staff will also grow proportionately. As time passes readers are found to grow in a library that functions according to the laws of library science. Every year a number of books are added to the library collection. The increase in the book stock affects the shelving accommodation and the stack room area. There should be an in-built capacity for expansion in the planning of library building, furniture and fittings. There should be provision for future expansion. Book racks should be uniform with aesthetic appeal. Addition of racks should not create problems. Growth leads to changes at many places. The shelf labels should also be changed. This growth will be noticeable even in the periodical section.

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b) **Catalogue entries :** The growth in the number of books has its effect on the library catalogue. The card form of catalogue is adopted by the libraries as it has the capacity of unlimited expansion. With the growth of books, catalogue entries will also grow proportionately. Standard unit cabinets should be acquired to file the cards.

c) **Classification Scheme :** The classification scheme used to classify the documents should be comprehensive, hospitable and expansible. It should cover all the past and the present knowledge and should have capacity to accommodate future growth in knowledge.

d) **Growth in Issue work :** More readers means more issues of books. Choice of a simple issue system will help speedup the charging and the discharging work

e) **Staff :** Growth in the number of documents and readers necessitates commensurate growth in the number of library staff. That is, the staff in the acquisition section, the periodicals section, the catloguing section and the reference section has to be increased. Also there should be progressive development in the qualifications and skills of the library staff. Library should not be conceived as a static entity. It should be treated as a dynamic entity with the characteristics of a growing organism. As the library grows all its basic constituents viz., books, staff, readers and the physical plant will also grow. As the library grows, arrangements should be made to weed out the unwanted and obsolete books, from the stock. Moreover there should be provision for future growth at all satges of library planning. Automation and Computerisation of the library operations should be adopted to meet the growing demands of the library clientele of the present times. This is, in brief, the essence of the Fifth Law.

2.7 THE FIVE LAWS AND THE CHANGING TIMES

Dr. Ranganathan's Five Laws are so fundamental and perennial, that they hold good for all times-past, present, passing and the coming ones. To make them useful and relevant in the present information age, they may be restated as follows:

a) Information is for use

b) Every information user his / her information

c) Every piece of information its user

d) Save the time of the information user

e) The universe of infortmation is ever growing

a) **The First Law :** 'Information is for use' implies that all bars and restrictions in the free flow and use of information should be removed. It recognises 'information' as a valuable commodity to be acquired, organised and disseminated for the welfare of the people in the society. Electronic media, computer networks, reprographic and translation services are being pressed into service now-a-days to make information available and accessible to the users at faster and cheaper rates.

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b) **The Second Law :** 'Every information' user his / her information conveys that all our information systems and services should be planned to meet the needs and demands of the users effectively. To do this we are required to go in for latest technology which enables the users to have quick access to the information stored in databases. This law exhorts us to treat all the users of information equally and not to discriminate between them.

c) **The Third Law :** 'Every piece of information its user' suggests that every possible effort should be made by the library staff to bring every piece of information to its possible user. For achieving this goal library staff provides open access, classified arrangement of books on shelves,catalogues, reference service and good publicity in the library. Their motto is to provide right information to the right user at the right time.

d) **The Fourth Law :** 'Save the time of the information user' implies that automation and other types of latest technologies should be used in libraries for organising and rendering library services. Moreover the users also should be educated in the effective use of library for their information requirements. These things will go a long way in saving the time of not only users but also the staff.

e) **The Fifth Law :** 'The universe of information is ever growing' reminds us that we are living in a world of information explosion. Moreover information has got, multi-dimensional ever continous growth. So to be able to harness and organise this information world, we should plan ahead for national as well as international co-operation and resource sharing in this field through improved communication system and computer networks.

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Self-Check Exercise - 5

Explain the implications of the Five Laws in the present day information society.

Note: i) Give the answer in the space given below.

ii) Compare your answer with model answer given at the end of this unit.

2.8 SUMMING UP

The Five Laws of library science form the basis for all the library techniques and services. They serve as touchstone for ascertaining the helpfulness or otherwise of any new technique or service sought to be introduced in libraries for the benefit of the community. The First Law of library science demands that the books should be put in the hands of readers for use instead of being preserved in libraries. And further the library staff should strive hard to find the right book for right reader and vice-versa as per the Second and Third Laws. The Fourth Law warns the library staff from wasting the precious time of the reader. To achieve this end, the present day libraries are forced

to adopt automation and computer techniques for satisfying the demands of their clientele without wasting their time. The Fifth Law warns the library planners to employ foresight and imagination in their work keeping in view the attributes of a growing organism, the library. A new interpretation of these laws in the changing times has been given. Library as an institution of social change has come to stay in the present democratic setup and information society of the world.

2.9 MODEL ANSWERS

1 a) I) Location of the library ii) Library hours iii) Book selection iv) Library furniture and fittings and v) Library staff.

b) The sympathetic personal service rendered by the library staff to the readers, makes the library big. It is not the size of the library, but the hospitality provided at the library that makes it big.

2. a) i) Obligations of the state ii) Obligations of the library authority iii) Obligations of the library staff iv) Obligations of the readers.

b) Eight states have so far enacted the library acts. They are Tamil Nadu (1948), Andhra Pradesh (1960), Karnataka (1965), Maharashtra (1967), West Bengal (1979), Manipur (1988), Kerala (1989) and Harayana (1989).

3. In a library where ' Open access' is followed the books are arranged on open racks in a classified order and the readers are allowed to go to these racks directly and choose the books they require freely without any restriction. This facility provides inter-action between the right reader and the right book. This enhances the use of library books.

4 To save the time of the reader the library has to adopt several operational devices such as adoption of good classification scheme, catalogue code, reference service, library guider, etc.

5. i) Information is for use ii) Every information user his / her information iii) Every piece of information its user iv) Save the time of the information user v) The universe of information is ever growing.

2.10 ASSIGNMENTS

1 What are the fundamental laws of library science?
Discuss the implication of the First Law.

2. "Discuss in detail the influence of the Third Law of Library Science on the organisation of a Modern Library".

3. "Library is a growing Organism". Comment.

4. Who formulated the Five Laws of Library Science? What are they ? Explain the significance of the Fourth Law.

5. Examine the importance of the Law. "Save the time of the reader".

6. How were the Five Laws of library science enunciated? Name them and discuss the implication of the Second Law.

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2.11 RECOMMENDED BOOKS

1. Atherton, Pauline **A. Putting knowledge to work: an American view of Ranganathan's Laws of Library Science.** Delhi: Vikas, 1973 (Sarada Ranganathan Lectures 6, 1970).

2. Krishan Kumar. **Library Manual** Delhi: Vikas, 1982.

3. **Library and society,** prepared by K. A. Isaac and others, New Delhi: IGNOU, 1989.

4. Mittal, R. L. **" Library Administration, theory and practice",** 5th ed. Delhi: Metroplitan, 1983.

5. Rajagopalan, T S. (Ed) **Ranganathan's Philosophy: assessment impact and relevance,** New Delhi: Vikas, 1986.

6. Ranganathan, S R. **Library Manual for Library Authorities, Librarians and Honorary library workers,** Bombay: Asia, 1966.

7. Ranganathan, S R. **The Five Laws of Library Science,** 2nd ed. Bombay: Asia, 1962.

8. Shera, J H. **Sociological Foundations of Librarianship.** Bombay: Asia, 1970. (Sarada Ranganathan Lecture 3)

9. Mookerjee, Subodh Kumar, **Development of Libraries and Library science in India.** Calcutta: World Press, 1969.

10. Mookerjee, Subodh Kumar, **Library Organisation and Library Administration,** by Subodh Kumar Mookerjee and Benoyendra Sengupta. Calcutta: World Press, 1972.

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UNIT - 3 : PUBLIC RELATIONS AND LIBRARY EXTENSION SERVICES IN LIBRARIES

Contents

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3.1 Introduction

3.2 Objectives of Public Relations

3.3 Role of Librarian

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- 3.3.2 Alumni
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3.4 Public Relations Media

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3.7 Model Answers

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3.9 Recommended books

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3.0 AIMS AND OBJECTIVES

This unit introduces the concept of 'Public Relations' and its objectives. It also explains how the librarian should maintain relationship with Library Committees, Professional associations, and how the academic librarian, in addition to the above, should maintain relationship with authorities and faculty to improve the image of librarianship. This unit also aims at introducing you the media through which a librarian could build up public relations.

After studying this unit, you should be able to

- explain the importance of Public Relations in a library;
- describe various extension services a librarian could offer; and
- understand how to improve your professional status as a librarian in the eyes of the public.

3.1 INTRODUCTION

The concept 'Public Relations' which may be defined as the management function identifies the policies and procedures of an individual or an organisation with the public interest and executes a programme of action to earn public understanding and acceptance. When the concept is applied to the field of librarianship, it means the act or process of putting the library into cordial and understanding relationship with all the people of the community. In other words, it is a means to make the public understand the library functions, policies and procedures and thereby to get its appreciation for the quality and morale of the library's staff and services.

As the libraries are maintained by the financial support from the tax paid by the public in case of public libraries, the budget of academic institutions in case of academic libraries and from the budget of the parent institution in case of special libraries, they are accountable to the respective potential clientele. So library should build up public belief that it is alert, active and quickly responsive to public demands, interested in progressive methods and economy, operated by devoted and qualified staff and engaged in helping more and more citizens in every category. Public Relations Programme has to explain the library objectives, problems, plans, projects, personnel, standards and accomplishments to the public (various types of users), thereby creating library consciousness among the people of the community.

3.2 OBJECTIVES OF PUBLIC RELATIONS PROGRAMME

In order to help the people to use the libraries for their sociological, educational, civic and cultural uplift, the public relations programme in libraries should take the following points into consideration:

i) To make the public aware of—

a) the location of the library;
b) the collection of the library; and
c) the services offered by the library.

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ii) To help the people —

a) in their informal self-education;

b) to develop their knowledge further of subjects they learn under formal education;

c) to be well-informed about current affairs;

d) to make constructive use of their leisure hours; and

e) to increase their theoretical knowledge of their vocations.

Self-Check Exercise - 1

What are the objectives of Public Relations Programme in the libraries?

Note: i) Write your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

3.3 ROLE OF THE LIBRARIAN

The librarian, being the chief responsible person for the development of library, has a major role in promoting the cause of library by interpreting his services and resources. He could do this by maintaining good relations with the users through Library Committee, Professional Associations, and in case of academic libraries, with students through administrative authority and faculty.

3.3.1 Library Committee

Library Committee should be advisory and consultative. It may concern itself with the following functions:

(i) formulating a library policy in relation to the development of resources for instruction and research;

(ii) advising in the allocation of book funds of the library;

(iii) advising on policy of reproducing unique materials;

(iv) collaborating on decisions regarding the allocation of library space needed by departments of instruction;

(v) formulating major operational policies such as circulation rules, regulations for users, access to and publishing of manuscripts;

(vi) giving advice on an extraordinary purchase of a book collection and on acceptance of a major endowment collection;

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(vii) concurrence in the creation of a new branch or combination of branches and

(viii) developing a special programme of library service for meeting the various interests of the users.

All these functions should aim at promoting the cause of library and at motivating the users to use the library. It advises and works with the librarian in the development and use of library. In brief, it fastens the relationship of library and its users.

3.3.2 Alumni

The alumni groups to a large extent represent their college and university libraries; public library groups consists of a cross section of members of the community. The former generally helps the growth of the library collection by means of gifts or by contributions (by their own contribution or by recommending the name of the library to those who are willing to donate their collection). The latter are more concerned in helping the trustees to secure public support for an adequate budget, new buildings, branch libraries and so on. They, at times voluntarily participate in fund-raising efforts. They look upon the library as an informational and cultural force in the community and as a tool to the individual and national development. They aim at fostering a favourable climate for support of the library. So, it is essential for an intelligent librarian to maintain good relations with the alumni or the Friends Group of the library in order to provide efficient services in an effective way.

3.3.3 Professional Associations

The participation of the librarian in the meetings of professional associations has further values in library public relations programme. It stimulates the librarian to have exchange of views with his colleagues about various practical problems in his profession. It will enable him to have a new experience, new ideas and new methods to try with, which ultimately improve services having their impact on educational role of the library. He may also be exposed to latest techniques of operating libraries and disseminating information which he may try to serve the user community effectively, the end goal of library.

3.3.4 Academic Libraries

In addition to the above, a librarian, in academic setting, should work in close cooperation with the faculty, for projecting the library image in the view of the University Authorities and among students. Since faculty and students are the primary users of the academic libraries, librarian should have a good knowledge of their needs. Librarians, with the help of the faculty could motivate the students to use the library most of the time during their period of study to prepare their assignments or to improve their knowledge besides classroom teaching, independently. Being a participant in the academic educative programme, a librarian could render the following services:

(i) assisting the faculty in planning for the acquisition of materials to support the academic pursuits;

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(ii) keeping them informed concerning the reference and bibliographical sources of the library in their respective fields of interest;

(iii) acquiring the documents promptly as and when the syllabi changes, and

(iv) cultivating liaison between the library and the students through faculty and the administrative authority.

Self-Check Exercise - 2

Describe the role of the librarian in promoting public relations in academic libraries.

Note: i) Write your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

3.4 PUBLIC RELATIONS MEDIA

So far, we have discussed the importance of the cordial relations that should be maintained by the librarian with various groups to promote the use of the services of the library. Now, we will know what media could be used by the librarian in Public Relations Programme to interpret the services of the library to various groups.

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3.4.1 Annual Reports

The librarian must keep his management fully informed on all aspects of library's services, activities, achievements or failures, through the annual report. The annual report of the library is a written document submitted to the authorities. It consists of both accounting and record of accomplishments. The following topics are usually included in an annual report:

a) the state and growth of the collections;
b) services rendering to the readers;
c) statistics of the activities of units;
d) financial statements;
e) improvements made in the physical plant or equipment added;
f) special problems of organisation and administration;
g) efforts made to improve reader's services and
h) recommendations for the future.

With all the above information, annual report should be used as an effective means to attract the users to the library and to convert the non-users into the regular users of the library. Thus by drafting the annual report in a clear, brief form with short paragraphs under catchy headings the librarian fulfils the first and foremost fundamental law: form "Books are for use".

3.4.2 Library Survey

The basic purpose of library survey is to explore how efficiently the library is providing services and how effectively its services are used. A continous evaluation and interpretation of library sources and services are essential to know the strengths and weaknesses. It will be a feedback to the librarian to improve the situation.

The evaluation may be a self-survey, that is one performed by any effective librarian. He may apply evaluative techniques continously in all of his supervisory activities and services, in his daily routine. To have effective results, librarian should be objective in his evaluation. Another way is to have an evaluation study by outside consultants. The latter method will be more useful, as they may suggest more innovative suggestions to the problems with their knowledge of experience which may be more viable to the approval of authorities.

The above two media help the librarian to impress the authorities so that they make necessary implementations to enable the librarian to improve his library in all aspects wherever it is necessary. The librarian may also use a variety of devices to explain and describe the library activities and services to establish cordial relations with various types of users. They are discussed below.

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3.4.3 Handbooks

Handbooks are a valuable device to educate or assist the user to help themselves to use the library.

They will explain -

(i) the diagrammatical representation of the main service floor;

(ii) the location of principal collections and service points;

(iii) the location and arrangement of books;

(iv) the method of charging and discharging books;

(v) the rules and regulations of the library use; and

(vi) the nature of catalogue and how to use it.

Thus the handbook gives the fresh user an orientation of the library so that he could use it quickly.

3.4.4 Library Bulletin

Library Bulletin, like handbook gives the whole information about library. The difference lies in that it gives update information periodically as it is published regularly as a monthly or quarterly

magazine. The salient features of the library bulletin usually are informal style, simple format, short articles, news notes, book reviews and current additions. It is apt to mention here G.R.Lyle who explains the functions of the library bulletin. "By explaining of the work of various library departments and procedures, it helps to increase the usefulness of the library. By means of book reviews and annotated book lists, it encourages the use of books for general and recreational reading. Through decriptions of important collections and special services, it points to ways in which the library may contribute to the educational programme. And through frequent listings of donors and brief descriptions of important gifts, it provides a means for appropriately acknowledging gifts and encouraging further donations".

The library bulletin is important not only because it is intrinsically valuable, but because it can be made to serve to motivate the non-users. To serve this purpose, the bulletins may be published at lower cost and be distributed free.

3.4.5 Newspapers

The libraries which could not afford to publish library bulletins, may use the newspapers for their publicity. They may arrange to have a column regularly in the newspaper to print the current information about the library. They may also get good, well attracted pictorial diagrams that represents their various sections, to be published to attract the attention of the users, especially the local users.

3.4.6 Radio/T/V.

Another medium that may well be used for library publicity is Radio/T.V. American libraries are already using this media for publicising their services. A quick summary of the value of books on specific subjects will be appreciated. In India the individual librarians may get a very rare chance to utilize Radio/T.V. to propogate his library collections and activities. But they should be active, dynamic and alert to catch whenever it occurs.

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3.4.7 Library Weeks

The organisation of National Library Weeks is one of the most ambitious means of library public relations work. This is a co-operative method of publicity including book-sellers, publishers and librarians. It should have a theme, a symbol, a slogan and printed publicity. It also neeeds adequate financial support.

Children book weeks also are an important part of the library public relations work. In order to organise the children book weeks successfully, an enthusiastic staff, who know children's literature, their psychology, the school curricum and teaching methods, are essential. It needs co-operation between library and schools, librarian and the teacher and an adequate book collection to meet the increasing demand. It is also relevant to arrange film shows, puppet shows, display on painting, photograph, wood-carving, models of scientific experiments etc., during the children weeks.

3.4.8 Personal Talk

The last but not the least important medium of library public relations programme is direct personal talk. It is the simplest and the least expensive method of publicity . Oral publicity is an effective

public relations tool for acquainting the people with the contents and services of their own libraries and also the informational and bibliographical works undertaken by their staff. It also helps the librarian to have a feedback which helps him either to improve the efficiency or to introduce new means to satisfy the needs of the users and to motivate the non-users or the passive users to become active users.

Self-Check Exercise - 3

a) How does the annual report help the librarian to publicise information about his library?

Note: i) Write your answer in the space proved below.

ii) Compare your answer with the answer-given at the end of this unit.

b) What are the various types of media used for the purpose of public relations?

Which is the best type in your opinion, explain why?

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3.5 EXTENSIVE SERVICES

In India, the phrase 'public library' is used to denote any library which permits members of the public to use its materials for reference or borrowing on payment of fees.

These libraries are set up and are supported or sponsored by the Government or municipality or by private individuals or organisations. Public libraries have a special role to play especially in developing countries. In the urban areas, there are several problems like adjustment to the new environment. In rural areas new advances can be taught in the place of age old agricultural practices. In the words of Dr. S.R.Ranganathan, ".... libraries are now-a-days developing certain new types of work, which in addition to their being directly educative or recreational, lead also publicity. Such new lines of activity may be referred to as the extension service of the library". The main object of extension work is to attempt to turn the library into a social centre whose function is the encouragement of reading. Its major aim is to create awareness of the use of library among the non-users, so they will be converted into actual users.

With an efficient financial and political support, the public library personnel should contribute to promote the library consciousness among the people. As the user is the dynamic and active component of any library system, the librarian should make available the right document and right

information to the right reader, at the right time and in the right form. The librarian should encourage the users to use the library so to improve the image of librarianship among the people. To achieve this, the librarians should extend their service from not only helping the users who demand their service, but also to help those who are not demanding service for various reasons. In other words, they should aim at converting the non-users into users, by creating and stimulating the desire for good reading by taking active part in the implementation of the cultural programmes of the community and by participating in adult education programmes and so on. Among the various techniques of spreading the news about library service, the following techniques are important:

3.5.1 Display

Display of the important collections of the library is one of the important extension programmes of library. Display is designed to bring together the readers with the :

* interdisciplinary nature of the subjects which are seperated on the shelves by the scheme of classification;
* the latest additions of the library collection;
* the special services rendered by the library; and
* the special collection of the library which is of more useful to the local community.

A dispaly will be more beneficial to the readers if it has a theme or a purpose, something concrete which could be appreciated and remembered by the reader. For this reason 'Topical Displays' are designed around a centenary or a felicitation of a wellknown man of letters, a local man of learning, the publication of a new book by a local prominent writer; the national events of great importance like the Independence or the Republic Day, national festivals, library weeks or to discuss the current topics like Gulf war and so on.

Subject Dispalys are arranged to display the book having related and allied interests of the community especially the local people residing around the library. Mr. K.C. Harrison is of the view that the librarian could reap real advantage from subject dispaly which introduces the non-library material. A display of books on sport can be enlivened by such shop-window dressing as the introduction of a foot-ball, a tennis racquet or a cricket score board; a window show of books on costume and dress making could be augmented by medals, dress models, dress materials etc.

Mobile Displays are on the increase to promote the library consciousness especially in the rural community — through a network of book distributing points. In all types of displays, colour captions, and a skillful arrangement of the books and the dispaly of book jackets of new titles or pictures help them to be more attractive. The dispalys can also be augmented by using photographs, cut-out pictures, charts and models. The lettering used for display work and posters should always be simple and eye-catching.

3.5.2 Exhibitions

The exhibitions essentially serve the public as dispaly work but at an ambitious level. Exhibitions are mostly arranged to publicize less-known materials, encourage reading, promote interest in a specific

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field or group of subject fields or celebrate events like 'Children's Book Week' to highlight their literature and the facilities provided for them in the library. Exhibitions on local history, art or subjects of common interests, a representative collection of local maps and plans, a pictorial survey of the district's archetectural treasures or picture gallery of local personalities afford an opportunity to enrich the library permanently - either by encourging gifts or loan of library materials. Each exhibition should have a specific objective to attract the users to participate in it.

Since the holding of an exhibition needs investment of a lot of money, energy and time, it should be well-planned in advance. The librarians may take the help of book-sellers or publishers and the Department of Information and Public Ralations of the State Government, Department of Field Publicity of the Government of India or other organisations like travel agencies or foreign embassies to hold displays relating to various regions or various countries. It is also essential that the selection of material for the exhibition should be evaluated crefully. Exhibitions should reflect orginality in design and should be full of colour and attraction, but they should not be over-ambitious to avoid much finance and staff requirement. Any good exhibition will remain open to public at least for a month or otherwise the work can hardly be justified. So proper directions must be left on the dispaly tables that the documents on display have been removed from their repective shelves followed by similar instructions on the shelves for the guidance of the users.

3.5.3 Formation of Reading Circles

Organising Reading Circles in the library is another form of extension work. Subject specialists may be brought together by the librarians to constitute a reading circle. They should be provided with books, periodical and meeting forum in respective fields of interest. Such reading circles are usually effective agencies in thoroughly exploiting the library resources for the study of respective subjects by the experts. A mutual cooperation and coordination between the librarians and the experts is essential for the success of these reading circles.

3.5.4 Festivals and Fairs

The celebration of local festivals and special days of the year dedicate to the participation in local fairs is another potential form of the extension service. It helps to make the people aware of the library and its services so that they could make use of it whenever they are in need. It also helps the younger generation to know the cultural and traditional aspects of their localities, in other words their local history. This form of extension service is full of great potentialities in our country as such celebrations will attract huge crowds of people especially the urban masses and the rural community.

3.5.5 Adult Education

Illiteracy is the main cause for poverty in India. Eradication of illiteracy in turn eradicates poverty from the country. World wide, it is estimated that approximately nine million people are illiterate. The library extension service programmes may be beneficial for illiterate adults in learning the basic reading and writing skill. In other words, the extension programmes may promote the functional literacy which is essential for the national development.

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The participants of the seminar on ' Functional Literacy in Latin America' observed that "literacy is traditional in so far as it is limited to the simple transmission of reading and writing skills and some elements of arithmetic," and is functional, when, as part of an over-all integrated educational process it helps people to see themselves in perspective, to acquire the qualifications needed to act on the reality of their condition through work and to play a conscious and creative part in public life. It is also functional in so far as it is integrated with regional and national development plan and is of assistance in their implementation. Consequently, functional literacy programme covers various integrated areas: fundamental educations, technical and professional initiation and training for taking part in local and national life.

3.5.6 Distance Education

As the traditional formal system of education is not able to provide education for all, especially for those who are deprived of education, due to economic, social or other obvious reasons, an alternative system of education, 'Distance Education' has come into vogue now. Distance education eliminates the barriers of space, time and choice subjects which are said to be the support of class-room teaching, could help the people in studying independently the courses offered by the institutions of distant education. In this system, as the student-teacher interaction is not possible regularly, it can be substituted by the librarian. He can act as a liaison officer between the student and the distance educational institution. As the students of this system belong to various places and they could not go to the many centres or regional centres frequently and as they need help besides their tuition material, the libraries in their respective localities should try to extend their services to these students. The librarians should collect the necessary information about their courses, ways of learning and should provide those documents for reference. He could also give counselling for them in general skills like how to prepare themselves for examinations and also how to study independently to improve their knowledge in the subjects of their working environment. Thus the libraries should take up a major role to extend their support services to the students of distance learining.

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3.5.7 User Education

Educating potential users to available resources and services is an integral part of the library instruction programme, an extension service programme. It has, infact, a duel aspect: a successful programme of library instruction require supportive public relations efforts and some components of the programme are directed towards making users aware of the manifold ways in which library serves the community.

The infrequent use of libraries has significant implications about quality of people's education. For example, a majority of the undergraduates can successfully complete their academic pursuits with a limited use of books, in turn, less use of libraries. The librarians should be reminded of the importance of the truth that accessibility of books is known to promote reading habit among the users. An important indirect benefit of public relations and library instruction efforts aimed at attracting non-users into the library, then, is the promotion of life-long reading habits which leads, in turn, to increased use of library. The user-education programme should create positive learning experiences for people to use the library and to motivate non-users to give it a try. Both the public relations and instruction activities of a library require ongoing planning and evaluation if they are to prosper and both need to be clearly related to overall goals.

Self-Check Exercise - 4

Describe the role of library extension service programme in the field of distance education and user education.

Note: i) Write your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

3.6 SUMMING UP

It can be summed up that Public Relations and Extension Service are closely related to each other. Public Realtions is concerned with the maintenance of cordial relations with the public by explaining what the library does. The Extension Service is concerned with extending the special service other than its main services for which it is intended, to meet the special unexpressed needs of the people, thus rousing interest in them to visit libraries to get more information. Ranganathan's laws 'Every reader his / her document' and 'Every document its reader' which plead the non-users to be made actual users. As Unesco manifesto advocates, the library should be linked with other educational, social and cultural institutions, including schools, adult educational groups, leisure activity groups and with those concerned with the promotion of the arts, to implant the Public Relations and Extension Service Programmes efficiently and effectively.

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3.7 MODEL ANSWERS

1 The public relations programme in the libraries should aim at the uplift of the people in their sociological, educational, civic and cultural environments. It should consider the following points:

(i) To make the public aware of the location collection and services of the library.

(ii) To help the people in their informal self-education.

(iii) To support their knowledge acquired in formal education.

(iv) To provide latest information about the current affairs.

(v) To make constructive use of their leisure hours.

(vi) To increase their theoretical knowledge of their vocations.

2. The librarian should have:

(i) close cooperation with the faculty, university authorities and students.

(ii) good knowledge of the needs of academic users.

(iii) motivate the students to use the library.

(iv) to cultivate liaison between the library and the students.

3 a (i) The use of annual report in providing information to the authorities.

(ii) Types of information given in the annual report.

(iii) The use of annual report in changing the non-users into actual users.

b) Various types of media are used in the implementation of Public Relations Programme. They are:

(i) Annual Report, (ii) Library Survey

(iii) Handbooks (iv) Library bulletin

(v) Radio/T.V. (vi) Library Weeks

(vii) Personal talk

Explain any of the above in detail bringing out the reasons why you have choose it as the best.

4. The library extension programmes play a prominent role in distance education and user education. The library can extend its support to distance education in the following areas:

(i) Supporting service for the students;

(ii) Liaison service between the student and the distance educational institutuion; and

(iii) counselling

The library provides user education programmes in the form of

i) Orientation of the library collection and environment; and

ii) Instruction about the library resources.

In both the cases, the library consiousness and awareness are inculcated in the users. In both the cases, the extension services help to attract the users to come to the library to make use of it. It helps the non-users to become actual users and thus it propagates the first fundamental law of the library science, 'Books are for use'.

3.8 ASSIGNMENT

Based on the type of library in which you are working chalk out the extension service programme to maintain Public Relations with the local users of your library.

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3.9 RECOMMENDED BOOKS

1) Albetus, Ursula : **'The role of libraries in the functional literacy programme'.** Unesco Bull, Libr. Vol.XXIV, No.4, 1970 (201-210).

2. Bourke, D.O.D. : **"Field extension Services : Permanent adult education in agriculture"** Unesco Bull. Libr. Vol.XXIV, No.4, 1970 (189-195).

3) Harwell, Richard B : **'Public Relations in Librarianship'. Library Trends,** Vol.7, (248-252).

4) Khanna, J.K. : **Fundamentals of Library Organisation.** - New Delhi : Ess Ess Pub., 1984.

5) Ranganathan, S.R. : **Five Laws of Library Science.**

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UNIT - 4 : COMMUNITY INFORMATION SERVICES

Contents

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4.0 AIMS AND OBJECTIVES

This unit on community information services seeks to present a broad overview of the nature and purpose of community information services as they are conceived, initiated and provided by public libraries. It gives a tentative proposal for the introduction of community information services in Andhra Pradesh Public Library System.

After studying this unit, you should be able to

- understand the contextual meaning of some of the new terms used in this unit;
- grasp of the evolution, nature and scope of community information services;
- describe the community information services provided in United States and United Kingdom;
- appreciate the community information services provided in public libraries in Andhra Pradesh before the enactment of Library Legislation; and
- make a tentative proposal for the introduction of community information services in Andhra Pradesh Public Library System.

4.1 INTRODUCTION

This lesson on community information services comprises three parts. The first part deals with a brief history of the development of public libraries and their services. Public libraries in western countries have been constantly adding new services to suit the growing demands of their clientele. It brings out the quest of public libraries to devise appropriate services to different sections of the society, and to serve the illiterate and disadvantaged sections of the people through innovative forms of service. Thus the public library seeks to emerge as a truly universal public agency. The latest development in the provision of services by public libraries to disadvantaged communities is named as community information services.

The second part gives an account of the origin and development of community information services offered by Public Libraries in United States of America and in the United Kingdom. It discusses the nature and scope of community information services as they are offered at present.

The third part gives a proposed tentative model for the introduction of community information services in the Public Library System in Andhra Pradesh. It gives the structure of Public Library System of Andhra Pradesh and suggests the possible role of each of the agencies in the structure, in the provision of community information services.

4.2 COMMUNITY INFORMATION SERVICES : THE CONCEPT

The term community information services is of recent origin. It refers to services offered by public libraries to disadvantaged groups. Community information services have been emerging as the foci of the Public Library System in the contemporary society.

It is an essencial and integral part of the functioning of public libraries. This development is a result of the new concepts of social development that gained wider acceptance in society and also of the technological developments particularly in the field of information production and use. The library profession responded to these factors/developments and evolved gradually the concept of community information service as a major provision of public libraries. It is an indication of the commitment of the library profession to serve the society and a measure of the adaptability and innovative ability of the library profession.

In fact, this is a natural development and in tune with the historical development of public libraries. The concept of public libraries is a fundamental and qualitative institutional development that forged ahead in the context of the modern democractic and industrial society. A free public library that provides access to knowledge to all interested sections of the society is a new concept. It is different from the concept of private libraries and libraries which are maintained by religious institutions and other types of libraries which provided restricted access.

4.2.1 The Public Library

The origins of rate supported public liabraries are rooted in the vast changes that occured in 18th and 19th centuries in Western countries. A number of socio, political, economic, scientific, technological and industrial developments during the past two centuries in Europe and United States promoted the establishment and shaping of public libraries.

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Invention of printing press made it possible to print multiple copies of books. Availability of reading materials at cheaper rates promoted the use of books. Moreover democratic form of Government required responsible participation of people in the political process. The success of democratic form of government by the peoples representatives depends largely on the knowledge and informed decision making capacity of the people. Free schools and free public libraries were established by democratic governments to develop informed citizens. Public Libraries are described as 'arsenals of a democratic culture'. Public libraries were established by enactment of legislation to ensure continuous and planned development and to provide legal basis. We may note here that the establishment of public libraries through legislation was an achievement of some intellectuals and political leaders. The public as a whole were not participants in the process of the enactments. This is one of the reasons for lack of interaction between the public library and the community and this situation continued till the 1960s.

4.2.2 Public Library Services

Public libraries provided organised collection of books, periodicals and other forms of printed materials for consultation in library buildings. Books were also given on loan to members of the libraries. These provisions were available to all people who came to the library irrespective of caste, creed and sex.

Technological developments brought various forms of recorded knowledge e.g. sound records, films, filmstrips and a number of non-book materials into existance. Public libraries acquired these non-book materials in addition to books.

Increased research activity in various fields of knowledge caused proliferation of publications. Numerous subjects developed. Boundaries between subjects became diffuse. Interdisciplinary researrch was demanded to solve intricate problems faced by society.

Library collections increased in number and complexity. It became increasingly difficult for the user of a library to locate the required documents without some kind of help from library staff. To meet this need of the user, number of services like ready reference, long range reference, documentation, readers advisory and referral services were added to the then existing services.

Unesco Public Library Manifesto : The nature and character of a public library upto 1950 was summed up by the **Public Library Manifesto of Unesco.** It states public libraries are "those which serve the population of a community or region free of charge...."

It is " an organised collection of published books and periodicals and of other reading and audio-visual materials, and the services of a staff able to provide and interpret such materials as are required to meet the informational, research, educational or recreational needs of its users".

The public libraries have been providing facilities and services free of charge to people who visit libraries and use their resources and services. Library is content to provide the services which library staff think are useful to the users. This was the picture of public library and its services before 1950. No effort was made to serve the non-user and find out the reasons for non-use of libraries.

The non-users: The non users constituted more than 3/4 s of the population. As a consequence the effectiveness and the need to continue public library services was questioned by the tax payer (the

majority of people in a given community). There was a feeling that public libraries achieved little and as a result received very little appreciation/support from the public and governments. Faced with the lack of recognition from the community and the resultant threat of withdrawal or reduction of financial support from the governments, library profession began to examine and redefine their objectives and goals. In revaluating library services librarianship addressed itself to meeting challenges of providing relevant information services to the non-readers and non-users who were hitherto unserved and non responsive to traditional services. These non-users comprised illiterates, ethnic minorities, handicapped people, old age people etc. who need information most to solve the problems they face in their day to day life. By 1960 it was accepted by western librarianship that the responsibility of providing services by the public library needs to be extended from that of supplying information passively, on demand, by the user to that of actively assessing information needs of all people in the community including non-users and taking initiative to supply information and service to the people at their doorsteps. The ultimate goal of this service provision is to modify individual behaviour and attitudes and foster social change for the better.

4.2.3 Nature and Direction of Information Services

The direction with regards to the nature of information provision was drawn from governments priorities relating to promotion of welfare measures to provide better living conditions to the disadvantage groups of society through legislation and administration. Numerous agencies were established by government to implement welfare schemes. Number of voluntary agencies were established to serve needy people. Most people were ignorant of the welfare measures offered by governments and voluntary agencies. This fact was brought to light by the extent of non-use of these welfare provisions. Government established a number of agencies to provide information to people regarding these welfare measures.

Library profession reacted to this need for information and started planning to provide relevant information to the needy people. These services were provided in the form of information, advice, counselling, steering, group services and neighbourhood services.

These revised goals and objectives and nature of services were reflected in the revised **Unesco Public Library Manifesto** (1972). This Manifesto states " The Public Library should be active and positive in its outlook, demonstrating the value of its services and encouraging their use. It should link itself with other educational, social and cultural institutions, including schools, adult education groups, leisure activity groups and with those concerned with the promotion of Arts". According to this Manifesto public libraries must develop contacts with other educational, recreational, social and cultural institutions in the community. Library services should be active and positive and must reach and satisfy the informational requirements of all people in society. Library profession should respond to societal needs and contribute to social change and economic development by meeting the information needs of wider circle of users.

All these developments in the provision of public library services reached culmination in the provision of community information services.

4.3 COMMUNITY INFORMATION SERVICES HISTORY

United States of America launched "War on poverty programme" during the 1960's. Under the aegis of this programme the government initiated a number of welfare measures like unemploy-

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ment benefit, housing, care of the aged people, children and handicapped people etc. A number of agencies were set up by the government to administer these programmes. Librarianship responded to the call given by the government to eradicate poverty by participating in the "War on poverty programme". Public Libraries provided information services to the lower socioeconomic groups in the neighbourhood communities. The basic aims of these information services were (1) to link the client with a problem to appropriate agency which can provide solution to the problem and (2) to provide feedback information to the agencies regarding people's problems. The term "community information service" was first used by American Librarians to describe these services which were provided to disadvantaged communities which have limited access to sources of information and help for daily problem solving. Information regarding employment opportunities, umemployment benefits, housing, consumer affairs, education, civil rights, health, immunisation etc., was gathered from different government agencies, news agencies and voluntary organisations and repackaged in suitable forms and was served to groups of people.

Community Information Services in Great Britain: British Librarianship took up this idea of providing community information services through public libraries during the 1970s. A number of public libraries started providing information services to their communities. Libraries which were already providing such services individually and those which wanted to start such services looked upto Library Association for guidance and direction. Library Association set up a working party on community information (1978-79). This working party prepared a report entitled **Community Information: What Libraries can do,** which was published by Libray Association in 1980. This report included a very clear definition of community information services.

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Definition: "Community information services can therefore be defined as services which assist individuals and groups with daily problem solving and with particiaption in the democratic process. The services concentrate on the most important problems that people have to face, problems to do with their homes, their jobs and their rights".

Accoring to this defination the focus of the services is on lower socio-economic groups, who are poor in access to information. The subject area is limited to the most important problems people face in day to day life. The scope of community information services is limited compared to general information services. The distinction between community information services from general information services is based on (1) clientele groups, who belong to the lower socio-economic groups who are likely to suffer from informational disadvantage; (2) the narrower scope of subject areas.

The report reviewed information services provided by libraries in Great Britain and gave directions for the starting and development of community information services in libraries. The review did not prescribe uniform standards because communities differ in nature and character, groups of people differ from one group to another and their information requirements in terms of subjects differ. Hence uniform pattern in providing community information services cannot be prescribed.

Self-Check Exercise - 1

State the nature of community information service.

Note: i) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

4.4 NEED FOR COMMUNITY INFORMATION SERVICES

1. Democratic governments are interested in bringing the benefits of development within the reach of more and more number of people.

2. A number of agencies (e.g. social welfare agencies, family plannning agencies, agricultural extension offices etc.) were set up by governments to provide welfare measures and factual and scientific information to the people.

3. There are voluntary organisations providing help and assistance to different groups of needy people.

4. Most of the disadvantaged people are handicapped due to lack of information regarding these government and voluntary agencies and the benefits they provide.

5. They need help and assistance to identify the appropriate agency and to apply for and obtain the required help.

6. Problems faced by people in modern society are complex. They require coordination of the information services offered by different agencies.

7. Traditionally public libraries are in the process of collecting, organising and providing documents.

8. Public libraries are in a better position to coordinate the services offered by different information providing agencies on problems that require information from various sources.

   e.g. A farmer needs information regarding improved seeds and their availability, pesticides, credit facilities, marketing facilities etc. Such information is to be gathered from various agencies and repackaged and served to people.

9. Library services are institutionalised, hence libraries can function as coordinating agencies on a permanent basis. They can gather information on various problems, classify and organise the information, repackage it in the most usable form (audio-visual form) to suit the client's requirements and serve the client's in an effective way.

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10. Libraries will derive recognition and support from the people and governments if they render relevant and effective community information services.

11. People will be better served with information by a single coordinating agency i.e. the library and government and voluntary agencies will have the needed feedback.

4.5 THE CONTENT, SOURCES AND PROCEDURE

The content of community information: Information/data that is relevant to problem solving and that can promote improved living conditions to people forms the core of the community/information services. The information must be accurate and uptodate. Specific communities have specific problems. It is not possible to list all problems faced by all communities. However some of the general problems faced by modern communities and information that may be gathered to help resolution of problems are given hereunder.

(i) **Consumer problems:** consumer rights - complaints - trading - standards - prices etc.

(ii) **Family :** Family relations - Marriage - Divorce - Adoption - Retirement - will making.

(iii) **Money matters:** Welfare benefits - How to claim - Payment of taxes - Pensions - scholarship subsidies etc.

(iv) **Health:** Nutrition - Child care - Care of expectant mother - Old age problems - Diseases, their prevention and cure etc.

(v) **Employment :** How to get a job - Advertisements - Interviews - Training oppurtunities - Health and Safety - Job Changing - Alternative work schemes - Workers Cooperatives.

(vi) **Housing :** Land lord and tenant - Rent and rates - Buying and selling - Repairs - Mortgages - Housing benefits like loans, subsidies, tax benefits etc.

(vii) **Transport facilities :** Bus - train - boat - etc.

Sources of community information: Update, factual, scientific information is vital to an efficient community information services programme. Most of the information is available in the form of leaflets, pamphlets etc., published by government and volutary agencies. Librarians should maintain liaison with other information providing agencies like government agencies, volutary bodies and charitable trust etc., and ensure that they are included on appropriate, mailing lists of those agencies. Television and Radio programmes contain latest and scientific information. The librarian may watch these programmes and cull out neccessary information. Newspapers and periodicals on specialized subjects (e.g. health, agriculture etc.,) and meant for special groups of people (like women) contain latest information.

Forms in which community information appears: Community information exists in a number of forms. Information is published by a number of publishing concerns. The main forms in which community information appears are (1) commercially published, books and periodicals, (2) government publications, pamphlets, leaflets, books etc., (3) publications of charitable organisations, action groups, voluntary bodies such clubs and cultural organisations etc., (4) publications of statutory bodies, (5) multi-media packs (may include booklets, leaflets, posters etc.), and (6) audio-visual materials.

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Criteria for material selection: Selection should be made by the local librarian who has knowledge about the community's information needs. Materials should release to specific, local, identified needs. It should be current and should have problem solving capacity. Material should be selected for immediate use.

Community Information Services : Community information services may be provided in the form of (1) information giving, (2) advice giving, (3) practical aid, (4) referral service, (5) community activity etc. Any method of helping people to solve their problems may be added to the list of services.

1) **Information and advice:** In providing this service the librarian identifies an issue or problem that affects groups of local people. Problem can be for example a slum clearance programme undertaken by local bodies. Information about the solution offered by the local body to the people affected, the rights of slum dwellers, subsidy component offered by government and other agencies. Alternative site/buildings provided by local agencies etc., may be gathered by the Librarian in advance and serve it to the people. Librarian may communicate feedback information to the bodies and act as a communicator of information both ways. Land acquisition for an industry or dam construction etc., by government will be associated with lot of rehabilitation work of the local people. In such instances the librarian can act as an effective communicator of information. The libarian should take the initiative and collect information. He/She can display the plan of the industry or dam and the land that may be acquired for the purpose and can help local people to correspond with the authorities with the paper work in connection with the rehabilitation programme. He/She can arrange meetings of people with the administrative officers and political leaders. He can enlist the help of experts on the subject and provide advice on various problems affecting the local groups of people.

2) **Practical aid:** covers wide range of activities like helping people to write letters, fill up various forms (applications for benefits etc.) and arrange appointments for clients with the agencies that can provide help.

3) **Referral services:** The Librarian directs people with problems to other agencies which can provide solution to their problems.

4) **Community activity:** Community activity is defined as involvement with local residents and groups within the community. This involvement of library staff with the community gives them an oppurtunity to understand the needs and problems of these groups of people. With this knowledge the librarian can try and provide the community with necessasry help. In this service librarian organises various groups in the community . e.g. Children can be orgnised into playgroups during school vacations.

The procedure to be followed in rendering community information services:

The staff of the Library —

1. should study the information requirements of the neighbourhood communities;
2. should build up and maintain contacts with Government, voluntary, cultural, news and mass media agencies and be in touch with the latest information on the concerned topics;

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3. should repackage the information in a suitable form, language and media that is easily understandable by people. In this stage the librarian may prepare talking newspapers, visual or audio-visual tapes etc.;

4. should take these services to the people at their own place beyond the four walls of the library.

This is a brief summary of the history and nature of community information services that are in operation in other countries.

Let us now examine community information services in Andhra Pradesh public library system.

4.6 LEGACY OF ANDHRA LIBRARY MOVEMENT

The thrust of library services in the Andhra region before the dawn of Indian independence (before 1948, pre-legislation period) was on community information services. The leaders of Andhra Library Movement sponsored and organised a number of information services through the public libraries. These services partly met the information needs of the community; contributed to the awakening of the community, solved the problems of the community and individuals, and helped the development and use of the resources and talents of the community. The following were some of the activities which were initiated and promoted by the Andhra Library Movement.

1) Adult education programmes and classes were conducted by the librarians. Teachers for promotion of adult education were trained; text books and other materials were prepared and distributed. This programme directly contributed for the promotion of literacy, and indirectly improved the economic growth and quality of life of rural people.

2) Librarians delivered information to the people at public centres like tank bunds, temples, village kacheris, village fairs and festivals etc. Sometimes librarians supplied books to women and other readers at their homes. Library services were made available outside the library premises and to people who were illiterates, or disinterested in reading. These services were in novel forms like the reading of selected items contained in the daily newspapers, news bulletins on specified topics, wall newspapers (recording of important news daily at selected places on the walls), oral advice, etc. These activities enabled the illiterates, disadvantaged and unmotivated sections of people to be benefited by the use of library services.

3) Librarians arranged meetings and lectures by eminent persons on matters of social, political, cultural, scientific and general interest. These meetings and lectures promoted and supported social reform activities like the struggle against the practice of untouchability, uplift of scheduled castes, women and other weaker sections, rural reconstruction etc., and specially promoted the spirit of nationalism and patriotism among the people. These activities attracted people to the library and the library emerged as the centres of community life.

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4) Librarians tapped the energy and services of the youth and students and used them for the promotion of rural reconstruction during the period of vacation for schools and lean session of agricultural operations. Librarians held spring festivals, sports and games and competitive events in the field of literary and athletic activities. These programmes enriched the cultural life of the community and helped the development of local leadership, and used the local talent in the service of the community. The library emerged as the centre of community life.

5) Andhra library movement strongly supported the development of Telugu language and literature. It encouraged writing and printing of books in the vernacular language. This activity supported the base and foundations of democracy by improving the knowledge and strengthening the interest of people in public affairs.

6) Librarians delivered to people useful information relating to land survey and tax, animal husbandry, crops, etc. These services demonstrated the utility of library services to the community .

These activities formed the hall-mark of the Andhra library movement during the pre-legislation (before 1948) period. After the enactment of Madras Public Libraries Act (1948), the library services tended to acquire professional character. The library services were limited to the four walls of the library. The activities of public libraries were limited to the acquisition and organisation of reading materials and providing facilities for reading in the library, and circulation and issue of books to the members of the library. A skeleton of extension activities are being undertaken once in the year during the celebration National Library Week (November 14-20). The involvement of the library in the community information services almost declined during the period after 1948. It is essential to emphasise the role of public libraries in delivering community information services. The structure of public libraries in Andhra Pradesh and the steps for the introduction of community information services at each level of the public library system is presented in the following section.

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Self-Check Exercise - 2

Who are non-users? How the community information services are relevant to them?

Note: i) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the and of this unit.

4.7 COMMUNITY INFORMATION SERVICES AND THE PUBLIC LIBRARY SYSTEM

An understanding of the structure of public library system, its various components and the specified roles and activities of each of the components is necessary for the purpose of providing community information services in the public library system of Andhra Pradesh .

Public library system of Andhra Pradesh

At present the state of Andhra Pradesh is served by the libraries belonging to three types. These three types are : (i) Government libraries, (ii) Libraries functioning under the jurisdiction of Zilla Granthalaya Samsthas, and (iii) Aided libraries.

(i) Government Libraries

a) State Central Library	-	1
b) Regional Libraries	-	6
c) Mobile Library(Eluru)	-	1

(ii) Libraries functioning under the jurisdiction of Zilla Granthalaya Samstha (1990-91)

a) City Central Library (Hyderabad)	-	1
b) Mobile Libraries (Hyderabad)	-	2
c) District Central Libraries	-	22
d) Branch Libraries	-	1416
e) Village Libraries	-	336
f) Book Deposit Centres	-	582

(iii) Aided Libraries under

a) Gram Panchayat	-	1561
b) Cooperative Societies	-	40
c) Private Managements	-	710

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All these libraries broadly work in a pyramidal structure with state central library at the apex, district central libraries and regional libraries at the next level, branch libraries and village libraries at the third level, book deposit centres and aided libraries at the lowest rung.

Administrative setup: The overall administration and development of this public library system and services is subject to and functions in accordance with I the Andhra Pradesh Public Libraries Act (1960) and its subsequent amendments. II A policy making body named **Granthalaya Parishad** (Library Council) is in charge of preparing developmental plans for the public library system as a whole in the State. III A State Book Selection Committee is responsible for preparing book selection lists. IV. The department of public libraries is in cahrge of over all administration of the public library system in the state. The Director of Public Libraries is member secretary of the Granthalaya Parishat. He is incharge of implementation of the policy decisions taken by the Granthalaya Parishad. (V) The Zilla Granthalaya Samsthas (ZGS) have administrative responsibility of providing library services within the district. Zilla Granthalaya Samstha provides public library services through a network of Branch libraries and Book Deposit Centres. ZGS prepare developmental plans for library services within the district.

To sum up, the state level policy making body is Granthalaya Parishad. The Director of Public Libraries looks after the implementation of the plans. Zilla Granthalaya Samsthas prepare district level plans for provision of library services in the district. The ZGS have administrative responsibility of providing library services within the district. The Grandhalaya Parishad is yet to prepare a plan for the development of public library services. The plans developed by ZGS are focussed only on opening of branch libraries. So far the plans prepared by ZGS did not focus sufficient attention on improving the quality of services in public libraries.

Growth and Expansion of Branch Libraries

Rule 16(4) of Andhra Pradesh Public Libraries Act laid down norms for opening of Branch Libraries. According to these norms each Panchayat with a population of 5,000 and above shall have a branch library and each village with a population between 1000 and 5000 shall have a Book Delivary Station. Zilla Granthalaya Samsthas have established over the plan periods more and more branch libraries in urban and rural areas. The coverage of library services in urban areas reached 33.02%. In rural areas the coverage of library services is 13.37%. Urban areas are better served with libraries than rural areas.

Development of Library Services

Libraries acquire books, periodicals and newspapers and arrange these documents for use by readers. Facilities are provided for reading and lending books. Mobile services are provided to a limited extent to take books to readers. Extension services are offered in a very limited measure by way of conducting meetings, competitions for children etc., during library weeks in the month of November.

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Information Services: No mention is made in the Act or the development plans of Zilla Ganthalaya Samsthas about the nature of services to the illiterates, neoliterates and non-users of the library who constitute more than eighty percent of population. The Granthalaya Parishad is yet to prepare developmental plans.

4.8 A PROPOSAL FOR INTRODUCTION OF COMMUNITY INFORMATION SERVICES

Earlier in this unit we have studied the nature and scope of community information services. We have also reviewed the structure of Public Library System in Andhra Pradesh. Now let us examine the role of each of the agencies in public library system in introducing community information services.

4.8.1 Granthalaya Parishad

Granthalaya Parishad should incorporate community information services in its master plan of library services. Information services may be based on an assessment of information needs of the community. Information needs of the community have to be gathered and compiled by an analytical study of the community, it's problems and needs and its resources and capabilities. Local libraries would provide feed-back response to the Parishad relating to the use of information and needs of the

community. The Parishad should clearly lay down the nature of community information services and the responsibility and obligation of each body in the library system for the provision of the services. Apportionment of funds for the acquisition of books, audio-visual equipment and materials, and organisation of services may be clearly provided in the master plan of library services.

4.8.2 Book Selection Committee

Information needs of the community may be one of the guidelines for the book selection committee in the preparation of book lists. Book selection ought to help the provision of information which is relevant to solve the poroblems of people. Books related to various professions and fields of knowledge like agriculture, pisciculture, dairy, animal husbandry, horticulture, handicrafts, cottage industries, health and nutrition, child care and family welfare, etc. deserve due representation and place in the selected lists of books. Special effort is essential to locate and acquire such books which contain information to promote and strengthen problem solving capacity of people. Authors and publishers may be encouraged and supported to bring out books of utility and informative value by the practice of bulk purchase of such useful books.

4.8.3 Directorate of Public Libraries

The Director of Public Libraries may establish and maintain a centre for collection, production, distribution and servicing of audio-visual equipment and materials. Audio-visual materials and techniques are effective tools to deliver useful information specially to the illiterate people and also to the semiliterate and educated people. The Directorate of Public Libraries may acquire audio-visual materials either by purchase or exchange or by gift. The Directorate with the help and collaboration of other Government Departments and Scientific bodies may produce audio-visual tapes containing useful information. The Directorate will arrange for distribution of audio-visual materials to libraries. It may also prepare and publish state level Directories of Information relating to welfare agencies both governmental and voluntary; professional institutes and persons in areas like Medical, Legal, Educational, Trade, Banking and Credit, Industry and Technology etc.

4.8.4 Zilla Granthalaya Samsthas

Zilla Granthalaya Samsthas have to acquire equipment for the display of audio-visual materials. Competent staff for the display of these materials at different places and according to convenient time-schedule of clientele along with necessary vehicles may be provided to the Zilla Granthalaya Samsthas. A substantial part of community information services are to be delivered through the medium of audio-visual materials. Library service is to be delivered at the door steps of people (outside library building) and during the leisure time of the people. Light entertainment programmes may be judiciously combined with information delivery materials in order to attract people to library services. It also provides relief to people from the tedium of receiving organised and systematic information. Zilla Granthalaya Samsthas may undertake preparation and publication of district and local level directories of information on the pattern of state level directories. Brochures containing information on specific items annd subjects may be prepared and distributed to libraries. Vertical files of information on useful subjects and crafts, district and local resources, materials of personal, historical and popular interest can be gathered and maintained. A museum that will provide a picture of the heritage of handicrafts, artefacts, and

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cultural life of people at the district and local levels may be organised by the respective Zilla Granthalaya Samsthas. In the task of providing information, these bodies will do well if they collaborate and organise cooperative activities with some of the agencies of the government like the Public Relations Department, Social Welfare Department, Women and Child Welfare Department, Department of Agriculture etc.

4.8.5 Local Libraries

Village and branch libraries play a vital role in the dissemination/delivery and improvement of the quality of community information services. These libraries are dissemination points of services. These are vital link agencies between the people and the mechanism of community information services. These libraries give information to people in various forms like the display and circulation of pamphlets, booklets, information files, display of audio-visual materials, oral advice, etc. In the process, they have to work in close cooperation with several agencies like the village development officer, village assistant (Grama Sevaka), local associations, organisations, social and political leaders etc. These libraries may function as coordinating agencies for the object of information providing bodies. They will gather, organise and disseminate information which is available with all these agencies. These libraries disseminate such information in a simple and convenient form and method to the people. The libraries also share with these agencies the body of information stored in the documents and materials of the libraraies. More significantly, these libraries should study the structure, problems, resources, and the information needs of the local community and pass on such findings to the policy making bodies of community information services and other concerned Departments of the Government. These libraries will do well to display notices relating to local activities like trade fairs, festivals and marriages.

4.9 SUMMING UP

Community Information services have been emerging as the foci of the public library system in the contemporary society. This development is a result of the new concepts of social development that gained wider acceptance on society and also of the technological developments particularly in the use of information production and use. The public library has been providing facilities and services free of charge to people who visit libraries. The non-users constituted more than 3/4s of the population. They comprised illiterates, ethnic minorities, handicapped people etc. who need information most to solve the problems they face in day-to-day life. Library profession reacted to this needy people in the form of information, advice, conselling, steering, group services and neighbourhood services. Latest technological developments like audio-visual equipment were utilized to communicate information. Librarianship in United States of America and United Kingdom realised the need to provide community information services. Community information services were offered to all people including disadvantaged groups during the period of Andhra Library Movement. If community information services are introduced in the public library system of Andhra Pradesh according to the given programme, public library services will be an effective and useful instrument in bringing about social change.

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Self-Check Exercise - 3

Describe the legacy of Andhra library movement for the community information services.

Note : i) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

4.10 MODEL ANSWERS

1. The direction with regards to the nature of information priorities related to promotion of welfare measures to provide better living conditions to the disadvantaged groups of society through legislation and administration. Survival information is to be provided to needy people.

2. Non-users constituted more than 3/4 of the population. They comprise illiterates, ethnic minorities, handicapped people etc., who need information most to solve the problems they face in their day-to-day life.

4.11 ASSIGNMENTS

I Give a brief account of the history, nature and provision of community information services

II Explain how community information services can be provided in the public library system of Andhra Pradesh.

III Describe the legacy of Andhra Library Movement for community information services.

4.12 RECOMMENDED BOOKS

1. The Library Association, Working Party on Community Information. **Community Information: What Libraries can do,** a consultative document. London: L.A., 1980.

2. Bunch, Allan. **Community Information Services : Their origin, scope and development.** London: Clive Bingley, 1982.

3. **Guidelines for Reference and Information Services to Public Libraries in England and Wales:** London; LA., 1981.

4. Vincent, John: **Introduction to Community Librarianship.** London. L.A., 1986.

5. Mathew, Howard. **Community Information: A Manual for Beginners.** Newcastle-under-Lyne : A.A.L. Publishing, 1988.

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4.13 GLOSSARY

Community Information Services: Services provided by public library staff, to help individuals and groups of people to solve their daily problems like housing, health, employment, their rights and responsibilities as citizens of a democratic nation.

Group Services: Public library services offered to groups of people of various denominations.

e.g. 1) occupational groups like farmers, weavers, goldsmiths, labourers;

2) age groups; children, youth, old people etc.;

3) caste groups or women as a group.

Members of these groups share common needs and interests.

Disadvantaged groups: Groups of people handicapped by some disadvantage, e.g.

(a) Social segregation inequality :
practice of untouchability is a handicap in utilising equal opportunities provided by public libraries. The Librarian's services should outreach the four walls of the library to these groups (a2) women need outreach services;

(b) Physical disability :
e.g. Blind people require information in the form they can utilise.

(c) Print handicap or disability; illiterates cannot utilise print media. Librarians should provide information services in audio-visual media to such people.

Survival Information: Information required to cope with day-to-day life by the society, economically and educationally disadvantaged people.

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BLOCK II : DEVELOPMENT OF LIBRARIES

In Block I you have been acquainted with the topic which focus library as an instrument of social development. This block introduces you the growth and development of libraries in India, United Kingdom, United States and USSR. It also deals with the library movement in India with special reference to Andhra Pradesh.

There are four units in this block. The first deals with the libraries in ancient, medieval and modern periods; the second provides a broad view of growth of libraries in UK, USA and USSR; the third deals with the library movement in India and the fourth unit covers the library movement in Andhra Pradesh.

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UNIT - 5 : LIBRARIES - ANCIENT, MEDIEVAL AND MODERN

Contents

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5.0 AIMS AND OBJECTIVES

We have discussed in this unit about the development of libraries in ancient and medieval periods. We have also touched upon the period of renaissance, the beginning of modern period.

After studying this unit, you will be able to

- trace the development of writing and writing material in the ancient world;
- appreciate the library tradition in Sumeria, Babylonia, Assyria, Egypt, Greece and Rome;
- explain the evolution of printed book;
- get familiarity with the concepts printing, lubrication, book trade, publicity, decoration, use of title paper, censorship etc.; and
- describe Byzanite libraries, Muslim libraries, Monastic libraries of Egypt, Rome, Ireland and England; Cathedral libraries and libraries in the renaissance period.

5.1 INTRODUCTION

Oral tradition was in vogue before writing. From paintings and carvings, writing began on stones, clay tablets, papyrus, metals, palm leaves etc. Library tradition began from Sumeria, Babylonia, Assyria, Egypt, Greece and Rome. Later, printing was developed from blocks to movable types. Earlier Greeks and Romans developed libraries. Christian missionaries, Muslim rulers, Hindu religious leaders encouraged learning and libraries in India. Renaissance changed the thinking process of the early generations.

5.2 ANCIENT PERIOD

5.2.1 Writing and Writing material

History of libraries is closely related to human civilisation. Some of the ancient seats of civilisation like Egypt, Mesopotamia, Sumeria, Babylonia, Assyria, Greece, Rome, India, China etc., were also the centres of learning and libraries. Though the human race is in existence for over a million years, we know only a small fraction of the last five thousand years or so, because of lack of recorded materials.

Early Writing

The earliest known books or their equivalents are the inscribed clay tablets of Mesopotamia, the papyrus rolls of ancient Egypt, lime stone tablets of Sumeria, parchment of Pergamum, palm leaves of India, bamboo of China etc.

Oral Tradition

Unable to write, prehistoric man relieved his soul by means of the spoken word aided by gesture and song. The first hymns, chants, jingles and tunes were invented by the story-tellers to assist his memory in relating the general epics of the tribe or by the medicine man for instruction in the mystic rituals. Probably the story-teller or bard, growing old, would find a likely successor and pass on to him his store of stories, ballads or songs. Thus, they were also able to handover to posterity by word of mouth their people's history, migration traditions etc. But, in the long run, the facts were mixed with myths and history with mythology.

Written Documents

Pre-historic man did not think about true writing. Even today, there are primitive tribes who do not know writing. Various acoustic and optical devices like war-cries, singal horns, drums, gestures and smoke and fire signals were found to suffice their communication needs. Probably the failing memory and problems in indirect communication gave birth to the tradition of writing.

Stoneage paintings and Carvings: The earliest examples of human attempts to scratch, draw or paint naturalistic or schematic pictures of animals, geometric patterns, pictures of objects on trees, cave walls, rocks or bones are to beconsidered as preliminary stage of writing. This is the period perhaps to 20,000

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to 5,000 B C . Many such paintings and carvings were found in Spain, Portugal, Italy, Palestine, Egypt, and North Africa.

Pictographic Representations: The pictographic representation may be subdivided into the following three classes: **Iconography** giving a static impression of the object also known as pictograms; **Ideographic writings** where the idea behind the picture is taken note of. For example, a circle with rays around may represent 'sun' in a pictogram, where as in an ideogram it represents 'day'. At the ideographic stage long series of pictures were drawn to write 'picture stories'. Thus, this type of writing is also known as 'Synthetic writing'; **Phonographic writings** are those where a phonetic sound is assigned to each pictoral symbol. Thus, a single object represented a single word. Most of the important systems of writing like the Sumerian script, Egyptian hieroglyphic script, the Indus Valley script etc., belong to this class. These scripts are also known as 'analytic scripts' wherein simplified and pictures selected by custom represent a character.

Writing Material

The Book : According to some scholars the term 'book' is derived from the German word **Buch** meaning 'beech', and been wood which was largly used for binding books. In England beech tablets were also used for writing. Some people also link it with beech bark used for writing.

"To write" : To old English 'writan' is derived from the old Frisian **writa** which means "to scratch" or "to write". The Greek word **graphein** also meant the same. The word **graphein** gave us the main component of many words which we use today connected to writing or description, such as, epigraphy, photography, stenography, geography etc.

Use of wood : Wood was the main writing material in ancient world. It was extensively being used in Egypt, Greece, Rome, Germany and many other countries. It was being used in Egypt as early as in the 5th century BC. The wood cut into thin tablets, finely planed, polished and waxed was being used for writing. These were hinged together and such sets of tablets were known as **codices.** The writing was incised in the 'wax' by means of a pointed implement known as **stilus** or **graphium.** Some times writing was done with 'ink'. Waxen tablets were easily effeced by smoothing the wax and new matter might be written. Long after the use of papyrus, Greeks and Romans were writing first on wood-wax and later transcribed the final text on to papyrus or parchment. Because, it was easy to write, erase and rewrite on wax tablets.

"Library" : The word "Library" is etymologically connected with the latin word **Liber** meaning " bast" or "rind" (=inside bark of a tree). Bark off trees like filia, philyra, linden etc,. was extensively used for writing in Rome. Similar practice is also observed in Central Asia, India, Sumatra and among American Indians.

The Romance and other languages use a word like **bibliotheca** for library. This is derived from Greek word **bibliothecae** used for 'book'. The word "Bible" is also derived from this, which simply means "the book".

"Code" : This is a Latin word standing for "the trunk" or "the stem of a tree" signifying any thing made of wood, as for instance, a wooden tablet. The word "code" is derived from codex.

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Wood and bamboo sticks were used as writing material in ancient China. Long strips of bamboo were welded by beating them together in Sumatra. In Philippines writing was done on the shiny surface of the bamboo with a knife. In Central and Southern Asia and even in Egypt in the earlier days writing was done on palm leaves.

Linen : The Romans, Egyptians, Arabs and Indians were using Linen for writing. Needle work or embroidered "tapestray" was also done on Linen.

Stone : Great slabs of rock (megaliths), soft stone like limestone, harder stones like marble, volcanic stones like basalt, dolerite, diorite, etc., were chosen for inscriptions.

Metal : Plates of copper was extensively used in India for making permanent writing along with stone. Some times antimony, bronze, brass, crystals, ivory, gold, silver etc., were also used for writing. Use of lead in Rome was evident.

Clay Tablets : Moist and soft clay of proper size and thickness was used for writing. A broad headed **stilus** (made up of wood, bone or metal) was used for making cuneiform (wedge shaped) strokes, line by line, with the edge or front of his stilus. To make the tablets durable it was exposed to the sun and dried hard. At a later stage it was baked in kilns to protect it from crumbling while drying. The clay tablet was the most popular medium of communication in ancient western Asia and particularly for over 3000 years in Mesopotamia.

Papyrus : Although the ancient Egyptians employed various materials for writing, such as wood, leather, stone, linen etc, papyrus (prepared from the plant of that name) was their cheif material for writing. The word papyrus gave us the word "paper". Another Greek word **biblos**meaning " pith of the papyrus stalk" gave us the term 'biblia'. Papyrus was made from the strems of the papyrus plant which in ancient times grew abundantly in the Nile and marshy districts of Lower Egypt. Papyrus was put on wholesale market in Egypt. It was the retailers who use to cut and roll it or make single sheets. Rolls of 120 - 150 feet long were also used. The text was written in a column or a series of columns called in Greek **selides** or in Latin **pagina**e(hence the word page). Ordinarily only one side of the papyrus was used for writing and it is on the recto side. The roll was wound round a wooden rod so that it could be rolled from one end to the other.

