

Subject: UNDERSTANDING LIBRARY AND SOCIETY

Credits: 4

SYLLABUS

Development of Libraries and their Role in Society

Role of Libraries and Information, Centers in Modern Society, Laws of Library Science, Development of Libraries in UK and USA and Library Development in Modern India: Plans and Programmes

Different Types of Libraries and their Functions

National Libraries: Their Functions: A, Descriptive Account of National Libraries of India, UK and USA, Academic Libraries: School, College and University Libraries, Public Libraries: Role and Functions and Special Libraries and Information Centers

Library Legislation

Library Legislation and Model Public Library Acts/Bills Library Legislation in Indian States - Their Salient Features

Resource Sharing and User Studies

User Studies, User Education, Resource Sharing - Concept, Need Form and Selected Case Studies

Library Association, Promotional Agencies and Systems

Librarianship as a Profession and Professional Ethics, Role of Professional Associations, Organizations and Institutions Involved in Development off Library and Information Services

Suggested Reading:

1. Dr. Sumangala Jha, Library Information and Society, Globus Press
2. David Baker and Wendy Evans, Libraries and Society: Role, responsibility and future in an age of change, Chandos Publishing
3. Arthur Elmore Bostwick, The Library and Society: Reprints of Papers and Addresses, Books for Libraries Press

Chapter 1

Development of Libraries and their Role in Society

Learning Objectives

- To explain about the importance of libraries.
- To analyse the necessity of establishing public libraries.
- To recognise the main values and ethics related to library system.
- To explain and compare the status of libraries in USA and UK.
- To identify the plans in setting up of various libraries in state and country.
- To know about various laws of library science

1.1. Role of Libraries and Information Centres in Modern Society

Introduction

It is observed that, information on the position of public libraries is scarce and dotted over a broad range of sources, which are more accessible than others. Government leaders have changed the call for Renaissance that led to direct towards developing and empowering the people as an important participants in the modern world.

The main aim is:

- To find the amount to which the public library has succeeded or failed in contributing towards the development and empowerment of the people.
- To get together and increase the documented studies or literature on topics of public librarianship.

It is found that the public library system is a relation of information-provision scene. It was not present until the middle of the twentieth century, till the end of colonial era. The initial excited welcome of these institutions by both governments and public can be credited to the perception persisting at that time, so that they would serve as a solution to severe existing educational problems that could also serve as tool in the process of national development. A threefold role was selected for these institutions for:

- a. providing information to development agents and agencies
- b. supporting formal and informal rural education programs through the provision of materials to both students and teachers

- c. serving as centers for neighbourhood education and cultural activities.

According to researchers, in spite of lofty ideals, the libraries have failed in their selected task and are currently not perceived as significant players in the process of national development. In this study, information was emphasized as an important factor in development but libraries were not assigned any role in the process. The lack of existing information services is commonly seen as one of the factors to this oversight on the part of developers. There are various other factors which includes:

- a. outdated and irrelevant materials
- b. lack of facilities
- c. poor management.

Research shows that existing library services are not extensively used as the governments used to withdraw their financial support that often brings about a fall down in services. According to Mchombu, the findings of various surveys bearing testimony to this process as the overall percentage of users for all types of library services is not more than five percent. Similarly it is found that, with a population of more that twenty-three million people, only 1% to 2% of the population uses libraries.

To decide specific reasons for this lack of usage, efforts have now been put into finding the problems that these libraries and information services are facing. It is difficult to make generalizations since most of the problems found occur to a varying degree in most of the libraries and information services in newly independent countries. These problems can be broadly categorized in five main categories such as:

- introduction of anachronistic and inappropriate colonial model,
- inappropriate training of library staff,
- deficiencies in determining exact needs from side to side analysis,
- lack of support among agencies involved in library work,
- absence of continued effort to achieve alternative framework.

Anachronistic and inappropriate colonial public library model

Anglo-American model

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The library systems adopted by Africans are based on the Anglo-American model of librarianship in which there is little or no adaptation to local circumstances. As per

Anglo-American tradition, Expatriates schooled in and trained for serving well-educated metropolitan clientele were brought to run these libraries. It is found that a hampering factor arises due to lack of consultation between these librarians and their existing and potential clients at the initial planning stages for services to be obtainable in libraries and information centers. This mistake results in services that have been totally inappropriate and inadequate for the information that is required for people. The view of librarians seems to have been narrow to what has been familiar to them. In general, people themselves have been to blame for many of the misconceptions as they are eager to receive the same model as their European counterparts. According to them, anything less would have been inferior.

This model relies more on a print-based service, pre-supposing a reading public, with stress being on the home reading of books borrowed from the library. It is found that educational by intention, caters mostly to leisure reading. According to Anyim and Olden, mostly the people, will favour for oral communication over reading.

It is seen that, an overall sixty percent of population is illiterate, making a European print-based library model ineffective for its potential library clients. It is observed that in Kenya, the rural population contains ninety percent of the population, mostly illiterate. In spite of the introduction of universal primary education, education is by no means widespread, especially in rural areas. It is observed that, if level of education is a determinant in enabling an individual to use the proffered services, the majority of the population are thereby excluded. So library services are perceived as elitist institutions of service only to educated few, most of whom are stationed in urban areas.

Library collections

Empty library shelves are not unusual in Africa, especially in school and public libraries. It happens not because of high demand for books but as lack of books. When a logical sized collection exists, it is less used. It happens due to the nature of the content of the books, including the worldview they present. According to African viewpoint is seldom represented. For those fluent in European languages and contexts, enough books are available; but since the contents usually do not correspond with the interests of the African reader, the choice of books is severely limited.

The reason for the meagre supply of books is that the country doesn't made a useful contribution to the world's literature. A significant shortage in information arises when the information is available, many governments favour access to materials that is biased toward the political, social and cultural view which restrict access to indigenous materials viewed as threatening.

Unsuitable books show results of gifts and donations from charitable organizations and foreign governments. These books usually reproduce the priorities of the donors, not those of the recipients. Gifts from generous organizations comprises of discarded books from libraries, unsold books from publishers, or second-hand volumes. It is found that librarians tend to keep these useless donations to make visible on the shelves. The solution to such problems lies in helping to develop and produce its own literature base rather than swamping it with irrelevant donations.

Language

Under the influence the reflection in the language content of most library collections. Book stocks in library systems are written in commerce languages i.e., English, French, or Arabic. These languages are difficult and cannot be easily read by ninety-five percent of the affected population. These are also the languages spoken by the educated elite, mostly educated youth still attending school. The group of potential readers prevents from reading in a language with which they are familiar. In most countries, books are published in languages spoken by less than thirty percent of the population. Moreover a difficult factor is that an estimated 1,300 languages are spoken out of which only about six hundred has literature. All of these factors contribute to the severe shortage of reading materials in the vernacular.

The building of suitable collections gets loaded by a shortage of material written by authors. Mostly it is to be blamed on a tendency among authors and writers to get their work published by famous foreign publishing houses, whose editorial and production policies, in various cases, are decided by the foreign parent body. The less output of local publishing houses also contributes to this problem. In local Nigerian publishing houses, Apeji described the lack of production, attributing much of it to the lack of a adequate, sustainable capital base. The country like Nigeria, publishes only twenty percent of its local reading Alemna found that libraries in Ghana import about ninety percent of their materials from Britain and the United States.

Inappropriate training of library professionals

While establishing libraries in Africa, expatriate librarians formed the core of library workers which were trained abroad, giving them a mixed field of experience. The intention behind this seems to have been the development of a system and services totally integrated with the social and political situation of each individual community, their previous working experience worked against the fulfilment of their purposes. After decades, students educated abroad are often criticized for lacking competencies relevant to the environment to which they will return.

Schools with library have adopted outdated syllabi, copied from abroad. Since library relations and employers in each country are hardly ever asked to participate in the development of curricula, training still tends to reflect colonial values. Aboyade summarizes the situation as follows: “realities of the situation in the early years of library education in Nigeria were that the curriculum reflected mainly British and American systems.” It is found that the popular trend still seems to be for students to spend a long time overseas, taking courses totally irrelevant to their native information environment. According to Swart, librarians are being trained to serve a First World public; their training does not equip them for a Third World community. In study of growth of library schools in the country, Gupta & Gupta shows that, although library schools recently introduced modern library idea and technology into their syllabi, the significance and the quality of the courses offered still seem to be in demand of evaluation in order to decide their value in the training of local librarians.

It was observed that library education is currently in a conflict situation. It is urgent that it find a way of designing syllabi that can translate a library ethic that draws its motivation from a print-based culture into one that is responsive to a semi-literate, information-starved society. Aboyade observed Africanization of curricula as of major importance and suggested that the indigenization of the training program “take the form of infusing local content into standard courses or involve an entirely different interpretation of the theory underlying the profession.” As per Issak, various well-qualified staff are becoming available, as they must refresh and upgrade their skills on a regular basis to stay relevant to the needs of their communities.

Lack of needs analysis

Aforementioned to the opening of library services for people, neither proper analysis of information was required nor investigation into the composition of the potential clientele was made. Adimorah found that a sample interview exposed that most public libraries recognized in that country were set up without previous examination of information required of those who were to use the services. It is observed that knowledge of such vital issues was and still based on guess and belief. It was believed that the information needs and the information-seeking patterns of the people would match those of library users in Europe and America. Services based on these presumptions led to libraries isolating themselves from the general public, content to serve only small, mainly urban-based, relatively well-off, educated elite points out that the need for proactive needs analysis is now readily recognized within public-library circles. Lack of human capital and investigation skills, contributes to research being currently conducted by researchers and consultants rather than by library practitioners.

Lack of cooperation among related information systems

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It is found that the information that is beneficial for the development of a country must be available, accurate and latest. In developing countries, information needed for development has become highly segmented, divisive and uncoordinated. It is found that the sources that provide the flow of information becomes both monopolistic and without direction, thus affecting availability, accuracy and currency.

Kaniki and Bredenkamp found that information providers such as communication channels and sources in shape of persons, publications, agencies, organizations, institutions or groups of institutions possess a variety of resources that can be used to transfer information. It includes:

a. *Extension officers*—It is believed that mostly the extension officers are attached to government departments as community workers or development planners. Governments create and acquire a large volume of information while conducting their normal business. These information are made available in variety of formats hat includes correspondence; reports; information received from different ministries, departments and parastatals; court records; and research reports from government-funded research institutions. It is found that much of these information is not made commercially available. Governmental research results are in many cases published only in internal publications, making public access extremely difficult.

b. *Non-governmental organizations*—NGOs publish a wealth of information in the form of research papers, reports, conference papers, theses, minutes of meetings and data collections. It is found that unpublished reports are seen as an important source of information as its worth lies in their current and timely information that is issued as soon as research is completed.

In same way in case of governmental research results, the material is not made available in the same way as commercial publications. The tendency within these organizations seems to be to publish results in famous overseas journals, which ensures more exposure. The result is that there arises a problem in retrieving the information locally as overseas abstracting and indexing journals are not readily available.

As per Kaniki, because of inadequate training, information specialists avoid handling unpublished reports. Because of inherent problems of this kind of literature, special skills and training are deemed essential. Due to short of training, it results in unpublished reports in shape of feasibility studies, theses and dissertations, various types of reports and surveys, translations and conference proceedings. Many of these materials are imperative for development.

Kaniki also found that the problem areas as those of collecting, organizing, storing, and using the material. According to Malima, there is no systematic collection and organization of the many extensive and expensive studies commissioned by our government. An important resource is lost, often necessitating more studies, covering much the same ground. It is found that there is no policy of outflow of such studies, so that one day we will have to purchase the same studies that we commissioned and paid for.” As a solution to the problem, Kaniki recommends that the aforementioned techniques receive special attention during the training of information specialists.

c. *Audio visual media*—It is seen that the audio-visual media are extremely important media in providing information to the illiterate. Sturges & Neill observed that the radio is commonly used to communicate development-oriented information. The press, however, is severely hindered in its task of informing the nation as it is mainly government inhibited, therefore serving only as a mouthpiece of government propaganda.

d. *Libraries and archives*—The aim of public library is to obtain, preserve, and distribute information. It further aims to match the needs of the users with the information content of documents. With the fast rise of prices, it has become impossible for library budgets to purchase all the needed material, therefore the urgent need for sharing resources.

e. *Information technology*—According to Lor, the networking capabilities are enhanced through information technology, resulting in the quick and efficient sharing of resources that might be difficult or inconvenient to share.

It is studied that computers are in evidence, although in urban areas, technology has not yet made a big impact in the library fraternity. This happens due to negligence, incompatible hardware and software, lack of commitment to maintain the equipment and an underdeveloped telecommunications network, not because it is unavailable.

The international corporations, more than governments, are using the technology to supply them with information needed to gain advantage over those who do not have access to these sources. Efforts are being made by these corporations, however, resulted in making independent databases available to the general public, for example, Agricultural Research Information System, Industrial Council for Development, Sahel Information Network in Mali and the Pan African Documentation and Information System. Unluckily there was no standards or norms for the processing and exchange of information between the databases are currently in existence, making wide access to a number of databases difficult and resulting in an unnecessary waste of resources.

In recent times, the Information Society launched the Information Society Initiative (AISI) that aimed at supporting and accelerating socio-economic development across the region through a network of technologically linked computer systems. As part of providing access to as many people as possible, the participation of libraries is seen as vitally important.

Even though access to the Internet is a high priority, full connectivity is now available in only a few African countries. To highlight this problem, the African Network Initiative, a local initiative backed by international sponsors, was established. In spite of logistical and political problems, this group feels certain that most African countries will have access to the Internet by the late nineties.

f. *Books and publishing*—It is believed that the book industry is still very much a legacy of the colonial past. Much of what is being published emanates from local agencies of international printing houses, leaving local publishers in a struggle for survival.

The library information workers agree that publicly available resources are limited. Rosenberg found the solution that, increased cooperation and resource sharing should form the basis of library and information services. He believed that resource sharing in library and information services is seen as making information resources available to all participants. Sharing involves cooperation; coordination; interlibrary loans; and cooperative acquisition, processing, and storage. Research does not show much achievement in this respect during the past few years. In some cases, the perception among library professionals seems to be that the situation is actually deteriorating. Camara found that insufficient financial resources, inadequately trained staff, lack of a national policy regulating its role and activities and widely scattered documentary resources and considerable duplication of effort due to poor coordination among existing systems and services as the major causes for the failure to establish a cooperative information system.

Lack of sustained effort to find an alternative library framework

Research in areas of sustainability of library and information services shows that revision of basis on which library services are founded is required first. For many years, severe disapproval has been levelled at the public library system for allowing literacy to be the precondition for reaping the benefits offered by the public library. Kaungamno shows that libraries present in rural areas must be modified to suit local conditions. Because of lack of literacy in rural populations the libraries are forced to support literacy programs. According to Abdulla, the demand for information should always be there, especially in the rural areas where the farmer and entrepreneur are the predominant breadwinners but who, in many cases, cannot benefit from the information offered by the library because they are illiterate.

In a fresh development the establishment of multi-purpose community centres provides information, facilities, resources, training and services to communities. The kinds of programs and facilities offered by these centers are determined by the needs of a specific

community. It has been envisioned that, within these centers, the position of the librarian would change to incorporate the role of information organizer/manager with that of information/education. The librarian would be answerable to the employing authority and the community served.

All the way through, attempts has been made to find a suitable alternative to the Western public library model that results in different experiments and proposals. A number of these efforts have been piloted and recognized and some are more successful than others. Above all the major aim of the library was to support formal and non-formal education and training, literacy programs and empowerment programs. Rosenberg offers a bleak picture for the continued existence of these alternative information provision services. The rural African libraries means:

Originating from the plan of a group from the community or an aid agency, their birth is followed by a year or two of rapid growth and a good deal of local publicity and attention. This is followed by a period of slow turn down, accompanied by theft, the going away of the initiators, loss of interest among staff and users the library still exists but signs of life are hardly visible. Sometimes this period continues indefinitely, but often a final stage is reached when all remaining books are removed, stolen, or damaged beyond repair and the premises and staff are allocated to another activity.

Reservation regarding whether rural initiatives will succeed is also expressed by Raseroka. She believed that more research into the conditions is necessary for rural libraries to become practical needs to be conducted in order for library services to react and change meaningfully. Rosenberg suggests that it might be better to discard services to the adult learner in order to concentrate on the school child, the adult of tomorrow.

1.2. Laws of Library Science

Shiyali Ramamrita Ranganathan considered as the father of library science. He believed that there can be no doubt however, that there are certain essential principles underlying the management of library according to the present days' need and conception. He further expounded these principles in a methodical form and reduced them to five cardinal principles. He has developed all these rules of library organization and management as the necessary implication and inevitable corollaries of his five laws.

According to Dr. S. R. Ranganathan there are five laws of library science. The statement embodying these laws were formulated i.e. the laws took the final form in 1928 and a detailed account of these laws and their implication were published in the form of a book in 1931 by Bombay Asia Publishing House.

Basically these laws are:

- a) Books are there for use.
- b) Every reader his / her book (i.e. books are for all).
- c) Every book its reader
- d) Save the time of the reader.
- e) Library is a rising organism.

1.2.1. Need of the Laws of Library and Information Science: It is found that in past before the formulation of library science laws there was no proof of an on the whole of libraries. It looked as if prospect development were totally changeable. Ranganathan believed that the library laws are required as:

a) Give Pressure at the Subconscious Level to Work: It is found that the Scientific methods are applied in natural and social sciences. The basic difference lies in the status of the principles which were hypotheses in the *natural science* and normative principles in the *social sciences*.

b) Helps Library Science to Become an Independent Subject: It is believed that a subject cannot stand in its position if not some fundamental laws are not attached to it. So by proposing the laws Ranganathan place the first stone in this direction.

c) Denote Library Practices: In this the library practices of past and present practice and those which are likely to be evolved in the future.

d) Serve as a Higher Court: It is found that these laws are applicable to any problem in the areas of library science, library service and library practice. In case of conflict between *canons*, an appeal is made to the five laws of library science to resolve the conflict.

e) Boundary Condition: It is believed that this law locates the boundary condition within which the librarian might work.

1.2.2. Usefulness of Five Laws

a) Act as Fundamental Laws: It is believed that these five laws of library science are fundamental laws that are applicable to any problem in the areas of library science, library service and library practice. Five laws are guiding norms; these are the verified principles applicable everywhere in the library world.

b) Help in Deriving Canon, Principles and Postulates: By using the five laws of Library Science *canons, principles* and *postulates* applicable in different fields of library and information science can be derived. These laws will serve as a source of inspiration and guidance in the years to come.

c) Resolve Conflict between Cannons: It was observed that the law of library science helps in solving any conflict that arises during the functioning of libraries. The five laws serve as a higher court. While conflicting between canons of cataloguing, classification etc. an appeal is made to the five laws of library science to decide the conflict.

d) Guiding Rules: The benefit of laws of library science is that it guides the staff in taking decisions. These five laws of library science believed to be of universal acceptance as Pentagon of Library Philosophy.

1.2.3. Variants of Five Laws of LIS: Ranganathan explains that “One is the generalization of the concept ‘Book’ which has been emphasized in recent years in the term document”, so Ranganathan reformulated the laws as:

- a) Documents are for use.
- b) Every reader his / her document.
- c) Every document its reader.
- d) Save the time of the reader.
- e) Library is a growing organism.