Parchment and vellum : The prepared skin of animals such as cattle, sheep, goats and occasionally deer and preferably from the young of these animals is called parchment. The finer quality (derived from the calf) was called **vellum** .This is finer, smoother and whiter than the orindary parchmeat. The whitest and thinnest kind (extracted from aborted calf) was called **uterine vellum**

The story of invention of parchment goes like this. King Ptolemy of Egypt jealous of a rival book collector in Eumenes II, king of Pergamum and with the fear that the collection of Eumenes's library surpassing the Library of Alexandria, laid an embargo on the export of papyrus from Egypt. Eumenes thus debarred from obtaining papyrus rolls, was driven to the invention of parchment. Use of leather was common in Egypt also.

BRAOU

Self-Check Exercise - 1

a) Trace the major steps in the history of writing and writing material.

Note: i) Write your answer in the space given below.
ii) Compare your answer with the model answer given at the end of this unit.

b) Explain briefly the evolution of alphabet.

BRAOU

5.2.2 Ancient Libraries

SUMERIA

The Sumerians entered Mesopotamia before the middle of the 4th millennium B C, conquered the land and established a very high culture which they passed over to the Akkadians who were Semites. It is believed that Sumerians invented the cuneiform writing. Whether the writing was invented in Sumeria or Mesopotamia, it was Sumerians who developed it into the cuneiform. There exist certain internal similarities between the Chinese and the Sumerian writing. So far, two hundred and fifty thousand Sumerian tablets and fragments have been discovered of which more than ninety five percent are economic in character (contracts, wills, receipts and letters).

BABYLONIA

Sumeria, Babylonia, and Assyria fall in the Mesopotamian valley. Sumerian culture had a great influence in Babylonia. They were also using clay tablets for writing. Libraries were in temples and palaces. Clay tablets were discovered in four sites in Southern Babylonia. The earliest of them are attributed to the middle of the fourth millennium BC . The Babylonian works were on religion, magic and demonology. Borsippe and Hummurabi were the famous Babylonian libraries.

ASSYRIA

The libraries of the Assyrian kings contained many tons of thousands of clay tablets on the subjects of astronomy, astrology, history, religion, magic, medicine, mathematics etc. Among tablets there are what were called "syllabaries", a kind of dictionaries. There were records of historical events, laws etc. Assyrian emperor Ashurbanipal (669 - 633 B C) established a royal library, which was discovered about a hundred years ago in the British Museum excavations. Ashurbanipal sent scribes throughout Mesopotamia to copy and to translate into Assyrian language and script all the books they could find, and thus tens and thousands of clay tablets were brought to the Royal Library. His library contained a collection of proverbs in two languages arranged as reading lessons for students. There is evidence to show that the library was well organised and the clay tablets were classified. Each tablet bore an identification mark indicating the shelf and room where it was housed. Ashurbanipal is described as a "Librarian-King" as he was himself classifying and cataloguing the works in his Royal Library. He was also writing his own commentaries on various works. He employed full-time staff for the first time in the history to manage the library. Though Nineveh was distroyed in 625 B C by the invading Medes, fortunately the library survived as the clay tablets got buried under the walls of the palace.

EGYPT

If Mesopotamia is considered the cradle of writing, Egypt can be considered as the cradle of the book. Writing was in vogue in Egypt since thirteenth century B C. Although the ancient Egyptians employed various materials for writing such as linen, wool, leather and stone, papyrus was their chief mateiral for writing. The best papyrus factories were in Alexandria. There was a practice of burying manuscripts with the dead in hermetically sealed tombs and jars for thousands of years. These were believed to serve as guide books for the diseased to enter the gates of Amenti (the Egyptian under world). These were the so called " pyramid text". In later times, when the mortuary texts increased more and more in number, they were being described as "Book of the Dead". Charemon, the Librarian of the Hall of Books in the temple area of Scrapeum is known to have compiled a "dictionary of Hieroglyphics". These works were described as "Medicine for the Soul." Catalouges of books were written on the walls of the library. The list found at Karnak is headed by the statement ``list of cases containing the books on great rolls and skins". The catalogue entries included title, number of lines, contents, opening words etc.

In the old Egyptian Akkad language, each new paragraph was prefixed by a sign, signifying the way the matter is to be pronounced.

GREECE

Barks, leaves and wax tablets were used for writing in Greece in the early days. At least from the seventh century B C onward, the papyrus was the regular material used for book production in Greece. It was a famous centre of knowledge and philosophers like Socrates, Plato and Aristotle contributed a great deal for Greek philosophy and civilisation. It is known that Aristotle founded the peripatetic school and organised its library to facilitate scientific research. After Aristotle's death the library was managed by his heir Theophrastus. Ultimately the library fell as a booty to the Roman emperor Sulla. The Athenian Academy was run on the lines of a modern university. It is known that a public library was established in 330 B C in Athens. Public schools were in existence from 500 B C in Greece. Women and slaves were also allowed to learn reading and writing.

BRAOU

Alexandrian Library : Alexandria was a city and chief seaport founded by Alexander the Great in 332 B C. It was a famous centre of art, science and learning in those days. After the death of Alexander, Macedonian empire broke-up. Ptolemy one of the lieutenants of Alexander was governing Egypt. He encouraged people with scholarship to emigrate to Alexandria and made it a centre of Hellenism. Among the intellectuals that migrated to Alexanderia included Euclid, Callimachus and Demetrius. The credit for the establishment of a museum and library goes to Demetrius. Ptolemy II made special efforts for the development of the Alexandrian Library. He engaged men to copy the manuscripts and scholars development of the Alexandrian Library. He engaged men to copy the manuscripts and scholars to edit them. Original manuscripts were collected to avoid faults. The library was first located at Bruchium close to the Royal palace. As the collection increased, a second library was established in the temple of Jupiter Serapiaris. "The order in which Ptolemy collected and displayed the books was astonishing" - says Mure. Ptolemy brought books in Ethiopean, Persian, Hebrew and Indian languages.

Zenodotus of Ephesus, the head of the Alexandrian library in the reign of Ptolemy Philadelphus published a Homeric and Hesiodic recession and glossary; his successor, Callimachus of Cyrene, the "Father of Bibliography" composed the famous *Pinakes,* a catalogue in 120 books of the chief writers in every branch of literature. His successor Eratosthenes was the author of mathematical, astronomical, geographical, political, philosophical, historical and critical works and dealt also with theatres, scenery, actors and dresses. Aristophanes of Byzantium who succeeded him was a great librarian and critic. Thus Alexandria was a giant in scholarship and librarianship.

ROME

Ancient Roman libraries were direct inheritance from Greece. The library in Rome was built from the booty collected from their conquests. A famous Roman library was that of Paulus Aemilius. The collection was mainly brought from Greece after the defeat of King Perseus of Macedonia. Sella who conquered Athens took with him the Aristotlean Library. Around 67 BC, Lucius Lucullus while returning from Asia Minor brought with him huge quantities of books. Parchment was mainly used for notebooks in Rome. But the Roman Quintilian even preferred to write on wax tablets rather than on parchment.

Julius Ceaser had plans to set up libraries and he entrusted this job to the well known writer and scholar of that time Marcus Terentius Varro. Ceaser did not live to see his plans carried out, but a public library was set-up a few years after Ceaser's death by Asinus Pollio.

In the reign of Augustus, Rome had a flourishing book market. Books were sold at cheap rate and book collection became a fashion.

Self-Check Exercise - 2

a) Mention few important ancient libraries.

Note: 1) Write your answers in the space given below.

2) Compare your answers the model answer given at the end of this unit.

BRAOU

b) What is the greatness of the Alexandria Library?

5.3 MEDIEVAL PERIOD

5.3.1 Book Production

Books were on papyrus, parchment, clay and wax tablets. One man use to read aloud and other scribes used to write. Space was left in the margins for decoration. Illustrations were made with hand and they used rubrication. The place of copying was called 'Scriptorium'.

Printing

Printing was known to the East earlier than to the West. Pisheng, a Chinese is known to have invented printing by movable types with earthen characters in as early as the first century A.D. Initially books were printed with wooden blocks. These were known as "Block Books".

Rurbrication

Rubrication is the art of decorating the first letter or letters mostly with red ink. Figures of nature, animals, mythological characters, plants and flowers were used in decoration. Gold was also used for decoration. Wooden boards were used as covers.

Author

The author was not given importance. No remuneration was paid to the authors. Some times, names of reputed authors were given for publicity.

Book trade

Atticus had amongst his slaves highly educated men and numerous copyists. He published the works of his friend Cicero and other authors, and sold them not only in Rome, but also in Athens and in other Greek cities and probably in other places connected with Rome. Tryphon was a famous publisher of the latter half of the first century

Publicity

Books were published by reading loudly in public places by the author himself or by some one. Some times exhibitions were also organised. Book-shops also helped in publicising the works.

BRAOU

Decoration

Decoration was by chiseling on wooden boards. Precious stones and metals were embedded. **The Book of Kells** of 8th century A D is regarded as one of the finest books that has ever been produced. Unerring lines of its ornamentation in one space of about 1/4 inch square may be counted, with a magnifying glass, 158 interlacements - should have been traced by angles?

Self-Check Exercise - 3

What are the salient features of book production?

Note: i) Write short answers in the space given below.

ii) Compare your answer with the model answers given at the end of this unit.

Types of books

Upto the 12th century books were mostly religious. Since the 13th century tales, adventure and romance gained popularity.

Paper

Paper is known to have developed in China as early as in 104 A.D. During the 8th century Arabs learnt it from China. From Arabia it went to Middle-East, North-America and Spain. A paper mill was started in Jatava in Spain in the 11th century A.D. Paper mills were started in Italy in 1283 A.D. and in England in 1490 A.D.

Printing

John Gutenberg invented printing by movable metal types in 1439 A.D. He was John First produced *The Bible* during the period 1440-1446 A.D. This book has 42 lines, 6 presses were used for 6 years with 3 employees for each press. From Germany printing spread to Switzerland in 1460, to Italy in 1467, to France and to the Netherlands in 1470, to Spain in 1473 and to England in 1473 A.D.

Incunabula

Books printed in the early days of invention of printing are called incunabula. These look more like manuscripts. There was no title page. Books were sold without bindig. Author's name was not given. Printer's name, place and date were given at the end.

Title page

No title page was given in the early days. The page was left blank as a protective cover. When the printing activity increased, there arose the necessity to distinguish each work. The result was the invention of the title page. The title page was containing a descriptive account of the whole work. Some contained illustrations.

BRAOU

Censorship

Rulers realised that "books are mightier than sword". They started imposing restrictions on the production and circulation of certain books. Galilio, Copernicus were put to serve constraints by their rulers. Henry VIII published a list of books banned by him in 1529.

5.3.2 Libraries

Byzantine libraries

The imperial library founded by Constantine in the early fourth century was a noteworthy feature of the Byzantine Empire. Emperor Constantine controlled both Eastern and Western Roman Empires and around 325 A D established his Constantinople. He established an Imperial Library around 330 A D. He aquired over 7000 rolls mainly on Christianity. He ordered for multiple copies of works. According to Jerome (d 420) in the mid-fourth century, when the Christian Library of Origen and the Martyr Pamphilus had fallen into decay, its damaged papyrus rolls were replaced by copies written on vellum. Emperor Julian who hated Christianity destroyed many works on Christianity and patronised Greek classical works. He increased the collection of the library to 100,000 rolls. But, due to a great fire in 477 A D many of these works were lost. Emperor Zeno took interest to rebuild the library.

During the reign of Theodosius II (408-450 A D) an Academy was established with a well-stocked library attached to it. The Academy is like a modern University. The Academy declined after two centuries. By 859 A D the University of Constantinople was established and it became a leading institution with rich library. The library flourished well during the period of Emperor Justinian (527-565 A D). His greatest contribution is codification of Roman law.

All civilized nations of the ancient world and especially the highly cultured Greek and Latin peoples had rich libraries, containing numerous books on a large variety of subjects. Yet, no ancient Greek manuscript has been found either in Greece or Italy except for the charred papyrus rolls found in a private library of Herculaneum. All preserved copies of Greek works belong to the Byzantine period, with few exceptions such as the *Iliad* of the Ambrosian Library, Milan. After the fall of Constantinople in 1453, most of the manuscripts were shifted to Italy. Emperor John III shifted his capital to Nicaea and in course of time Nicaea become a cultural centre. Byzantine returned to power again and recaptured Constantinople in 1261. Emperor Michael Palcologus reinstated the imperial library in his palace.

Muslim libraries

End of the seventh century saw the rise of Muslim power and their rule spread from the Arabian sea in the East and Caspian in the North to Tripoli in the South. Arab-Muslim empire reached from central Asia southward into India and Westward into Spain. During the eighth and ninth centuries, they took advantage of the Hellenist culture and translated well known Greek works into Arabic.

Damascus came to lime light as a centre of learning in the eighth century when Ummyyid dynasty ruled. There was a good library in Damascus during this period.

BRAOU

Baghdad became famous under Calliphs. Calliph Al-Mamum (813-33) of Baghdad encouraged translation of Greek, Syrian and Persian works into Arabic. There were a large number of libraries. It is said that there were more than 100 book sellers in Baghdad in the 9th century. There is a record of existence of public libraries in Nishapur, Ispahan, Ghazrah, Basra Shiraz, Mosul and other towns apart from Baghdad. There were 12 public libraries in Merv in 1228 A D and about 30 in Baghdad.

In the ninth and tenth centuries the Fatimid Calliphs in Egypt established a cultural centre at Cairo which surpassed the glory of Damascus and Baghdad. Al-Aziz (975 A D) who established the house of learning also had a library which contained more than 100,000 volumes. There were numerous copies of *Koran*. These were beautifully filigreed in gold and silver. Books were classified and exhibited.

Arabs who conquered Spain, made Cordova as their capital and established one of the richest libraries of that period. The credit for this goes to Calliph Hakim II. The Muslim domination came to an end with the rise of Mongols and Tatars. Of all Mongols, Timur collected many books and built a library at Samarkand.

5.3.3 Monastic libraries

Egypt

Christian missionaries started establishment of libraries in monasteries basically for their own use and secondly for the benefit of the public. The earliest known monastic library is the one established by St Pachomius.

England

At the end of the 6th century Pore Gregory deputed St Augustine to England. He established a monastery at Canterbury. St Augustine brought many books with him. Benedict Bishop who established Wearmouth and Jarrow in Northumbria monasteries, is known to have made several trips to Rome to bring books to these monasteries. Gradually Northumbria became an important seat of learning.

Monastic libraries flourished for about a thousand years. In England all monasteries were closed by Henry VIII. The peasant movement in Germany in 1524-25 also resulted in loss of monastic libraries. They were lost in France during the French revolution.

Cathedral libraries

Closely related to monastic libraries are cathedral libraries. There were good cathedral libraries in York, Durban and Canterbury in England. Notre Dame and Rouen in France; Bamberg and Hildes Lein in Germany and Toledo and Barcelona in Spain. These libraries were better stocked and collection included religious and non-religious works as well.

5.4 RENAISSANCE

The long stagnation of monastic life was followed by the bright period known as renaissance. Renaissance is characterised by the revival of Grecco-Roman spirit of inquiry . During this period the

BRAOU

printed book took birth. A large number of private libraries came into being. Book collection has become a habit among the rich. Petrarch (1304-74) travelled widely and collected a number of valuable manuscripts. Boccaccio, a friend of Petrarch (292-345 A D) in upper Egypt was called literary detective for his detection of missing manuscripts. The monks in the monastery were expected to read and write thrice daily. They were expected to consult the work in the chapel only.

Rome

Towards the middle of the sixth century a monastery was founded by Magnus Aurelius Cassiodorus in Italy. He was once a secretary to the ruler of Rome. His ambition was to set-up a university similar to the one in Alexandria. But, he could not do so due to the prevailing political uncertainty. After his retirement, he set-up a monastery at Vivarium. His personal collection became the nucleus of its library. He added Latin and Greek classical works. He compiled an annotated bibliography of works suitable for a monastic library. Thus, it served as a source for book selection to many other libraries.

St Benedict established a monastery in the middle ages. He set specific rules in the monastic life. These rules were followed by almost all successive monasteries. He made reading of books compulsory for the monks. Copying of manuscripts was made a part of regular work.

Ireland

Historically Christianity spread to Ireland first and took there a firm hold before it did to many other parts of Europe. It was Irish missionaries who spread Christianity to England and many other European nations. They established monasteries wherever they went. St Columban (543-615 A D) is known to have established monasteries at Luxculi in Burgundy, at St Gall in Switzerland, at Bobbio in Italy and at Salzburg in Germany. They had developed good libraries. He was called as 'library detective' for his detection of missing manuscripts. Another important development in Italy was the establishment of Vatican Library. Pope Nicholas (1447-55 A D) and pope Sixtus IV (1471-84 A D) were responsible for building up this fine library.

France, England and Germany raced in the collection of manuscripts and books. French and Flemish nobles had good private libraries. The French Royal Library of the 16th century is the nucleus of the Bibliotheque Nationale (National Library) of France. Building up national libraries, private libraries, public libraries, revival of classical literature are some of the characteristics of this period.

Self-Check Exercise - 4

Explain a few medieval libraries of the West.

Note : i) Write your answers in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

PRAOU

5.5 GENERAL OBSERVATION

Agriculture gave birth to the social life of the man. Social life made it imperative to communicate. Once social life had started man developed the art of communication rapidly - from gestures, cries, drum beats to writing. The alphabet is a gradual evolution from picto, ideo and phonographs. Transition from oral to written tradition is necessitated by natural calamities, failing memory and problems in direct communication. With the invention of alphabets, libraries storing the written documents come-up in a big way, some of them housing a few hundred thousands of volumes. Spread of religious thought necessitated the production of books in large number at a more quicker and cheaper rate. The result was invention of printing by movable types. Use of machines for printing increased the importance and the role of libraries. Large number of academic and public libraries sprung-up all over the world.

5.6 SUMMING UP

History of libraries is closely related with human civilisation. Ancient seats of civilisation like Egypt, Mesopotamia, Sumeria, Babylonia, Assyria, Greece, Rome, India and China were also the centres of learning and libraries. Gestures were used by the early man. This was followed by hymns, chants, jingles and tunes. The oral tradition was used for transmitting the knowledge from generation to generation. Pre-historic man did not think about true writing. Even today there are primitive tribes who do not know writing. Probably failing memory and problems in direct communication gave birth to writing.

In the beginning it was drawing pictures of animals, geometric patterns, natural objects like trees, sun, moon etc. From these 'pictographs' came the 'ideographs' wherein the concept behind the picture is taken note of. At a later stage phonetic sound was assigned to each pictoral symbol. These are called 'phonographs'. From phonographs the alphabet has evolved.

A variety of media were used for writing - barks of trees, wood, stone; clay; wax; papyrus; skins of animals; cloth; metals like copper, gold, silver, bronze, brass, etc; ivory etc.

Mesopotamia is considered the cradle of writing where as Egypt is considered as the cradle of the book. Alexandria had a rich library of the bye-gone days.

During medieval period books were on papyrus, parchment, clay and wax tablets. Invention of printing by movable types by Gutenberg in Germany revolutionised the book production. Early books - both handwritten and printed were alike with regard to type, decoration, rubrication, etc. Author was insignificant. There was no title page.

Civilised nations of the ancient world and especially the highly cultured Greek and Roman people had rich libraries. End of the seventh century saw the rise of Muslim power in the Middle - East. Damascus came to light as a centre of learning. Baghdad became famous under Calliphs. Christian missionaries started establishment of libraries in monastries. Irish missionaries which spread Christianity in England and other European nations established in York, Canterbury and Durban in England. Renaisaance is characterised by Greeco-Roman spirit of inquiry. Printed book took birth during this period. Royal libraries gave birth to national libraries.

BRAOU

5.7 MODEL ANSWERS

1 a) History of writing and writing material:

(i) Need for communication.
(ii) Gestures, Chants, Jingles and tunes. Story-telling
(iii) Limitations of oral tradition.
(iv) Evolution of the alphabet - pictographs, ideographs, phonographs and alphabets.
(v) Writing material - Barks, wood, stone, clay, wax, papyrus, parchment and vellum, cloth, metals, ivory etc.

b) Evolution of the alphabet

(i) Oral tradition, Gestures, etc.
(ii) Limitations of oral tradition.
(iii) Pictographs
(iv) Ideographs
(v) Phonographs
(vi) Alphabets

2 a) Library tradition was found in

Sumeria - Entering Mesopotamia; Cuneiform writing; Similarities between Sumerian and Chinese writing; Findings of Sumerian tablets.

Babylonia - Influence of Sumerian culture (in the use of clay tablets); Libraries in the temples; Discoveries in Southern Babylonia; Libraries of Borsippe and Hummurabi.

Assyria - Use of clay tablets; works on astronomy, astrology, history, religion, magic, medicine and mathematics. Royal library of Ashurbanipal who is known as Librarian - King.

Egypt - Writing material; Papyrus factories; "Book of the Dead". "Pyramed Text"; "dictionary of Hieroglyphics" ; Akkad language.

Greece - Writing material; Socrates, Plato and Aristotle; The Athenian Academy; Public library in Athens established in 330 B C; Public Schools;

Rome - Paulus Acmilius library; Use of parchment; Julius Ceaser; Book markets in Rome.

b) Alexandrian Library

i) City founded in 332 B C; Famous centre of arts, science and learning
ii) Ptolemy I and II. Alexandria as centre of Hellenism.
iii) Establishment of Museum and the library. Contribution of Ptolemy II. Copying of manuscripts; Collection of original works for authenticity. Second library at temple of Jupitor.

BRAOU

(iv) Zenodotus - the head of the library. Callimachus and his *Pinakes*. Eratosthenes and his crititcal works.

3 Books production in the medieval period:

(i) Books on papyrus, parchment, clay and wax tablets.
(ii) Printing - China's earthen characters; Block printing by movable types.
(iii) Rubrication and decoration.
(iv) No importance to author. Book trade and reading books in public places.
(v) Types of books - Religious to books on romance and adventure.
(vi) Paper mills - China to Arabs. Arabs to Africa and Spain.
(vii) Incunabula - Characteristic features -
(viii) Censorship.

4 Medieval libraries in the West :

(i) Byzantine libraries
(ii) Muslim power and libraries in the East and Caspian. Libraries in Damascus and Baghdad
(iii) Monastic libraries - Egypt, Rome, Ireland and England
(iv) Cathedral libraries in England and Europe
(v) Libraries in the Renaissance period.

5.8 ASSIGNMENTS

1. Give an account of the history of writing and writing material.
2. Narrate the story of the evolution of the alphabet.
3. Briefly describe the library tradition in ancient Sumeria, Babylonia, Assyria, Egypt, Greece and Rome.
4. Give an account of the Alexandrian library.
5. Describe the art of book production in the medieval period.
6. Give an account of medieval libraries in the west.

5.9 RECOMMENDED BOOKS

1. Budge, EAW. **The Egyptian book of the dead.** New York : Dover

2 Confucius **The Iewing (The book of changes).** Tr by James Legge.New York : Dover

3 Diringer, D. **The book before printing** New York : Dover

BRAOU

5.10 GLOSSARY

Clay tablets - Soft and moist collidal lusterless earthly substance made into proper size and thickness used for writing. A broad headed stilus was used marking lettering on wet clay and burnt at a later stage for making it permanently hard.

Papyrus - a tall sedge of the Nile valley having a smooth triangular stem. The pith of the papyrus plant was being cut in longitudinal strips, arranging them cross-wise in two or three layers, soaking them in water and pressing them into a homogenous surface and used by ancient Egyptians, Greeks and Romans as a writing material.

Parchment - The skin of a sheep, goat or other animal prepared to receive writing.

Rubrication - a heading of a chapter, a section or other part of a book or manuscript distinguished by being done or underlined or decorated in colour especially with red.

Vellum - A thin calf skin prepared for writing.

BRAOU

UNIT - 6 : GROWTH OF LIBRARIES IN U.K, AND U.S.S.R

Contents

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6.3 Development of Libraries in U.S.A.

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6.8 Recommended books

BRAOU

6.0 AIMS AND OBJECTIVES

In this unit an attempt has been made to give an over view of the growth of libraries in the developed countries - UK, USA and USSR. After studying the Unit, you are expected to know

- the origin of libraries in UK, USA and USSR.
- the main factors involved in the development of libraries in US, USA and USSR.
- the people who greatly contributed to the development of libraries in UK, USA and USSR.

6.1 INTRODUCTION

Industrial Revolution in England was the booster for the library movement in UK and USA and the Great October Revolution for USSR. Religion and private interest in reading were the main social forces for the promotion of public libraries in UK and USA. Government had taken great interest in the library movement in USSR. The libraries were maintained by philanthropists and through legislation in UK and USA while in USSR, they were maintained purely by the government funds.

6.2 DEVELOPMENT OF LIBRARIES IN UK

The primary social forces that caused the awareness of the importance of libraries in U.K. are "the onset of Renaissance, the spread of literacy, the Industrial Revolution and the Government's direct interest in educational affairs since 1833". There was a notable increase in literacy, the eighteenth and nineteenth centuries in UK. The result was the establishment of subscription libraries, commercial circulating libraries and the founding of the Mechanics Institutes - these can be called the fore runners of public library in U.K.

6.2.1 Libraries in U.K. before 1850

Although the free public library true to its modern sense, is comparatively recent phenomenon in Great Britain, the libraries in the form of town and church libraries learned society libraries monastic and cathedral libraries, coffee houses and book clubs and a few individual libraries existed even in the early 15th century. The collection of these libraries was meant for small generally kept in chests and cupboards. As the learning was virtually monopolised by clergy including civil servants, clerks, lawyers and physicians, the collection of these libraries were not within the reach of common people. The monastic libraries were mainly meant for religious and devotional literature whereas the individual libraries possessed some classics. A tempo in the library movement emerged out of the factors like, multiplications of elementary schools fall in relative prices of books and the growing wealth of the community. This created the habit of reading amongst the middle class people and prepared the background for the emergence of the public library. The first library that was known in this period, was the Guildhall Library of London followed by the other two at Worcester and Bristol.

During the 16th century, the advent of printing technique which accelerated the rate of book production and helped the growth of libraries and the reformation that led to the wholesale destruction of Dispersion of the great medieval libraries - the two 'conflicting developments' took place. In English history, the fifty years following the suppression of the monasteries was a barren period from the point of view of library and was known as the 'black age'. The recovery however, had started during the same period and by the end of the 16th century, about half of the British Cathedrals had libraries that were partially open to public. After the destruction of the monastic libraries, the Oxford and Cambridge libraries became important institutional collections in the country.

Religious libraries

Religious libraries include the cathedral libraries, parish libraries and parochial libraries. In 17th century some of the cathedral libraries were damaged or destroyed during the Civil War. But those survived after the war, those with lesser stock, has done a great services as they were the only libraries which could preserve some of the ancient documents. The cathedral libraries were not of much help as these were limited, situated at distant places and their services were restricted to few hours in the week.

The answer to these difficulties was the establishment of parochial libraries. Dr. Thomas Bray was the one who was closely associated with the establishment of parochial libraries from the beginning of the 18th century. These were located in market towns for the use of both the clergy and gentry, laying special emphasis on lending of books. The majority of the parochial libraries depended on private benefactors and by the 'Act for Preservation of Parochial Libraries' which made the churches obligatory to preserve the library collection. Inspite of these libraries fell into decay and some were either sold or destroyed.

Subscription and circulating libraries

By the beginning of the 18th century, there was a spurt in the reading habit and a demand for greater number of community libraries. These libraries were supported by the middle class comprising professionals, merchants and manufacturers etc. Membership of these libraries was restricted to the proprietors and shareholders who had to pay entrance fee in the form of shares besides the annual subscription.

Book clubs another form of subscription libraries, also became quite popular in the latter half of the 18th century. A book club was a small group of friends or neighbours who subscribed to a common fund form which books were purchased for circulation. It differed form subscription libraries in three points;

1. Its membership was small
2. It did not attempt to build a permanent collection, the books being disposed off when they had served their purposes; and
3. It served social and literary needs.

Book Clubs seem to have been numerous both in England and in Scotland and more in number than subscription libraries.

BRAOU

Dr. BRAOU
LIBRARY
Acc. No: CM0017
Class No:

Self Check Exercise - 1

Briefly explain the commercial libraries and subscription libraries.

Note : i) Write your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

The growth of private subscription libraries was paralleled by the development of commercial circulating libraries, Commercial circulating libraries were opened mainly by booksellers with profit motive. They were heavily stocked with fiction books. One of the well known commercial circulating library was Mudié's Select Library, established by Charles Edward Mudie and it was a great success. There were tow other well known circulating libraries, one owned by W.H. Smith & Son, mainly catering to the travelling public and the other one was opened by a chain of shop libraries run by Books. Boot's Booklovers' Libraries were established throughout the country. These had a considerable influence on publicity and demand for books which helped to create literary climate and reading habits.

Endowed libraries

Until Reformation almost all the libraries in UK were institutional in character. During the period 1680 to 1720, most of the libraries were established under endowment or gift by the donors in big towns and villages. These were founded at the rate of about two libraries a year and by 1800 the total figure reached 160. The lending service became common and the reading room facilities were extended to the public. The endowed libraries like Chetham's Library in Manchester (it provided unusual accessibility to public, even continues to the present day), Shepherd Library at Preston and Sterling Library at Glasgow, resembled to the modern concept of public library.

Mechanics Institutes

It was the time, England turning into an industrial nation. The beginning of the 19th century was the period of scientific, curiosity. New industries created a new class of people, then called mechanics. They were craving for new knowledge to improve their skills. It was at this time one George Birbeck who was engaged in teaching at the Andersonian Institute at Glasgow, felt the need to educate the mechanics. In the year 1800 he set up a 'mechanics class' where he lectured on subjects closely connected with their technical work. Within a period of four years there was a strength of 700 members attending these classes. The members formed themselves into a body called Glasglow Mechanics

Institute formed on November 5, 1923. Such Institutes became common in London and throughout the country. These institutes had a library attached mainly with scientific and technical books. By 1850 there were over 600 institutes. The libraries attached to these institutes formed later a nucleus of public library stock in their respective places.

6.2.2 Library legislation and Library associations

The main efforts of Edward and William Ewart, resulted in the 'Bill for enabling town Councils to establish Public Libraries and Museums' which received Royal Assents on 14th August, 1850. The passing of this Act heralded in the beginning of a golden era in public library movement. This was followed by a series of Acts which helped in the development of libraries in U.K. (See unit-9 for more details about library legislation)

The formation of the Library Association (U.K) in 1876 helped further to the cause of library development in U.K. Library Association has been maintaining close liaison with the Government and a number of activities have been initiated for the promotion of libraries. (See Unit-14 for more details about Library Association)

6.2.3 Donations to Public Libraries

The years 1890 to 1910 was a boom period for British public libraries. They were established on donations and thrived on benefactors. Donation ranged form thousand pounds to million pounds. The situation created by the Carnegie donations made the Trustees to report on the working of the public library system and Dr. W.G.S. Adam's was called upon to submit a report. The report appeared in 1915 and became a blue print for country library services and also paved the way for new legislation in 1919.

6.2.4 Library surveys and reports

In 1924 the Board of Education appointed a committee under the chairmanship of Sir F. Kenyon to explore the adequacy of public libraries Acts, to examine the relationship existing between libraries and to investigate the general system of education in the country. Most of the recommendations of this committee were accepted. The National Central Library was established. In addition ten regional bureaux were setup in England and Wales to work in close co-operation with the National Central Library and to act as agents for inter-library borrowing. Implementation of this report brought many changes in the objective and function of public libraries, intensifying and improving their service.

The first library survey was done by Mc Colvin and submitted the report in 1942. It analysed the existing cooperation, revealed weaknesses and deficiencies and gave suggestions for improvement of library system.

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In 1957, Ministry of Education appointed a committee under the chairmanship of Sydney Roberts to examine the structure of public libraries in England and Wales. The committees suggested certain administrative changes and recommended that it should be necessary for every authority to open atleast a sum of 25,000 or 2s per head (whichever is greater) for the purpose of books alone. It further suggested that the scheme of library cooperation to be drawn up in the region that the cost of regional library should be borne by the local library authority and the library service to be entirely free without any charge.

This report was followed by the Bourdilon Report (1962) to set standards for the Public Library Services and Baker Committee Report (1963) to suggest the lines to promote inter-library co-operation. The result of these Reports was passing of the Public Libraries and Museums Act, 1964. The major provisions of this Act were :

i) The responsibility for the improvement and promotion of Public Library Services was entrusted to the Secretary of State.

ii) Some of the local authorities were designated at as library authorities.

iii) There should be no charges whatever in the loaning of books

iv) The library authorities had to provide an efficient and comprehensive library service for all persons residing within the library area.

v) Two library advisory councils were set up one for England and the other for Wales.

BRAOU

Self-Check Exercise - 2

What are the main Library Survey Reports ? Explain them briefly

Note : i) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

6.2.5 Philanthropists

The progress of public libraries in U.K. owes a great deal to the generosity of two private benefactors - Andrew Carnegie and John Passmore Edwards. Both of them provided building funds and books for many public libraries leaving to the local body only their maintenance from their own

resources. Between 1897 and 1913 Carnegie gave nearly 2,000,000 pounds for the buildings of public libraries and had 380 separate library buildings associated with his name.

Carnegie United Kingdom Trust was founded in 1913. The Trust had a great influence on the further development of public library service by paying special attention to the country library service, the improvement of municipal library book stock, the encouragement of library cooperation and of professional education.

6.2.6 British library

The British Library is the national library of the United Kingdom. It was established under the British Library Act, 1972. The objective of the establishment of the British Library was to create a library system out of national or paranational libraries, functioning independently of each other. (for more details on British Library see unit - 15)

6.3 DEVELOPMENT OF LIBRARIES IN U.S.A.

The task of the early settlers in America was to establish themselves first. Their concern was to build a house in the wilderness and to make a living. But they had not forgotten their religious heritage. The clergy and the physicians who came to America carried with them their cultural implement, the book. Books available in the early seventeenth century were mainly religious. With these sprang private libraries with a very modest collection. In these small collections we see the beginning of library history in the United States.

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6.3.1 Colonial Libraries

Libraries during the early period in America were more of private collection than libraries. Mostly religious works were imported. There was hardly any library which contained a thousand volumes. The private collections were usually shared by friends and neighbours.

Once the colonists firmly established themselves, their next concern was to establish schools and colleges to impart education to their wards. It was in 1636 that the Massachusetts Bay colony succeeded in establishing college with a grant of five hundred pounds. To this an additional fund was made available by John Harvard who willed half of his property to the college and his collecitons of books of more than 300 made available for the establishment of the college library. Other colleges were established in course of time. In 1693 Virginia established a college and in 1700 Yale college was opened in Connecticut.

In 18th century, reading became a source of self development satisfying the religious, cultural and informational needs of an individual. Thus the range and purpose of reading widened. This resulted in a popular stimulation of an urge for good public libraries. The development of democracy, the Industrial Revolution were the other social forces which led to the spread of public libraries. The phenomenal rise in the standard of living as a result of industrialisation and the leisure provided by automation prompted the people to turn towards libraries as centres of recreation, education and enlightenment.

6.3.2 Social Libraries

The credit of establishing social library goes to Benjamin Franklin. While Franklin was in England he had observed the existence of social clubs which were centres for the encouragement intellectual, cultural and social life. Franklin on his return form England proposed to his friends the establishment of such clubs and they were known as Junto. In these clubs libraries were established. Each member paid a subscription of 40 shillings for the purchase of books. These clubs changed the character of libraries. Hither to the collection in libraries were mainly religious whereas the Junto contained mainly books of scientific nature. The books were mainly meant to improve the skills in different craftsmanship so as to benefit economically and socially. Franklin's subscription library became famous as Philadelphia Library Company of Philadelphia which is still in existence. They were (1) the Redwood Library of Newport, Rhode Island (2) the New York Society Library of New York City and (3) the Charleston Library Society, South Carolina. before the Revolution nearly 64 such libraries were organized throughout the colony.

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The origins of free public library were in the New England town in 1803 when Caleb Bingham gave 150 title to the town of Salisbury, connecticut and thereby established first public library.

The first systematic development of free public library service occurred through state action in New York in 1835 by passing a law permitting tax-supported libraries in the school districts of the state. The system began to grow when in 1838 New York State began to distribute federal funds on a matching basis.

Public library development in the years immediately following 1850 was most marked in New England, especially in Massachusetts. The first state legislation concerning municipal libraries, enacted in New Hampshire in 1849, permitted town to tax for the support of libraries.

During the last half of the 19th century state educational systems greatly expanded their activities, including an expansion of opportunities for the continuing education of citizens. To this end library commissions were established to promote the creation of public libraries. By 1900, these commissions were legalised to make grants for public libraries.

For various reasons, including development in largescale printing emphasis shifted from the concept of the library as the repository of knowledge to its role in the extension of educational opportunity. The state commissions promoted the founding of small libraries and sent 'travelling libraries' boxes of books to outlying areas.

Carleton B. Joeckel, describing the pattern of library service in the United States as they appeared in 1944, identified four predominant patterns. The first was the small-unit pattern of libraries in towns and cities only. The second was complete coverage of a state through a combination of country and city libraries. The third pattern was the library service in the incorporated areas, a pattern then existing in the Midwest and New York. This pattern left the rural areas surrounding the cities and towns largely without library service. The fourth, as he called, was the retarted development pattern in which library coverage was extremely limited. This pattern later resulted in the growth of country libraries. (National Plan for Public Service appeared in 1948).

6.3.3 Predominant pattern

The literature on the subject suggests that five predominant patterns have emerged in the search for the larger unit: the country library, the multi-country or regional library, the special district library, the state supplementary and the state-wide state-governed system. Each of these may be governed in one or a combination of the following structural patterns: The consolidated unitary form contractual consolidation, federation of whole library units, cooperatives of individual libraries and government by the state library.

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County library

It is the most common library unit after the municipal or city libraries. The basic aim of the country library, historically, has been the extension of adequate library service to all residents whether rural or urban. The county library is almost always governed in a consolidated fashion. To add to the strength of the larger libraries to the county, service has often been provided by contract, calling the municipality either to administer all library service for the county, or merely to extend particular services, such as reference or centralised processing or to join in a general pooling of resources.

Multi-country library or regional system

It is usually a response to the realisation that the resources of one or more of the counties are inadequate by themselves. It can be governed and financed in several different ways but never by as complete a consolidation as the county library. It is common for multi-county systems to join together through contractual agreements. The form of financing for the multicounty library tends to vary as much as its structure from a uniform tax for some to payments for particular services rendered for others.

Library District

It is usually formed for the purpose of achieving structural consolidation. It generally consists of areas that are weak in resources and have difficulty uniting for library service because they are politically fragmented. The areas forming into districts might be counties or parts of counties depending on the legal provisions of the states. The library district is a legal entity and customarily can raise its own revenues. Usually the amount that can be raised is strictly limited by law.

State Supplementary Systems

These serve the specialised purposes by providing services to both libraries and patrons through regional centres. The services to libraries include centralized purchasing and cataloguing, the development of a union catalogue and borrowing from the state collection. The services to patrons include direct library services to citizens in areas not served by a local library. The state supported regional centres are administered under contract to the State Library by a board appointed by the counties in the region being served.

State-wide state government systems

These aimed at the otherwise unserved population and does not usually provide service to libraries. Mexico's and Hawai's library services appear to be the most distinct cases of true statewide systems.

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6.3.4 Philanthropy and library movement

Philanthropy played a great part in setting up of libraries in U.S.A. The New York Public Library, the greatest American Public Library was a venture based on Philanthropy. In the year 1848 Jacob Astor, a wealthy merchant endowed an amount of 400,000 dollars for the purpose of founding a library. Before Astor's death he had commissioned Joseph Green Cogswell to buy books for the library. The Library was incorporated in 1849.

Enoch Pratt a merchant of great wealth in the year 1882 presented to the city of Baltimore a sum of 1,058,333.33 dollars for a library which grew within a decade as one of the finest libraries in that part of the country. Many other endowed libraries were established before the end of the nineteenth century and in the first quarter of 20th century. Newbery Library of Chicago (1887), John Crerar Library Chicago (1894), the Henry E. Huntington Library of San Marino (1919) and Piespont Morgan Library of New York City (1924) became famous.

The greatest single benefactor of public library was Andrew Carnegie, a Scottish settled in America and advanced form a bobbin boy in a cotton factory to position of great wealth. When he finally retired form business he devoted his remaining years to philanthropical activities that dramatized, as never before, the usefulness and value of public libraries. He presented the libraries to widely and so frequently during the first two decades of 20th century and they are known as 'Carnegie libraries'.

For a century philanthropists in America had donated generously to the libraries. Thomas Jefferson had made important contribution to the library of the University of Virginia. Joshua Bates had aided the Boston Public Library and James Lick to libraries in San Francisco. James Lenox, James Jacob Astor and Samuel J. Tilden had contributed to the New York Public Library. But Andrew Carnegie's philanthropic liberality had surpassed all other by erection of 2,505 library buildings by the time of his death in 1919. He helped library world during the greatest period of expansion so generously as the public was mad aware of the importance of libraries as the storehouses of the printed word.

Self-Check Exercise - 3

Write about the Philanthropists who helped the library movement in USA.

Note : i) Write your answers in the space given below.

ii) Compare your answers with the model answers given at the end of this unit.

BRAOU

6.3.5 Book mobiles

Though the library development has been widespread in the United States, the public interest certainly the interest of magazines and Sunday supplements - has appeared to be the most widely aroused by the increase in the use of book mobiles.

Because the primary purpose of Library Services Act is to bring adequate library services to rural areas, the book-mobile, from the time the Act was passed, has played an ever-increasing part in the library development plans of all the states. The book mobiles were admirably fulfilled in bringing the books to the attention of people of rural America who cannot profit from libraries, branches, stations and substations and in satisfying their intellectual and information needs.

Originally book mobiles were merely automobiles that distribute books for the libraries and other agencies that owned them. Little by little however the special needs of those who operated such vehicles brought about improvements and led to the development of remarkably sturdy and efficient

book mobiles-big, roomy and sometimes equipped with shelves for 2000 volumes or even more and well lighted. These sturdy trucks were so conveniently arranged that the visitors readily enter and browse among the books.

It was on February 7, 1949 that the first mobile unit of the Los Angeles County Public Library Act took out for the canyons and the desert of the Antelope Valley on the first book mobile trip ever scheduled in Southern California. It was nicknamed as the 'Tea Kettle' because of the way it steamed in the desert.

Though bookmobiles have played a far greater part in serving the people of rural areas, they are felt useful for good library services even in cities. On September 4th, 1960 *The New York Times* reported that 'a bookmobile will be in service beginning Friday in front of the Yorkville Brant (of the New York Public Library) and may be used by any holder of New York Public Library Card'.

Taken as a whole, however the results that have bene attained from the Library Services Act have been of almost immeasurable value. Furthermore, the extension of the Act, which will keep it in operation through 1966, bring the library services of the United States to a wholly new level of quality and effectiveness. Because of this greatly constructive piece of legislation. American from coast to coast have been brought to understand both the need for and the value of libraries for everyone and this in turn, is certain to make better citizens not only of American but also of the world.

BRAOU

6.3.6 ALA, LC and Library Legislation

The American Library Association (ALA) was founded in 1876. The ALA pursuaded all the states to have library legislation to provide free book service to all. It also published 'Standards for Public Library Services' and laid down 70 guidelines for library service and cooperation. (More details are provided in unit - 14)

The Library of Congress was established by law in the year 1800 to serve the needs of the US Congress. It is the national library of USA and also acts as book deposit library. (For more details on LC see Unit - 15). USA has been the first country in the world to recognise the need for legislation to streamline the provision of library service. Each state has passed its own library act. (for more details see unit - 9)

6.4 DEVELOPMENT OF LIBRARIES IN U S S R

October Socialist Revolution paid great attention to books and the library system and the enormous increase of their influence, not only on the spiritual development of society but also on its social and economic development.

Very important Soviet Government legislation signed by Lenin, initiated a reorganization of the country's library system. More than two hundred documents testify to the part played by libraries and their importance in the instruction of the masses and in the raising of their level of culture and education.

The growth and development of Soviet libraries have been intertwined with the country's history, revolution, leadership and political system. We introduce you a brief sketch of the library system in the Soviet Union.

6.4.1 Historical background

The library history of USSR dates back to 4th - 5th centuries A.D. Monastic libraries existed in Georgia and Armenia. There was some evidence that manuscript repositories existed in the 10th century in Central Asia. In the 11th and 12th century libraries attached to monasteries and cathedrals began to grow in number. During 15th and 17th centuries different types of libraries began to appear, among which the book depositories of Moscow tsars, churches, state authorities and private collectors were prominent ones. The collection of these monastic libraries was mainly religious works.

6.4.2 Pre-Revolution Period

18th century saw the establishment of libraries on secular and scientific character. In 1714 Peter fcunded a large book collection that later became the core of the Library of the Academy of Sciences. Moscow University Library was founded in 1755. Subscription libraries were also emerged during this period.

The Imperial Public Library in St. Petersbury was established in 1795 and was inaugurated in 1814. The first half of the 19th century saw the establishment of a number of university libraries and public libraries. In 1862 the Public Library of Rumiantisev Museum (now known as the State Lenin Library) was established. But in the pre-revolution period the library activities in Russia met with many impediments. The ruling classes were completely indifferent to education to the people. The tsarist censorship and police controlled the bok collection and activities of public libraries. Some libraries were even closed. There were no public libraries in some republics (e.g. Uzbekistan, Kirghisia, Tajikistan and Rurkemenia).

6.4.3 Post-Revolution Period

The Russian Revolution (1917) and the social and cultural reforms that followed it radically changed the state and status of libraries in USSR. Vladimir Ilyich Lenin, who dedicated himself to the development of Soviet Union, was also known for his contribution to improvement of libraries in USSR.

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He was a keen user of libraries from his childhood. During his tour to the working-class areas and striving to unify the revolutionary forces Lenin had read assiduously a the Public Library which at that time was the National Library of Russia. When he headed the Communist Party and Soviet Union turned his attention to librarianship from the beginning.

Lenin considered two factors as vital to the realisation of his plan for library development. The first was the librarian and the second was the active participation of the people in the establishment of libraries, in the administration and in the popularisation of books. He regarded librarian as an ideological and cultural educator of the masses and the scholar's best assistant. He suggested that every worker and peasant must understand the function and importance of libraries. For this, advocated that every librarian should try to inculcate the habit of out-of-school study in the masses.

In 1918, Lenin signed the first decree of the Soviet government "On the Organisation Librarianship". All book collections were considered to be the property of the general public. Libraries were established in any premises available. Thousands of cottage reading rooms and travelling libraries were organised.

Another decree signed by Lenin "On the Centralisation of Librarianship" in 1920 was of great significance. This law envisaged the organisation of an integral library network, availability of libraries and the provision of books along planned lines.

The decree (1925) of Central Committee of the Communist Party on village libraries and popular literature led to a more rapid expansion of public libraries and the number of libraries was increased by one-and-half times. In this same period emphasis was laid on the development of libraries located in backward regions, aid to the underprivileged sections, eradication of cultural inequality and the gradual elimination of distinctions between the cultural standards of the city and village.

The First Library Conference in the union took place in 1924. The Journal *Bibliotekar* was founded in the same year. During 1920s and the 1930s the number of libraries and their collections increased. The same period was also marked for rapid development of the technical libraries network and an increase in the number of public and scientific libraries.

The Central Committee of the Communist Party and the Soviet government passed a number of decrees on librarianship, among which "On the Improvement of Librarianship" (1929), and "On Librarianship in the USSR" (1934) are noteworthy. The factors which helped the book reading habit and use of libraries by Soviet people are the wiping out of illiteracy, rapid raising of the cultural standards of the population, sweeping education programmes, marked increase in the number of cities and of the urban population and establishment of a number of institutions and scientific organisations.

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The Second World War led to the destruction of many libraries, but it was stated that due to extraordinary measures taken by the Soviet government, the public libraries network was restored rapidly. By 1950s the number of libraries increased by 12 percent as compared with prewar years.

6.4.4 Present Status

As a developed socialist country, it is characterised by a high level of development in education, science, technology and culture. Reading habit among soviet people is high. In buses, trams and metros people are seen reading. They read for gaining knowledge and to develop working skills. L.I. Brezhnev once said "It is highly regarded that the Soviet people read more books than any other nation in the world".

According to the available statistics, there are over 360 thousand libraries (130 thousand public libraries: 170 thousand school libraries; 60 thousand technical and other special libraries) and over 200 million library users in the USSR.

(a) Public libraries

The public libraries, trade union libraries and mobile libraries, etc. are also known as Popular libraries in the Soviet Union. Generally library service to the population is provided by the public libraries. Overall administration and planning of the public library service are the responsibility of the All Union Ministry of Culture. The structure of the public libraries network is based on the territorial principle: each of the 15 union and 20 autonomous republics has its own republic library and a number of regional libraries; district libraries, city libraries and rural libraries, independent children's libraries and the libraries attached to the clubs. There are also public libraries which belong to collective farms and trade unions. The trade union libraries are situated mainly in the factories, worker's clubs and houses of culture.

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The objectives of the Soviet public libraries are :

i) to assist in the education of an all-round developed personality;
ii) to help in the formation of a scientific outlook'
iii) to further the raising of the culture and technical level;
iv) to assist in strengthening communist morality and labour education; and
v) to further the development of aesthetic values.

According to the standards valid in the USSR, a library service can be set up in rural districts that have over 1000 inhabitants and in urban districts with over 10,000 inhabitants. The distance between libraries must not be less than 1 kilometer and 1.5 coulometer respectively.

b) Libraries of Schools and Academies

There are over 50 million school going children in the Soviet Union. Every secondary or 8-year school has a library and is managed by either a full-time librarian or a teacher-librarian.

In the USSR, the term "academic library" is applied both to the system of libraries that renders service to a complex scientific institution (an academy or high educational institution) and to the libraries of the institutions, laboratories, observatories, etc.

The academic library system of USSR comprises all the libraries of : Academy of Sciences of the USSR, the academies of sciences of the Union republics and specialised academies (academies of medical, pedagogical, and agricultural sciences and academies of art). The ministries have their own library networks : Ministry of higher and Specialised Secondary Education (university libraries and libraries of other higher educational institutions), Ministry of Education (school libraries), Ministry of Health and Ministry of Agriculture). All ministries have their own scientific libraries or institute of scientific and technical information.

(c) Technical libraries

The enormous network of technical libraries in the Union forms an integral par of the whole system of scientific and technical information. Libraries play an active part in solving all the problems confronting enterprises and give active assistance in the implementation of production plans.

Every individual research institute, design office or enterprise possesses its own information set up. Research and Design Institutes have Department of Scientific and Technical Information (ONTI) while industrial enterprises have Technical information Bureaux (BIT). Coordination of information services of different institutes is the responsibility of the VINITI (All Union Institute of Scientific and Technical Information).

Centralisation is another important feature of information flow in the USSR. The flow (top to bottom) of scientific and technical information involves acquisition and centralised processing of documentary data and publishing of abstracts, bibliographies and other information publications. It is the responsibility of six All-Union Institutes. Some republican centres also act as branch information centres for specialised information, eg. Georgia for Tea and Uzbekistan for Cotton raising and Sericulture.

After the October Revolution the libraries in the Soviet Union have rendered their services in the economic, social and political development of its people.

BRAOU

Self-Check Exercise - 4

Bring out the importance of centralization in USSR library system

Note : i) Write your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

6.5 SUMMING UP

The early development of libraries in UK and USA was mainly dependent on the individual efforts. Subscription and commercial libraries were common in both the countries. Religion had played a dominant role in the life of people in UK and USA and the monastic and parochial libraries were established. Industrial Revolution in England created interest in reading among people especially middle class people which in turn led to the establishment of public libraries in both UK and USA.

The early development of libraries had started mainly due to the great October Revolution in USSR. Lenin was the pioneer and also the ruler who improved admirably the state of literacy and libraries in USSR. The library development in USSR was mainly the effort of government which eradicated illiteracy completely and established libraries to serve one and all throughout the country through efficient network of libraries.

BRAOU

Self-Check Exercise - 5

How did Soviet Library System differ from the library system of the other countries ?

Note : i) Write your answer in the space given below

ii) Compare your answer with the model answer given at the end of this unit.

6.6 MODEL ANSWERS

1. Subscription libraries were started by the middle class people in Britain to satisfy their thirst for knowledge. The membership was restricted only to the shareholders who paid entrance fee in the form of shares besides the annual subscription libraries. The membership was pooled to purchase books and to circulate them among the friends and neighbours.

Chimerical circulating libraries were opened mainly by booksellers with profit motive. Their collection mainly consists of the fiction.

2. To examine the situation of public library system, committees were appointed by the Ministry of Education. The main library survey reports were (1) Kenyon Committee report which resulted in the establishment of National Central LIBRARY: (2) McColvin committee report which analysed the weaknesses and deficiencies and suggested for improvement of library system; (3) Sydney Roberts committee report which suggested library cooperation and free library service; (4) bourdilon committee report to set standards for the Public Library Services and (5) Baker committee report that suggested to promote inter-library co-operation. The result of these reports was the Public Libraries and Museum Act, 1964.

3. The philanthropists that helped the library movement in USA were John Jacob Astor, Enoch Pratt, Andrew Carneige, Thomas Jefferson, Bates and James Lick. All of them contributed widely for the library buildings. Of all these Andrew Carneige had surpassed by erecting 2,500 library buildings by the time of his death in 1919.

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4. In USSR Library System, Centralisation of processing of documentary data and publishing of abstracts, bibliographics and other information publication played an important part. The information flow from top to bottom is boren out by a centralised organisation. The All-Union institutes take care of the entire nation's requirements for published information. And there exist many information institutes at various tiers and all are well connected with the apex centres to form a net work and to distribute information in several directions.

5. Soviet Library System differs from the library system of other countries in the following points:

1. Soviet Union does not subscribe to the international copy right conventions.
2. Processing of all published information is by centralisation.
3. Soviet Union has not agreed to the establishment of professional associations.
4. The instructions on cataloguing and classification are issued by the appropriate ministries.

6.7 ASSIGNMENT

(1) Compare the development of libraries in UK and USA.

(2) Briefly describe the development of libraries in USSR.

6.8 RECOMMENDED BOOKS

1. Ranganathan. S.R. et al. (eds). **Free Book Services For all : an international survey.** Bombay: Asia publ.House, 1968.
2. Palmer, B.I. **From Little Acorns : The Library Protenion in Britain.** Bombay : Asia pub.House, 1966.
3. Saunders, W., (ed). **British Librarianship and information work.** 1981-1985.
4. Nelson Associates : **Public Library Systems in the united States : a Survey of multi jurisdictional systems.**
5. Chandler, George. **Libraries, Documentation and bibliography in USSR 1917-1971.**
6. Sahai, Shrinath. **Library and the community.** New Delhi : Today & Tomorrow

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UNIT - 7 : LIBRARY MOVEMENT IN INDIA

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7.0 AIMS AND OBJECTIVES

In this unit, we are introducing you library movement in India. We also focus on famous libraries as well as governmental efforts in promoting libraries in recent times. After studying this unit, you should be able

- to explain the situation of libraries in ancient period and Muslim period;
- to describe some of the well-known libraries of 19th century; and
- to appreciate the role of government in library development through legislation, recommendations of adhoc committees, policy directions and planning processes.

7.1 INTRODUCTION

From the ancient times, the rich tradition of India scholarship, learning and cultural heritage are stored as treasures in the famous libraries and learning centres existed in the ancient and medieval period. During the sixteenth century the work of Christian missionaries and invention of printing had led to the establishment of some libraries. However, only after the advent of the British in the modern period, the library movement in India had its beginning. The library scene in India had a great impact of educational changes introduced by the British during their period. After independence Government of India started the Five Year Plans to improve the socio-political-economic and educational conditions of the country at the national level. These Five Year Plans especially the Seventh Five Year Plan has given much importance to the libraries and development of libraries at all levels.

7.2 LIBRARIES IN ANCIENT PERIOD

In India, since ancient times, libraries have been functioning as light houses for those who wanted to read and to extend the boundaries of various disciplines. References are available to prove that Nalanda University (Bihar) had its own multistoried library in 600 A.D. With massive collection of manuscripts. This library was open for anybody who was a known scholar and took interest in reading interpreting and even copying the documents kept in the library. The Chinese traveller Hiuen Sang is known to have consulted this library in the Seventh Century. This library was completely destroyed by bakhtiar Khilji who invaded India in 1205 A.D. Takila and Vikramshila (Bihar) Universities of ancient India also had valuable libraries. Vikramashila University library has massive collection of manuscripts on agriculture and archery.

Self-Check Exercise - 1

- Mention some of the famous libraries in ancient India.

Note : i) Write your answer in the space given below

ii) Compare your answer with the model answer given a the end of this unit.

7.3 LIBRARIES IN MEDIEVAL PERIOD

Muslims invaded India and developed their pattern of educational system in India They established many academic institutions called 'Madarsas' at Delhi alone. Many of the Muslim rulers either they were themselves men of letters or encouraged learning. They established schools, colleges and libraries to spread Islamic religion and learning. The first well-known library was established by Jalal U-din Khilji at Delhi and the renowned Persian scholar Amir Khusru was appointed as librarian.

The Mughals had also set up royal and pompous libraries during their period of ruling. The Imperial library built by them speaks volumes about the library development in those days. Akbar, introduced reforms not only in the fields of religion and social life, but also in the management, classification and storage of books which had increased enormously by the time.

The library was divided into different sections of their value and the extent of their contribution to different sciences. They were further divided according to the different languages in which they were written. Thus, he brought it to a level of efficiency which compares favourably with modern system of classification. The library was well managed by well experienced officers and an officer with the title, Nazim was in-charge of the library. Although printing press was invented Akbar took keen interest in manuscripts and appointed calligraphers (Katibs) for copying good manuscripts. The important features of Mughal period libraries were magnificent buildings, rare manuscripts and scholar librarians.

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There were also famous Hindu centres of learning at Benaras, Tirhut, Mithila and Nadia. The libraries attached to these centres had large collections of manuscripts covering the subjects, philosophy, medicine, religion, history and many other sciences. Maharaja Chikka Deva Raya of Mysore (1672-1704) had a rare collection of Sanskrit and historical works in his library which was destroyed by Tipu Sultan. Maharaj Sawai Jai Singh of Jaipur (1699-1743) had a unique collection of well-known astronomical treatises in his library. Maharaja Ranjit Singh of Punjab and Maharaja of Tanjaur (Thanjavur) who started the famous Saraswati Mahal Library also may be remembered with appreciation in the history of library movement in India.

It is observed form the above account that the libraries of ancient and medieval India were managed and patronised by emperors, kings, aristocrats and scholars. These libraries had functioned almost as private or institutional libraries and the entry was restricted. Though they contain valuable collections they were not within the reach of the common man.

Self-Check Exercise - 2

a) Give a brief account of libraries during the period of Akbar.

Note : i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

b) Bring out the main features of ancient and medieval libraries

7.4 LIBRARIES IN BRITISH PERIOD

The British were the first to set up the public-library like institutions. Though primarily Britishers came to India for establishing trade and exploiting the Indian treasures, there were some, who had taken interest in the upliftment of the rich cultural heritage of India. They had set up public library-like institutions in Bombay, Calcutta, Madras and other parts of the country. The Bengal Royal Asiatic Society had set up a library in 1784. The Calcutta public library was set up in 1935-36. This library later developed as Imperial Library (1903) and then as National in 1939 to study the proposal to establish a net work of public libraries. The Committee submitted its report in 1940 and recommended the building up of a strong

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net work of public library system in the State. It consists of a state central library, district libraries, taluk libraries, block libraries etc., linked with each other in a hierarchy. Some of the important libraries started during this period are Andrews Library, Surat (1850), Gaya Public Library, Gaya (1855). Long Library, Rajkot (1856), Connemera Public Library, Madras (1860), government Library, Junagarh (1867), Adyar Library, Adayar, Madras (1886), Dahi Laxmi Library, Nadiad (1892).

The libraries that were set up during this British period, though they extended the access to other than scholars, and members of the royal and the aristocratic classes, could not reach to the lower starta of the society. During this period as the common man had access to have education, he became interested in books and libraries. Thus the change in education during British period opened the gates for the improvement of public libraries in the first half of the 20th century.

Self-Check Exercise - 3

Describe the characteristic features of the libraries during the British Period.

Note : i) Write your answer in the space given below.

ii) Compare your answer with the answer given at the end of this unit.

7.5 SOME WELL-KNOWN LIBRARIES OF 19TH CENTURY

Tanjavur Saraswati Mahal Library

One of the earliest libraries that survived is the Tanjavur Maharaja Sarjoji's Saraswati Mahal Library. It was started around 1535 A.D. by Telugu Nayakas (1532-1673) who ruled Tanjore in the 16th century. They were great patrons of learning and collected a number of Sanskrit manuscripts mainly written in Telugu script. It has got numerous private collections, the notable, were the valuable collections of Jambunath Bhatt, Kagalkar and Patanga Avadhuta. It contains about 43,000 manuscripts and 15,000 printed books. Dr. Hultzch, who made a survey of Sanskrit manuscripts in South India in 1905, started that Tanjore Saraswati Mahal Library has none to surpass in respect of magnitude as well as range of subjects dealt with among oriental libraries in India. It is now managed by a society, with the members as Board of Governors, for which, the Minister for Education, Tamil Nadu, is the chairman.

Library of the Asiatic Society of Bengal

Sir G. William Jones, an oriental scholar and a jurist had founded the Asiatic Society of Bengal in the year 1784 to study about the art, antiquity, history and literature of Asian countries. The credit of building Asiatic Society Library collection has to go to many Britishers. The oriental collection of the Fort William College Library was transferred to Asiatic Society as the college was abolished. Another

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rich collection was form Tipu Sultan's Library which had come into the custody of the britishers after their victory over Tipu Sultan's. The Asiatic Society Library collection is unique and contains manuscripts in many languages. Burmese, Siamese, Japanese, Sinhalese, Chinese and Tibetan, Now the library is managed by Government of India, through its Act, 1984.

Khuda Baksh Oriental Public Library, Patna

This is another oldest library which dates back to 1876 and is still flourishing. Maulana Muhammad Baksh Khan at the time of his death, left a collection of 1,500 manuscripts which became the nucleus of the library. His son Maulana Khuda baksh Khan (1842-1908) a lawyer by profession developed this library. Later, this library was known as Khuda Baksh Oriental Public Library. It is noted for its rare collection dating back to Mughal period. It has a rich collection of nearly 10,000 Arabic and Persian manuscripts and more than 30,000 volumes of printed books. Another important feature of this library is that it was opened to the public in 1891 itself. For some period it was managed by a Trust, and later the management was transferred to Govt. of India, through the Act, 1969.

Connemara Public Library, Madras

Lord Connemara, then the Governor of Madras was responsible for setting up a public library for the enlightened citizens of Madras, and it was named after him. In the year 1860, a small library was established by Jesse Mitchel, Superintendent of the Museum as a part of Museum. Then it had grown in size during the period of Dr. Edgar Thurston and was shifted to the present building in 1890. Foundation for new building was laid by Lord Connemara on 22nd March, 1890 and was opened to the public in 1896. This was a free public library, the only payment was nominal deposit which was refundable. After the library legislation in the province of Madras in the year 1948, this library became the State Central Library in 1950. It is also a depository library under the Delivery of Books and New Papers Act.

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Imperial Library, Calcutta

J.H. Stocqueler, the editor of *Englishman* was responsible for the establishment of Public Library in Calcutta in 1835. It was opened to public in 1836. The library survived for nearly fifty years i.e., till 1886, then for want of funds, it started deteriorating. Lord Curzon, the Viceroy was keen to save the Calcutta Public Library and made arrangements in 1899 to take over the library by paying adequate compensation. The Calcutta Public Library and a number of Secretarial libraries in Calcutta were merged in 1901, with the result that the Imperial Library with a collection of nearly one lakh volumes was started. In 1902, the Imperial Library was opened to the public again in 1903. The Gazette of India describes this as in the lines of British Museum Library and of Bodlean Library. It is intended that it should be a reference library, a work-place of students and a repository of material for the future historians of India. After the independence of India its name has been changed to the National Library of India by an Act, 'Imperial Library (change of name) Act, 1948'.

Self-Check Exercise - 4

Name some of the well known libraries of 19th century and describe any one in detail.

Note : i) write your answer in the space given below.

ii) Compare your answer with the answer given at the end of this unit.

7.6 LIBRARY MOVEMENT IN 20TH CENTURY

Library Movement in Baroda under Government Patronage

The credit establishing public library in India goes to Maharaja Sayaji Rao Gaekwad (1852-1930) of Baroda. The Maharaja had witnessed the establishment of libraries in Western Countries and was very much impressed by the impact of libraries on the social and cultural life of the people of those countries. The Maharaja wanted to establish free library service in his State and invited an American expert namely W A Borden, who was appointed as curator. By the year 1910, Borden was able to organise a net-work of free library service in the state. The net-work consisted of Central Library, District Libraries, Taluk (sub-division) libraries, city libraries and village libraries. Mobile library service was also provided. There were also special libraries such as manuscript libraries and libraries for women and children. Apart from government libraries there were also aided libraries assisted by Government on matching basis. It was unfortunate that after the death of the Maharaja, the Government lost interest and the library system did not survive.

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People's Library Movement in Andhra Pradesh

In the first decade of this century, many libraries came into being in towns and in villages. To solve the problems of these libraries, a conference of representatives of the libraries was convened in 1914 under the auspices of Rammohan Library, at Vijayawada. The result of this conference was the formation of an association by the name Andhra Desa Grantha Bhandagara Sangham which was later changed to Andhra Desa Grandhalaya Sangham (Andhra Desa Library Association). The association started a Telugu journal *'Grandhalaya Sarvaswamu'* in 1915 and it is still being published. It also started training classes for short duration for the library workers in 1920. This Association was responsible for organising libraries as a peoples movement in the State and also co-operating with the social and political movements of the State during the first half of the country.

Library Movement in Punjab

An other State which took interest in the library development was Punjab. The Punjab Public Library was started at Lahore in 1900. Government support for libraries came only after 1935 when

provincial autonomy was conferred by the Government of India Act, 1935. Municipalities and district boards were encouraged to establish libraries. The Punjab Library Association was formed in 1929. Shri Sant Ram Bhatia, the Secretary of the Association devoted the whole of his life for library movement in the State. The Association started the publication of a library journal, *'Modern Librarian'* in 1931. In 1950, the Central State Committee was set up with the object of improving library service in the State. The Central State Library was established at Chandigarh in 1955. Thereafter, district libraries at Ambala, Jullundhur, Dharamsala, Narnaul and Patiala, were established. All these libraries were maintained by the Education Department.

Library Movement in West Bengal

All Bengal Library Association was formed in 1925. A provisional Committee was set up with Gurudev Rabindranath Tagore as its President and Shri Sushil Kumar Ghosh as its Secretary. Another person closely associated with the library movement in Bengal was Kumar Munindra Deb Rai Mahasay. Bengal Library Association was very active and impressed upon the government, the need to assist libraries with adequate finances. All the libraries are under the Education Department. But the unique feature of library development in Bengal was that the management of district library was the responsibility of the Executive Committee of the District Library Association. Each district should have a registered library association and it was association's responsibility to run the libraries. under this scheme, all the district libraries were established by fifties and became the focal point to co-ordinate library services to rural areas. Area libraries also were based on the model of district libraries but they served smaller areas. There are efforts for legislation 1930 onwards. But ultimately West Bengal succeeded in getting the Act in 1979.

Library Movement in Kerala

Before independence a major of the Kerala State was included in two princely States - Cochin and Travencore. both the States had a high percentage of literacy and a number of subscription libraries. Cochin State had earned the distinction of having a full-fledged department of libraries under a separate directorate of libraries. However, that Department was abolished as a measure of economy, when a new ministry was formed. Travencore Library Association was formed in the princely state of Travencore in 1945. The aim of this association was to establish a network of libraries throughout the State. The name of the Association was changed as Granthasala Sangham after the merger of Cochin and Travencore. The Sangham was managed by a Committee of 21 members, on which there was a Government's nominee. Major finances for libraries came from the government on the recommendation of the Sangham. In 1957 a separate library board was set up with five nominees from the Sangham. Kerala got the library Act in the year 1979.

Library Movement in other states

The library movement in other States developed more or less as in Andhra, Madras, West Bengal etc. At the beginning young people started the libraries voluntarily. Later, the Govt. Releases grant-in-aid to meet a portion of maintenance of these libraries. Out of these States Maharastra, Karnataka, Kerala, Manipur and Haryana got the library Acts recently. The remaining States are also in the process of library legislation. There is every hope, that by the end of this decade every State will have a library Act and a library system, to serve the needs of all types of people in the community.

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First National Conference

Shri Iyyanki Venkata Ramnayya was responsible in convening the First All India Public Library Conference at Madras on 14th November, 1919. This conference also resulted in the establishment of an association at national level by name All India Public Library Association, with its head-quarters at Vijayawada. The conferences of this Association were usually held along with the Indian National Congress conference, with the result, the library movement caught the eyes of all political leaders and freedom fighters of the time. During the period from 1919 to 1934, nine conferences were held at different parts of the country by the All India Public Library Association which created library consciousness and awareness in the public.

Two great people

In the first quarter of this century two great people entered the field. They are Shri Iyyanki Venkata Ramanayya (1890-1979) and Dr. S.R. Ranganathan (1892-1972). Shri Iyyanki entered the field as a Secretary, Rammohan Library and reading room, Vijayawada and created library consciousness in the masses, by initiating action to start State Library Associations in Andhra, Madras, West Bengal and Punjab States and All India Public Library Association with headquarters at Vijayawada, and by organising a series of conferences at all levels, conducting training camps for the volunteers and starting periodicals and publishing a series of booklets for the motivation of the movement. He worked all his life (i.e. for about seventy years for the cause of the movement.) That is why Shri Iyyanki was aptly called the **Father of library movement in India** and **architect of public library movement in India.** Dr. S.R. Ranganathan entered the field like a radiant luminary in 1924, as a librarian of the University of Madras. He started working with library legislation in 1930 onwards and succeeded in the enactment of Library Law in the States of Madras, Karnataka, Maharastra etc. His indigenous system of library education, classification scheme, catalogue code, administrative procedures, laws of library science revolutionized the thinking of the young librarians. Dr. Ranganathan also contributed much for the growth of documentation services in India. His work has greater impact in the academic libraries in India. It is apt to call him as **Father of Library Science in India.** Indian library profession owes much to these two great people.

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Self-Check Exercise - 5

Give an account of the contribution of two great of library movement in India.

Note : i) Write your answer in the space given below.

ii) Compare your answer with the answer given at the end of this unit.

7.7 ROLE OF GOVERNMENT

The government of India took keen interest in providing public library service to the masses. As a first step, it has called upon UNESCO to start the Delhi Public Library as its pilot project. UNESCO passed a resolution to establish libraries in developing countries, at its General Conference in 1949. As a result the project Delhi Public Library was inaugurated by Pandit Jawaharlal Nehru on 27th October, 1951. It is now one of the biggest public libraries in India with several branches and mobile units.

7.7.1 Some Important Committees on Libraries

Government has appointed many adhoc committees periodically to feed back about the situation of the libraries and also to give suggestion for the improvement of libraries. As the reports of these Committees are only recommendations, these are not binding on governments. But in most cases, the Committees' reports have been accepted by governments in principle. It is important to know the work of various committees and commissions and their suggestions. A brief account of the reports of some important committees are given.

Fyzee Committee

Government of Bombay appointed a Committee in 1939 under the Chairmanship of Shri A A A Fyzee to report on the development of libraries in the province of Bombay. It was the first well-known Committee on regional public libraries. Though the reference to the committee was only to investigate the possibility of establishing Central and Regional Libraries, it has submitted a much comprehensive report suggesting six stages for the development of libraries. The six stages are :

Stage - 1 : One Central library at Bombay and three regional libraries.
Stage - 2 : 15 District Libraries (the number of districts then existing in the Bombay province).
Stage - 3 : 167 Taluk Libraries and 100 town libraries.
Stage - 4 : Village libraries with a population of 2000 and more.
Stage - 5 : Village libraries with a population of more than 1000.
Stage - 6 : All villages with less than 1000 population.

As the popular Ministry has resigned and the second World War II had begun, only the first two stages were completed and no action was taken for the rest. But it created an awareness of the need for libraries.

Sinha Committee

The Government of India, appointed a committee under the Chairmanship of Shri K. P. Sinha, the former Director of Public Instruction, Bihar. The Report of Advisory Committee for Libraries (also known as Sinha Committee Report) was submitted in 1958. It recommended an integrated library, system in States, linking State Central Libraries with National Library at one end and with district, sub-division, block, panchayat and village libraries at the other end. It also recommended setting up an Independent Department of Social Education and Libraries at the Central and State Library in each state. The other recommendations made by Sinha Committee are :

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1. 25 year library plan to raise the library structure
2. Government should levy the library cess of 6 paise in a rupee on property tax.
3. The Government should contribute to the library fund of a State an amount equal to the cess so collected.
4. State Government to enact a State Library
5. Similarly Government of India should enact a Central Library Law.

Though Sinha Committee Recommendations are valuable in promoting the libraries, they are not implemented in action. So the public library system in our country failed to meet the needs of the society.

Ekbote Committee

Government of Andhra Pradesh appointed a Committee under the Chairmanship of Justice Shri Gopal Rao Ekbote to review the work of the Andhra Pradesh Libraries Act 1960 and to suggest necessary amendments to the Act in 19976. The Report was submitted in 1977 by the Committee. The Committee recommendations are under consideration of the Government. The details of the Recommendations of the Report are available in Unit No. 11. But the present situation of the public libraries in the country implies that the recommendations might not have been implemented properly.

Vavilala Committee

To suggest certain measures to improve the private libraries (aided libraries) in Andhra Pradesh, Government has appointed another Committee under the Chairmanship of Sri. Vavilala Gopala Krishnayya in July, 1978. The Report was submitted in November, 1978, suggesting certain norms and procedures for identification, grant-in-aid, inspection etc., of private libraries. The details of the Recommendations of the Report are available in unit no. 11. The Government have in principle accepted the majority of the recommendations of this Committee. Even the accepted recommendations were not implemented by Government so far.

Subharayan Committee

A library reorganising Committee was appointed in 1974 in Tamil Nadu. The Chairman of the Committee was Thiru V. N. Subharayan. On the basis of its valuable recommendations, a separate full time District Library Officer for each district has been provided to administer the district library system. To examine the implications of Subharayan Committee, an official level committee headed by S. Srinivasan has been appointed. On reviewing the implications, it has proposed, the sanction of family benefit fund, retirement fund and integrated library personnel for the public library system in Tamil Nadu.

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Self-Check Exercise - 6

Give briefly the account of Committee appointed by the Government of Andhra Pradesh to study the libraries in the State.

Note : i) Write your answer in the space given below.

ii) Compare your answer with the answer given at the end of this unit.

7.7.2 Library and Information Policies

There has been lately a greater realisation as well as recognition, on the part of the Central and State Governments, to the importance of library and information services in various national endeavours. It is no doubt that the Planning Commission had taken the initiative and that the working group had come up with many valuable recommendations, leading to development and modernization of library services and information system. The formulation of a National Policy on Library and Information System will indeed by a turning point in the systematic and assured development of library and information services in our country. University Grants Commission had appointed a Committee under the Chairmanship of Professor R.C. Mehrotra to make recommendations on the salary scales of teachers in universities and colleges. It is learnt that the Committee had recommended parity to librarians with teachers, so as to accord to both the categories the same grades of pay and services conditions. Though there is nothing new in this measure, it is good that the parity benefit is being reinstated and continued. If the Committee recommendations are implemented, then we may hope that the status of library profession will be raised in general and in university context in particular.

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National Policy on Library and Information System

A draft document on "National Policy on Library and Information System" has prepared by a Committee of senior library scientists and other specialists under the Chairmanship of Prof. D.P. Chattopadhyaya. This Committee was appointed by the Department of Culture, Minister of Human Resource Department, Government of India in October, 1985. The Committee submitted the Final Report to the government on 30th May, 1986.

The main aims of the library and information policy are stated as follows :

1. "To foster, promote and sustain by all appropriate means, the organisation, availability and use of information, in all sectors of national activity;
2. To take steps for mobilising and upgrading the existing library and information systems and services and initiating new programmes relevant to our national needs, taking advantage of latest advances in information technology;

3. To encourage and initiate, with all possible speed, programmes for the training of library and information personnel on a scale and of a calibre adequate to provide library and information services and to recognise their work as an important component of the quality and level of such services;

4. To set up adequate monitoring mechanisms for ensuring rapid development of library and information facilities and services for meeting the information needs of all sectors and levels of the national economy;

5. To encourage individual initiatives for the acquisition and dissemination of knowledge and for the discovery of new knowledge in an atmosphere of intellectual freedom;

6. In general to secure for the people of country all benefits that can accrue from the acquisition and application of knowledge; and

7. To preserve and make known the nation's cultural heritage in its multiple forms".

The Committee also made a specific recommendation to constitute a National Commission for Libraries and Information Systems to over see the implementation of the recommendations of the National Policy.

A very prompt follow-up action is taken by the Government of India. It has appointed an Empowered Committee under the Chairmanship of Prof. D.P. Chattopadhyaya in October, 1986 to find out the results of the implications for the various recommendations of the policy document and to recommend certain decision points to be approved by the Government. The report of the Empowered Committee has been submitted in March, 1988 and it will be placed before the parliament at the earliest opportunity.

The recommendations of the Empowered Committee are :

1. Constitution of a National Commission on Libraries to play a major role in implementing the library policy and in the progress of library development.
2. Creation of an All India Library Service;
3. Active involvement of the Central Government in Public Library development in the State;
4. Public library development has also to be supported by agencies involved in social education, rural development, etc;
5. University and college libraries are to be considered academic units and that senior library staff members should be regarded as members of the academic community;
6. The National Library of India, Calcutta should be strengthened; and
7. Development of a system of National libraries.

If these recommendations are implemented in their true sense, we may expect to see a new phase in the development of library scenario that goes in accordance with socio-political-economic and educational change in the country.

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Other Library and Information Policies

In regard to the trials to adopt a National (Science) Information Policy by all the countries of the world, UNESCO held some regional meetings and seminars in India. The National Information System for Science and Technology (NISSAT) is the focal point in India for UNISIST/UNESCO programme. So NISSAT is expected to take interest in framing the information policy. The Society for Information Science in India has done valuable ground work for preparing the National (Science) Information Policy.

The Association of Indian Universities (AIU) is interested in formulating a policy for university libraries. For that it has convened a task force and has sponsored seminars to consider the main issues.

Government Policies on other Sectors that have implications on Libraries

As library development will be influenced mostly by other related sectors like education, science and technology, book production, communication etc., the policies adopted by the Government on those sectors will have a great impact on the improvement of the library system.

New Education Policy : The National Policy on Education 1986, has a brief recommendation on libraries as follows: "Together with development of books, a nation-wide movement for improvement of existing libraries and the establishment of new ones will be taken up. Provision will be made in all educational institutions for library facilities and the status of librarian improved". It is a world-wide accepted notion that library is the heart of the education system. The National Policy on Education should have better treatment of libraries. However, the subsequent follow-up exercise of preparing a document on Programme of Action on National Policy on Education (August 1986) has dealt with some aspects of libraries in educational institutions.

Science Policy : The Scientific Policy Resolution adopted by the Government of India in 1958 has the following directions in the context of emphasis on library and information services :

- "to encourage individual initiative for the acquisition and dissemination of knowledge, in an atmosphere of academic freedom".

- "... in general, to secure for the people of the country all the benefits that accrue form the acquisition and application of scientific knowledge".

The points emphasis the importance of motivating the awareness of the use of libraries in one and all, which challenges the library profession.

Technology Policy : Prime Minister announced the Technology Policy statement in March, 1983. It resolved to establish a technology information base towards collection and analysis of relevant technological information. It has an impact on the services provided by libraries especially by academic an special libraries to disseminate information about latest technological equipment, telecommunications technologies etc.

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Information (Communication) Policy: The document on *"Background to Evolving a National Information Policy"* insisted that information is essential for the functioning of a true democracy where people have to be kept informed about current affairs and broad issues - political, social and economical conditions in the country as well as abroad. This, in turn, emphasises the role of public libraries and their improvement.

Self-Check Exercise - 7

List out the major recommendations of the National Policy on Library and Information System.

Note : i) Write your answer in the space given below.

ii) Compare your answer with the answer given at the end of this unit.

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7.7.3 Five year plans and library development

The Planning Commission included development of libraries as a sub-sector in the plan periods under Five Year Plans. In the First Year Plan (1951-56) it was proposed to set up a National Central Library, a State Central Library in each state with a network of circulating libraries served through deposit stations and mobile vans in villages. During the Second Five Year Plan (1956-61) envisaged the establishment of district libraries and the appointment of Advisory Committee for Libraries. During third Five Year Plan set the goal to cover the whole country with a network of central, state, district, branch, village and mobile libraries. At the time of Fourth Five Year Plan, the Planning Commission formed a working Group on Libraries that have set the target of a network of libraries reaching to the villages with 2000 population.

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7.7.4 Present situation

Indian librarianship has been making satisfactory progress during the Five Years. However, the progress is, more often incremental than spectacular. There are still many areas that are to be developed form the minimum level. Public library development is not satisfactory in most of the States. In academic library system, a few new university and college libraries may have been added during last few years. Special libraries and information systems are making a steady progress. There is no social pressure in the demand for library services, more so in the case of public library services. People are not conscious of their right to access to books, knowledge and information so as to demand library service. The use of libraries is not on par with the investments being made on them. Absence of strong and purposeful user interaction and a demanding clientele is a negative factor in an improved performance of libraries.

Still, majority of libraries in our country are following the traditional methods and practices. Modernization of library operations has just only started at a few places especially in special libraries. However, there is now an increasing awareness as well as seriousness among professionals about com-

puter application in library and information activities. Now the orientation of the existing library manpower to newer and modern methods is of crucial importance. There is need as well as scope for adopting modern management principles and techniques in the libraries in order to improve productivity.

There is a need to set up a national library system consisting of library systems at various levels. State public library systems should be integrated into the national library network. The emphasis should be on resource sharing to the maximum. In a country like India, role of public libraries in adult education especially towards neo-literates must be recognized fully. Therefore, public libraries must be involved into any such programme. We should also have a national library policy, which should layout broad priorities. In the document *National Policy on Education 1986* issued by Ministry of Human Resource Development (Department of education Government of India, broad guideline has been given. According to it "together with the development of books, a nation-wide movement for the improvement of existing libraries and establishment of new ones will be taken up. Provision will be made in all educational institutions for library facilities and the states of librarians improved". Hopefully, this will provide impetus to growth and development of public libraries.

7.8 SUMMING UP

This unit introduced broadly about the libraries of ancient, medieval and British India, the growth of library movement and the organised and planned efforts in library development in modern India. The scholarship, the liking for reading, the interest in gathering and preserving valuable documents about various subjects in various languages, motivated to constitute libraries during ancient and medieval periods. The democracy in education resulted in providing access to all to the libraries. During the modern period, the information is regarded as an essential resource for the national development. Now the wealth of a country is measured more by its treasure of information and by their facilities it is providing to have an easy access to the right information at right time. We may hope that working group of libraries drew detailed proposals for development and improvement of libraries especially, the modernisation of libraries services and operations, networking and resource sharing. If the proposals of the working group of libraries are implemented faithfully, we may hope that our country also may rise to the level of information-rich countries in the near future.

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7.9 MODEL ANSWERS

1 i) Nalanda University Library
ii) Vikramashila University Library
iii) Taxila University Library

2 (a) i) Mughals set up royal and pompous libraries.
ii) Akbar introduced reforms in management, classification and shortage of books.
iii) Calligraphers were appointed for copying manuscripts.
iv) The important features of Mughal libraries were magnificient library buildings, rare manuscripts and scholar-librarians.

2. (b) The ancient and medieval libraries were managed and patronised by emperors, kings, aristocrats and scholars. These libraries had functioned as private or institutional libraries. The entry was restricted and the libraries were not in the reach of common man.

3. i) Public-library-like institutions were set up.
   ii) Calcutta Public Library
   iii) Fyzee Committee
   iv) Access to the libraries

4. i) Khuda Baksh Oriental Public Library
   ii) Connemera Public Library
   iii) Imperial Library, Calcutta

5. Shri Iyyanki Venkata Ramanayya created library consciousness in the people. Dr. S.R. Ranganathan brought library system in some state through library legislation.

6. i) Ekbote Committee recommended to revamp the Public System and to institute State Library Authority.
   ii) Vavilal Committee recommended for grant-in-aid to private libraries.

7. i) Appointment of a working group on Modernisation of library service and Informatics;
   ii) Improvement of National Library;
   iii) Computerisation of major libraries;
   iv) Introducing computer culture in library community;
   v) Education and training personnel in modern technology applications.
   vi) Developing of library network using computer and communication technologies.
   vi) Establishing a National Library of science at INSDOC;
   vii) Development of National Medical Library.

7.10 ASSIGNMENT

Describe briefly : i) Tanjavur Saraswati Mahal Library, ii) Library of the Asiatic society, iii) Khuda Baksh Oriental Library, iv) Connemera Public Library and v) Imperial Library.

7.11 RECOMMENDED BOOKS

1. Bimal Kumar Datta : **Libraries and Librarianship of ancient and medieval India.** Delhi: Atma Ram, 1970.
2. **India, Advisory Committee for Libraries:** Report, Delhi: Manager of Publications, 1959.
3. Gopalakrishnaiah, Vavilala. Library Movement in A.P. 1977.
4. Krishan Kumar : **Library Organisation.** New Delhi, Vikas Publishing House, 1989: pp. 140-155.
5. Kaula, P.N. (ed). **Library Movement in India.** Delhi: Delhi Library Association, 1958, pp. 58-107.
6. Ranganathan S.R., Neelamaghan, A and Gupta, AK (ed). **Free Book Service for All : International Survey.** Bombay : Asia Publishing House, 1968.
7. Venkatappaiah, V. **Public Library System in A.P.** Waltair : Andhra University, 1982.

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UNIT - 8 : LIBRARY MOVEMENT IN ANDHRA PRADESH

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8.0 AIMS AND OBJECTIVES

This unit reviews the library movement in Andhra Pradesh and its impact on the development of libraries in the State.

After studying this unit, you should be able to describe

- Nature of social movements;
- Library movement as social movement;
- Origin and development of Andhra Pradesh library movement; and
- Impact of the movement on the library services in the State of Andhra Pradesh.

8.1 INTRODUCTION

Evolution and development of societies is based on acquisition, conservation, dissemination and advancement of knowledge and ideas. A number of institutions are established and developed in societies to conserve, disseminate and advance the sum total of existing knowledge. Dissemination of knowledge is promoted through formal and informal channels of communication. Educational institutions like schools, colleges and universities, research organisations established by governments and private agencies and different kinds of libraries like the public, academic and special are important agencies in the total communication process in society. Libraries fulfil a human need to preserve and pass on the benefits of the thoughts and ideas and beliefs of previous generations to the succeeding generations. The emergence of library as an important element in communication process is evidence of social maturation.

8.2 LIBRARY MOVEMENT IN ANDHRA PRADESH

8.2.1 Social movements

Societies are never static. They have been evolving and progressing. These changes are brought about by social movements. The term "social movement.... is being used to denote a wide variety of collective attempts to bring about a change in certain social institutions or to create an entirely new order". Disatisfaction with the existing social order experienced by masses manifests itself in the form of a social movement. The aim of a social movement is to change the existing social order or to create a new social order. A social movement is supported by group consciousness and group solidarity. It provides training for leadership. Social movements contribute to the formation of public opinion. After realising its goal, the movement culminates in developing an organisational structure.

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Great changes in the social order have been brought about by social movements during the past two centuries. The privileges like the exercise of political power, education, possession or access to records of knowledge like books and other documents which were earlier enjoyed by a chosen few individuals are now accessible to the masses. Democratic form of Government replaced earlier monarchies and empires. The edifice of democracy is based on enlightened citizenship. Hence education, knowledge and information have become important inputs for responsible citizenship.

8.2.2 Library movements

Libraries are social agencies. The changes in the social order naturally affect the nature of libraries which are integral parts of the society. Nature of collection and services offered by libraries must be suitable to the needs of the ever changing social order and requirements. The concerted efforts of masses of people under the direction of dedicated leaders to change the existing order of libraries or to create a new order/system of libraries may be termed as library movement. Library movements contribute to the formation of public opinion for the establishment of an improved library system or a new library system. After realising its goals library movement ends up in establishing an organisational structure for a better/new library system.

Self-Check Exercise - 1

What do you understand by the phrase 'library movement'?

Note i) Write your answer in the space given below.

ii) Compare your answer with the one given at the end of this unit.

8.2.3 History, nature and achievements of the movements

Andhra library movement is a unique social movement. It is a people's movement. Library movement originated and developed in the early part of twentieth century and achieved its goal, namely institutionalistaion of library services with the enactment of library legislation in 1948 by the composite Madras state. The origin and course of the movement was deeply involved with the social and political turmoil of Andhra in the early decades of twentieth century. Andhra library movement was an integral part of the political and culture renaissance of Andhra. The leaders of library movement were deeply involved in the activities and programmes of Andhra Maha Sabha and the Indian National Congress. Library movement was conceived as an instrument of national reconstruction. The leaders of the movement took keen interest in establishing rural libraries in villages. These rural libraries were conceived as centres of village life and culture. Libraries were the sources of ideas and knowledge, centres for adult literacy classes, dramas, sports, Harikathas and cultural activities. The leaders of the movement effectively combined traditional methods like the Bhajans, spring festivals, etc. and the new methods of book exhibition, use of magic lanterns, public oratory, etc., to take the library movement to the masses and spread it into the country side. Library movement gained popular attention and status. Hundreds of new libraries were established and library workers joined the movement.

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8.2.4 Factors promoting the library movement

Economic : By 1800 the British established their political hegemony over Andhra region. They constructed dams, across Krishna (1854) and Godavari (1848) rivers providing improved irrigation facilities. A moderate scale of industrialisation was promoted. As a consequence the occupational pattern and mobility has changed in the society. The traditional static form of society experienced gradual changes and modernisation which promoted new professional groups who welcomed novel ideas and knowledge. The agricultural and industrial development promoted trade and urbanisation. Construction of Railway lines, Roads and dams on Krishna and Godavari rivers provided transport and communication facilities.

Education : The economic growth created demand for educational opportunities. Western system of education slowly spread into the districts and small towns. A number of schools and colleges imparting western education were established. The spread of western education created new professional and elite groups like lawyers, medical practitioners and civil servants. It promoted rational outlook and

demand for reading materials - books and magazines - also increased. By 1852 there were 8 Telugu printing presses in the Madras city alone. The growth of publishing firms, availability of books and magazines, and development of middle classes who had leisure and taste for reading led to the establishment of libraries in Andhra region.

Social : The rise of middle classes and relative economic property gave rise to social awakening and cultural renaissance of Andhra. Western education created intellectual unrest and criticism of the social order. Andhra pulsated with social reform movement. Shri Kandukuri Veeresalingam (1848-1919) was the pioneer of social reform movement in Andhra. He firmly believed that social reform should precede the political freedom. He organised movements against early marriages and performed widow marriages. He advocated the use of Telugu as the medium of official communication. Shri Raghupati Venkata Ratnam Naidu (1862-1939) was a distinguished educationist and social reformer. As a leader of Brahmasamaj, he promoted rationalist outlook among the educated persons in Andhra. He organised movements for prohibition of consumption of alcoholic beverages, educational and social advancement of scheduled castes and reform and rehabilitation of prostitutes. Shri Gurujada Appa Rao (1861-1915) wrote popular verses, stories and dramas on themes of social reform. He used literature as a powerful medium to spread the message of social reform. Shri Gidugu Venkata Ramamurti Pantulu (1863-1940) dedicated his life to bring Telugu language and literature within the reach of common people. He started a movement for the use of spoken language in Telugu literature. Shri Komarraju Lakshmana Rao (1877-1923) established a publishing concern to spread scientific knowledge and ideas through Telugu language. He started Vignana Chandrika Grantha Mandal with the help of Shri Gadicherla Harisarvottama Rao (1883-1960). Kasinadhuni Nageswara Rao Pantulu (1867-1938) started *'Andhra Patrika'* a Telugu daily news paper, and Andhra Granthamala and subsidised the distribution of a free supply of Telugu books to several libraries. Thus Andhra literature and society were transformed under the impact of rational outlook, popular appeal, and zeal for social reform.

Political : All these developments set the stage for the acceleration of political activities in Andhra region. The Madras Mahajana Sabha (1884), Indian National Congress (1885), Andhra Mahajana Sabha (1913) were established to promote Indian Nationalist movement. They preached the cult of 'Swadesi' Under the impact of 'Vandemataram' movement, institutions of national and vocational education were set up and Andhra witnessed a wave of protest against foreign rule. Andhra Mahajana Sabha was formed to promote Andhra movement. The main objectives of Andhra movement were : 1) promotion of education and culture among people and create educational opportunists; 2) promotion of agriculture and commerce by creating a spirit of cooperation and mutual trust and confidence, stimulating interest in Public Health; 3) Sanitation and Physical culture; 4) Promotion of Telugu literature to educate masses; 5) secure adequate representation to Andhras in Public services , and 6) work for the creation of a separate State for Andhras. Library movement was also construed as an instrument for the promotion of these general objectives in Andhra region. It was imbedded in the interstices of Andhra movement and struggle for freedom. This involvement was the cause and context for the unique nature, character and purpose of Andhra library movement.

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8.2.5 First Library Conference

The pioneers of Andhra library movement looked at library service as a multifaceted activity to reform and regenerate society. By 1914 about 120 libraries were established by enlightened individuals in the Telugu speaking districts of the Madras Presidency. To coordinate and direct the efforts of individual leaders and librarians the first conference of the representatives of libraries of Andhra Desa was held under the auspices of the Rammohan Library, Vijayawada on 10th April, 1914. The prime movers who convened and conducted this conference were Shri Suri Venkata Narasimham (1880-1933) and Shri Iyyanki Venkata Ramnayya (1890-1979). This was a conference of two hundred delegates who were interested in library movement. For the first time in history the library representatives of Andhra and Telangana met on one platform. The participants believed that libraries were agents of education and enlightenment of the public, and instruments of national awakening and development. The **Grandhalya veda** was proclaimed by Shri Chilakamarti Lakshmi Narasimham Pantulu in his presidential address at this conference as noted below :

"The Sun's light brightens every thing;
So shall knowledge dispel darkness and
brighten every life.

Air gives life to all and is freely accessible;
So shall knowledge be within the reach of all,
breathing life-vigour into them.

Clear water quenches the thirst of all;
So shall knowledge satisfy the curiosity of the
curious and the hunger of the hungry for it."

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The proclamation of this Granthalaya Veda gave direction to the Library movement. Andhra Desa Granthabhandagara Sangham was formed at this conference. Later it was known as Andhra Desa Granthalaya Sangham (Library Association). After formation of the State of Andhra Pradesh it was redesignated as "Andhra Pradesh Granthalaya Sangham".

Since the formation of this Association it became the centre for promoting Andhra library movement. The pioneers of the association looked at library service as a multifaceted activity to promote social change and political awareness. The most important section of Andhra Desa Library Association was 'Granthalaya Sevakas' which was modelled after Andhra Sevaks of the Andhra Mahajana Sabha. The 'Granthalaya Sevakas' were full time honory workers in the Library movement. Shri Iyyanki Venkata Ramanayya and Shri Paturi Nagabhushanam (1907-1987) were devoted nationalists. They as well as promoters of ADLA were swayed by patriotic and emotional fervour.

Shri Iyyanki was also involved in other movements like the Scout service, Theosophical society, Cooperation, Naturopathy, National Congress etc along with the library movement. They carried the message of library movement to the villages. The Association envisaged that rural development was the base for national liberation. Village library was perceived as the centre piece of rural development. It helped in the establishment of several hundreds of village libraries. These village

libraries addressed themselves to the task of educating the illiterate masses. IT deliberately promoted the unique concept of library service and developed the required tools to serve rural people, who are not interested in reading and acquisition of knowledge. The Association upheld and promoted a novel image of library service. The village library was an information centre. It was a community centre. Village libraries catered to the needs of rural people by arranging lectures, reading newspapers aloud at convenient hours for the benefit of groups of illiterate people.

Granthalaya Sevakas (a section of ADLA) gave oral information to the people on every problem confronted by them. They used audio-visual aids, dramas, spring festivals etc to promote social change. They organised adult literacy classes. Libraries arranged book exhibitions and classes on rural sanitation and public health, organisation of cooperative societies, agricultural and cottage industries. They were centres of social service programmes like the famine and fire relief, and social reform activities such as the advancement of scheduled castes, women etc. Libraries used indigenous and popular techniques of publicity such as Bhajans, Harikathas, Burrakathas, Veedhi Natakalu (street dramas), Tholu bommalu (puppet plays), recitation of puranas and ballads, wall posters and gramophone records to reach the illiterates masses and promote library movement.

The Association conducted a number of library conferences. These conferences had great publicity value for the library movement. They stimulated interest in library movement. Policy resolutions were formulated and approved at these conferences. The Association encouraged the formation of District and Taluk Association which in turn promoted library movement and held conferences.

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8.2.6 Library pilgrimages

The most ingenious method developed by the movement is to popularise library movement through library pilgrimages. This programme was devised and ably implemented by Shri. Iyyanki Venkata Ramanayya. A batch of Library Workers (Granthalaya Sevakas) planned to tour a group of villages. This batch of library workers called 'Ramadandu' were divided into six sections, viz., 1) Advance information section which used to reach the village and paste posters on the walls regarding libraries and contacted library personnel, leaders and officers of the village. 2) The Bhajan section went round the village with songs and announcements of the public meeting. 3) Exhibition section organised exhibition of books and magazines etc. by the side of public meeting place. 4) The Gramophone section played Gramophone records. 5) The lecturing section delivered lectures on several aspects of library movement. 6) The magic lantern section exhibited instructive and informative picture on health, cooperation and library services at the end of the meeting. Later the party of library workers held discussions with the villagers, established a library (if there was no library) or offered suggestions for the improvement of library services etc. These yatras were organised in Bhimavaram, Tadepalligudem and Kovvur Taluks of West Godavari District; Avanigadda and Bandar taluks of Krishna District; and Repalle taluk of Guntur District. The Association encouraged mobile libraries. Bullock carts, bicycle etc. were used to supply books to people. Sri Paturi Nagabhushanam conducted mobile libraries on travelling boats for the benefit of passengers.

8.2.7 Library legislation

The Association considered that sound library legislation was a *sine qua non* for library movement. The Association urged the composite Madras Government to enact a Library Act. It gave a petition to the government in the early part of 1947 in which it reiterated the relevance of public libraries Act. The Madras Government published the Madras Public Libraries Bill in December, 1947. The Association held a special conference at Vijaywada, on the 16th January 1948 and discussed the provisions of the Draft Bill, and offered its comments. Shri. Gadicherla Harisarvottama Rao, then the President of the Association gave evidence before Select Committee of the legislature, on Public Libraries Bill. The Association's keen interest in Library legislation and its active support led to the enactment of Madras Public Library Act (1948). It was the first library act in the independent India.

8.2.8 Other activities

The Association recognised the key-role played by the trained and competent professional librarians in organising and conducting libraries from 1920 onwards. From 1966 onwards the Association is conducting certificate course, with the recognition of the Govt.

The Association has been deeply concerned with the promotion of adult education. This has been a major field of its activities. Shri. Gadicherla Harisarvottama Rao, President of the Association and other leaders of the Association had firm faith in the tremendous potentialities of adult education in changing the face of rural India. They felt adult education was a 'source of social and cultural renaissance and libraries ought to be centres of social and cultural change. Encouraged by the Association, rural libraries conducted night schools for adults, arranged lectures, read newspapers and celebrated national festivals etc. to educate the illiterate people. The official monthly organ of the Association **'Grandhalaya Sarvasvamu'** is devoted to the cause of libraries and adult education.

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Self-Check Exercise - 2

Bring out the unique character of the library movement in Andhra area.

Note: i) Write your answer in the space given below.

ii) Compare your answer with the one given at the end of this unit.

8.3 TELANGANA AREA

8.3.1 Social background

The library movement in Telangana area developed on similar lines, and paved the way for social, political and cultural renaissance of the people. Particularly, the library movement in Telangana area protected the interests of Telugu people and forged an awareness and unity among them in the struggle against oppression and the feudal forces of the Nizam's Government. That was why they included the term, Andhra Bhashan Nilayam, Hyderabad; Rajarajanarendra Andhra bhasha Nilayam, Hanumakonda and so on. The representatives of the Telangana area participated in the first Andhra Desa Garantha bhandagara pratinithula Mahasabha held at Vijayawada in1914, and in the subsequent conferences, and maintained a close contact with the library movement in Andhra area.

8.3.2 Early libraries

As per the available records Sankarananda Granthalayam was started by Mudigonda Sankararadhya at Secunderabad during 1872. With the cooperation of Moulali Abdul Quayyam, a nationalist and Moulvi Syed Hussain Bilgrami, the library was started at Hyderabad in 1886 which was later taken over by the Nizam's Government and opened to the public. This library was converted into Asafia State Library, and after the formation of Andhra Pradesh it was renamed the State Central Library, Hyderabad. The Bolaram Library and Reading Room which was established in 1892 at Bólaram, Secunderabad, is functioning even today. Bharat Guna Varthaka Samstha established library at Shalibanda in the old city of Hyderabad in 1895. At the dawn of this century shri. Krishna Devaraya Andhra Bhasha Nilayam was started in 1901 by three illustrious personalities, Shriyut Ravichettu Rangarao, Komarraju Venkata Laxmanarao and Nayani Venkata Rangarao, the zameendar of Munagala estate of Nizam state. The library was of great help to the Telugu people in the city in developing their language and culture. It encouraged the establishment of several libraries in the twin cities and in the districts of Telangana area.

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8.3.3 Andhra jana sangham

To protect the interest of Telugu people Andhra Jana Sangham was started on November 12th, 1921 with the initiative of Veterans like Shriyut Madapati Hanumanta Rao, Adiraju Veerabhadrarao, Konda Venkata Ranga Reddy and Burgula Rama Krishna Rao with the following objectives:

1. To open libraries, reading rooms and schools;
2. To publish books and booklets to disseminate knowledge and information;
3. To collect the manuscripts, inscriptions and to encourage research;
4. To take all steps to protect the Telugu language and culture; and
5. To honour the scholars,

Andhra Jana Sangham had taken up the cause of libraries in Telangana area. The Sangham encouraged the starting of libraries in villages and towns. By 1925 there are 125 libraries in this region. Out of this only two libraries are admitted in grant-in-aid at the rate of Rs. 15/- and Rs. 10/- per mensum from the Nizam's Government. This shows the apathy of the Government towards the libraries.

8.3.4 Obstacles in the way

Shri. Madapati Hanumantarao in an article narrated the obstacles in the way of library movement in Telangana Area.

1. The Revenue Department of the Nizam Government has a circular issued to the effect that "the activities of public Libraries should be keenly watched and a strict vigilance kept over them".[2]. In pursuance of these circulars (and probably of other instructions which have not been published) the workers and subscribers of public Libraries in Districts are usually threatened by Police and Revenue authorities.

2. Permission of Government to establish libraries is demanded in many cases although no permission is, under rules, necessary not only on principle but also on the ground that in one case the Secretary to Government is the Judicial, Police and General Departments, has clearly stated that " no permission is required to start public Libraries in the State".[3]

3. Orders are some times issued by District Officers to close the libraries. The President of the District Local Board of Nalgonda had honoured a Public Library in this way but fortunately the Secretary to Government cancelled the order. Another instance is that of the district Magistrate of Warangal who ordered the closing of a village Library but fortunately after some months permitted that it may be opened but no meeting should be held until further orders. This order has been in force till now, a period of more than 4 year because there have been no further orders ever since.

4. Anniversary meetings are in many cases prohibited by police authorities with instructions to obtain the permission of H.E.H., the Nizam or of His Executive Council and it is easy to imagine what an amount of difficulty an organizer or a worker of a village or taluk or town library will be subjected to in obtaining such permission. This restriction is enforced on the authority of the Nizam's firman which, properly speaking, applies only to political or quasi political meetings alone.

   "No political meetings or other meetings likely to bring about political consequences should be held without obtaining the permission of the Executive Council (and the Executive Council should obtain Our consent before granting such permission.) Otherwise the organizers of the meeting shall be held personally responsible ..."[4]

   " The Hyderabad High Court has in a Revision case, reversed the order of the Nalgonda District Magistrate requiring the permission of the Executive Council for holding the anniversary meeting of the Library at Nalgonda, decided that the firman referred to above has no application, whatever, to meetings of educational nature"[5] inspite of this judgement delivered about two years ago, the same old procedure of prohibiting anniversary meetings of the libraries is going on and in every individual case permission of the Nizam's Executive Council is being insisted upon.

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8.3.5 State library conferences

To attack this situation the First Nizam Rastra Andhra Granthalaya Mahasabha (Nizam State Andhra Library conference) was organised on 1925 February 22, which is the first library conference in the State. Deshmukh Pingali Venkatarami Reddy presided over the conference. This conference passed number of resolutions against the unsocial activities of the Nizam Govt. The second conference was held at Suryapet in 1927. At the beginning the Government did not permit the organisers to hold the conference. However despite the order of the Government the conference was successfully organised, which was presided over by Desabhakta Sridhar Venkat Naik.

8.3.6 Contribution of Golkonda Patrika

The **'Golkonda Patrika'** was started in the year 1926, under the editorship of Shri Suravaram Pratapa Reddy, a freedom fighter, research scholar of eminence. Through 'Golkonda Patrika' editorials articles and news items, the Firman's like Gasti Nishan - 55 were seriously attacked almost in every issue of the paper and ultimately made the Government to withdraw this order.

The State Congress started in 1935 gave a helping hand for the spread of the movement in the State. Consequently, the Andhra Dasa Library conferences were held in Singareni Collieries (1944), Kyatury (1946), Suryapet (1950) and Janagama (1953) have great impact in creating library consciousness in the people.

8.3.7. Hyderabad library conference

With the initiative of Sri. K.M. Ujlambker, the Hyderabad Library Association was started on 26th January, 1951, with main objective of library legislation in Hyderabad State. With the motive behind it, this Association organised the First All Hyderabad Library Conference during December, 1954. Dr. S.R. Ranganathan presided over the conference. Shri. Gopal Rao Ekbote, Minister for Education, Local Government and Parliamentary Affairs, Government of Hyderabad, delivered the inaugural address. The conference discussed the Hyderabad Public Library Act in detail and paved the way for its enactment. This Association also started the monthly journal **'Granthalaya'** in English and Hindi from January 1955 as its official organ. After the formation of Andhra Pradesh as a linguistic State, the Hyderabad Library Association was merged in Andhra Pradesh Library Association and continued its activities from a single platform.

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Self-Check Exercise - 3

a) Explain the salient features of the library movement in Telangana area.

b) Explain how the library movement in Andhra Pradesh is a People's movement.

Note i) Write your answer in the space given below.

ii) Compare your answer with the one given at the end of this unit.

8.4 SUMMING UP

Andhra library movement developed as an integral part of social and political movements during the first half of twentieth century. The library movement was led by patriots who were interested in educating the public. It's goal was to promote economic growth. A number of libraries were established and maintained by voluntary contribution from the people. Traditional cultural media (like Harikatha and puttet shows) and modern audio-visual aids like magic lanterns were employed to educate people. It used the talents and resources available in the society. Libraries were centres of social reform and welfare activities. They functioned as centres of information, education and cultural activities. Mobile libraries were run in boats, on bicycles and bullock carts. Adult education classes were conducted in libraries. Conferences were conducted to promote library consciousness. Books were published in Telugu language on subjects useful to the people like agriculture, library science etc. Innovative methods like library pilgrimages were conducted to spread the message of library service. The movement worked for the institutionalisation of librarianship. It achieved this objective with the enactment of library legislation in 1948 by the (composite) Madras State. In 1955 Hyderabad state enacted Public Library legislation. After the formation of the state of Andhra Pradesh, Andhra Pradesh Public Libraries Act came into effect replacing the earlier two legislations in the year 1960. After achieving this goal the movement weakened. Public libraries were established and developed after the enactment of library legislation in the state.

Note : For some more details about the library movement please refer Unit No. 13 also.

8.5 MODEL ANSWERS

1 (i) Libraries are social agencies. Changes in the social order naturally are integral parts of the society.

(ii) Societies are never static. They have been evolving and progressing.

(iii) These changes are brought about by social movements. A social movement is supported by group consciousness, provides training for leadership and contributes to the formation of public opinion. The movement culminates in developing an organisational structure. The

efforts of masses of people under the direction of dedicated leaders to change the existing order of libraries or to create a new order/system of libraries may be termed as library movement. Library movements contribute to the formation of public opinion for the establishment of an improved library system or a new library system. After realising its goals library movement ends up in establishing an organisational structure for a better/new library system.

2. Andhra library movement was conceived as an instrument of national reconstruction. The leaders of the movement took keen interest in establishing rural libraries in villages. These rural libraries were conceived as centres of village life. Libraries were sources of ideas and knowledge, centres for adult literacy classes, dramas, sports, Harikathas and cultural activities. Libraries were centres of social reforms and welfare activities. Library movement was an integral part of the political and cultural renaissance.

3 (a) The library movement in Telangana area developed from the Telugu people to protect their language and culture. Andhra Jana Sangham paved the way to start public libraries in the villages. Nizam Rastra Andhra Granthalaya Mahasabha created awareness in the public. The library workers succeeded in overcoming all the obstacles created by Nizam Govt. through his Firman Gazti Nishan etc. Hyderabad Library Association made serious effort for library legislation and get it passed in 1955.

(b) Andhra library movement is a unique social movement. It is a people's movement. This movement achieved institutionalisation of library services with the enactment of library legislation in 1948 by the composite Madras State. The movement developed as an integral part of social and political movements during the first half of twentieth century. It was led by patriots who were interested in educating the public. Its goal was to promote social change and reforms and to promote economic growth. Libraries were established and maintained by voluntary contributions from the people. It used talents and resources available in the society. It employed traditional methods like the bhajans, spring festivals, etc to take the movement to the masses and spread it into the country side. The movement gained popular attention and status.

8.6 ASSIGNMENTS

1 Describe library movement in Andhra Pradesh.

2 Discuss the role of public in spreading library movement.

3. Explain the impact of Granthalaya Yatras

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8.7 RECOMMENDED BOOKS

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3. Raju, A A N. **Library Movement in Andhra Pradesh**. Delhi: Ajanta rublication, 1988.

4 Sarada, K. **Andhra Pradesh Library Association**. Waltair : Andhra University, 1978.

5. Shera, J.H. **Sociological Foundations of Librarianship**. 1970.

6. Venkatappaiah, Velaga. **Nurella Granthalaya Udyamam (1886-1986)**. Hyderabad: Telugu Akademy, 1987.

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2. Circular No: 22 of 1330 F. 1920 A D confirmed the previous circular No: 22 of 1320 F issued by political Dept. of Govt of Hyderabad.

3. Letter No : 1294 of Sherewan 1329 F (corresponding 14th July 1920) of the Secretary to Govt. Judicial, Police, and General Dept., Govt of Hyderabad.

4. Gazette Extraordinary Vol. 52 dt 9th Aban 1330 F (corresponding dt. 14th September, 1921).

5. Seshgirirao Versus Crown , 17 Deccan Law Reports, p.219

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BLOCK - III : LIBRARY LEGISLATION

In the previous Block we have seen the development of libraries in India and some advanced countries. The library movement provided library consciousness among people, while the legislation helped in the establishment of a system of libraries to serve the general publics. In this Block we introduce you the essential features of public library acts of different states in India.

There are three units in this Block. The first unit deals with need, purpose, in story of library legislation and the salient features of the model library Act. The second unit covers on the essential elements in the public library acts in different states. The last unit of the block discusses in detail about the library legislation in Andhra Pradesh.

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UNIT - 9 : LIBRARY LEGISLATION - NEED, PURPOSE & HISTORY. THE MODEL LIBRARY ACT

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9.0 AIMS AND OBJECTIVES

In this unit, we introduce you the need, purpose and history of library legislation. We shall also trace the efforts of Dr. S. R. Ranganathan and the model public library bills proposed by library experts and government bodies.

After studying this unit, you should be able

- to provide a brief account of the evolution of public libraries, concept, definition and objectives of public libraries;
- to explain the need, functions, purpose and factors that govern library legislation;
- to outline the history of library legislation in Great Britain, USA and India.; and
- to list the salient features of Model Library Bills of Ranganathan, Union Government, Planning Commission and that of ILA.

9.1 INTRODUCTION

9.1.1 Private to subscription libraries

Libraries in the ancient and medieval period were mostly personal or private libraries. They were meant for a chosen few. With the introduction of printing by movable types in Europe and large scale production of books subscription libraries came up where users were to pay for the use of books. Though subscription libraries were not originally initiated for profit making, some businessmen started such libraries purely with the intention of making money and infact, they were successful to a great extent. Thus, subscription libraries which were started on cooperative basis turned out to be commercial ventures.

9.1.2 Concept of public libraries

Free library service is being provided by some philanthropic organisations backed up by charity or donations. No doubt, some of these libraries have been a great success and have been providing good library service. But, their sphere of activity is limited. Not all cities, towns and villages have such institutions. A majority of them are not in a position to cope with the growing needs of the public. Hence there arose a need for planned library service with a continued source of income for maintenance. In a broader perspective, a public library simply means "a library meant for public use". But, in common parlance it is one financed for the most part out of public funds.

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UNESCO Manifesto defines a public library as:

1. Which is started and maintained under "the clear mandate of law".
2. Which is "maintained wholly from the public fund".
3. Which is "free" to all sections of the community regardless of race, colour, age, sex, nationality, language, status or level of educational attainment; and
4. Which does not normally collect any charge for service.

A library supported by public funds should ensure free access to the public without any discrimination an without charging any fee.

For a continuous flow of funds and continued growth of libraries various governments started enacting library laws. These laws generally comprehend:

1. Aims and Objectives;
2. Constitution of the library authority at various levels - State and local;
3. Various administrative personnel to be appointed - their qualifications, recruitment, duties, service conditions, etc;

4. Finances - cess, grants, donations, etc; Maintenance of accounts, auditing and reporting;
5. Collection, building and services; and
6. Inspection and regulation of services.

The Library Association, London evolved the objectives of a public library in a detailed manner. These are:

1. **Education:** to foster and provide means for self development of the individual group at whatever age of education, closing the gap between the individual and recorded knowledge;
2. **Information:** to bring to the individual group accurate information quickly, in depth, particularly on the topics of current concern;
3. **Culture:** to be one of principle centres of cultural life and promote a keener participation, employment and appreciation of all arts; and
4. **Leisure:** to play a part in encouraging the positive use of leisure and providing material for change and relaxation.

9.2 LIBRARY LEGISLATION

9.2.1 Need

Legislation gives a structure; integrated library system; continuous and definite financial support; qualified personnel; planned organisation and growth; permanency and efficiency to libraries. In the absence of library legislation the establishment and maintenance of public libraries will be haphazard. Library service cannot be ensured to all sections of the society. Irregular flow of funds may make or mar a library. Lack of sufficient funds may result in poor collections and unqualified and under staffed libraries, which will seriously effect quality in library service. In the absence of legislation there may not be proper cooperation, coordination and interaction among the libraries. Legislation ensures proper assessment of library needs, evaluation of existing services and planning of new services, etc. A library act provides a system which can function independently and which will be least effected by change in the government and bureaucracy.

Dr. V. Venkatappaiah summed - up the advantages of library legislation as follows:

1. It will constitue a proper administrative and supervisory body with executive powers;
2. Provide a well organised library system for the state, district and up to the remote village level;
3. Provide a study and perennial source of finance;
4. Maintain standards in library services;
5. Save the libraries from becoming tools in the hands of bureaucrats and political high-ups;

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6. Provide free library service; and

7. Obliged to be responsive and properly accountable.

9.2.2 Functions of Library Legislation

The Advisory Committee for Libraries constituted by the Government of India (1958) proposed the following five functions of library legislation:

1. "It should clearly define the government's responsibility in the matter of public libraries;

2. Legislation should lay down the constitution and functions of the library authority at national, state and district levels;

3. Legislation should provide an assured basis for library finance. There are two ways of providing a firm basis for library finance:

   (i) a special library cess; and

   (ii) reservation of a certain percentage of the education budget.

4. Legislation should laydown the structure of the public library system.; and

5. Legislation should provide for participation of the representative of the public, in the work of the public libraries at all levels.

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9.2.3 Purpose

Library legislation should serve the following purposes:

1. Help to have a systematic development of libraries;

2. A continuous, fairly sufficient financial backing;

3. A net work of public libraries at different levels-State, district and local;

4. To have bibliographical control and systematic bibliographical services;

5. Ensure free and fairly comprehensive documentary service;

6. Provide rules and regulations for organisation and maintenance of the system;

7. Supporting cooperation and coordination among various types of libraries existing in the region;

8. To carry knowledge to various sections and all corners of the society ; and

9. Help to have scientific management of libraries through qualified library personnel and also by making provision for training of libraries.

Factors that Govern Library Legislation

C O Houle in his work *"Libraries in adult and Fundamental education"* mentioned the following as factors to be kept in view for library legislation:

- the library legislation must be both simple and general. It should allow for future development, without giving opportunity for misrepresentation.
- It must as far as possible be kept above accidents of political changes.
- The law must make library services possible, encourage development, and ensure that libraries shall be provided.
- It should coordinate library activities and control them in full recognition of the people's right to free access to the means of knowledge and factual information.
- The law should stipulate the duties and privilages of public libraries and above all, the terms of financial assistance that they should receive from public authorities.
- The law must make clear the respective responsibilities of local, state and national administration is respect of public libraries.
- The law may provide either for the state establishment of libraries or state aid when local governments are managing them. The library service may be made compulsory if the financial resource of the district are adequate.
- The law must prescribe that public libraries should be free to one and all. The law should also provide for public library resources to be supplemented by those of academic, specialised and scientific libraries.
- All libraries should lend their books free of charge to all citizens in the country in accordance with an approved scheme for cooperation between libraries.
- The books in stock should cover every shade of opinion. Censorship should apply only to the type of books which would incite crime and violence. The law should also include a provision for the establishment of libraries for children and school, for the defence service and merchant marine.

The library act should allocate different tasks to different types of libraries in order to ensure more economical administration, rationalization of methods, specialization in subject fields and altogether a better service to the community as a whole.

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Self-Check Exercise - 1

Give an account of the need and purpose of library legislation.

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

9.3 HISTORY

9.3.1 Great Britain

Britain was the first to start public libraries, circulating libraries and reading societies. It has also the credit of being the first country to enact public library law.

Library Legislation

Edward, an assistant at the British Museum was pleading for the establishment of public libraries under law. William Ewart, a member of the Parliament from Dumfries Burghs in Scotland moved this proposal in the parliament in 1849. The matter was referred to a Select Committee. The Committee in its report accepted the proposal and suggested for funding of public libraries with unrestricted access, supported by fixed taxes and appropriations. Then Mr. Ewart with the support of Joseph Brotherton of Lancashire introduced the first Public Libraries Bill in 1850. August 14, 1850 is a red letter day in the annals of library movement, not only in Britain, but also in the whole world, because, it was on that day the first library act was enacted.

Provisions of the 1850 Act

The Public Libraries Act, 1850 authorised town councils with a population of 10,000 and above to adopt the Act. It needed two third majority of votes in the Council to adopt. The Act provided a levy at rate of one half penny in the pound on the rateable value of the property assessed. The money thus collected was to be spent on building, fuel, lighting, fixtures and furniture but not on purchase of books. It was assumed that books could be acquired through donations from benefactors. In 1853 the Act was extended to Scotland and Ireland. In 1854, in Scotland, substantial improvements were incorporated. The library authorities were empowered to raise aid rate and permitted to spend on buildings as well as on books, maps, and specimens.

A comprehensive Act for England and Wales was adopted in 1855 incorporating amendments. The Act made provision for adoption by a two-third majority at a public meeting of rate payers. It empowered the authorities the power to purchase books, newspapers, maps and specimens. The

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population limit was reduced from 10,000 to 5,000. The rate limit was raised to one penny. The Act was extended to areas outside the municipal boroughs.

In the first 4 years only 8 boroughs adopted the Act. By 1870 only 48 authorities adopted the Act. By 1890 the number reached to 215 and by the end of the 19th century it increased to 401. There were a number of minor amendments to the Act during 1866, 1871, 1877, 1884, 1887, 1889, 1890 and 1891. In the year 1892 a consolidated Public Libraries Act was passed repealing all previous statutes.

Fillip to Public Libraries

The years 1890 to 1910 was a boom period for British public libraries. Andrew Carnegie gave 8,000 pounds to his native Dunfermline in 1876. The library was opened in 1883. In 1913 he founded the Carnegie United Kingdom Trust with a capital of 2 million pounds. The Trust give grants liberally for construction of library buildings. Another great library benefactor was Passmore Edwards. The donations of these two donors gave fillip to public library development in Great Britain.

Reports on the working of Public Libraries

Adams Report

The Carnegie Trust requisitioned the services of Dr. W.G.S Adams to report on the working of public libraries. The report appeared in 1915 suggested measures for the improvement of public library services. The Library Association was also pleading for suitable amendments in the Act. As a result a new Act was adopted in 1919 which made provision for the establishment of country library authorities. The Act permitted the development of urban library services by removing the rate limitation of one penny rate for England and Wales. The rate limit was removed for Scotland in 1955 only.

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Kenyon Report

In the year 1924 the Board of Education, Great Britain appointed a committee under the Chairmanship of Sir Frederic Kenyon, Librarian of British Museum to look into the adequacy of public library services. Sir Kenyon in his report suggested for greater cooperation between library authorities on a voluntary basis. He also suggested for the establishment of a National Central Library to cater to the needs of the local libraries and also ten regional bureaux in England and Wales to work in close cooperation with the National Central Library.

Other Reports

There were a series of surveys and reports on the Working of Public Libraries in UK. Important among them are:

i) Mc Colyin's Report (1942)
ii) Robert's Report (1959)
iii) Bourdilon Report (1962)
iv) Baker Committee Report (1963)

Mc Colvin suggested ways and means to improve the library system. Roberts Committee enquired into the structure of the public library services. Bourdilon tried to suggest standards for public library services. Backers committee was concerned with inter library cooperation. The result of these reports was the passing of the Public Libraries and Museums Act, 1964. This Act replaced all previous library legislation. The major provisions of this Act were:

i) Significant change in the relationship between central government and public libraries;

ii) One each Library Advisory Council to the Department of Education and Science for England and Wales;

iii) Responsibility for the improvement of public library services was vested with the Secretary of State;

iv) Some of the local authorities were designated as library authorities; and

v) Free loaning of books.

The Secretary of State for Education and Science appointed the National Libraries Committee under the Chairmanship of Fred Dainton in 1967 to report on the functioning of the British Museum, National Central Library, National Lending Library for Science and Technology and the Science Museum Library. Dainton's Report in 1969 suggested for integration among the national libraries. Based on the Report, the British Library Act was passed in 1972. The newly created British Library System has three separate divisions (i) Reference Division (ii) Lending Division; and (iii) Bibliographic Services Division.

The Local Government Act, 1972 led to creation of fewer and larger library authorities. Seventy five library authorities were created in place of 314 local authorities in England. In Wales 8 authorities were created.

The above narration gives the commitment of the British Government for the development of public libraries. In fact British Systems became a model to many other countries.

9.3.2 Library Legislation in United States of America

The first library in America was founded in 1638 at Harvard University. A few churches also established small parish libraries in the colonial period, but, these had little effect on the average man. As did so many other things in America, libraries got their start with the help of Benjamin Franklin. He started the Philadelphia Library Company in 1731 heralding a new era of cooperation for the procurement of books. The Boston Ethinaeum established in 1798 and New York Ethinaeum founded in 1809 had good libraries. William Wood started establishing a series of 'Mechanics Libraries' since 1870. William Boot took lead in establishing 'Mercantile Libraries' for the benefit of clerks employed in different firms. Virginia established a college in 1693. It also had a library. Soon laws were passed for collecting education tax along with property tax. Libraries were established in all the schools and these were made open to the general public.

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Library Legislation:

Boston has the credit of passing the first library act in 1854. This law empowered the municipality to collect tax and utilise it for the maintenance of public libraries and declared the public library to be free to all people. New York followed suit. Many States did enact library legislation . Gradually the laws were amended to include establishment of county libraries for the benefit of rural population.

There were 3,873 public libraries by 1923 serving 53.5% of total US population. The public library movement slowed down in 1930s due to depression. The Public Library Inquiry of 1947-50 surveyed and analysed American Public Library as an institution. Robert Leigh in his report mentioned that only 10% of the population of an average community were using public library and they primarily belonged to better educated sector of the community. He concluded that the public library as a popular institution has virtually failed. This made libraries to improve their services.

Federal Act:

Library Services Act (LSA) was enacted in 1956. As a result, Federal Government came into picture for the first time. This Act was meant to assist in the establishment of library service in unserved areas, specially in rural areas. In 1960, this Act was extended for 5 more years.

In 1964, The Library Services and Construction Act (LSCA) was passed replacing the LSA. The scope was broadened to cover funds for the construction and remodelling of library facilities. All public libraries were made eligible for federal aid.

Role of Federal Government:

Most of the libraries are local institutions under local control. The Federal Government is playing an important role in helping ensure access to resources and services to all.

The Department of Education through its mandate to assist librarians across the country, raises standards of service and develops new programmes to benefit library users. The Department not only administers effective grant programmes to public, elementary and secondary schools, academic and research libraries, but also provides leadership, technical assistance and dissemination of information. It also compiles and disseminates statistical information on libraries. The Office of Educational Research and Improvement (OERI) of US Department of Educations chiefly responsible for operating Federal funding to libraries. The OERI programme objectives are: promote resource sharing ; focus on underserved population ; assistance for construction of new library facilities; service to native population; strengthen research libraries; support adult literacy; advance education of librarians; promote use of technology in libraries; fund research, etc.

Types of Public Libraries:

In USA there are differences in the organisation of public libraries from state to state . There are five types of public libraries These are:

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i) **Municipal libraries** (set up by the law of the city, town or any other municipal unit);

ii) **School District libraries** (These public libraries serve both schools and public. These are supported by cess on property);

iii) **County Libraries** (Established under library acts of different States);

iv) **Endowment Libraries** (Maintained by financial support from private endowments); and

v) **Central Public Libraries** (Established in each State).

National Commission on Library and Information Science:

The National Commission on Library and Information Science was established through an Act of Congress (PL 91-345) passed on 20 July 1970 (as amended by PL 93-29 Section 802, May 3, 1973). The Commission is an independent agency within the executive branch. The Department of Health, Education and Welfare provides the Commission with the necessary administrative services. The Commission advises the President and Congress on the implementation of national policy by such statements, presentations and reports as it deems appropriate; conduct studies, surveys and analyses library needs of the nation; appraise adequacy and deficiencies of current library and information resources and services and evaluate the effectiveness of current services; develop overall plans for meeting national library needs; submit to the President and Congress, a report on its activities during the preceeding fiscal year, etc.

Characteristics of US library legislation are :

1 Library legislation is permissive. Library service is based on popular demand for books;

2 Library service is free;

3 Library laws were responsible for the qualitative improvement of the library staff;

4 Library laws enabled the library boards or trustees and the libraries to act freely and boldly. The laws kept the public libraries above political interference.

9.3.3 India

Efforts of Dr Ranganathan

It was in November 1924, while attending the Rural Library Conference in London, Ranganathan was convinces of the importance and need for library legislation. He was keen to secure library legislation in India. The First All Asia Education Conference held in Banaras in 1930 gave him the opportunity to draft, present and debate the Model Library Act. He prepared draft Bills for various States as well as Union Bill. A list of the Bills and Acts are given below:

May be with the inspiration of the work of Dr. Ranganathan, his successors like Kumar Munindra Deb Roy Mohasay, Prof P N Kaula, S K Bole, Vavilala Gopala Krishaiah, M. Dorai, R. L Mittal, G L Trehan, M D Bhargava, V S Moghe, M L Bhagi and Professional organisations drafted the bills for various States.

Besides Dr. S.R. Ranganathan, Model Bills for the States were drafted by the Govt of India, Ministry of Education, Planning Commission and Dr. V.Venkatappaiah.

Library legislation in India

So far, following states have enacted library Acts:

1. Kolhapur Public Libraries Act 1945
2. Madras Public Libraries Act 1948
3. Hyderabad Public Libraries Act 1955
4. Andhra Pradesh Public Libraries Act 1960
5. Karnataka Public Libraries Act 1965
6. Maharashtra Public Libraries Act 1967
7. West Bengal Public Libraries Act 1979
8. Manipur Public Libraries Act 1988
9. Kerala Public Libraries Act 1989
10. Haryana Public Libraries Act 1989

After the Reorganisation of States in 1956, the Kolhapur princely State was merged in Maharashtra and the Hyderabad princely State was merged in Andhra Pradesh State. Now we will know some more details about the Model Acts and Bills. In fact Model Act and Bills are synonymous terms as far the legislation is concerned.

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Self-Check Exercise - 2

List the major steps taken in USA and UK towards library legislation.

Note: i) Write your answer in the space given below.
ii) Compare your answer with the model answer given at the end of this unit

9.4 MODEL LIBRARY BILLS

9.4.1 Model (Union) library bill

In 1948, the Government of India appointed a Committee to suggest the possibilities of establishing a National Central Library at New Delhi. Dr. S.R. Ranganathan, as a member of the Committee prepared the **Library Development Plan - Thirty year programme for India with draft library bills for the Union and constituent States.** The Union Bill included in this document was refined and published in 1957 by Ranganathan in his work **Five Laws of Library Science.** The following are some of the salient features of this Model Act:

1 Constitution of a National Library Authority;

2 Establishment of a system of National Central Libraries; i.e., National Copyright Library; National Dormitory Library; National Service libraries like National Science Library, National Agricultural library, National Library for Medicine, National Social Sciences Library and National Library for Humanities;

3 National Library Committee to advise the National Library Authority;

4 Constitution of a National Library Fund; and

5 Amendment to the Delivery of Books and Newspapers Act, 1954.

9.4.2. Model state bill

As mentioned earlier, the first draft of the Model Library Act of Ranganathan was presented at the All Asia Education Conference held in Banaras in 1930. This was amended by him twice - once in 1957 and again in 1972. The salient features of Dr Ranganathan's Model Library Act are:

1 Provides a system of public libraries for the city, rural and other areas.

2 The Minister of education for the State shall be the **State Library Authority**. State Library Authority is responsible for providing library service in the state.

3. The State Library Authority shall appoint a qualified full-time **State Librarian.** The duties of the State Librarian shall be to superintend State Copyright Library, State Dormitory Library; Centralised acquisition and processing work, Control the staff and prepare and submit annual report.

4. **The State Library Committee** shall advice the State Library Authority on library matters. The Committee shall have the Education Minister as Ex-official Chairman with State Librarian as Secretary. It will have members drawn from State legislature, Universities, Local Library Authorities, Library Associations, library experts, etc.

5. **The Department of Public Libraries** shall be headed by the State Librarian and shall have staff to assist him.

6. **Local Library Authority** is to be constituted for each city (City Library Authority) and for each district (District Library Authority).

7. State General Library System shall consist of **State Library Service; State Library for the Blind; State Bureau of Inter-Library Loan; and State Bureau of Technical Services.**

8. **Library** Cess on land, buildings, goods, tax on vehicles, profession, etc, at the rate of 3 paise for every rupee of tax.

9. **State Library Fund** with grants from the State and Union Governments, gifts, funds collected by the SLA and the contributions.

10. **City and District Library Funds** with cess, grant, contributions, gifts and endowments.

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Model Public Libraries Bill of the Ministry of Education, Government of India, 1963.

The Government of India accepting the recommendations of the Seminar on 'The Role of Libraries in Social Education', appointed an Advisory Committee for Libraries in 1957 under the Chairmanship of Mr. K.P. Sinha, the then Director of Public Instruction of Bihar. The Committee in its recommendations suggested the need for enactment of library legislation in each State. Then, the Government of India appointed yet another Committee under the Chairmanship of Mr. M. D. Sen to prepare a Model Bill. The Bill was released for comments in 1963.