Michael Gorman recommends the five laws as "Our Singular Strengths". According to him:

- a) The Libraries serve humanity.
- b) Respect all forms by which knowledge is communicated.
- c) Using technology intelligently to enhance service.
- d) Protection free access to knowledge.
- e) Honor the past and create the future.

Alireza Noruzi recommended the five laws as "Application of Ranganathan's Laws to the Web":

- a) Web resources are for use.
- b) Every user his or her web resource.
- c) Every web resource its user.
- d) Save the time of the user.
- e) The Web is a growing organism.

1.2.4. First Law: The first law explains an elementary principle and all the other laws of library science are based on it. It is seen that a library becomes great not because of its collection or building but because of the user. So the motto of a librarian must be to acquire process and to serve document for use. The allegation of this law is fixed to make the physical carrier of information accessible to the user. A modern librarian who has belief in first law will feel satisfied only if the user keeps the shelves constantly empty.

According to Ranganathan, the implications of first law are:

a) Location of the Library: The important part of library is its location. Location of the library should be approachable and accessible to the community. Public library should be placed where more citizens can frequently visit regularly on some business or other; at the same time the location should be as free from noise and other disturbances as possible so that serious study can be made. It is found that the University library should be centrally located. A special library should be near the factory entrance or factory canteen. A library of school and college does not depend on location as distances are small from various sections. However it would be preferable to have it centrally located.

b) Library Building and Furniture: The structure of the library should be *well planned*. Its exterior should be inviting and its interior should be attractive. The building should be functional and at the same time visual. The position of the library should be functional that should provide enough space for various purposes to meet the requirements. The furniture should be provided so as to give comfort to the readers and to make use of the resources of the library as conveniently as possible. Racks in the libraries should be designed such that the books should not be kept high and books on the top shelves should be easily reachable.

c) Library Working Hours: The working hours of the library should be decided keeping in view the need of the readers. The first law results in opening library for long hours and on all days of the year without any holidays. Its hours should be convenient to the users. It is recommended that, each user of the library should be provided with a key so that the user can use the library at any time.

d) Library Staff: For best use of library it is believed that it should run with qualified and efficient staff. Over there in library every staff member should perform the role of a *friend, philosopher* and *guide* to all who comes to use it. The staff should believe in and follow the philosophy of service to the user. They should be *approachable, courteous, helpful* and *willing to appreciate* the point of views of others; a missionary zeal to serve the user; amiable manners and professional capability are the essential traits of the library staff for carrying out the mandate of the first law.

e) **Book Selection:** The books should be selected and acquired keeping in view the *present and potential requirement* of the user. There should also be a periodical weeding out of books.

f) **Shelf Arrangement:** The book shelves designed should be classified, catalogued and arranged according to a helpful sequence.

g) **Reference Service:** The personal service will lead to greater use of library document.

The forces of the first law can be looked at from the following-

It was observed that in ancient period books were rare i.e. multiple copies were not available due to the non availability of printing machines. It is seen that copying of the Mahabharata was a very tough requiring long hours to copy a document. So, in the past, there was a great deal of negligence towards the first law. In recent times because of availability of printing technology, photocopying, scanning etc it is possible to overcome all such barriers. But unfortunately due to the result of a basic practice of preserving the documents, that tendency has remained as a regular habit in the successive generation of librarians. The modern librarian should overcome such a habit and there is an urgent need for the vigorous attempt to eliminate the negligence to the first law.

It was believed that a modern librarian who has faith in the first law is happy only when his/her reader makes his/her shelves constantly empty. For this he/she will go to them, not to snatch the book but to distribute the new arrival that needs to be introduced to them as quickly as possible. It was observed that the forces of the first law can be traced out by:

- 1) Making the library *open access* **and not** *closed access*;
- 2) Giving *free access* to the book world;
- 3) Branching libraries in larger cities in order to *easily reachable* within few minutes walk from each house;
- 4) Delivering books *free to the houses* of those that would offer to get them introduced in their neighborhood;
- 5) Distributing books in motor van from street to street for the residents.

It was believed that these above forces of first law will be possible only if library has enough funds and can itself obtain free copy of books from different sources. In this commercial world everybody pays according to his/her need or requirement and there is a doubt that an exception will happen for library and information science. So the requirement of the first law is bleak in near future. If library legislation comes to help in this regard or the readers of a library are ready to pay according to their need, the law, *Books are for use*, can be satisfied in every aspect.

In fifteenth and sixteenth century books were kept in chains to confine their movement to the sphere determined by their chain. Such chaining was more conducive to the

preservation than to the use of the books. This practice was in contrast to the first law of library and Information Science.

1.2.5. Second Law: The second law states that *every reader his / her book and believed that* books are for all. In this every reader of a library should have the books of his / her requirement. It advocates for a mandatory provision of library services to each reader according to his / her need. It advocates the universal and democratization of library services i.e. documents are not merely for scholars but for all, including the poor, sick, blind, prisoner, neo-literates and the old. The documents should be easy to get irrespective of occupational and income lines, irrespective of the normal and the abnormal, or irrespective of an adult and a child.

After this, Ranganathan examines the implication of second law as:

a) Obligation of the State

i) Library Legislation: It is found that in order to achieve the second law it is desirable that economy factor should be considered and should not act as a barrier. This was only possible by way of library legislation, which provides finance of public libraries at various levels to achieve free library services for all.

ii) Maintenance of a Library System: It was believed that with respect to students, teachers and researchers, the public library plays a marginal role in fulfilling the second law as the state has the responsibility of establishing other types of libraries such as school library, college library, university library and special library.

iii) Co ordination and Resource Sharing: A given library would not have the finance to purchase documents on occasional demand. Hence the second law suggest the formulation of a National library network to share resources especially for the purpose of inter-library loan.

b) Obligation of the Library Authority

i) Choice of Book: **As per** second law, it was believed that all the books that can be useful should be selected and all useless books should be discarded. The selection of books should be based on individual needs. It is duty of the library authority to ensure that proper selection and acquisition policy should be there in order to build up a balanced collection in the library for each category of users i.e. the blind, neo-literates, scholars, children, young, adult, man, women, etc. Buying a document that has no potential demand is a violation of the second law.

ii) Choice of the Staff: According to second law, the library authority should select an adequate and competent team of library staff that should take utmost care in the recruiting of the library personnel, their subsequent promotion, recognition and status.

c) Obligation of the Library Staff

i) *Open Access*: It was found that the library staff should feel the obligation to introduce open access to help the readers in gaining access to all books of their interest. The open access makes it possible for a reader to approach books directly and handle them personally without any barrier. Through open access, a user can browse amongst the world of books and thus will have better chances of choosing the right book.

ii) *Cataloguing*: It is seen that many times the information contained in a chapter of a book may be of interest to a reader but the users often tend to miss such content. To avoid this library should introduce *subject analytical* or *cross reference entries*.

iii) *Shelf Arrangement*: In libraries, the shelf should be arranged according to the subject of the document and not on the size and other aspects.

iv) *Maintenance*: Maintenance is important in libraries. In case of *open access libraries* there is every possibility of some document being misplaced intentionally or unintentionally by the patron of the library. To fulfill the second law misplaced books must be restored to their proper places. Books in need of binding or repair should be taken out from the shelves from time to time.

v) *Reference Service*: Reference service is an effective means of ensuring that the reader gains access to all the documents of potential interest to him that are held by the library. So the library staff should have proper training in reference work and be able to provide an effective reference service to the user in getting the right book.

d) Obligation of the Reader

i) *Library Rules Should be Followed*: Rules are important aspect in every library. A reader must realize that library rules are framed to get the maximum out of the library resources and to prevent the exploitation of library resources. The rules are aimed at increasing the use of the library rather than curbing its use. Thus, the user should regard the inflexible enforcement of the rules as an aid rather than a hindrance in the use of the library.

ii) *Maintenance of the System*: **Library should have good maintenance system.** A user should know how to keep his/her books. He/she should not misplace the books within the library or damage it. This will take away the other users; similarly a user should not injure or take out cards from the library catalogue, tear pages or steal etc.

iii) *Should not Ask for Any Undue Special Privileges*: The Library is there for use of an individual and no one should have unwarranted privileges at the cost of others. The current issues, the reference books etc which are in much demand should not go through the process of any special privileges.

iv) *Returns of Books in Time*: Issuing date and delivery date plays an important role in library. The books issued must be returned on or before due date so that other users do not

have to suffer. If a document or book is lying unused at home, it is the obligation of the user to return it as soon as possible.

1.2.6. Third Law: *The third law states that every book in a library must find its reader.* This law emphasizes the approach to the document. As per this law, every book in a library must find its reader, not a single item should be lost in the darkness of the stack. To give more effect to this law, the following measures should be adopted.

a) Introducing Open Access: In case of *open access system* books are arranged in shelves in the classified order and the readers have liberty to access them. In the course of readers' browsing through the shelves they may come across books of interest to them the existence of which they may not be aware of; so the chances of readers noticing the books and reading them are enhanced by the open access system only.

b) Provision of Popular Department: There should be provision of popular department such as newspaper reading room, periodical section, etc. which could offer baits to the reader and the benefit of such provision is to increase the chance for every book to get its reader. Recent additions, rare books, specific collection, festival collection etc displayed at prominent places attracts the reader's attention.

c) Book Selection: While selecting a book, attention should be paid so that the chances of books remaining unused are reduced.

d) Cataloguing: There should be proper listing of item. Subject cataloguing, series entries, cross reference entries etc. may often disclose to the reader the books which might not have otherwise been noticed.

e) Shelf Arrangement: In case of proper shelf arrangement, the books can be arranged subject wise and title wise so that it gives readers better chances of finding books. In this case the subsequent attention should be given by the library staff to maintain the arrangement by way of restoring the misplaced books to their correct place and so on.

f) Reference Service: Every reader should be provided with a reference staff that can guide for proper take caring of books. Every library must have provision for personal assistance to each reader when they feel they need it. The reference staff should act as a canvassing agent for book.

g) Publicity and Library Extension Service: It is believed that within the premises of the library, the staff should provide shelf guide, bay guides that guides the reader to appropriate places in the library. Externally, the reference staff should make the use of mass media such as press, radio, television, lecture, demonstration, tours, exhibitions, library weeks, brochure and leaflets, etc. for publicizing the library.

1.2.7. Fourth Law: The fourth law explains about the importance of user. The law states that a user is supposed to be a busy person; so his / her time should be saved. Functionally it states that “save the time of the staff” A reader coming to the library should get an exact and fast service; they should not be made to wait longer than necessary. Unnecessary delay may cause vexation and readers may be dissatisfied. Unhappy readers may cease to come to the library. We see that the implications of the fourth law are:

a) Location of library: It was observed that the library must be centrally located so that it is conveniently accessible to the community being served.

b) Open Access: Open access plays an important role in proper running of library. There are many advantages of introducing the open access. One such advantage of *open access system* is the subjective time decline which gives satisfaction to the readers.

c) Classification and Cataloguing: Proper Classification system should be employed which would bring the documents together on a specific subject and also the related subject should be adopted.

d) Shelf Arrangement: The arrangement of documents according to the degree of mutual relationship of subjects would lead to saving the time of the readers.

e) Signage System: Stack room guide, bay guides, tier guides, gangway guides should be provided to save the time of the reader.

f) Reference Service: The fourth law advocates the need of reference service.

g) Charging System: The issue method, charging and discharging should be done as quickly as possible.

h) Centralized Cataloguing: Cataloguing in press, publication, with the aid of OCLC database greatly reduce the time factor.

i) Information Technology: There should be proper use of information technology in libraries in order to increase speed and technology. The fourth law signifies the IT.

1.2.8. Fifth Law: The main mechanism of the library is documents, user and staff. A library always grows in terms of documents, the reader or the user and the staff. The growth of a new library can be compared to the growth of a child as it grows in every aspect. In case of a service library that has attained certain degree of stability its growth can be compared with the growth of the adult. In this case it grows in terms of replacing old document by new one and new user will continuously replace the old one. The implication of the fifth law is:

a) Library Building: As per fifth law, the library building should be modular and should have the provision of future growth.

b) Choice of Classification and Cataloguing Code: The classification and cataloguing scheme chosen should have the provision to keep pace with the development in the universe of subject.

c) Physical Forms of Catalogue: It is found that the physical forms of catalogue chosen should have the provision of updating, sorting in different order, editing and so on.

d) Weeding out of Document: For proper spacing, the documents that are obsolete and unused should be weeded out. This document should be stored, where they are available for occasional use or at a central place with cooperation among libraries.

e) Modernization, Computerization: Libraries should be built with modern structures and should be equipped with latest computational technique. Bigger libraries should be computerised so that it should support proper ordering and maintenance.. In order to take care of the growing collection the documents should be digitized or microfilmed; the new procurement should be made in the form of electronic journals, e-book, etc. To cope with the increased readership the library should go for the video terminal and ultimately to the digital or virtual library.

Earlier the libraries grew with the collection, but nowadays the digital library, or virtual library or e-library does not show the characteristics of the growing of a library by volume. The growth is in the use of sophisticated technologies.

1.2.9. Summing up: It is seen that five laws of library science consist of five short statements but they provide guidance and rationale for practice and teaching of library and information science. Base on these laws, we can derive postulates, cannons and principles applicable in different fields of library and information science. It was found that, the first three laws emphasize the exploitation of the documents of the library fully by the maximum number of users while the fourth law emphasis on the role of reference librarian and has a great potentiality to bring reforms in the running of libraries. It was observed that on the whole, all laws will serve as source of inspiration and guidance in the years to come.

1.3. Development of Libraries in UK and USA

USA Library Background

As per NII, the network of information systems encompasses all types of media and communication. It was observed that, it will be 'a seamless web of communications networks, computers, databases and consumer electronics that will involve a vast amount of information at users' fingertips'. This is an affirmed policy that aims the American Government which creates a special task force to encourage public and private

institutions to take part. It is seen that the Government is not funding the creation of the Infrastructure, which believed to be left to the machinations of the free market and commercial enterprise, but it is guiding and encouraging its development. It was observed that there has been Governmental emphasis on public institutions being included in the development of the infrastructure. The survey was therefore commissioned by NCLIS in order to help inform the debate that was taking place and to help librarians develop and identify roles which they could undertake as part of the NII.

As per survey report, an even more accurate and comprehensive picture of public library Internet activity aims that the new survey was both to provide data which would inform policy makers and now also indicate the changes in Internet services and connectivity which had taken place over the last two years. There was also an emphasis on identifying the costs involved with such services.

Question arises from 1994 survey were still included in order to provide longitudinal data for 1994-1996 public library Internet involvement changes. A question bank was posted that involves participation of public libraries during the second week of 1996 with a request for response by January 31, 1996. A survey statement postcard preceded the survey mail out by one week. In addition, respondents with graphical access to the World Wide Web could complete the survey on-line through a Web site. The survey report comprises of 250 surveys was distributed on February 26, 1996 to selected non-responding libraries to increase the response rate within certain Census Region and population of legal service area strata. The study team halted data collection activities on March 15, 1996. In all, 1,495 surveys were distributed. A total of 1,059 surveys were returned for a 70.8% response rate.

BRITISH SURVEY

The survey report prepared in UK was the first to explore the level of Internet activity in UK public libraries. The report was commissioned by the Library and Information Commission as it needed data on this topic in order to be able to effectively advise the Government on the issue of public library Internet connectivity. The survey was conducted by UK Office for Library and Information Networking on behalf of Commission and was looked after by the British Library Research and Development Department.

The department decided to complete the survey within a tight schedule as the Commission required the information soon after it possibly feed into developing policy and planning decisions. The survey had to be brief and kept reasonably simple. The 167 questionnaires were sent out on the 21st November 1995 to the 167 library authorities in

the UK. After one week the responses to the questionnaires were collected on telephone. It was found that 100% response rate was achieved which ensured that the results represented a complete picture of the UK situation. The statistics were collated and the resulting 'Library and Information Commission public library Internet survey' report was written. The survey was planned to be a quick picture of the state of public library Internet connectivity. In contrast, the USA survey was planned to provide an in-depth picture of the USA situation.

It was observed that UK and USA statistics cannot be directly compared without some qualification. The USA survey explored Internet connectivity in terms of individual libraries. The UK survey looked at Internet connectivity in terms of library authorities. It was believed that library authorities are the organisational bodies for public libraries which are based in a specific geographical area and can be responsible for anywhere up to 100 individual libraries. It shows that some of the UK statistics are a smaller amount than the USA statistics as one statistic may refer to an authority as a whole that is 100 separate libraries, instead of an individual service point. In certain cases it was possible to produce statistics in terms of individual libraries in the UK but not forever. Where this has been the case it will be highlighted. Many times comparison of two country's results provides a good amount of interesting information about the development of Internet services.

RESULTS OF THE SURVEYS

HOW MANY LIBRARIES ARE CONNECTED?

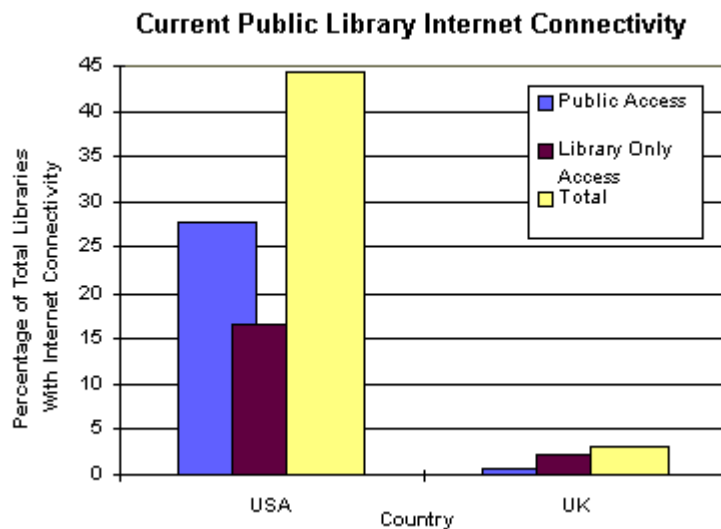


Figure: Percentage of Individual Public Libraries with Internet Connections in the USA and UK.

In figure, the great difference in the number of libraries with Internet connections in the USA and the UK are mentioned. About 45% of American public libraries have access to Internet whereas only 3% of UK public libraries have similar access. It was found that in America a member of the public has a one in four chance of walking into a public library and he/she gets chance to access the Internet, whereas in UK it is less than one in a hundred chances. The difference in connectivity show that UK public library service is far at the back in comparison to American equivalent in terms of Internet service development. This is not amazing as public libraries in USA have been exploring the opportunities that the Internet offers to them since 1990s. Mostly UK public library Internet activity has only taken place within the last two years.

There are a number of reasons for this discrepancy between the two countries. Normally America takes advantage of new technology before UK. It was observed that Internet developed more rapidly in America and UK academics were involved with the Internet quite quickly it took more time for public librarians to become aware of its relevance to them. The lack of awareness happens due to lack of a concerted government policy to make use of the developing potential of the new telecommunications and computer technologies. In other word, no one can guide public libraries towards an involvement with Internet. The situation in American was different because of Clinton administration's development of National Information Infrastructure (NII).

Even though the Government itself was not arranging a free infrastructure for public libraries, the confidence laid among the private companies to perform the task. More prominently the administration defined a vision where both librarians and private enterprise could fulfill. It not only made private companies consider connecting libraries

but it also brought to the attention of librarians themselves that the Internet was something that concerned them. This high profile, high status emphasis by the Government helped develop awareness about the need for Internet services in public libraries.

It was found that in UK there was no similar policy or taskforce and the development of Internet services outside the academic institutions results in slower and lower in profile. On the other end, the UK Government, like its USA counterpart by stating that the development of broadband superhighway should be done by private companies. The target of UK policy has to ensure that the regulatory framework is open to the private sector and not dominated by the ex-state owned monopoly of British Telecom. It is believed that there has been no political vision which acknowledges the importance of civil role of public libraries when it comes to the Internet. Further there has been no encouragement for private enterprise to connect libraries to the Internet otherwise consequent development has been slower that led to lower in awareness.

The major factor which has been slowing the development of UK public library Internet connectivity is support shortages. As a result, even when the UK public library Internet connectiveness is compared with the results of 1994 NCLIS survey, it was observed that UK public libraries are still well behind their American counterparts. It was detected in 1994 that only 21% of all American public libraries had some kind of Internet connection whereas in UK it is doubtful that even 0.1% of public libraries had an Internet connection.

The comparison chart shows the USA picture of public library Internet connectivity that appears to be reasonably fair. It was found that nearly half of all public libraries have some kind of connection and the numbers are increasing very fast. On the other hand, the statistics were analysed in terms of legal service area population where each library serves as a worrying trend.

Population of Legal Service Area	% Public Libraries Connected		
	1994	1996	%change
1 million+	77	82	+5.0
500,000-999,999	64	93.1	+29.1
250,000-499,999	76	96.1	+20.1
100,000-249,999	54.4	88.2	+33.8
50,000-99,999	43.7	75	+31.3
25,000-49,999	27.6	73.1	+45.5
10,000-24,999	23.2	53.1	+29.9

5,000-9,999	12.9	40.6	+27.7
Less than 5,000	13.3	31.3	+18.0

Total % of public libraries connected 20.9% 44.6% +23.7%

On comparing the connectivity, it was found that in this way the statistics reveal discrepancies in the extent of public library Internet connectivity which was based on population size. In spite of an increase in 18% in Internet connectivity for public libraries, serving population areas under 5,000 between 1994 and 1996, public libraries serving populations of fewer than 5,000 in 1996 were considerably less likely to be connected to the Internet than those libraries serving larger populations from 100,000 to 1 million.

This difference in the rate of public library Internet connectivity as compared to smaller and larger population areas shows an increase of 4% over 1994. The Internet-connectivity gap between public libraries serving larger and smaller communities appears to have increased between 1994 and 1996, in spite of significant overall increases in public library Internet connectivity. There arises a variation in telecommunication and information service rates for different size population groupings that contributes to different levels of public library connectivity to the Internet.

While the UK survey could recognize the number of individual libraries with Internet connectivity it was difficult to produce statistics in terms of legal service area population each of these libraries served. The only population figures that were collected had been for the authority as a whole. However, as most authorities have only one or two Internet connections and they tended to be held at the central library it still seemed useful to look at these statistics.

Legal Service Area Population	% Public Libraries Authorities Connected
1 million +	100%
500,000-999,999	78.6%
250,000-499,999	60.5%
100,000-249,999	47.4%
50,000-99,999	10.5%
25,000-49,999	33.3%
10,000-24,999	50%
5,000-9,999	0%
Less than 5,000	0%
Total % public library authorities connected	53%

It was calculated that the general trend is similar to the USA. The larger the population served by the authority more will be the probability that the authority will have some kind of Internet link. This pattern is slightly broken by the authorities in 10,000-24,999 group where only 50% have an Internet connection. It was found that in whole UK there are only two authorities who serve this level of population and hence only 50% could represent one authority out of two. Since the data is small enough to draw any meaningful conclusions.

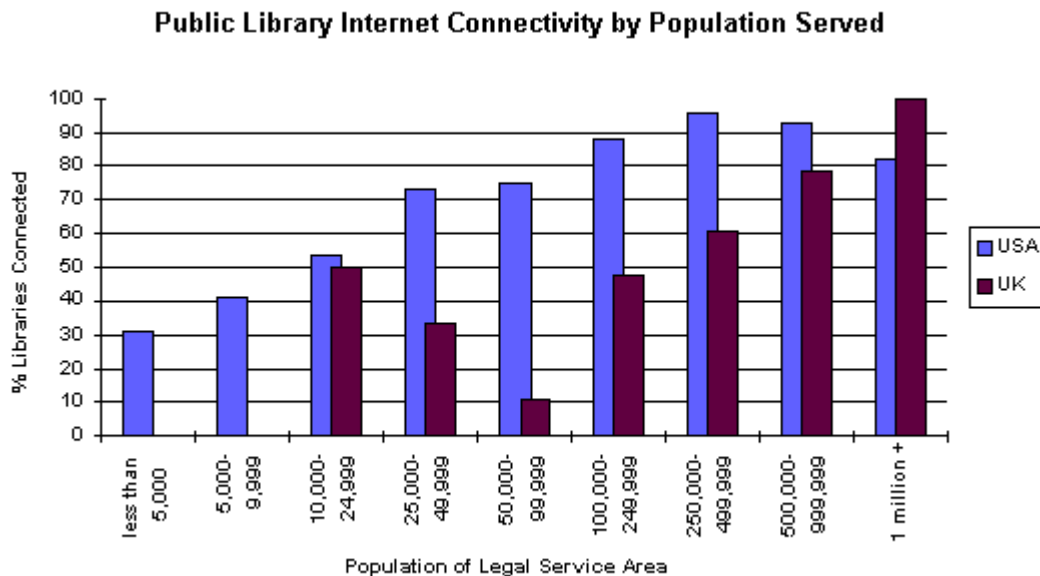


Figure Comparison of UK and USA public library Internet connectivity.

The above figure represents the statistics by way of graph and clearly shows how the percentage of libraries/authorities with Internet links increases as the population served increases.

It was stated that as more and more public libraries are establishing Internet connections they are increasing themselves by involving with electronic information services that needs high speed broadband telecommunication services, that are accessible to affordable advanced information and telecommunication services and hence will become increasingly important for public libraries to enlarge new electronic network service that should be accessible to wider communities. At present it is obvious that this type of network saturation is only existent in high population areas. The smaller and rural communities are in danger of being both missed out and missing out.

CONNECTIVITY

It can be seen that different methods are used to connect these libraries to the Internet.

They can be connected by either:

leased lines

dial up connections.

Dial up connections are imperfect form as they occupy dialing into an Internet service over a normal analogue telephone line. In this, the data is downloaded to a PC through a modem and is often slow and is not reliable. On the other hand, leased lines are dedicated to Internet use only and can carry more data with greater speed. Ever more, World Wide Web is incorporating animation, graphics and sound which are data hungry applications. Analogue phone lines simply do not have enough bandwidth to be able to effectively cope with this increase in data usage. Leased lines are therefore becoming essential in order to access the whole potential of the Internet. Finally it is understood that leased lines are more expensive to set up.

In this case a comparison surveys shows that both these type of connection in the libraries were used and the statistics showed a more developed level of connection in USA and UK. It was found that libraries in USA with smaller population bear disadvantages as compared to urban libraries.

1996	1994	Change In Percentage	
1 Million+	82.4%	28.4%	54.0%
500,000-999,999	87.1%	> 18.8%	68.3%
250,000-499,999	78.2%	15.1%	63.1%
100,000-249,999	56.0%	17.0%	39.0%
50,000-99,999	48.4%	5.0%	43.4%
25,000-49,999	47.9%	2.1%	45.8%
10,000-24,999	45.9%	10.0%	35.9%
5,000-9,999	30.3%	2.0%	28.3%
Less than 5,000	23.5%	2.3%	21.2%
Overall	39.6%	6.6%	33.0%

The table shows the percentage of USA libraries with Internet connections that use leased lines. As per the statistics, the larger the library more will be the likelihood that is connected to the Internet by using a leased line. It was found that the level of service that can be offered depends upon the bandwidth which is available that would appear in libraries in urban areas that generally offer higher levels of services than those in rural areas.

In spite of this discrepancy in general there has been a great rise in the number of libraries those using leased lines. Around 33% more libraries now are connected to the Internet in USA those using leased lines as compared in 1994. It shows that as libraries begin to develop their Internet services they upgrade to leased lines or when new libraries connect

to the Internet they immediately start using leased lines. In all cases, it shows much more developed and high level Internet connection strategy.

In UK the survey found that 71% of libraries connected to Internet uses Dial Up and only 15% are uses leased lines. It highlights that UK libraries being at an early stage of Internet service development uses Dial up that involves the least initial outlay in terms of resources and consequently is best for experimentation. Libraries in the UK were initially cautious about the Internet and its relevance to their services and consequently were unwilling to commit large amount of resources to it, hence the reliance on dial up connections. It is to be expected, providing funding is available, that UK libraries will follow the American pattern and use leased lines more often.

PUBLIC ACCESS AVAILABILITY

It was found that by offering public access to the Internet is a normal continuation of the role of the public library as the gateway for any member of society to information. By giving more information in exclusive electronic form will increase the importance of anyone, no matter how disadvantaged, should be able to gain access to this information. If this access is not likely there is a strong danger that an information rich/information poor dichotomy may develop in society. Public libraries are therefore the means by which to prevent this situation from happening. It was observed by the librarians that this as a role of great importance for public libraries and in accessing public Internet services comes into existence. In both reports this is still a limited service and in USA it varies depending upon the size of the local library.

<u>Population</u>	<u>E-mail</u>	<u>NewsGroup</u>	<u>WWW text</u>	<u>WWW graphic</u>	<u>Gopher Svcs</u>
1 million +	13.9%	13.0%	33.8%	54.6%	32.9%
500,000-999,999	11.3%	11.3%	46.3%	44.7%	45.7%
250,000-499,999	10.0%	8.8%	39.8%	33.9%	35.0%
100,000-249,999	10.3%	20.3%	37.9%	42.7%	34.8%
50,000-99,999	4.8%	15.5%	28.5%	29.2%	29.4%
25,000-49,999	9.2%	13.2%	25.1%	28.1%	24.3%
10,000-24,999	9.8%	13.6%	23.0%	27.6%	24.8%
5,000-9,999	10.0%	5.7%	15.9%	17.5%	14.4%
Less than 5,000	12.1%	9.6%	15.7%	13.9%	17.8%
Overall	9.9%	11.6%	22.2%	23.6%	22.6%

It was shown that the American survey looked at public access in terms of the type of service offered. It is seen that there is still a heavy reliance on text only WWW services

but those libraries serving larger populations are more likely to provide public Internet access services using graphical interfaces than those public libraries serving smaller communities. In view, Public libraries which provide public access to the Internet and serve the smallest legal service area populations are 42.7% less likely to offer advanced WWW graphical services than Internet-connected public libraries serving populations of one million. It was found that Internet connected public libraries serving smaller communities are expected to provide public access to text based Internet services than to more advanced multimedia graphical WWW Internet services.

It was observed that text-based Internet services are less as they do not allow access to full range of interactive multimedia services which are now made available. Nowadays USA residents of smaller groups cannot afford the same range of public Internet access capabilities as compared to those who use the services of public libraries by serving larger populations.

Moreover comparison between the two surveys can only be possible with qualification as similar data were not collected. UK survey report did not request details about the type of public Internet services being offered. Though, the authors have a vast and accurate knowledge of these services from other research and awareness activities so to find it suitable to include some analysis here.

In the UK survey report, only 28 public libraries are offering public access to the Internet. On the whole it represents 0.7% of all UK public libraries. This as a result again is an area where the UK is far behind USA. But, almost all public access is in the form of graphical WWW. As Internet service growth is taking place now the graphical WWW has been for many people their only experience of the Internet. In many case in USA, libraries started to offer Internet accesses when the Internet was mainly text dominated and as a result they find it difficult to upgrade to graphical services. In UK text only services are not as popular as they are already considered as old-fashioned and obsolete. In such cases there are exceptions to this rule but for most UK libraries the Internet equates to the graphical WWW. By being slower in development UK libraries have odd though it seems, developed more up to date services.

On the other hand, although UK public libraries may be equally more likely to offer admission to the graphical WWW they are also more likely to charge for this service. The American survey revealed that in general USA public libraries do not charge for Internet services. Out off all public libraries providing public access to Internet services only:

- a. 3.6% have some type of fee for their graphical Web services
- b. 3.3% have some type of fee for their e-mail account services
- c. 3.1% have some type of fee for their text-based services

- d. 1.7% have some type of fee for their gopher-based services
- e. 1.2% have some type of fee for their newsgroup services.

While the UK survey surveyed that the percentage of public libraries who were charging for Internet access was not broken down into service type. But as pointed, most libraries provides access to the Internet will allow graphical WWW. So the most convenient figure for comparison with the USA will be 3.6% of graphical WWW access which probably is not an exact comparison. The UK survey report highlight that 43% of UK public libraries which offers public access to the Internet are charging for such type of services as compared to 3.6% in USA.

1.4. Library Development in Modern India: Plans and Programmes

Growth and Genesis

As far as growth of public libraries worldwide growth in education, literacy, and publications also arises. It is observed that every country has its own public library history with influential leaders. Royals, rich people and philanthropists have all made a contribution to society in the form of public library development.

In India, libraries were well-known in early India mainly by the support extended by emperors, major capitalists and scholars. It is believed that Indian emperors and kings were supported scholars and scholarship. In evidence of well-developed libraries, the famous Nalanda University in Bihar had its own wonderful library with a huge collection of manuscripts covering the entire information about universe. It was found that admission to library was restricted to scholars. Other ancient universities, such as Taxila and Vikramashila, also had valuable libraries. Muslim influence in India during the 13th century A.D. marked the dawn of another era of learning and scholarship. At times, the Mughal period gave a further incentive to the growth of libraries.

Further Mughal ruler's closely considered importance to libraries and appointed scholars as librarians. The emperors were customers of art and literature. In the period of Emperor Babur, Humayun, and Akbar many new libraries were established and existing ones further developed. It is found that Mughal libraries featured wonderful buildings, rare manuscripts and scholar librarians. The names of Maharaja Sawai Man Singh of Jaipur and Maharaja Ranjit Singh of Punjab will be remembered with approval in the history of library services in India. The Maharaja of Tanjaur started the famous Saraswati Mahal Library in 17th century A.D.

It was observed that, libraries started by the kings and capitalists functioned like private organisations and admission was limited. Unhappily, the coming of the British and political disorder brought confusion to the Indian way of life. This was a severe blow to

the cultural heritage of India, which had arisen from the Indus valley civilization. It was seen that when libraries began developing in India during the early nineteenth century, they were a western product.

Government of Bombay in 1808 planned to register libraries, which were to be given copies of books published from the "funds for the encouragement of literature". As per Sinha Commission, this was the initial of first phase of public library growth in India. In the first half of 19th century, three presidency towns of Bombay, Calcutta and Madras came with public libraries. These libraries were financed by Europeans residing in these towns. Out of this the establishment of the public library in Calcutta was the most important. This was the library which later developed into the National Library of India. Almost simultaneous, subscription libraries were started in many Indian cities.

According to Espranza:

- a. Development of public libraries in Baroda was unique.
- b. Baroda developed a network of public libraries to serve the entire Princely State.
- c. William Alson Borden to organize the public library system for his state.
- d. The public library movement that flourished in Baroda was a magnificent one.

During the same period, another development arises such as:

- It was seen that the first conference of library workers and persons interested in library movement was held at Beswada, Andhra in 1914.
- The first All India Library Conference of Librarians was held in 1918 at Lahore.
- The first All India Library Conference was held at Calcutta in 1933.
- The first All India Public Library Conference was held at Madras in 1934.

After Independence

Soon after the independence, the growth of libraries has been amazing, even though not as good as that of academic and special libraries. During that time, India was facing a host of challenges. Those in rural population, 88% of the total, were illiterate. Means of Transportation was poor and mass media merely nominal. However, the public library scene in India improved considerably during the post independence period, though it is still lacking on several fronts.

During 1951, the survey found 2,843 local governments in the urban and rural areas in India, out of which 320 were rural district. Only 1/3 of local governments maintained public libraries, about 950. Apart from this, there were only 1,550 subscription libraries. So-called public libraries comprises of reading rooms with a few hundred books for reading on the premises.

The example of Delhi public library in Delhi deserves special mention. In 1951, the first UNESCO Public Library Pilot Project under the joint auspices of UNESCO and

Government of India was started. The function of library was to adapt "modern techniques to Indian conditions" and to serve as a model public library for Asia. In setting up of Delhi Public Library, the involvement of union government in public library movement arises and the enactment of public library legislation in some states are considered to be the prime factors which contributed to the improvement of public libraries after independence. Moreover funds was issued by government of India for public library development in its five-year plans, this funding was not connected to effective planning.

Advisory Committee for Libraries

In case of setting up of libraries, the Government of India appointed a committee in 1957 that highlights on the status of public library development in the country. It was named under Sinha Committee, after late Dr. A.P. Sinha, who was at that time Director of Public Instruction in Bihar.

Charges laid by Sinha Committee's included:

- Presence of reading needs, how they are met, and what part existing library systems play in meeting the needs;
- Development of reading tastes, what agencies provide suitable literature, and how reading taste can be improved;
- Recommending future library structure in India ;
- Recommending areas of cooperation between libraries and education systems;
- Considering the training of librarians and conditions of their service;
- Recommending the administrative and financial measures necessary to support public libraries in India.

After this the committee submitted its report to Dr. K.L. Shrimali, Minister for Education, on 12th November, 1958. The Committee highlights the situation as miserable and describes libraries as "a stagnant pool of books," as new books were not added frequently. The committee at the same time observed that wherever large collections did exist, they were not fully used because of rigid rules. It is seen that library users were not trusted and were obligatory to put large sums of money as a kind of cover, which minor income people could not pay for. According to the report, as of March 1954 there were 32,000 libraries in India, with a little more than 7,100,000 books and a total circulation of about 37,700,000. According to the report, the real public library service was rare and public library service throughout the country was not good enough. The committee recommended creating state library networks based on uniform library legislation.

Raja Ram Mohan Roy Library

During that period, the Central Government had established Raja Ram Mohan Roy Library Foundation at Calcutta on May 22, 1972, as a part of the bicentenary celebrations of the birth of Raja Ram Mohan Roy..

Its objectives are:

- Support of the library movement in India;
- Adoption of a national library policy by the central and state governments;
- Development of a National Library System by integrating the services of National Libraries, State Central Libraries, District Libraries, and other types of libraries through an interlibrary lending system;
- Propagation and adoption of library legislation in the country;
- Provision of financial and technical assistance to libraries;
- Provision of financial assistance to voluntary organizations and library associations for the promotion of library development;
- Periodic publication of reports on library development;
- To act as a clearing house for ideas and information on library development in India and abroad;
- To advise the Government of India library development;

The main objective of RRRLF is to promote the library movement. The rest are supplementary objectives. It was basically the first government-sponsored body specially created for this purpose.

National Policy on Library & Information System (NAPLIS)

It was studied that a committee in 1985 was set up under the chairmanship of Prof. D.P. Chattopadhyay to devise a National Policy on Library & Information System. Reports of Committee shows that the implications of the report and created an action plan for its implementation. The Empowerment Committee submitted its report in April 1988 and an Implementation Cell was formed to implement its recommendations within a period of six months. Yet another Working Group, under the Joint Secretary to the Government of India in the Department of Culture, was constituted to examine its recommendations for implementation.