Salient features of this Bill are :

1 Establishment of **State Library Council,** which will advise the Government with regard to the promotion and development of library service in the State. Minister for Education of the State shall be the Chairman.

2. Appointment of **State Library Directorate** to look into the administrative and technical matters.

3. Treating the employees of the **Public Library System** as **Government employees.**

4. Provision of funds as per the **perspective plan** prepared by the State Library Committee.

5. No mention of library cess or legal deposit provision of books.

Model Public Libraries Bill (1965) Of the Planning Commission

While preparing the IV-Five Year Plan, the Planning Commission appointed a Working Group on Libraries in 1964 with Dr V K R V Rao as its Chairman. The Report submitted by this Group in 1965 was appended by a Model Public Libraries Bill.

Salient Features of this Bill are :

1 Constitution of a **Committee of Experts** (which is more or less a State Library Authority).

2 **State Library Council** to advise the Government on library matters.

3. State Library Directorate to control, direct and supervise the library system in the State.

4 Establish a **Public Library System** with :

i) State Central Library
ii) State Regional Libraries (in bi-lingual States)
iii) District Library System
iv) Local Libraries.

5 Treating employees of the Library System as State Government Servants.

6 No library cess recommended (i.e., left to the discretion of the concerned State Government).

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Model Public Libraries Act (1989) of Dr. V. Venkatappaiah

Indian Library Association has been taking keen interest in the matter of library legislation right from the beginning. In 1942, ILA circulated the Model Public Libraries Act prepared by Shri S.R. Ranganathan to all the provincial governments. After independence, at its Nagpur conference it resolved to request the Government of India to introduce library legislation. It cooperated with the Government in circulating the Model Bill of 1963 and discussed the same in detail at its Patna Conference in 1964. In the year 1978, it organised Seminar in Delhi on library legislation. In 1981 a Seminar on "A Second Look at the Library Legislation in India was held in Hyderabad. At the request of the Indian Library Association Dr. V Venkatappaiah, Chairman, Central Sectional Committee on Public Libraries of the ILA drafted the Model Public Libraries Act in 1989. This was discussed at a Seminar held in New Delhi on 14 February 1990 organised by ILA in collaboration with RRLF.

The salient features of this Model Act are :

1. It has a well built **preamble.**
2. Minister for Libraries shall be the Head of the **State Library Authority.**
3. **State Library Council** Shall advice the Government on library matters.
4. **Department of Public Libraries** shall be headed by a qualified Director.
5. Establish **State Libraries** and **Regional Libraries** for reference and research .
6. Constitution of **City/District Authorities.**
7. Establishment of :
   i) **State Planning Board,**
   ii) **Staff Welfare Board,**
   iii) **Board of Library Education,**
   iv) **State Book Development Council,** and
   v) **Adult Education**
8. Grant-in-aid to private libraries
9. Library cess and equal matching grant from State Government
10. Provision of public enquiry on any irregularity.
11. Copyright books in the District Central Library of the region as well as at the State and National level.
12. Employees services to be treated as State service.

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Self-Check Exercise - 3

State the special features of each of the Model Library Bill/Acts.

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

General observations

Libraries play an important role in education, information, enlightenment and entertainment. Ordinary citizen has limitation of money to acquire books for himself. Library is the only institution which can provide him the literature he needs. State has realised the need for providing free library service. Library legislation is a means to provide organised, systematised and better library service.

In India so far only 8 States have enacted library legislation. There is no uniformity in provision of resources needed for establishment and maintenance of public libraries. The growth is also not uniform. Most of the Bills circulated by Union Government were silent with regard to cess. Consequent to this all the Acts passed after 1965 did make any provision for cess. The result is imbalance in growth.

Of late public libraries in UK and USA started charging fee for some services. It is yet to be seen as to what its effect is on library users and their getting library service.

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9.5 SUMMING UP

With the spread of literacy and need for technical skills the need for public libraries increased. In order to provide a systematic and free library service, various Government started enacting library laws. United Kingdom was the first to enact a library law in 1850. Public libraries play an important role in providing lifelong, perpetual self education alongside curricular information needs. Public libraries are aimed at providing information irrespective of age, sex, colour, nationality, language or status that too free of charge. Of late some countries started charging a fee for library service inorder to meet the increase in the cost of acquisition, maintenance and service.

Library legislation ensures systematic development of libraries and helps in having a fairly good financial backing. It helps in having a network of public libraries at various levels, in having a bibliographical control of literature generated in the state, in recruiting qualified and competent library personnel, and in providing specialised service to the entire cross section of the society.

Library legislation in UK is fairly comprehensive. Whereas, in USA it is mainly a State subject with Federal Government to play a little role. In India also it is mainly a State subject. During the last 40 years or so, only 8 states are having library legislation. Majority of the States are still to follow suit.

Dr. Ranganathan worked very hard in selling the concept of free public libraries through state legislation. He prepared draft library bills for various states during 1930-1972. Ranganathan had been advocating the necessity of library cess being levied on a variety of items of local tax. The two model bills of the Union Government (1963 and 1965) did not go into the controversial issue of cess. Those States which accepted the concept of levying library cess have fairly good financial resource when compared to the other. Exclusion of the concept of cess in the Union Model Bills, tempted many Governments to drop this clause from their library Acts, the result is, the library development in these states is not proper. Dr. Venkatappaiah's Model Act covered some important aspects like establishment of a State Planning Board, Staff Welfare Board, Board of Library Education, State Book Development Council, etc, for the first time.

9.6 MODEL ANSWERS

1. Need and purpose of library legislation

Need

Gives a structure, integrated library system, continuous financial support, qualified personnel, planned organisation and growth and increase in efficiency of service.

Purpose

Helps to have a systematic development; continous flow of funds; network of libraries; help to have bibliographic control, ensure free service; help to have more cooperation among libraries; serves all sections of the society; and help in scientific management of libraries.

2. Library legislative steps in UK and USA

UK

1) Efforts in getting the first library law passed in UK in 1850; Provisions of the Act; and Growth in public libraries.

2) Amendments and consolidated Act of 1892

3) Reports of various committees - Adams; Kenyan; Mc Colvin; Roberts; Bourdilon; Baker, etc.

4) The British Library Act (1972)

USA

1) Libraries companies; Mechanics Libraries; Mercantile libraries; and public libraries.

2) Library legislation - Boston Library Act; Public Library Enquiry (1947-50); Federal Act (1956); the Library Services and Construction Act (1964).

3) Role of Federal Government

4) Types of public libraries

5) National Commission on Library and Information Science.

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3) Special Features of Model Library Acts/Bills

a) Union Bill of Ranganathan

(i) National Library Authority ;
(ii) National Central Libraries like copyright, Dormitory, etc;
(iii) Service libraries like, National Science Library; Agriculture, Medicine, Social Sciences, and Humanities;
(iv) National Library Committee; and
(v) National Library Fund.

b) Model State Bill of Ranganathan

(i) State Library Authority;
(ii) State Library Committee;
(iii) State Librarian and Department of public libraries;
(iv) Local Library Authority ;
(v) Provision for State Library Service; State Bureau for the Blind; State Bureau of Inter-library loan; and Bureau of Technical Services; and
(vi) Library cess and State Library Fund.

c) Model Bill of Union Government

(i) Treating employees as Government servants;
(ii) Need for an Annual Perspective Plan

d) Planning Commission Working Group's Bill
(i) Constitution of a Committee of Experts
(ii) Public Library; Regional; District and Local Libraries

e) Dr. Velaga Venkatappaiah Model Library Act (1989)

(i) Establishment of State Planning Board;
(ii) Staff Welfare Board; Board of Library Education; and State Book Development Council.
(iii) Public enquiry on any irregularity.
(iv) One copy of the Copyright book in the District Central Library.

9.7 ASSIGNMENTS

1. Give an account of the need for library legislation and the principles involved in it.

2 Make a comparative study of library legislation in UK and U S A.

3 Which Model Act suit to the needs of the day-substantiate.

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UNIT - 10 : LIBRARY LEGISLATION IN INDIA

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10.0 AIMS AND OBJECTIVES

In this unit, we introduce you the salient features of Public Library Acts in different states in India. Besides we trace the early attempts for the library legislation in India.

After studying this unit, you should be able

- to provide a brief account of the history of library legislation in India; and
- to state the salient features of the library acts passed in India.

10.1 EARLY ATTEMPTS

10.1.1 Attempt in Bengal

Kumar Munindra Deb Rai Mahasai who attended the First All Asia Education Conference in 1930 in Banaras, was impressed by the Model Library Act of Ranganathan. He was the then President of the

Bengal Library Association. He made Ranganathan stay in Calcutta for a day on his way back to Madras and got the Model Library Act adapted to the conditions of Bengal. He tried to introduce the Bill in Bengal Legislature soon after. But, the Bill was turned down by the Governor General of India because of certain compulsory clauses.

10.1.2 Attempts in Madras

In March 1931, Sir George Stanley, the Governor of Madras gave assurance to the Madras Library Association to give his personal attention to the Bill. Encouraged by this, the Association drafter a fresh Bill and circulated the same to local bodies and the press. The Bill was finally introduced into Madras Legislature in 1933 by Basheer Ahmed Sayyed on behalf of the Association. After the Bill had come out from the select Committee in 1934, the Secretary for Self Local Government wanted an amendment making it obligatory for the proposed Local Library Authorities to pay the Local Self-Government Department the extra money they would have to pay on stationery, postage and clerical work in the event of the Bill becoming an Act. The Association was not in Agreement to this proposed amendment. It drifted for a new more months. In 1935, the Madras Legislature was dissolved due to an act of the government of India. A second attempt was made in 1938 when the first Congress Government was formed. But before long the World War II began. It was the third attempt in 1946 through the Hon'ble Minister Mr. Avinasalingam Chettiar that was successful. Madras Legislature passed the Library Act in 1948.

10.1.3 Libraries of Local Bodies

The Madras Municipal Act (1919) provided for the establishment and maintenance of public libraries and reading rooms, museums, art galleries, etc. connected with the diffusion of knowledge. This helped many municipalities and panchayats in the State to establish public libraries and reading rooms. This provision was reiterated in the Madras Gram Panchayat Act (1950)

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Self-Check Exercise - 1

Give brief account of early efforts made in India for library legislation.

Note : i) Write short answer in the space given below.

ii) Compare your answer with the model answer given at the end of this Unit.

10.2 KOLHAPUR PUBLIC LIBRARIES ACT (1945)

Kolhapur was a principality in the present Maharashtra State before Independence. It is infact the first state in India to have passed a Library Act prior to Madras in 1945. Karveer Wachan Mandir, Kolhapur was declared as the Central Library of the State. The Act also made provision for starting travelling library service, grant-in-aid to private libraries, and organising library training classes.

10.3 MADRAS PUBLIC LIBRARIES ACT (1948)

The Madras Public Libraries Act passed in 1948 got the assent of the Governor on 29 January 1949 and became operational from 1 April 1950. The **salient features of the Act** are given below :

1. The Act is applicable to the whole State.
2. Provides for the appointment of a **State Library Committee** which advises the Government on matters relating to public libraries.
3. **The Director of Public Libraries,** a full-time officer is responsible for the implementation of the Act. He can be a non-professional.
4. From the year 1972 a separate **Department** was created.
5. For the purpose of organising and administering public libraries **Local Library Authorities** (LLAS) are to be constituted, one for the City of Madras and one for each district. The Chairman of the LLA will be elected from among the members. The District Library Officer is the ex-officio Secretary of the Committee.
6. Each LLA shall levy **library cess of 5 paise** in the form of surcharge on the property tax or house tax. The State Government gives each LLA (except the City LLA, Madras) a matching grant to the amount of library cess collected. The cess is to be levied on property tax, tax on motor vehicles, octroi and profession tax.
7. The **Connemera Public Library** is treated as the **State Central Library**.

Following are some of the **special features** of the public library system in Tamil Nadu.

1. There is a Library Training Institute run by the Department.
2. Mobile library service.
3. Centralised supply of Tamil Books for the value of **20%** of the matching grant. Upto 12½% of the income can be spent to cater to the needs of minorities.
4. Students are engaged in organising home delivery service under 'Earn while you learn' scheme.

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10.4 HYDERABAD PUBLIC LIBRARIES ACT (1955)

The Hyderabad Library Association started in 1951 took-up the cause of library legislation. Shri K.M. Ujlambkar, who took lead in this regard, persuaded Shri Gopalrao Ekbote, the Minister for Education, Hyderabad State to take-up library legislation.

A Bill was drafted on the lines of the Madras Library Act and introduced the same in the Assembly in August 1954. The First All Hyderabad Library Conference was organised in December 1954 and Dr. Ranganathan was invited to preside over the Conference. Dr. Ranganathan stressed the need for library legislation for a systematic growth of libraries. The Minister in his inaugural address assured to get the Bill passed in the next session of the Assembly and he got it done. The Hyderabad Public Libraries Act (1955) was a short lived one. Because of the State Reorganisation in 1956, the Hyderabad State was divided into 3 pieces. One part was merged with Andhra, second with Maharashtra and the third with Karnataka.

The Salient features of this Act are :

1. The Minister of Education shall be **State Library Authority.**
2. **State Library Council** is advisory in nature.
3. The Director of Public Instruction will also act as the **Director of Public Libraries.**
4. **Local Library Authority** - One each for Hyderabad, Secunderabad and for each district.
5. Library cess on property tax or house tax at the rate of 7 pies (old) on every rupee.

10.5 ANDHRA PRADESH PUBLIC LIBRARIES ACT (1960)

When Andhra Pradesh was formed, the Madras Act was in force in Andhra area (11 districts) and Hyderabad Act was in force in the Telangana area (9 districts). So, both Acts were amalgamated, provisions slightly modified and AP Public Libraries Act was passed in 1960. This Act will be discussed in detail in the next unit.

10.6 KARNATAKA PUBLIC LIBRARIES ACT (1965)

The Karnataka Library Conference held in Belgium in 1958 passed a resolution calling for passing library legislation in the State. In 1961 the Mysore Government appointed a Committee under the Chairmanship of Dr. Ranganathan to draft a Public Libraries Bill for the State. The Committee submitted the draft bill in 1963. The bill was approved by the Assembly on 22 April 1965. Thus, this is the fourth library Act passed in India after Independence.

The salient features of this Act are :

1. Provision for a **State Library Authority** in the form of a 'corporate body' with Minister of Education as Chairman.

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2. Creation of an independent **Department of Public Libraries** with State Librarian (a qualified professional) as its Head.

3. **State Central Library** shall be the apex of the **Public Library System** in the State.

4. Constitution of **Local Library Authorities** for cities and districts.

5. Provision for setting-up **Advisory Committee for Branch and Village Library Services.**

6. Provision for **Centralised Technical Processing.**

7. **Creation of Centralised units like :**

   i copyright collection;
   ii) State Library for the blind;
   iii) State Bibliographic Bureau, etc.

8. Provision for the levy of library cess as surcharge on all possible taxable units of the State revenues.

   District Library Authority gets 3% of the land revenue collected by the government as grant.

   Local Authority can retain 10% of the cess collected towards the cost of collection.

9. Creation of **State Library Service** bestowing upon its employees all the benefits and privileges available to other State government Servants.

   The nomenclature of the Act was changed from Mysore Public Libraries Act, 1965 to Karnataka Public Libraries Act, 1965 in 1973.

10.7 MAHARASHTRA PUBLIC LIBRARY ACT (1967)

Maharashtra State was formed with the areas of Western Maharashtra, Marathwada and Vidarbha as a linguistic state in 1960. Earlier a Public Library Bill was introduced in the Bombay Legislative Council in 1936. But it was not considered then. In 1939, the First Congress Minister appointed a Library Development Committee with AAA fyzee as Chairman to submit a plan for the development of public library service. This Committee submitted its report in 1940. Due to the out break of World War and the Congress Government was to resign no action could be initiated that time. In 1947 a draft bill prepared by Ranganathan was introduced. A Committee was appointed by the Chief Minister to examine the Bill. But, nothing more happened. The Maharashtra Library Association drafted a Bill passing on the Mysore Act in 1965. The British Council Library, Pune organised a Seminar on Library Legislation on 24-25 May 1965. The Speaker of the Maharashtras State Assembly in his inaugural address promised to extend full cooperation to the Bill. The Government of Maharashtra drafted Bill on its own and passed it in the Legislative Assembly on 17 November 1967.

Salient features of this Act are :

1. Constitution of **State Library Council** with Minister for Education as ex-officio President. The Council will advice the Government on all library matters.

2. Constitution of a **Department of Public Libraries** with a qualified full-time Director as Head;

3. Establishment of Maharashtra **State Library Service.**

4. Establishment of a **State Central Library,** Divisional Libraries in each revenue Division, and District Libraries in each district headquarters.

5. **Constitution of District Library Committees** in each district.

   The Chairman of the Education Committee of the Zilla Parishad shall be the ex-officio president of this Committee.

6. There is **no provision for collection of cess.** The Government shall contribute to the **Library Fund** every year, a sum not less than 25 lakhs of rupees.

7. Grant-in-aid to private libraries.

8. The Director or any person authorised by him shall have power to **inspect any public library** or any institution attached thereto to satisfy himself that the provisions of the Act and the rules made under it are carried out.

10.8 WEST BENGAL PUBLIC LIBRARIES ACT (1979)

Kumar Munindra Deb Rai Mahasai tried to introduce the Model Library Act of Ranganathan in Bengal Legislature immediately after the First All Asia Education Conference in 1930. But the Bill could not get the prior permission of the Viceroy and the Governor General because of certain compulsory clauses in the Bill.

The Bengal Library Association invited Dr. Ranganathan to preside its Nabadwip Conference in 1958. Dr. Ranganathan stressed the need for library legislation in his presidential address and appended a revised draft bill. The then Education Minister Roy Herendranath Choudhri was favourable to this Bill, but, some how, it could not go further.

The Left Front in its Manifesto for 1977 Legislative Assembly election assured that "a public library system will be developed through library legislation". Public Library development was thus made a political issue for the first time in India. When it was voted to power, the Left Front took-up the issue in right earnest and the West Bengal Public Libraries Act was passed in the Assembly on 12 September 1979.

Following are some of the salient features of this Act :

1. Constitution of **State Library Council** as an advisory body to the Government.

2. Establishment of a **Central Library.**

3. **Director of Libraries** should maintain a register of recognised libraries in the State.

4. Creation of a **Directorate of Libraries.**

5. **Local Library Authorities** as corporate bodies for each district.

6. Provision for appointment of **District Library Officer** for each district, who will serve as ex-officio Secretary of the Local Library Authority.

7. **No provision for cess.**

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8. One representative form the employees of the libraries as a Member in the State Library Council.

10.9 MANIPUR PUBLIC LIBRARIES ACT (1988)

Manipur Library Association has remained active ever since its inception in 1987. The Association organised a State level 'Seminar on Movement and standards on Libraries' in 1987 and a second one on 1 New Education Policy and Library in 1988. The question of library legislation was discussed at these meetings. The Association drafted a Bill and got it introduced in the Legislative Assembly on 1 August 1988. The bill was passed unanimously with minor alterations. The Act came into force from 1 October 1988.

The Salient features of this Act are :

1. Constitution of a **State Library Committee** to advise the Government .
2. Creation of a **Department of Public Libraries.**
3. Constitution of a **District Library Authority** in each district.
4. Creation of a **Library fund** mainly with Government contribution.
5. **No Library cess.**

10.10 KERALA PUBLIC LIBRARIES ACT (1989)

Kerala is having cent percent literacy in India. It has a rich library tradition. At the request of Dewan of Travancore Sir C.P. Ramaswamy Iyer and the Education Minister of Cochin Panamapali Govinda Menon. Dr. Ranganathan drafted and gave Library Bills for Travancore and Cochin respectively in 1940. But due to political changes, nothing was done.

At the request of Shri E.M.S. Namboodripad, the Chief Minister of Kerala. Dr. Ranganathan prepared yet another bill in 1959. But, the Bill was opposed by the Kerala Granthasala Sanghom (State library association) as they felt that the bill when passed will strip off some of their powers. Due to this controversy, the Bill could not go further.

The Left Democratic Front took interest in library legislation and introduced a new bill in February 1989. After a long debate and a large number of amendments, the Bill was passed in the same year.

The special features of this Act are :

1. There is a three-tier administrative system for the organisation and administration of the public libraries.
   i) State Library Council;
   ii) District Library Council; and
   iii) Taluk Library Council.

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2. The **State Library Council** shall be a corporate body having perpetual succession and a common seal subject to provisions of the Act.

   The Council consists of one member each from a taluk elected by the General Body of the District Library Councils; five members of whom one shall be a librarian, another belonging to the scheduled caste or scheduled tribe and another a woman nominated by the Government.

3. There shall be an **Executive Committee** for the State Library Council consisting of 15 members elected by the elected members of the Council; five non-officials nominated by the Government; and five officials (Secretaries of the General Education Department, Finance, Cultural Affairs; Local Administration and Secretary to the Higher Education Department).

4. The State Library Council coordinate the working of District Library Councils and Taluk Library Unions and control the public library system in the State.

5. The Trivandrum Public Library shall be deemed to be the State Library.

6. The **District Library Council** will establish new libraries with the previous sanction of the State Library Council. It also supervises, coordinates and controls library service in the District.

7. The **Taluk Library Union** supervises, coordinates and controls the library service in the taluk.

8. Reading material and properties can be acquired by all the three bodies (i.e. State and District Library Councils and Taluk Library Unions) directly.

9. The **Kerala Granthasala Sanghom** with its staff, assets and libraries will be merged in the State Library Council.

10. **Library cess** will be levied as surcharge on building tax or property tax at the rate of 5 paise for the whole rupee.

11. **State Library Fund** shall be maintained by the State Library Council with the sum of cess collected; gifts by person or body or authority; Government grants; and funds of the Granthasala Sanghom transferred under Section 38 of the Act.

12. Proper recognition to affiliated libraries.

10.11 HARYANA PUBLIC LIBRARIES ACT (1989)

Shri. M.L. Bhagi formerly Librarian, State Central Library, Haryana took initiative to start the Haryana Library Association in 1967. At the Haryana Book Festival and State Library Seminar held in 1971, presented a paper " Public Library Services and the Draft bill for Library Legislation. Later he submitted his draft Bill to the Director of Higher Education, Government of Haryana. But no action was taken on it. Dr. Janak Raj, Librarian, Thaper Institute of Engineering and Technology, Patiala as Secretary of Haryana Library Association made a fresh bid in 1979.

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In 1982, for the third time the Bill prepared by Dr. Janak Raj was submitted to the Government. No tangible result came out.

The Haryana Library Association organised a Seminar on 'Library Legislation in Haryana' in July 1989. As a follow-up action the Bill was resubmitted to the Government. Mrs. Sushma Swaraj, the Education Minister, Haryana moved the Bill in the Haryana Legislature in September 1989 and got it approved.

Salient features of this Act are:

1. **State Library Authority** shall advise the Government of library matters.
2. **State Library Directorate** shall implement the decisions of the State Library Authority.
3. **State Central Library** shall have the following sections:
   i. State Reference Library; and
   ii. State Lending Library.
4. Constitution of **City and Town Library Committee.**
5. **District Library Committee** for each district.
6. **Block Library Committees** and **Panchayat Library Committees** to be constituted by the District Library Committee.
7. Creation of Library fund for State, District, City or Town, Block or Village.
8. Levy of Library Cess in the form of surcharge on property or house tax. (No rate has been fixed in the Act).
9. Provision for recognition of State Library Association and cooperative institutions by the State Library Authority.

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Self-Check Exercise - 2

Name the States which acted library laws in India.

Note : i) Write short answers in the space given below.
ii) Compare your answer with the model answer given at the end of this unit.

LIBRARY LEGISLATION IN INDIA : A COMPARATIVES STATEMENT

S.No.	Year	Act	Appex body	Head of the Department	District Body	Chairman Dist. Body	Employees	Library Cess
1	2	3	4	5	6	7	8	9
1.	1948	Madras	SLC (Advisory)	DPL	ILA	Elected	Govt. Servants	5 paise on house and property tax.
2.	1960	Andhra Pradesh	Granthalaya Parishad (Authority)	DPL	ZGS	Nominated	Secretary Govt servant, others on par with Local Bodies	8 paise on house and property tax
3.	1965	Karnataka	SLA (Authority & advisory)	State Librarian	DLA	Mayor (Ex-officio) Dy. Commissioner	Government servants	3 paise on lands, buildings, entry tax, profession tax etc
4.	1967	Maharashtra	SLCo (Advisory)	DLA	DLC	Chairman, Z.P. Ed. Committee	"	No cess No cess
5.	1979	W. Bengal	-do-	DL	LLA	Dt. Magistrate (ex-officio)	"	No cess
6.	1988	Manipur	SLC (Advisory)	DPL	DLA	Elected	"	No cess
7.	1989	Kerala	SLCo (Advisory and authority)	no director	DLC	Elected	not mentioned	5 paise on buildings or property tax.

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8.	1989	Haryana	SLA (Advisory)	DL	DLC	not mentioned	Government servants	Rate of Cess to be by Government.

SLC	:	State Library Committee	**DL**	:	Director of Libraries
SLCo	:	State Library Council	**ILA**	:	Local Library Authority
SLA	:	State Library Authority	**DLA**	:	Dist. Library Authority
DPL	:	Director of Public Libraries	**ZGS**	:	Zilla Granthalaya Samstha

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10.12 GENERAL OBSERVATION

Dr. Ranganathan is described as "Father of Library science in India" because of the untiring efforts he made to get library Acts passed by various states in India. Starting with the Model Public Library Act (1930) he prepared a number of Bills for Union and State Acts. His personal effort in Madras resulted in the enactment of Madras Public Libraries Act in 1948. He played an important role in the enactment of Library Acts in Hyderabad, Andhra Pradesh and Karnataka. His last wish was to see a North Indian State to enact library legislation in the "International Book Year (1972)". Unfortunately this could not materialise till 1989, till Haryana passed its library Act. Ranganathan's student Mr. Puranik played an important role in drafting the Maharashtra Public Library Act in making provision for cess. This may be because of the silence about cess in the Model Library Bill circulated by the Union Government. The West Bengal Libraries Act 1979; and The Manipur Public Libraries Act, 1988 that followed Maharashtra have also disapproved the concept of levying cess. Luckily, the Kerala Public Libraries Act, 1989 and the Haryana Public Libraries Act, 1989 revived the concept of cess.

The Madras Public Libraries Act, of late, introduced 'centralised supply of Tamil books' and 'Earn' while you learn' scheme to organise home delivery service. These are worth emulating by others. The Karnataka Public Libraries Act made provision for the State Librarian (a qualified person) to head the Department of Public Libraries. It also included novel features like Advisory Committees for branch libraries, centralised technical services, centralised units like copyright, library for blind and a bibliographic bureau.

It also made the services of the employees as State service. The Maharashtra Public Library Act for the first time dropped the clause of levying cess. It has for the first time recognised the need for strengthening existing libraries by giving liberal grants to private libraries. But, the growth of libraries id not as rapid and systematic as in the other States mentioned above. The West Bengal Public Libraries Act provides for the establishment of a well-knit library system. The contribution for library fund by the Government is substantial. The Manipur Public Library Act included all the novel features of the Madras Public Libraries Act and the West Bengal Public Libraries Act. The Kerala Public Libraries Act democratised the management of public library system in the State by creating Library Councils at State, District and Taluk level. Creation of an Executive Committee is a novel feature. In Haryana Public Libraries Act provision was made for the creation of Library Committees at all levels. This makes the management of the system more democratic. Though some other states are also giving grants to library associations under the Act, the Harayana Act made clear provision for recognition of the professional organisations and other institutions interested in library matters.

Efforts are also being made in States like Uttar Pradesh, Madhaya Pradesh, Gujarat and Rajasthan for library legislation.

10.13 SUMMING UP

Library legislation is mainly a State subject in India. There are only eight States which have enacted library legislation so far. Historically Kolhapur princely State has the distinction of enacting the first public library Act in India. But, today this State is no more in existence and it has enacted

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in pre-independence period. Further it has only legalised the services of the Karveer Wachan Mandir in 1945. Unfortunately this Act could not be traced so far.

Lack of library legislation do not mean that there are no public libraries in other States. Almost all States established public libraries under different Five Year Plans. Some States have a department/ section under the Ministry for Education to look after the library matters.

The States having provision for levying cess are facing problems in pooling the money so collected. Many local bodies are failing to deposit the money with the Local Library Authorities. Lack of proper resources is resulting in little or no purchase of books and periodicals. Lack of new literature inhibits the use.

10.14 MODEL ANSWERS

1. Early efforts in India for Library Legislation

   - Model Library Act of Ranganathan presented at the All Asia Education Conference.
   - Effort in Bengal Legislature
   - Introduction in Madras Legislature in 1933, 1938 and 1946
   - Fyzee Committee Report, 1939
   - Kolhapur Public Libraries Act, 1945
   - Library Bill for Travancore and Cochin by Ranganathan in 1947
   - Ranganathan's library Bill for United Provinces in 1948
   - Bill for Madhya Bharat in 1950 by Ranganathan
   - Library Bill for Jammu and Kashmir by Prof Kaula in 1951.

2. (i) Tamil Nadu (1948); (ii) Andhra Pradesh (1960);
   (iii) Karnataka (1965); (iv) Maharashtra (1967);
   (v) West Bengal (1979); (vi) Manipur (1988);
   (vii) Kerala (1989); (viii) Haryana (1989)

10.15 ASSIGNMENTS

1. State the System of administration in Karnataka and Kerala Governments in respect of public libraries.
2. State the source of finances in the eight states which have public Library Acts.
3. Enumerate the manpower system of public libraries in India.

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Sadhu, S. N. and B. N. Saraf. **Library legislation in I**

10.18 GLOSSARY

1. **Local Library Authority** - For the purpose of organi the Province (or State) Local Library Authorities are for a city is called City Library Authority; and the o Library Authority.

2. **State Library Service** - The service of the employe is called State Library Service. They will be governe privileges as enjoyed by the State Government empl

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Madras Library Act. Madras: Madras

ew Delhi : Daya Pub. House, 1990.

elhi : Reliance, 1991 (reprint)..

w Delhi: Ess Ess, 1985.

: Delhi Lib. Assn. 1958.

India. Delhi: Sagar, 1967.

sing and administering public libraries in
created. Local Library Authority created
he created for a District is called District

working in various units under the Act
by the rules, regulations of the State and
oyees.

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11.2 THE ACT

This Act is called the Andhra Pradesh Public Libraries Act, 1960. It was implemented from 1st April 1960 in the State of Andhra Pradesh which comprises Andhra and Telangana areas.

11.2.1 Special Features

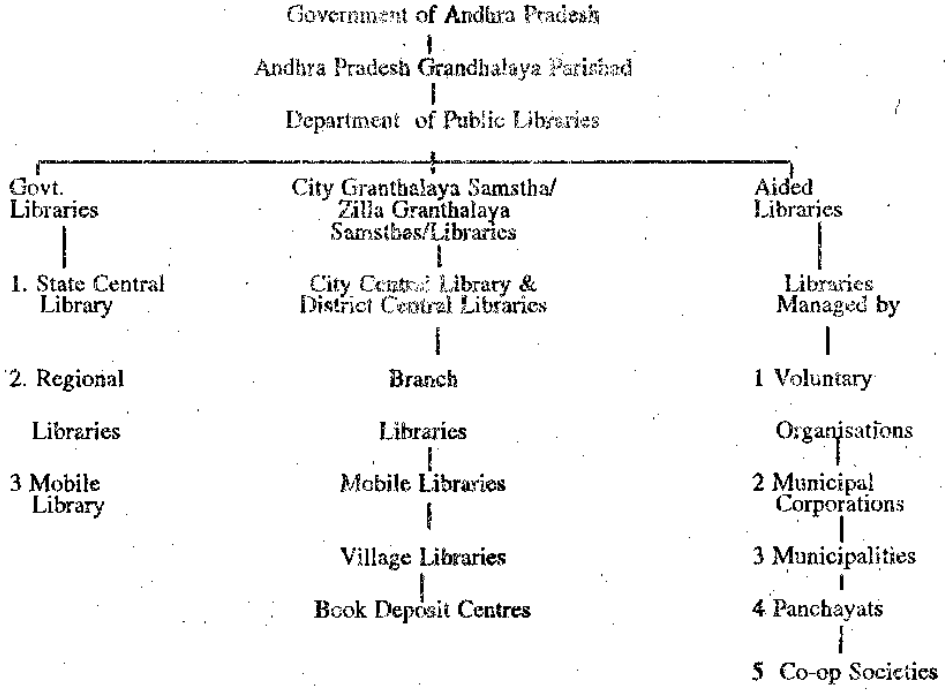
The special features of the A P P L Act are given below:

Salient Features of the Act

1. Constitution of Andhra Pradesh Granthalaya Parishad, as an apex body with statutory powers and functions.
2. Constitution of a Directorate of Public Libraries to direct, supervise and control the public library system.
3. Constitution of City/Zilla Granthalaya Samsthas through nomination of Chairman and members by the Government.
4. Librarians of City/District Central Libraries as ex-officio Secretaries of the City/Zilla Granthalaya Samsthas.
5. Collection of eight paise library cess on house tax and property tax collected by Local Bodies.
6. Payment of salaries of the staff working in the City/Zilla Granthalaya Samsthas by the Government.
7. Grant-in-aid to private libraries by Government and City/Zilla Granthalaya Samsthas.

11.2.2 Structure

Based on the Act the structure of the Andhra Public Library System is given below -



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11.2.3 The Andhra Pradesh Granthalaya Parishad

The Parishad shall be established by the Government by notification for the State of Andhra Pradesh with its headquarters in Hyderabad. The Parishad shall be a body corporate with perpetual succession and a common seal with a power subject to the provisions of the Act.

Composition of the Parishad

a) Chairman to be appointed by the Government from among the persons who have rendered eminent service for the cause of education and library movement;

b) Director of Public Libraries (Member - Secretary)

c) Seven Members nominated by the Government of whom

1) One expert having specialised knowledge of library science;

2) Two members who have rendered service for the development of library movement;

3) One person representing aided libraries;

4) One from Chairman of Zilla Granthalaya Samsthas;

5) One from Secretaries of Zilla Granthalaya Samsthas; and

6) Chief Librarian, State Central Library, Hyderabad.

Objects of the Parishad

1) Organise and promote library service;

2) Establish, equip, maintain and develop an integrated, comprehensive and efficient library service in the State;

3) Augment supply of books and periodicals to librari;

4) Develop infrastructural facilities like building, furniture, equipment etc to public libraries;

5) Raise finances and regulate their usage;

6) Undertake other related activities;

7) Suggest ways and means for raising additional resources; and

8) Prepare long-term and short-term plans for providing library service.

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Functions of the Parishad

1) Evolve perspective plans;

2) Prepare consolidated programmes with the guidelines issued by the Government and R R R Library Foundation and implement the programmes;

3) Approve the budget estimates of the Parishad and Granthalaya Samsthas;

4) Sanction opening of libraries, deposit centres, etc and creation of full-time posts with the approval of the Government.

5) Accord administrative and financial sanction for -

   i) Construction of buildings;

   ii) Additional staff; and

   iii) Shifting of regional and mobile libraries.

6) Accept gifts or endowments;

7) Approve and submit to the Government every year the audited statement of accounts and utilisation certificates of its funds;

8) Approve annual audited statements of accounts of the Granthalaya Samsthas;

9) Approve Annual Report of the working of public libraries to be placed before the Legislature;

10) Decide policy for selection and purchase of books;

11) Organise and conduct library seminars, meetings and conferences;

12) Coordinate all activities concerned with the library service; and

13) Prepare consolidated programme in accordance with the guidelines issued by the Government.

14) Advice the Government on all matters arising under this Act. It shall meet at least once in two months.

The Chairman shall preside all the meetings. The Chairman and every member of the Parishad, other than the ex-officio Members, shall hold office during the pleasure of the Governor.

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Self-Check Exercise - I

Discuss the salient features of the Andhra Pradesh Granthalalya Parishad.

Note: i) Write short answer in the space given below

ii) Compare with your answer with the model answer given at the end of this unit.

11.2.4 Department of Public Libraries

The Government shall constitute a separate Department of Public Libraries and appoint a Director for the Department. The Director so appointed shall subject to the control of the Government:

1) Supervise the State Central Library and its branches;

2) Superintend and direct all matters relating to public libraries;

3) Declare libraries eligible for aid from the Government;

4) Direct and control the work of all the Granthalaya Samsthas;

5) Report to the Parishad on the working of libraries;

6) Publish a bibliography of all books published in the State; and

7) Arrange centralised classification, cataloguing inter library loan, coordination of book selection and maintenance of copyright registry.

11.2.5 City / Zilla Granthalaya Samsthas

For the purpose of organising and administering public libraries in the State, there shall be constituted Granthalaya Samsthas, one for the City of Hyderabad, by the name Hyderabad City Granthalaya Samstha; and one for each district by name Zilla Granthalaya Samstha.

The Hyderabad City Granthalaya Samstha

The Hyderabad city Granthalaya Samstha shall consist of

1) Three members nominated from the residents who have rendered eminent service in the field of education or public libraries;

2) One Member from Presidents of aided libraries in the twin cities;

3) Two Councillors from Hyderabad City Corporation;

4) District Educational Officer, Hyderabad;

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5) Dy. Director, Directorate of Adult Education, Hyderabad;

6) District Public Relations Officer, Hyderabad; and

7) Librarian, City Central Library, Hyderabad (Member - Secretary)

Zilla Granthalaya Samstha

The Zilla Granthalaya Samstha for a district shall consist of -

1) Three members nominated from the residents of the district who have rendered eminent service for the cause of education or libraries;

2) One member from the Presidents of aided public libraries;

3) One member nominated by the Government from among the Councillors of every Muncipal Corporation or of every Municipality as the case may be of the district;

4) Two members nominated by the Government from among the Presidents of Mandal Panchayats in the district concerned;

5) Dy. Director of Adult Education of the district;

6) District Education Officer of the district;

7) District Public Relations Officer;

8) The Librarian, District Central Library (Member Secretary);

9) The District Panchayat Officer of the District.

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The Government shall nominate one non-official Member as the Chairman, City/Zilla Granthalaya Samstha. The Chairman and nominated members shall hold the office during the pleasure of the Governor.

Functions of Granthalaya Samstha

1) Provide land, buildings, furniture, fittings, materials required for public libraries;

2) Stock books, periodicals, newspapers, manuscripts, maps, films, records, etc;

3) With the previous sanction of the Director shift or close any public library or discontinue aid;

4) Accept any gift or endowment;

5) Provide lectures, classes and other extension activities;

6) With previous sanction from a competent authority acquire any library; and

7) Distribute grants to libraries and social education programmes; etc.

11.2.6 Finance And Accounts

Cess

Every Granthalaya samstha shall levy in its area a library cess in the form of a surcharge on the property tax or house tax at the rate of 4 paise for every rupee. It may, with previous sanction of the Government, increase the rate not exceeding 8 paise for every rupee of tax.

Library Fund

Every Granthalaya Samstha shall maintain a fund called " Library Fund" from which all its payments under the Act shall be met.

The Library Fund shall be credited with:

1) Cess collected;

2) Contributions, gifts and income from endowments;

3) Special grants from the Government;

4) Other funds collected by the Granthalaya Samsthas under any rule or bye laws made under the Act.

11.2.7 Reports And Inspection

The Act also stipulates the necessity of providing annual report by every library, Granthalaya Samstha and the Granthalaya Parishad. It also mentions inspection by Parishad or any person nominated by it.

Self-Check Exercise - 2

Discuss the special features of the Andhra Pradesh Public Libraries Act 1960.

Note : i) Write short answers in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

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11.3 REVIEW OF THE ACT

The Andhra Pradesh Public Libraries Act was reviewed within two years of its being passed, at a Seminar in 1963 on 'Organisation and Administration of Public Libraries'. Dr. Ranganathan presided over this Seminar. Many deficiencies in the Act were pointed out. The Department of Public Libraries organised two Andhra Pradesh Public Library Conferences, one in 1972 and the other in 1974. Many useful resolutions having bearing on the Act were passed at these Conferences.

The Government of Andhra Pradesh appointed a Review Committee under the Chairmanship of Shri. Gopalrao Ekbote in 1976 to review the working of the A P P L Act, 1960, and to suggest amendments to the Act. This Committee submitted its report in January 1977.

Some of the important recommendations of the Ekbote Committee are:

1) The preamble to the Act should clearly specify the objectives of the Act.

2) The Minister - in - charge of libraries should be the State Library Authority with powers of over viewing the functioning of the libraries; take action against the library authorities which do not observe the provisions of the Act; Lay down minimum standards of library service and see these standards are observed;etc.

3) Appointment of professional librarian as the Director; He should be relieved of technical work; He should be entrusted with the work of preparing long-term and short-term plans for the improvement of library service, etc.

4) The State Library Committee should be changed to State Library Council with more representation and with an elected Chairman.

5) There should be more representation to local bodies and education in the Granthalaya Samsthas. The Granthalaya samsthas should have more powers. The Chairman of the Samsthas should be elected.

6) State Central Library should be developed as a reference and research library. It should introduce centralised processing, special sections for blind, children and neo-literates. It should bringout special bibliographies and catalogues.

7) There should be only 3 regional libraries against the present 6. These should also serve as reference libraries. These should act as a link between Zilla Granthalaya Samsthas and the State Central Library.

8) There should be an increase in the rate of cess to six paise for every rupee of property tax collected. (Note: presently it is 8 paise).

9) Creation of Library Fund with extended levy of cess on sales tax, vehicle tax and land revenue; Government's equal matching grant or 10% of the education budget which ever is higher.

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10) Recommended for increase in the number of children's libraries and children's sections.

11) Provision for registration of private libraries with the Director of Public Libraries.

The Government of Andhra Pradesh in principle accepted these recomendations and could not implement them so far, for various reasons.

11.4 VAVILALA COMMITTEE

The Government of Andhra Pradesh, appointed a Committee under the Chairmanship of Shri. Vavilala Gopal Krishnayya, in 1978, to review the role played by private libraries to render library service, to evolve a system of grant-in-aid to private libraries for their promotion. The committee submitted the report in the same year.

The Vavilala Committee on private Libraries in its Report made the following recommendations:

1) Every library other than those managed by the City/Zilla Granthalaya Samstha, local body or public must get registered with the Director of Public Libraries a fresh, though they were registered under different Acts. A library/reading room serving a period of two years immediately proceeding the date of registration enable to gain eligibility for grant. It should be open to all. It should have a minimum of 500 books and subscribing to at least two dailies and 5 other periodicals. It should provide space for at least 10 readers to sit and study. It should have provision for home lending of books.

2) Grant-in-aid for various items should be on the following percentage basis:

Item	Library Share	Government Grant
(i) Purchase of books and periodicals	33%	66%
(ii) Staff Salary	50%	50%
(iii) Building Construction	40%	60%
(iv) Equipment	40%	60%
(v) Furniture	40%	60%

In addition, special grants should be made available for conducting adult education programme, building-up text-book collection, establishing a children's section, etc.

3) Z G S should not open a branch library where there is already a library.

4) Librarians of aided libraries should be provided intensive course of training in the basic skills of librarianship.

The Govt. of A. P. accepted the recommendation of the Vavilala Committee in their G.O. No. 43, Edn. M. S. dt. 30-4-1982. But this Govt. Order could not be implemented so far for various reasons.

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Self-Check Exercise - 3

Critically review the provisions of the Andhra Pradesh Public Libraries Act 1960 with special reference to Ekbote Committee report.

Note: (i) Write short answers in the space given below.

(ii) Compare your answer with the model answer given at the end of this unit.

11.5 GENERAL OBSERVATIONS

Dr. S. R. Ranganathan, the pioneer of Indian Library Legislation pleaded for State-Library Authority, right from 1930. He states that the Minister for Libraries shall be the State Library Authority, who is individually, and collectively responsible to the Cabinet and the State Legislature, along with other colleagues. The recent amendment (1989) A P P L Act provides for the constitution of the Andhra Pradesh Granthalaya Parishad with a nominated Chairman. Now, in between the Govt. and the Directorate, a new office was created. This causes more delays in the day-to-day administration. The Parishad has to depend on the Govt. on important policy matters. If the Minister happens to be the ex-officio Chairman of the Parishad, he can Act independently, on behalf of the Govt. Secondly there is no statutory or perennial source of income for the Parishad to implement any programme directly.

2) There is a provision for the formation of Directorate of Public Libraries in the Act, but the qualifications of the Director are not specified. Taking this advatage the Govt. is appointing non-professionals as Director, resulting that he is unable to guide the Department technically.

3) As per the Act, the City/Zilla Granthalaya Samsthas are constituted with a corporate status, with decentralisation of powers. But, of late, most of the powers are centralised at State level, and causing all sorts of delay and inconvenience in the library service.

4) In the Amended Act (1989) all the Chairman and Members of the Parishad and Granthalaya Samsthas are nominated by the Government. Earlier it was by election. The democratic process of election of Members of Granthalaya Samstha and the Chairman shoul be restored.

5) The Ekbote Report has clearly recommended that all the posts of the Dept. of Public Libraries shall be filled by appointment of persons from State Library Service only. The salary, allowance, gratuity, pension etc shall be met from the consolidated fund of the State. The Act needs amendment in these matters.

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6) The rise in the rate of cess to be levied on property or house tax increased the resources of the library system. Lack of corrective measures when cess collected is not deposited by a local body, drain the resources. This is to be checked up with the administrative measures or by incorporating a penal provision in the Act.

11.6 SUMMING UP

With the formation of Andhra Pradesh in 1956, it became necessary to have a composite Act for the entire State of Andhra Pradesh, amalgamating the Madras Public Libraries Act in force in the 11 districts of Andhra and the Hyderabad Public Libraries Act in force in the nine districts of Telangana. Thus, A P Public Libraries Act, 1960 came into being. The Act was discussed and reviewed several times.

The 1960 Act is being implemented in Hyderabad city and 22 districts. The Act was amended during the years 1964, 1969, 1987, 1989 and 1990. The Government constituted Andhra Granthalaya Parishad on 10-7-1989, which had just began the work. We have yet to see the functioning of the Parishad to fulfil its objectives.

The libraries managed by Government, City/Zilla Granthalaya Samsthas, the Local Bodies, Cooperative Societies and Voluntary organisations are functioning satisfactorily to the extent possible. We are yet to see its better functioning to become a part and parcel of socio-economic life of the public.

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11.7 MODEL ANSWERS

1) Andhra Pradesh Granthalaya Parishad -

   (a) It was constituted as a corporate body in 1989 by the Government of Andhra Pradesh ;

   (b) It has nominated chairman and members;

   (c) It acts as catalytic agent to the Government ;

   (d) It approves the budget of the Granthalaya Samsthas; and

   (e) It decides policy for the selection of books.

2) Salient Features of the A P Public Libraries Act :

   (a) Constitution of A P Granthalaya Parishad.

   (b) Constitution of a Directorate of Public Libraries.

   (c) Granthalaya Samasthas with nominated Chairman and Members.

   (d) Collection of eight paise per whole rupee as surcharge on property or house tax.

   (e) Payment of salaries of the staff of Zill Granthalaya Samsthas by the Government.

(3) Critique of the Act

(a) Lost the democratic process of electing members and Chairman of Zilla Granthalaya Samsthas.

(b) Minister for Libraries/Education will not have any association with the Parishad.

(c) Still no provision for the appointment of a qualified librarian as Director has been made.

(d) Entrusting the Parishad with the job of preparing consolidated programme is a good feature.

(e) More number of ex-officio members will not do good to the bodies to be constituted under the Act. For most of the time they remain busy with their principal work.

11.8 REFERENCES

1 Venkatappaiah, V. **Indian Library Legislation**, New Delhi: Daya Publishing House, 1990.

11.9 RECOMMENDED BOOKS

1) Andhra Pradesh Public Library Act (Amendment) Act, 1989. Hyderabad: Govt. of A.P, 1989.

2) Report of the committee appointed by the Govt. of A P to Recruit the working of the A P P L Act and to suggest amendments to the Act, 1978.

3) Report on the Committee on Private Libraries, 1978.

4) Venkatappiah, V. **Public Library System in Andhra Pradesh,** Waltair : Andhra University, 1982.

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BLOCK - IV : LIBRARY ASSOCIATION AND ORGANISATIONS

This block has three units dealing with library associations and organisations. Professional associations are learned bodies and help in advancement of the library professions. Unit 12 deals with the role of international organisations, viz., Unesco., IFLA and FID in promoting in library and information services. While Unit 13 describes the activities and programmes in India, viz., ILA, IASLIC, APLA and ALSD, the last unit covers the activities of the professional associations in other countries - ALA, LA, SLA and ASLIB.

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UNIT - 12 : THE ROLE OF INTERNATIONAL ORGANISATIONS : UNESCO, IPLA AND FID

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12.0 AIMS AND OBJECTIVES

In this unit we introduce you the international organisations like UNESCO, IFLA and FID, their global programmes, activities and publications as well as their organisational structures and functions.

After studying this unit, you should be able

- to describe the structure and activities of UNESCO;
- to explain the structure and activities of IFLA; and
- to trace the structure and activities of FID.

12.1 INTRODUCTION

There are many international organisations working in the library and information field. They foster co-operation, and mutual help among the countries of the world for the global development of library and information services; exchange of ideas and experiences in the realms of documentation and information.

Most of these organisations are non-governmental professional bodies. They play an advisory role, impart technical assistance, hold national and international conferences, seminars and workshops bring out publications and assist the member countries in their efforts for the all round development of library and information services in their respective countries. They also encourage application of computer systems and new technologies in the library and information services. These international organisations also help in promoting standardisation of library and information services and training of library personnel in the new methods and technologies. In this unit three important organisations and institutions (i.e. UNESCO, IFLA, FID) involved in the development of library and information services are discussed in brief.

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12.2 THE UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANISATION (UNESCO)

The United Nations Educational Scientific and Cultural Organisation was established on 4th November 1946 as a specialised agency of the United Nations at the instigation of the United Kingdom and France.

12.2.1 Aims and Objectives:

The objectives are: Contributing to the world peace, security and international understanding by promoting education, science and culture among the nations of the world; fostering respect for justice, rule of the law and basic freedoms for all people; giving momentum to developmental activities in the member-states through operational assistance. The Unesco seeks to create a new world order by realising its objectives.

12.2.2 Organisational Structure

It has at present 157 members and one associate member in the organisation with its headquarters situated in Paris. The organisation consists of a General Conference, an Executive Board, a Secretariat Co-operating Bodies and Regional Offices.

12.2.3 Activities in the Library Field

It deals with libraries, documentaion centres, archives as well as with the activities like book production, development of bibliographical services, compilation of union catalogues and copyright laws. Its activities are mainly of advisory, co-ordinating and promotional character. From the beginning UNESCO has been active in holding conferences, seminars; providing expert guidance, consultation services and preparing and publishing standards, guides and manuals for the various activities connected with libraries, information and documentation services. Mostly the undedeveloped countries have been much benefited by the activities of this organisation.

Establishment of Public, Univercity and National Libraries:

The UNESCO championed the cause of Public Library movement in the Third world. Its faith in Public Libraries as means of continuing education and cradle of democracies, providing objective knowledge and information without any restrictions, is reflected in its publication 'UNESCO Public Library Manifesto' (1949, revised in 1972). It established Pilot Public Libraries in Enugu (Nigeria), Medellin (Colombia) and New Delhi (India). It conducted several regional seminars at Brazil, Lebanon, Nigeria, and India with the support of the member-states on the theme of public libraries including the 'Regional Seminar on Library Development in Asia' at Delhi in 1960.

The UNESCO also encouraged the development of university libraries and educational information services through its various activities involving, the conduct of seminars, grants, technical know-how and publications. 'Regional Seminar on the Development of University Libraries in Latin America' held at Mendoza in Argentina in the year 1962 was only the result of such activities taken up by it.

The UNESCO also established national libraries in developing countries such as Pakistan and Sri Lanka and also provided financial and technical assistance to them for publication of their national bibliographies. These national libraries work as clearing houses for international exchange of official publications and Government Documents between Member States. The 'Regional Seminar on the Development of National Libraries in Asia and Pacific Area' held at Manila in February 1964 discussed various problems relating to national libraries and made suitable recommendations for their growth.

Establishment of Scientific and Documentation Centres and global information systems

The UNESCO helped to establish scientific and documentation centres such as the INSDOC (Indian National Scientific and Documentation Centre), the PANSDOC (Pakistan National Scientific and Documentation Centre) and a pedagogical Documentation Centre in Cuba for Latin America. These documentation centres systematised and improved the information and documentation activities in their

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countries for the benefit of the scientific community and through them for improving the standard of living of their peoples. Unesco has an impressive record in this field.

Establishment of National Information Systems (NATIS) at the national level and the World Science Information System (UNISIST) at the global level is an important contribution made by the UNESCO for the benefit of the scientific and technological community of the world. The programmes of the NATIS promote the development of national policies for forming unified national information systems. On the recommendation of Dr. Peter Lazar, the UNESCO expert to India, National Information System for Science and Technology (NISSAT) in the Department of Scientific and Industrial Research was started in our country. The UNISIST is an on-going voluntary inter-governmental programme for international co-operation in scientific and technological information. Under this programme not only science and technology but even social sciences are covered now-a-days. Even though the Indian National Commission for UNESCO is the official channel in our country, NISSAT acts as a focal point and coordinating agency for UNSIST/PGI and the ASTINFO programmes.

The new General Information Programme (PGI) combining both the NATIS and the UNISIST programmes was launched by the UNESCO in 1976. The main task of PGI is promotion of computer application and communication technologies in library and information services, information networks and the provision of on-line facilit- ies for sharing and exchanging information between different centres all over the world. It is making efforts to supply microprocessor systems along with simple and easy to handle software packages for application in library and information fields in the developing countries. This programme promotes the formulation of information policies and plans, development of norms and information infrastructure and training of information scientists and users.

The UNESCO is helping the developing countries to strengthen their communication systems by its programmes of New World Information and Communication Order (NWICO) and the Inter-governmental programmes for the Development of Communication (IPDC). With an intention of promoting regional co-operation, better understanding and socio-economic development in Asia and the Pacific regions, the UNESCO established in 1984 a Regional Network for Exchange of Information and Experience in Science and Technology in Asia and the Pacific (ASTINFO). Later in 1986 another network called Asia-Pacific Information Net-work in Social Sciences (APINESS) was established.

The UNESCO has also established an International information System on Research in Documentation (ISORID) for collecting and dissemination of information on research activities in documentation, libraries and archives conducted at different institutions all over the world. The establishment of a clearing house for handling information on science and information policies of the countries of the world under the programme of Science and Technology Policies Information Exchange System (SPINES) has also been developed. It also developed databases and information systems such as the Data Retrieval system for Documentation in the Social and Human sciences (DARE) and the International Bureau of Education Documentation and Information system (IBEDOC), etc.,

12.2.4 Other Activities

Professional Training : Realising the dearth of trained personnel in the developing countries the UNESCO established training schools for African libraries at Dakar (Senegal) and Kampala (Uganda).

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It offered support for training programme of teachers from developing countries at Loughton University of Technology (UK) and the Royal School of Librarianship (Denmark). It also granted fellow ships for travel and training in advanced centres such as the one conducted at Manila by Prof. A. Neelameghan.

Book Promotion: Through the promotion of International Copyright law, the UNESCO extended co-operation for the protection of the rights of authors of literary, scientific and artistic works. By starting the International Book Coupon Scheme, it facilitated the purchase of books, films and scientific equipment by people of the 'soft currency' areas from the other parts of the world. The 'World Congress on Books' organised by the UNESCO in 1982 celebrating the 10th anniversary of the International Book Year (1972); its Books Promotion Centres in the third world and its long term programme called 'Books for all' will all speak out the efforts made by UNESCO in promoting the cause of books and libraries.

International Co-operation: It collaborates actively with international organisations like the FID (International Federation for Documentation), IFLA, ICA (International Council on Archives) in conducting conferences, seminars, workshops and training classes and in publishing professional material for the library profession. It also negotiated with the international bodies concerned for reducing tariff and freight charges in the circulation and exchange of reading material among different nations of the world.

India has been a member of the UNESCO from the very beginning. The Delhi Public Library was established in India with its assistance only. UNESCO helped us a lot by undertaking many projects in our country conducting training programmes, seminars and providing technical expertise. Of course, we also contributed our mite to the UNESCO by lending the services of our experts to it in its activities conducted at various parts of the world.

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12.2.5 Publications

The following are a few important publications of the UNESCO:

1) *Copyright Bulletin* (Quarterly)
2) *Impact of Science on Society* (Quarterly)
3) *UNESCO COURIER* (Monthly)
4) *UNESCO Journal of Information Science, Librarianship and Archives Administration* (Quarterly)
5) *UNISIST News letter* (Quarterly)
6) *World Guide to Library Schools and Training Courses in Documentation*, 1981)
7) *UNESCO Chronicle* (Monthly)

Self Check Exercise - 1

Give a brief account of the activities of UNESCO .

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

12.3 INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND INSTITUTIONS (IFLA)

International Federation of Library Associations and Institutions was founded in Edinburgh in 1927 under the name of 'The International Library and Bibliographical Committee' which later changed its name to 'International Federation of Library Associations' in Rome in 1929. The present name was adopted in 1976.

12.3.1 Aims and Objectives

The object of the IFLA is to promote international understanding and co-operation in the fields of librarianship and bibliography and also to provide a forum for exchange of ideas and discussion of various problems facing the library profession all over the world. It intends to furnish guidelines and standards for various types of library activities including the presentation of bibliographical data, training programme of library personnel and research. These objectives of the Federation reveal its universality and catholicity.

12.3.2 Organisational Structure

According to the statute of the I F L A adopted at Lausanne in August 1976, the I F L A shall consist of a 'Council', the supreme Governing body, an 'Executive Board' concerned with the overall administration and financial policy and a 'Professional Board' concerned with planning and co-ordination of professional activities. This Professional Board directs and co-ordinates all policies in professional matters and receives proposals and recommendations from Divisions and Sections dealing with various types of libraries, library activites and regions.

There are two types of members — Associations and Institutions in IFLA. The federation had 171 member associaitions and 823 members institutions in 1986 from different countries of the world. It can also admit presonal affiliates and award consultative status to interanational organizations.

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12.3.3. Activities and Functions

Committee on Bibliography : Through the efforts of Mr. V.I. Shunkov, Director of the Soviet Academy of Sciences, a Committee on Bibliography was established in 1965 for studying the practical problems of bibliography, for standardization and compliation of them and for promoting international co-operation in the field of bibliography. This Committee prepared synoptic tables regarding the current national bibliographies of over a hundred countries.

Medium Term Programmes (MTP) : For making the IFLA programmes more effective, it was decided in 1974 to launch five-year projects. The result is the Medium Term Programmes (MTP) for the periods 1976-1980, 1981-1985 and 1986-1990 prepared by the Programm Development Group. These documents deal with the professissional activities of the Federation during those periods. They are an ample testimony for the interest taken by the Federation in the problems of the library world especially those of the University Libraries in developing countries.

50 th Anniversary Celebrations: A large number of librarians, library science teachers and other professionals from 108 countries attended the 50th Anniversary Celebrations of the International Federation of Library Associations and Institutions held in Brussels (Belgium) from 5th to 10th September, 1977. This convention was called 'World Congress of Libraries.' On the eve of these celebrations an exhibition was conducted at the Royal Library Albert I reflecting on the evolution of the illustrated books in the Western World from the Middle Ages to the middle of the 20th Century.

12.3.4 Activities in the Developing Countries

The IFLA constituted a special division called the Division of Regional activities which is entrusted with the problems of the developing countries with regard to library and information activities. This division has three Sections, each dealing with a particular area
Africa, Asia and Latin American and Caribbean countries .

'The Working Group on Developing Countries' was established as a result of the IFLA's first pre-session seminar held in Liverpool in 1971, for librarians of the developing countries where English is spoken. This Working Group was to act as a co-ordinating agency of different sections and committees of the Federation and provide a forum for discussion of library problems of common interest to the third world. Another presession seminar on "Resource sharing of Libraries in Developing Countries" sponsored by the Federation, was held at the Antwerp University Library, Antwerp (Belgium) in September 1977.

Annually a young librarian from the developing countries is awareded the Martinus Nijhoff Study Grant. Under this aid he can pursue his studies on any particular topic of his choice in Western Europe.

In addition to the above activities, there are many regional projects such as the preparation of Braille books for children in Africa, Library training courses offered to Asia region and updating the data concerning the Experienced Library and Information Personnel in Asia and Occania (ELIPA), promoted by the Federation for the development of library facilities in the developing countries.

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12.3.5 UBC, ISBD, UAP and the International MARC Programmes

The Universal Bibliographic Control (UBC) Programme was a major activity taken up by the Federation in 1971. This programme encourages the use and exchage of standardized bibliographic descriptions. The IFLA International Office for UBC established in London in 1974 achieves the objectives of this programme by standardizing the form and choice of headings, the compilation of national bibliographies and machine readable bibliographic data.

IFLA developed and published in 1974 the International Standard Bibliographic Description for Monographic publications ISBD (M) as the basis for rules of description of monographic materials in AACR2. In 1975 IFLA and the Joint Steering Committee for the Revision of AACR (JSC/AACR) jointly developed the General International Standard Bibliographic Description ISBD(G). It serves as a frame work for the description of all types of publications in different media ensuring uniform approach in bibliographic description.

The IFLA took up the "Universal Availability of Publication" (UAP) Programme in 1973. This programme aims at improving the availability of published material in whatever form it is, to the intending users wherever they are without any hindrance. This programme not only provides information on various documentts but also gives access to all these documents. All types of library and information centres including archives are covered under this programme.

The IFLA had realized the importance and role of the Machine Readable Cataloguing (MARC) data in the information retrieval activities of the present day library world and launched an international programme and the International Machine Readable Cataloguing Office for the development of this new technique and the activities concerned with it.

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12.3.6. Other Activities

The IFLA took keen interest in the promotion of standards and legislation for the public libraries. The IFLA conference '88 was held in Sydney, New South Wales in August 1988. The venue was the campus of the University of New South Wales. The theme of the conference was "Living Together".

At the international level it co-operates with many international bodies like the UNESCO, The Internationational Federation for Information and Documentation (FID), the International Council of Archives (ICA) and the International Standards Organisation (ISO) in many of their programmes which are of common interest, for better library service in the world.

Its permanent Cataloguing Secretariat housed in the British Library will act as the centre for international co-ordination and standardization of cataloguing rules and practices.

IFLA And India:

Of late India is taking keen interest in the activities of IFLA. Indian Library Association organised a Regional Seminar for IFLA on Universal Availability of Publications' in New Delhi in 1985.

The ILA hosted the IFLA General Conference in New Delhi from August 30—September 5, 1992.

12.3.7 Publications

The IFLA has a creditable list of publications including the following:

1) **IFLA Annual** (1969)
2) **IFLA Directory** (every alternate year)
3) IFLA News
4) **IFLA journal** (Quaterly)
5) **International Cataloguing** (Quarterly bulletin of the UBC Office); and
6) **International Standard Bibliographic Descriptions** - ISBD(M) for Monographs, ISBD 9S0 for Serials.

Self-Check Exercise - 2

Discribe briefly the organisational structure of IFLA, mentioning a few of its publications.

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

12.4 INTERNATIONAL FEDERATION FOR INFORMATION AND DOCUMENTATION : (FID)

The International Federation for Information and Documentation was founded in 1895 by Paul Otlet and Henri La Fontaine in Belgium as the International Institute of Bibliography (IIB). This organisation was known as International Ferderation for Documentation (FID) from 1938 to 1985. Since 1986 this organisation is known as International Federation for Information and Documentation, but under the Old acronym FID only.

This organisation at the beginning was entrusted with the maintenance and development of Universal Decimal Classification (UDC) and the Universal Bibliographic Repertory project. This project could not materialize and the headquarters of the organisation was shifted to the Hague in 1938. It assumed the name FID and expanded its activities to documentation also, steadily there was an increase in its membership and it became an international organisation.

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12.4.1 Aims and Objectives

FID is a non-governmental professional association at the international level for the information science community mainly interested in scientific research in information disciplines.

It aims to faster the growth and development of information science and its application in different subject fields. It promotes study, research and development of documentation and information science through international co-operation. It provides a forum for the world organisation and individuals to exchange their ideas and experience in the information field and documentation.

12.4.2 Structure and organisatioin

A General Assembly of national and international members which meets once in two years govern the activities of FID. Its membership comprises 69 national members, 3 international members and some 250 affiliates. Its secretariat functions from the Hague. It has an executive committee comprising a President, a permanent Secretary - General and a fewe senior officers. There is a council of elected national delegates of the General Assembly which is responsible for implementation of policies of the Assembly.

12.4.3 Commissions and Committees

For carrying out its programmes, the FID appointed the following commissions and study committees:

1) FID/CAO Commission for Asia and Oceania
2) FID/CLA Commissio for Latin America.
3) FID/CAF Commission for Africa.

Each Commission could appoint its own committees for carrying in the programmes entrusted to it .

FID appointed many study committees in the areas of : Universal Decimal Classification; Research; in the theoretical basis of information; Classification Research; Linguistics in Documentation; Information for Industry; Education and Training; Terminology of Information and Documentation; Patent information and documentation; Social Sciences documentation; Broad system of ordering; Informatics and study of user needs. All these committees are required to plan and execute different activities for implimenting the technical and other programmes of FID.

12.4.4 Plans for implementation of FID objectives

FID drafted and implemented many plans with the aim of promoting research in and development of information and documentation. Outline of a Long-Term Policy (1960); FID Programme (1970) and a New programme structure (1978) are the three major plans that have been implemented so far. FID has drafted a New Plan under which it has restated its general and special objectives, set up new targets, evolved new strategies and drawn new programmes for implementing its new policies.

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12.4.5 Universal Decimal Classification

FID is responsible right from the beginning for the birth, growth and development of UDC. The central classification committee (FID/CCC) took up the revision of UDC. The sub-committee on Mechanisation and UDC prepared a mechane-readable file of the full UDC schedule. The Secretariat published a report entitled **"Computers and the UDC: Adecade of progress, 1963-1973"** giving details of various experimental systems obtained in about fifteen countries. A publication entitled **"Extension and corrections of the UDC"** is being published annually since 1975 containing proposals for revision of the UDC.