Recommendations of NAPLIS:

- Inviting proposals for look after and development of public libraries should mostly be come from State Legislative Enactment. Central Government may amend the Model Public Library Bill. It was seen that the funds for library development should come from each state, either by revenue or by taxation. Central Government agencies may provide funds under Plan Expenditure.

- Efforts should highlight rural public libraries. A village or a group of villages with an sufficient population should have a community library/rural community centre, that will serve as an information centre also.
- It was highlighted that the central government enlarge its assistance to state governments in the expansion of public libraries. For this purpose, RRRLF, was held responsible for development of public libraries in order to strengthened this.
- Standards and guidelines for library service should be created.
- Creating a system of national libraries that comprises of National Library, Calcutta as the National Library of India, National Depository libraries in Delhi, Bombay, Madras, National Subject Libraries, and others. These national libraries should form part of one included system.
- It was observed that, National Commission on Libraries and Information System or National Commission on Informatics and Documentation may be constituted by an Act of Parliament to serve under the Ministry of Human Resource Development. The Commission will have representation from appropriate central and state agencies and could provide guidance and coordinate library development programmes in all sectors.
- There should a link between community centre library and primary schools. If the schools do not have libraries of their own, the community centre library should provide children with adequate services.
- In case of community centre library, it should have an important role in adult education programmes.
- A district library should provide facilities and recreation for the disabled and low-income people, e.g., literature in Braille.
- Libraries should be built in areas of tribal concentration and in minority communities to help in developing and sustaining their distinctive cultures.

1951-1956

It was the first five-year plan for educational development that includes a proposal for "Improvement of Library Service." This proposal envisioned a network of libraries throughout the country. In that period, nine state governments, i.e. Assam, Madhya Pradesh, West Bengal, Punjab, PEPSU, Rajasthan, Savarashtra, Bhopal, and Vindhya Pradesh, decided to established State Central Libraries.

1956-1961

During this period, government allocated funds to set up a national network of libraries among its 320 districts. The result is that, most of the states established State Central Libraries and District Libraries as the main distributing centres

1961-1966

At this time, the system of central government aid to the states was changed, and funding for libraries was kept low. It was at the discretion of individual states to take initiative and to develop their public libraries. The programme to assist state governments in establishing state central libraries, district central libraries, and block development libraries was abandoned. The decision was a major setback to the development of public libraries. In this, four national libraries were established at Delhi, Calcutta, Bombay, and Madras.

1969-1974

During this time period, the plan was proposed that describes the substantial sum for the social education programme. A much lower sum was allocated

1974-1979

This plan included measures to strengthen the buildings, collections, and staff of the central and state libraries, as well as strengthening the district, block, and village libraries. During this period, attempts were made to develop a district-level library system, so that district library could act as a leader for the smaller libraries in the district. The adult education programme was the hallmark of this plan.

1980-85

This plan emphasized establishing a network of rural public libraries to sustain literacy and disseminate information to rural areas. It discussed the necessity of integrating school and college libraries with the system of public libraries.

1985-90

In this period, the Commission's aim was to tackle the needs of 90 million people in the Adult Education Programme. For this the network of libraries was to play a role in the development of literature for neo-literates. The library systems were to be made strong enough with specific attention in areas of improvement of facilities at national level institutions.

Present Status

As far as study is concerned it was studied that the current status of the public library system in India is difficult to ascertain and describe, as a consolidated picture is not accessible. There are twenty-eight states and seven union territories in India. All have their own public library systems, structure, and pattern of financial assistance. Twelve of the states have enacted library legislation and rests are in process to give service without legislation. The states that have enacted library legislation are:

S. No.	State	Name	Year
1.	Tamil Nadu	Tamil Nadu (formerly Madras) Public Libraries Act.	1948
2.	Andhra Pradesh	Andhra Pradesh Public Libraries Act.	1960

3.	Karnataka	Karnataka Public Library Act	1965
4.	Maharashtra	Maharashtra Public Libraries Act	1967
5.	West Bengal	West Bengal Public Libraries Act	1979
6.	Manipur	Manipur Public Libraries Act	1988
7.	Kerala	Kerala Public Libraries Act	1989
8.	Haryana	Haryana Public Libraries Act	1989
9.	Mizoram	Mizoram Public Libraries Act	1993
10.	Goa	Goa Public Libraries Act	1993
11.	Gujarat	Gujarat Public Libraries Act	2002
12.	Orissa	Orissa Public Library Act	2002

Review Questions

1. What are the main aspects of setting up of Internet link among USA and UK?
2. What are the types of libraries available?
3. What is the function of public library?
4. What are the conclusions of USA survey report on library system?

Discussion Questions

Discuss the status of libraries in India and in other countries of the world. Explain this with its graphical representation along with statistics?

Application Exercises

1. Prepare a project report that describes about the library management system?
2. By using details regarding government data, annual reports, publications, etc., find statistics to document at least two business trends.
3. Prepare a chart showing the diagrammatic outline how you can improve the library system in your institution

Chapter 2

Different Types of Libraries and their Functions

Learning Objectives

- To explain about National libraries.
- To analyse the necessity of National libraries in world.
- To generalize the idea of Academic libraries.
- To discriminate among School and College libraries.
- To know more about Special libraries.

2.1. National Libraries: Their Functions: A Descriptive Account of National Librane' of India UK and USA

2.1.1 Introduction

The association of American Library addresses this role of libraries as "access to information" and "equity of access" which is the part of the profession's ethical commitment that shows that no one should be denied information as he/she cannot pay for the cost of a book or periodical, have access to the internet or information in any of its varid formats.

Apart from this, many public libraries offers training and support programmes to computer users. Once access has been achieved, there remains a large gap in people's online abilities and skills. In many communities, public library is the only firm that offers free computer classes and information technology based learning. In the year 2008, only 75% of public libraries offered information technology training that includes information literacy skills and homework assignment help. A major service provided by public libraries is in areas of assisting people with e-government access and using federal, state and local government information, forms and services.

Globally it was observed that, public libraries offer information and communication technology (ICT) services, by giving access to information and knowledge with highest priority. In many countries, the requirement of exists in which general services are offered that includes free connection to the Internet, training the Interne, and relevant content in appropriate languages. While non-governmental organizations (NGOs) and business fund services organizations assist public libraries in combating the digital divide.

United Kingdom

It is seen that public libraries in UK is believed to be the London Guildhall which was setup in the year 1425. Early in 17th century, many famous colleges and town libraries were established throughout the country. It was observed that, Francis Trigge Chained Library of St. Wulfram's Church, Grantham, Lincolnshire was established in 1598. Library in Norwich City was founded in 1608 and Chetham's Library in Manchester, which claims to be the oldest public library in English world opened in 1653. Many early town libraries of UK includes:

- a. Ipswich (1612)
- b. Bristol (founded in 1613 and opened in 1615)
- c. Leicester (1632)
- d. Shrewsbury School library

In early times, library in Bristol, allowed access to the public that was setup by Kalendars or Kalendaries, a brotherhood of clergy and laity who were associated with Church of All-Hallowen or All Saints. Survey records highlight that in the year 1464, provision was made for a library to be erected in the house of Kalendars and reference is made to a deed of that date by which it was appointed that describes that all who wish to enter for the sake of instruction shall have free access and recess at certain times.

2.1.2 Early 18th century

During 18th century, libraries were becoming in demand and increasingly as required by public and were frequently lending libraries. It was viewed that in 18th century, the switch from closed parochial libraries to lending libraries came into existence. Earlier, public libraries were narrow in nature and libraries frequently chained their books to desks. It was observed that libraries during that period were also not uniformly open to the public. While in year 1790, the Public Library Act was not into existence, even though the British Museum existed at this time and comprises of over 50,000 books. At that time the national library was also not open to the public, or even to a majority of the population. During that period in order to enter in the Museum, the entry was made possible only with the help of pass. To issue a pass there was sometimes a waiting period of three to four weeks. Furthermore, the library was not open to browsing. On issuing a pass, the reader was allowed to take a tour of the library. Many readers complained that the tour was much too short. Early it was seen that there were virtually no public libraries in which we could understand. It was seen that the library works with public funds and should be freely accessible to all. It was found that library in Great Britain, called as Chetham's Library, was fully and freely accessible to the public. However, there had come into being a whole network of library provision on a private or institutional basis.

The libraries that runs with subscription whether private or commercial, provided variety of books to middle and upper class by taking moderate fees.

2.1.3 United States

The earlier Williams Free Library in Beaver Dam, Wisconsin features an architectural style called Richardsonian Romanesque. In progress from 18th century till today with adequate populous and wealth, the main factors related to educating people and desire to share knowledge plays an important role in getting public support for development of free libraries. Moreover, money donations by private philanthropists provide the seed capital to get many libraries to start with. In some instances, collectors donated vast book collections.

The tribe, William James Sidis claimed that the public library should led to invention in America. Finally what constitutes a free public library is a matter of dispute, and the term invention doesn't seem gook to the many facets of an institution such as a library. Throughout history, knowledge in different forms has been shared in different ways. Writing was recorded on papyrus and stored in scrolls and kept in vast libraries such as the Library of Alexandria in Egypt. In olden days in Greece, knowledge was passed by one person reading aloud to a group of scribes from a text; that results in different and error-prone versions of the same text. Middle aged Monks copied manuscripts by hand. Soon after the invention of the printing press, books became common, and special institutions such as universities, governments and churches found ways to keep and share them.

Still it was not decided that which the first public library in the nation was. In olden American cities such as Boston, Philadelphia and New York, the first organized collections of books was started, but still which library was truly public was still a matter of dispute. Sidis describes that the first public library was opened in Boston's in 1636, although the official Boston Public Library was organized later in 1852. During the period 1698, Charleston's St. Philip's Church Parsonage had a parish library.

It was observed in 1731, when Benjamin Franklin and his friends, sometimes called "the Junto", operated the Library Company of Philadelphia partly as a way to settle arguments and partly as a means to move forward through sharing information. The Franklin's subscription library permit members to buy shares and combined funds were used to buy

more books. In return, members could borrow books and use the library. Today even, the Library Company continues to exist as a nonprofit, independent research library.

Town in Massachusetts name itself as Franklin in honor of famous Pennsylvanian, which in return, Benjamin Franklin donated books for use by local residents; while Franklin had been asked to donate a church bell instead. Library in Darby, Pennsylvania was opened in 1743 is the oldest continuously operating free public library in United States. Other libraries claim to be the first public library, including the Scoville library in Salisbury, Connecticut, which was established in 1803. Library in New Hampshire town also claims to be the first public funded library as it was opened in 1833. Whereas library in Massachusetts in the town of Arlington, claim to be the first free children's library.

2.1.4 Functions

National libraries are setup by respective governments for generally three purposes.

a. The first role of a national library is to house the collection of the most important works in that country. There debate related to as whether or not the Library of Congress is the national library of the country. The information supplied revealed that in U.S., there is no national library, although the Library of Congress is similar in many ways to other national libraries. Various other modes of information suggest, that the Library of Congress as the National Library or America's Library. It seems that if the Library of Congress is, in fact, not the national library of the United States, it is only because it has not specifically been designated as such.

b. National bibliographic control is another purpose of a national library. It is found that some libraries do this through mandatory or legal deposit laws, in which publishers are legally required to submit copies of copyrightable materials to the national library, sometimes even if they do not intend to publish the work.

c. Next function of the national library is to have international bibliographic control. This facilitates the location and acquisition of information by foreign users. Having similar cataloging systems in place is critical to fulfilling this function for the national library.

2.1.4.1 Characteristics

The characteristics of the National Library are described to be transformed from "Treasury of Knowledge" to "Fountain of Knowledge". National Library is providing good services to the central government and the public in the following aspects:

i. Priority Services to the Central Government:

National Library provides priority services to departments of the central government, national legislative bodies, key research, educational and production institutions. National Library provides subject materials for CPC and central government leaders, answers reference questions from them and provides relevant information for national legislative bodies. During the annual plenary sessions of the National People's Congress and the People's Political Consultative Conference, National Library provides reference services for members when they draft bills. In the library, there are some study rooms for priority readers.

ii. Reading Services:

National Library has reading rooms for various kinds of readers. Among them there are reading rooms with open stacks and 2.1 million volumes. National Library is open to the public 365 days a year, with an average of 13,600 readers and 70,000 circulated volumes/items every day.

111. Lending Services:

National Library has desks and rooms providing lending services, with about 2.44 million lending volumes every year. During 2002, National Library has issued more than 210,000 reader's cards. As the national center of interlibrary loan, National Library provides interlibrary loan services to other libraries in the countries and regions.

iv. Reference Services:

In 1928, National Library established its first reference room, the earliest of its kind in the country. Now, National Library has Social Sciences Reference Service, Sci.-Tech. Reference Service, Legal Information Reference Service, Abstracts and Indexes Reading Room, Information Service, Newspaper Clipping Center, Document Supply Center, etc., providing subject research, document delivery and photocopying services. National Library has also established the National Cooperation Network of Reference Services.

v. Information Networks and Electronic Services:

National Library has two electronic reading rooms, the largest of its kind that connects all major information networks by Internet, and provides remote access services for users all around the world. National Library has databases and electronic publications in science and technology and social sciences, and is one of the largest information resources. With the Gigabit Ethernet library-wide network and an Internet service system open 24 hours a day throughout the year, National Library provides electronic information services, such as Internet Navigation, Full-Text Books Online and OPAC Access.

2.2. Academic Libraries: School. College and University Libraries

2.2.1 Introduction

Academic library is a type of library that is associated with academic institutions above the secondary level, serving the teaching and research needs of students and staff. Such libraries serve two purposes:

- a. support the school's curriculum
- b. support the research of university faculty and students.

In this the support of teaching requires material for class readings and for student papers. Earlier, the material for class readings, proposed supplement lectures as prescribed by the instructor, serves as reserves. Before the availability of electronic resources, these reserves were supplied in shape of actual books or in photocopies of appropriate journal articles. Normally a single copy of a book was made available for nearly 10 students which was quiet logical for big classes only if paperback copies are available, and the books reused from term to term.

Actually it is assumed that the Academic libraries should decide and focus on what type of reserves they can accommodate since it is highly difficult as since no single library can manage and supply everything. When there exist specialized areas of specialization in academic libraries these will often termed to as niche collections. Such collections are often the basis of a special collection department and may include original papers, artwork, and artifacts written or created by a single author or about a specific subject.

2.2.1.1 United States

It was observed that the first college started in United States were planned to train members of the clergy. The libraries linked with these institutions mainly consisted of books given by donations on respective subjects of theology and classics. During the year 1766, Yale had roughly 4,000 volumes, second only to Harvard. Access to these libraries was not common and not allowed to faculty members but few students may e the staff which works as part-time faculty member or president of the college. The main concern of the library was to guard the books, not to allow patrons to use them. Yale was open 30 hours a week, the University of Virginia was open nine hours a week, Columbia University four, and Bowdoin College only three. Students in its place created literary societies and assessed entrance fees in order to build a small collection of usable volumes often in excess of what the university library held.

Around the century, the approach began to change. American Library Association was setup in 1876, with members including as Melville Dewey and Charles Ammi Cutter. Libraries re-prioritized in favor of improving access to materials, and found backing increasing as a result of increased demand for said materials.

Academic libraries nowadays vary in view to the extent to which they accommodate those who are not affiliated with their parent universities. Out of those, some offer reading and borrowing rights to members of the public on payment of annual fee; such fees can vary very much. The privileges so obtained usually do not extend to such services as computer usage, other than to search the catalog, or Internet access. It was found that Alumni and students of cooperating local universities may be given rebate or discounts or other necessary consideration when arranging for borrowing privileges. In some cases some of the libraries of universities were totally restricted for students, faculty and staff. Even in this case, they may make it possible for others to borrow materials through inter-library loan programs.

It is thought that libraries of land-grant universities normally is more accessible to the public. In particular cases they serve as official government document repositories and so are required to be open to the public. It was found and observed that the members of the public generally charged fees for borrowing privileges and usually are not allowed to access everything they would be able to as students.

2.2.2 School Library

A school library is located within a school premises where students, staff, and parents are allowed to read and access variety of resources. The purpose of school library media center is to make sure that all members of the school community have fair access to books and other reading information materials. A school library media center uses all types of media such as automated and utilizes the Internet for information gathering. They are different from public libraries as they serve as learner-oriented laboratories which support, extend and individualize the school's curriculum. It serves as local information centre for school students.

It was believed and agreed that school libraries have a positive impact on student achievement. The surveys conducted and research has led to conclusion that these school libraries are good to spread additional information to the child. The major finding of these studies is that students with access to a well-supported school library media program with

a qualified school library media specialist, scored higher on reading assessments regardless of their socio-economic statuses. In addition, a study conducted in Ohio revealed that 99.4% of students surveyed believed that their school librarians and school library media programs helped them succeed in school.

2.2.3 College Library

Generally people understand education, they easily understand the activities of college in enhancement of education. People undoubtedly understand and realize the importance and significance of knowledge. It is recognized that college is a kind of knowledge earning centre. All concerned consider library in a college a central depository of knowledge. So common equation is college means teachers for lecture and guide to use reading materials, students to read and study, and library is the central point to coordinate teaching and learning for gathering knowledge that makes objectives of a college fulfilled. Theoretically the equation is accepted by everybody.

The reverse happening is that, without the use of college library a student can fruitfully complete the course, pass the degree and obtained certificate. Students interested to earn degree or certificate rather than receiving knowledge. It was observed that, knowledge is not always found important to enter into a job in many cases. Political influence and passion to some extent is more effective than knowledge and quality education.

By getting degree from college at graduate or postgraduate level seems to be political influenced as whatever the quality and the knowledge is necessary, qualifications provided with certificates that easily allows somebody to obtain a job. In this case students do not have courage to study more by using libraries in colleges. To a certain extent they depend upon senior students notes an advice, low quality guidebook for direct answers and reference that were easily available in market and by maintaining relations with influential people which could be helpful for earning money or to get a good job in near future.

In order to standardize libraries setup based on the size of the collection there were many research involved which proved and stabilise. Many opine and support qualifications and salary structure of a library should be based on the number of collection. This opinion can not be wise in the information service perspective. A library Service is more important than its collection. Service can be ensured by appointing a qualified information professional or a librarian. It was considered that, appointment of a qualified librarian

involves handsome salary with remarkable yearly increment. If salary is not good, appointment of a qualified librarian will not be justified. A qualified information professional may join in a lower structure scale for the time being. But there must have a system to raise the salary gradually in days to come.

If not all the time a librarian will be thinking about looking for the ways to give up the job for a better one. As a result actual information service will not be ensured and unfortunately this is happening in Bangladesh. It is true that country is facing a job crisis and professionally sound job seekers will not work with lower salary structure. It is universal that talent never be suppressed. So, standardization of a library or information centre or documentation centre should be determined based on the purpose of the service and appointment of information professional or librarian must be with higher salary structure. The aim behind host organization or the intention of the body will be hampered.