2.4.6 Congress, Conferences and Seminars

FID, as well as its Regional Commissions hold congresses every two years at different places. The different technical committees of FID hold seminars, work-shops and meetings. Pre-conference volumes, reports and many other publications of importance are brought out by FID in good number.Ks

12.4.7 International Co-operation

FID extends its co-operation to IFLA, UNESCO, International Council of Archieves and the Technical Committee of International Organisation for Standardisation (ISO) in conducting programmes of common interest.

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12.4.8 FID and India

India is very much associated with the activities of FID right from 1948. Dr. S. R. Ranganathan and the INSDOC are responsible for this close association of ours with FID.

INSDOC holds the national membership in FID from 1952. A national committee of FID has been set up by INSDOC for enlisting the support and participation of India in the programmes and activities of FID. The Secretariat of FID Committee for Informetrics is now set up in INSDOC. India hosted in January, 1975 the Third International Study Conference on Classification Research in Bombay. The main theme of the conference was "Ordering Systems for Global Information Networks". In 1985, our country was the venue for holding the second Regional Conference on Classification Research.

Dr. S. R. Ranganathan's contribution to the development of FID is quite note worthy. He worked on the Committees for General Theory of Classification and Classification Research. He atended many of its conferences all over the world; worked as Rapporteur General FID / CA during 1951-1961;held the post of Vice-president of FID during 1953-1956 and was awarded Membership of Honour of FID in 1957.

12.4.9 Publications

Monographs

1. *Current issues and trends in eduaction and training for information works in developing and developed countries.* The Hague: FID, 1981.

2. *Guide to Agricultural Information Sources in Asia and Oceania;* ed. by G.R.T.Levick. The Hague: FID, 1980.

Periodicals

1. ***Extension and corrections of the UDC*** (Annual)
2. ***FID Directory*** (Bi-annual)
3. ***FID News Bulletin*** (Monthly)
4. ***International Forum on Information and Documentation*** (Quarterly)
5. ***R & D Projects in Documentation and Librarianship*** (Bi-monthly).

Self-Check Exercise - 3

What are the important activities of FID ?

Note : i) Write your answer in the space given below.

ii) Compare your answer with the answer given at the end of this unit.

12.5 SUMMING UP

The World has now recognised the importance of information and information services in the progress of humanity which is on the threshold of 21st century. Now-a-days a nation is called a rich nation provided it is rich in information and information services. The countries all over the world are now vying with each other for self-suffciency and supremacy in information. But no nation can claim to be self-sufficient in this respect. The only other go is to resort to international co-operation by the widespread use of computer and communication technology for dissemination and transfer of information without any barriers. Hence the international organisation like UESCO, IFLA and FID have come up wiht necessary frame work and organisation for international co-operation.

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UNESCO, a inter-governmental body of the United Nations contributes to world peace, security and international understanding by promoting education, science and culture among the library associations and librarians of the world. It is a professional non-governmental organisation. It is promoting the cause of librarianship in the world. FID is a non-governmental scientific and professional organisation. It promotes the cause of documentation and information. It looks after the growth and development of UDC.

All these bodies UNESCO, IFLA and FID are of advisory nature promoting the interests of member countries in the information services, documentation and library field. These bodies encourage international co-operation and offer a forum for exchange of ideas and experiences. They aim to achieve better bibliographic control, efficient dissemination and exchange of information and global network for information to serve the information needs of peoplke in a better way.

12.6 MODEL ANSWERS

1. Brief account of the activities of UNESCO :

   (a) Unesco champions the cause of public libraries, encourages the development of university libraries and national libraries in the developing countries.

   (b) Promotes the establishment of scientific and documentation centres and global information systems.

   (c) Offers support to training programmes of library professionals.

   (d) Takes up book promotion activities through protection of the rights of authors, book coupon schemes etc.

   (e) Actively collaborates with FID, IFLA etc.,

   (f) Publications.

2. Organisational structure of IFLA and its publications :

   (a) It consists of a council, executive board and professional board.

   (b) Council is the supreme governing body; executive Board is concerned with administration and the professional board with planning and co-ordination of professional acticities.

   (c) Two types of membership — Associations and Institutions are available.

   (d) It can admit personal affiliates and give consultative status to international organisations.

   (e) Publications — 1) *IFLA Journal* 2) *IFLA Directory* 3) *International Cataloguing* etc.

3) Important activities of FID :

   (a) Responsible for the growth and development of UDC.

   (b) It regularly holds congresses every two years at different places.

   (c) Extends its co-operation to Unesco, IFLA, ICA etc

   (d) Close association of Dr. Ranganathan and INSDOC of India with FID.

   (e) Publications — 1) *Guide to Agricultural Information Sources in Asia and Oceania* 2) *FID Directory* 3) *Extension and Corrections of the UDC.*

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12.7 ASSIGNMENTS

Short answer questions

1. Give the full expansion of the term UNESCO and its year of establishment.
2. State five important programmes and activities of UNESCO relating to the developing countries.
3. Mention three specialized information and documentation systems developed by UNESCO.
4. Mention five important activites of the IFLA.
5. Give the full expansion of the term FID and its year of establishment.
6. Mention any three periodical publications of the FID .

Essay answer questions

1. Give an account of the activities of the UNESCO in the promotion, co-ordination and development of library and information services of the world.
2. State Briefly the aims and objectives of the UNESCO. Give a list of its periodical publications.
3. Describe the importance of UBC, ISBD, UAP and MARC programmes promoted by the IFLA.
4. Give an account of India's relation with the FID.

12.8 RECOMMENDED BOOKS

(i) Biswas, Subhash C. The role of UNESCO in library development. In **'Perspectives in Library and Information Science'.** Volume II : Viswanathan Festschrift; ed. by S. B. Agarwal. Lucknow: Print House, 1982 (P. 139-148).

(ii) **Europa year book 1983 : A world survey,** Vol.1 London : Europa, 1983 (P. 103-107).

(iii) Hasankhan, Noorul : **Role of UNESCO in the Development of libraries and librarianship.** In **'March of Library Science'** (Kaula Festschrift); ed. by V. Venkatappiah, New Delhi : Vikas, 1979 (P. 55-62).

(iv) Havard-Williams, P: **The History of the International Federation of Library Associations and Institutions.** ***'UNESCO Bulletin for Libraries'.*** Vol.31 (N4) Jul-Aug. 1977 (P 203-209).

(v) **Herald of Library Science** (50th AnniversaryNumber of IFLA) Vol.17 (N2-3) Apl-Jul. 1978 (P. 168-194).

(vi) Kawatra, P.S: International Organisations: their programmes and acitivites. In **'Fundamentals of documentation',** New Delhi : Sterling, 1983. (P. 45-76).

(vii) **Library and Society** (Block 5); prepared by K. A. Issac and others. New Delhi : IGNOU, 1989 (Unit 15).

(viii) Wijnstroom, M. : International Federation of Library Associations. In **'Encyclopedia of Library and Information Science'** Vol.12. 1974. New York : Marcel Deker, 1974. (P. 403-407).

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12.9 GLOSSARY

Informatics: 1) The study of the handling and communication of information, particulary by automated and electronic methods.

2) The study of the structure of knowledge and of its embodiment in information handling systems.

MARC: Abbreviation for Machine Readable Cataloging. It began as a pilot scheme of Library of Congress in 1966. This format was developed to provide an internationallly acceptable standard for exchange of bibliographic data in machine readable form.

NATIS : National Information systems. They include services of providing maximum relevant information for all sectors of providing maximum relevant information for all sectors of the community and for all categories of users in a country.

UNISIST: (United Nations Information System in Science and Technology.) Its important activty is the establishment of a standardization programme for all plans of information handling. Its ultimate goal is the evolution of a worldwide science information system.

Universal Bibliography: It is a bibliography of all the books available in the world. FID attempted in the beginning to compile such a bibliography but failed.

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UNIT - 13: ROLE OF THE PROFESSIONAL ASSOCIATIONS IN INDIA ILA, IASLIC, ALPA AND ALSD

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13.0 AIMS AND OBJECTIVES

In this unit, we intend to give you an overview of the Professional Associations in India and their role in the development of libraries and librarianship.

After studying this unit, you should be able to explain the objectives, organisational structure and activities of ILA, IASLIC, APLA and ALSD.

13.1 INTRODUCTION

An organised collective action could always achieve better results than the action by single individuals or institutions. This is more true in a democratic set-up. Hence the birth of library associations promoting library movement and service and working for the cause of library profession.

The associations promote library legislation, national net-work of libraries, resource sharing, co-operation amongst libraries and librarians. These associations serve as a forum for exchange of ideas, expertise and experience amongst the professionals by conducting conferences, symposia, workshops etc. They interact with the society and create library consciousness amongst the public. They promote study and research in the library and information field to arrive at new ideas and techniques to enable the profession to serve the community in a better way. They help develop manpower in the profession by conducting training classes and refresher courses. They publish journals and books not only for dissemination of information but also to serve as a channel of communication amongst the professionals. Talent, merit, exceptional service and devotion to the cause of librarianship and library service are always encouraged and rewarded properly by them through conferring fellowships, prizes or distinctions. In a nutshell these associations do every thing for the betterment and welfare of the library profession.

The library associations in India that we established before the independence, such as the Andhra Desa library Association 1914, the Punjab Library Association 1916, the Bengal library Association 1925, and the Madras Library Association 1928, had a good track record in the library service. These pioneering associations kindled and roused the library consciousness and live of books amongst the public and heralded the library movement in the country. The princely state of Baroda under the guidance of Sayaji Rao Gaekwad III was at the forefront of the library movement in our country. After the advent of independence the number of library associations in our country grew and there are now different associations at different levels, both national and state serving different group interests or different subject fields. Thus many special associations like. MLAI (Medical Library Association of India), IATLIS (Indian Association of Teachers of Library and Information Science), IASLIC (Indian Association of Special Libraries and Information Centres), etc. have come into being.

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13.2 INDIAN LIBRARY ASSOCIATION (ILA)

All India Public Library Association started with the untiring efforts of Shri Iyyanki Venkata Ramanayya started on 19th November, 1919 organised a series of conferences in different provinces of India and created library atmosphere in the country. He prepared the ground for the birth of Indian Library Association (ILA)

13.2.1. Objectives of ILA

The first All India Library Conference was held in the Asiatic Society Hall, Calcutta on September 12, 1933 with the initiative of Shri. K.M. Asadullah, Librarian, Imperial Library, Calcutta. The conference was inaugurated by Mr.J.Leitch Wilson, Educational Commissioner of the Government of India. During the period of conference on 13th September, 1933 the Draft Constitution of Indian Library Association (I L A) was adopted with the following office bearers (provisional): Chairman Dr.

A.C. Woolner, Vice-Chancellor of the Punjab University, Vice-Chairmen Dr. M.O. Thomas, Librarian Annamalai University and Kumar Munindra Deb Rai Mahasai, M L C Bengal and Secretary Shri K.M. Asadullah. The main Objectives of the Association are:

1) Development of library movement and improvement of library services in the country.

2) Promotion of library science education, improvement of training facilities and accreditation of library schools.

3) Promotion of bibliographical studies and research in library science.

4) Provision of common forum for exchange of ideas, experiences and expertise through holding conferences, meetings and seminars.

5) Establishment of libraries, documentation centres and assistance in their maintenance.

6) Promotion of library legislation both at the centre and the state.

7) Affiliation with national and international organisations with common objectives and co-operation with the state and other library associations for promotion of library services in the country.

8) Working for the betterment of status, salaries and service conditions of the library personnel.

9) Publication of bulletins, periodicals, books and directories for dissemination of information as well as for realisation of the objectives of the Association.

Thus ILA represents not only the professionals from the library field but also educationists, public men, library friends and other sections of the people interested in library affairs. The association is a premier organisation in the country working for the spread of the library movement and acting as a mouth-piece of the library profession. It developed into an authoritative clearing house for information relating to all types of libraries and information activities. Over the years it has developed into a prestigious national organisation which is consulted by both the Government and the public men on all important library problems. It is a registered society with head quarters now at Delhi.

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13.2.2 Organisational structure

The organisation of I L A is three-tier structure consisting of a General Body, a Council and an Executive Committee. Its membership includes patrons, honorary members, life members, ordinary members, institutional and associate members. It has 13 sectional committees.

13.2.3 Activities of ILA

Library legislation

From the beginning, I L A has been lobbying with the Government both at the Centre and the States for passing proper legislation for the rapid development of libraries and the library movement in the country. The I L A strongly believes that it is not possible to have an efficient system or a well coordinated net-work of libraries in our country without the support of legislation. In 1942, the I L A circulated the Model Public Libraries Act drafted by Dr. S.R. Ranganathan to all the provinces. In 1949, the I L A

organised Eighth All India Library Conference at Nagapur and resolved to request the Govt of India to introduce library legislation with a view of establishing a national library system, which would coordinate the development of libraries in the country on a whole. In the Patna conference held in 1964, it discussed the Model Public Libraries Bill prepared by the Govt of India and organised seminars on Library Legislation in 1978 and 1981 at Hyderabad. Feeling that there is a need for a new Model Public Libraries Act, the I L A requested Dr. V. Venkatappaiah to prepare a Model Act, in 1989, keeping in view the recent developments and experiences gained from the working of the existing eight Acts. When the draft was prepared it was discussed in a National Seminar held at New Delhi on 14 February 1990 organised by I L A in collaboration with the Raja Rammohun Roy Library Foundation.

Library Education

The I L A pleaded for high and uniform standards in the library education conducted by different universities and other agencies in our country. Through the various resolutions passed at its conferences and meetings, it appeals to both the Universities and organisations for setting up new courses in library science and to orient their training programmes according to the present needs of the society.

The Association has started since 1986 continuing education programmes for the benefit of the professionals. Under this programme so far ten workshops of one or two weeks durations have been organised. These workshops are financially supported by NISSAT/Dept. of Scientific and Industrial Research, Government of India.

Improvement of status of librarians

The ILA works for the improvement of the salaries and emoluments, conditions of service and work of the library personnel. It strives for due recognition and the social status of librarians in society by focussing the attention of the public on the role played by the librarians in the cultural renaissance and nation building activities of the country. It always champions the cause of librarians and represents on their behalf to the Government, various Pay Commissions and Committees including the University Grants Commission for meting out justice to them. In this regard the relentless work and efforts made by some of the I L A Presidents like Dr. S.R. Ranganathan, B.S. Kesavan, Sohan Singh and T S Raja Gopalan for the improvement of the position of librarians in the society is worth noting.

Conferences and seminars : Jubilee functions

The I L A holds All India Conferences every year at a different venue in the country which are usually a university, a local library association or an institution of repute which are attended by different sections of people, in addition to the professionals from all over the country. Papers are presented at these conferences on current topics and matters of professional interest, discussions are held and resolutions which have a far reaching effect on the profession as a whole are passed. Some of the resolutions passed at these conferences have a great influence on the policy making machinery of the Government and other important national bodies.

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National library week

14th November 1919 happens to be a memorable day in the history of the Library movement in India. On that day the first All-India Library Conference was inaugurated in the Gokhale Hall of Madras, which was convened by Shri Iyyanki Venkata Ramanayya, the architect of the public library movement in India. Keeping this historical date inview the I L A decided to observe the National Library Week from 14th to 20th of November every year. This synchronises the initiation of the library movement with the birthday of our beloved national leader, Pandit Jawaharlal Nehru, a great lover of books and libraries.

The observance of this 'Week' provides an opportunity for all concerned to take stock of the present library services in our country, discuss the various problems concerned with it and plan for its future development. During this week the attention of the people is focussed on the various nation building activities of the libraries. This also gives an opportunity for both the public and the library profession to meet on a common platform and discuss the role of libraries as life-long education centres and as the cradles of democracy. The role and function of libraries as agencies of social change and cultural awakening is impressed upon the masses during this period. These celebrations serve as an incentive and catalyst for the library profession and enable them to carry the message and mission of libraries with renewed vigour among the masses of the country.

Interaction with the Government

The I L A submitted a memorandum consisting of its proposals for the development of libraries during the VII Five-Year Plan period to the Planning Commission for the consideration of its Working Group on 'Mondenisation of Library Services and Informatics'.

The I L A in collaboration with other professional associations submitted a memorandum to the Fourth Pay Commission requesting it to bring uniformity in the cadres and levels of library personnel working in different departments of the Government of India. It also pleaded for creating suitable promotional channels for the library staff working in these departments. On its initiative the Government of India appointed a Committee to prepare a National Policy on Library and Information System. It also conducted a seminar on the topic.

International activities

The I L A has a good record of international activities. It is affiliated to the International Federation of Library Associations and Institutions (IFLA) and Commonwealth Library Association (COMLA). It attended the First World Congress of Librarians held at Lisbon in 1935 and also worked for the establishment of Asian Federation of Library Associations in 1951. It is represented on the national bodies like the Raja Rammohan Roy Library Foundation, Indian Standards institute and the National Book Trust, India etc.

The I L A maintains good relations with Joint Council of Library Association in India (JOCLAI) and is assigned the responsibility of directing its work programme. With the help of JOCLAI, it ensures that different library associations in the country do not work at cross purposes.

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Consultancy projects

The I L A started providing consultancy services to libraries from 1984. It first helped in the technical processing of the collection of Lal Bahadur Sastri National Academy of Administration, Mussorie. In 1988 and 1989 it processed three different collections of the Indira Gandhi National Centre for the Arts, New Delhi.

The I L A is represented in the Raja Rammohan Roy Library Foundation and is also participating in its programmes and activities. It is also represented in the Good Offices Committee which determines conversion rates for foreign books purchased in libraries. It is also represented on the Bureau of Indian Standards Sectional Committee on Documentation, National Book Trust, World Book Fair Organising committee and in the Indian National Commission for UNESCO of the Ministry of Human Resource Development.

Awards and prizes

The I L A instituted the 'P V Verghese Prize' for the best article published in the ILA Bulletin every year. It also established 'I L A - Vedanayaki Fellowship' for the best qualified woman student of B.L.I. Sc. course every year in the country. Also instituted the I L A - Kaula Endowment Award' for the best librarian in the country. The 'Abburi-Shiyali Research Award' to be given in alternate years for the best published research effort in India in the field of library and information science by a member of the profession.

Publications

The I L A has a good number of publications to its credit both in English and in other Indian languages some of the important works compiled/published by it are *Directory of Indian Libraries; Directory of Learned Periodicals in Asia, Union Catalogue of Periodical Holdings in the South Asian Libraries, Book Selection* by S R Ranganathan, *Fifty-years of Librarianship in India; Fifty-years of I L A.* Some time back the I L A was entrusted by the Ministry of Education and Culture, a project to compile a 'Directory of Libraries in India' under the guidance of Shri Joginder Singh. *I L A Members Directory* was published in 1987.

The periodicals published by the I L A from time to time are *Library Bulletin* (1942-1946), *ABGILA* (Annals, Bulletin and Granthalaya of Indian Library Association) 1949-1953; *Journal of Indian Librarianship* (1954-1964); *Indian Library Association Bulletin* (1965-); *I L A News letter* (1984-)

As on November 30, 1990 the membership of the Association stood at 3830. Nearly after 6 decades of its existence, the I L A has come of age. Now it is a well-organised Association trying its best to fulfil the aspirations and expectations of the profession in our country.

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Self-Check Exercise - 1

What are the main activities and programmes of the ILA?

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

13.3 INDIAN ASSOCIATION OF SPECIAL LIBRARIES AND INFORMATION CENTRES (IASLIC)

Our R & D activities increased many fold in right earnest after Independence. These activities assumed great importance in the national development programmes and in the progress of our country as envisaged by our successive 5-year plans. As a result a large number of special libraries cropped up in the country to assist the R & D activities of various organisations and institutions. Naturally the personnel working in the special Libraries felt the need for a separate forum and association to cater to their special needs and to look after their welfare. They made an effort in 1949 to create a special wing within the I L A, but it could not materialise due to various reasons.

On account of the incessant efforts of the three eminent librarians of Calcutta, namely Shriyut A.K. Mukherji, Jibananda Saha and G B Ghosh, the Indian Association of Special Libraries and Information Centres was formed on 3rd September 1955 on the lines of ASLIB and SLA of Gt Britain and the USA respectively.

Dr. Sundarlal Hora of the Zoological Survey of India became its first president. But unfortunately he died even before the work of the association started in right earnest. Then Dr. D.M. Bose of the Bose Institute, Calcutta succeeded him as president of the IASLIC. A firm foundation was laid to the Association through the unstinted full cooperation and the bubbling enthusiasm shown by the professionals and the founding members at the formative period. Over the years it has grown from strength to strength and has gained in stature both at the national and international level. It is now contributing with confidence to the promotion and improvement of special library services and centres in the country.

13.3.1 Objectives of IASLIC

1) To encourage and promote the systematic acquisition, organisation and dissemination of knowledge;

2) To improve the quality of library and information services and documentation work;

3) To co-ordinate the activities of and to foster mutual co-operation and assistance among special

libraries, scientific, technological and research institutions, learned societies, commercial organisations, industrial research establishments, as well as other information and documentation centres to the fullest extent;

4) To serve as a field of active contact for libraries information bureaus, documentation centres, scientists, research workers, specialists and others having common interest;

5) To improve the technical efficiency of the workers in special libraries and information and documentation centres and to look after their professional welfare;

6) To act as a centre of research in special librarianship and documentation techniques; and

7) To act as a centre of information in scientific, technical and other fields.

13.3.2 Organisational structure

There are five categories of members: Honorary Members (Conferred on very distinguished scientists and library and information scientists) Life Members, Ordinary Members, Institutional (non profit) Members, and Institutional (profit members). The general body elects the Council. The Council is the policy making body consisting of 34 members. Of the 34 members of the Council, 14 are office-bearers viz - President, six Vice-Presidents, General Secretary, Treasurer, two Joint Secretaries, two Assistant Secretaries and a Librarian. These office bearers are elected for a two years term. The Council also appoints the Executive and the Finance Committees from amongst its members.

13.3.3 Activities

Conferences and seminars

Since its inception IASLIC has been organising conferences and seminars to promote professional awareness of the members. Till 1990, 17 conferences and 14 seminars were organised in different parts of the country. The conferences and seminars are sponsored by various agencies like government department, research institutions, and universities.

Besides these regular conferences and seminars, special seminars and workshops are also organised in collaboration with other professional and research organisations, e.g., a seminar on Information Services in Agriculture was arranged in 1982 at Vidhan Chandra Krishi Viswavidyalaya, Kalyani, West Bengal. Another seminar on Information for Industry was held in 1985 with the support of INSDOC and the Regional Computer Centre, Calcutta.

Professional development

IASLIC, in the late fifties introduced a foreign language training course for librarians and scientists, and in 1967 a post-B. Lib. Sc., level diploma course in special librarianship (one year duration) was launched. However, for various operational problems these programmes were abandoned. Instead, the Association now organises specialised short-term programmes frequently. Some of the courses recently organised are: Indexing Systems, Reprography, Conservation and Preservation of Books and Manuscripts, Management Techniques in Library and Information Sciences, and Computer Applications. It also conducts short term training work shops for the benefit of professionals at different places.

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IASLIC has drafted the Inter-Library Loan Code for facilitating mutual exchange of books between different institutions and organisations in the country that are entrusted with the responsibility of dissemination of information. In order to help foster better standards and quality service in the field of special librarianship, it has evolved a code of conduct and ethics for special librarians in the country. It offers to compile bibliographies on request by individuals and institutions and also undertakes translation services on non-profit base.

Study circles

Several enthusiastic members of Calcutta initiated this programme on February 14, 1965 to provide a forum for discussion and exchange of views on professional maters. During the period 1965-1989, the Calcutta Study Circle organised nearly 188 meetings. Similar study circles are now organised by IASLIC members in different places, often in collaboration with other professional associations. For example, in Hyderabad, the Study Circle is jointly sponsored by IASLIC and the Academy of Library Science and Documentation (ALSD). Some of the active study circles are located in Jamshedpur, Delhi, Bombay, Roorkee, Chandigarh, Dhanbad, and Hyderabad, Jaipur and Waltair.

Publications

IASLIC has made a significant contribution to the professional literature in the field of library and information sciences. Perhaps it has brought out the largest number of publications among the professional associations of developing countries.

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It brings out three serial publications:

1. *IASLIC Bulletin* (1956 -) a quarterly official organ
2. *Indian Library Science Abstracts* (1967 -) Annual
3. *IASLIC Newsletter* - monthly.

Special Publications

1. *Fundamentals of Special Librarianship and Documentation* by A K Mukherjee 1969.
2. *Methods of Scientific Communication* by K. Bhattacharya.
3. *Development of Medical Societies and Medical Periodicals in India, 1780-1920* by a Neelameghan.
4. *Glossary of Cataloguing Terms in Indian Regional Languages.*
5. *Directory of Special and Research Libraries,* 1985.

The papers presented at the regular conferences and seminars are published in the series 'IASLIC special publications'. So far 30 books have been published in this series. And some ad hoc publications have also been brought out by IASLIC.

Group Activities

Besides the Study Circles, IASLIC has recently created another forum for exchange of ideas among the professionals working in specialised areas. The forum, Special Interest Group (SIG), brings together persons having common interest. So far, four such groups have been created:

1. SIG on Industrial Information
2. SIG on Social Science Information
3. SIG on Computer Application
4. SIG on Humanities Information.

Relations with Other Bodies

IASLIC maintains good relations with the other library associations in India. It took active interest in the formation of the Joint Council for Library Associations in India (JOCLAI) and it also participates with keen interest in all its programmes and activities. It is on the 'Committee on Documentation Standards' of the National Information System for Science and Technology (NISSAT) by undertaking specific projects assigned to it.

It has completed three and a half decades of fruitful existence with the support of dutiful and devoted band of workers. With a membership of about 1100 the association has created a good impression in the library circles of India, especially in the special library field. Of course, when compared to the SLA and the ASLIB, this Association has to go a long way to satisfy the aspirations and dreams of the special library world.

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Self-Check Exercise - 2

Mention four major objectives of IASLIC.

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

13.4 ANDHRA PRADESH LIBRARY ASSOCIATION (APLA)

The Social reform movement of Veeresalingam and the Vandemataram movement that gripped and swayed Andhra Desa, helped create interest in our people about their mother tongue. In consequence a large number of books and magazines were brought out in Telugu. This atmosphere further promoted the establishment of libraries in Andhra Desa. After the advent of the British in India, there was a spurt in the economic, educational and social development in our country. With the introduction of Western

education we were exposed to new ideas and rational thinking. All these factors led to political awakening and cultural renaissance in our country during the early years of the 20th century. The second decade of the 20th century found Andhra Desa in the grip of fervent and patriotic national freedom movement and the Andhra Movement.

First Conference of the Library Organizers

With this background obtaining in the State, a conference of the library organizers of Andhra Desa was convened and held for the first time by Shriyut Suri Ventaka Narasimham and Iyyanki Venkata ramanayya under the auspices of Rammohan Free Library, at Bezwada (Vijayawada) on April 10, 1914. The conference was convened to bring together all the library workers at one place, to take stock of the present library activities and to remind the participants about the role of libraries in society as a means not only for the spread of knowledge but also for the cultural renaissance and political awakening of masses. In order to continue to promote these library activities in Andhra Desa and to ensure a permanent institutional basis to this movement, the participants of the Conference formed themselves into an organisation, called 'Andhra Desa Grantha Bhandagara Sanghamu'. This was later called 'Andhra Desa Granthalaya Sanghamu'. (ADLA) Which in turn is now known as Andhra Pradesh Granthalaya Sangham (Andhra Pradesh Library Association - APLA) since 1957 that is after the formation of the separate Andhra Pradesh State. This is the first library Association formed in our country. About 200 delegates from all over Andhra Desa including the Hyderabad State attended this first conference.

13.4.1. Objectives of APLA

The main aim of the Association at the beginning was promotion of libraries and library movement, cultural renaissance and political awakening only. The professional side of the activities of the Association was not stressed. But after the framing of the new Constitution for the Association in 1968, these objectives were modified to some extent to lend a professional character to the Association. As per the latest amendments to the Constitution upto 7-10-1979, the Association's main objective is, to work for the growth of the library movement, spread of social education and development of the Andhra language and culture among the Andhra people wherever they are. Its other important objectives include: Establishment and maintenance of libraries, social education and information centers, and languages and cultural institutes; conducting conferences, yatras and exhibitions and publication of necessary reading material, the spread of the library movement, training of librarians and social education workers; implementation of the Andhra Pradesh Public Libraries Act; establishment of branch associations and promotion of library science and Telugu language.

13.4.2 Organisational structure

The Association was originally registered under the name of 'Andhra Desa Library Association' on July 14, 1918. Later it was again registered in 1958 under the changed name of 'Andhra Pradesh Library Association.

According to the latest provisions of the Constitution of the Association, its organisation consists of a General Body and an Executive Council. All the affairs of the organisation are conducted by these two bodies with the advise of the Honorary President of the Association. The General Body elects the

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Honorary President. At present there are 4 types of membership in the Association: Honorary membership, life membership, permanent membership and ordinary membership. Individuals as well as institutions could become members of the Association.

For some time in the beginning, there were two divisions in the Association - namely the Field Workers Division and the Literary Division. The Field Workers were a devoted band of voluntary workers that carried the message of library movement to the rural areas through their lecture tours. They also played an important role in all the activities of the Association. The Literary Division encouraged the promotion of Telugu literature. The Library Field Workers later formed a separate association namely 'Andhra Desa Library Field Workers Association' in 1934, and it is still working for the cause of library movement in the State. 'Andhra Granthalaya Trust' was established in 1946. Its functions include administration of donations and construction of buildings for the library movement. A small library named 'Sarvottama Granthalayam' is maintained by the Association at its head quarters. The office of the APLA is accommodated in Shri Sarvottama Bhavanam, Patamata, Vijayawada.

13.4.3 Activities

Promotion of the movement

The Association used rural libraries for the promotion of the movement. It stimulated and enlightened the rural people through night schools and adult education classes. The Association promoted their love for knowledge and books by judiciously making use of both the traditional and the modern methods. The "Free" character of the libraries and their use as means of social education, cultural renaissance and political awakening id greatly stressed by the Association. It also encouraged the opening of children's and women's sections in libraries.

The Association conducted library pilgrimages mainly in the districts of West Godavari, Krishna and Guntur under the leadership of Iyyanki and promoted the establishment and growth of libraries in the rural areas of the State. It helped to install mobile libraries such as carts on wheels, bullock carts, bicycles and library book boxes in certain villages including Kuppam (Chittoor), Pedasanagallu (Krishna) and Jaggapuram (Visakhapatnam). Shri. Paturi Nagabhushanam, one of the pioneers of the library movement in the state, provided library service for passengers on boats during the period 1935 - 1942 by maintaining reading rooms and mobile libraries on the shuttle boat service run between Tenali and Nizampatnam (reading room only), Pidaparru and Pedavadlapudi as well as Koiluru and Pedavadlapudi in Guntur district. Another interesting feature was that the Association despatched some books and periodicals for the soldiers of Andhra Desa camped in South Africa during the Second World War period.

Library legislation and representations to government

The APLA thought that it was necessary to have legislation in our state to bring uniformity in the services and standards of various libraries of our State that were at different stages of development under various patronages. Consequently it helped the composite Madras Government to pass the Madras Public Libraries Act of 1948. The Association convened a special conference at Vijayawada under the presidentship of Shri. Gadicharla Harisarvottamrao in 1948 for discussing the provisions of

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the Bill and offering comments for its improvement. It also gave evidence before the Select Committee of the Legislature on the Bill. Thus the Association extended its support and help for the formation of the first Library Act in India.

Similarly the A P L A took keen interest in the formation of the Andhra Pradesh Public Libraries Act of 1960 by the merger of the Madras Public Libraries Act, 1948 and the Hyderabad Public Libraries Act 1955. The A P L A conducted a seminar in 1959 on the provisions of the proposed bill, gave evidence before the Select Committee of the Legislature and was also represented on the Sub-Committee that was formed for the consolidation of the bill. Through the various resolutions passed by it at different conferences and through the editorials and articles published in **'Granthalaya Sarvaswamu'** it influenced the Government in shaping the provisions of the Act. By the constant vigilance practised and the relentless efforts made by it through various representations, it achieved many tasks in our State.

Library education

The A P L A took up the responsibility of conducting training courses in librarianship from 1920 onwards. At the beginning it used to conduct two courses (1) Granthalaya Pravesika- an introductory course of thirty days duration (2) Granthalaya Visarada; a professional course of 3 months, which covered introductory lessons in Library Organisation; Library Administration; special libraries; history of Telugu literature, and social sciences. But after 1966, with the recognition of the Government it started conducting a Certificate Course in Library Science in Telugu medium. Recently it has got the permission from the Government to conduct this course in English medium also. Library organisation, library administration, reference service, bibliography, book selection, classification and cataloguing are taught. Leaders of library movement and eminent public men gave special lectures to these classes. Adult education and social extension service programmes constituted integral parts of this course. Dr. Velaga Venkatappiah was the first principal of the School of Library Science during 1966 - 68 who organised the certificate course. His role in prescribing the syllabi and preparing the textbooks of the course and setting the course on firm basis is worthy of special mention.

The School of Library Science at Vijayawada is named after 'Pathuri Nagabhushanam Granthalaya Sikshanalayam' recognising the services of Shri. Pathuri Nagabhushanam, to the Association for over five decades.

Conferences

The A P L A conducts conferences from time to time at different places, mostly in villages in the State. This gives an opportunity for the library workers to come together for exchanging their ideas and experiences in the field; to take stock of the present situation in the library field; to conduct discussions, make resolutions and plan their future programme. Seminars and exhibitions are conducted during this period and library workers are honoured for their outstanding service and achievements. These conferences help focus the attention of the public on the activities of the libraries and also stimulate the interest of the local people in books and libraries. So far the A P L A has held 36 such conferences. The last one was held at Vijayawada, 11-12 January 1992.

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Fight for intellectual freedom

The Association expressed its protest when the Nizam's Government passed restrictions in the form of 'Gasti Nishan' against the establishment of libraries and conduct of meetings. The police interference in the peaceful activities of the people and their fundamental rights were strongly denounced by the Association. Even in the Andhra region when the Madras Government proscribed the famous social novel *'Malapalli'* of Shri. Unnava Lakshminarayana, the Association strongly reacted to this punitive act by passing a resolution condemning the hasty and undemocratic decision of the Government .

Publications

The Association has a good record of publications in Telugu language both in professional literature and otherwise. *'Granthalaya Sarvaswamu'*, is the official organ of the Association in Telugu since 1915 with brief gaps during the periods 1921-1927 and 1930- 1933 . *'Sarvaswamu'*, which started its publication as a quarterly changed into a bi-monthly after two years and has continued as a monthly from the volume six onwards. The special issues of the Journal brought out on important events, including the felicitation volumes are quite informative and educative.

The Association also published some good titles on the eve of the 'Shashtipoorti Mahotsavas' of Iyyanki and Gadicharla. Proceedings of the various conferences, special issues of *'Granthalaya Sarvaswamu'* such as *'Pathuri Samsmarana Sanchika'* (1987 Nov.), *Iyyanki Satajayanti Sanchika* (V 51. N 4) and the A P L A platinum Jubilee and the Golden Jubilee Special Issues of *Granthalaya Sarvaswamu* (V 50. N 1) are also quite note worthy. The Association has brought a few publications on adult education.

Lastly, the role of the A P L A in the history of the library movement of our country is very significant. In Andhra Pradesh the history of the A P L A and the history of the library movement are one and the same. The greatest achievement of the A P L A is in making the library movement a popular people's movement in Andhra Pradesh with rural libraries as the base of their activities. Of course, the A P L A has so many firsts to its credit, for example in starting a library association, a library journal, the library services on boats and in compiling a library directory etc. A P L A provided yeoman service to the cause of libraries in the Andhra Pradesh State.

Self-Check Exercise - 3

Give a brief account of the activities of the APLA.

Note : i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

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13.5 ACADEMY OF LIBRARY SCIENCE AND DOCUMENTATION (ALSD)

The Academy of Library Science and Documentation was established on the auspicious Telugu Ugadi festival day of the year 1965, in Hyderabad. Some enthusiastic and devoted library workers, friends of the library and librarians in Hyderabad city keenly felt the need for a forum of their own, to meet at one place for the exchange of ideas and experiences, for conducting useful discussions and for keeping themselves abreast of the latest developments in their field of interest. Hence the establishment of this Academy. The Govt of Andhra Pradesh accorded recognition to the Academy.

13.5.1 Objectives of ALSD

The Academy was founded with the following objectives:

1) To provide a rallying point and a common platform for the library workers and scientists in the field to meet and exchange their views and to work for the improvement of their professional standards.

2) To strive for the recognition and status for the library profession in the society and also for the promotion of salaries, service and working conditions of the library personnel.

3) To promote advanced studies and research in the fields of library and information science and documentation by conducting training classes, publishing professional literature of high standard and establishing a library for the Academy.

4) To make available technical experience and specialist services as consultants on request to various institutions and individuals; and

5) To co-operate whole-heartedly with other sister organisations working in the same field for the betterment of library services in the country.

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13.5.2 Organisational structure

The present total membership of the Academy is about 450 from different parts of the country. The life membership on the rolls is 71. The General Body elects the Managing Committee and a president for a term of two years. The Managing committee may constitute various Sub-committees, as and when necessary to implement the programmes of the Academy. The President usually nominates the office bearers — Vice-presidents (3), General Secretary (1), Joint Secretary (1) and Treasurer of the Academy. The membership file of the Academy which used to be maintained on cards is now being maintained by a computer to enable it to be up-to-date and more flexible.

A five-member sub-committee was constituted recently to review the constitution of the Academy. The report of the committee is awaited.

13.5.3 Activities of ALSD

In order to implement their declared objectives, the Academy conducts seminars, symposia and colloquia etc. from time to time.

Conferences and seminars

The Academy has so far organized three national seminars and conferences. In 1966 it organised the 4th IASLIC Seminar at Osmania University in Hyderabad. Again in 1973 and 1981 it hosted the Indian Library Association's XX and XXVII All India Library Conferences held in Hyderabad. The Academy conducts collequias on interesting topics from time to time, to give their members a sense of participation and training in group discussions. In collaboration with the Indian Association of Special Libraries and Information Centres (IASLIC), the Academy has been conducting meetings from time to time under the name of "ALSD - IASLIC Study Circle Meetings" The topics chosen for lecturing and discussion at the meetin ; include: 'Reprographic Methods', 'Data Bank in Industry and Statistics', 'User surveys and survey techniques', 'Exchange programmes of Duplicate Literature with Special Reference to Journals' etc. Eminent librarians and information scientists from all over the world are invited by the Academy to deliver lectures on special topics.

The Academy encourages its members to share their experiences with their fellow members, to discuss special problems and to express their response and reaction to current topics through presentation of papers for discussion at the meetings of the Academy. The Academy instituted a Gold Medal with the Dept of Library Science, Osmania University which is being awarded to the best student in BLISc final examination.

Training programmes and refresher courses

The Academy conducted three intensive short term training programmes for a fortnight for working librarians. The themes selected for these courses were: Management of Information Storage and Retrieval (1971), Special Library and Information Work (1978) and Library and Information Work (1979. The Academy organized refresher courses from time to time to sharpen the skills of the library personnel and to keep them abreast of the wave front of knowledge and the state-of-art in the profession.

The Academy is publishing a newsletter. It is a bi-monthly. The Academy is also celebrating fittingly every year the A L S D Formation Day as well as the Librarian's Day. The A L S D is celebrating 12th of August, Ranganathan's birthday as the Librarian's Day.

Advisory services

The Academy with the help of young professional members organized the Sir Nizamat Zung Memorial Library. It also submitted a plan for the reorganization of the library of the Institute of Asian Studies, Hyderabad. The Academy also gave some suggestions for re-organizing the library of the Indian Institute of Economics, Hyderabad. The National Institute for Mentally Handicapped, Hyderabad (NIMH) approached the Academy for its advice and expertise to organise its library collections. The Academy had taken up the project of compiling a Directory of Libraries and Information Centres in Hyderabad and Secunderabad.

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Special projects

The Indian Council of Social Science Research, (ICSSR) Delhi sponsored a project for preparing a Union Catalogue of over 1700 Social Science periodicals available in 32 selected libraries in Andhra Pradesh. The Academy took up this project and successfully completed it in 1973. In the same way the Academy also took up the Indian National Scientific Documentation Centre (INSDOC), Delhi project of preparing a Union Catalogue of Scientific Serials. The project covers 3840 titles obtained in 51 important libraries of Hyderabad and Secunderabad. This Union Catalogue was published in 1975. These two catalogues serve the needs of research scholars to a great extent. Within a short span of about 25 years, the Academy grew from strength to strength and is bringing credit to the library profession in Andhra Pradesh.

Self-Check Exercise - 4

What are the Objectives of A L S D?

Note: i) Write your answer in the space given below

ii) Compare your answer with the model answer given at the end of this unit.

13.6 SUMMING UP

The library associations are the pioneers of the library movement in many countries. They boost the morale of the profession and help them maintain high standards of service. They serve as an interface between the profession and the Govt., and also between the profession and the society. They help spread library message amongst the public. The aims and objectives various activities, programmes and publications of the ILA, the IASLIC, the APLA and the ALSD are dealt with briefly in this unit. The ILA is the premier national library association in India representing the whole library profession and working for the development of library movement in the country. IASLIC caters to the needs of special libraries and librarianship. The APLA is the association at the state level working for the promotion of library movement in the State. ALSD is also striving hard to boost the morale of their library profession in the country.

The organisational structures, membership patterns, publications, consultancy services, relation with other professional bodies and professional activities of these four associations are described in the unit.

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13.7 MODEL ANSWERS

1. Main activities and programmes of the ILA are -

   (a) Promotion of library services and the cause of library movement in our country.
   (b) Improvement of the status, salary and working conditions of library personnel.
   (c) Fostering library legislation and library education including continuing education programmes in the country.
   (d) Conducting conferences, meetings and seminars.
   (e) Helping to celebrate National Library Week in the country in a befitting manner.
   (f) Interaction with the government and rapport with the society
   (g) Maintenance of cordial relations with other allied associations at national and international levels.
   (h) Publication of *ILA Bulletin, ILA News Letter,* conference proceedings, Annual reports etc.,
   (i) Consultancy projects.

2. The four major objectives of IASLIC are:

   (a) Acting as a centre for information on scientific, technical and other fields.
   (b) Co-ordination of the activities of special libraries and fostering of mutual co-operation amongst special libraries, research institutions, learned societies etc.,
   (c) Improvement of the technical efficiency of workers in special libraries and information centres.
   (d) Conducting of biennial seminars and conferences in alternate years.

3. An account of the activities of APLA:

   (a) Promotion of the library movement in the rural areas.
   (b) Conduct of library pilgrimages, vasantotsavas for spread of library message in the rural areas and the establishment of libraries in the rural areas.
   (c) Promotion of library legislation in the State.
   (d) Conduction of library training courses and adult education classes.
   (e) Launching of *'Grandhalaya Sarvasmu'* in 1915 as an official organ of the Association.
   (f) Conducting of library conferences, meetings and exhibitions.
   (g) Fight for intellectual freedom by protesting against 'Gasti Nishan', the Nizam Government's orders prohibiting the establishment of libraries.
   (h) Bringing out various publications like, *'Granthalaya Pragati'* (4 parts), *'Sarvathama Jeevitamu'* etc.

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4. Objectives of A L S D

(a) Provision of a forum for library workers and library scientists in the field to meet and exchange their ideas and experiences.
(b) Striving for the promotion of salaries, working conditions, and welfare of library personnel.
(c) Promotion of advanced studies and research in library and information sciences.
(d) Publication of professional literature of high standard.
(e) Provision of consulting services on technical matters in the information field on request.
(f) Co-operation with other sister organisations in the work for the betterment of library services in the country.

13.8 ASSIGNMENT

Write notes on the following:

1) The role played by the I L A for the promotion of library movement in India.
2) Role of the A P L A in the growth of Library movement in Andhra Pradesh.
3) Promotion of Library legislation and adult education activities of the A P L A in the state.
4) Name the important objectives of IASLIC and mention a few of its publications.
5) The objectives of the A L S D along with an account of the special projects undertaken by it on behalf of the national organisations.

13.9 RECOMMENDED BOOKS

1. Banerjee, S B (ed): **Perspective, Performance, Promise-Iaslic Silver Jubilee,** 1980 commemorative volume. Calcutta: IASLIC, 1980.
2. **Fifty years of Indian Library Association** (1933-1983). Delhi: I L A, 1983.
3. Narayanarao, and Ramachandrarao, T : **Rise and Growth of the Public Library Movement in India.** Eluru : Iyyanki Library Awards Committee, 1981.
4. Sarada, K : **Andhra Pradesh Library Association.** Waltair: A U Press, 1978.
5. Venkatappaiah, V: **Indian Library Legislation.** 2 Vols. New Delhi : Daya Publishing House, 1990.
6. Vijayakumar, P: **Library Literature in Telugu** (1915-1981); edited by Dr. V Venkatappaiah, Guntur: the author, 1981.

13.10 GLOSSARY

Association	:	A group of people that have come together for a common purpose.
Interaction	:	Co-operation so as to communicate with each other.
Official Organ	:	A journal, newspaper or any other publication used as a means for communicating the views of a particular or special group.
Profession	:	A body of persons engaged in a paid occupation especially one that requires advanced education and training.
Study Circle	:	A group of people sharing an interest or activity.

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UNIT - 14: ROLE OF PROFESSIONAL ASSOCIATIONS IN OTHER COUNTRIES : ALA, LA, SLA, ASLIB.

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14.5 Association for Information Management (ASLIB)
14.5.1 Objectives
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14.0 AIMS AND OBJECTIVES

This Unit aims at introducing you some of the important professional associations in other countries, both general and special.

After studying this unit, you should be able to explain the objectives, organisational structure, activities and programmes and publications of ALA and SLA (USA), and LA and ASLIB (UK).

14.1 INTRODUCTION

The library associations play an important role in the growth of library movement of any country. The American Library Association and the Library Association of U.K are the largest and the oldest library associations existing in the world today. In the field of special librarianship also the Special Library Association (SLA) of the USA is the oldest association existing in the world today.

These associations bring together the library professionals, offer them a forum for inter-communication of ideas and help promote professionalism amongst them. They promote library consciousness amongst the public, interact with both the society and the Government for furthering the course of library movement. They conduct research in the library and information field, help establish library schools and strive for better standards in library services. In short that these associations work relentlessly for the improvement of the lot of library professionals in the country. They also mobilise public opinion for the healthy development of library services and ultimately through them work for the development of human resources.

All these associations viz., ALA, LA, SLA and ASLIB have made good names for themselves in their countries and abroad. They have established good traditions in their countries in field of library and information science and boosted the image of the profession in the society.

14.2 THE AMERICAN LIBRARY ASSOCIATION (ALA)

The American Library Association, the oldest and largest in the world was formed on October 6, 1876 founded by Melvil Dewey with its head quarters at Chicago. It aims at bringing the libraries closer to the people and promote the library interests of the country. It seeks to improve the quality and effectiveness of library services by encouraging better access to reading material and user-oriented life-long library services without any censorship. It also aims to improve the professional standards of librarians and create goodwill amongst them. The motto of the ALA is **'the best reading for the greatest number at the least cost'.** Justin Winsor and Melvil Dewey were the first President and the Secretary of the ALA respectively. It was incorporated under the laws of Massachusetts on the 10th of December 1879. It has an abiding faith in spreading the ideas of intellectual freedom. The Association advocates free access to reading materials.

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14.2.1 Organisational Structure

ALA has a liberal policy of admitting both professional and lay members into its fold without any geographical barriers. There are 4 types of membership - Personal, Charter, Organisation and Special Memberships. It started with a membership of 103 which is now nearly 41,000. The three important organs of the ALA organisation are the General Body, the Council and the Executive Board. The General Body elects a President, a Secretary and other office - bearers. While the elected Council acts as a governing body, the Executive Board is entrusted with the management of the affairs of the Association. The Council meets twice a year and the Board meets four times or even more as required. ALA functions through 56 chapters, 13 Divisions, a number of Committees and Round Tables serving the various needs of libraries and librarianship in the country. There are many activist groups in the ALA such as the Social Responsibilities Round Table, the Feminist Task Force and Black Caucus working for the benefit of special categories of people.

The headquarters of the ALA is situated in Chicago. **The Library Journal** served the ALA as an official organ till 1906. **'ALA Bulletin'** had succeeded it, which in turn was succeeded by **American Libraries** in 1970.

14.2.2 Activities of ALA

Legislation

The ALA promoted library legislation both at the state and national level to improve the quality of library service in the country. It succeeded in getting passed Library Services Act of 1956 which gave an impetus for the development of public libraries in rural areas. This Act was amended in 1964 and called the Library Services and Construction Act. ALA opened a Federal Office in Washington in 1946 to attend to the matters of legislation concerning the library profession. Through its various activities, it helps the general public and the professional people to understand correctly the letter and spirit of the various laws and statutes that are of common interest to them. It clarifies the issues arising from library legislation.

The Library Bill of Rights approved by the ALA Council in 1948 preserves the intellectual freedom of citizen to read whatever he wants and form his own judgement without any censorship. It protects the freedom of libraries in selecting its own books. ALA further promoted legislation dealing with postal rates, copy right and funds to library services.

Library Education and professional Training

In the USA unlike in England, the ALA is only an accreditation agency of library schools in the country and does not conduct examinations and award degrees. The Committee on accreditation formed by it promotes the growth of library education and stipulates standards for library schools. The ALA Board of Education for Librarianship upgraded the deserving library schools in the country to graduate schools affiliating them to the universities as full-fledged departments. It also undertakes many confining education programmes.

The A L A gave assistance for the establishment of library schools and the development of library education, to many institutions including the Keio Library School (Tokyo), University of Ankara, National Taiwan University, University of the Philippines and the University of Delhi. It helped build the bookstock of the University of Brasilia and the Social Science library at the University of Rangoon.

Conferences, meetings, etc.

The Association organises Winter conferences and Annual Conferences regularly, in addition to the number of seminars and meetings conducted by it at various places through out the country. The 109th Annual Conference of ALA was held at Chicago during June 23-28, 1990. About 20,000 librarians attended the event. The ALA and its 22 affiliate organizations have decided to hold the White House Conference on Library and Information Services (WHCLIS) during July 9-13, 1991 in Washington, D.C.

International Relations

The ALA works as a clearing house for information on international library affairs. At the international level, it gave full support to bodies like the I F L A, the F I D, the UNESCO, and the LA in their activities. It aided the Vatican Library in revising its cataloguing methods. In co-operation with the LA, the Library of Congress and the Canadian Library Association, it brought out the Anglo-American Cataloguing Rules (AACR I and II) 1967 and 1978. During the two world wars it started the

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'Books for Soldiers' and 'Victory Book' campaigns and supplied books for American soldiers and sailors in whatever war front they were.

The A L A helps in the establishment and development of library schools all over the world. It assists the third world countries for the allround development of their library services. Its International Relations Sub Committee is entrusted with the job of attending to matters on international co-operation and assistance.

It recruits staff for overseas assignment and also for consultation and advice services. On the request from granting agencies, it selects persons and institutions of merit and accomplishment, for professional assignments to different parts of the world.

Other Activities

Standards: It has approved standards for services of all types of libraries. There is no legal sanction or authority behind these standards. But they serve the profession and the governmental bodies as a yardstick to measure and estimate the quality of services offered by various libraries in the country. They also help the profession to strive for excellence and better performance in their jobs.

Research: That ALA encourages research in library field at all levels by making available large grants for this purpose. The Library Technology Programme (LPT) started by it explores the ways and means by which modern technology and latest scientific management principles can be used for improving the library services and operations and publishes the results of its research in *Library Technology Reports* for the benefit of the profession.

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Notable, Book Council : The Notable Book Council of ALA announces its Notable, Books every year intending to call attention to Books published during the year which are significant additions to the world of books.

Awards: The ALA awards medals, scholarships, prizes and citations for distinguished service rendered to the profession, for outstanding professional literature published and for creative research in the library field. The ALA Awards Committee gives away these prizes usually at the Annual Conferences. ALA organizes two conferences every year. The following are a few important Awards and Medals instituted by the ALA:

1) John Cotton Dana Publicity Award.
2) Clarance Day Award (for promoting love of books and reading.)
3) Melvil Dewey Award (for creative professional achievement)
4) E.P. Dutton - John McRae Award (advanced study for serving the needs of culturally deprived children.)
5) Ralph R Shaw Memorial Award (Monetary awards to individuals from Hawaii and the Pacific area for further education)
6) The Bessie Moore Award (for excellence in library service to the aging population).

Dr. S.R.Ranganathan received the Margaret Mann Citation for the year 1970 for his outstanding achievements in the field of cataloguing and classification.

Publications

The ALA contribution to world library literature through its publications is quite note-worthy. It brought out more than 2000 titles covering various branches of library and information science and issues about 26 periodicals, *Annual Membership Directory* and proceedings of the annual conferences.

The following are a few of its important publications:

1) *American Library Pioneer Series.*
2) *ALA Catalog Rules, 1949* and *AACR I and II.*
3) E.H. Thompson's *ALA Glossary of Library Terms.*
4) *American Library Laws,* and
5) *First Freedom, Library and Justice in the world of Books and Reading.*

Some important periodicals published by the ALA are: **1) The Book List** (23 p.a.); **2) College and Research Libraries; 3) ALA Hand-book of Organisations and Membership Directory** (annual) **4) Reference Quarterly (R.Q); 5) Library Technology Reports** (6 p.a.); 6) **American Libraries** (11 p.a.) 7) **Washington News Letter** (irreg).

Self-Check Exercise - 1

Mention the various important activities of the ALA.

Note: i) Write your answer in the space given below.
ii) Compare your answer with the model answer given at the end of this unit.

14.3 THE LIBRARY ASSOCIATION (LA)

The Library Association of the United Kingdom (LAUK) was founded at the first international conference of Librarians in London on 5th October, 1877, under the presidentship of Mr.John Winter Jones. The motto of the Association is **'The thoughts of men are commonwealth'.** The aim of the Association is to unite all persons engaged in the library field and work for establishment of better standards in the profession. It seeks to promote the establishment of libraries and better their administration. It also aims to better the lot of librarians.

In the early years of its formation it had a good backing from the academic and research libraries. By 1920's there was a change in emphasis and it became largely concerned with public librarianship. The Library Association of the United Kingdom was renamed the Library Association (LA) in 1896.

The objectives of the L A are to unite all librarians on a common platform through conferences and meetings, to promote library legislation and public libraries, to conduct professional training programmes and examinations and to work for the improvement of the status and salaries of librarians.

14.3.1 Organisational structure

The membership of the LA is open to all persons and institutions of the world. There are three types of members - Librarians, Students and Laymen - in the organisation. Their subscription rates also depend on their incomes. After receiving the Royal Charter on 17th February, 1898 the character of the Association changed from that of a learned and liberal nature to a professional one.

The Library Association is governed by a 60 - strong Council. All these members of the Council are elected. The council is advised in its working and activities by the following four main committees: Executive Co-ordinating, General purposes, Library services and Professional Development and Education. There are 12 Regional Branches and 18 Groups. These groups represent specialist interests such as rare books, library education and youth libraries etc. Its membership was only 240 in 1880. But it went up to nearly 24,000 in 1977, the centenary year of its birth. It turned out into a fully professional association in 1962 after the passing of new bye-laws.

14.3.2 Activities of the LA

Surveys and Legislation

The L A conducted many surveys of the existing public library system of England at various times. The most important one being that conducted by the Honorary Secretary of L A, Mr. Lionel R. McColvin over the post-war conditions of the existing library services obtained in Great Britain, under the title *" The Public Library System of Great Britain: Report on its present condition with proposals for post-war reconstruction, 1942"*. It also published a survey of library services obtained in Commonwealth Countries under the title *"Libraries in the Commonwealth"*.

The Association promoted legislation dealing with public libraries. The Public Libraries Act of 1892 was passed with its help. It also assisted in passing the Public Libraries Act of 1919 which removed the penny-rate limitation and allowed establishment of country libraries in England and Wales. The L A prepared and submitted suggestions for the revision of the bye-laws of the Public Libraries and Museums Act of 1964, Whenever the occasion arises it clarifies the issues arising out of library legislation in the country.

The prestigious British National Bibliography was started in the year 1950, only through the encouragement and help of the Library Association. It helped in the formation of the British Library in 1973. It promotes inter-library co-operation and offers consultation services.

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Implementation of Standards

As a true professional body it encourages high standards of service to readers, adopted an ethical code of very high standards for its members. It also devises and implements standards for all types of libraries in their various activities. The LA also works for the betterment of salaries and service conditions of all kinds of librarians in whatever organisation they are working. It holds annual conferences regularly. It evolved a code of ethics for librarians.

Library Education

At the end of the World War II, it took up the responsibility of conducting a refresher course of short duration for those library personnel that served their country during the War period by joining the defence forces. The LA took up the education and training of librarians as early as 1880. With its own syllabus and library schools. It conducts 'National Examination' and awards certificates and maintains its own register of Chartered Librarians. The Associateship of the Library Association (ALA) and the Fellowship of the Association (FLA) command respect and earn high positions. It maintains professional register of Fellows and Associates. At present there are more than 16 Library Schools as departments of various British Universities which cater to the education and training needs of the profession. The professional development and Education Committee of the LA looks into the affairs of Library Education and training. The LA still runs shortterm practical courses and keeps itself in touch with the Association of British Library and Information Science Schools (ABLISS). It also helps library research and works with the British Library and the ASLIB in different research projects.

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Assistance to the Commonwealth countries

Even before the formation for the Commonwealth, the LA was active in developing libraries in its colonies and dominions. In 1961 it conducted a survey of the existing library services in the Commonwealth. Subsequent to the report of the survey, the Leverhulme Trust agreed to institute three scholarships for library science students of the Commonwealth Countries and the Calouste Gulbenkian Foundation offered to cover the cost of appointing a Lecturer in librarianship to the University of Malaya at Kaula Lampur for a couple of years. The LA helps the British Council in implementing their programmes in the developing countries. The LA helped to establish the Commonwealth Library Association '(COMLA) at Lagos (Nigeria) by convening a conference of 21 delegates from countries outside Great Britain at the request of the Commonwealth Foundation.

Advice to British Government and Consultancy services

The LA helped to form regional library system in Great Britain and through it promoted interlibrary co-operation amongst different libraries of a region. It persuaded the Government to place library service and education under one and the same authority in England, Wales and North Ireland. Based on the Dainton Committee recommendations of National Libraries, it assisted the Government in the establishment of the British Library in July, 1973 and handed over its own library to it. The Government of Great Britain including their Members of Parliament consult the LA on all library matters.

Centenary Celebrations

The centenary celebrations of the LA were conducted in London from 3rd to 6th October in 1977. On that eve the Queen of England agreed to be the Patron of the Association. The Annual General Meeting and a Trade Exhibition were also included in the celebrations. The themes of the celebration programmes were the past achievement, present situation and future possibilities of the LA and the British Librarianship.

International Activities

The International Relations Sub-Committee of the LA looks after and attends to its international relations. The Committee reviews the Association's international policy from time to time, co-ordinates the international policies of its branches and co-operates with other international organisations like the British Council, the UNESCO, the IFLA, etc., in promoting the international library policy. The Committee also promotes exchange of library personnel and the programmes of internship for professionals in developing countries.

The LA conducts international exhibitions in co-operation with other Associations. It always attends to the requests from many international organisations for conducting seminars and conferences on their behalf. For example the five day 'Seminar on International Lending' held in Banbury (Oxfordshire) in 1973 was conducted by the Library Association on behalf of the British Council. Similarly in 1975 also the LA organised a 'Workshop on Educational Methods for Information Students' at Harrogate and Slaugham (Sussex) for twelve days on behalf of the Commission of the European Community.

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Cultural Exchange Programmes and Study Tours

The LA played a leading role in organising a number of study tours and cultural exchange programmes. There has been a regular flow of library science students and librarians from different countries of the world including Soviet Russia to Great Britain under the programmes sponsored by the LA with the assistance and grants from various sources.

Important Publications and Medals

The following are some of the important publications of L A:

Books :

1. *History of Public Libraries in Great Britain*, 1845-1965 (published in 1973).
2. *From Prince to Pleasure in Reading* by M.Thwaite (first ed.1963)
3. *Walford's Guide to Reference Materials.*
4. *Anglo-American Cataloguing Rules* (I and II) 1967 and 1978.
5. *Library Association Yearbook: History of the Library Association 1877-1977* by WA Munford.

Periodicals :

1) *Applied Social Science Index and Abstracts* (Bi-weekly)
2) *Library Association Record* (monthly)
3) *British Technology index* (monthly)
4) *Library and Information Science Abstracts* (bi-monthly)
5) *British Humanities Index* (Quarterly)
6) *Journal of Librarianship* (Quarterly)
7) *Current Research in Library and Information Science* (3 issues).

In recognition and appreciation of the outstanding original work or service rendered by persons in the library profession and the illustrators of children's books, many medals are instituted and awarded by the L A including the following:

1) L A Carnegie Medal (for best children's book)
2) L A Kate Greenaway Medal (for best illustrated children's book)
3) L A Wheatley Medal (for an outstanding index)
4) L A Besterman Medal (for outstanding bibliography): and
5) L A McColvin Medal (for an outstanding reference book)

Self-Check Exercise - 2

Briefly mention some of the important activities of the L.A.

Note: i) Write your answer in the space given below.
ii) Compare your answer with the model answer give at the end of this unit.

14.4 SPECIAL LIBRARY ASSOCIATION (SLA)

There are several professional organizations that promoted the development of special librarianship in the world. Out of them the Special Library Association established in the USA in 1909 is the oldest association. It is a 'not for-profit corporation' with the slogan 'putting knowledge to work'. At the Annual Meeting held in 1974, a number of changes were made in the bye-laws of the Association. The full name is now "The Special Libraries Association, Inc.". In 1985 its headquarters have been shifted to Washington, D.C.

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SLA was established on July 2, 1909 during the annual conference of the American Library Association held at Bretton woods (New Hampshire) mostly in the initiative of John Cotton Dana. Dana, himself being a public librarian, put in a lot of efforts to develop special library collection for the use of business community in the public libraries and also encouraged their use. His work with a specific group of users made him think of establishing a separate professional association of the special librarians to promote the cause of special librainship.

14.4.1 Objectives of SLA

Its organizations having a professional, scientific or technical interest in library and information science, especially as these are applied in the recording, retrieval and dissemination of knowledge and information in areas such as physical, biological technical and social sciences, the humanities, and business; and to promote and improve the communication, dissemination and use of such information and knowledge for the benefit of libraries or other educational organizations" (From W.A. Munford's - *A History of the library Associations,* 1877-1977). In other words, its objective is' to for promote the interests of commercial, industrial, technical, civil, municipal and legislative libraries and those of special departments of public libraries, universities, welfare organization and business organizations'.

14.4.2 Organizational Structure

It is a professional association consisting of about 12,000 members. The activities of SLA are decentralised and conducted by Chapters and Divisions. USA being a large country with a federal structure, the Chapters (about 54) are organised on a regional bais. The Chapters encourage the frequent interaction of members in the same geographical area. The Divisions (about 29) were originally considered to represent subject interests (e.g. Pharmaceutical Division, Social Science Division, Science-Technology Division). As they now exist, in addition, some divisions represent formats by which information is handled, some represent techniques (e.g. Information Technology Division), and still others represent types of employers (e.g. Newspaper Division). Each Chapter and Division has its own office and committees to conduct its business. At the apex there are the Chapter Cabinet and the Division Cabinet. The Chairmen of these cabinets are represented on the Board of Directors who conduct the activities at the national level. The Board consists of a President, a Treasurer, and Chapter Cabinet Chairman, a Division Cabinet Chairman, and 10 Directors (including Past-Presidents and Cabinet Chairmen). The Office bearers and the directors are elected by members of the SLA. The Board is assisted by a number of SLA Committees, e.g., Annual Conference Program Committee, Consultation Service Committee, Finance Committee, Scholarship etc.

14.4.3 Activities

The four major activities of SLA are: (a) conducting of Annual Conference at the national level, (b) conducting programmes of continuing education for professional development, (c) Publications, (d) SLA Awards for distinguished professionals. SLA introduced computerised study programmes during the 1988 Annual Conference in Denever, Co. This was developed for progressionals who prefer the convenience of learning at home or in the office and for members who are unable to attend the meetings and conferences. SLA formed a Legislative Platform at the 1988 January Winter Meeting in

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Williamsburg to encourage the enactment of legislation which advances library and information services in the public and private sectors.

Conferences

The annual conference is a very big affair of the SLA. The programmes of each conference include (i) presentation of papers and discussions (General Session) relating to the conference theme (e.g., the 1985 Conference theme was 'The Information Specialist—a Bridge to the New Communications'. The 1986 Conference discussed "Execellence in the World of Information," (ii) professional development programmes and (iii) exhibition of books, information products and equipment. The 81st SLA Conference was held at Pittsburgh during June 9-14, 1990. The "Information Professional: An unparalleled Resource" was the theme of the conference.

Besides the general sessions dealing with the Conference theme, the Divisions also organise their programmes which include educational sessions covering areas of special interest to the Division concerned.

Continuing Education for Professional Development

SLA's Continuing Education Programme is designed to meet the changing needs of information specialists by preparing them for new duties and responsibilities in such areas as management, communications, library automation techniques and information technologies. The continuing education programme also includes Management Institute Certificate Programme. The objectives of the Certificate Programme include:

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- Developing the skills and tools of management;
- Sharpening decision-making skills;
- Providing practical training in specific areas of management;
- Helping participants to understand organisational behaviour, including the relationships of various departments to one another and their relationship to the corporate entity;
- Stimulating new ideas through interaction among participants representing a variety of organizational structures.

Since 1982 SLA is running a 5- Unit programme called Middle Management Institute (MMI), to bridge the educational gap between the library schools and the requirements of a middle level position in library information management.

Publications

Publication of professional literature is another major function of the SLA. Its important periodicals are listed below.

Periodicals : 1. *Specialist* (M)

2. *Special libraries* (Q)

3. *Who's who in special Libraries* (A)

SLA Awards

SLA operates nine awards, viz.,

1) Hall of Fame Awards,
2) SLA John Cotton Dana Award,
3) Professional Award,
4) SLA President's Award,
5) H.W. Wilson Award,
6) Leadership Award,
7) Plenum Publishing Award
8) Affirmative Action Award
9) SLA P.R. Award

The Awards are given every year to distinguished library and information specialists in recognition of their contributions towards the cause of special librarianship.

Self-Check Exercise - 3

List a few important periodicals published by the SL;A along with its three well-known awards.