It was found that the number of users is not negligible. Though it is not uncountable, facts gathered by queries that students who live in the dormitory, due to lack of suitable environment in their room to study mostly use libraries. Report base on 1912 reflects that out of 26984 users uses library everyday. This is not remarkable findings of a college library

use. It means students and teachers are not used to availing library facilities for their study

2.2.4 University Library

Main features of a university library are to support for scientific research and for teaching activity are pointed out with special attention to affinities and differences. It should be noted that at any circumstances, library is of primary importance for the advance of science, in direct form as a research support and indirectly as a teaching support. To fully understand the role of the university library in the university community and in the extension of the frontiers of knowledge, one must see how the fundamental functions of a university relate to those of a university library. The basic tripartite function of any university is to conserve the existing knowledge, to transmit knowledge through teaching, and to create new knowledge through research. Under such case, new knowledge were created by research, which is not disseminated, but may be of no use to humanity. The library were poised to request the knowledge created in university community and make them available to the wider society.

To develop content, the library and information centres of the universities should be at work, which requires substantial investment in infrastructure and technology. To established, you require:

- (1) institutional digital repository
- (2) community virtual network
- (3) personnel
- (4) access to fund.

Institutional digital repository

Digital repository is basically where digital content and assets are stored and can be searched and retrieved for later use. An Institutional digital repository in the initial stage that consist of content from works of faculty members for which the university itself or the authors retain the copyright, such as PhD theses and working paper series of department. In the longer run, however, the critical mass of institutional repositories would depend on the inclusion of the best work of each university's faculty, which includes the journal papers published elsewhere. The fear for legal rights on parallel submission is discreetly supported in the creative commons license. Meanwhile, in the planning stages of institutional repository, the library and information centres need to take into account the periodic necessity to upgrade the storage media and the storage formats.

- Plan for joint national collaboration platforms
- Use well-proven open source applications
- Buy the software from outside information technology consultants
- Outsource the whole service to commercial publishers

Community virtual network

Community networks is designed to provide local communities with free or low-cost electronic access to information content and a variety of electronic communication resources. A good community virtual network must enable information seekers from other communities come to the virtual community to make explicit queries with the expectation of receiving relevant answers.

Personnel

ICT skilled library personnel are important for the actualization of local content enhancement in a university community. A good ICT skilled librarian must be able to:

- analyze and process different kinds of information resources;
- activate and find potential value hid in any information;
- provide added value information products and services at right time and right place;
- find the right users for information and provide personalized and tailored services

Access to fund

Fund is the basis for establishing libraries as most of the libraries today are funded from Educational Trust Fund and supported by their parent bodies. Whichever source a library gets its fund, the fact is that if there is no access to fund, local content development or enhancement project will not succeed.

Steps to be taken by university library in developing contents includes:

(a) Setting the committee

First the library should select from her staff people who, by skill or practice, are conversant with new media tools, and can do well in local information gathering, organization, preservation and dissemination using the new media tools and other information and communication technology. Afterward, this committee can cover way for a unit or department of the library that would oversee the collection and dissemination of local content of that particular community.

(b) Scope of the project

Then the scope of the committees' assignment should be detailed. The need for it is to direct the group on what to do and or collect. Developing a policy statement that will define the job, limit of coverage, roles of the content originators, and other prerequisites, is indispensable.

(c) Approved funds

University library should ensure that adequate fund is provided to meet the project expenses. The mother institution and other donor agencies whether the local and the foreign agencies, are good sources of fund for the library to execute the project.

(d) Purchase of facilities

It should be decided that, the committee must understand and know what choice of software they are making and how effective and efficient it will be in meeting the target of the project.

(e) Collection of local materials and document

The committee should study and understand the information "consumer" market. Uniqueness is a tool that can fast sell a product in the midst of many others. The uniqueness of a product that is at the same time very rich and relevant to a large category of "consumers" should be the target of the project team. The policy statement therefore should be clear in defining what nature, how depth, significant and reliable a document accepted in the local content file should be.

(f) Conversion of print contents into digital

Amongst the committee should be digital/virtual librarians. The use of video disk or compact disc player, textual scanners, marc readable machines and relevant tools is appropriate in the migration.

(g) Uploading and organization of contents on the server

The contents are uploaded to the main server, ready for public view and access. Digital librarians who are very good in web publishing are needed at this stage. The librarians should ensure that a good arrangement of content is done. Some arrangements are alphabetical, others according to subject, some chronological, and other classes as deemed fit by the content providers.

2.3. Public Libraries: Role and Functions

Public library is such type of library that is accessible by the public and is normally funded from public sources via tax money and can be operated by civil servants. There are five fundamental characteristics shared by public libraries. The first is that they are

generally supported by taxes (usually local, though any level of government can and may contribute); they are governed by a board to serve the public interest; they are open to all and every community member can access the collection; they are entirely voluntary in that no one is ever forced to use the services provided; and public libraries provide basic services without charge.

Public libraries are present in many countries across the world and are often considered an important part of having an educated and literate population. Public libraries are different from research libraries, school libraries and other types of special libraries in that their permission is to serve the general public's information needs rather than the needs of a particular school, institution, or research population. They also provide free services such as preschool story times to give confidence to early literacy, quiet study and work areas for students and professionals, or book clubs to encourage appreciation of literature in adults. Public libraries typically allow users to take books and other materials off the premises temporarily; they also have non-circulating reference collections and provide computer and Internet access to patrons.

As more profitable and governmental services are being provided online via e-commerce and e-governance, they increasingly provide Internet access for users who otherwise would not be able to connect to these services.

Part of the Public Library mission has become attempting to help bridge the digital divide. A study conducted in 2006 found that "72.5 percent of library branches report that they are the only provider of free public computer and Internet access in their communities". In a study conducted in year 2008, it was found that 100% of rural, high poverty outlets provide public Internet access, a significant increase from 85.7% last year.

Services offered

Public Libraries offer various types of services. Apart from printing books and periodicals, most public libraries today have a wide array of other media that includes:

- a. audio books
- b. e-books
- c. CDs
- d. cassettes
- e. videotapes
- f. DVDs

Along with these the libraries provide facilities to access the Internet and inter-library loans (borrowing items from other libraries). It is seen that, Readers' advisory is a

fundamental public library service that indulge in suggesting fiction and nonfiction titles which are often called "read likes".

Public libraries provide various other services such as:

- a. community meeting rooms
- b. storytelling sessions for infants, toddlers, preschool children
- c. after-school programs

These are there to provide with an intention of developing early literacy skills and creating interest in books. These libraries take care of a person or on-line programs such as:

- a. reader development
- b. language learning
- c. homework help
- d. free lectures
- e. cultural performances
- f. various related community service programs.

It was observed that the most popular programs offered in public libraries are summer reading programs that were especially for children, families and adults. In case of rural areas, the local public library may have in addition to its main branch, that could include a mobile library service comprise of one or more buses or other transport furnished as a small public library, serving the countryside according to a regular schedule.

It was examined that the best role of Public libraries was to provide materials for children, whether in house or special category. It should furnished with learning website for children that could carry relevant information with on-line educational games and programs specifically designed for new coming library users are becoming increasingly popular. Services may be provided for other groups, such as large print or Braille materials, Books in these libraries are for young adult literature and other materials for teenagers with many in other national language. T was found that, California and Nevada now have started offering a new service called Link plus. The benefit of this new program is to link county libraries across the two states by allowing patrons access to these books probably in such case these library may not have in their stocks.

Librarians serving in many public libraries were present to provide reference and research help to the general public, usually at a reference desk which could often be done by telephonic interview. As online discussion and social networking allow for remote access,

reference is becoming available virtually through the use of the Internet and e-mail. Deciding on the size of the library, there may be more than one desk. It is seen that at some smaller libraries all transactions may occur at one desk, while large urban public libraries may employ subject-specialist librarians with the ability to staff multiple reference or information desks to answer queries about particular topics at any time during regular operating hours. It was found that the children's section in a public library has its own reference desk.

Public libraries are also increasingly making use of web 2.0 services, including the use of online social networks by libraries. Public libraries in some countries pay authors when their books are borrowed from libraries. These are known as Public Lending Right program.

2.4. Special Libraries and Information Centres

With new development of growth of Information society and by increasing the awareness among the people and related information, a remarkable increase in the number of organizations focuses' on research and action-research in areas of social, economic, socio-economic and human development issues with particular stress on the improvement in the quality of life and with the main objective of making a serious impact on public policy. With this inter-disciplinary and issue-based research that contributes to growth and development of special libraries and information-resource centres are relatively different from conventional libraries in their organization, composition, functioning and services.

With steady transition, from the library as a storehouse of books and further to the information centre as information processor-cum-provider, has emerged a new branch of information specialists, that aims at fulfilling the information needs of the users in a multi-disciplinary information environment. Their goal is to produce a regular and fixed flow of value-added, customised information services. It works on the principle of 'just in time' and 'just for you'. Nowadays in electronic information environment, the role of the special librarian has evolved to meet the requirement of both technology revolution and information revolution. It is found that new technology is being increasingly utilised not only for library automation but also for enhancement of information access and delivery of items not physically contained within the library boundaries.

Many libraries now offering an online public access catalogue known as OPAC with public PCs equipped with CD-ROM drives, scanners or public terminals connected to the Internet. It is seen that many libraries are now in view to share information to others by developing homepages on Worldwide Web from where users can access variety of services offered without physically entering a library. Information and can get knowledge management which could be the center of business and society in 21st century. Using knowledge within an organisation only follows two objectives;

- a. effective management of information resources
- b. establishment of a learning environment.

An essential part to achieve both of these is a clear understanding of information flows within an organisation. Since keepers and disseminators of information within an organisations or information specialists makes considerable contributions to successful implementation of knowledge management projects. It is formulated hat special librarians function as change agents and leaders that provide information needed to help their organisations achieving their goals. By identifying and acquiring external sources of information, the librarians help to organize internal sources of information. These librarians provide vital information services by preparing abstracts and indexes of current periodicals, organising bibliographies or analysing background information and preparing reports on areas of particular interest. They are best positioned to monitor the information products and needs of different departments and deserve a central role in the development of processes and policies that harness an organisation's knowledge base.

2.4.1 Role of Special libraries

a. Gateways to Information

A Special library serves as a central gateway for library users so that they can access, locate, transform, and utilize information resources in a variety of printed and electronic formats via applications, databases, networks, platforms and systems.

b. Learning Centre

It is observed hat a Special library provides users with dynamic equipment, facilities, resources and services in order to support their learning activities that include assignments, presentations, projects, research papers, reports, etc.

c. Training Centre

The purpose of Special library is to provide best supporting and training facilities for designing, developing, integrating and implementation courses, programmes and workshops.

Change in time and situation have really metamorphosised the nature, role and services of special libraries, which adopts for new services that focuses upon.

d. Web 2.0

Web 2.0 is mainly connected with web applications that makes easy interactive information sharing, interoperability, user-centered design and collaboration on World Wide Web. Web 2.0 site gives its users the free choice to work together or work in partnership with each other in a social media discussion as creator of user-generated content in a virtual community, in contrast to website where users are limited to the passive viewing of content that was created for them. The examples include:

i. Social Networking Sites

ii. Blogs

iii. Wikis

iv. Video-sharing Sites

v. Hosted Services

vi. Web Application

vii. Mashups

viii. Folksonomies.

e. Library 2.0

This was first coined by Michael Casey in year 2006 on his blog Library Crunch, which is known as number of social and technological changes that are having impact upon libraries, its staff and their clients, and upon the social interaction. It serves as a model for modernized form of library service that reflects a transition inside the library world in the way services are delivered to users. The focus is on user-centered change and participation in the creation of content and society. The application of concepts and technologies of Web 2.0 applied to the library services and collections is named as “Library 2.0”. It is a concept that in person new generation of library services to assemble the present day users needs and expectations. Its main concepts are:

- Making services available at the point of need instead of making the users come to the services. Inserting library services in a broad variety of services beyond the library, such as in shape of portal, virtual learning environments and e-commerce systems.

- Allowing exposing of dates discovered and manipulated in a variety of ways that should be different from the original reason and by creating data on the application that was originally created or accessed.
- Building an application that can be drained from a number of different sources, build applications that can be deployed and are lightweight, flexible, intelligent, and responsive to user needs.
- To facilitate communication, community and user participation. It should be more focussed on user and users needs.

f. Tagging

Tagging is another web 2.0 feature that is extensively used in library community. It is further described as the process by which the resources in a collection are assigned to tags in form of words, phrases, codes or other strings of characters. This will allows users to add and change the data and metadata and at times gives a local flavour to the data and metadata. The advantage of user tax is that it helps the data to be more easily searchable.

The examples are:

- i. Flickr
- ii. Delicious

g. Instant Messaging Reference Service

This type of services is real- time electronic consulting and serves as a reference given by academic libraries through special software running on Internet. It is virtually instantaneous communication that behaves in between two or more people using textual format, providing “real time reference” services, where patrons can synchronously communicate with librarians much as they would in a face to face reference context. The software often allow co-browsing, file sharing, screen capturing and data sharing and mining of previous transcripts. Libraries are already offering live reference service using 24x7x365 in a collaborative fashion.

h. Information Commons

An Information commons is an original and developing joint special library service model that was constructed on a variety of networked interactive academic learning platforms. The primary function of special library information commons is to integrate existing information resources, services, instructions and other public service programmes in the library into one reliable active, interactive and scalable student-centered interactive

academic learning environment. Information commons is also called as learning commons, that serves as an integrated one stop information gateway for users of library.

i. Wiki's

It is a website that uses wiki software and allows an easy creation and editing of any number of interlinked web pages by using a simple markup language. They are often used to create joint websites, to power community websites and for note making. Wikipedia is one of the best-known joint encyclopedias that have broken down the golden rules of library science in terms of content validation and authentication of information. Wikis are frequently used in business to provide reasonable and efficient Intranets and for knowledge management. Libraries can use wikis as a communication tool to enable social interaction among librarians and patrons. It serves as a common platform where users can share information, ask and answer questions, and librarians can work within a wiki. Moreover, a record of these transactions can be achieved for perpetuity. Transcripts of such question-answer sessions would serve as resources for the library to provide as reference. A wiki like platform created for the librarians to work collaboratively and concurrently on providing answers to the users enquiries. Further it allows any staff to tap on the communal wisdom of the communities of Subject Librarians and provide quality answers to their queries.

j. Blog

It is also a website that is maintained by an individual by putting regular entries of commentary, descriptions of events, or other material such as graphics or video. It provides control to an individual or group of individuals for publishing contents or making comments on it. In terms of technology, blogs are easier to use, platform-independent and accessible online over the Internet. Blogs are increasingly used by libraries as promotional, alerting and marketing tools; providing a useful method of promoting new services, alerting users to changes and offering advice and support. In library blogs typical posting include information about fresh arrivals, e- databases, news and services rendered can be flashed for wider effects.

k. Library Digitization

By library digitization we mean of using computers and its related multimedia equipments. By using this we can handle all type of library information such as:

- i. databases
- ii. multimedia equipment
- iii. networks
- iv. video equipment
- v. web technologies

These above tools are used electronically to collect, classify, copy, compress, scan, store and transform conventional library information resources. Library digitization is different from a digital library as it focuses on the process of making diverse library information resources electronically available, while a digital library is a platform for accessing, collecting, managing, searching and storing distributed digitized information resources over the Internet and WWW. Thus, to provide access to these digitalized library collections, academic libraries need to set up and implement digital library projects which provide digitalized resources, network access and distribution management via network technology.

A digital library is a crowd of digital computing, storage and communication machinery hed together along with content and software that are required to reproduce, emulate and extend the services provided by conventional libraries that are based on paper and other material means of collecting, cataloguing, finding and disseminating information. A full service digital library must accomplish all essential service of traditional libraries and also exploits the well-known advantage of digital storage, searching and communication. It provides access to part of or all its collections, such as plain texts, images, graphs, audio/video materials and other library items that have been electronically converted, via the Internet and World Wide Web.

m. Disseminator of information literacy

By view of ALA, the information literacy is recognizing when information is require and having the ability to locate, evaluate and use effectively required information. During 2003, ALA evolved this definition and position information literacy standards for user learning, strives that it is essential for higher education institutions and other organizations, students and staff be provided with opportunities to learn not only how to access information sources but also how to evaluate, manage and use them effectively. It was seen that information literary forms the basis for life long learning and allows learners to master content and extent their investigations to become more self- directed

hereby assuming greater control over their own learning. This leads information literate individuals to address:

Evaluate the extent of information required.

Evaluate the desired information effectively and efficiently

Using required information effectively

Evaluating information and its property critically

Integrate selected information into their knowledge base.

The another aim of Special libraries is to provide information literacy services to introduce known and unknown information sources to users by way of discharging its prime function of service oriented knowledge centre.

2.4.2 Objectives

Main objective of Library & Information Centre is to organize and to make the documents available to the users. The objectives are:

- To build a strong collection of information in respective fields.
- Ensure that at least one accessible copy of every worthwhile publication is made available to library and information centre for use by specialists, policy makers, etc.
- Establish a databank for technical use in our discipline.
- To identify the information users.
- Establishment of national lending library service.
- Provision of enhanced computer facilities for fast information access and retrieval.
- To provide computer generated SDI services in electrical power engineering, at national level.
- Provide translation services.
- Co-operation with other National and International Organizations.
- To receive at least two copies from the publishers of all publication under the Act.

2.4.3 Planning a Library Information System

The planning of library and information centre involves:

a) Formation of a Committee:

It is framed that a planning committee should be formed in first step. The head of the parent institution, architect, librarian, library consultant, and interior designer and, if possible, representative from the user community should also be included. While planning provision of librarian should be considered as it is important in library and information centre because he / she is the best person for planning and equipping the library. Librarian should be such that, it should be conscious about his responsibility in planning the library and information centre. He should work closely with the committee

and should identify each and every factor with reference to which planning has to be made. The librarian should also consult other experienced librarians if there is any confusion as mistakes made at this stage could prove to be extremely serious.

b) To be accustomed to Concept of Library:

It should be clearly noted that, the planning committee should be accustomed to the library. It should read the existing literature on planning a library and information centre, visit some other library and information centre, and so on to assess the existing situation. They should also try to understand the present strength and weakness of the library in the light of where it stands.

c) Functionality of the Parent Organization:

The committee should take care about the various functions of the parent organization related to resources and future direction and should be aware of the changes and the consequent effect thereof.

d) User's Identification and his / her Information Need:

It was found that, libraries and information centers are highly user oriented and should take care of the exact needs of the consumer. The experienced planner immediately asks for the evidence of the extent and the nature of demand for the libraries and information centre, going to be planned. Needs of the user may be ascertained by questioning or by carrying out potential user studies. The nature and extent of local demand will have to be checked by consultation, surveys and controlled test so that information activities are well directed on demand criteria.

e) Establishment of Plan Premises or Forecasting:

Forecasting is predicting the future internal and external environment of the information centre. Premises indicate planning assumptions concerning the expected internal or external environment under which the plan will operate. It should be noted that, planning is concerned with the objective to be attained in the future and provision of the means for their attainment, it is imperative that various dimensions of the future are explored and estimated.

f) Establishment of Objectives:

Objectives are the important factors based on which the planning of a modern library depends. With respect to objectives, it may be a public, special or academic library. The moto behind it is to established for the entire organization and then for each subordinate unit i.e. department or section of a library or information centres then the subordinate parts of the department or section and so on. Major department objectives in turn control the objectives of the subordinate departments and so on down the line. The objectives are

divided and sub divided into successively smaller components until each department or section of the library has a definite set of goals for the short as well as long period.

g) Action Plan:

The planners should search for and examine and evaluate the alternative course of action by weighing them in the light of various factors involved i.e cost, time, materials, manpower, equipment, etc. The use of operation research and mathematical and computing techniques may be helpful in this regard. Out of the alternatives, a suitable course of action should be selected.

h) Choice of the Site:

Choice of the site should be such that it should be conveniently accessible to the community to be served taking into consideration the future expansion.

i) Public Library: For public library, the site should be centrally located where everybody finds it convenient. This should be the place where normally public visit more often than any other place. Therefore a place where they go for shopping might be found suitable.

ii) University Library: The site should be centrally located within the campus.

iii) College and School Library: The location of the library does not matter very much if the distances are small, but if possible the library should be at the entrance path.

iv) Special Library: Library site in case of special library should be near the factory building or the factory canteen or staff canteen. The ground floor might be preferred for the library.

Review Questions

- Why is the importance of Special Libraries?
- What are the prominent roles of a librarian?
- Explain the concept of Public Libraries?
- What is the status of Academic Libraries in America?
- What is the present status of National Library in India?

Discussion Questions

Discuss in brief regarding the present position of Public libraries and how you can further improve?

What could be the major implications to man an Academic library?

Application Exercises

- Prepare report on purpose of librarian in a library located near your house. Highlight advantages and disadvantages of a librarian?

- Using the resources of your college library, determine graphically the inventory to be arranged.

Chapter 3

Library Legislation

Learning Objectives

- To explain about Library Act.
- To know more about Select Committee
- To generalized the idea about the library legislation.
- To explain the **role of different bodies in process of enacting library legislation**
- To know more about Public library act.

3.1. Library Legislation and Model Public Library Acts/Bills

It was seen that the Public Libraries Act was an Act based on United Kingdom Parliament which initially gave local boroughs the power to establish free public libraries. The Act was the first governmental step in making an enduring national institution that provides universal free admission to information and literature, and was indicative of moral, social and educative concerns of the time. The inheritance of the Act can be followed from side to side by subsequent legislation that built on and extended the powers as decided in year 1850 and the 4,540 public libraries that exist in United Kingdom.

3.1.1 Background

During 1830s, the height of Chartist movement was in general tendency towards reformism in the country. It led to encouragement of new legislation to be passed, such as:

- i. Parliamentary Reform Act 1832
- ii. Factory Act 1833
- iii. Government grant for education
- iv. Poor Law Amendment Act 1834

It was seen that the Capitalist economic model had twisted shift patterns which left workers with free time, in distinction to the agrarian model, and the middle classes were worried about the workers free time to be well-spent. This led to encouraged more by Victorian middle class paternalism rather than by demand from lower social orders. Campaigners felt that encouraging the minor classes to spend their free time on ethically uplifting activities, such as reading, would encourage better social good.

During the past year in 1835, against government opposition, James Silk Buckingham, M.P. for Sheffield and a strong supporter of temperance movement, was able to safeguard the Chair of Selected Committee which examine the extent, causes, and consequences of the existing vice of intoxication among the labouring classes of the country and propose solutions. Francis Place, a campaigner for the working class and had agreed upon the establishment of rural community libraries and district reading rooms along with popular lectures on subjects related to both entertaining and instructive to the community that might draw out a number of those who now freely afford public houses for sole enjoyment. Buckingham introduced to Parliament a Public establishment Bill by allowing boroughs to charge tax in order to set libraries and museums, which were first of its kind. Although this did not become law, it had a major influence on William Ewart and Joseph Brotherton, MPs, who introduced a bill which empowers boroughs with a population of around 10,000 or more to raise a 1/2d for establishment of museums, which further became the Museums Act of 1845.

3.1.2 1849 Select Committee

Under the advocacy of Ewart and Brotherton, a proposal was introduced in setting a select committee in order to consider public library provision. During that, a paper named “A statistical view of principal public libraries in Europe and United States” was introduced by Edward, an assistant at British Museum Library, that came to Ewart’s attention and Edwards became a key spectator for the select committee. Edwards was "a self taught former bricklayer who were passionate and really convinced about the values and significance of libraries". The select committee of 1849 introduced a report in which Edwards and Ewart guaranteed about “no stone was left unturned” while proving their case regarding the existing public library provision that was insufficient and should have provision in other countries to be far superior. The Select Committee reported that “while we learn that, more than half a century ago, the initial step taken by a writer involves consultancy about public library on the subject of his studies or composition. The result was that no such auxiliary was at the service of the British intellect”. The Report also argued that the provision of public libraries would steer people towards temperate and moderate habits, the same argument as was made by James Silk Buckingham fifteen years earlier. With a view to maximising the potential of present facilities, the Committee made certain proposals, that includes:

- I. public use of university libraries
- II. improved public access to the British Museum Library
- III. duplicate books from the British Museum Library collection to be redistributed to local libraries

To achieve such target, the committee made two significant recommendations. According to the committee, the government should issue grants to aid the foundation of libraries and that the Museums Act 1845 should be amended and extended to allow for a tax to be levied for the business of public libraries. On the other hand, it was not thought necessary to subsidise stock provision for the libraries so the levy was to be used to provide buildings, furnishings and staff salaries. The writer of the report felt that donations from members of the public would be more than adequate to stock the new libraries.

3.1.3 First Model Act

The first Model Public Libraries Acts was prepared by Dr. S R Ranganathan in 1930 and revised in 1957 and 1972. It was discussed at the First All Asia Educational Conference held at Banaras during 26-30 December 1930. It was introduced in West Bengal Legislature in 1931 and in Madras Legislature in 1933. The Bill could not be passed due to financial clauses on library grant, library cess etc.

Salient features are:

- establishment of public libraries in city, rural and other areas;
- constitution of State Library Authority i.e. Minister of Education;
- constitution of State Library Committee as an advisory body of the State Library Authority;
- Constitution of Local Library Authority for each city and one for each district;
- State Library Authority, Government and Local Library Authority may determine library rate in such a manner and may determine collection of library cess from time to time.

Public Libraries Act 1850

Act of 1850 was much more controversial than the Museums Act 1845. It includes the major arguments such as:

- I. Though the boroughs were represented by elected bodies, many people argued that the Act enforced taxation without permission.
- II. There was opposition to the Act only on the grounds that founding and maintaining the new libraries would mean an increase in taxation at all, consensual or otherwise.
- III. Concerns were expressed that it would break on private enterprise and the existing library provision such as mechanics' institutes.

It was believed that access to certain publications would neither promote civil society nor act as a form of social control, and libraries would in its place become sites of social agitation. This issue was linked to the common concern that extending education to the lower orders of society would lead to libraries becoming working class "lecture halls" "which would give rise to an unhealthy agitation".

While others felt that there were more vital concerns, and wondered about the need for a library when literacy levels were so low. On the other hand many people favoured it, provided there was a cap on the level of taxation, on the grounds that:

- I. Public libraries would provide facilities for self-improvement all the way through books and reading for all classes, not just those who were wealthy enough to afford their own private libraries and collections.
- II. The greater levels of education attained by providing public libraries would result in lower crime rates.

To get the Bill passed through the Parliament, a number of changes or amendment had to be made to its original content. The compromises made included limiting the Act to boroughs with populations of more than 10,000 where at least two-thirds of local ratepayers had to vote in favour of provision in a local referendum. It was believed that the Bill would repeal the Museums Act 1845 and in order to continue funding museums of arts and science along with free libraries, local rates could be increased to no more than 1/2d. per £1. As per the Bill however, it was only allowed to spend this levy on library and museum buildings and staff but not on books and other stock.

3.1.4 Model Public Libraries Bill of Ministry of Education

The Government of India, Ministry of Education appointed an Advisory Committee for Libraries in 1957, under the Chairmanship of Shri K P Sinha, former Director of Public Instruction, Bihar. This committee recommended the need for library legislation for each

state. As a follow-up action of the Advisory Committee, the Ministry of Education, Government of India appointed a committee under the Chairmanship of Dr. M D Sen. The Committee drafted Model Public Libraries Bill in the year 1963. The salient components of this Bill are:

- Constitution of State Library Authority as an apex body to advise the Government in the matter of library developments;
- Constitution of State Library Directorate for direction and controlling of library services;
- Constitution of District Library Committee in each district;
- Treatment of employees as government servant;
- Collection of library cess at the rate of 6 paise per rupee on house tax and property tax.

3.1.5 Model Public Libraries Bill of Indian Library Association

The Indian Library Association (ILA) formed in 1933, has keen interest in library legislation. The ILA discussed library legislation at its various seminars organized in 1964, 1978 and 1981. Consequently, ILA Council at its meeting held on 23 June 1989, keeping in view of the developments and experiences gain from the existing Acts, resolved to prepare a Model Library Bill. Accordingly, as asked by ILA, Dr. Velaga Venkatappaiah, Chairman, Central Sectional Committee on Public Libraries of the ILA prepared a Model Public Library Bill. ILA accepted the draft Bill with minor changes at its National Seminar on Public Library Legislation in 1990 at the final product of the Model Public Libraries Bill was published in 1991. The Bill was circulated to all the states and union territories but few states reacted favorably to the Bill. This Model Bill was again discussed in a National Seminar on Library Legislation and revised as the Model State Public Library and Information Service Act in 1995. In view of emergence of Information Technology at all levels, the model act was again revised in 2000. The important components of this Bill are:

- State Library and Information Service, based on a State Policy;
- Constitution of State Library Authority at the apex level with Minister of Libraries as Chairman as policy making and executive body;
- Establishment of Directorate of Public Libraries for directing, controlling and supervising;
- * Constitution of City, District Library Authority for rendering service from district to village level;
- Provision for network of Public Library and Information Services from state to village level;

- Constitution of State Library and Information Service;
- Collection of Library cess on house tax and property tax, entertainment tax, professional tax, vehicle tax, etc.;
- Constitution of State Boards for education, book production, co-ordination, etc.;
- Accountability of public expenditure and services.

3.1.6 Scottish provision

Under the Scottish provision, Public Libraries Act 1850 was initially applied in England and Wales, and was extended till Scotland in 1853. By the time, another act known as the Public Libraries Scotland Act came into existence in the same year when library authorities were granted the right to raise the rate by 1d. and to spend money on books, maps and specimens as well as on library and museum buildings. Along with this, it was no longer necessary for there to be a poll of ratepayers for the Act to be adopted and uptake was instead authorised by a two-thirds majority at a public meeting of those who possessed or occupied a house of £10 annual value. This referred to homes that might reasonably be expected to have a net annual rental value of £10 a year or more. Though, a poll could still be requested by any five voters present. During the year 1855, similar changes were introduced in England and Wales in a more wide-ranging Act, which includes provision for the 1d rate and the authority to buy books, newspapers, maps and specimens. It also contained the amendment that had already been made in Scotland that shows two-thirds majority at a public meeting of ratepayers.

Act of 1850 was remarkable as it establishes the principle of free public libraries, but in practice it was not satisfactory. It imposed many limitations on the type of councils that could adopt it, the amount of money that the boroughs were permitted to spend and the ways in which this money could be spent. Later on efforts were made to develop the Act further and remove many of these restrictions. During the year 1855, the maximum rate that boroughs could charge to fund libraries was increased to 1d. Like the 1850 Act, this Bill had to be guided through the House of Commons by William Ewart. The result is that it met with a great deal of opposition and Ewart was obliged to abandon a proposal to enable municipal boroughs to adopt it by simple resolution of the town council.

At that time there arises confusion in terms of provision of public libraries outside corporate towns, where those towns incorporated by legal enactment and entitled to pass by-laws and use a common seal. The result led to difficulties in extending public library

provision to rural areas. Act of 1855 tried to solve these difficulties by stating that a library authority could be a borough council, an improvement board or commission, a parish vestry or group of vestries, provided they covered a minimum population of 5,000. In 18th century, improvement boards had been established in many urban areas to take care of payments related to paving, lighting and cleaning of streets, but over time their functions became wider in scope.

Till 1835 onwards, these responsibilities were assumed by elected town councils in the reformed boroughs but they continued in the urban areas outside the boroughs. Becoming a public library authority was another extension of their authority. In 1866, an amending Act was passed which eliminates the entire population limit and replaced the two-thirds majority previously required for adoption with a simple majority. Further it allowed neighbouring parishes to combine with an existing or potential library authority. This Act spread in Scotland, England and Wales and during 1867 another Act was passed in Scotland to amend and combine it, which established a form of library committee that comprises of maximum of twenty members, out of which half were the members of council and the other half to be selected by the council from householders.

3.1.7 Model Union Library Act

The Government of India appointed a committee to explore the possibilities to establish a National Central Library at New Delhi in 1948. Dr. S R Ranganathan, a member of the committee drafted a Library Development plan in 1950 with a 30-year programme and a draft Library Bill for the states and Union Public Library Act. This was revised in 1959 and again in 1972. However, libraries falls under the state list of the constitution and it may not

be possible to pass Bill as a Union Act, unless and until the constitution is suitably amended for this purpose. The main features of this model Act are:

- Constitution of a National Library Authority;
- Establishment of national central libraries;
- Constitution of National Library Committee as an advisory body to the National library Authority;
- Constitution of National library fund;
- Amendment to the delivery of Books and Newspaper Act, 1954

3.1.8 Advantages of Library Legislation

Since the beginning, the public libraries served as the local information centers

making the source of knowledge readily available to the public. The local community from the local fund or individual munificence could not achieve the services of a public library. Public leaders, scholars and learned societies have realized that the only way to establish and develop a public library system is through legislation. Dr. S R Ranganathan regarded as the pioneer of library legislation in India. "The concept of legislation for libraries is a contribution of S R Ranganathan to Indian public libraries". He made library legislation obligatory for the implementation of the second law of library science, "Every reader his/her book". According to Ranganathan the second law can be properly carried out only by legislation. Dr. S R Ranganathan strived a lot for library legislation and prepared different library bills for the Indian Union and constituent states; such as; Model Library Act for constituent states of India (1930); Bengal (1931); Bombay (1946); Central Province and Berar (1946); Old Madras state (1946) which later became Act in 1948; United Province (1947); Cochin (1947); Travancore (1947); Union Government (1948); Madhya Pradesh (1950); Union and Constituent States (1950); Constituent States (1957); Union (1957); West Bengal (1958); Kerala (1959); Uttar Pradesh (1960); Mysore (1961) which became Act in 1965; Assam (1964); Gujarat (1964 and Model Library Bill (1972).

Public libraries also considered as community information centers providing access at local level to a wide range of knowledge and information for the benefit of the individual and society as a whole. To ensure sustained development and information network services public libraries should be based on legislation. "Public library legislation may be in various forms depending upon the government structure. It can be simple, allowing the establishment of public libraries but leaving standards of service to the level of government directly responsible for the library, or more complex, with specific detail on what services should be provided and to what standard". But no British Government passed library Act for creation of public library system in Indian states. There have been different efforts to work out library legislation models in India. In the pre-independent and post-independent of India, there have been five models of public library bills suggested by experts and national level professional associations and organizations.

A Library Act has following advantages:

1. To help in the establishment of an organized network of public libraries.
2. To sound administrative set-up.
3. To provide proper and continuous financial support.
4. To coordinate in administration and management of public libraries.
5. To centralized services like purchase, processing, bibliographical and other services

can be provided conveniently.

6. To provide quality library service, at qualified hands, free of charge.

Using delegated Legislation

- Implies that Parliament has insufficient time to scrutinise it. Parliament is not reviewing legislation properly.
- Sub-delegation of powers a further problem (although not for EU statutory instruments), which causes complexity and confusion.
- Sheer volume causes complexity - it is impossible for anyone to keep abreast of all delegated legislation.
- Lack of publicity, not known about by the public (and often lawyers).
- It is undemocratic as most regulations are made by civil servant or other unelected people, except for local authority bylaws made by elected councillors
- Henry VIII clauses can give power to delegated legislation or amend or repeal Acts of Parliament

3.1.9 Functions

It was observed that the advisory committee for Libraries setup by the Government in 1958 proposed the following functions of library legislation:

1. Should define the government's responsibility in the matter of public libraries.
2. Should lay down the constitution and functions of the library authority at national, state and district levels.
3. 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
 - ii. Reservation of a certain percentage of the education budget.

3.2. Library Legislation in Indian States - Their Salient Features

3.2.1 Introduction

It was seen that, Edward Edwards of British Museum was a dedicated follower and a strong believer of establishment of public libraries with public funds by way of legislation. The thread was picked up by William Ewart who prepared a proposal to be put in the Parliament of Great Britain in year 1849. On approval of the selection committee, the Bill was introduced in early 1850, which is a red letter day in the annals of the Library movement not only in the Great Britain, but also in the whole world, as it was the first Library Act to be ever enacted. Act means preparing the layout of law or

legislation. In case of libraries, the Library Act is to give legal provision for establishing a library system for:

- i. its maintenance
- ii. its services
- iii. its functions
- iv. its right
- v. its management under any state or a national government.

Library legislation is competent of regulating various organs of public library services. It serves as an instrument for the development of public libraries in a pre planned manner so that it should ensure establishment, development and maintenance of libraries in a uniform manner. It helps in promoting a sense of self consciousness among the people who would feel it obligatory on their part to use services offered by the library. In year 1850 the first library act was passed in Great Britain. Now most of the countries involves in distributing free services to public library. The diversity of the Indian library scenario is an important aspect for consideration while speaking about a vision for the 3rd millennium, since different library sectors in India are in various stages of development and no single solution or approach will be relevant in the Indian situation.

In India, library and information sector can be divided into five major areas tat includes:

- a. National Library sector
- b. Academic library sector
- c. Special and Scientific library sector
- d. Government library sector
- e. Public library sector

With various factors, the scientific and special library sector are more developed and modernized than other four sectors. The challenges which Indian libraries and librarians will encounter in the 3rd millennium are diverse but the most important challenge will be the change in the nature of libraries and librarians. It was believed that, libraries must change from collection oriented institutions to service oriented organisations and librarians have to change from custodians of books and documents to information managers and disseminators. In this varying situation IT plays the most important role. While taking advantage of the different components of information technology the libraries of each sector will have to ensure the following:

1. take stock of the actual need of the library and its users;

2. bring about change in the functions of the library to make it service oriented rather than collection oriented;
3. resource sharing and networking of libraries;
4. consider both preservation and access as vital components of library service;
5. marketing of information and library services;
6. development of library professionals to cope with the new environment;
7. utilization of management techniques for dealing with the new objectives.

During this decision-making period, India will need a National Policy for libraries and information centres within the changed socio-economic environment by keeping in mind the new requirements of the different sectors within the field of librarianship. It will now be worthwhile to analyze the present Library and Information scenario before preparing a vision for the 3rd millennium in each sector of librarianship in India.

3.2.1.1 National Library Sector

National Library in India can be divided into two types of libraries. The first one comprises the National Library, Calcutta and the recipient Public libraries under the Delivery of Books Act i.e., Delhi Public Library, Connemara Public Library, Chennai and the State Central Library, Mumbai. These are the depositories of the printed cultural heritage of India under the Delivery of Books Act.