Note: i) Write answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

14.5 THE ASSOCIATION FOR INFORMATION MANAGEMENT (ASLIB)

Aslib, established in 1924, owes its existence largely to the initiatives taken by the metallurgists. After the first world war, the metallurgical industries showed great concern for the systematic use of scientific and technical literature for industrial purposes. An exploratory conference held at Hertfordshire "to examine the feasibility of the establishment of a new association with the avowed objective of facilitating the coordination and systematic use of sources of knowledge and information in all public affairs and in industry and commerce and in all arts and sciences." Thus the Association of Special Libraries and Information Bureaux (abbreviated as A.S.L.I.B) came into existence in 1924. In 1948, the British Society for International Bibliography was merged with the Association and a new organisation

was formed in 1949 with the registered title of Aslib. Later the association assumed a new role and dimension and extended its activities in tune with the expanding dimensions of the library and information science and service. Currently this organisation is known as the 'Association for Information Management', but yet it continues to use the old acronym ASLIB.

Although primarily a British organisation, unlike many other associations it has an international character — the membership being spread over about 70 countries.

Aslib has been instrumental in highlighting the importance of information in all spheres of national activities particularly those relating to post-World War II reconstruction of the national economy. It obtained the recognition of Government as a research association. Aslib paved the way for the creation of the Office of Scientific and Technical Information (OSTI) in the Department of Education and Science. OSTI was responsible for the promotion of scientific and technical information activities and provided financial support for research in relevant areas. Now OSTI is absorbed into the Research and Development Department of the British Library.

Over a period, Aslib has been providing a wide range of services to member organisations. According to the new development plan adopted in 1985, Aslib had decided to concentrate its efforts in three core business areas: (a) Information services; (b) Publication; and (c) Professional development. There were two major changes in its Research and Consultancy Departments. It withdrew from the research field by the end of 1986 and operated the consultancy service department as an independent unit.

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14.5.1 Objectives of ASLIB

It aims "to facilitate the co-ordination and systematic use of sources of knowledge and information in all public affairs and in industry and commerce and in all the arts and sciences". Through effective information management it wants to enrich the social, economical cultural life of the community.

14.5.2 Organisational Structure

ASLIB has geographical branches in Scotland, the North of England and the Midlands. Its membership extends to over 80 countries. The number of members is over 2,500.

14.5.2 Organisational Structure

ASLIB has geographical branches in Scotland, the North of England and the Midlands. Its membership extends to over 80 countries. The number of members is over 2,500.

Its membership includes special libraries, public, academic and national libraries, professional and learned societies, publishers, data bases and quite a number of individuals also. The two main components of this organisation 1) Subject groups and 2) Technique groups cover most of its activities. Subject groups have been formed in biology, chemistry and chemical engineering, computers, economics, electronics, engineering, social sciences and transport. The Technique groups cover translations, informatics and computer application.

14.5.3 Activities

Information Services

The information services would also be reorganised to offer a higher level of practical advice and information to its members. The new information resources centres, besides offering a basic referral service, would advise the members on practical issues of information management in the following key areas:

- online information retrieval methods and systems.
- library automation
- networking, including local area networks.
- software for library and information retrieval applications.
- modern library/information resource management.

With the increase in the number of publicly accessible (computerised) online databases (e.g. as against about 600 in 1979, the number in 1985 is estimated at 2,400), a need was felt to provide information about the databases. In 1979 Aslib established its online information centre to provide enquiry service concerning the availability of data bases on specific subjects, coverage of data, search strategy, and equipment and telecommunications. The Centre publishes a monthly newsletter. All subscribers to the newsletter have acess to enquiry service at no additional cost. The Centre has now stopped the online searching service.

There are about 20,000 volumes in the ASLIB library. Most of these books are related to information science and documentation. Aslib also provides photocopy service both to members and non-members. It keeps a register of specialist translators. Also maintain an index of articles on scientific and technical subjects translated into English.

Professional Development Programmes

One of the major activities of Aslib is to organise short term courses and training programmes for both members and non-members. During 1985, it offered 21 programmes (the total number including repetitions is 37) covering a wide variety of topics, eg., Essential Skills in Library and Information work, Use of Computers (5 courses), Acquisition (2 Courses), Information sources (2 courses), Reference Work, Universal Decimal Classification and Thesaurus Construction. The training programmes have earned good recognition and are of much practical value.

Conferences and Seminars

Aslib and its various specialist groups regularly organise conferences, seminars and professional meetings to discuss issues confronting the library and information specialists. Besides, each annual conference of Aslib takes up a specific theme for deliberations. Aslib sponsored a significant conference of world-wide interest (Info 85) held during 16-19 September, 1985 jointly with the Library Association, Institute of Information Scientists, Society of Archivists and the Standing Conference of National and University Libraries. The theme of the conference' Info 85' was 'Using Knowledge to Shape the Future'.

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The papers presented in the conferences and seminars are published in Aslib Proceedings.

Publications

As regards publication activities, Aslib had made significant contribution to the library and information science literature both in respect of conventional library and information systems and services and advanced information. e.g., Aslib's *Handbook of Special Librarianship and Information Work* (5th edition, 1985) is a widely used guide for the development of library and information services.

Two other significant guides are : (i) *Creating an Information Service* by Sylvia P. Webb (1985) which presents a step-by-step approach to the considerations and problems likely to be involved in setting up a library or information service in organisations; and (ii) *The Translator's Handbook*, edited by C. Picken (1984) which is considered the best introduction to the translation that is available to the profession.

On the other hand, Aslib's publications also include highly specialised books like *'Intelligent Information Retrieval'*, edited by Kelvin P. Jones (1984) which deals with artificial intelligence — the most advanced application of the computer technology for information.

Aslib also brings out several serial publications, e.g.

(a) **Journal of Documentation** (1945+) - a scholarly, quarterly professional journal.
(b) **Aslib Book list (Monthly)**
(c) **Aslib Proceedings (1949+)** - monthly journal which publishes papers presented in Aslib sponsored seminars and conferences.
(d) **Aslib Information** (Monthly)
(e) **Program-Automated Library and information systems** (1966) a quarterly journal.
(f) **Forth coming International Scientific and Technical conferences** (quarterly)
(g) **Aslib Newsletter** (1973) - a monthly newsletter which reports aslib activities.
(h) **Program :** News of computers in libraries (quarterly)
(i) **Current Awareness Bulletin** (1984) - a monthly review of information management literature.
(j) **Online Note** - a monthly newsletter of ASLIB's online Information Centre.
(k) **Technical translation Bulletin** (three issues per annum)
(l) **Netlink** (1984 -) - a bimonthly journal dealing with local area network.
(m) **Index to Theses (Annual)**

There has been a significant change in the objectives as well as the activities of ASLIB of late. Its conventional, promotional and co-ordination role in the field of special librarianship is becoming less and less significant and its new role in the field of information management is assuming gradual importance. It has good reputation and quite a good record of service in the field of special librarianship and it is sure to play its due role and hold her own in the UK and elsewhere in the field of special librarianship.

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Self-Check Exercise - 4

Give an account of the aims and objectives of ASLIB and its activities briefly.

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

14.6 SUMMING UP

Library associations are professional bodies in the field of library and information science. They instill comradeship amongst its members and enthuse them for doing self-less public service. These associations not only build up library consciousness and library movement in the country but also bolster the morale of the profession.

We have dealt with the following aspects of ALA, LA, SLA and ASLIB in this unit:

(a) Genesis

(b) Aims, Objectives and role

(c) Organisation and Membership

(d) Surveys, legislative activities, information services, education programmes, consultancy services, relations with other associations both national and international, publications, awards etc.,

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These associations have served their respective well. They have contributed for the promotion of library services and libraries in their respective countries. They serve as a model to emulate for other associations in the world in the days to come.

14.7 MODEL ANSWERS

1. Important Activities of the ALA:

(a) Promotes library legislation. It succeeded in getting passed the library services Act of 1956.

(b) Works for the establishment and development of library schools and institutions. It is the accreditation agency of library schools.

(c) Promotes standardisation of library procedures, techniques and services.

(d) Encourages research in the library field at various levels by giving grants.

(e) Works in close co-operation with the international associations like FID, IFLA etc., in their activities.

(f) It encourages the working professionals and eminent library and information scientists for

their outstanding contribution to the library field by instituting several awards such as Melvil Dewey and John Coton Dana awards.

2. Some important activities of the Library Association:

(a) It holds annual conferences and meetings regularly, conducts surveys of the public library system obtained in England from time to time.

(b) Advocates high standards of library service. It framed a code of conduct for the library personnel.

(c) Promotes library legislation. It helped in the passing of the Public libraries Act of 1892, and the Public Libraries Act of 1919 etc.,

(d) Promotes library education and training. Gives a hand to the continuing education programmes and helps to maintain high standards of education.

(e) Gives advice to the British Government on all matters concerning libraries and library service.

(f) Co-operates with UNESCO, IFLA and FID at the international level in implementing their programmes. Helped in the formation of COMLA.

(g) Plays a leading role in organising study tours and cultural programmes abroad.

(h) Brights out various important publications eg. **Walford's Guide to Reference Materials, 'Library Association Record'** etc.,

3. Important periodicals and books published by SLA along with its awards.

(a) **Periodicals:** 1. **Special Libraries (Q),** 2. **Specialist** (M) 3. **Who is who in Special libraries**

(b) **Books:** (1) **The Library-An Introduction for library Assistants** (2) **Special Librarian as a supervisor or Middle Manager** by M.J.Nailey (3) **Preservation of library materialised ,** ed by J.R.Russell. (4) **Librarian's Guide to Personal Development** by V.Noble (5) **Special Libraries and Information Centres-An introductory text** by Ellis Mount.

(c) **Reference Books:**

(1) **Directory of Business and Financial Services.**
(2) **Guide to special Issues and Indexes of periodicals**
(3) **Map collections in the United States and Canada - A Directory**

(d) **Awards:**

1. Hall of Fame Awards, 2. SLA John Cotton Dana Award, 3. Professional Award, 4. SLA president Award, 5. H.W. Wilson Award, 6. Leadership Award, 7. Plenum Publishing Award, 8. Affirmative action Award, and 9. SLA P.R. Award.

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Aims and Objectives :

1. to enrich the social, economic and cultural life of the community through effective information management

2. to facilitate and co-ordinate the effective and systematic use of sources of information for the benefit of society.

Activities :

a) It offers information services to its members and gives practical advice on information management.
b) Maintains a register of specialist translators.
c) Holds annual conferences, seminars, study circles and meetings regularly.
(d) Conducts short term courses and training programmes.
(e) Brings out an impressive array of publications such as — 1) **ASLIB Proceedings** (M) 2) **ASLIB's Handbook of Special librarianship and Information work** etc.,

4. Aims and objectives and the activities of ASLIB

14.8 ASSIGNMENT

1) Give an account of the publications of the ALA along with its awards.
2) List out the publications and important medals of the library Association.
3) Briefly sketch out the role and activities of the SLA in the USA.
4) Write a note on the publication activities of the ASLIB.

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14.9 RECOMMENDED BOOKS

1) Halsam, D.D. : The Library Association. **In Encyclopedia of library and information sciences,** Vol 15. New York: Marcel Deker, 1975 (p. 312-337)

2) Harrod, L.M. : **Harrod's Librarians' Glossary** 5th ed. Alder-shot: Gower, 1984.

3) **Herald of Library Science** (British Librarianship number) Vol 16, N4. October.1977

4) Krishan Kumar : **Library Organization.** New Delhi: Vikas. 1987. (p. 216-219)

5) **Library and Society** (Block-5) Prepared by K.A.Issac and others. New Delhi: IGNOU,1989.

6) Munford, W.A: The American Library Association and the Library Association: Retrospect: Problems and prospects **In Advances in librarianship** Vol7. New York: Academic Press, 1977. (p. 145-176)

7) Stevenson, Grace T: American Library Association. **In Encyclopedia of Library and information Sciences,** Vol1, New York : Marcel Dekar, 1974. (p. 403-407).

14.10 GLOSSARY

Character : An instrument whereby a sovereign or legislature grants rights to a person or a corporation. Chartered librarian (U.K): "One who has become fully qualified profes sionally, and been admitted to the Register of Chartered Librarians maintained by the Library Association'

Censorship : "Prohibition of the production, distribution, circulation or sale of material considered to be objectionable for reasons of politics, religion, obscenity and blasphemy".

Objectives : A set of specific aims or targets established as desirable that a given organisation or system should achieve.

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BLOCK - V : DIFFERENT TYPES OF LIBRARIES

This block, comprising of four units (15 to 18) introduces you different types of libraries, viz., national libraries, academic libraries, public libraries and special libraries. Each unit deals with a different type of library, covering its concept, objectives, functions, services and activities.

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UNIT - 15 : NATIONAL LIBRARIES

Contents

15.0 Aims and Objectives
15.1 Introduction
15.2 Concept of a national library
15.3 Functions of a national library
15.4 The The British Library
15.5 The Library of Congress
15.6 The Lenin State Library
15.7 The National Library of India
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15.0 AIMS AND OBJECTIVES

This unit aims at introducing four national libraries of the world so as to acquaint you with the concept and functions of a national library.

After studying this unit, you should be able

- to explain the concept of a national library; and
- to describe the national libraries of UK, USA, USSR and India.

15.1 INTRODUCTION

The National Library in any country is the Library which has the duty of collecting and preserving for posterity the written production of that country. Further a National Library could provide for the use of the citizens of the Nation as well as for citizens of other countries - all the essential information on all subjects and could enable research in any of study to be carried out successfully.

The scope and policy for a National Library was best enunciated by Sir Anthony Panizzi, a renewed Librarian of the British Museum Library (now the British Library) that it should provide the necessary means of information on all branches of human learning from all countries, in all languages properly arranged, minutely and fully catalogued and capable of keeping pace with the increase of human knowledge.

According to UNESCO "the National libraries are those which, irrespective of their title, are responsible for acquiring and conserving copies of all significant publications published in the country and functioning as a deposit library either by law or under other arrangement."

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15.2 CONCEPT OF A NATIONAL LIBRARY

A National Library as the name suggests, is a library of national status and national jurisdiction. As such it must be established and maintained by the National Government of a country and its services must be extended to all the citizens of the country irrespective of their location. A special feature usually characterising the collections of a National Library is the preservation of copies of all books, etc., printed in the particular country and, in general, of foreign printed works concerning the latter. In other words, National Library must hold in its stock all books published within the Country as well as books on the country published elsewhere. In short, it must be developed as a repository of the cultural heritage of the country as represented by books and other recorded thought. The National Library should also have a representative collection of foreign literature of possible interest to the citizens in their cultural, educational, research and other intellectual pursuits. It must be so developed as to function as the ultimate books reservoir of the country. It must symbolise the library, personality of the country and play a leadership role vis-a-vis the other libraries.

National Libraries like the British Library, U.K., the Library of Congress, U.S.A. and the Lenin State Library, U.S.S.R., to name three of the largest and best known, offer not only comprehensive collections of the literature of their country, but also very large collections, both historic and current, of the literature of other countries.

15.3 FUNCTIONS OF A NATIONAL LIBRARY

The National Seminar on the Development of National Libraries in Asia and Pacific Area held in Manila in 1964, the following functions were assigned to the National Library:

1. To provide leadership among the Nation's Libraries.
2. To serve as a permanent depository for all publications and issues in the country.
3. To acquire all types of materials.
4. To provide bibliographical services.
5. To serve as a coordinating centre for cooperative activities.
6. To provide service to the Government.

In 1963, at the conference of the section of University and National Libraries, Great Britain named seven basic functions of the modern National Library:

1. Collection of national literature.
2. Collection of foreign literature.
3. Collection and storage of rare and valuable editions.
4. Providing reader access to collections.
5. Providing information-bibliographical service.
6. Training library personnel.
7. Participation in planning country's library services.

To sum up the main functions of a National Library are as follows:

1. To acquire and preserve every thing concerning the country whether they are published or produced locally or abroad.
2. To serve as a permanent depository for the country's outstanding and most complete collection of the national literature.
3. To acquire and preserve representative foreign publications in major fields of discipline and culture.
4. To help and guide the entire nation in all its intellectual pursuits.
5. To ensure that comprehensive bibliographies are published based on the current material deposited with it by law.
6. To prepare and publish complete catalogues of its national and foreign holdings.
7. To serve as an inter-library loan centre on a national and international scale as its resources can not possibly be comprehensive:
8. To serve as a national and international exchange centre and as a centre for cooperative activities among the national libraries.
9. To organise centralised classification and cataloguing to minimise the wastage of time and energy involved in doing the same thing in different libraries and also to effect standard systems for the whole country.

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Self Check Exercise - 1

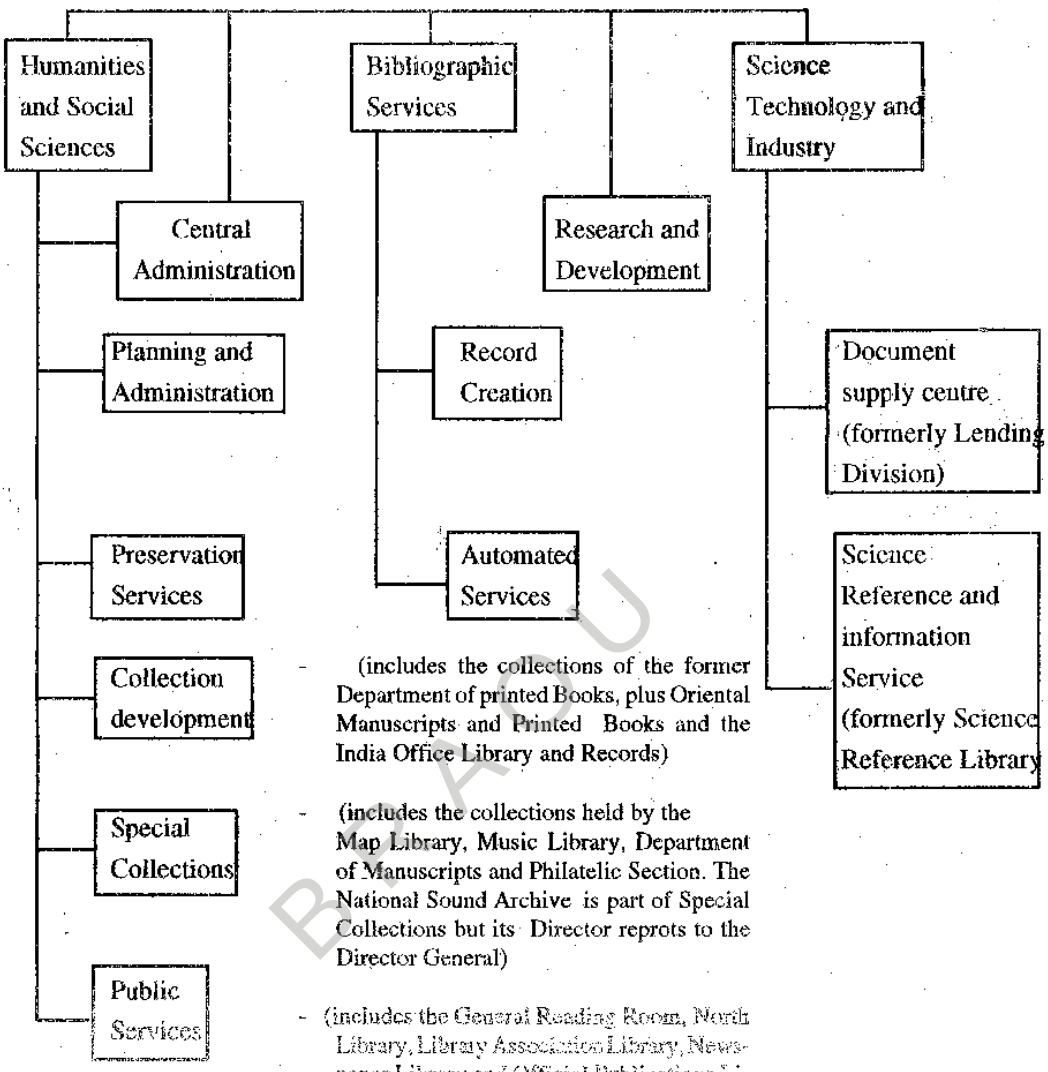
Narrate the functions of National Library?

Note: i) Give your answer in the space provided below.
ii) Compare your answer with model answer given at the end of this unit.

15.4 THE BRITISH LIBRARY

The British Library is a new independent statutory authority set up by Act of Parliament to provide a national library service and bring together a number of major libraries into a new unified structure. It has been set up under a Board of Management established in April, 1973.

Schematic diagram of British Library



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15.4.1 Brief History

The British Library was established in 1973 by an Act of Parliament (1972). This was sequel to the recommendations of two major committees - Parry committee (1967) and Dainton Committee (1969). The University grants committee under the chairmanship of Dr. Thomas Parry submitted report of the Committee on Libraries which initiated a thorough examination of the role of the British Museum Library and other national libraries. It was found that the nation's requirements for lending and reference facilities were met by a number of separately administered libraries including the British Museum Library. The committee felt the need for effective articulation of the activities of these institutions and recommended for the reorganisation of British Museum Library department in to British National Library. Dainton committee emphasised the need for central planing and management, so that unnecessary duplication could be avoided, newer techniques and systems more effectively used,

resources better allocated, and the full benefits could be obtained for working on a national and international scale. Subsequently the Government also concluded that these institutions be brought together, centrally financed and directed. Consequently the British Library Act was passed in parliament in July, 1972. Thus the British Library came into being on 1st April, 1973 by amalgation of the British Museum Library, National Reference Library of Science and Invention, the Central Library, the National Lending Library for Science and Technology and the British National Bibliography. By August 1974, the entire process of amalgamation was complete and the British Library started functioning with four divisions-Reference, Lending, Bibliographic services and Research and Development. Of these, the reference division is formed from the former library department of the British Museum; the Lending division combines the functions of the Lending Libraries for Science and Technology; and the Bibliographic service division is based essentially on the functions of the former British National Bibliography together with the Copyright Receipt office. The Research and Development Department is based on the functions of the former Office for Scientific and Technical information (OSTI), transferred to the Library in April, 1974. Subsequently the Library took responsibility of other organisations, namely the India Office Library and Records and the Her Majesty's Stationery Office (HMSO) in 1982. The National Sound Archives was absorbed to the British Library in 1983.

On the occasion of It's tenth anniversary in 1983, the British Library has taken the stock of its services. Not just satisfying on its laurels, it developed a corporate plan of a reaching structural changes to allow the organisation to provide services more efficiently to its users. It also examined the names of the Library's divisions and various units and decided to change them to reflect the service commitment. All the changes were effected in the Autumn of 1985.

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15.4.2 Organisation and Services

As a result of reorganisation, the British Library now operated three service Areas - Humanities and Social Sciences; Science, Technology and Industry and Bibliographic services and Research and Development Department. The British Library is directed by a Board of Management comprising the Chairman (the Chief Executive), the Directors General for the three service Areas and nine members who have knowledge and experience of library affairs, finance, industry or administration. The chairman and the nine member experts serve the Board of Management part-time.

a) Humanities and Social Sciences: The Humanities and Social Sciences Division (formally the Reference Division) comprises of the library departments of the British Museum, the India Office Library and Records, The National Sound Archives and the Library Association Library. This division is organised into give directorates-Collection Development, Public Services, Special Collections, National Sound Archives and Preservation Service. More than 11 million volumes of printed books are available for reference and selected items on loan.

The Collection Development directorate coordinates the acquisition and record creation of material for the English language, Western and Eastern European collections of printed books, the Oriental manuscripts and printed books. The Publications received as legal deposit are also added to the collection. The India Office Library and Records contains books, manuscripts and records relating principally to India and the East.

The Public Services directorate provides a wide range of reference and information services to those who visit the library as a part of their work or research. The general reading room is located under the 106 foot high circular dome, houses 30,000 reference works in open access round the walls. Official publications library, newspaper library and Library Association Library form the part of the unit.

The Special Collections unit includes Western manuscripts, maps and charts, printed music, philatelic collections etc.

The National Sound Archive includes a comprehensive range of recordings in all styles, all periods, material in all formats, LPs, tapes, cassettes, picture discs, flexidiscs, and compact discs.

The Preservation Service Unit was created in 1983 when the HMSO binderies at Bloomsbury and Colindale were integrated into the Library. The unit directs and controls conservation and preservation of the humanities and social sciences collection.

b) Science, Technology and Industry: The Science, Technology and Industry Division comprises of the Document Supply Centre and the Science Reference and Information Service. The British Library Lending Division (BLID) at Baston spa was redesignated is the Document Supply Centre in the 1985 restructuring of the British Library. The Centre is stocked with 2.5 million books, 180,000 serial titles and over 3 million microforms. It is the largest library in the world exclusively devoted to the supply of documents to organisations on inter-library lending, photocopy service and microfilm. It also provides English translations of various scientific and technical journals. Approximately 88 per cent of all requests are satisfied from the centre's own collection. Requests for serials not held at the Centre are checked against the **British Union Catalogue of periodicals** (BUCOP) in order to locate the backup libraries to which the request can be forwarded. For monographs, a **Union Catalogue of books** is available. Reports. Conference proceedings and theses are acquired by special arrangements with other organisations. In addition to the Document Supply, the Centre also carries out other related activities such as publication of review journals, conduct of courses in the use of literature etc.

The British Library Document Supply Centre is being used increasingly by librarians of other countries too because of its huge stock and unparalleled efficient service. Most of the requests are cleared within 24 hours.

The Science Reference and Information Service Unit provides reference and information services in modern science and technology, business and commerce patents, trade literature, etc. Business information service of the Unit offers a free quick reference information and referral service by specialist staff in market information. A Business Online search service was started in 1985 to provide online searching at reasonable costs from over hundred databases.

c) Bibliographic Services : The Bibliographic Services Division of the British Library is situated at Sheraton Street, London. The basic function of the Bibliographic Services Division is to integrate the internal processing operations of the British Library with a whole range of external services designed for the library community. The services of this division include national bibliographies in manual and machine readable formats, printed catalogue cards, a variety of computer outputs in microform to suit different library requirements and ultimately on-line facilities to aid selection input, editing, etc. The

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Bibliographic Service division bringsout the **British National Bibliography** (BNB) which aims to list with certain exceptions, of new books and new periodicals published in Great Britain. In addition to this the computer system also offers two other services.

1. Libraries with their own computer based operations can but the tape service (either complete or selective) from the British Library (UK MARC) format.
2. For libraries without local computer facilities, the British Library provides the LOCAS, (Local Catalog Service). This is a Produce from the MARC data base, to match the requirements of individual libraries.

The computer based services of the Bibliographic Services division is known as BLAISE, which stands for British Library Automated Information Services which began in 1973. BLAISE also provides an on-line interactive computerised information which originated from the National Library of Medicine in America. The Bibliographic service Division acts as National Serial Data centre for the assignment of International Standard Serial Numbers.

d) British Library Research and Development Department : The Research and Development Department (BLRD) of the British Library incorporated the functions of the former office of Scientific and Technical Information (OSTI). It promotes information science. In recent years, several research projects have been completed which relate to the mechanical handling of bibliographical records, including the MARC projects.

The staff of the R & D departments function in various committees of the government and also on international organisations such as UNESCO, OECD, EEC relating to library and information science.

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15.4.3. Publications

The following are some important publication of the British library:

— British Library Journal (Published twice a year)
— Annual Report
— Index to Conference Proceedings Received. (Monthly)
— Current Serials Received (Annual)
— British Reports, Translations and theses (Monthly)
— British National Bibliography (Weekly)
— British Catalogue of Audio-visual materials.
— British Education Index
— Books in English
— Serials in the British Library
— Library and Information Research Report

British Library is committed to the principle that each country should be responsible f international lending of items produced within its own boundaries. It has been orystlised as the Pri of the Universal Availability of Publication (UAP), an essential component of their principle of Uni Bibliographical Control (UBC). The British Library is committed to both the principles. It has pro material support and accommodation for the IFLA is UBC office since its inception in 1974. In it accepted a request by IFLA to establish within the British Library the IFLA Office for interna lending

In India, access to the British Library services is available through the British councils Libr in Madras, Delhi, Calcutta and Bombay and through the 9 British libraries at Trivandram, Banga Hyderabad, Bhopal, Lucknow, Patna, Puna and Ahmedabad. Besides, the Indian National Scien Documentation Centre (INSDOC) at New Delhi also assist in procuring the Photocopy of papers requ from the British Library.

The British Library came at a time when libraries are finding increasing inability to keep up v the volume and cost of new publications. A central facility, having stock of almost every worth-w publications brought out anywhere in the world, is a real boon to the library community. Otherwis is very difficult for individual libraries and information centres to meet the demands of modern soci With this in view the British Library has been planned in order to provide as much information as need as rapidly as possible, and in the most useful and economic form.

15.5 LIBRARY OF CONGRESS

The Library of Congress was formally founded in 1800. By 1807 its collection approached 30 volumes. In 1814 the Library was set on fire by the British soldiers. The Library was once again start in the same year with the purchase of collections made by Thomas Jefferson. Inspite of fire destructi twice, the collection it grew in size. In 1897 it moved in to a more spacious new building. When w think of the Library of Congress as it stands today, two figures strike us-Spofford and Putnam. The form built the collection and the latter organized it. But 1974 the collection grew to 74 million items.

The Library of Congress, Washington, D.C. serves as the National Library of the United State and as the Library of the Nation's legislature. Probably the word's largest library, the library of Congres maintains and preserves comprehensive reference collections which are from all fields of knowledge an in all languages.

i) Various Services of Library of Congress:-

1. The Special Foreign Currency Program, established in 1962 under the auspices of Public Law 480, enables the Library of Congress to acquire library materials in India and Pakistan.

2. Under the National program for Acquisition and Cataloging (NAPC), authorised in 1965, the library is responsible for acquiring all materials currently published throughout the world which are of value to scholarship and for providing catalogue information for these materials promptly after receipt by means of printed catalogue cards, computer tapes, and published catalogues.

All publications catalogued are relisted in the library's National Union Catalog (NUC), which is, in effect, an extensive international bibliography. The NUC identifies and locates titles from around the world which have been acquired and catalogued by libraries throughout the United States and Canada.

The Library of Congress participates in the mutual exchange of official publications with ninety-two other Governments in accordance with treaties, stipulations, conventions, and other formal agreements made between the United States and Various foreign countries. In addition, the library of Congress exchanges publications with some 13,500 foreign libraries, educational organizations, research institutions, and international organizations. About 1.4 million publications are distributed by the Library overseas annually.

Another major avenue of Library of Congress international activity is through personal contacts with librarians and Government officials abroad, through participation in activities of international organizations, and through the service of its staff members on committees of such organization.

Divisions of Library of Congress:

Library:

law library collection includes a complete set of U.S. Supreme court records and briefs the briefs of the U.S. Courts of Appeals, sets of federal and state statutory and administrative ourt reports, digests, law reviews, loose leaf services, and treatises. The library also houses **lonal Record** and other U.S. legislative documents, bills, resolutions, Committee Prints, hearings.

on picture, Broadcasting and Recorded Sound Division:

lm and television collections contain more than 75,000 titles and some 300,000 stills. Films orrowed, however, researchers may arrange to view materials at the library's screening e sound collection includes several examples of recording, including early wax cylinders, gs aluminium disc , zinc discs acetate-covered glass discs, rubber compound discs, a aatic discs. The holdings also contain several collections of historic recordings (e.g ollection of operative records from pre revolutionary Russia), the private collec sts, and tape recordings of House of Representative debates (Since 1979). Co or loan but limited listening facilities are provided for researchers; arrangemer vance.

phy and Map Division:

rary's cartographic collection-three-and—a half million maps, near books—is the largest and most comprehensive in the world in or telephone.

y 40,000 atlases, and Reference service

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4. Music Division:

The Music Division's holdings include authograph scores and letters by composers and musicians, books and pamphlets on music theory and history, and sound recordings. Reference specialists will provide answers to mail and telephone quarries. Musicians who wish to play music drawn from the division's collections may use a piano or violin provided for this purpose.

5. Prints and Photographs Division:

The collections chronicle American life and society from the invention of Photography to the present. Reference librarians will assist researchers doing their own investigations and will furnish names of picture searches who work for a fee for those who cannot get to the Library.

Copies of items in these collections and others in the Library not under copyright or other restriction, are made by the Photo-duplication service for a nominal fee.

6. Science and Technology Division:

This division offers reference services based on the library's collection of 3 millions scientific and technical books and pamphlets and 2.5 million technical reports. Reference librarians assist readers in using the library's book and on-line catalogs and in locating technical reports through abstracting and indexing services housed in the division's abstracting and indexing services housed in the division's reading room.

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7. National Referral Center:

The center identifies organizations, laboratories, or research projects that often can answer a particular question better than any published source.

8. Children's Reference Center:

The Center provides research, reference and bibliographic services for researchers interested in children's literature. It publishes Children's literature: A guide to Reference Sources, lists and catalogs for special exhibitions, and other materials. A publications list is available.

9. Congressional Research Service:

The Congressional Research Service (CRS) is the research arm of the Congress. Its staff members have prepare reports and issue briefs on thousands of topics.

CRS also publishes and records on cassette tapes hundreds of major issue briefs designed to keep members of Congress informed on timely issues. These briefs, written primarily for the layman, provide a good deal of background information and are updated daily.

Self - Check Exercise - 3

Highlight the distinct Characteristics of Librarian of Congress?

Note: i) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

15.6 LENIN STATE LIBRARY

State Lenin Library:

Located in Moscow, state Lenin Library is one of the three largest libraries in the world. The Library was founded on July, 1, 1862, on the basis of the holdings of the Ruminatsev Museum in Moscow. From the time of its founding it has received copies of domestic publications (unit 1922 it received one copy of each publications, between 1922 and 1944 two copies and later three copies) During its initial years it faced several problems. It did not receive grants to purchase domestic and foreign publications, had small staff and suffered from lack of space for books and for servicing readers. Inspite of the difficulties Rumantsev played a significant role in the development of Russian culture. Great people who used the Rumiantsev included Lenin.

After the Great Socialist Revolution more than 1.5, million volumes from nationalised collections were transported to the Rumiantsev library. Since 1918 the library has served Central Party and Government organs and other organisations with books and information.

Lenin paid special attention to the development of the Lenin Library. He signed a degreee in 1919 which helped the library to increase its staff and organise the library on systematic lines.

In 1924 the Rumiantsev was renamed as the Lenin Russian Library and again in 1925 it was renamed as the Lenin State Library of the U.S.S.R. The period from 1925 to 1941 was marked by intensive development. There was an increase in books, readers and services. More foreign books were acquired.

The following are the functions of the state Lenin Library: It serves as

1. The Central Library of the U.S.S.R.
2. A state depository which prints publications and manuscripts.
3. The leading scientific and research institutions in the fields of Library Science, Bibliography and History of Printing.

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4. A centre of recommendatory bibliography.
5. A methodological and consultative centre.

The library publishes information Bulletin on new foreign books received by the Library. It provides information on new domestic books and periodicals acquired. Between 1960 and 1968 the collective works of the country's largest libraries **"Library Bibliography Classification: Tables for Scholarly Libraries "** was published in 30 volumes.

It is closely connected with foreign countries through an extensive international book exchange, as well as by the mutual sharing of experiences among specialists. The library participates in the work of the International Federation of Documentation (FID).

It has the most complete collection of the Russian newspapers and periodicals in the world, the largest collections of foreign books and journals in the U.S.S.R. This collection contains manuscripts from the sixth to the Twentieth Century.

It possesses a unique and comprehensive fund of almost 33 million books, magazines, yearly files of newspapers, sheet music and maps in 24 languages. Every year more than 2 million books are given out on reader's request slips. The library has 20 reading rooms. The average number of visitors is 2.5 million a year.

An important feature of the Library's activities is the scientific and the methodological guidance it gives to other libraries of the country. The section of automation and computing centre of the library have worked out programmes of automation of a number of library and bibliographical procedures.

15.7 THE NATIONAL LIBRARY OF INDIA

The history of the National Library falls into three distinct periods. The first is when a few public spirited people started public library service; the second is when Lord Curzon started the Imperial Library; and the third is the Post-Independence period.

The National Library, Calcutta has its origins in the establishment in 1836 of a public library in Calcutta, which municipality of Calcutta agreed to maintain in 1890. In 1903 Lord Curzon effected amalgamation of the Calcutta Public Library and official Imperial Library to form the new Imperial library. Since the amount for book purchase was inadequate, the Library was largely built from gifts. Gifts from individuals and Government departments helped to build the library in the early days. The first two gifts of importance were the Bihar collection and Tripura collections. The Government of Bengal offered books received under the Press and Registration of Books Act, 1867. In 1949 the personal collections of Asutosh Mukhopadhyay was added to the library.

In 1947 the Library contained some 3,50,000 volumes. In 1948 it was renamed as the National Library. In 1948 it moved to as beautiful site Belvedere (once the residence of Vice-regal lodge). It was formerly opened to public on 1st February 1953 by the Late Moulana Abul Kalam Azad, the then Union Minister for Education. Holdings by March 1984 included 2 million volumes approximately and 3000 manuscripts.

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A notable development has been the publication of the National Bibliography. The first step was the enactment of the Delivery of Books Act of 1954 which required every publisher to send a copy of every bok to the National Library in Calcutta and 3 copies to other public libraries in India. In 1956, the Act was amended to cover periodical publications in all the 14 official languages. The Indian National Bibliography began its publication in 1958.

Preservation of books is of great importance in tropical climate. The work is shared by the laboratory, preservation of rare books and reprography divisions. Bibliographical assistance to the scholars is extended. A pilot children's library is run.

A review committee was appointed in 1968 by the Government of India to review the working of the Library and suggest measures for the efficient functioning and future development. The committee made a number of recommendations and they were accepted by the Government. The basic functions of the National Library according to the committee are :

1. Acquisition and conservation of all significant production of printed material.
2. Collection of printed materials concerned with India even if it is published out side the country.
3. Acquisition and conservation of foreign material required by the country.
4. Rendering of bibliographical and documentation services of current and retrospect materials.
5. Provision for photocopying and reprographic service.
6. Acting as the centre for international book exchange and international loan.

Self-Check Exercise - 3

Give a note on the Delivery of Books Act ?

Note : i) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

15.8 SUMMING UP

Almost every country in the world now has a national library, and it has been an encouraging sign to note how quickly many of the new independent countries have realised the necessity of building up essential national collections of books and related materials.

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To quote a few examples, there are national libraries for Scotland, Wales and Ireland, all of which are of special importance.

Among other great national libraries are the Royal Library in the Hague, the Royal Library in Brussels, the Bibliotheque Nationale in Paris, the Royal Libraries in Copenhagen, and Stockholm, and the National Library of Australia at Canberra, to name but a few.

National libraries have additional significance, because they are usually copyright or legal deposit libraries receiving and preserving a copy of all material published in their countries. More than this, they are often the sources of national bibliographies, as well as acting as national agents in the field of international library co-operation.

15.9 MODEL ANSWERS

1. A library maintained out of Government funds and serving the Nation as a whole is called National Library. National Library discharges the following functions. (1) It acts as a National Depository of Documents. (2) The entire Nation receives help in its intellectual pursuits from the National Library. (3) To facilitate exchange of documents of international level. (4) To publish Bibliographies like INB, BNB, both reprospective and prospective. (5) To help in the Universal Bibliographic Control.

2. Library of Congress was established in the year 1800 A.D. It is the National Library of United States. It is probably the World's largest Library. The various services offered by Library of Congress are :

   1. Acquires important documents currently published throughout the world.
   2. Sponsors cooperative and centralised cataloguing services.
   3. Documents Exchange programme of LC helps to supplement the resources of other libraries in the world.

3. Delivery of Books Act was enacted in the Year 1954. According to this Act each publisher in India has to submit a copy of his publication to the National Library, Calcutta; Connemara Public Library, Madras; Asiatic Library, Bombay and Delhi Public Library. In 1956, the Act was amended to include periodical publications. Comprehensiveness of collection is achieved by virtue of this Act.

15.10 ASSIGNMENTS

(a) Essay Questions :

(1) What are the various functions of a National Library? To what extent the Indian National Library fulfills them ?

(2) What are the aims and objectives of a National Library ? Discuss in brief the various divisions of the British Library ?

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(3) "A National Library should provide the necessary means of information on all branches of human learning from all countries, in all languages, properly arranged, minutely and fully catalogued and capable of keeping pace with the increase of human knowledge". Discuss.

(b) **Short Questions :**

1. Aims and Objectives of a National Library.
2. Functions of a National Library.
3. National Library.
4. The Delivery of Books Act.
5. B.L.L.D.
6. B.L.N.S.D.
7. B.L.R.D.
8. Library of Congress.
9. Lenin State Library of U.S.S.R.
10. Main Divisions of British Library.

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15.12 GLOSSARY

National Library : A library which collects and preserves for posterity the written production of a country.

Copyright library : A library which is entitled under copyright laws to receive a free copy of any or every book published in the country.

Referral cnetre : An organisation for directing researches for information and data to appropriate sources such as library, information evaluation centre, documentation centre and individuals. A referral centre does not supply data or documents.

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UNIT - 16 : ACADEMIC LIBRARIES

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16.0 AIMS AND OBJECTIVES

This unit aims at introducing you the role, functions and services of libraries attached to the educational institutions.

After studying this unit, you will be able

- to explain the role and functions of libraries in schools, colleges and universities;
- to describe the nature of collection and services provided in the academic libraries.

16.1 INTRODUCTION

The libraries attached to an educational institution like school, college, and university are called academic libraries. The primary objectives of these libraries are to help the students in the process of their self-discovery, to adopt high ideals in life, to improve scholastic efficiency through self-study and to develop the capacity for critical thinking. These libraries aim to equipping the students adequately for higher education. The academic libraries have to play the most significant role in the 'seeking and cultivation of new knowledge'. All library activities are directed to meet the daily needs of the academic community.

Academic libraries constitute the school libraries, the college libraries and the university libraries. The Academic libraries are the "knowledge laboratories" of the educational institutions they serve.

Kothari Education commission rightly described that the library in an academic institution "should provide library facilities and services necessary for success of all formal programmes of instruction, open the door to the wide world of books that lies beyond the boundaries of one's own field of qualification and bring books, students and scholars together under conditions which encourage reading for pleasure, self-discovery, personal growth and the sharpening of intellectual curiosity. The staff should be able to convert the library into an intellectual workshop and should along with teachers be in a position to teach with books".

The academic library system postulates that there should be library-centered education in schools, colleges and universities. Today the academic libraries form on integral part of the learning process.

The functions and services of the Academic libraries are described hereunder.

16.2 SCHOOL LIBRARIES

A school library means for the child a new world of spiritual and cultural adventure; it means for the teacher untold increase in resources and power; it means for the school a new atmosphere of learning, a new vision of things intellectual. It means for the home elements of common interest and the development of the habit of reading for its aesthetic value above. It means for the public libraries a growing clientele of intelligent patrons, for unless the habit of reading is inculcated in the child at school, there would be little or no demand on the part of the adults for a public library.

The school library is an important educational aid if it provides materials that will enrich and support the curriculum taking into consideration the varied interest, abilities and maturity level of the pupils served. In short, the school library is a reading room, a centre of learning programme, "Social laboratory" and a workshop on the entire school, if a really adequate library is provided for its functioning in the school and a really good librarian is appointed to organise it according to quantitative standards applying to higher secondary school.

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16.2.1 Physical facilities for school libraries

The following are considered the main characteristics of a good school library in regard to its physical arrangement :

1. The centralised library is the best arrangement for a school library.

2. The physical arrangement should, as far as possible comply with the minimum standards prescribed by authorities and, if feasible, exceed them. The following minimum standards may be set up in respect of physical arrangement :

   a) The library room should be centrally located so far as to be accessible to the largest number of pupils.

   b) It should be located where expansion is possible.

   c) The room should be placed where it receives the maximum light and where there is a minimum of disconcerting noises.

   d) It should be placed where there can be an entrance independent of the rest of the building, with suitable arrangements for heating, lighting and sanitation.

3. Space and equipment should be adequate. There should be space enough to seat the largest class in the school.

16.2.2 Aims and objectives of school libraries

In brief the following are some of the aims and objectives of the school library :

Main wood has emphasised the aim of school library as "the shift of emphasis from 'teaching to learning', from class instruction to individual exploration, from the uniformity of sets of text-books to the diversity of many different books of interest and information".

The aims of school library according to Viswanathan are :

1) The training of character to enable students to participate creatively as citizens in the emerging democratic social order.

2) The improvement of their practical and vocational efficiency, so that they may play their part in building up the economic prosperity of their country.

3) The development of their literary, artistic and cultural interests, which is necessary for self-expression and for the full development of the human personality, without which a living national culture cannot come into being.

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Freund has given the following as the aims of school library :

1. To introduce the child to the library idea.
2. To acquaint the child with characteristics common to all libraries regardless of size of location.
3. To inform the child of the services of his school and public library.
4. To teach the child specific skills which will enable him/her to get the maximum benefit from his/her use of a library.
5. To provide opportunities for activities of value to the child, the library and the school.

To pull out a common string from the above mentioned statements is that the school library aims at providing something different from the curricular approach, such as building the character of the pupil along with his overall development of his personality in all the spheres directing him towards community and national development through his reading activity.

The following are the aims and objectives of school libraries :

1. To help the child acquire 'reading habit' and self-study habit;
2. To develop in pupils the ability to learn from books without a teacher;
3. To break down the rigid divisions which the school time-table often creates between different 'subjects';
4. To give civic and social training in observance of democratic principles;
5. To supply teachers with materials needed in the teaching work and for their own professional growth;
6. To serve as a stepping stone to the use of all public library resources;
7. To create a life-long liking and longing for new knowledge;
8. To re-emphasise the pedagogical principles of self-education as individual love of interest and abilities;
9. To help an individual to realize the full potentialities of his personality; and
10. To contribute to the fulfillment of the educational aim of the school.

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Self-Check Exercise - 1

What are the aims and objectives of a school library.

Note : i) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this Unit.

16.2.3 Functions of school library

The functions of school library narrated by C.G. Viswanathan are as follows :

(1) to provide material to supplement and enrich instruction and guidance given in the class room;

(2) to acquire and display books and periodicals to satisfy the varying demands and interests of school children so tat they develop outside the scope of the curriculum, an intellectual, artistic or practical pursuit;

(3) to educate and train the pupils in the effective use of books and libraries as sources of information;

(4) to furnish opportunities for children to learn and practise responsibilities of various kinds; and

(5) to introduce the growing adolescents to the vast resources of public and special libraries, which provide opportunities for life-long education.

It is quite evident from the above mentioned points that the main function of the school library is to provide the required material to the students, when they need it, in whatever way they require it, by displaying all the materials to him in his pursuit of curricular as well as extracurricular activities.

The uses of school library have been clearly given as under by Osborne and Lesteresmith:

(1) to make children familiar with the sight and use of a collection of books, and to help them to grow to love and care for them;

(2) to provide material for the child's own recreational reading and exploration;

(3) to supply additional reading material illustrating the subjects taught in the class;

(4) to give opportunities for elementary instruction in the sue of books and for carrying out individual and group projects;

(5) to give scope for the exercise of simple responsibilities; and

(6) to prepare the way for the use of larger libraries, including the public library, in adult life.

16.2.4 Services of school libraries

The following services are considered essential for having an effective school library :

(1) It must build up a well balanced collection of books, pamphlets and audio-visual aids appropriate to the objectives and needs of the school.

(2) It must make readily available its resources and those of other libraries to pupils and teachers.

(3) It must recognise children's interests and help them to expand the interests through reading.

(4) It must help boys and girls broaden their fields of knowledge through use of books.

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(5) It must teach and encourage the use of library tools and materials.

(6) It must provide assistance in finding instructional materials and share with teachers the guidance and stimulation of children's reading.

(7) It must relate the school library to the public library and encourage pupils to build personal libraries.

It is clear from the above, that we shall make children familiar with the sight and use of a collection of books and to help them to grow to love and care for them and to prepare the way for the use of larger libraries in future, in their adult life.

Above all the school libraries should provide an environment of attractive books from the beginning so as to create love for reading among the children.

"Thus the school library is the gateway of the world of knowledge in which all the people have to live, move and have their being if they are to be worthy upholders of a democratic way of life.

16.3 COLLEGE LIBRARIES

The College Library performs a central function in the educational process. In a developing country like ours which has an inadequate network of libraries and where the students and teachers are unable to buy personal books, the role of the college library assumes great importance. The scope and character of library resources, facilities and services should be such as to provide for course work, research and self-education through printed and other forms of literature.

The development of library resources, facilities and services should take into account that exponential growth in the field of knowledge and the latest technological innovations. It should also not overlook the quantitative growth and qualitative improvements in the educational system.

The rate of growth of resources of the library should take into account the rise in prices of reading, reference and research materials and the growing requirements of the academic community in the country. It should also take into account changes in teaching methods, curriculum, methods of evaluation and the introduction of the semester system in a number of universities.

The college library system should be viewed as a network of local, university and national libraries forming an integral part of the academic library system of the country.

16.3.1 Physical facilities for college libraries

The following are the characteristics of a good college library in regard to its physical standards

1. A new library block or unit should be designed and equipped with functional purposes in view. When a new college building is to be constructed, the librarian should be invited to work with the architect or engineer at the time the plan is drawn for the library block or unit.

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2. A centralised library offers the best arrangement for such an institution.

3. Physical arrangement should, as far as possible, comply with the minimum standards prescribed by the authorities and, if feasible, exceed them.

The following minimum standards may be prescribed :

(a) The college library should centrally be located so as to be accessible to the largest number of students. It should be located where expansion is possible.

(b) The library should be so situated on the college campus as receive the maximum natural light and the minimum noise. It entrance should be independent of the rest of the college building, with suitable arrangements for heating, lighting and sanitation.

(c) The space in the lending service section, in the reading room and in the reference service section should be adequate.

(d) There should be toilet facilities.

(e) There should be a separate room for the comfort and convenience of the library staff. It should be equipped with easy chairs for relaxation.

(f) The library should also have a small reading room for the use of faculty members. It should be well-furnished and equipped with suitable chairs, tables and a book-shelf containing latest books on higher education.

16.3.2 Aims and objectives of college libraries

A college library must fulfil the following basic needs to support the teaching, research and study requirements of the college community, if it is to be an intellectual workshop :

1. A clearly formulated code of policy or governance in an official document issued by the University to which the college is affiliated.

2. A clear statement which governs the relationship of the librarian and the other components of the college, like the faculty community and provides appropriately shared responsi bility and activity among them.

3. Recognition of library as an academic department of the college imparting library-centered education to students as well as an academic information centre with academic activities including library-based teaching.

4. According academic status to library personnel in accordance with the nature of their work.

5. Prescription of minimum qualifications for each category of library staff.

6. Nature and composition of the library committees and their function.

7. Doing away with the tradition of having a number of the teaching staff as professor incharge of the library and making the librarian directly responsible to the principal.

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8. Provision of adequate funds (certain percentage of college's general budget) to secure the minimum required expenditure on books on the basis of some recognised optimum per capita standard.

9. Recognition of the librarian and his deputies as members of the teaching staff and their obligation to impart library use instruction to students in the library class.

10. Setting norms and standards for library building and furniture, library forms and stationery, staff strength, book budget, book collection, technical processing and library services.

11. Introduction of inter-library loan system.

To fulfill the above objectives of a college library system, there is need for educating the administrator and the principal of the college and making them aware of the academic functions of a college library. To achieve the objective of a good college library system, specially qualified and trained librarians should be appointed and college teachers should join hands to help improve the conditions of our college libraries as far as practicable within the limited resources and other heavy odds. "A good library is not Utopia. It is a human institution, and with all our library buildings and limitations we can have, it should be as we want it truly and work for it concertedly".

16.3.3 Functions of college libraries

The following programmes can be organised for carrying out the teaching functions of the college library :

1. the orientation and counselling of first year students or immature students concerning the location of library material and general reference tools;

2. the stimulation of students interest in reading;

3. the instruction of students, particularly those in the post-graduate classes, concerning resources of the library for post-graduate study; and

4. assistance to all members of the college who are engaged in advanced study and investigation.

For orientation and counselling of students, the following methods may be employed :

1. Preparation and distribution of an illustrated guide or handbook containing library rules and regulations, library hours, services and resources of the library, use of card catalogue and reference books for the new students.

2. Arrangement of library exhibits and the publication of notices containing special book lists, of articles concerning library resources or facilities available in the library.

3. Arrangement for illustrated lectures concerning the library.

4. Providing annotated books related directly to the students studies and by the preparation of displays and exhibits using dust jackets and announcements of "new arrivals" in the display racks.

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16.3.4 Services of college libraries

The library should make easily available to students, faculty members and other members a well organised and comprehensive stock of books, journals and other library materials. Proper services to readers include the following :

a) Reading facilities with direct and open access to library materials on shelves.

b) Lending facilities to the readers under fair conditions.

c) Reading-cum-text book section for the students.

d) Proper and adequate reference and bibliographical services to the readers.

e) Instructions in the use of library resources and services and facilities to the users so that optimal use is made of the library.

f) Promotion of library use through reading circle, extension services, book exhibitions, browsing corners etc., according to local conditions.

g) Fixing of working hours of the library in such a manner that it will be possible for the users to have access to the library materials on the shelves after normal class hours and during holidays and vacation period.

h) Inter-library loan services and

i) Documentation and reprography services, wherever possible.

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Self-Check Exercise - 2

What are the services of a college library.

Note : i) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

To achieve these objectives a college must first place the library at the heart of its teaching programme so that the librarian and college teachers become working partners in the challenging task of higher education. The college should also introduce academic library system and library use in instruction programme. To make college libraries more viable in the life of college students, we must

1. Develop collegiate administrators concerned with facilitating learning and encouraging faculty into changing the outmoded pattern of educational thought.
2. Develop faculty who know more about learning and stimulating students; who understand the use of multi-media and bibliographic material; and who have the initiative to design new and exciting educational experiences.
3. Develop libraries more concerned with learning than with merely keeping records of the past.

In that event the library will become the heart of intellectual life of the campus in so far as it attracts scholars and researchers to make use of its vast learning resources.

16.4 UNIVERSITY LIBRARIES

The character and efficiency of a University may be gauged by its treatment of its control organ the library. We regard the fullest provision for library maintenance as the primary and most vital need in the equipment of a University.

The library is the core of a University. As a resource it occupies the central and primary place, because it serves all the functions of a university - teaching and research, the creation of new knowledge and the transmission to posterity of the learning and culture of the present and the past.

Carlyle said, "the true university of these days is a collection of books".

The library in a university make a large collection of books and allied materials in an effort to help the parent body, the university, to achieve its first of objectives.

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16.4.1 Components of a university library

A university is composed of five B's (a) the bosses, the management, (b) the brains behind the library - the library staff, (c) the book collection, (d) the building, and (e) the borrowers and browsers.

(a) The bosses

The prosperity of a library depends upon the attitude of the bosses. Where the administration is enlightened and is committed to the recommendations of bodies like the Radhakrishna Commission, higher education naturally tends to become teacher-centered and library-centered.

(b) The brains

For managing a modern library we require a staff of the highest calibre. Here again the attitude of our bosses counts. Almost the best staff on the campus should belong to the library. Selections to the professional posts need to be made on the same pattern as in the case of teachers.

(c) **Books**

Paul Buck, the eminent Hardvard University librarian, while stating his own credo with respect to the research library in a university remarked that a good collection of books attracts a good faculty and we may add that a good faculty in turn attracts good students. Thus the reputation of a university depends on its book collection.

(d) **Buildings**

The library buildings is the most frequented building on the campus. While the other buildings are open during the routine office hours and remain closed on Sundays and public Holidays, the library buildings remains open to the public for as many as 14 hours a day and for 360 days in a year. It is used by the staff and students of all the departments on the campus. It has, therefore, to be centrally located, functionally planned, well-supplied with all modern amenities and attractively furnished.

(e) **Borrowers**

The staff, students and members of the university authority constitute the users of the university library. The success of a library system is measured ultimately by the number of satisfied users. Speedy procurement of documents, their processing in good time, dissemination when demand are prerequisite to increase the number of satisfied users.

Wilson and Tauber has stressed that, (i) resources for instruction, research and extension; (ii) a competent library staff; (iii) organisation of materials for use; (iv) adequate space and equipment; (v) integration of library with administrative and educational policies; (vi) integration of the library with community, state, regional, national and international library resources; (vii) adequate financial support; and (viii) a workable policy of library government, are essential and are fundamental to the successful operation and development of the university library system of a country.

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16.4.2 Aims and objectives of university library

The university library exists to serve the objectives of its parent organisation. In other words, a university library should aim at the advancement of the functions of its university. It should reflect the character of the university. The university library should prove itself as a significant partner in conservation of knowledge and ideas, teaching, research, publication, extention and service, and interpretation of results of research.

Relating the importance of libraries in the fulfillment of the objectives of higher education, the university commission says, "the library is the heart of al the university's work, directly so as regards its educational work, which derives its life from research work. Scientific research needs a library as well as its laboratories while for humanistic research the library is both library and laboratory.

"The character and efficiency of a university may be guaged by its treatment of its central organ - the library. We regard the fullest provision for library maintenance as the primary and most vital need in the equipment of a University.

16.4.3 Functions of university libraries

i) The basic function of a library is educative. It is not merely a store-house of reading material collected for preservation, but it also functions as a dynamic instrument of education, to feed the intellect of the student, encourage the researches of the faculty and invite all who enter its house to partake fully of its intellectual and cultural contents.

ii) According to Wilson and Tauber, "the well-administered University library directs its activities towards the fulfillment of these functions. By accumulating and organising books, manuscripts, journals, and other materials the University library serves as an invaluable aid in the conservation of knowledge and ideas and as an active force in the teaching, research and extention programmes of the University. Through direct assistance to the members of the faculty and research staff as instructional officers, the University library participates in the interpretative function of the University. Through its many bibliographical and other reference services the library aids individuals of the instructional and research staff who are engaged in the preparation of materials for publications."

iii) The Kothari Commission on Education (1964-66) has laid stress on the proper development of university library system in the country and has recommended that the library should.

- Provide resources necessary for research in fields of special interest to the University;
- Aid the university teacher in keeping abreast of development in his field;
- Provide library facilities and services necessary for the success of all formal programmes of instruction;
- Open the doors to the wide world of books that lie beyond the borders of one's own field of specilisation; and
- To bring books students and scholars together under conditions which encourage reading for pleasure, self-discovery, personal growth and the shaping of intellectual curiosity.

Laying stress on the role and utility of a university library Paul buck has given the following credo:

First, the library is the heart of education. Every educational advance depends upon its resources and, in large measure, the degree of advance is proportionate to the potential of the library to respond;

Second, methods and fashions in education change from generation to generation but every generation uses the library as a means of realising its aims; hence the library remains a great conservation of learning. An investment in a library is a permanent investment, guaranteeing returns for centuries to come;

Third, a quality education is impossible without a quality library;

Fourth, you cannot have a quality faculty without a quality library;

Fifth, a library is vital to proper exploitation of our intellectual resources; and

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Sixth, the library is essential to the maintenance of free access to ideas, and to the functioning of untrammeled mind. Though control will never be successful so long as books are freely and widely available. Here the laboratory can never take the place of the library.

Technical services comprises the functions of acquisition, cataloguing, classification, binding, photographic reproduction and lending operations.

The acquisition function consists of activities related to the selection of library materials, and of all that is involved in their acquisition by purchase, gift, exchange or deposit.

Cataloguing and classification are the functions associated with the identification and description of library materials and their organisation, through classification, for effective use.

Binding is associated with the broader function of preserving and safeguarding the collections not only by such activities as preparing unbound and worn or damaged books for binding and mending and repairing library materials, but also by operating fumigation devices for control of books destroying insects and applying preservatives against decay and damages as required.

Photographic reproduction services may include a large variety of activities such as copying articles, statistical tables, diagrams, etc., from books and journals, reproducing catalogue cards and preparing slides and filmstrips for instructional use.

Reader's services, often called 'public services' are those offered directly to the users of the library in contrast to the technical services.

Circulation services are common to all types of libraries. They usually include provisions for the use of library materials within the library, for lending them to its own clientele and to other libraries, and for the maintenance and control of book storage and delivery systems.

Reference and information services may be offered centrally in a small library, or subdivided into general and specialized services in a large library with special collections, departmental and faculty libraries.

16.4.4 Special services

Depending upon their human and material resources and the functions which have been assigned to them, some university libraries may offer a variety of special services apart from those usually given to their university clientele. The following are examples; serving as a national library and providing technical and reader's services in this connection; mounting special exhibitions, arranging lectures and concepts, operating printing and publishing services and bookstores; conducting library service lectures, work shops and running institutes and schools of library science. In general it may be wise to organize and finance such services on a separate basis; some should be operated completely apart from the library; each proposal for the establishment of such a service should be most carefully scrutinized.

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The role of the library can be defined within the frame work of the university's mission and library development programme can be undertaken accordingly.

A library development (or improvement) programme should first strive for the foundations of effective service: a statement of library service objectives, a competent staff with authority as well as responsibility for developing library services, a plant of organisation and administration and adequate financial and administration support: secondly for the physical facilities, library resources and services which will be required; thirdly, for continuous maintenance and development, and for co-operation and co-ordination of library services within the university and with libraries and other information agencies outside. Finally, it should provide for periodic evaluations of the service to ensure that the library is fulfilling its mission effectively.

16.5 EDUCATION COMMISSIONS

16.5.1 Education commission (Kothari) (1964-66)

The Education Commission was appointed by Government of India in 1964 with D.S. Kothari as the Chairman. It was asked to advise the government on the national pattern of education and on the general principles and policies for the development of education at all stages. The report was submitted in 1966. The commission made useful recommendations for improving college and university libraries. They are :

1. The library should draw a plan for development.
2. When starting any new department adequate library facilities should be provided.
3. All steps should be taken to encourage the reading habit in students.
4. The help researchers, the library should introduce new practices like documentation services.
5. Efforts should also be made to provide competent staff, a good collection of documents and physical facilities.
6. The teachers and the library staff should be treated as partners in the promotion of library use.
7. Another important recommendation of the commission relates to the amount to be spend on libraries. The library should spend about Rs. 25 for each student and Rs. 30 per teacher each year.

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Self-Check Exercise - 3

What are the recommendations of Kothari Commission for improving College and University Libraries.

Note : i) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

16.5.2 University education commission (Radhakrishnan) (1948-49)

University Education Commission was appointed in 1948 with Dr. S. Radhakrishnan as its Chairman. The Commission was asked to report on Indian University Education and suggest improvement to suit the present and future requirements of the country. The report was submitted in 1949.

The Commission recognises that a library is an important tool in the learning process. The library is at the heart of university education. The Commission made certain recommendations for the improvement of the library.

1. The Commission recommended that 6.25% of the total budget of the University or Rs. 40 per student.
2. The Commission strongly pleaded for the introduction of the open access system.
3. The libraries should be kept open for longer hours for the convenience of teachers and staff.
4. The University should maintain a central library with a number of branch libraries.
5. The University library should recruit qualified and competent staff at different levels.
6. Teacher should encourage students to start building their own personal libraries.
7. Every University teacher should be given a grant of Rs. 100 per year to encourage him to build his personal library.

16.5.3 Secondary education commission (mudaliar commission) (1952-53)

The Secondary Education Commission was appointed in 1952 with Dr. A.L. Mudaliar as its Chairman. The main purpose was to examine the present educational system and to recommended measures for its reorganisation. The Commission submitted its report in 1953. Some of the recommendations are given below :

1. The Commission recommends the building be centrally located. The building should be an attractive one with adequate amenities.

2. The book selection should be entrusted to a committee consisting of teachers and students. The book should be selected keeping in view the demand.

3. Another important recommendation concerns the appointment of the librarian. The librarian should be a full time qualified librarian. He should enjoy the salary and status of senior teachers of the institutions.

4. It also pleads for cooperation between the school libraries and public libraries. The public library should maintain a separate section for school children. Where there is no public library, the school library should provide facilities to the general public also.

16.6 SUMMING UP

In this Unit we have seen that academic libraries constitute the libraries attached to educational institutions at various levels - Schools, Colleges and Universities. These libraries play a significant role in seeking and cultivation of knowledge. We have observed that higher the level of education greater the role of libraries. The recommendations of the Kothari Commission and Radhakrishnan Commission on higher education and Mudaliar Commission on Secondary Education throughly support the provision for adequate library services.

16.7 MODEL ANSWERS

1. A library plays as important role in the School Education. It should develop the library awareness among school children. It should improve their practical and vocational efficiency. It should enhance their library, artistic and cultural interests. The library should impart skills to get maximum benefit from the library. It should help the teacher with materials required for teaching work. It also contributes to the fulfillment of the educational aim of the school.

2. A College library should provide comprehensive stock of books journals and other library materials. It should provide proper and adequate reference and bibliographical service to the students and faculty members. It should provide facilities, such as text book section, open access, lending section. It should promote library use through reading circles, book exhibitions, browsing corners etc., basing on local conditions.

3. The Kothari Commission was appointed by Government of India in 1964. It was asked to advise the government for the development of education at all stages. The following are its recommendations for improving college and university libraries.

i) The library should draw a proper plan for development.

ii) Steps should be taken to inculcate reading habit among the students.

iii) Documentation services should be introduced to help the researchers.

iv) Efforts should be made to provide competent staff and good physical facilities.

v) The library should spend Rs. 25 for each student and Rs. 30 for each teacher.

vi) Adequate library facilities should be insisted upon whenever a new department is proposed to be started.

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16.8 ASSIGNMENT

a) Essay questions

1. What do you understand by Academic Libraries? Explain in detail.
2. Discuss the role of school libraries in secondary education.
3. Narrate the aims and objectives of school libraries.
4. Write an essay on college libraries?
5. What are the functions and services of a college librarian.
6. Discuss the role of university libraries in higher education.
7. Describe various functions of a university librarian.

(b) short questions

1. Academic libraries.
2. Physical facilities of a school library.
3. College library.
4. School library.
5. University library.
6. Aims and objectives of a University library.
7. The Kothari Commission.
8. The Radhakrishan Commission.

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16.10 GLOSSARY

Academic libraries : Those libraries forming part of or associated with institutions of education.

Browsing corner : A place provided in a public library which contains novels and non-fiction books on all subjects, but no text-books.

Documentation :
1. The act of collecting, classifying and making readily accessible the records of all kinds of intellectual activity.
2. The science of collecting, storing and organizing recorded informational materials or documents for optimum access.