The depository libraries are a very important part of the National Library sector because India is a very vast and multi-lingual country with rich linguistic heritage. The 3rd millennium will have to see the cooperation between all these four libraries with the National Library at the apex. This can only be implemented if all these libraries are modernized at the same scale and have compatible systems to ensure resource sharing and networking. As these are financed by the Department of Culture of the Government of India, the standards for modernization laid down by the DoC will be applicable to all these libraries.

Second part comprises the National level subject specific libraries such as National Science Library, National Medical Library, etc. In both these parts the National Library stands out as the largest single library which acts as the depository as well as the repository of all published material of India. In the period of 20th century, the development of all these national level libraries in isolation. The main challenge in the 3rd millennium in the national library sector would be to bring about close coordination between all these national level subject libraries and the National Library of India.

3.2.1.2 Academic Library Sector

Academic library sector consists of school, college and university libraries. While developing a vision for university libraries for the millennium, the main focal point should be on the role of the existing university library in addressing the national issues. As most university libraries in India work in isolation some information need to be collected and collated before preparing such a perspective plan.

1. Data regarding the actual functioning of the library, its collection, user approach, library facilities, IT application status, library manpower status, etc.
2. A national agency may be identified for undertaking this work.

It was believed that, a major aspect of the new millennium believes cooperation at all levels starting from the local to the global. Cooperation is a pre-requisite for all types of networking for resource sharing. Therefore, the following must be ensured before preparing the plan for linkages between university libraries.

1. Institutional commitment to accept the given measures.
2. Fund and support resource sharing solution.
3. Attitudinal changes in library staff to undertake additional responsibility in resource sharing environment.
4. Training of library staff to understand and appreciate the changed situation.

It was understood that, if these pre-requisites are made available, then the university libraries could plan for resource sharing programmes, apprenticeship in libraries for learning new skills and IT training programmes, consultancy in retro-conversion and in developing IT infrastructure. All these put together will be the basis of preparing a perspective plan and evolve a vision for university libraries in the country.

3.2.1.3 School and College Libraries

Apart from very high brow private schools, most schools in India do not have a library setup in the present situation. This area of librarianship is neglected and needs immediate and continuous attention. As regard to college libraries, most colleges have libraries but other than very well known colleges in each state, the ordinary colleges do not run libraries of any importance. As a result of this, India faces the challenges of actually preparing a perspective plan from scratch i.e., from collection development to networking through IT solutions, and will need a complete blueprint to develop these two types of libraries during the coming centuries.

India has set up the Information and Library Network (INFLIBNET) under the University Grants Commission as the inter-university agency on library modernization to take the initiative and address the issues required to implement the perspective plan for the

Academic sector. Each university and its affiliated college libraries also should be part of the overall scheme of development.

3.2.1.4 Distance Education

In India, distance learning system has developed with its base through the Indira Gandhi National Open University, in order to achieve a high percentage of educated citizens as a introduction to an ultimate knowledge based society. The diversity and geographical distance of India need a strong, well-planned distance learning system for all citizens of the country. To make distance learning useful, the information base of the library sector will be equally responsible to be able to cater to the information need of Indians different societal levels. IGNOU has started some unique services for students with the help of IT but unless the rich collection of reading material available in different libraries in India are accessible to the younger generation the aim of distance learning gets nullified. Therefore, the academic sector has to be so inter-connected that it will also cater to distance learners.

3.2.1.5 Public Library Sector

Public library system in India has developed over the years for more than a century, initially under the support of the aristocracy. Though, the new independent India which developed a democratic society recognised the need for public libraries which will work for the common good and will build a strong foundation for a democratic set up.

As per Constitution of India, Public library development comes under the jurisdiction of a particular state and wholly it is the State responsibility. Therefore, all states are vested with the mandate to set up libraries within the state at different levels. But due to the diversity in the level of state-wise development, the Department of Culture, Government of India has set up Raja Rammohun Roy Library Foundation to act as a nodal agency for development of public libraries in India.

Though library legislation is almost a pre-requisite, all the Indian states have not yet passed the library legislation. Therefore, RRRLF is also working towards a model Public Library Bill which may be able to encompass all the facets needed for development of public libraries to suit the new changing environment. Moreover, in the rural sector the local governments have been made responsible and accountable for the development of public library facilities through new constitutional amendments. Also, the Central Government is taking well-considered steps to make dissemination of information the main activity in all sectors which deal with rural and social development. The 3rd millennium will see a drastic change which will ensure cooperation and collaborative

efforts between the information generating agencies whether government or NGOs and the libraries and the information dissemination sector. The government is seriously considering to bring about conceptual change in the rural library sector by coordinating its activities along with the continuing education schemes of the National Literacy Mission (NLM).

The RRRLF has also been given the responsibility of resource mobilization for modernisation of the state and district central libraries, the development of infrastructure and training of personnel. The Department of Culture through the Central Secretariat Library (CSL) has laid down standards for library development software and networking as well as for bibliographic description to ensure standardization both in infrastructural development as well as retro-conversion of library catalogue in machine readable format.

3.2.1.6 Government Libraries

It was found that, Government libraries in India were developed mainly during the British period to provide the need of the decision-makers and the bureaucrats. These libraries have always been institutionalised within the departments of the government. All these departmental and ministerial libraries have collected government documents mainly of their respective department/ministry and have restricted their acquisition to the need of the departmental staff alone. The Central Secretariat Library (CSL) has, however, worked within a broader spectrum being the main library in the ministerial and bureaucratic set up.

During the last 50 years some of the government libraries have been developed into well-organised collections which can cater to an informed clientele. Since government information started being handled by the National Informatics Centre (NIC), the use of information technology became the key word in the government sector. The Department of Culture, which is the nodal agency for library development in India, has taken viable steps towards resource sharing and networking of the libraries under its supervision. This includes the National Library, Calcutta, Central Secretariat Library and National Archives of India library, libraries under the Archaeological Survey of India and the Anthropological Survey of India, etc.

3.2.1.7 Special and Scientific Libraries

Special libraries and libraries under Science and Technology institutions are in a much better developmental stage as compared to the other four sectors. A good number of these libraries use latest and updated IT products and systems such as computers, email, CDROMs and on-line storing and retrieval hardwares and softwares. Libraries and

information centres of research institutions such as those under Council of Scientific and Industrial Research (CSIR), Defence Research and Development Organisation (DRDO), Indian Council of Agricultural Research (ICAR), Indian Council of Medical Research (ICMR), Department of Atomic Energy (DAE), Indian Space and Research Organisation (ISRO), Department of Science & Technology (DST) and Institutes of higher learning like the Indian Institutes of Technology (IITs), Indian Institute of Science (IIS), Indian National Science Academy (INSA), Indian Institutes of Management (IIMs), are modernized and have been given the necessary resources for development.

3.2.18 Library Networks

Other than INFLIBNET, there are a number of networks which have developed in the past decade. These are either city networks or activity subject specific networks. Developing Libraries Network (DELNET), Calcutta Library Network (CALIBNET), Madras Library Network (MALIBNET), Management Library Network, etc., are important and useful ventures for networking and resource sharing. Future of Library Development and the Challenges in the 3rd Millennium The details given above actually picturizes the latest situation encountered by Indian librarianship till the end of the last millennium.

The main challenge in the Indian situation is to visualise the present situation and bring about changes so as to nullify the observations made in the World Information Report, 1997-98, which are as follows:

- The bulk of the population is not information-dependent in day-to-day work and living.
- A large proportion of the population cannot consume information, especially if it is delivered in written form.
- The vast majority of the population does not have the means to access information.
- People in general are not accustomed to pay, cannot pay or are unwilling to pay for information. In fact, information does not even figure in their list of wants.
- The existing pattern of economic activities does not favour a growth in information consumption.
- The countries do not have sufficient capacity to invest in infrastructural development

Therefore, the future of Indian librarianship lies in descending from its ivory tower of catering to only a select few and the literate minority and to create a system which will penetrate into the actual information need of the majority of Indian people. So, there has

to be a major paradigm shift to deal with the information needs of the vast majority of the population who at present do not have means to access information. Specially, the public library system in the country needs to be rejuvenated and re-modeled to cope with the present situation and the future trends.

There will be need to change the following on a broad-based basis in all types of libraries:

- a. Library environment
- b. Fragmented and isolated services
- c. Organisational structure
- d. Library collection
- e. Information based infrastructure
- f. Information and knowledge management

The first step towards this direction has been taken to a certain extent as the Report of the Working Group of the Planning Commission on Libraries and Informatics for the 9th Five Year Plan 1997-2002 addresses some of the challenges which confront Indian librarianship. The Challenges and Risks for Librarians and Information Specialists in the 3rd Millennium. The biggest challenge for Indian librarianship is to bring about attitudinal change among both library staff and users. Libraries and librarians are still the lowest priority in the decision making process and the librarians are the least visible persons. If this main challenge is confronted by librarians and libraries in real earnest it is only then that one can expect all the necessary changes within the system itself.

Libraries will also have to cope with the initiatives developed in the society in the changed IT environment. Libraries can no longer afford to remain institutionalized passive spectators. All the activities will now have to be tailored to give long distance and often home delivered information.

3.2.2 Need for Library Legislation:

Provision of public library system is a normal outcome to the democratic way of life. Free communication is required for preservation of a free society and creative culture. A public library expects its users to spend time and not money for the utilization of services. Under that situation, the biggest question comes from where will the finance be made available? It has been experienced that public library service can be successfully obtainable only through legislation. It seems that Library Legislation is required as:

- i) It helps in creating necessary conditions under which public libraries can be established nation wide.
- ii) It keeps the public library on a sound and sure financial footing through levy of library tax.

- iii) It makes the public library self working from subscription, donation or private gift and to save the library from political influence.
- iv) It sounds the administrative setup permanent, uniform, efficient, balanced and coordinated library service and also for proper line of growth.
- v) It solves the problem of land, building, legacies, etc.
- vi) It creates centralized services such as acquisition, processing, etc.

It is seen that library legislation has the provision of financial support to the public libraries, since the provision to be made in library legislation depends only upon the social, political and economic environment. To make such provisions, there exists two ways:

- i) Annual budget allocation by state out of its total funds with capital grants from central government.
- ii) Levying of library cess with a matching grant from the state government.

3.2.3. Components of Library Legislation:

According to Dr. S. R. Ranganathan, the components of public library act are:

a) Preliminaries: It is the description of all terms used in the act and description about the title of the act, such comes under this component of library Act.

b) Top Management: Here the discussion is related to issues that involve management of the libraries which falls under the jurisdiction of the Act, such as who will manage the libraries. It is the second component for consideration.

c) Library Committee: To give suggestions to the library authority that should cover mostly top management and to the librarians, a committee is constituted. The library Act should clearly mention about the:

- i. members
- ii. functions
- iii. rights
- iv. qualifications
- v. responsibilities.

d) Finance: In areas of finance, the act should clearly mention about:

- i) Rate of library cess which includes local extra tax or surcharge;
- ii) Goods on which tax will be levied such as vehicle, land, house, other properties, etc;
- iii) The method of receiving the cess from the public;
- iv) Checking of received money through cess;
- v) Other sources of finance;

vi) Along with these there should be a component in the library Act itself in order to maintain all the records of accounts and audit from time to time. It should take care about appointment of staff, categories of the staff, pay scale, service condition and working period should also be mentioned in the Act.

vii) The laws, rules and by laws should be mentioned in the Act.

3.2.4. Characteristics of Library Legislation:

Further we can see some of the important characteristics of library legislation as listed:

i) It is believed that the library legislation must be simple and general. It should also allow future modification or development.

ii) It should be free from political influence or political changes.

iii) It should specify the respective responsibilities of the local, state and national government.

iv) It should possess the library service that should be compulsory and free for all.

v) It should create conditions for libraries to flourish.

vi) It must coordinate and control library activities in full recognition of the people to have free access to the information and knowledge.

vii) It must meet every interest of its reader.

viii) Different tasks can be assigned to different types of libraries based on specialization to ensure a better service to the community with the least cost.

ix) It also must take into account the other types of libraries.

3.2.5. Role of Different Bodies in the Process of Enacting Library Legislation:

While in process of enacting the library legislation, the levying of library cess should not be the compulsory condition. If it is compulsory than, it will loose the support from the general public and other members of the society. The following are the roles that can be played by different bodies while enacting the library legislation in respective states.

a) Library Association: It is found that the local as well as state and national level library associations practiced the strategy to get the public legislation passed. For this they will utilize various media and platforms to spread the idea of library legislation. Members of the state assembly, especially the concerned ministers should be approached and be presented a strong case for library legislation. Indian Library legislation must provide all the support and guidance needed for the purpose.

b) Library Professionals: The library professionals should make the general as well as the privileged people to aware about the significant role that can be played by the library.

To start with they should first do their services in the organization in which they are working and then by means of newspapers, radio, television, etc.

c) Elite Groups: This group has the responsibility of framing policies, procedures etc. As the leader of the society they also have out of sight responsibility for the betterment of the people. As such, considering the role that can be played by the library they should take upon themselves the responsibilities of awakening the general public about the library services, facilities, etc.

d) Political Leader and General Public: It was observed that, leaders who matter in decision making is given special attention in enacting library legislation. The general people should also give pressure to enact the library legislation.

5. Library Legislation in India: In early days learning in India was concern and is related to Brahmin and the common man had to depend for his explanation on the spoken words of gurus. It was seen that the common people were also accustomed to this oral tradition of learning and as a result in ancient India there was no tradition of public library legislation.

a) Before Independence: It was detected that , Pre independence India shows some of the important steps in implementing the library legislation, which can be arranged and explained as:

i) The Press and Registration of Books Act (1867): During the period 1867, act of Press and Registration of Books was passed for the British India. The introduction of this act was for the regulation of printing-presses and newspapers and further for the preservation of copies of books and newspapers printed in India and registration of such books and newspapers. It helped some specific libraries to get some copies of books free of cost and to maintain a continuous catalogue of early printed books in the country. In terms of this Act the publisher or the printer of every book or newspaper was to send a copy of the book or newspaper to the Secretary of state for India, another copy to the Governor General in Council and still another to the local government.

ii) Funds for the encouragement of literature (1898);

iii) Imperial Library Act (1902);

iv) Model Library Act (1930).

Dr. S. R. Ranganathan, presented “Model Library Act”, at the All Asia Educational Conference conducted at Banaras in the year 1930. In the year 1942 on the request of ILA, Dr. S. R. Ranganathan writes and composes another bill which he named ‘The Model Public Library Bill’.

b) After Independence: After independence, the major steps involved in implementing library legislation in era are as follows

i) Imperial Library Act (1948): During 1948, the Government of India passed and approved the Imperial Library Act. According to this act the Imperial Library of Calcutta became the National Library of India.

ii) Public Libraries Act 1954: In the year 1954 Indian parliament passed another act which was known as Delivery of Books and Newspaper Act which was further amended as the Delivery of Books and Newspaper Public Libraries Amendment Act 1956 to include serials as well.

iii) Model Library Act / Bill 1963: The Model library Act bill was drafted in the year 1963 by a committee under the chairmanship of Dr. D. M. Sen. Further in 1972 revision was made to the model library act of 1930. Another model public libraries bill was prepared by the library legislation subcommittee of the Planning Commission in 1966.

c) Present Status of Library Legislation in India: The credit of enacting a library act for the first time in India goes to the Kolhapur princely state of the present Maharashtra in 1945. The act is presently non functional. India is administratively divided into 28 states, 7 Union Territories, with National Capital Territory of Delhi. There are as much as 593 Districts, 5463 Sub-Districts, 3799 Community Development Blocks, 4378 Urban Agglomeration/Towns, 384 Urban Agglomeration, 5161 Towns, 593731 Inhabited Villages and 44656 Uninhabited Villages. The population of the country is increasing every year. The total population, according to 2001 census, is 1,028,610,328, which is the second largest population of a country next to China. Its literacy rate is 560,687,797 that is 64.8% of the total population. At the time of India's independence in 1947, its literacy rate was 12.2%. Since then, it has increased to 64.8% (53.7% for females and 75.3% for males). The state of Kerala has the highest literacy rate (91%); Bihar has the lowest (47%). The national gender ratio is 944 females per 1,000 males. India's median age is 24.9, and the population growth rate of 1.38% per annum; there are 22.01 births per 1,000 people per year. It is seen that so far in India, nineteen states have enacted library legislation while the remaining are providing library services without legislation. Such nineteen Acts developed so far are listed as:

i) Andhra Pradesh (Hyderabad) Public Libraries Act, 1960;

ii) Arunachal Pradesh Public Libraries Act, 2009;

iii) Bihar Public Libraries Act, 2007;

iv) Chattisgarh Public Libraries Act, 2007;

v) Goa Public Libraries Act, 1993;

vi) Gujarat Public Libraries Act, 2001;

vii) Haryana Public Libraries Act, 1989;

viii) Karnataka (Mysore) Public Libraries Act, 1965;

- ix) Kerala Public Libraries Act, 1989;
- x) Maharashtra Public Libraries Act, 1967;
- xi) Manipur Public Libraries Act, 1988;
- xii) Mizoram Public Libraries Act, 1993;
- xiii) Orissa Public Libraries Act, 2001;
- xiv) Pondichery Public Libraries Act, 2007;
- xv) Rajasthan Public Libraries Act, 2006;
- xvi) Tamil Nadu (Madras) Public Libraries Act, 1948;
- xvii) Uttar Pradesh Public Libraries Act, 2005;
- xviii) Uttarakhand (Uttaranchal) Public Libraries Act, 2005 and
- xix) West Bengal Public Libraries Act, 1979.

1) Tamil Nadu

Tamil Nadu is the first state that enacted Public Libraries Act in independent India. It came into force with effect from 1 April 1950. The objectives of the Act are contained in its Preamble as, ‘An act to provide for the establishment of public libraries in the province of (Madras) Tamil Nadu and the organization of comprehensive rural and urban Library Service therein’. It has 19 sections. The salient features of this Act are given below:

- 1) This Act facilitates establishment of Public Libraries in the State.
- 2) Constitution of State Library Committee for the purpose of advising the government on such matters relating to libraries.
- 3) Provision for appointment of Director of Public Libraries to control, direct and supervise public libraries.
- 4) Constitution of Local Library Authorities, one for the City of Madras and one for each district.
- 5) Every Local Library Authority shall levy in the area a library cess in the form of a surcharge on property tax or house tax at the rate of six paise per rupee.
- 6) The Government shall contribute Library Fund to each of the Local Library Authority, except the City of Madras, to the amount of library cess collected.

2) Andhra Pradesh

The state of Andhra Pradesh was formed in 1956, comprising Andhra areas of composite Madras state and Telengana area of Hyderabad area, whereas Madras Public Libraries Act in force in Andhra area. To solve administrative problems on two acts in operational in one state; both the acts were amalgamated, modified and up-to-date as Andhra Pradesh Public Libraries Act 1960. It received the Governor assent on 18th February 1960. Andhra Pradesh is the second state that has enacted Public Libraries Act in independent

India. Its Preamble reads that, “An Act to consolidate and amend the laws relating to the establishment and maintenance of Public Libraries in the State of Andhra Pradesh and matters connected therewith”. It has seven chapters. Important features of this Act are as below:

- 1) Constitution of ‘The Andhra Pradesh Granthalaya Parishad’, as a corporate body, having perpetual succession and power to the provisions of this Act.
- 2) Constitution of Directorate of Public Libraries to direct, supervise and control Public Library System.
- 3) Constitution of Zilla Granthalaya Samastha, one for the City of Hyderabad, one for the district of Hyderabad and one for each districts.
- 4) Provision to collect library cess by every Zilla Granthalaya Samstha in its area as surcharge on property tax or house tax up to eight paise per rupee.
- 5) The accounts of Zilla Granthalaya Samstha shall be open to inspection.
- 6) Provision of Government Grant-in-aid to private libraries.
- 7) Provision for constitution of a Library Service for the Zilla Granthalaya Samstha for the appointment of Librarians.