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UNIT- 17 : PUBLIC LIBRARIES

Contents

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17.5 Unesco Public Library Manifesto

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17.7 Model Answers

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17.0 AIMS AND OBJECTIVES

This Unit aims at introducing you the concept of a Public Library, and its functions and services.

After studying this unit, you should be able

- to explain the concept of a public library;
- to list the various functions of public libraries described by Unesco and other professional bodies; and
- to state the services offered to various groups of people in the society.

17.1 INTRODUCTION

A public library is one that serves the entire population of a community. Everyone in the community, regardless of nationality, race, colour, creed, age, sex, status, educational attainments, language or any such considerations has a claim to its services as a matter of right. It is generally established and maintained out of public funds under the mandate of legislation. But there are libraries maintained by private agencies, or registered societies which extend their facilities to the public and would qualify, to that extent, to be designated as public libraries. Public library service is generally free of charge, but some libraries charge a nominal fee. They are usually referred to as subscription libraries. The basic condition that a library should be required to satisfy, in order to be accepted as a public library, irrespective of whether it is supported by public funds or not or whether its service is free or not, is that it should be open for use to all the people in its area without any distinction whatsoever. This contention finds support in the modern definition of a public library as approved by the UNESCO and IFLA which is: "Public libraries are those libraries which serve the population of a community or region free of charge or for a nominal fee"

17.2 PUBLIC LIBRARY: IT'S AIMS AND OBJECTIVES

A Public Library functions as an intellectual power house, aspiring to meet the intellectual, educational, recreational, informal and cultural requirements of the masses.

A Public Library should act as a multi-purpose information education - culture agency.
A Public Library should make:

1. **Education:** To foster and provide means for self-development of the individual/group at whatever stage of education, closing the gap between the individual and recorded knowledge.

2. **Information:** To bring to the individual/group accurate information quickly and in depth, particularly on topics of current concern.

3. **Culture :** To be one of the principal centres of cultural life and promote a keener participation, enjoyment and appreciation of all the arts.

4. **Leisure:** To play a part in encouraging the positive use of leisure and providing material for change and relaxation.

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Self-Check Exercise - 1

State the aims and objectives of Public Library.

Note: i) Write your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

17.3 FUNCTIONS OF A PUBLIC LIBRARY ACCORDING TO VARIOUS COMMITTEES

Various learned bodies have described the functions of a public library, which are as folows:

1. **UNESCO:** The UNESCO manifesto has envisaged four major functions for the public library, Viz., (i) promoting education; (ii) fostering culture; (iii) disseminating information; and (iv) providing recreation. In addition, it highlights the need for public library service to children and to the handicapped sections of the society.

2. **U.K:** The committee to frame structure of the Public Library Service in England and Wales (1957) has mentioned that the public library should perform the following functions:

"It is the function of a public library not to satisfy, but to promote the desire of books. Consequently the provisions of a children's library with adequate stocks and expert guidance in the choice of books should be regarded as an integral part of the library service....".

3. **A.L.A:** American Library Association (**IN Public Library Service: a guide to evaluation, with minimum standards**) has prescribed the following functions of a public library:

"(i) To facilitate informal education of all people in the community.

(ii) To enrich and further develop the subjects on which individuals are undertaking formal education.

(iii) To meet the information need of all.

(iv) To support the educational, civic, and cultural activities of groups and organisations.

(v) To encourage wholesome recreation and constructive use of leisure time".

4. **Public Library Enquiry Committee (USA):** has pointed out three general functions of a public library as under:

(i) to gather resources in order to promote an enlightened citizenship and enrich personal life.

(ii) to provide reliable information to the community.

(iii) to provide opportunities for self-education to children, young people, men and women.

17.4 COMMON FUNCTIONS OF A PUBLIC LIBRARY

The common functions of a public library can be divided a follows:

(a) Public library as an educational Centre.

(b) Public library as a cultural centre.

(c) Public library as an information centre.

(d) Public library as a recreation centre.

(e) Public library for children.

(f) Public library for the handicapped.

These functions are described as follows:

17.4.1 Public library as an Educational Centre

(1) Formal Education

The general impression prevailing in our country of a public library is that it is an institution providing books, chiefly novels, for recreational reading. This impression is based on the actual service rendered by the large majority of the public libraries in the country. Few people regard it as a place which can be approached for serious reading for educational purposes. But the public library has an important educational function to perform.

It must serve the teachers and students of the educational institutions in its area by acquiring books of academic importance suited to their needs. No educational institution is able to make available in its own library all the books required by its users. The public library should therefore supplement the resources and services of these libraries.

(2) Life-long self-education

Formal education, in the present context of the phenomenal expansion of knowledge, can be regarded only as a preparation for the future self-education of those who have undergone it. They have to keep themselves abreast of the continuous developments in their respective fields. Otherwise they will soon be overtaken by these developments and become out-of-date. It is in this sense that education is described as a life-long process. This will be possible only if they have access to public libraries, well equipped with up-to-date books in the various branches of knowledge. Without these facilities there is the real danger of those who are educated relapsing into the uneducated state.

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(3) Education of Working Groups

The public library is an educational centre also in anothr sense. It should stock books relevant to the needs of people engaged in different vocations in its area by reading which they will become better informed and educated in their areas of work and will be able to increase their work efficiency. This will lead to greater productivity.

(4) Adult Education

According to the 1981 Census of India the percentage of literacy in the country was only 36.23. This implies that 6,377 out of every 10,000 people are not able to read and write and consequently are without the basic means of self-education. The society has a responsibility to increase the number of literate and educated people through appropriate programmes. The adult education "is to create an educated mind among the adult illitereate". The public library, with its infrastructure in terms of men and materials, can play an important role in this programme. Some of the activities it can organise for this purpose are arranging talks on topics of interest to the different sections of illiterate people, organising reading clubs at which books will be read out to them, holding exhibitions and presenting educative themes through films, radio, television, etc.

(5) Distance Education

Distance education comprises all those efforts aiming at enabling people to acquire an educational qualification with being enrolled in a formal educational institution. With many universities extending these facilities now and open universities being established exclusively for this purpose, this is gaining steady popularity. The New National Education Policy lays great stress on it.

Distance education basically involves self-study for which library support is absolutely essential. Indeed, a strong public library system is the most important element in the infrastructure to be provided for the successful implementation of distance education programmes. In its absence, those who join this stream will have limited opportunity to read the type of books that they should, to become really educated. They will have to be content with confining themselves to course material. The major objectives of education aim at enabling the students to acquire a thorough grasp of their subjects, developing their thinking abilities of critical faculties and their overall personality development. To support this it is essential to provide facilities for learning through reading authoritative books in each subject area by the establishment of a strong public library base.

17.4.2 Public Library as a Cultural Centre

The public library should function as a cultural centre in two senses. It should provide books which would stimulate and bring to expression the creative talents of the individuals and develop their facilities for aesthetic apreciation. It should also organise cultural programmes like music concerts, dances, dramas, painting competitions for children, exhibition of paintings, etc., and thus enrich the cultural life of its community. It should function as a real community centre.

17.4.3 Public Library as an Information Centre

Every library is an information centre in the sense that it disseminates the information contained in the books held by it. But the public library should also function as an information centre in the sense of providing the information relating to the socio-economic needs of the people. Many young people are on the look out for choosing a career and they should be able to find the information that would help them in this respect in their public library. Similarly the public library should be able to provide an entrepreneur wanting to set up a small industrial unit with the know-how of doing it. Some of the other areas in which a public library can interest itself to the benefit of its community are agricultural information, health information and family welfare information. These are only a few examples illustratring the immense potential of an alert public library in this field.

17.4.4 Public Library as a Recreational centre

Healthy use of leisure is a matter of great importance in community life lest the leisure time should be devoted to negative and destructive activities. By providing books suitable for recreational reading and organising programmes of healthy recreation and entertainment like the performing arts, the public library can play a significant role in meeting this need of the people.

17.4.5 Children's Wing

"Catch them young" is a phrase of great social relevance. Habits picked up at the early impressionable period in one's life are bound to continue throughout life. Reading is a habit that should necessarily be cultivated in the children for, apart from exposing them to the world of knowledge and widening their mental horizon, it will help them to learn through reading throughout life. Many of our students, even at the university level of education when self-study becomes more important and necesary, find themselves severly handicaped because it is at this late stage that they have their first library experience. This is a very serious deficiency in their equipment for self-education. Therefore it is very necessary that children should be provided with facilities for reading, and this is a responsibility that the public libraries should share with school libraries, by establishing children's wings and maintaining them in an attractive and inviting manner. In areas where school library service is not available or is not adequate, the public library has a special responsibility to step in and provide this service.

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Self check Exercise - 2

State the Public Library Services for children?

Note: i) Write your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

17.4.6 Public Library Service for the Handicapped

It is a responsibility of the public library to provide library facilities to the handicapped sections of the society, like the blind whose learning needs are no less important than those of the normal people. This should be done by appropriate collections of books and non-book materials being made available for their use and education.

Common functions:

In the light of the above, the functions of a public library can be summed up as follows:

1) It collects the printed and audio-visual materials.

2) Logical organization of materials for convenient use.

3) Provision of information service so that they may be used.

4) Guidance to individuals in the use of educational and recreational material.

5) The materials are provided.

   (a) To facilitate informal self-education of the people in the community.

   (b) To enrich and further develop the subjects on which individuals are undertaking formal education.

   (c) To meet the informal needs of all.

   (d) To support the educational, civic and cultural activities of groups and organizations.

   (e) To encouarage the constructive use of leisure.

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17.5 UNESCO PUBLIC LIBRARY MANIFESTO

The UNESCO considred public libry service so important that it brought out a **Public Library Manifesto** in 1949. This was revised in 1972 which was observed in the International Book Year.

The Manifesto is a concise and yet comprehensive statement of the modern concept, objectives and functions of the public library and of the general principles governing its service.

UNESCO PUBLIC LIBRARY MANIFESTO (Reproduced from **UNESCO Bulletin for Libraries,** Vol.26, No.3, May-June 1972)

UNESCO and Public Libraries:

The United Nations Educational Scientific and Cultural Organisation (UNESCO) was founded to promote peace and spiritual welfare by working through the minds of men and women.

This manifesto proclaims UNESCO's belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and understanding between people and between nations.

The Public Library:

A democratic institution for education, culture and information.

The public library is a practical demonstration of democracy's faith in universal education as a continuing and life-long process, in the appreciation of the achievement of humanity in knowledge and culture.

The public library is concerned with the refreshment of man's spirit by the provision of books for relaxation and pleasure, with assistance to the students, and with provision of up-to-date technical, scientific and sociological information.

The public library should be established under the clear mandate of law, so framed as to ensure nation-wide provision of public library service. Organisational co-operation between libraries is essential so that total national resources should be fully used and be at the service of any reader.

It should be maintained wholly from public funds and no direct charge should be made to any one for its service.

To fulfil its purposes, the public library must be readily accessible, and its doors open for free and equal use by all members of the community regardless of race, colour, nationality, age, sex, religion, status or educational attainment.

Resources and Services:

The public library must offer to adults and children the opportunity to keep in touch with their times, to educate themselves continuously and keep abreast of progress in the sciences and arts.

Its contents should be a living demonstration of the evolution of knowledge and culture, constantly reviewed, kept up-to-date and attractively presented. In this way it will help people form their own opinions and develop their creative the critical capacities and powers of appreciation. The public library is concerned with the communication of information and ideas, whatever the form in which these can be expressed.

Since the printed word has been for centuries the accepted medium for the communication of knowledge, ideas and information, books, periodicals, newspapers remain the most important resources of public libraries.

But science has created new forms of records and these will become an increasing part of the public library's stock, including print in reduced form for compact storage and transport, films, slides, gramaphone records, audio and video tapes, for adults and children, with the necessary equipment for individual use and for cultural activities.

The total collection should include material on all subjects to satisfy all tastes at different educational and cultural standards.

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All languages used by a community should be represented, and there should be books of world importance in their original language.

The public library building should be centrally situated, accessible to the physically handicapped, and open at times convenient to the user. The building and its furnishings should be attractive, informal and welcoming, and direct access by readers to the shelves is essential.

The public library is a natural cultural centre for the community, bringing together as it does people of similar interests. Space and equipment are therefore necessary for exhibitions, discussions, lectures, musical performances and films, both for adults and children.

Branch libraries and mobile libraries should be provided in rural and suburban areas.

Trained and competent staff in adequate numbers are vital to select and organise resources and assist users. Special training will be required for many activities such as work with children and handicapped, audio-visual materials, and organisation of cultural activities.

Use by children:

It is in early life that a taste for books and the habit of using libraries and their resources are most easily acquired. The public library has therefore a particular duty to provide opportunity for the informal and individual choice of books and other material by children. Special collections and, if possible, separate areas should be provided for them. The children's library can then become a lively, stimulating place, in which activities of various kinds will be a source of cultural inspiration.

Students of all ages must be able to rely on the public library to supplement facilities provided by their academic institutions. Those pursuing individual studies may be entirely dependent on the public library to meet their needs for books and information.

The Handicapped Reader:

There is an increasing concern with the welfare of the elderly and all handicaped people. Problems of lonelines, and mental and physical handicaps of all kinds, can be alleviated in many ways by the public library.

Improved means of access, provision of mechanical reading aids, books in large print and recorded on tape, service in hospitals and institutions, and personal service to the home are some of the ways in which the public library can extend its services to those who need it most.

The Public Library and The Community:

The Public library should be active and positive in its outlook, demonstrating the value of its services and encouraging their use.

It should link itself with other educationl, social and cultural institutions including schools, adult education groups, leisure activity groups and with those concerned with the promotion of the arts.

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It should be watchful for the emergence of new needs and interests in the community, such as the establishment of groups with special reading requirements and new leisure interests to be represented in the library's collections and activities'.

Self-Check Exercise -3

State the role of UNESCO in Public Library Development.

Note: i) Give your answer in the space provided below.

ii) Compare your answer with the model given at the end of this unit.

17.6 SUMMING UP

The functions enumerated above reveal that a public library is a significant institution. It plays an important role in a developing country in particular. The progress of a country depends largely on education which she provides to the citizen, either through formal or non-formal education. Active and informed participation of the common masses in the country's affairs is essential for a real democratic set-up. A democratic society needs such citizens who are aware of their environment and are well acquainted with the cultural, social, political and economic heritageof the country. At the same time they should also be capable of analysing and discussing a given situation at a given time so that they could take right decisions at the right time. Such decisions might range from ploughing the fields to electing public representatives at various levels. In a developing and too big a country like ours it may not be possible to impart formal education to all due to many factors. Besides the citizens who have received formal education will also need continuing education for recreation, information and for enhancement of their knowledge. A public library can serve both the categories most economically, efficiently and effectively.

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17.7 MODEL ANSWERS

1. A public library meets the intellectual, educational, recreational, informational and cultural requirements. A public library should act as a centre for self-education. It provides to the masses information on topics of their interests. It represents the cultual growth of society. It serves as centre for reading, recreation and proper utilization of leisure.

2. American Library Association has prescribed the following as the functions of a public library.

   a) to provide informal education to the community;

   b) to develop collection required for formal education;

c) to meet information need of all;

d) to support educational and cultural activities of the society; and

e) encourage recreation and better use of leisure time of the people

3. UNESCO plays a leading role in world-wide development of public libraries and public library network. UNESCO's manifesto is a concise and comprehensive statement of the modern concept of public library. UNESCO believes public library as a living force for evolution of world culture. UNESCO manifesto has envisaged four major functions for the public library. (1) Promoting education (2) fostering culture (3) disseminating information (4) providing recreation. UNESCO highlights need for public library service to children and to the handicapped sections of the society.

17.8 ASSIGNMENTS

(a) Essay Questions

1. Discuss public libraries in detail.
2. Define and discuss in full the functions of a public library.
3. Narrate the Public Library Manifesto of the UNESCO.

(b) Short questions

1. Aims and objectives of Public Library.
2. A Public Library.
3. Major functions envisaged by UNESCO.
4. Public Library functions as per ALA.
5. General functions of a Public Library, suggested by Public Library Enquiry Committee (USA).
6. Public Library as an Education Centre.
7. Public Library as an Information Centre.
8. Public Library services for the handicapped.
9. Public Library services for children.

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17.10 GLOSSARY

Public Library: A Library with public funds, the use of which is not restricted to any class of persons in the community but is freely available to all.

Distance education: A kind of nonformal education.

Information Centre: Usually an office, or a section of a bibliographical centre, research bureau or documentation centre, which gives information about books or on a subject with which the organisation providing the facilities of the centre is concerned.

UNIT - 18 : SPECIAL LIBRARIES

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18.0 AIMS AND OBJECTIVES

This unit aims at introducing you the concept of a special library. In the previous units you have learnt about the academic libraries and the public libraries. A special library is a library which does not belong to any of these two categories.

After studying this unit, you should be able

- to explain the concept of a special library;
- to distinguish different categories of special libraries; and
- to list the characteristics and functions of a special library.

18.1 INTRODUCTION

A special library is one serving people who constitute a special group by virtue of their common subject interest or location or physical or mental abnormalities. Special library aims at serving a special clientele located within a single establishment or group and all engaged in working towards one common purpose. Special Library exists to serve the personnel of the parent body and caters to their information needs.

The main object of a special library is to locate, select, process, and disseminate information in specialised fields of knowledge as soon as it is available in any form of media.

The term 'Special Library', means a library which is concerned almost exclusively with the literature of a particular subject, or a group of subjects. A Special Library serves specialist clientele, located within a single organisation or group and is responsible for the collection, organisation, storage, retrieval and dissemination of information directly concerned and ancillary to the work of the specialised institution to which it is attached.

Any special library exists to provide information for immediate and utilitarian purpose in support of the goals of its parent organisation. In other words, it is established to obtain and exploit specialised information for the private advantage of the organisation which provides its financial support.

In the light of the above, it is clear that a special library is one serving people who constitute a special group by virtue of their common subject interest or location or physical or mental abnormalities.

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18.2 CONCEPT AND DEFINITION

Concept : On July 2, 1909, a group of 26 librarians met at Bretton woods, New Hampshire, to discuss a new kind of library that had appeared on the American Scene. Before their discussion ended, they had decided that the new kind of library should be called a "Special Library". They placed the stamp of agreement on their conclusion, in typical American fashion, by forming an organisation Special Libraries Association.

Since that time, thousands of libraries that call themselves special libraries have come into being in the United States, Canada and elsewhere.

The term 'Special Library', means a library which is concerned almost exclusively with the literature of a particular subject, or a group of subjects.

There are three basic elements in a special library, namely, special readers, special collections, and special location. If we closely look at these three elements, we can establish that the word 'Special' originally applied to the subject area, which is restricted, and this is still the main distinction. The material is not necessarily different from that in other types of libraries, but it usually includes a large proportion of items on very specific topics or segments of information. Finally, the readers are usually members of a particular organisation having a common purpose.

Definitions :

1. To L.M. Harrod, "Special library is a collection of books and other printed, graphic or recorded material dealing with a limited field of knowledge and provided by a learned society, research organization, industrial or commercial undertaking, Government department or even an education institution. It may also be a special branch of a public library serving certain interests or occupational groups such as a technical library or a subject library, meeting the needs of all enquires on that given subject such as a music library".

2. L.H. Morley defines "Special Library" as "that unit in the organization responsible for locating and supplying whatever knowledge and experience that may advance its activities".

3. D.V. Arnold contends that "a Special Library is one, that serves a group, of readers who have an 'extra-library' existence as a group".

4. D.J. Foskett defines a special library as one "serving a group having an extra-library existence, whose members direct at least some of their activities towards a common purpose".

5. Paul Wasserman endorses this view by defining "special access to specialised information and placed within range of and addressed to meet the needs of a special clientele".

18.3 DIFFERENT CATEGORIES OF SPECIAL LIBRARIES

The libraries attached to the following five categories of Organisations can be treated as different categories of special libraries:

1. R & D Organisations.
2. Government Organisations
3. Business, Trade and Industry
4. Socio-economic development Research Institutes.
5. Training Institution.

18.3.1 R & D Organisations

The libraries located in Research and Development organisations are required to be acquainted within the mission of goal as well as the plans., programmes and projects of the organisation. The assessment of information requirements of these organisations are :

a) to build up the basic collection.

b) to update the collection by acquiring documents relevant to changing requirement; and

c) to design and implement library and information services.

Examples: 1) Regional Research Laboratory, Hyderabad.
(now Indian Institute of Chemical Technology)
2) Steel Authority of India Ltd., (SAIL) Ranchi.

18.3.2. Government Organisations

The government departments are of two types, namely, central and state. The government at the centre has four organs: (i) Executive, (ii) Judiciary, (iii) Legislative and (iv) Institutional. The four organs exist at the state level also .

In general the information required in the government departments can be categorised as:

a) the subjects of topics on which the information is likely to be sought; and

b) the purpose for which the information is being sought.

However, the specific purpose in which the information is required, to a large extent, is related to the nature of the activities of the organisation and the tasks assigned to the persons working in it.

Examples: 1. Ministry of Labour and Employment, New Delhi.
2. Bureau of Economics and Statistics, Andhra Pradesh, Hyderabad.

18.3.3. Business, Trade and Industry

Information required for business, trade and industry libraries are as follows:

a) Information relating to the specific industry and trade the company is involved in

b) Information relating to the function the manager is involved in;

c) Information relating to the environment factors that effect the operation of company; and

d) Information relating to management theories and techniques.

Examples: 1. Hindustan Paper Corporation ltd,. Calcutta.
2. State Trading Corporation of India, New Delhi.

18.3.4 Socio-Economic Development Institutions

The information requirements of Socio-economic development Institutions may be viewed from two angles:

a) the subjects of topics on which information is required; and

b) the purpose for which the information is being sought by researchers.

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The knowledge of the first is essential for building up the library collection as well as for providing the right documents to the information seakers. The second aspect helps in designing and implementing library and information services.

Examples: 1. Centre for Development Studies, Trivendram.
2. Centre for Economic and Social Studies, Hyderabad.

18.3.5 Training Institutions

The libraries located in training institutions are required to provide services to support three activities: a) training; b) research; and c) consultancy.

The information requirements of the participants would be, by and large, related to the contents of the programmes.

Finally, the information requirements may be classified as follows:

a) Information relating to the statement of objectives of the institutions;
b) Information relating to the calendar of training programmes and the details of the programme contents; and
c) Information relating to the research and consultancy programmes.

Examples: Administrative staff college of India, Hyderabad.
Institute of Public Enterprises, Hyderabad

18.4 CHARACTERISTICS OF SPECIAL LIBRARIES

(a) Characteristics:

The following are some of the important characteristics of a special library:

1. Special Libraries are found where other types of libraries often are not.
2. Special libraries usually serve a limited body of users, with the limitation established by considerations other than the library's.
3. Special libraries are limited in subject scope.
4. Special library collections are frequently very small.
5. The function of the special library is in general the provision of information, frequently for immediate and utilitarian purposes.
6. Special libraries frequently deal with specialized and internal materials.
7. Special libraries frequently have restricted access.

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8. Special libraries emphasize the function of providing information.
9. Special libraries are subject to overall organisational policies.
10. By and large the special library must operate within the framework in which it already finds itself.

b) Differentiating Characteristics:

Although special libraries constitute the least familiar type of library for the general public, they are easily differentiated from the other types of libraries. Special libraries usually emphasize the following distinguishing characteristics:

1. Special libraries are differentiated from other libraries by their emphasis on the information function: While the major objectives of other types of libraries may encompass use for education, recreation, aesthetic appreciation, or scholarly purposes, and while some libraries do have these objectives, the major objective of the special library is a single-ended one: to provide information for immediate and utilisation purposes in support of the goals of its parent organization.

2. Special libraries are differentiated by where they are found: Special libraries exist in a wide variety of organizational settings, usually away from the public view in high-rise office buildings, in industrial complexes, or in research centers. They are units of larger organizations whose purposes are usually other than the provision of education or library service.

Special libraries are found in private business and industrial organizations such as banks, insurance companies, advertising agencies, public utilities, newspapers, chemical and pharmaceutical manufacturers, petroleum producers, engineering firms, and the aerospace and automotive industries, to name a few, others serve federal, state, county, or municipal governments or quasi-governmental agencies. A number of special libraries are in non-profit institutions such as hospitals and health agencies, social and welfare organizations, and museums, or are part of trade and professional associations or societies.

3. Special libraries are also differentiated by the kinds or groups of people who use them or are served by them: In contrast to public libraries that serve "everybody", special libraries serve a well-defined group of users. Most frequently the users are limited to the parent organization and may range from the personnel of a single department to employees throughout the organization. Some special libraries, such as those maintained by associations, may consider the group's membership or anyone with a serious interest in the subject as part of their clientele.

4. Special libraries are differentiated by limitations in subject scope: Special libraries are oriented to a single subject or more often, to several related subjects. This subject scope is determined by the field of activity and interests of the library's parent organization.

Thus, special libraries are often described in terms of their subject orientation - advertising and marketing, business, finance law, pharmaceutical, electronics, aerospace, real estate, chemistry, medical, or dental libraries. Some are best described in terms of a form of material - patent libraries and

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picture libraries are good examples. Still others are most aptly described in terms of their parent organizations - museums, hospital, or newspaper libraries. In every case, the common characteristic is an orientation to materials and information that is specialized rather than general in character.

5. Special libraries are differentiated by a predominant characteristic of "Smallness": All kinds of libraries come in all sizes, of course, and there are some special libraries with scores of employees and hundreds of thousand of volumes in their collections. But surveys and studies of special libraries show that a majority of them employ only a small number of persons. The "Typical" special library may be visualized as small in staff, size, and usually small in space occupied and in size of collection.

18.5 FUNCTIONS OF SPECIAL LIBRARIES

The kinds of services and activities undertaken by special libraries vary considerably among the organizations in which they operate. The level of services provided will depend, quite naturally, upon the resources available for the library-staff, budget, space, and equipment.

The concept of levels of services can be illustrated by selecting the three most important areas of library activity and describing how each of them might be performed at different functional levels. The three functions which are central to the operation of all libraries and which make the special library a unique service unit within an organization, the organization, and the dissemination of information and materials.

The following checklist describes these basic functions in terms of three levels of service-minimum, intermediate, and maximum. It suggests the kinds of decisions that must be considered in determining what a particular special library will do.

i) Acquiring materials for the library

As a minimum function, the special library:

* Collects publications scattered throughout the organization, receives in the library those that come automatically to the organization, and checks these materials to assure relevancy and to avoid duplication.
* Keeps abreast of the organization's general interests and needs for published materials.
* Reviews announcements of new publications, selects basic materials, and orders them directly from the publisher.
* Establishes a simple order record.
* At an intermediate level of function, the special library adds or substitutes the following.
* Keeps informed about the developing information needs of the organization and selects materials in anticipation of the actual requirement for them.
* Establishes contacts with book, magazine, and government documents dealers for expediting orders.

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* Begins to acquire special collections of materials such as patents, internal reports, maps, and pictures.
* Creates and maintains a complete order file with automatic follow-up procedures.
* Reviews the library's collections and builds up weak areas.
* Prepares a written selection policy.
* Establishes a regular system for checking with authorities within the organization on evalua tions of publications.

At a maximum level of function, the special library adds or substitutes the following:

* Periodically does formal research concerning user's needs.
* Establishes contacts with experts and dealers of unusual publications like-out-of-print, unpublished, foreign.
* Adds other specialized collections, such as catalogue of executive development programs, computer print-outs, and archival materials of the organization.
* Evaluates and selects computerized databases appropriate to the interests of the organization.

Self-Check Exercise - 1

What are the acquisition functions of a special library?

Note: i) Give your answer in the space provided below.
ii) Compare your answer with the model answer given at the end of this unit.

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ii) Organizing materials in the library

As a minimum function, the special library:

* Places books on shelves in a simple, logical order for example, by author or by broad subject grouping.
* Arranges magazines and other periodicals by title and data.
* Establishes a filing system in which pamphlets, clippings, advertising pieces, and other ephemeral materials are organized by subject.
* Makes a card catalogue which identifies all major publications in the library by author and/ or title.

At an intermediate level of function, the special library adds or substitutes the following:

* Orders printed catalogue cards for books, or does original cataloguing.
* Adopts a published classification scheme and uses it for subject arrangement of books.
* Adopts a published subject heading list for cataloguing books, and for indexing the collection of pamphlets, clippings, and other materials in files.
* Devises specific filing and finding systems for special collections such as patents, maps, and pictures.

At a maximum level of function, the special library adds or substitutes the following.

* Prints its own catalogue cards, or obtains them through cooperative cataloguing services.
* Creates internal subject organization systems tailored to its needs, such as special classification schemes, expanded subject heading lists, or thesauri.
* Indexes articles, reports, and other materials in depth, possibly using new technologies.
* Prepares abstracts of published materials.

iii) Disseminating Information and Materials from the Library

As a minimum function, the special library:

* Maintains a collection of reference books.
* Answers simple, factual reference questions.
* Identifies titles of publications and verifies references.
* Directs users needing detailed or research information to possible source outside the library.
* Routes new issues of magazines to people who have requested them.
* Routes new incoming materials to staff members whose interests are known.
* Knows the resources of local libraries well enough for full utilization.

At an intermediate level of function, the special library adds or substitutes the following:

* Gathers research materials pertinent to a question and transmits them to requesters.
* Prepares selective bibliographies.
* Undertakes comprehensive literature searches on request.
* Distributes lists of current literature received, sometimes including abstracts copied from published sources.
* Has broad familiarity with nationwide library resources in pertinent subject fields.
* Participates in cooperative library networks.

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At a maximum level of function, the special library adds or substitutes the following:

* Locates, synthesizes, and evaluates information and provides it in written summary form.
* Prepares critical bibliographies.
* Prepares evaluative, comprehensive literature searches.
* Distributes library-prepared abstracts of current literature received.
* Provides library-prepared translations of articles.
* Regularly prepares and supplies applicable current information for specific require ments of individual users, e.g., SDI (Selective Dissemination of Information) systems.
* Has thorough knowledge of subject experts and possible sources of unpublished information in the subject fields.
* Uses computerized methods for receiving, storing, and retrieving information.

18.6 SERVICES OF SPECIAL LIBRARIES

Some of the common services of a special library are as follows:

18.6.1 Current awareness and routing services

Routing services and Selective Dissemination of Information (SDI) systems are two common ways of getting new information into the right hands quickly.

When periodicals arrive in the library, their receipt is recorded and they are made available to readers-usually on the same day. Sometimes, especially in large organization, multiple subscriptions to a periodical may be necessary to achieve timely distribution.

Routing of periodicals involves either attaching a list of names to the periodical's cover and distributing it through the house mains or, in smaller organizations, having it passed from person to person. In libraries where computers are used to keep periodical records, it is possible to have routing lists produced by the computer at the same time as the periodical is checked in.

In some large organizations, the most effective way of giving library users an opportunity to see the contents of a single subscription to a periodical is to keep it in the library for a week or month before it is circulated. Briefly displaying current journals encourages readers to come into the library and scan the publications, giving all users equal access to the newest printed information. When a periodical is of immediate interest to only a few people, it is usually sent directly to their attention and later displayed in the library.

In some libraries it has been a practice to photocopy tables of contents of newly arrived periodicals for distribution to inform staff personnel of new articles available. Interested readers are then sent, at their request, copies of articles they wish to read.

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In addition to the general routing described above, there is the important function of individualized routing or current awareness service known as Selective Dissemination of Information (SDI), to address to address the individualized information needs of the organization's users.

This service reduces the time library users must spend checking lists or bibliographies in order to be sure they know about all new material available. In some organizations, computer services are used to match information in new materials, with profiles of user's interests.

18.6.2 Reference Service

Because of the librarian's training in techniques of working with literature and information, the library reference service can often be the most effective means of supplying answers to the many questions which arise each day. At a minimum level of reference service, the librarian will maintain a collection of necessary reference books, locate simple factual answers to questions, be able to direct users to possible sources within the library, and be able to identify and obtain other printed information sources.

A library which provides services at a maximum level of function will require a staff of librarians with more time, knowledge, responsibility, and clerical support. With these resources the library is able to provide even the most elusive answers, freeing the valuable time of the user. This maximum level of service requires the librarian to have a thorough knowledge of the subject field, of the literature available, of the bibliographic tools that are guides to the literature, and of organizations and individuals doing research in the field. They are so familiar with the library's clientele, their interests, and the current literature that they are able to plan for the organization's needs and provide useful materials before a request is received. This level of reference service varies from answering a simple request to a complete search of the literature available on a subject. Such a search might result in the provision of statistics, of a few factual statements, or of a considerable array of carefully analyzed material-articles, documents, sections of books, memoranda, results of computer database searches, etc., dealing with the subject of the request.

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Self-Check Exercise - 2

State the importance of reference service in a special library ?

Note : 1) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

18.6.3 Acquisition lists and bulletins

New publications acquired by the library are usually announced to all potential users through regularly issued acquisition lists and bulletins. Even though each new publication is usually first sent to the person who requested it or is most likely to need it, these lists keep all personnel aware of materials available in the library. Annotations or abstracts are sometimes added to entries on the lists in order to provide a better guide to the contents of articles, books, and pamplets. In cases where potential users are numerous and scattered over a wide area, lists can be displayed on bulletin boards or sent to regional offices for appropriate distribution there.

Commercial services are available in many subjects areas to keep users up-to-date with the literature in a specific field. The service may provide listings of pertinent material, abstracts, and copies or documents or articles. In many libraries the librarians will be the principal users of this service as an aid to selecting, ordering, and doing reference work. In other libraries the users will want to see these listings regularly to select needed material for themselves or their departments.

18.6.4 Use of outside sources of information

Most special libraries regularly use sources of information outside the organisation itself. The library staff cannot be expert in all fields in which users may require information, nor do most special libraries have collections so extensive that they can provide for every information need.

One of the most important aspects of the librarian's job is to know, or be able to locate, outside sources that can be of assistance in locating authoritative information on unfamiliar subjects. This assistance may be in the form of access to specialists through telephone calls, correspondence, or visits; of physical access to the use of other libraries and information centres; of inter-library borrowing; or of contracting with information brokers or free-lancers outside the organisation.

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18.6.5 Other library services

A number of activities not specifically included within the functions of acquisition, organisation, and dissemination of information may well fall within the scope of an individual library's responsibility.

a) Translations

From time to time, it may be found that articles of importance to the information needs of an organisation are written in foreign languages and translations are needed. Often the librarian is asked to obtain them. This may mean commissioning the work of a commercial translator or translating agency, or possible the library staff may be able to undertake the work. Before deciding upon original translation, the librarian should determine whether the document has already been translated and if a copy of the translation available.

b) Abstracts

In some special libraries the preparation of abstracts of published information is a major activity. Abstracts are summaries of larger works which outlines the contents of the work and can be read to determine the need for reading the entire publication. They can be used in libraries as elements of the Current Awareness Service, and because of their succinct language they are easily indexed. A number of commercial abstracting services such as Chemical Abstracts, Biological Abstracts are available which may meet, at least partially, the needs of an organization. Where abstracts are widely used, the librarian usually finds it necessary to supplement commercial coverage with additional in-house abstracts tailored more nearly to the organizations interests.

Self-Check Exercise - 3

Write short notes on abstracts in a special library?

Note : i) Give your answer in the space provided below.

ii) Compare your answer with the moral answer given at the end of this unit.

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c) Library Orientation

Orientation sessions for new employees are a common way of promoting the library and its use. These sessions may be one part of a larger orientation programme to the organization as a whole, or they may be initiated by the librarian independently. They generally include a tour of the library, discussion of materials available in various subject areas, and a description of services offered to employees by the library. This is a good time to write a subject interest profile for SDI and to place the employee's name on periodical routing lists. Ideally, the orientation session should take place after the employee has had enough time to understand what the new job entails and how a continuing flow of information could contribute to its successful accomplishment.

d) Archives

Archives, those basic documents relating to the growth and development of an organization, are often placed within the jurisdiction of the special library. Organizations having archives collections tend to view them with great pride and may find them to be increasingly useful. Frequently though, no thought is given to collecting historical materials until the organization decides to commemorate an anniversary. It then becomes vital to have access to records of the organization's beginnings and growth. This concerted effort to collect scattered historical documents from throughout the organization may be the start of a formal archives collection.

Some organizations have relatively large facilities with full-time staff dedicated to archival materials. Other organizations have donated their older archival materials to public or university libraries where they are used for primary research by social historians.

In organizations where it is appropriate, the special librarian will take the initiative to preserve materials by collecting, classifying, and indexing those items of potential historic value. Because of its age and perishability, this material often requires special handling and storage facilities.

e) Records Management

The enormous number of internal documents resulting from the activities of various departments or agencies within an organization often must be retained by law or for future use. These internally produced documents may be kept in the library as a part of the organization's working collection of materials, or they may be organized as separate entity. Assigning responsibility for records management to the library should occur at the maximum level of function with sufficient additional staff. This highly complex but usually necessary activity, as well as the responsibility for archives, may be an integral part of an information centre.

18.7 SUMMING UP

To obtain maximum benefit effectiveness from a library operation, information must flow to the library as well as from it. A major responsibility of management is to keep the librarian informed about changes and new developments in the organization's projects and programmes, thus alerting the librarian to new areas for which library materials and services must be planned and made available.

The librarian should be included in management and planning meetings and should be on the receiving list for announcements regarding future directions of the organization. It is most advantageous when there is a clearly defined, direct communication channel between the librarian and a high-ranking executive.

By establishing a definite policy of communication, management will be doing much to make optimum use of the skills of the library staff and to increase the efficiency of the library within the organization.

18.8 MODEL ANSWERS

1. 1) Acquires and organises information relevant to the organisation.
   2) Reviews announcements of new publications, select basic materials and orders them directly from the publisher.
   3) Acquires collections much as patents, internal reports, maps and pictures.
   4) Reviews the library's collections and builds up weak areas.
   5) Adds specialised collections, such as, computer print-out and archival materials of the organization.

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6) Evaluates and selects computerised databases, appropriate to the interest of the organization.

2. Reference service is a personal service rendered to the user. This becomes necessary in view of special types of documents and special modes of organisation. Reference service saves the valuable time of the users. At the minimum level of reference service the librarian will maintain necessary reference books and will be able to identify printed information sources according to the nature of queries. Further a reference service in a special library answers a simple request to a complete search of the literature available on a subject.

3. Preparation of abstracts of published information is a major activity in special library. Abstracts are summaries of larger works which outline the contents of the work. **Chemical abstracts** and **Biological abstracts** are commercial abstracting services. Where such services are not available, in-house abstracts are to be prepared. These can be used as the elements of the Current Answers service.

18.9 ASSIGNMENTS

a) **Essay Questions**

1. Define and discuss the aims and objectives of special libraries.
2. Narrate various characteristics of special libraries and also discuss the differentiating characteristics of special libraries.
3. What are the various functions of a special library? Discuss.
4. Explain different services of special libraries.

b) **Short Questions**

1. Aims and objectives of special libraries.
2. Concept and definition of special library.
3. Acquisition functions of special library.
4. Organising materials of special library.
5. Disseminating information and materials from special libraries.
6. Current awareness and Routing.
7. Reference service of special libraries.
8. Acquisition lists and bulletins.
9. Archives.
10. Records Management.

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18.11 GLOSSARY

Abstract : A form of current bibliorahy in which sometimes books, but mainly contributions periiodicals are summarised.

Current awareness service : A ystem for notifying current documents to users of libraries and informations services.

SDI (Selective dissemination of information): An automated information system of informaiton retrieval utilising acomputer for disseminating relevant information to users.

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BLOCK - VI: RESOURCE SHARING AND USER STUDIES

This block comprises only two units, 19 and 20. Unit19 deals with resource sharing. It introduces you the concept, need and forms. It also describes select case studies, of resource sharing programmes in operation in other countries and attempts in India. The last unit is on user studies and user education. It covers library use, user types, user needs and various methods of user education.

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UNIT-19 : RESOURCES SHARING - CONCEPT, NEED AND FORMS

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19.0 AIMS AND OBJECTIVES

The Unit aims at introducing you the concept of resource sharing. No one Library can afford to acquire all the documents published even its subject area. Sharing resources of one library by another is increasingly accepted by all.

After studying this Unit you should be able

- to define 'Resource Sharing';
- to explain the need for and the purpose of resource sharing; and
- to desirable various forms of resource sharing.

19.1 INTRODUCTION

No one library can afford the cost of acquiring and servicing all the books and journals (leave aside the micro computer data bases, video-stapes, audio visual materials and other information) necessary to satisfy both the highly - sophisticated user and the average person yearning for knowledge to meet today's challenges.

Further, today's libraries generally have insufficient resources to meet the needs of the times. The major problems, in brief are: (a) the increased cost of acquiring library materials and organising them for use: and (b) the growth of knowledge, with the consequent demands, particularly on academic libraries, for a wide range of specialised materials.

Therefore, the libraries have long realised that service to their patrons can be markedly, improved through 'Resource sharing' practices which allow any one library, to augment its holdings by gaining access, through inter-library loans, to the holdings of neighbouring libraries. This activity has also been known as 'Library Cooperation'.

By and large, the goal of resource sharing for libraries is idealistic, perhaps utopian, It entails providing convenient access to information (in whatever form and wherever located) to library users.

It is an obvious corollary that resource sharing requires concerted action of a number of libraries and entails changes in functions and attitudes on the part of users, librarians and administrators.

19.2 CONCEPT AND DEFINITION

Resource sharing is not a new concept in the field of libraries. The concept was identified by the term 'Library Cooperation' and those who had been working in libraries or had anything to do with the development of libraries have been all along emphasising the need for library cooperation. The canon of currency which is one of the important canons in the verbal plane, has replaced the term "library cooperation" with "Resource Sharing" and as usual, the term has gained world-wide acceptance particularly in this age of inflation and budgetary reduction which make the resource sharing in libraries a necessity.

The term "Resource" applies to anything - person, material or action - to which one turns for assistance in time of need. The word "sharing" entails apportioning, allotting or contributing something that is owned to benefit others. Resource sharing in its most positive aspect entails reciprocity, implying partnership in which each member has something useful to contribute to others and to which each is willing and is ready to make available when needed.

Generally, the term 'resource' signifies a thing, person or action which is handy in times of need. 'Resource Sharing' involves reciprocity, "a partnership in which each member has something useful to contribute to others and each one is willing and able to make available when needed. Resource sharing denotes a mode of operation whereby functions are shared in common by a number of libraries"

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19.3 NEED AND PURPOSE

The main factors responsible for bringing the Resource Sharing to the forefront are:

(i) Publication Costs: The cost of publications has been increasing so rapidly that it not only deters individual scholars but also libraries from purchasing desired materials. This reason probably led Mr.P.V. Narasimha Rao to say at the World Book Fair (1984) inauguration, 'if it is not the old stone, it will have to be the new chip (the micro-processor). The change-over is inevitable".

ii) Library Budgets: The shrinking library budget has further increased the woes of the librarians. They now acknowledge the impossibility of building comprehensive collections and providing comprehensive services to users.

iii) Information Technology: Modern developments in information technology on the one hand have made it possible to resort to resource sharing on a wider scale, while on the other, being a high cost technology, have so far kept small libraries away from making use of it.

iv) Third World Economics: The need for application of this concept in the Third world is felt more forcefully as information services are on a lower rung of national priorities and receive an insignificant share out of the total national budget to maintain their existence.

v) Indian Scene: In India, the national library system is supposed to serve a population of 684 million (1982 figures) in an area of 3.3 million square kilometers, But this system is geographically not broad based and from the service point of view it is not equitable. Rural areas have no library system, and if there is one, it is poorly maintained, whereas metropolitan cities have clusters of fairly good libraries.

vi) Users: Over the years, the number of users has increased manifold, and their information needs also have become more complex. Their demand is likely to be not for a particular document for a particular set of information readily to be digested and applied. A library with limited resources can hardly think of providing such a service unless it looks to others, for help.

Aims and Objectives of Resource sharing.

The objective of 'Resource sharing' is to make available to all, information resource that is compatible to one's educational, cultural, working time and leisure needs and interests, regardless of the individuals location, social or physical condition or level of intellectual achievement.

Resource sharing provides means to improve library services, contributes the cost effectiveness and provides the user with expanded access to library and information materials.

In other words, the objectives of Resources Sharing are to provide a positive net effect:

(i) on the library user as regards access to more materials or services to more materials or services he needs; and

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(ii) on library budget in terms of providing level service at less cost, increased service at level cost or much more service at less cost than is undertaken individually.

In short, resource sharing entails reciprocity implying partnership in which each member has something useful to contribute to others and each one is willing and able to make resources available, when needed.

Self-Check Exercise - 1

State the objectives of Resource sharing.

Note: i) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

The following are the main functions of Resource sharing:

1. To assist member libraries in selection of materials;
2. To purchase, catalogue, and process library materials;
3. To coordinate cooperative acquisitions, interlibrary loans and reproduction of materials for member libraries;
4. To promote programme for increased use of library resources;
5. To stimulate improvement of library facilities and services;
6. To cooperate in the development of library personnel;
7. To provide materials beyond the reach of individual libraries;
8. To achieve economics in the use of resources, human and material; and
9. To facilitate sharing of material among members of the group.

19.4 PRE-REQUISITES FOR RESOURCE SHARING

19.4.1 Pre-requisites

The following pre-requisites are necessary to fruitful library resource sharing. It must be recognised that resource sharing is a cooperative activity, and therefore, each participant has a responsibility towards the other members of the group, and the success of any such programme will depend upon the following pre-requisites:

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a) Collection

Each library has something to offer to the other members of the group. It implies that the library has grown to a certain extent in tis collection before it can think of joining a group for sharing resources.

b) Formal Organisation

A formal agreement among the libraries willing to pool and share their resources should be entered into. Objectives and goals should be clearly defined. The basic commitment of a library to its parent organisation must be recognised and clearly spelled out. Resource sharing programme should be administered independently of the goals of the participating libraries. An agreement on bibliographic standardisation, loan procedures and periods, etc. would be necessary.

c) Communication

Each participant in the programme must be able to communicate with the other in the shortest possible time. Similarly information transfer or the document itself must be transferred rapidly and safely. It must be remembered that to be successful, a sharing programme must ensure that a user gets his material quickly before his need vanishes and that the material so loaned returns safely and speedily.

d) Use of Modern Library Procedures

For resource sharing to be successful, it would be necessary that participant libraries follow modern techniques of data processing, information storage and reprography. Machine readable records, on-line time-sharing computer facilities and adaptive terminals. These have been fully exploited materials and tools in resource sharing programme in the Western countries.

e) A National Network

A national network of mutually cooperating libraries would be an ideal situation, with regional centre operating in their areas. In this way the information resources of the entire nation could be tapped and put to maximum use. Through such a network only, the principle, "all information should be made available to all" can be put into its practical form.

f) Financial Support

A resource sharing programme must be assured of supporting finance which it will need for hiring staff and other activities. In the absence of steady financial support even the basic inter library loan activities are jeopardised.

19.4.2 Allen Kent

Allen Kent suggested the following prerequisites:

1. That primary responsibility for each type of library to its special clientele must be defined before interlibrary cooperation can be established to augment service.

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2. That effective cooperation depends upon adequate resources, administrative capability, and efficient communications.

3. That although the primary responsibility of each library must be respected, each library must realize its responsibilities to the network and assume its appropriate share of responsibility.

4. That all libraries must maintain an attitude of flexibility and experimentation.

Self-Check Exercise - 2

List out Pre-requisites for Resource sharing.

Note: i) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

19.5 BARRIERS TO RESOURCE SHARING

19.5.1 Major Barriers

Despite the fact that resource sharing greatly augments the capability of an individual library to meet the information needs of its readers, it has not been popular so far, and no organised network or cooperative units of libraries can be seen in our country. The reasons are not far to seek. There are a number of constraints to effective resource sharing among libraries which can be summarised as below:

(i) fear of the libraries that if they enter into a cooperative unit they will lose their autonomy;

ii) lack of will to experiment a new activity, due either to inertia or to indifference, or both;

iii) lack of knowledge about users' needs in the individual libraries

iv) lack of funds, most libraries have nothing to offer in a cooperative programme. In fact most libraries have nothing or very little to offer to their own clientele;

v) fear of the bigger libraries that they will be only used up by the smaller libraries who have nothing to offer in return. Smaller libraries are unaware that by cooperating with bigger libraries there is much gain;

vi) delays involved in inter-library communications are so great that it kills the will to cooperate;

vii) lack of bibliographical tools necessary in cooperative programmes; and

viii) great variations in library procedures and equipment they use.

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19.5.2 Notting's Observations

Orin Notting has summarised these barriers under the following five headings:

1. Psychological barriers - fear of loss of local autonomy, clash of personalities, inertia and indifference, unwillingness to experiment, etc.

2. Lack of information and experience - lack of knowledge of the needs of users, unpredictability of demands on the library by its legitimate users, failure of small libraries to realize to realize the value of resources of larger cooperative efforts in other states.

3. Traditional and historical barriers - lack of adequate funds, fear of large libraries of being overused and undercompensated, inadequacy of libraries to serve their own needs, limitations on access to academic and special libraries, institutional competition between school and public libraries.

4. Physical and geographical barriers - distance between libraries and distance of users from libraries, difference in size of collections, lack of space in public libraries to serve students, delays in satisfying needs and requests of users.

5. Legal and administrative barriers - too many government units, lack of communication across jurisdictional lines, lack of bibliographical tools and controls, incompatibility of equipment and procedures and rules between libraries, lack of properly trained staff, lack of appropriate state enabling legislation, lack of creative administrative leadership etc.

Self-Check Exercise-3

What are the barriers of resources sharing?

Note: i) Give your answer in the space provided below.

ii) Compare your answer with the model answer given at the end of this unit.

19.6 FORMS OF RESOURCE SHARING

Library resource sharing is also known as library cooperation. Inter-library loan is one of the library cooperative forms, and union catalogue also can be stated as an example of cooperative library activity. Therefore, for purpose of study, the inter-library loan and union catalogue can be considered as two important forms of resource sharing.

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19.6.1 Inter-library loan

Inter-library loan is a part and parcel of Resource sharing. No library service is effective without inter-library loan system. To achieve fruitful results of resource sharing the inter-library loan practice is more essential.

The National Inter-library loan Code of 1968 (USA) defined inter-library loan as follows. Till today this holds good for inter-library loan practice in the libraries in the world.

"Inter-library loans are transactions in which library materials are made available by one library to another for the use of an individual and include copies as substitutes for loans of the original materials".

The process or transaction consists of the following steps:

(i) An individual determines that he needs a particular document.

(ii) The document is not available in his own library;

(iii) The Librarian verifies the bibliographic citation for the documents;

(iv) The Librarian identifies another library which owns the documents;

(v) Using the Inter-library loan Request Form, the librarian mails the request to the identified library;

(vi) If the document is available within its own lending rules, the lending library mils the documents to the requesting library, mailing separately a copy of the form;

(vii) Upon receipt of the document, the librarian informs the individual that it is available and when it must be returned to the lending library; and

(viii) When the individual returns the document, the librarian mails it back to the lending library with a copy of the form under separate cover.

19.6.2 Union catalogue

Although Union Catalogue essentially is a location tool once compiled, it may be put to varieties of uses including the following:

(i) It reveals the total document resources of an area;

(ii) It serves as a major bibliography in its own right;

(iii) It helps in identifying a reading material for which necessary bibliographical details are provided;

(iv) It helps building up a representative collection of reading materials among the participat ing libraries, adhering to the large number of users, at the best cost;

(v) It helps in inter-library loan of reading materials; and

(vi) It helps discarding the unused or less used materials from the collection of a particular service library.

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Types of union catalogues

The following are the important types of union catalogues:

(i) **Complete Union Catalogue:** It includes catalogues of all the reading materials available in the holdings of the participating libraries in a geographical area. Due to its excessive expense, this type is neither desirable nor feasible, particularly in a developing country like India.

(ii) **Selective Union Catalougue :** It may be limited by subject areas or collection of importance or may be limited by form of material included. Exchange of acquisition lists, catalogue cards or bibliographies also function as union catalogues.

(iii) **List of collection resources of the participating libraries:** It is a partial substitute for a complete Union Catalogue which facilitates inter-library loan by simply indicating the subject areas in which libraries are strong. It does not indicate the availability of a specific book in a particular library.

(iv) **Union list of serials/periodicals:** This is one of the most prominent types of Union Catalogues for resource sharing programme. It can either consist of periodical publications on all the subjects held by the participating libraries, or can be limited to a few subject fields or form of periodical publications.

19.7 AREAS OF RESOURCES SHARING

The Resource sharing programme of the groups should cover the following areas of library activities:

(a) Centralised acquisition.

(b) Centralised Cataloguing.

(c) Cooperative storage library.

(d) Cooperative delivery of service.

19.7.1 Centralised acquisition

The resource sharing will be more successful if the acquisition programme of individual libraries is centralised in the central office of the programme which will coordinate them into a common selection work.

Each library will clearly indicate what amount of money it will regularly spend on acquisition so that other members would definitely know that an adequate quantity of material will always be available in that library. A position of the budget of individual libraries will be clearly earmarked for the centre to coordinate the needs of other libraries.

Allen Kent has suggested the following points for effective centralised acquisition program.

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1. A common materials selection program.
2. A union catalog of all materials including a union list of serials
3. A union desiderata list
4. A common request and order form for all libraries in the system.
5. A central order office.
6. A union or central on-order/in-process file.
7. Cooperative circulation of want lists of out-of-print material
8. Cooperative ordering of photographic or microform copies of material.

19.7.2 Centralised cataloguing

Each library must be originally classifying and cataloguing the same book. In resource sharing, it is advised to have a common classification scheme and standard catalogue code for cooperative technical process. Hence centralised cataloguing is essential.

Allen Kent has suggested the following points for effective centralised cataloguing system.

1. A centralized original cataloguing unit.
2. Use of L.C/Sears subject headings by all member libraries.
3. Consistent use of central classification systems, possible use of only D.D.C/C.C classification.
4. A centralized original subject cataloguing unit (including classification) and subject headings
5. A union shelf-list.
6. A union catalogue.
7. A centralized processing unit.

19.7.3 Cooperative storage library

Most libraries very soon get cluttered up with less-use or no use material on their shelves occupying such space needed for other live collection. Such material can be carefully selected and be stored in a central dormitory. It would be necessary to make appropriate amendments in the individual library's records. The central storing unit will have to prepare a union catalogue of such material and mark it suitable so that retrieval is easy.

It is to be noted that the cost of storing comes to be quite heavy on account of provision of the space, proper arrangement of the materials, its maintenance, retrieval, and the staff to be engaged for these operations. Therefore, it should be clearly ascertained whether a particular item is worth storing or outright discarding.

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Kent has suggested the following for effective cooperative storage libraries.

1. A Union catalogue of storage library.
2. A cooperative agreement on the use of priorities of stored material.
3. A clearly stated policy on the amount of time to retrieve material from storage.
4. A possible cooperative exchange agreement for stored material.

19.7.4 Cooperative delivery of services

The services that the Central Office of the resource sharing programme can offer to users will be in the form of replies to specific questions. Having to search out answers to elaborate questions on topics, involve inter-library loans, referral to other libraries, or preparation of retrospective or current bibliographies. These are all standard library activities and can be performed with the help of a trained staff at the Central Office coefficients.

The Centre may have to arrange inter-library loans and for the satisfactory running of which a common inter-library loan code must be acceptable to all participating libraries. As a working code the one formulated by the Indian Association of Special Libraries and Information Centres (IASLIC) may be adopted with modification wherever necessary. The question of expenses involved in sending and returning a material, the safety of material, the period of loan, extension of the period, recall within the period, and payment on loss of the material should all be clearly spelled out and mutually accepted by all the participating libraries.

If photocopies are to be sent, then the cost of photocopies and its postage costs should be amicably settled through a common agreement. It should be clearly understood that with photocopying in libraries is involved the question of copyright. In this regard where the society recognises the right of the author and the publishers to fame and financial gains, it protects this by awarding a copyright. The authors and the publishers also acknowledge the society's right to free flow of information and agree to a fair use of provision in photocopying.

Allen Kent has suggested the following for effective delivery of service under cooperative system.

1. An agreed Inter-library loan system.
2. A union catalogue.
3. An agreed delivery system.
4. A common circulation system.
5. A common library card.

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19.8 SUMMING UP

The resources of the libraries are becoming inadequate day by day due to the exponential rate of growth of literature, inflationary trends of reading materials, shrinking library budgets and increased demand of users for information and documents. Self-sufficiency for any library is an impossibility. Librarianship has two important variables: Universe of users and Universe of knowledge or Information. The challenge before us is to bring these two variables together in a fruitful relationship, which is the basic objective together in a fruitful relationship, which is the basic objective of library profession. User's needs and information sources are to be matched, no matter where the information exists. The Philosophy of librarianship given by S.R.Ranganathan in his first three laws of library science also emphasises on bringing right information to the right user at the right time. Resource sharing can help to a great extent in satisfying the Laws of Library Science.

Self-Check Exercise-3

What are the barriers of resource sharing?

Note i) Write your answer in the space provided below.

ii) Compare your answer with the model given at the end of this unit.

19.9 MODEL ANSWERS

1. Resource sharing enables the member library to make use of the resources available in other libraries and contribute something useful to other libraries. It provides means to improve library services. It is main objective is to make available to all, information resource that is compatible to one's education, cultural, etc., irrespective of location, social and physical conditions, Further, it provide access to more material at less cost.

2. The following prerequisites are necessary to fruitful library resource sharing:

   (a) Each member library shall have a basic collection before joining resource sharing:

   (b) A formal agreement relating to bibliographic standardisation, loan procedures, objectives and goals shall clearly be spelled out.

   (c) Mode of communication shall be decided,

   (d) Available modern techniques of data processing, information storage and reprography shall fully be exploited.

   (e) If possible a National network is to be planned.

   (f) Required financial support planning is necessary.

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3. Several impediments retard the progress of Resource sharing. They are: 1. Fear to lose autonomy 2. Lack of willingness to experiment a new activity. 3. Lack of financial resources. 4. Reluctance on the part of major libraries to share their resources with smaller ones. 5. Lack of communication facilities. 6. Lack of bibliographical tools.

19.10 ASSIGNMENTS

(a) Essay questions

1. Define and discuss the need and purpose of Resource sharing.
2. Discuss various forms of Resource sharing.
3. Discuss the possible areas of Library Resource sharing.

(b) Short questions

1. Aims and objectives of Resource Sharing.
2. Concept and definition of Resource sharing.
3. Prerequisites for Resource sharing.
4. Barriers to Resource sharing.
5. Inter-library loan.
6. Union Catalogue.
7. Centralised cataloguing.
8. Centralised cataloguing.
9. Cooperative storage library.
10. Cooperative delivery of services.

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19.11 RECOMMENDED BOOKS

1. Chandel, A.S. and Sharaf, Veena (Eds) **Planning in Library Resouce sharing.** Lucknow: Print House, 1987.
2. Jeffeyon, G. **Library Cooperation.** London: Andre, 1966.
3. Kent, Allen. **Resource Sharing in Libraries,** New York: Marcel Dekker, 1974.
4. Khanna, J.K. **Library and Society,** Kurukshetra: Research publica tions, 1987.
5. Orin F. Notting. **Mobilizing Total Library Resources for Effective Ser vice.** Chicago: ALA, 1969.

6. Rajagopalan T.S. and Rajan, T.N. **An overview of problems and prospects of Resource Sharing. ILA Bulletin,** XIV, (1978), p.1-4.

7. Sengupta, B and Chakraborthy, B. **Library, Library Science and Librarianship,** Calcutta: World press, 1981.

19.12. GLOSSARY

Centralized Cataloguing: Cataloguing of documents by Central organization.

Union Catalogue: A catalogue listing in one sequence the holdings or part of the holdings of two or more libraries.

Network: A complex arrangement of inter connected organization, eeg. libraries.

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UNIT - 20: USER STUDIES AND USER EDUCATION

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20.0 AIMS AND OBJECTIVES

This Unit introduces you to basic concepts essential for the study of Library and Information Science -- the user and his information needs, the proper assessment of the users and the library instruction to educate the users to use the library effectively and efficiently.

After studying this unit, you will be able

- to categories the users and their needs;
- to assess the user's information needs and their information seeking attitude;
- to plan to instruct the users according to their needs and level of education;
- to plan the basic instruction programme; and
- to evaluate the instruction programmes.

20.1 INTRODUCTION

The main objective of any library or information centre is the dissemination of information through the rendering of a variety of services of different levels and intensities to people who require it. The library is the point of connection between information 'resources' (in the traditional form - documentary) and persons needing or requiring information.

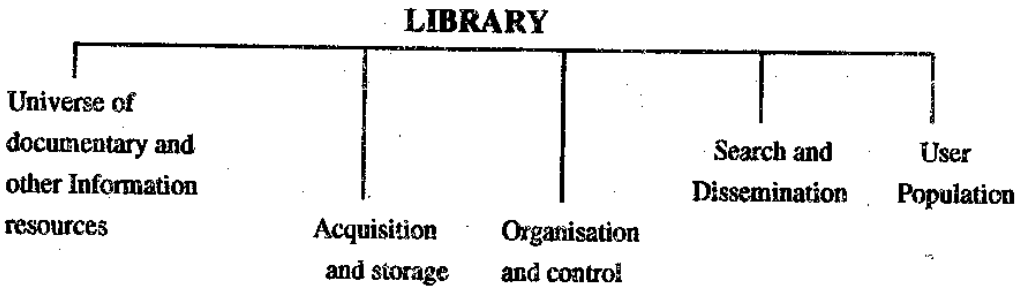


Fig : The interface role of an information service.

Information resources now present themselves in a range of new electronic media, apart from the simple 'book', and tapes, floppies, compact discs and optical discs are some of the current storage forms. The role of the library as information centre too has undergone an immense change, and it serves as the interface in linking people and information. The library/information centre is the main link in the information chain and must see that effective and efficient transfer, and dissemination of information takes place, the appropriate information reaching those infinite number of points (i.e.., users) where it would be most utilized or exploited. In this key role/task, the library/information centre performs such functions as acquisition and storage of information resources, their control and organization, and distribution and dissemination through a variety of information consolidation and packaging services from simple bibliographic/literature search to more complex CAS & SDI services.

The success of the information centre is seen in terms of how well it is able to render service, and satisfy the information requirements of those who use it. It is in this context of the importance placed on the user, that we need to have a clear idea of who the user is and what his information needs are, of different user groups and their general approach in information seeking behaviour of scientific studies of users and their characteristic approaches, and how to carry out such studies.

20.2 THE USER

Most simply expressed, a person who 'Uses' a library is a 'User'. The person may be a child, an adolescent an adult, male or female, lay person or professional in any diverse field of knowledge, employed or unemployed. He or she may use the library in search of recreation, education or information, and requirements may vary in terms of level or depth, orientation type and nature. Whoever, he may be and whatever the requirements and needs, it is the user who is the main catalyst in the entire chain of transfer and dissemination, It is only in order to satisfy his demands or needs the continual processes of acquisition, processing, search and reference are set into library/information centre.

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20.2.1 Types of users

Users, though individuals, with regard to their specific personal information requirements can be broadly classed/grouped in several categories by applying certain characteristics. There are many ways of categorising users depending upon considerations like kinds of information used and type of use for which information is sought.

Pauline Atherton distinguishes three important groups of users of a scientific and technical information system (centre) according to the kind of activity in which they are engaged:

1. researchers, in the basic and applied sciences
2. Practitioners and technicians engaged in developmental and/or operational activities in the various fields of technology and industry; agriculture, medicine, industrial production, communication etc.
3. managers, planners and other decision-makers who are engaged in co-ordinating devel opment activities in science and technology at the local, national or international levels of the private and public sectors.

The three user groups identified are very broadly defined and are by no means exhaustive. They do not include, for example, such large user groups as teachers and students.

Guinchart and Menou in their document **'General introduction to the techniques of information and documentation work"** employed two kinds of criteria in defining the user:

(i) Objective criteria such as socio-professional category, specialist field, nature of the activity for which the information is sought, reason for using the information system (information centre).

(ii) Social and psychological criteria, such as the user's attitudes and values in regard to information in general and in his relations with information units in particular, the reasons behind his particular information-seeking and communication behaviour and his profes sional and general social behaviour".

They also identified certain broad types of user:

1. User not yet engaged in active life such as students.
2. User with a job and whose information needs are related to their work. They are classified by main activity (management, research, development, production services) by branch of activity and/or specialist field (civil service, agriculture, industry etc.) and by level of education and responsibility (Professional Staff, Technicians, Workers).
3. The ordinary citizen needing general information for social purpose.

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In general we can group the users as follows:

1. By type of Library they use:

   (a) Public library — From an average layman to special user who uses the public library in his local area scholars.

   (b) Academic library — students, faculty and research scholars

   (c) Special library — Scientists, working in Industries, Research Laboratories, Defence; Managers; Prisoners, the Physically handicapped and so on

2. By Occupation/Profession

   (a) Doctors

   (b) Lawyers

   (d) Engineers

   (f) Industrialists and so on

3. By Discipline

   (a) Chemist

   (b) Pharmacist

   (c) Psychologist

   (d) Artist and so on

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The term 'User' is employed throughout but 'patron' 'client'. 'Customer' and 'reader' are equally prevalent in the literature and equally poor as descriptors. So far we have studied users who use the library/information centre for information. There is another important category known as the 'non-user' who will not approach the library/information centre to obtain information. They fall into a number of categories according to Katz:

1. The infrequent user or passive user of library services who may never or only occasionally go to the library. This is usually the student or the adult who has a variety of reasons for using the library but not for reference service.

2. The total non-user who has other effective ways for obtaining necessary information. This may be the so-called average man or woman with a high school education or less who will be satisfied with the information provided by the mass media and the 'back fence'.

3. The total non-user who is unware of the services available in the library/information centre in his surroundings. This is generally the individual with limited education, limited income and possibly limited aspirations.

Lubans quotes a business research publication to indicate the reasons for a non-customer being a non-customer which have equal application to library non-users:

" What is a non-customer? These definitions may be clues to turning a non-customer into a customer: (1) He doesn't know about your product; (ii) he can't find your product; (iii) he doesn't need your product; (iv) he doesn't understand what your product can do for him; (v) he doesn't expect good service; (vi) he has trouble with your product; (vii) he doesn't know your brand; (viii) he doesn't trust your brand; (ix) he thinks the product's value is uncompetitive; or x) he simply prefers a competitive product - (News from the Darneil Institute of Business Research)'.

By substituting "librarian/reference librarian" and "resources" as needed, we can have a fair definition of the library non-user.

Self-Check Exercise-1

(a) Describe the types of users?
(b) Bring out the difference between a user and non-user.
(c) Explain the types of non-users.

Note: i) Write your answer in the space given below.
ii) Compare your answer with the model answer given at the end of this unit.

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20.2.2 Information needs

Once a categorization of users into groups has been made, it is necessary to find out about their information needs and requirements, so that those can be adequately satisfied by the information centre.

'Need' is a basic concept in information studies but it is difficult to define it satisfactorily. The concept of need runs through the terms 'want', 'desire', 'wish' and 'requirement' and closely related to the 'idea of motivation'. The information needs of the user of whatever kind, are closely bound up with the life activity of the user or the environment in which the user lives and works.

According to Lancaster, the principal needs and demands of users of information services really fall into two broad categories:

(1) Known item need: the need to locate and obtain a copy of a particular document for which the author or title is known.

(2) Subject need: the need to locate documents dealing with a particular subject or capable of answering a particular question. The subject needs fall clearly into two types:

(i) The need for information to help in solving a particular problem or to facilitate the making of a particular decision.

(ii) Information on new developments in a particular field of specialization.

The most general types of information needs were defined by M. Voigt, on American Information Scientist in the early 1960s and he ascertained that the users refer to information sources mainly in three circumstances:

(1) While getting current awareness of results both in their particular narrow field and the related disciplines — This approach is known as 'Current Approach'.

(2) In their day-to-day work, when they need some factual information - figures, methods and designs, this approach being known as the 'Everyday Approach'.

(3) When they are working on a new problem or project as well as when completing it and writing about it - a retrospective search to identify as many published and unpublished sources on the subject as possible - this approach is known as the 'Exhaustive Approach'.

These types of user information needs have been repeatedly re-interpreted and re-specified as a result of user studies.

Self-Check Exercise - 2

(a) Explain how Lancaster categorised the needs.

(b) Describe the three approaches of users to get the information.

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

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20.2.3 Information Seeking Behaviour

So far we have discussed the information needs of various types of users. Now we shall discuss how a user goes about seeking and obtaining information. In other words, we will learn about the information seeking behaviour of the users.

The information seeking behaviour of a user is influenced by a number of factors such as his education, his awareness of the usage of the products conditions and the amount of time available, his heirarchical status and socio-professional position etc.

Vickery has given a detailed list of concepts that should be considered in analysing the information-seeking behaviour of the users.

a) Environment

(1) Nature of the institution at which the recipient works.

(2) Size of institution, in terms of employees.

(3) Size of the team on which the recipient is working.

(4) Duration of the project

(5) Rank or position of the recipient within the institution.

(6) Communication structure of the institution eg. existence of a library, circulation of periodicals, or bulletins.

(7) Nationality of the recipient

(8) Nature of research and development project.

b) Recipient

Many more characteristics of the recipient have been used in analysis.

(1) Age

(2) Education - higher degree/first degree/technical qualification.

(3) Linguistic ability

(4) Nature of job, work activity eg: management/research/supervision.

(5) Subject field of job

(6) Volume of search activity eg: inquiries per month reading hours per week, papers read per week, journals seen regularly, frequency of library use.

(7) Purpose of search

(8) Search method eg: use of shelf/catalogues/library staff

(9) Time spent on search.

Paisley (1968) suggests that the time has come to view the information seeking and information using scientist within the context of total work and social situation. He points out that a scientist may be considered within:

(1) his culture

(2) a political system

(3) a membership group

(4) a reference group

(5) an invisible college

(6) a formal organisation

(7) a work team

(8) his own head

(9) a legal/economic system

(10) a formal information system

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Such a conceptual system provides a meaningful organisation of the large number of variables that can play a part in information seeking, gathering and using activities.

Self-Check Exercise-3

What are the concepts that should be considered in analysing the information seeking behaviour of a scientist/user?

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

20.3 USER STUDIES

The relationship between users and information centres depends on the former's information needs and behaviour, the library/information centre's success in giving satisfaction and its general policy towards users. The information centre must to understand fully the user's real needs, to recognize their changing pattern, to assess user satisfaction and to adapt as necessary. This calls for studies on needs and behaviour patterns of the users.

20.3.1 Objectives

User studies generally aim at three complementary objectives:

First, the analysis of the needs or in other works, the type and nature of the information sought and accepted from both a quantitative and qualitative point of view. Knowing this, one can define the most suitable products, services and even type of information centre/unit for a particular situation.

Second, the analysis of information-behaviour, which shows how most needs are satisfied, and explains the context in which the products and services are provided. Thus it clarifies the conditions the library/information centre have to fulfil and indicates the type of preparation and/or training that users need.

Third, the analysis of motivation and attitudes, that is of the user's values, of his expressed and concealed expectations in regard to information and related activities, and his image of information services and specialists etc., This will bring out the deeper reasons for his particular behaviour in seeking information.

The practical value of the user studies is to provide the basis on which a product or service - or even a complete information system - can be designed or reshaped for a particular type of users. They

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are, therefore, undertaken before a new service is established or when it is in operation to increase its effectiveness and efficiency.

20.3.2 Methods of user study

The Methodology of user study is borrowed from that of social scientists and includes questionnaires; careful structured interviews; collection of data from the library's/information centre's control records (loans file, register of requests for photocopies etc.); observation of behaviour; examination of diaries in which users are asked to note, over a brief period, all their information related activities; analysis of documents produced by the users; administrative documents (work plans, job descriptions etc.); non-structured interviews and testing of new services or of new forms of presentation or access. In many cases, several of these methods have to be employed in conjunction.

Let us discuss in detail the methods that are most frequently used to conduct user studies as surveys.

Questionnaire method

This is the most common method employed all over the world by the librarians for conducting user studies. In this method, a questionnaire should be prepared carefully in simple language for ascertaining the needs and behaviour of users. The questions given in the questionnaire should be simple and should not be ambiguous so that the user may answer clearly, without spending much of his time. The questions may be of different types such as those requiring 'yes' or 'no' answers, multiple choice questions or graded scale type etc. The questionnaires also may be prepared in different ways. They may be produced in an attractive diagramatic form or in such forms which will be helpful to use for machine tabulation or key punching.

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After preparing the questionnaire, it should be circulated among the users - 'the target group' for survey, either personally or by mailing the questionnaire with a request to return it soon after completion. Announcement of some incentives in the form of gifts, token remuneration may also be announced in order to motivate the users to respond promptly.

The advantage of this method is that tabulation of data and results is very easy as most of the questionnaires may be possibly analysed by using modern technology like computers. But it is disadvantageous as the opinions/answers are often contradictory-even self-contradictory. Quantitative data collected by this method is likely to be inaccurate as the users may give the statistical information in a casual manner. For example the user may give a number of documents refered to by him within a period though actually he might not have used so many documents within that period. This method is mainly of value in indicating the problem areas that need more precise investigation.

Interview method

In this method there is a direct personal contact between the interviewer and the users. This has an advantage over the questionnaire method, as the interviewer can probe directly into the personality of the user by putting deep and searching questions. This helps the interviewer to elicit clear information

about the interests, attitudes, needs and problems of the users. During the dialogue between the interviewer and the user new opportunities may come up for the interviewer to study the user and his information needs from a new angle.

If a prepared questionnaire is used for interview, it is known as structure interview. Collective analysis and tabulation of data under this method is very quick. If the interview is done without a prepared questionnaire it is known as unstructured interview and this has to be carried out very skillfully and cautiously.

The greatest advantage of this method is that the users may speak freely and frankly and come out with many facts which otherwise they may not have been willing to commit to paper. However it is a time consuming method as each person must be interviewed personally and separately.

The diary method

This technique is the most successful in analysing the needs of scientists and research personnel. In this method, the users are supplied with diaries to carry along with them while they do their research, and in which they note down what information they need, why they need it and how they acquire it and also the problems, if any that they faced in acquiring the information. The success of this method depends mostly on the reliability of data and information noted down by the users in their diaries, and also on their sincerity and motivation in co-operating with the analysts.

The observation method

In this, the user's movement in the library, how he spends his time in the library, how much time he spends with a particular information source, and so on are to be observed carefully by the personnel working on user studies without distributing the user. Halbert and Ackoff have made an observational study of how scientists actually spent their time in the libraries. Preferably this technique may be employed by the staff working in the same library in which the scientists are doing research. An objection raised against this method is that it disturbs the privacy of users.

It is learnt by experience that no single method of conducting user studies is perfect. The effective and sensible thing is always to try a certain combination of these methods suitable to the circumstances obtaining at any point of time.

Self-Check Exercise - 4

Explain the objectives of user studies.

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

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20.3.3 Review of user studies

Over the years a very considerable number of 'user studies' have been conducted. They have ranged from comprehensive surveys of the information seeking behaviour of large communities — for example physicists, psychologists, research and development personnel, to more restricted studies of the users of a particular library or information centre, to highly specific investigations of the users of a single service or tool - for example a journal readership survey or a catalogue use study in a particular library. Some useful analyses and interpretations of this literature of user studies have been made notably by Carter et al (1967), Brittain (1970), Faibisoff and Ely (1976) and Faibisoff et al (1973).

One of the most important findings of user studies in general is that accessibility and ease of use seem to be the most important factors that determine whether or not a particular information service is used.

The ease of use factor was highlighted by Mooers (1960) in Mooer's Law: " An information retrieval system will tend not to be used whenever it is more painful and troublesome for a customer to have information, than for him not to have it'.

One major conclusion derived from several studies is that many professionals feel an 'information overload'. As they are unable to cope with the amounts of information they receive, they emphasize the need for more selectivity in information service. Selective and critical reviews of the literature - for example annual reviews, are considered of great importance.

Another importance conclusion emerging clearly from many user studies is that the education of users and potential users of information service is a sadly neglected area.

The generalizations referred to above are perhaps the most important findings drawn from the myriad user studies already conducted. There are several additional observations in some ways less signified. They are summarised by Lancaster as follows:

(1) Scientists and others tend to have well-ingrained habits regarding the gathering of information. Information systems must adapt to these habits rather than expecting potential users to adopt to the system.

(2) Different potential users may have quite different information needs; and a single individual's needs may change rather substantially over time. It has been shown that different types of information are needed at different stages of a research project and that the sources used may also vary considerably from one stage of a project to another.

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(3) The 'utility' of documents to a particular group of users involves more than a match of the subject matter and the documents and the interests of the users. 'Suitability' of the materials— for example in terms of their level of treatment, form and language — is also very important.

(4) There is some evidence that many individuals do not recognize that they have information needs at all. If they do recognize a need, they may not be able to express it with sufficient precision to convert it into a demand on some formal information service.

Based on the experience of user studies conducted else-where in other countries, the following areas may be earmarked for conducting these studies in India:

(1) The reading habits and behaviour of users in academic, public and special libraries.

(2) The information needs and the library use pattern of different categories of users.

(3) The opinion of users regarding the efficiency of reference sources and library facilities available and their suggestions for their improvement.

(4) The use of libraries by analysis of relevant records and data available in the libraries.

(5) The comparative use of libraries in rural and urban areas with special reference to women and children.

(6) The book selection methods of different libraries in the context of the information requirements of different types of users.

(7) The type of library orientation/user instruction programmes implemented in different types of libraries.

(8) The background, academic levels and capabilities of users and their attitude towards location of information sources and approaching library staff.

(9) The mis-use and abuse of libraries and also the attitudes of readers to them.

(10) The use of automation devices in libraries and the response of readers to them.

(11) The use of libraries by the users of our society who are physically, socially or economically disadvantaged.

Self-Check Exercise-5

What are the major areas in the field of library science that need user studies in India?

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

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20.3.4 Limitations

Though user studies are one of the most useful feedback machanisms to review the state of a library/information centre, in order to improve its capacity to serve the user efficiently, there are certain limitations and failures. They are:

(1) The user studies that have been done so far draw conclusions from the state and behavior of users rather than from their observed behaviour.

(2) Another related limitation of some studies is that they have focused on the general behaviour of the user in seeking information rather on a single 'critical incident'. This is a defect because users can generally be more exact in their recollection of a single incident than about their general behaviour.

(3) Another limitation is that most actual observations of user behaviour are, of necessity, obtrusive rather than unobstructive. There is a danger that the obtrusiveness of the study technique will interfere with the reliability of the observations a person who knows he is observed may behave differently from the way he normally does.

(4) The most significant limitation of most user studies is that they enlightened the information needs and demands of the present users and not the information needs of those who make no use of the services provided in the library/information centre.

The fact is that, despite hundreds of 'user studies' still little is known about the real information needs of the various user communities that the libraries/information centres are designed to serve. It is time perhaps, to concentrate instead on a more productive area of research on user studies that of non-use and non-users of the libraries/information centres, so that the first and the fundamental law— 'Books are for use' — will be fulfilled in the real sense.

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20.4 USER EDUCATION

In modern times, the library occupies a central service role in information and in communication, supporting the work of an educational institution. The educational revolution currently taking place in the field of higher education — inter disciplinary research continuing education and so on— has made a major impact on libraries and needs of the library users. There is a growing demand by students for more effective means to learn at his own pace and in his own way. This reaction has concentrated attention on student-centered learning outside the classroom.

The influence of educational technology and new communication media is having an impact on independent learning. To achieve independent learning the student is to develop skills to use information for problem solving and decision making. Mouteith Report advocates " independent study through sophisticated understanding of the library and increasing in its use."

Information systems and services however well designed are of no use by themselves, and can not fulfil the first fundamental law advocated by S.R. Ranganathan - books are for use unless those, who are in need of information, are able to take full advantage of them and utilise the information effectively. An academician observed that users who do not educate themselves and keep educating themselves to participate in the new knowledge environment will be the rustics of the information society.

Due to 'literature explosion' readers and researchers are unable to keep themselves abreast of the current literature. In libraries, economic reality dictates that there can never be sufficient library staff to provide assistance needed by the users in the process of their information seeking. All these factors increased the interest for user education in modern library field.

The concept of User-Education emerged sometime in the last quarter of 19th century when it was discussed at length in the very first conference of American Library Association. The dissatisfaction of American Undergraduates with the class room teaching in their colleges, their frustration over the gap between organisation of libraries and the organisation of scholarly knowledge are said to be the reasons for the birth of User's Education some fifty years ago.

Users Education in recent years has become the subject of a great deal of activity and concern in Western countries. It has caught the imagination of professional librarians all over the world. The names of Louis Shores, Patrician B. Knapp and Thomas G. Kirk are worth mentioning on this occasion since these names are recorded as landmarks in the annals of User Education. UNISIST programme of Unesco considers user education and training as key element of national information policy of countries. It has promoted a number of activities such as preparing a manual for training of users of scientific and technical information, conducting workshops in which UNISIST guidelines were applied in places like New Delhi, Seoul, Jakarta and organizing seminars in Bangkok and Rome.

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20.4.1 Definitions

It is very difficult to arrive at a comprehensive and universally acceptable definition which would take into account all the aspects of user education. However, in relation to the academic libraries and its users it can be defined as :- "Educating potential library users, jointly by the library and academic staff, in successive stages to help them to make the best use of the library resources (Library collection and library personnel) and acquire sophisticated knowledge in its use".

News has defined it as "instruction given to readers to help them to make the best use of the library".

Fjallbrant and Malley has mentioned that, — "user education is concerned with the whole information and communication process and one part of this involves the total interaction of the user with the library. This should be a continuous process starting with school and public libraries and with possibility of extension into academic and specialised libraries".

User education may be defined as a process of activities involved in making the users of the library, conscious about the tremendous value of information in day-to-day life and to develop interest amongst the users to seek information as and when they require it". Jacques Tocatlian, Director, Unesco

General Information-Programme defined 'User Education' to include any effort or programme which will guide and instruct existing and potential users in the recognition and formulation of their information needs, in the effective and efficient use of information services and in their assessment.

Self-Check Exercise - 6

Define User education?

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

20.4.2 Objectives

The basic objective of user education programmes is to inculcate reading habits and the development of library sense amongst the users.

According to Norman Higham "There are three aspects of user education; first, helping them to use the library; second, helping them to use the literature; and third, using the literature for them".

Library Association enumerated the objectives of user education programmes in a simple language. They are:

- to enable the user to make efficient, effective use of college/university and other library resources in the widest sense.
- To make the user aware of printed and non-printed sources of information and the structure of literature in his parent discipline.
- To contribute to the personal and intellectual development of the user and to develop his ability to continue self-study outside the formal educational context.
- To make the user aware of the structure and manner of use of commercial computerized information retrieval services.
- To provide the student with the capability of doing research on a problem, obtaining and assessing relevant information and presenting his findings in a competent manner.

20.4.3 Need

Nancy Fjallbrant and Malcolm Stevenson summaries the reasons for educating the library user in their book **"User Education in Libraries"** as follows:

(a) Firstly, as a matter of **general principle.**

"(To) know how to use a library (is) an essential part of the education—for life process to prepare the student for the continuing process of self-education once the formal process (has) been completed."

"The explosion of knowledge places greater stress on the ability to learn throughout life".

(b) Second, because of present educational practice.

"The emphasis on self-education has led to the increase in use of tutorials, seminars, projects and guided reading as teaching methods and less reliance on formal lectures. There is an implicit assumption in this educational change that the learner is capable of finding material relevant to his needs. In practice, such an assumption is not valid; the learner requires to be taught that capability".

(Users are not innately capable of finding their way around the mass of information).

(c) Third, as a reflection of sound **Library philosophy.**

"As a profession we must stop hoarding our bibliographic knowledge and concealing our awareness of the problem of information retrieval. We must stop waiting to be asked to share this special knowledge. We must insist upon making it available to all users, in every conceivable form and at every accessible point of need".

(Librarians have a role in helping users find their way around the mass of information).

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20.4.4 Methods

The methods of user education may be classified broadly into three categories:

1. Orientation or Initiation
2. Bibliographic Instruction
3. On-line user education

a) Orientation or Initiation

To orient or to initiate means to make the person aware of the environment, circumstances, facts etc. In this context it is a means to make the user aware of the following points;

- General arrangement of library (location of various sections like loan section, periodical section, reference section etc.);
- Classification scheme (DDC,CC or UDC to find out the arrangement of subjects on the shelf);
- Variety of collections (periodicals, reference books, manuscripts etc.);
- Use of the catalogue (to know how to locate the document from the catalogue); and
- Library rules (conditions of loan service, methods of charging and discharging, library ethics etc.);

b) Lectures

Lectures are another very popular method of library instruction. The relative value of giving the lecture in the library as opposed to the classroom is in question. However dealing with the students in their usual learning environment has some advantages too. The dialogue between the teacher and the librarian enhances the effectiveness.

Combining the lecture with work in a library laboratory - type situation can be particularly effective if the librarian is available for consultation. Point-of-use materials can prove invaluable as backups to lectures for the learner who missed the session or who needs to go over the material again.

With adequate support mechanisms, lecture method can be a positive learning experience for people connected with all types of libraries.

c) Hand (books) Outs

Most of the libraries produce handouts, ranging from floor plans of the library to extensive bibliographies from information on library hours to services to guides or pathfinders to materials in particular subject area.

Handouts provide the most efficient and cost-effective means of transmitting large amounts of factual information.

All handouts of a single library should be compatible in style and format. Guidelines in these areas should be developed and carefully followed. Handouts should be dated and some one should have responsibility for regularly reviewing them for adequate supply, accuracy and currency. They should be easy for users to pick up and should also be incorporated appropriately into library instruction activities.

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d) Point of Use

Point of use instruction can range from simple laminated instruction sheets to complex media packages. The term applies to all materials designed to teach patrons the use of library tools at the location of the tool itself.

From the users' perspective, point of use materials serve a number of specific purposes. They offer beginning information for patrons who are reluctant to ask for help and provide immediate instruction. They may be used as a backup to a library lecture. Most important, they can be consulted exactly when needed and when convenient. They offer the right instruction at the right time.

Point of use materials require ongoing support if they are to be successful in the library user-education programme. Not only are there initial production and purchase costs and ongoing maintenance costs, but there is also the cost of evaluating and updating the materials. Changes in the library, changes in the reference tools presented and changing learner needs will all dictate revisions.

e) Audio-Visual Media and Instructional Aids

Stressing the importance of information in today's society, describing the ways in which libraries serve to make information available or giving a brief introduction to a particular library/or library service may offer appropriate focus on general orientation and building positive attitudes towards the library.

The real advantage is in the numbers (users) that can be reached and in the opportunity for successful orientation and strong image building. Perhaps public libraries have made the best use of these possibilities to date.

Good visuals can also help highlight the organization of a presentation and to emphasize main points. Learning experiences that involve more than one sense have higher retention rates; eg. if people see a diagram of a search strategy in addition to hearing about it they will remember it longer.

Transparencies, large dummy cards or slides can be helpful aids in discussions of catalog and index entries. Overhead projectors on portable carts are also useful.

f) Workbooks

Workbooks are among the more popular forms of library instruction. They make it possible to reach large numbers of people and allow the individual to work at his or her own pace. They can be used as assignments for groups of people or filled out independently by interested individuals. Some workbooks, aimed at users who are new to the library are introductory tools. Others address different levels of need or focus on particular resources. The worksheets or tests associated with work books can be self-graded, graded by a faculty member or a librarian or a computer.

BRAOU

20.4.6 Evaluation and feedback

The purpose of evaluation of the user education programme is to collect and analyse information that can be used to decide whether to continue or terminate a given course or to modify an existing programme to adopt an innovation.

Two models namely 'Objective based model' and 'Illuminative model' are often suggested for the evaluation of the user education programme.

The 'Objective based' method aims to judge the success of the course and to find out the extent to which the objectives have been achieved after the course is over.

The 'Illuminative model' attempts to explain all aspects of the course from the point of view of the students, the academic staff and the librarian. This model is considered as more practicable as it possesses the adaptability to suit different situation.

Informal feedback and self-analysis can be relied upon mostly with the aid of a relatively simple questionnaire completed by the participants in the course.

20.5 SUMMING UP

The modern library has been progressing from treasure house-orientation to technique-orientation and then user-orientation. The modern librarian is more concerned to see the shelves of his library empty inorder to follow the fundamental five laws of library science in the true sense. In order to find a reader to every document or to find a document for every reader, it is essential for library personnel to have a careful study of the users' information needs and their information-seeking behaviour. This unit will help you to understand the various types of users, their various needs and information-seeking patterns. It also enables you to know the various methods of studying user-studies on the lines of previous studies undertaken by various information specialists.

This unit creates the awareness of the most important concept 'User education', its need, methods and methologies to adopt and how to evaluate such programmes. It also suggests how to plan such a programme. You may now be able to undertake the user-study of the users who use your library and to start a user-education programme at whatever level.

20.6 MODEL ANSWERS

1. (a) Categorisation of users according to various information scientists.

Generally they are classified:

i) by the type of library they use
ii) by occupation/profession
iii) by discipline

(b) User — who approaches library to satisfy his information need.

non-user - who do not approach library to obtain information.

(c) i) infrequent or passive user
ii) total non-user who satisfy's his information need by other means than the library.
iii) total non-user who is unaware of services available in the library.

2. (a) i) Known item need
(ii) Subject need: (a) information to solve a particular problem
(b) latest information in a particular field of specialisation.

(b) i) current approach (ii) everyday approach
iii) exhaustive approach.

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3. According to Vickery
   (a) Environment-other factors
   (b) Recipient - other factors

   According to Paisley
   (a) culture
   (b) a political system
   (c) a membership group
   (d) a reference group
   (e) an invisible college
   (f) a formal organisation
   (g) a work team
   (h) his own head
   (i) a legal/economic system
   (j) a formal information system

5. a) The reading habits and behaviour of users in academic public and special libraries.

   b) The information needs and the library use pattern of different catergories of users.

   c) The opinion of users regarding the efficiency of reference sources and library facilities available and their suggestions for their improvement.

   d) The use of libraries by analysis of relevant records and data available in the libraries.

   e) The comparative use of libraries in rural and urban areas with special reference to women and children.

   f) The book selection methods of different libraries in the context of the information requirements of different type of users.

   g) The type of library orientation/user instruction programmes implemented in different types of libraries.

   h) The background, academics and capabilities of users and their attitude towards location of information sources and approaching library staff.

   i) The mis-use and abuse of libraries and also the attitudes of non-users towards libraries.

   j) The use of automation in libraries and the response of readers to them.

   k) The use of libraries by those of our society who are physically, socially or economically disadvantaged.

6. Definitions given by various authors like News, Fjallbrant and Malley etc.

7. a) Orientation/ Initiation

   b) Bibliographic Instruction

   On-line User Instruction

   c) Orientation enables the user to get acquainted with the environment, collection and their physical location offered in generic library.

BRAOU

20.7 ASSIGNMENTS

1. Observe the users of your library (Public, Academic or Industrial) and find out their information needs.

2. How will you instruct your user in using your library effectively and efficiently.

20.8 REFERENCES

Atherton, Pauline : **Handbook of Information Systems.**

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   k) The use of libraries by the users of our society who are physically, socially or economically disadvantaged.

6. Definitions given by various persons like News, Fjallbrant and Malley etc.

7. a) Orientation/ Initiation
   b) Bibliographic Instruction
   c) On-line User Instruction

   Orientation enables a freshman to get acquainted with the environment, collection and their physical location, various services offered in general by library.

BRAOU

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1. Observe the users of your library (Public, Academic or Industrial) and find out their information needs.
2. How will you instruct your user in using your library effectively and efficiently.

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20.1 INTRODUCTION

The main objective of any library or information centre is the dissemination of information through the rendering of a variety of services of different levels and intensities to people who require it. The library is the point of connection between information 'resources' (in the traditional form - documentary) and persons needing or requiring information.

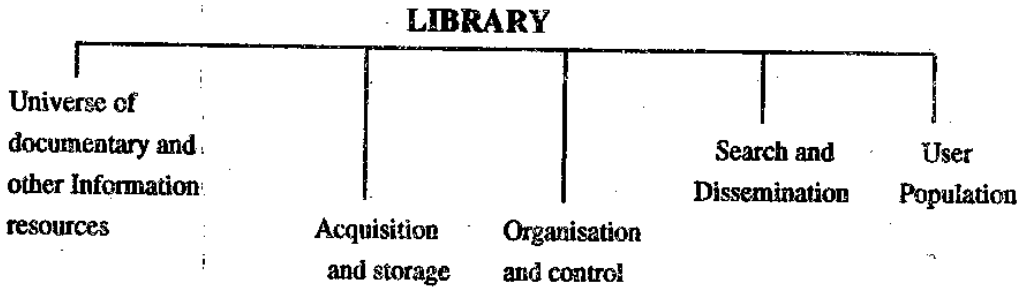


Fig : The interface role of an information service.

Information resources now present themselves in a range of new electronic media, apart from the simple 'book', and tapes, floppies, compact discs and optical discs are some of the current storage forms. The role of the library as information centre too has undergone an immense change, and it serves as the interface in linking people and information. The library/information centre is the main link in the information chain and must see that effective and efficient transfer, and dissemination of information takes place, the appropriate information reaching those infinite number of points (i.e.., users) where it would be most utilized or exploited. In this key role/task, the library/information centre performs such functions as acquisition and storage of information resources, their control and organization, and distribution and dissemination through a variety of information consolidation and packaging services from simple bibliographic/literature search to more complex CAS & SDI services.

The success of the information centre is seen in terms of how well it is able to render service, and satisfy the information requirements of those who use it. It is in this context of the importance placed on the user, that we need to have a clear idea of who the user is and what his information needs are, of different user groups and their general approach in information seeking behaviour of scientific studies of users and their characteristic approaches, and how to carry out such studies.

20.2 THE USER

Most simply expressed, a person who 'Uses' a library is a 'User'. The person may be a child, an adolescent an adult, male or female, lay person or professional in any diverse field of knowledge, employed or unemployed. He or she may use the library in search of recreation, education or information, and requirements may vary in terms of level or depth, orientation type and nature. Whoever, he may be and whatever the requirements and needs, it is the user who is the main catalyst in the entire chain of transfer and dissemination, It is only in order to satisfy his demands or needs the continual processes of acquisition, processing, search and reference are set into library/information centre.

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20.2.1 Types of users

Users, though individuals, with regard to their specific personal information requirements can be broadly classed/grouped in several categories by applying certain characteristics. There are many ways of categorising users depending upon considerations like kinds of information used and type of use for which information is sought.

Pauline Atherton distinguishes three important groups of users of a scientific and technical information system (centre) according to the kind of activity in which they are engaged:

1. researchers, in the basic and applied sciences
2. Practitioners and technicians engaged in developmental and/or operational activities in the various fields of technology and industry; agriculture, medicine, industrial production, communication etc.
3. managers, planners and other decision-makers who are engaged in co-ordinating devel opment activities in science and technology at the local, national or international levels of the private and public sectors.

The three user groups identified are very broadly defined and are by no means exhaustive. They do not include, for example, such large user groups as teachers and students.

Guinchart and Menou in their document **'General introduction to the techniques of information and documentation work"** employed two kinds of criteria in defining the user:

(i) Objective criteria such as socio-professional category, specialist field, nature of the activity for which the information is sought, reason for using the information system (information centre).

(ii) Social and psychological criteria, such as the user's attitudes and values in regard to information in general and in his relations with information units in particular, the reasons behind his particular information-seeking and communication behaviour and his profes sional and general social behaviour".

They also identified certain broad types of user:

1. User not yet engaged in active life such as students.
2. User with a job and whose information needs are related to their work. They are classified by main activity (management, research, development, production services) by branch of activity and/or specialist field (civil service, agriculture, industry etc.) and by level of education and responsibility (Professional Staff, Technicians, Workers).
3. The ordinary citizen needing general information for social purpose.

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In general we can group the users as follows:

1. By type of Library they use:

   (a) Public library — From an average layman to special user who uses the public library in his local area scholars.

   (b) Academic library — students, faculty and research scholars

   (c) Special library — Scientists, working in Industries, Research Laboratories, Defence; Managers; Prisoners, the Physically handicapped and so on

2. By Occupation/Profession

   (a) Doctors

   (b) Lawyers

   (d) Engineers

   (f) Industrialists and so on

3. By Discipline

   (a) Chemist

   (b) Pharmacist

   (c) Psychologist

   (d) Artist and so on

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The term 'User' is employed throughout but 'patron' 'client'. 'Customer' and 'reader' are equally prevalent in the literature and equally poor as descriptors. So far we have studied users who use the library/information centre for information. There is another important category known as the 'non-user' who will not approach the library/information centre to obtain information. They fall into a number of categories according to Katz:

1. The infrequent user or passive user of library services who may never or only occasionally go to the library. This is usually the student or the adult who has a variety of reasons for using the library but not for reference service.

2. The total non-user who has other effective ways for obtaining necessary information. This may be the so-called average man or woman with a high school education or less who will be satisfied with the information provided by the mass media and the 'back fence'.

3. The total non-user who is unware of the services available in the library/information centre in his surroundings. This is generally the individual with limited education, limited income and possibly limited aspirations.

Lubans quotes a business research publication to indicate the reasons for a non-customer being a non-customer which have equal application to library non-users:

" What is a non-customer? These definitions may be clues to turning a non-customer into a customer: (1) He doesn't know about your product; (ii) he can't find your product; (iii) he doesn't need your product; (iv) he doesn't understand what your product can do for him; (v) he doesn't expect good service; (vi) he has trouble with your product; (vii) he doesn't know your brand; (viii) he doesn't trust your brand; (ix) he thinks the product's value is uncompetitive; or x) he simply prefers a competitive product - (News from the Darnell Institute of Business Research)'.

By substituting "librarian/reference librarian" and "resources" as needed, we can have a fair definition of the library non-user.

Self-Check Exercise-1

(a) Describe the types of users?
(b) Bring out the difference between a user and non-user.
(c) Explain the types of non-users.

Note: i) Write your answer in the space given below.
ii) Compare your answer with the model answer given at the end of this unit.

BRAOU

20.2.2 Information needs

Once a categorization of users into groups has been made, it is necessary to find out about their information needs and requirements, so that those can be adequately satisfied by the information centre.

'Need' is a basic concept in information studies but it is difficult to define it satisfactorily. The concept of need runs through the terms 'want', 'desire', 'wish' and 'requirement' and closely related to the 'idea of motivation'. The information needs of the user of whatever kind, are closely bound up with the life activity of the user or the environment in which the user lives and works.

According to Lancaster, the principal needs and demands of users of information services really fall into two broad categories:

(1) Known item need: the need to locate and obtain a copy of a particular document for which the author or title is known.

(2) Subject need: the need to locate documents dealing with a particular subject or capable of answering a particular question. The subject needs fall clearly into two types:

(i) The need for information to help in solving a particular problem or to facilitate the making of a particular decision.

(ii) Information on new developments in a particular field of specialization.

The most general types of information needs were defined by M. Voigt, on American Information Scientist in the early 1960s and he ascertained that the users refer to information sources mainly in three circumstances:

(1) While getting current awareness of results both in their particular narrow field and the related disciplines — This approach is known as 'Current Approach'.

(2) In their day-to-day work, when they need some factual information - figures, methods and designs, this approach being known as the 'Everyday Approach'.

(3) When they are working on a new problem or project as well as when completing it and writing about it - a retrospective search to identify as many published and unpublished sources on the subject as possible - this approach is known as the 'Exhaustive Approach'.

These types of user information needs have been repeatedly re-interpreted and re-specified as a result of user studies.

Self-Check Exercise - 2

(a) Explain how Lancaster categorised the needs.

(b) Describe the three approaches of users to get the information.

Note: i) Write your answer in the space given below.
ii) Compare your answer with the model answer given at the end of this unit.

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20.2.3 Information Seeking Behaviour

So far we have discussed the information needs of various types of users. Now we shall discuss how a user goes about seeking and obtaining information. In other words, we will learn about the information seeking behaviour of the users.

The information seeking behaviour of a user is influenced by a number of factors such as his education, his awareness of the usage of the products conditions and the amount of time available, his heirarchical status and socio-professional position etc.

Vickery has given a detailed list of concepts that should be considered in analysing the information-seeking behaviour of the users.

a) Environment

(1) Nature of the institution at which the recipient works.

(2) Size of institution, in terms of employees.

(3) Size of the team on which the recipient is working.

(4) Duration of the project

(5) Rank or position of the recipient within the institution.

(6) Communication structure of the institution eg. existence of a library, circulation of periodicals, or bulletins.

(7) Nationality of the recipient

(8) Nature of research and development project.

b) Recipient

Many more characteristics of the recipient have been used in analysis.

(1) Age

(2) Education - higher degree/first degree/technical qualification.

(3) Linguistic ability

(4) Nature of job, work activity eg: management/research/supervision.

(5) Subject field of job

(6) Volume of search activity eg: inquiries per month reading hours per week, papers read per week, journals seen regularly, frequency of library use.

(7) Purpose of search

(8) Search method eg: use of shelf/catalogues/library staff

(9) Time spent on search.

Paisley (1968) suggests that the time has come to view the information seeking and information using scientist within the context of total work and social situation. He points out that a scientist may be considered within:

(1) his culture

(2) a political system

(3) a membership group

(4) a reference group

(5) an invisible college

(6) a formal organisation

(7) a work team

(8) his own head

(9) a legal/economic system

(10) a formal information system

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Such a conceptual system provides a meaningful organisation of the large number of variables that can play a part in information seeking, gathering and using activities.

Self-Check Exercise-3

What are the concepts that should be considered in analysing the information seeking behaviour of a scientist/user?

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

20.3 USER STUDIES

The relationship between users and information centres depends on the former's information needs and behaviour, the library/information centre's success in giving satisfaction and its general policy towards users. The information centre must to understand fully the user's real needs, to recognize their changing pattern, to assess user satisfaction and to adapt as necessary. This calls for studies on needs and behaviour patterns of the users.

20.3.1 Objectives

User studies generally aim at three complementary objectives:

First, the analysis of the needs or in other works, the type and nature of the information sought and accepted from both a quantitative and qualitative point of view. Knowing this, one can define the most suitable products, services and even type of information centre/unit for a particular situation.

Second, the analysis of information-behaviour, which shows how most needs are satisfied, and explains the context in which the products and services are provided. Thus it clarifies the conditions the library/information centre have to fulfil and indicates the type of preparation and/or training that users need.

Third, the analysis of motivation and attitudes, that is of the user's values, of his expressed and concealed expectations in regard to information and related activities, and his image of information services and specialists etc., This will bring out the deeper reasons for his particular behaviour in seeking information.

The practical value of the user studies is to provide the basis on which a product or service - or even a complete information system - can be designed or reshaped for a particular type of users. They

BRAOU

are, therefore, undertaken before a new service is established or when it is in operation to increase its effectiveness and efficiency.

20.3.2 Methods of user study

The Methodology of user study is borrowed from that of social scientists and includes questionnaires; careful structured interviews; collection of data from the library's/information centre's control records (loans file, register of requests for photocopies etc.); observation of behaviour; examination of diaries in which users are asked to note, over a brief period, all their information related activities; analysis of documents produced by the users; administrative documents (work plans, job descriptions etc.); non-structured interviews and testing of new services or of new forms of presentation or access. In many cases, several of these methods have to be employed in conjunction.

Let us discuss in detail the methods that are most frequently used to conduct user studies as surveys.

Questionnaire method

This is the most common method employed all over the world by the librarians for conducting user studies. In this method, a questionnaire should be prepared carefully in simple language for ascertaining the needs and behaviour of users. The questions given in the questionnaire should be simple and should not be ambiguous so that the user may answer clearly, without spending much of his time. The questions may be of different types such as those requiring 'yes' or 'no' answers, multiple choice questions or graded scale type etc. The questionnaires also may be prepared in different ways. They may be produced in an attractive diagramatic form or in such forms which will be helpful to use for machine tabulation or key punching.

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After preparing the questionnaire, it should be circulated among the users - 'the target group' for survey, either personally or by mailing the questionnaire with a request to return it soon after completion. Announcement of some incentives in the form of gifts, token remuneration may also be announced in order to motivate the users to respond promptly.

The advantage of this method is that tabulation of data and results is very easy as most of the questionnaires may be possibly analysed by using modern technology like computers. But it is disadvantageous as the opinions/answers are often contradictory-even self-contradictory. Quantitative data collected by this method is likely to be inaccurate as the users may give the statistical information in a casual manner. For example the user may give a number of documents refered to by him within a period though actually he might not have used so many documents within that period. This method is mainly of value in indicating the problem areas that need more precise investigation.

Interview method

In this method there is a direct personal contact between the interviewer and the users. This has an advantage over the questionnaire method, as the interviewer can probe directly into the personality of the user by putting deep and searching questions. This helps the interviewer to elicit clear information

about the interests, attitudes, needs and problems of the users. During the dialogue between the interviewer and the user new opportunities may come up for the interviewer to study the user and his information needs from a new angle.

If a prepared questionnaire is used for interview, it is known as structure interview. Collective analysis and tabulation of data under this method is very quick. If the interview is done without a prepared questionnaire it is known as unstructured interview and this has to be carried out very skillfully and cautiously.

The greatest advantage of this method is that the users may speak freely and frankly and come out with many facts which otherwise they may not have been willing to commit to paper. However it is a time consuming method as each person must be interviewed personally and separately.

The Diary method

This technique is the most successful in analysing the needs of scientists and research personnel. In this method, the users are supplied with diaries to carry along with them while they do their research, and in which they note down what information they need, why they need it and how they acquire it and also the problems, if any that they faced in acquiring the information. The success of this method depends mostly on the reliability of data and information noted down by the users in their diaries, and also on their sincerity and motivation in co-operating with the analysts.

The observation method

In this, the user's movement in the library, how he spends his time in the library, how much time he spends with a particular information source, and so on are to be observed carefully by the personnel working on user studies without distributing the user. Halbert and Ackoff have made an observational study of how scientists actually spent their time in the libraries. Preferably this technique may be employed by the staff working in the same library in which the scientists are doing research. An objection raised against this method is that it disturbs the privacy of users.

It is learnt by experience that no single method of conducting user studies is perfect. The effective and sensible thing is always to try a certain combination of these methods suitable to the circumstances obtaining at any point of time.

Self-Check Exercise - 4

Explain the objectives of user studies.

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

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20.3.3 Review of user studies

Over the years a very considerable number of 'user studies' have been conducted. They have ranged from comprehensive surveys of the information seeking behaviour of large communities — for example physicists, psychologists, research and development personnel, to more restricted studies of the users of a particular library or information centre, to highly specific investigations of the users of a single service or tool - for example a journal readership survey or a catalogue use study in a particular library. Some useful analyses and interpretations of this literature of user studies have been made notably by Carter et al (1967), Brittain (1970), Faibisoff and Ely (1976) and Faibisoff et al (1973).

One of the most important findings of user studies in general is that accessibility and ease of use seem to be the most important factors that determine whether or not a particular information service is used.

The ease of use factor was highlighted by Mooers (1960) in Mooer's Law: " An information retrieval system will tend not to be used whenever it is more painful and troublesome for a customer to have information, than for him not to have it'.

One major conclusion derived from several studies is that many professionals feel an 'information overload'. As they are unable to cope with the amounts of information they receive, they emphasize the need for more selectivity in information service. Selective and critical reviews of the literature - for example annual reviews, are considered of great importance.

Another importance conclusion emerging clearly from many user studies is that the education of users and potential users of information service is a sadly neglected area.

The generalizations referred to above are perhaps the most important findings drawn from the myriad user studies already conducted. There are several additional observations in some ways less signified. They are summarised by Lancaster as follows:

(1) Scientists and others tend to have well-ingrained habits regarding the gathering of information. Information systems must adapt to these habits rather than expecting potential users to adopt to the system.

(2) Different potential users may have quite different information needs; and a single individual's needs may change rather substantially over time. It has been shown that different types of information are needed at different stages of a research project and that the sources used may also vary considerably from one stage of a project to another.

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(3) The 'utility' of documents to a particular group of users involves more than a match of the subject matter and the documents and the interests of the users. 'Suitability' of the materials— for example in terms of their level of treatment, form and language — is also very important.

(4) There is some evidence that many individuals do not recognize that they have information needs at all. If they do recognize a need, they may not be able to express it with sufficient precision to convert it into a demand on some formal information service.

Based on the experience of user studies conducted else-where in other countries, the following areas may be earmarked for conducting these studies in India:

(1) The reading habits and behaviour of users in academic, public and special libraries.

(2) The information needs and the library use pattern of different categories of users.

(3) The opinion of users regarding the efficiency of reference sources and library facilities available and their suggestions for their improvement.

(4) The use of libraries by analysis of relevant records and data available in the libraries.

(5) The comparative use of libraries in rural and urban areas with special reference to women and children.

(6) The book selection methods of different libraries in the context of the information requirements of different types of users.

(7) The type of library orientation/user instruction programmes implemented in different types of libraries.

(8) The background, academic levels and capabilities of users and their attitude towards location of information sources and approaching library staff.

(9) The mis-use and abuse of libraries and also the attitudes of readers to them.

(10) The use of automation devices in libraries and the response of readers to them.

(11) The use of libraries by the users of our society who are physically, socially or economically disadvantaged.

Self-Check Exercise-5

What are the major areas in the field of library science that need user studies in India?

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

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20.3.4 Limitations

Though user studies are one of the most useful feedback machanisms to review the state of a library/information centre, in order to improve its capacity to serve the user efficiently, there are certain limitations and failures. They are:

(1) The user studies that have been done so far draw conclusions from the state and behavior of users rather than from their observed behaviour.

(2) Another related limitation of some studies is that they have focused on the general behaviour of the user in seeking information rather on a single 'critical incident'. This is a defect because users can generally be more exact in their recollection of a single incident than about their general behaviour.

(3) Another limitation is that most actual observations of user behaviour are, of necessity, obtrusive rather than unobstructive. There is a danger that the obtrusiveness of the study technique will interfere with the reliability of the observations a person who knows he is observed may behave differently from the way he normally does.

(4) The most significant limitation of most user studies is that they enlightened the information needs and demands of the present users and not the information needs of those who make no use of the services provided in the library/information centre.

The fact is that, despite hundreds of 'user studies' still little is known about the real information needs of the various user communities that the libraries/information centres are designed to serve. It is time perhaps, to concentrate instead on a more productive area of research on user studies that of non-use and non-users of the libraries/information centres, so that the first and the fundamental law— 'Books are for use' — will be fulfilled in the real sense.

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20.4 USER EDUCATION

In modern times, the library occupies a central service role in information and in communication, supporting the work of an educational institution. The educational revolution currently taking place in the field of higher education — inter disciplinary research continuing education and so on— has made a major impact on libraries and needs of the library users. There is a growing demand by students for more effective means to learn at his own pace and in his own way. This reaction has concentrated attention on student-centered learning outside the classroom.

The influence of educational technology and new communication media is having an impact on independent learning. To achieve independent learning the student is to develop skills to use information for problem solving and decision making. Mouteith Report advocates " independent study through sophisticated understanding of the library and increasing in its use."

Information systems and services however well designed are of no use by themselves, and can not fulfil the first fundamental law advocated by S.R. Ranganathan - books are for use unless those, who are in need of information, are able to take full advantage of them and utilise the information effectively. An academician observed that users who do not educate themselves and keep educating themselves to participate in the new knowledge environment will be the rustics of the information society.

Due to 'literature explosion' readers and researchers are unable to keep themselves abreast of the current literature. In libraries, economic reality dictates that there can never be sufficient library staff to provide assistance needed by the users in the process of their information seeking. All these factors increased the interest for user education in modern library field.

The concept of User-Education emerged sometime in the last quarter of 19th century when it was discussed at length in the very first conference of American Library Association. The dissatisfaction of American Undergraduates with the class room teaching in their colleges, their frustration over the gap between organisation of libraries and the organisation of scholarly knowledge are said to be the reasons for the birth of User's Education some fifty years ago.

Users Education in recent years has become the subject of a great deal of activity and concern in Western countries. It has caught the imagination of professional librarians all over the world. The names of Louis Shores, Patrician B. Knapp and Thomas G. Kirk are worth mentioning on this occasion since these names are recorded as landmarks in the annals of User Education. UNISIST programme of Unesco considers user education and training as key element of national information policy of countries. It has promoted a number of activities such as preparing a manual for training of users of scientific and technical information, conducting workshops in which UNISIST guidelines were applied in places like New Delhi, Seoul, Jakarta and organizing seminars in Bangkok and Rome.

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20.4.1 Definitions

It is very difficult to arrive at a comprehensive and universally acceptable definition which would take into account all the aspects of user education. However, in relation to the academic libraries and its users it can be defined as :- "Educating potential library users, jointly by the library and academic staff, in successive stages to help them to make the best use of the library resources (Library collection and library personnel) and acquire sophisticated knowledge in its use".

News has defined it as "instruction given to readers to help them to make the best use of the library".

Fjallbrant and Malley has mentioned that, — "user education is concerned with the whole information and communication process and one part of this involves the total interaction of the user with the library. This should be a continuous process starting with school and public libraries and with possibility of extension into academic and specialised libraries".

User education may be defined as a process of activities involved in making the users of the library, conscious about the tremendous value of information in day-to-day life and to develop interest amongst the users to seek information as and when they require it". Jacques Tocatlian, Director, Unesco

General Information-Programme defined 'User Education' to include any effort or programme which will guide and instruct existing and potential users in the recognition and formulation of their information needs, in the effective and efficient use of information services and in their assessment.

Self-Check Exercise - 6

Define User education?

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

20.4.2 Objectives

The basic objective of user education programmes is to inculcate reading habits and the development of library sense amongst the users.

According to Norman Higham "There are three aspects of user education; first, helping them to use the library; second, helping them to use the literature; and third, using the literature for them".

Library Association enumerated the objectives of user education programmes in a simple language. They are:

- to enable the user to make efficient, effective use of college/university and other library resources in the widest sense.
- To make the user aware of printed and non-printed sources of information and the structure of literature in his parent discipline.
- To contribute to the personal and intellectual development of the user and to develop his ability to continue self-study outside the formal educational context.
- To make the user aware of the structure and manner of use of commercial computerized information retrieval services.
- To provide the student with the capability of doing research on a problem, obtaining and assessing relevant information and preseating his findings in a competent manner.

20.4.3 Need

Nancy Fjallbrant and Malcolm Stevenson summaries the reasons for educating the library user in their book **"User Education in Libraries"** as follows:

(a) Firstly, as a matter of **general principle.**

"(To) know how to use a library (is) an essential part of the education—for life process to prepare the student for the continuing process of self-education once the formal process (has) been completed."

"The explosion of knowledge places greater stress on the ability to learn throughout life".

(b) Second, because of present educational practice.

"The emphasis on self-education has led to the increase in use of tutorials, seminars, projects and guided reading as teaching methods and less reliance on formal lectures. There is an implicit assumption in this educational change that the learner is capable of finding material relevant to his needs. In practice, such an assumption is not valid; the learner requires to be taught that capability".

(Users are not innately capable of finding their way around the mass of information).

(c) Third, as a reflection of sound **Library philosophy.**

"As a profession we must stop hoarding our bibliographic knowledge and concealing our awareness of the problem of information retrieval. We must stop waiting to be asked to share this special knowledge. We must insist upon making it available to all users, in every conceivable form and at every accessible point of need".

(Librarians have a role in helping users find their way around the mass of information).

20.4.4 Methods

The methods of user education may be classified broadly into three categories:

1. Orientation or Initiation
2. Bibliographic Instruction
3. On-line user education

BRAOU

a) Orientation or Initiation

To orient or to initiate means to make the person aware of the environment, circumstances, facts etc. In this context it is a means to make the user aware of the following points;

- General arrangement of library (location of various sections like loan section, periodical section, reference section etc.);
- Classification scheme (DDC,CC or UDC to find out the arrangement of subjects on the shelf);
- Variety of collections (periodicals, reference books, manuscripts etc.);
- Use of the catalogue (to know how to locate the document from the catalogue); and
- Library rules (conditions of loan service, methods of charging and discharging, library ethics etc.);

In order to familiarise him with the library environment, its co
in the library orientation is needed. These programmes ar

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ii) juniors em

b) Lectures

Lectures are another very popular method of library instruction. The relative value of giving the lecture in the library as opposed to the classroom is in question. However dealing with the students in their usual learning environment has some advantages too. The dialogue between the teacher and the librarian enhances the effectiveness.

Combining the lecture with work in a library laboratory - type situation can be particularly effective if the librarian is available for consultation. Point-of-use materials can prove invaluable as backups to lectures for the learner who missed the session or who needs to go over the material again.

With adequate support mechanisms, lecture method can be a positive learning experience for people connected with all types of libraries.

c) Hand (books) Outs

Most of the libraries produce handouts, ranging from floor plans of the library to extensive bibliographies from information on library hours to services to guides or pathfinders to materials in particular subject area.

Handouts provide the most efficient and cost-effective means of transmitting large amounts of factual information.

All handouts of a single library should be compatible in style and format. Guidelines in these areas should be developed and carefully followed. Handouts should be dated and some one should have responsibility for regularly reviewing them for adequate supply, accuracy and currency. They should be easy for users to pick up and should also be incorporated appropriately into library instruction activities.

d) Point of Use

Point of use instruction can range from simple laminated instruction sheets to complex me packages. The term applies to all materials designed to teach patrons the use of library tools at the loca of the tool itself.

From the users' perspective, point of use materials serve a number of specific purposes. offer beginning information for patrons who are reluctant to ask for help and provide imm instruction. They may be used as a backup to a library lecture. Most important, they can be co exactly when needed and when convenient. They offer the right instruction at the right time.

Point of use materials require ongoing support if they are to be successful in the lib education programme. Not only are there initial production and purchase costs and ongoing ma costs, but there is also the cost of evaluating and updating the materials. Changes in the librar in the reference tools presented and changing learner needs will all dictate revisions.

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mportance of information in today's society, describing the ways in which libraries tion available or giving a brief introduction to a particular library/or library service focus on general orientation and building positive attitudes towards the library.

ntage is in the numbers (users) that can be reached and in the opportunity for and strong image building. Perhaps public libraries have made the best use of these

an also help highlight the organization of a presentation and to emphasize main riences that involve more than one sense have higher retention rates; eg. if people rch strategy in addition to hearing about it they will remember it longer.

large dummy cards or slides can be helpful aids in discussions of catalog and ad projectors on portable carts are also useful.

r forms of library instruction. They make it possible to lividual to work at his or her own pace. They can be used d out independently by interested individuals. Some library are introductory tools. Others address different The worksheets or tests associated with work books can r a librarian or a computer.

Workbooks

Workbooks are among the reach large numbers of per as assignments

ducation programme is to collect and analyse information ue or terminate a given course or to modify an existing

model' and 'Illuminative model' are often suggested for the e.

to judge the success of the course and to find out the extent d after the course is over.

o explain all aspects of the course from the point of view brarian. This model is considered as more practicable situation.

can be relied upon mostly wit in the course.

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20.5 SUMMING UP

The modern library has been progressing from treasure house-orientation to technique-orientation and then user-orientation. The modern librarian is more concerned to see the shelves of his library empty inorder to follow the fundamental five laws of library science in the true sense. In order to find a reader to every document or to find a document for every reader, it is essential for library personnel to have a careful study of the users' information needs and their information-seeking behaviour. This unit will help you to understand the various types of users, their various needs and information-seeking patterns. It also enables you to know the various methods of studying user-studies on the lines of previous studies undertaken by various information specialists.

This unit creates the awareness of the most important concept 'User education', its need, method and methologies to adopt and how to evaluate such programmes. It also suggests how to plan such programme. You may now be able to undertake the study of the users who use your library and start a user-education programme at whatever level.

20.6 MODEL ANSWERS

1. (a) Categorisation of users according to various information scientists.

Generally they are classified:

i) by the type of library they
ii) by occupation/profession
iii) by discipline

(b) User — who approaches li

non-user - who do not a

(c) i) infrequent or
ii) total non-u
iii) total non

2. (a) i) Know library.
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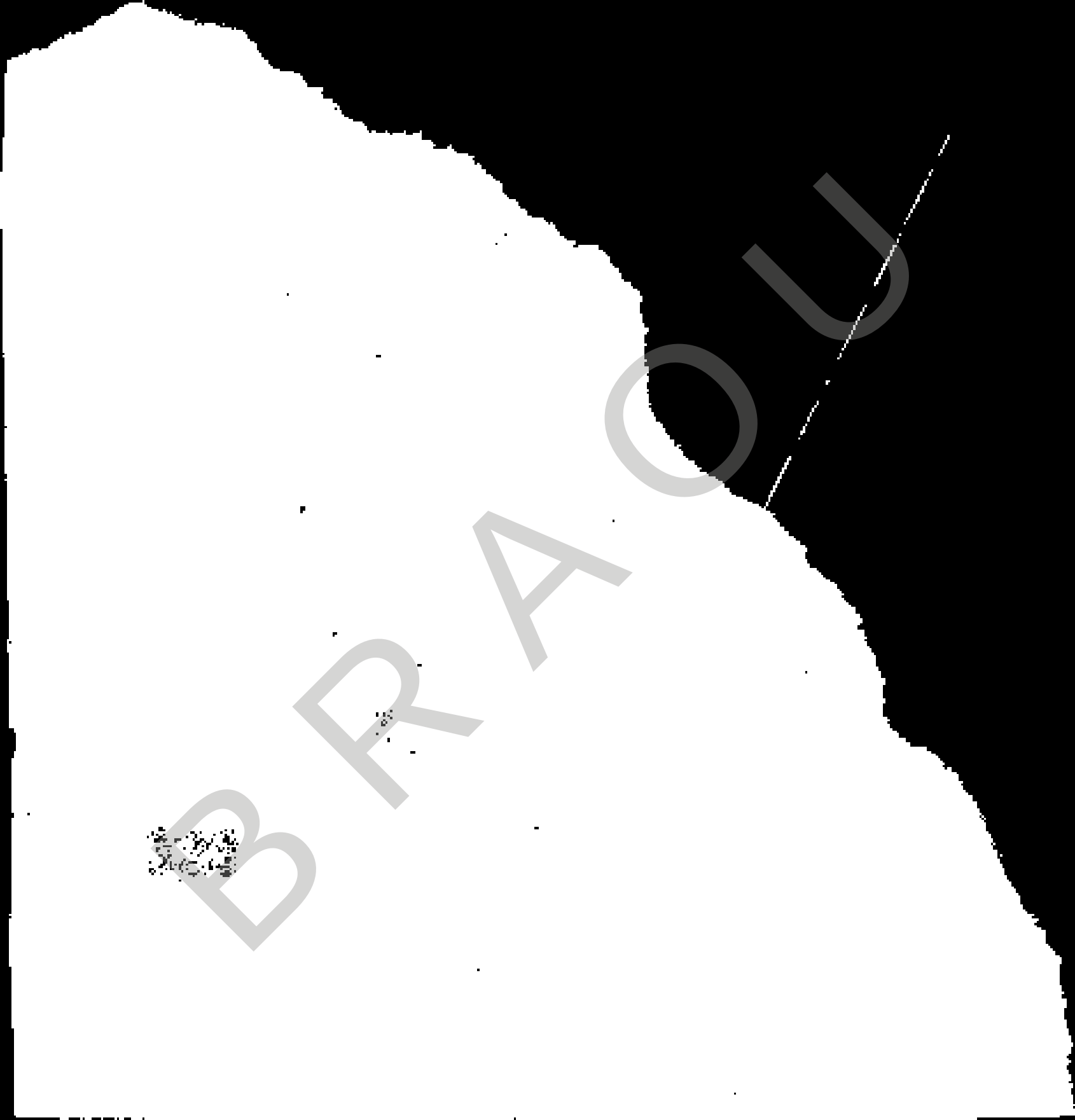
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"The explosion of knowledge places greater stress on the ability to learn throughout life".

(b) Second, because of present educational practice.

"The emphasis on self-education has led to the increase in use of tutorials, seminars, projects and guided reading as teaching methods and less reliance on formal lectures. There is an implicit assumption in this educational change that the learner is capable of finding material relevant to his needs. In practice, such an assumption is not valid; the learner requires to be taught that capability".

(Users are not innately capable of finding their way around the mass of information).

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(Librarians have a role in helping users find their way around the mass of information).

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To orient or to initiate means to make the person aware of the environment, circumstances, facts etc. In this context it is a means to make the user aware of the following points;

- General arrangement of library (location of various sections like loan section, periodical section, reference section etc.);
- Classification scheme (DDC,CC or UDC to find out the arrangement of subjects on the shelf);
- Variety of collections (periodicals, reference books, manuscripts etc.);
- Use of the catalogue (to know how to locate the document from the catalogue); and
- Library rules (conditions of loan service, methods of charging and discharging, library ethics etc.);

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In order to familiarise him with the library environment, its collection and their physical location in the library orientation is needed. These programmes are usually organised to motivate:

i) fresh students in an academic environment;

ii) juniors employed newly in research institutions, industrial undertakings, business establishments, government bodies and the like;

iii) new employees of any institution, irrespective of their level or position, in order to get them a quick exposure to library collections and environment.

b) Bibliographic Instruction

A freshman's needs will be fulfilled by the orientation programme as his level of education needs only to locate the document and refer to text-book oriented documents. But for a person who is engaged in higher learning or research, a knowledge of information resources and a knowledge of how to find out information from those resources are very important. To instruct the user to have knowledge of the resources in his subject and how to handle information to write his assignment or his research topic is known as bibliographic instruction. Kirk, one of the famous advocated of User Instruction suggested that "as in other library services, orientation and instruction elements should be included in a bibliographic instruction program:

1. **Orientation**

   a) Description of the service
   b) Availability of the service (To whom? eg: CAS)
   c) How the service is different from/similar to the printed indexes.

2. **Instruction**

   a) Student self-preparation to use the service;
   b) Limitations of the service;
   c) How to do a search (if this is simple enough to teach in the available time.)

c) On-line User Instruction

During the last fifteen years there has been a rapid growth in availability of computer-based on-line information-retrieval systems. Databases—Computer stored files—are produced by many organisations such as the American Chemical Society (**Chemical Abstracts**), the American Psychological Association (**Psychological Abstracts**) etc. These databases are now widely accessible for information searching from local terminals which are linked to the central computer store)on-line database) via telecommunication network. Upto 1980, on-line instruction was primarily directed towards intermediaries but in recent years, an increasing amount of attention is being devoted to teaching end users how to carry-out on-line searching.

An on-line Instruction Programme can be divided into two main parts. "Orientation" is concerned with enabling the user to learn the existence of computer-based information retrieval and the services

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available (what is available, where the searching can be carried out and how a search is carried out) "Instruction" is concerned with enabling the user to learn in detail how to carryout computerized information retrieval.

It is possible to express the goals and objectives for On-line User Instruction in terms of the two main 'student' groups—the end users (E) and the intermediaries (I).

(E) To enable an end-user to carryout on-line information searches either himself or with the help of an intermediary within his own subject field as and when required in connection with his information needs.

(I) To enable an intermediary to carryout on-line information searches for end-users, within many different subject fields from the available databases on the various information retrieval systems.

Self-check Exercise-7

What are the major methods of user education ? Briefly describe one of them.

Note: i) Write your answer in the space given below.

ii) Compare your answer with the model answer given at the end of this unit.

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20.4.5 Types of methodologies

The User Instruction Programmes are usually short ones, ranging from one hour introduction to the library and its services to two-three days programme depending upon the type of users. The various methods that can be used for group and individual instruction are described below:

a) Tours

There are two major types of tours: those in which:

- groups are guided by library staff;
- groups that are self-conducted.

Tours do not help to accomplish most learning objectives. A brief audio-visual presentation may be as effective as a physical tour. Group tours, however help users to feel library personnel as helpful and friendly in helping them to overcome initial hesitations about using the library.

b) Lectures

Lectures are another very popular method of library instruction. The relative value of giving the lecture in the library as opposed to the classroom is in question. However dealing with the students in their usual learning environment has some advantages too. The dialogue between the teacher and the librarian enhances the effectiveness.

Combining the lecture with work in a library laboratory - type situation can be particularly effective if the librarian is available for consultation. Point-of-use materials can prove invaluable as backups to lectures for the learner who missed the session or who needs to go over the material again.

With adequate support mechanisms, lecture method can be a positive learning experience for people connected with all types of libraries.

c) Hand (books) Outs

Most of the libraries produce handouts, ranging from floor plans of the library to extensive bibliographies from information on library hours to services to guides or pathfinders to materials in particular subject area.

Handouts provide the most efficient and cost-effective means of transmitting large amounts of factual information.

All handouts of a single library should be compatible in style and format. Guidelines in these areas should be developed and carefully followed. Handouts should be dated and some one should have responsibility for regularly reviewing them for adequate supply, accuracy and currency. They should be easy for users to pick up and should also be incorporated appropriately into library instruction activities.

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d) Point of Use

Point of use instruction can range from simple laminated instruction sheets to complex media packages. The term applies to all materials designed to teach patrons the use of library tools at the location of the tool itself.

From the users' perspective, point of use materials serve a number of specific purposes. They offer beginning information for patrons who are reluctant to ask for help and provide immediate instruction. They may be used as a backup to a library lecture. Most important, they can be consulted exactly when needed and when convenient. They offer the right instruction at the right time.

Point of use materials require ongoing support if they are to be successful in the library user-education programme. Not only are there initial production and purchase costs and ongoing maintenance costs, but there is also the cost of evaluating and updating the materials. Changes in the library, changes in the reference tools presented and changing learner needs will all dictate revisions.

e) Audio-Visual Media and Instructional Aids

Stressing the importance of information in today's society, describing the ways in which libraries serve to make information available or giving a brief introduction to a particular library/or library service may offer appropriate focus on general orientation and building positive attitudes towards the library.

The real advantage is in the numbers (users) that can be reached and in the opportunity for successful orientation and strong image building. Perhaps public libraries have made the best use of these possibilities to date.

Good visuals can also help highlight the organization of a presentation and to emphasize main points. Learning experiences that involve more than one sense have higher retention rates; eg. if people see a diagram of a search strategy in addition to hearing about it they will remember it longer.

Transparencies, large dummy cards or slides can be helpful aids in discussions of catalog and index entries. Overhead projectors on portable carts are also useful.

f) Workbooks

Workbooks are among the more popular forms of library instruction. They make it possible to reach large numbers of people and allow the individual to work at his or her own pace. They can be used as assignments for groups of people or filled out independently by interested individuals. Some workbooks, aimed at users who are new to the library are introductory tools. Others address different levels of need or focus on particular resources. The worksheets or tests associated with work books can be self-graded, graded by a faculty member or a librarian or a computer.

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20.4.6 Evaluation and feedback

The purpose of evaluation of the user education programme is to collect and analyse information that can be used to decide whether to continue or terminate a given course or to modify an existing programme to adopt an innovation.

Two models namely 'Objective based model' and 'Illuminative model' are often suggested for the evaluation of the user education programme.

The 'Objective based' method aims to judge the success of the course and to find out the extent to which the objectives have been achieved after the course is over.

The 'Illuminative model' attempts to explain all aspects of the course from the point of view the students, the academic staff and the librarian. This model is considered as more practicable possesses the adaptability to suit different situation.

Informal feedback and self-analysis can be relied upon mostly with the aid of a rela questionnaire completed by the participants in the course.

20.5 SUMMING UP

The modern library has been progressing from treasure house-orientation to technique-orientation and then user-orientation. The modern librarian is more concerned to see the shelves of his library empty inorder to follow the fundamental five laws of library science in the true sense. In order to find a reader to every document or to find a document for every reader, it is essential for library personnel to have a careful study of the users' information needs and their information-seeking behaviour. This unit will help you to understand the various types of users, their various needs and information-seeking patterns. It also enables you to know the various methods of studying user-studies on the lines of previous studies undertaken by various information specialists.

This unit creates the awareness of the most important concept 'User education', its need, methods and methologies to adopt and how to evaluate such programmes. It also suggests how to plan such a programme. You may now be able to undertake the user-study of the users who use your library and to start a user-education programme at whatever level.

20.6 MODEL ANSWERS

1. (a) Categorisation of users according to various information scientists.

   Generally they are classified:

   i) by the type of library they use
   ii) by occupation/profession
   iii) by discipline

   (b) User — who approaches library to satisfy his information need.

   non-user - who do not approach library to obtain information.

   (c) i) infrequent or passive user
   ii) total non-user who satisfy's his information need by other means than the library.
   iii) total non-user who is unaware of services available in the library.

2. (a) i) Known item need
   (ii) Subject need: (a) information to solve a particular problem
   (b) latest information in a particular field of specialisation.

   (b) i) current approach (ii) everyday approach
   iii) exhaustive approach.

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