3) Karnataka

Karnataka is the third state in an independent India that have enacted Public Libraries Act. The objective of this Act can be seen in its Preamble that reads, ‘An Act to provide for the establishment and maintenance of Public Libraries and the organization of a comprehensive rural and urban library service in the State of Karnataka (Mysore)’. Important features of this Act are given below:

- 1) Constitution of State Library Authority to meet twice in a year, Minister of Public Libraries as its Chairman and State Librarian as ex-officio Secretary.
- 2) Provision for creation of an independent Department of Public Libraries with a profession as its head, to supervise, direct and control library services.
- 3) Provision for the establishment of State Library as apex of public library system in the state.
- 4) Constitution of Local Library Authority, City Library Authority and District Library Authority.
- 5) Provision for setting up of Advisory Library Committee for Branch and Village Library Services.
- 6) Collection of library cess on tax on lands and buildings.

4) Maharashtra

Consequent upon the constitution of Maharashtra state, The Maharashtra Public Libraries Act, 1967 succeed Kolhapur Public Libraries Act 1945. The fourth state in an

independent India that has enacted Public Libraries Act is Maharashtra state. Preamble of the Act read that, “To provide for the establishment, maintenance, organization and development of public libraries in the state of Maharashtra”. Important features of this Act are:

- 1) Constitution of State Library Council. Minister for Education shall be the ex-officio President of the Council. The Council will advise the State Government on all matters connected with the administration of this Act.
- 2) Constitution of a separate department of Libraries and the appointment of a professional Director;
- 3) Establishment of Maharashtra State Library Service;
- 4) Establishment of State Central library and a Divisional Library for each Division;
- 5) Constitution of District Library Committee in each of the district. Chairman of the Education Committee of a Zilla Parishad in the district shall be ex-officio President of the Committee.
- 6) Constitution of Library Fund by the State Government for carrying out the purpose of this Act. The State Government will contribute not less than a sum of twenty-five lakhs to the Library Fund every year

3.2.6 State Level Library Associations

Most of the states in India have their own state library association having objectives to work and develop library services within their states. Some of such associations are:

- 1) Andhra Pradesh Library Association, 1914;
- 2) Maharashtra Library Association, 1921;
- 6) Bengal Library Association, 1925;
- 7) Madras Library Association, 1928;
- 8) Karnataka Library Association, 1929;
- 9) Punjab Library Association, 1929;
- 10) Samastha Kerala Pustakalaya Samiti, 1931;
- 11) Bihar Library Association, 1936;
- 12) Assam Library Association, 1938;
- 13) Utkal Library Association, 1944;
- 14) Kerala Library Association, 1945;
- 15) Hyderabad Library Association, 1951;
- 16) U.P. Library Association, 1951;
- 17) Delhi Library Association, 1953;
- 18) Gujarat library Association, 1953;

- 19) Madhya Bharat Library Association, 1957;
- 20) Gomantak Library Association, 1961;
- 21) Rajasthan Library Association, 1962;
- 22) Jammu & Kashmir Library Association, 1966
- 23) Tripura Library Association, 1967;
- 24) Manipur Library Association, 1987;
- 25) Mizoram Library Association, 1987;
- 26) Meghalaya Library Association, 1994;
- 27) Nagaland Library Association, 1996; and others.

3.2.7. The Delivery of Books and Newspapers (Public Libraries) Act, 1954: This Act of Delivery of Books also known as Public Libraries Act developed in the year 1954 spreads to the whole of India except in the state of Jammu and Kashmir. According to this Act, the publisher of every book, newspaper or serial must deliver at his own expense a copy of the book within thirty days from the date of its publication to the National Library at Calcutta and each copy to three other public libraries specified by the Central Government. The Delivery of Books or Public Libraries Act, 1954: No. 27 of 1954, amended by the Delivery of Books (Public Libraries) Amendment Act, 1956: No. 99 of 1956 and thus it became “**The Delivery of Books 'and Newspapers' (Public Libraries) Act, 1954**”. The insertions “and Newspapers” provided by the Delivery of Books (Public Libraries) Ammendment Act, 1956: No. 99 of 1956 includes serials as well.

i) Mode of Delivery: As per this act the copy of every book published by a publisher and the publisher of every newspaper, published in the territories to which this Act extends, shall supply at his own expense single copy of each issue of such newspaper as soon as it is published and shall delivered the same to the respective librarian of three public library either by registered post or through a special messenger. Under this act of Delivery of Books and Newspapers or Public Libraries Act, 1954, the National Library of Calcutta is entitled to receive a copy of every publication brought out by anyone anywhere in the country. Whereas the other copies should be delivered to the Connemera Public Library, Madras, the Central Library, Town Hall located in Bombay and the Delhi Public Library. It was notified that the copy to be delivered to the National Library, Kolkata should be the best of its kind.

ii) Receipt for Books Delivered: It is suggested that the person in charge of a public library called as librarian or any other person authorised by the department or organization on his behalf to whom a copy of a book is delivered shall give to the

publisher a receipt in writing and send it to the publisher by registered post and such receipt shall be kept as a proof of the fact that a copy of the book has been duly delivered to the public library of which he is the librarian.

iii) Benefit for the Publisher: Indian National Bibliography is procured by all leading libraries and learned institutions throughout the English speaking world and much beyond. The books that are received by way of Delivery of Books (Public Libraries) Act 1954, 56 are included in the INB. Thus, the INB provides the publisher or the author with an excellent and unique opportunity of using the forum of the Indian National Bibliography to give the widest possible publicity to their publications not only in India but virtually all over the world. So, Delivery of Books or Public Libraries Act 1954, 56 also gives a commercial advantage of publicity to the publisher or authors.

iv) Penalty: In such case, any publisher who contravenes any provision of this Act. or of any rule made hereunder shall be liable for any punishable offence with fine which may extend to fifty rupees and, “if the contravention is in respect of a book, shall also be punishable with fine which shall be equivalent to” the value of the book, and the court trying the offence may direct that the whole or any part of the fine realised from him shall be paid, by way of compensation to the public library to which the book or “newspaper”, as the case may be, ought to have been delivered.

3.2.8. Summary: It was observed that none of the countries in which library legislation exists are able to provide full satisfactory and effective library services. All of them have problem to some degree despite the fact that there has been revision of laws in most countries. Similarly there are many countries without legislation but they are serving the general public in a better way in comparison to the countries that have legislation.

India now has become one of the most developing countries in the world. It spreads in various fields of knowledge and disseminates its resources to the world. It has also established public libraries and community information centers to give and help local community to acquire information from various agencies. Public library services have been expanded to serve the local people, but after 60 years of independence India, public libraries could not be administered and managed with the clear mandate of law in many states of India. As such, the development of the nation through library services is neglected in some states, and its services are beyond the reach of the rural poor. The next chapter describes about the public library scenario in Mizoram that is an important study to take up this research work.

Review Questions

Explain the Act passed in the year 1954?

Highlight the status of Library Legislation in India with examples?

Explain the characteristics of **Library Legislation in India?**

What is Model Public library act?

Discussion Questions

Discuss the benefits of intruding the public library act? Is the act really required at that time? Explain.

Application Exercises

If you are a librarian and as per library act 1954 what could be your nature of duties involved?

Prepare a generic report describing the **status of Library Legislation in India.**

Prepare a comparison chart.

Chapter 4

Resource Sharing and User Studies

Learning Objectives

- Meaning and definition of user study and user education.
- Analyse the merits and demerits of resource sharing in libraries.
- Types of academic library users.
- Analysis of user needs.
- Planning of user education.

4.1. User Studies

Use of studies for users is one of important standard in library planning and prove to a changing concept of what constitutes effective service. During this period, more and more are expected out of use studies, from this new planning tool and disillusionment sets in when a library dedicatedly gathers more data and then wonders what to do with it. The foundation for the user studies was laid down in 1948 in the Scientific Information Conference of the Royal Society, where Urquhart and Bernal reported their research findings. Urquhart conducted his study on the distribution and use of scientific and technical information. He was concerned with the sources of reference to the literature borrowed, the purpose of consulting the borrowed item, and the usefulness of the item in relation to factors like year of publication and its form. User studies are investigations of the use and users (including non-users and potential uses and users) of documents, information, communication channels, information systems and information services.

According to Wilson, the first user study is commonly recognized as publication at "The Royal Society's " conference in London in 1948. Several thousand investigations have been carried out in which the use of libraries, databases, media, documents or "information" were treated as the dependent variable, while the sex, age, job, geographical location or institutional affiliation were treated as the independent variable. This kind of studies in Library and Information Science (LIS) are related to similar studies in mass communication, often termed "Use and Gratification Studies".

User studies seem to culminate in 1960s. After this a certain skepticism began to spread in the LIS community. Palmer wrote: Over-all the collection adds nothing to the literature and will confirm the worst prejudices of those who have come to view user studies with

suspicion. Among the surprising results from user studies are Allen's and Gerstberger & Allen's findings that engineers consequently seem to prefer information sources which are physically easily available in spite of a recognized higher quality of less available sources.

It was observed that there has been a long history of reader studies in librarianship where few highlights are present. In case of nonscientific investigators, John Cotton Dana¹, in 1920s and 1930s found stream widened and deepened, with the initial efforts performed by William Gray and Ruth Monroe all seeking to utilize reliable samples and to reach valid conclusions. The result was that the earlier impressionistic and the later scientific studies: one gathers from Compton which was a hard working man who read the classics and from Waples that even well educated people read what comes most conveniently to hand.

Fussler investigated the use of literature by American chemists and physicists by using the "reference counting" method. Tornudd undertook an analysis of the professional reading habits of 130 research scientists. Thorne conducted a quite similar research to Tornudd's investigating the reading habits of scientist at the Royal Aircraft Establishment. Shaw investigated the use of scientific literature by a group of scientists consisting of chemists, physicists, engineers and botanical scientists of the US Forest Service. He applied the same gathering techniques as Bernal by using a questionnaire and two diary cards. The information community very quickly adopted Menzel's 1966 article in the Annual Review of Information Science and Technology on information needs and uses. From then on, this particular chapter on ARIST served as a platform for the launching of new ideas, the adoption of alternative conceptual frameworks, the application of methodological approaches and regular reviews of user studies.

It was in pre-1950 investigations that pulled together by Berelson in his report for the Public Library Enquiry and went one important step further to raise questions about what the findings meant for library policy. It was found that in a recent study with a longer perspective traces the development of reader studies in an effort to gain verified knowledge as part of the basis for a library science. In any case, until recently use studies were not an integral tool for library planning, but were efforts apart from it, usually conducted by academics rather than practitioners and administrators.

Individual libraries were appraised and statewide library plans devised with little feedback from users, and once programs were instituted, little effort was made to determine whether they had the desired effects on use. Investigations of use and users are still infrequent in day-to-day library management, but they have appeared with some regularity in statewide planning and also in commissioned surveys of individual libraries. Fundamentally they are an aspect of community analysis, dealing as they do with the particular form of functional behavior of people-their search for information and recorded knowledge-that relates most closely to library service.

4.1.1 VARIETIES OF USER STUDIES

It was seen that, user studies addressed themselves and in increasingly large numbers, to the "who, what, when and where" of library use. A smaller number of studies have probed the way libraries are used, and with what success. Only a few have sought to penetrate why users turn to libraries, and what effects library use has.

In a first-level investigations of who, what, when and where are beneficial, as long as the limitations of such data are understood. It was believed that, if a library wanted to know the hourly and daily volume and flow of use in order to allocate staff time, it would be kept with a simple door count. If a library wants to check the balance and spread of its acquisitions with the balance and spread of materials utilization, it will analyze and classify reckon purchase lists against a parallel classification of titles actually used and a sample of items left on reading tables; some stimulating matches and mismatches may emerge.

If a suggestion for a new branch has been made, analysis of listing and circulation records will show the present coverage of the affected area. On the other hand, if a public library, noting declining adult circulation figures, wants to find out whether the decline is caused by an increasing number of students using their school and college libraries, a short-form questionnaire, administered on a sample basis at six-month intervals, will provide the answer. Note that in each example what the agency wants to find out is determined before any study was undertaken. These are not scatter-shot investigations. If one sets a close and limited target, one can get clear and valid data. It was observed that the data obtained be applied to the concrete management problems, and so directly facilitate the decision-making process.

Studies of how libraries are used, and with what success, have been less frequent than the who, what, when, and where variety. It was quiet surprising in a sense as the alert practitioner usually make a fairly reasonable estimate of who the library users are without a formal study, in much less true concerning their success or failure in getting what they seek. The factor inhibiting use studies may be curious indifference to follow-up in professional client relations that characterizes most librarians, whether public, school or academic. The collection is organized in shape of a catalog and the initial guidance given at the reference desk and further it is taken on faith that all goes well with the user. This is similar to the physician prescribing without checking to see if the fever subsides or the professor lecturing without determining whether anything is learned. The point could be pushed to the stage where the librarian's claim to be a professional question, but this is not the place to do so.

It should be here considered that librarians really want studies that probe into adequacies and inadequacies of the library user interface. For many years, two investigations were conducted that put serious questions about the accuracy and thoroughness of reference information provided by public libraries. One would think that these simple findings would prompt every library to reexamine itself, but few such reviews have occurred; and where the possibility has been raised by an occasional hard-headed administrator, professional staff members have resisted. One can only speculate about the reasons for this. One chance is that most librarians are convinced that their reference service is accurate and thorough; but if this is the case, why not put it to the test? Another possibility is that librarians are uncertain about the success of their ministrations to users, and simply do not want to find out.

It was seen that another factor inhibiting use studies that attempt to examine how the library is used is the technical difficulty involved. Patrons cannot just be observed, although even this, done systematically, could begin to indicate common patterns or strategies of search. Mere observation, however, would not indicate why the searcher is following a particular sequence, or whether it leads him to his goal. Individual questioning is necessary, and this is time-consuming. Even if the time is invested, users' responses may not be revealing or even very accurate. For one thing, many library users do not want to be identified as unskilled and inept in utilizing bibliographical and information sources.

Moreover, users may be doubtful or unclear about what materials actually exist, and therefore have no criterion for determining whether or not they are locating what is available. Lastly, most users regard library service not so much as a right to which they are entitled or as a product for which they pay directly and for which they expect value received, but more as a kind of dividend or gift; thus, their expectations from libraries are not high, they are thankful for small favors, and are not disposed to dwell on shortcomings in service. All this is not intended to discourage efforts to determine user experience in relation to libraries, but rather to put such efforts on a realistic basis. As clear-cut an activity as talking with people while they use the catalog-asking them, for example, how they would look up a pamphlet issued by the government-an revealing both to the cataloger and to the reference librarian.

Finding out whether users obtain what they seek can be reassuring and disturbing. The point is to recognize that one is dealing with a fairly complex form of behavior and that responses from users have to be appraised and interpreted and cannot always be taken at face value. User studies undertaken specifically for evaluative purposes constitute a special and neglected category.

It is seen that, when a library manager is asked if there is value in knowing more about library users, the answer will usually be positive. However, the administrator, having responded to user data with new or extended services, is likely to be less enthusiastic about checking on what has and has not been achieved. Yet the criterion for innovation is not newness but effectiveness. The most important component of an experiment such as the Action Library in Philadelphia may not be the new concept involved, but rather the thorough follow-up on what the users proceed to do in the library, in the home, and in the classroom as a result of the alternative service concept.

By further carrying out the use studies to question why libraries are used and whether such use significantly changes or benefits either the individual or the community, takes an individual into psychological and sociological realms by considering outside the librarian's expertise. Studies have been made by social scientists since the work inspired by Waples in the 1930. In Europe there has been a modest tradition of reading research, but for the most part American librarianship lacks roots in the foundations of reading and information transfer.

In frequent efforts by librarians to make stronger the core of librarianship with cross-fertilization from cognate fields comes to mind: the Public Library Inquiry, for example, which explicitly turned to social scientists; and the joining of school librarians with a related professional group, the association for Educational Communications and Technology, in order to produce standards for school media centers. But these are irregular exceptions. The profession does not maintain regular and fruitful contacts either with basic disciplines or with other applied fields that could help to characterize the library as an educational and social institution. Library schools offering doctoral programs seldom do not encourage examination of social and psychological foundations by means of user studies, nor does such work hold any place in the limited research production of their faculties.

As a result, we have an increasing number of applied and specific studies which often prove useful in practice although limited in their long-range impact, rare efforts to consider library use which come across practical problems, and a few examples of socio-psychological studies which do not yet constitute a continuing and coordinated program of research into the morphology of library use or of information transfer. Until all three types advance in conjunction, the input into library planning from use and user studies will be marginal.

4.1.2 INCLUSIVE USER STUDY

In general, when a library comes into user study, as distinct from an applied investigation designed to answer explicit questions, that confusion and even disillusionment set in. The scheme is usually started for the best of motives. It was observed that libraries are service enterprises and service could be better if the nature and the needs of the clientele are known. User orientation should balance resources orientation for effective service. But when the question is raised concerning about the library users, and how the information will be applied to planning, ambiguities appear. The librarian's initial reason for undertaking a user study so as to know my readers. But surely the practitioner in any daily contact with patrons has some idea of who they are. Perhaps the justification for the study is given to be: "to know my readers better to know more of their needs, habits and problems, and to understand them as individual.

Ironically, most common readers studied elicit group rather than individual characteristics: sex, age groups, educational levels, and occupation are required. One can classify users with this information, but only to a limited extent can one individualize them. This was apparent in the 1930s when combination of an concerned librarian and a rising automation capitalist led to encoding on IBM cards of the social characteristics of registrants of the Montclair Public Library. During the operation system and the sorting machines were running perfectly and a meeting was convened on which the library administrators posed the question as What will we do with the data?

With respect to the similar question asked when a library finds that more than one-half of its adult users are college graduates and that their income level is definitely above the average mark. Logically the answer was offered by Berelson who were concentrating its service on this elite. Several decades of pronouncements by librarians, resisted this conclusion. The point is not whether the Berelson inference is right or wrong, but either that reading is a highly individualistic form of activity in our otherwise standardized society, or that the reading of all groups tends to coalesce in the flood of mass communications; in either case planning by a reading agency cannot proceed on the basis of group characteristics determined by the typical user study. But what of the study designed to get at user "needs"? It was found that definitely is was a worthy aim, and if this were achieved, it would prove to be less academic than classifying by the census categories. Instead "needs" is a slippery concept to define, and even if we know what we mean by the term, they are most difficult to identify.

In view of an individual, his own needs will sense what is involved. Many people have not stopped to reflect on needs; others cannot articulate what they want, or are ashamed or embarrassed to do so. The researcher must seek to bridge the gap by suggesting kinds of needs (on questionnaires or in interviews), projecting what he or she feels ought to be the wants and aspirations of respondents. Later on, seeing a way out, choose one or several socially approved responses even though would not allow to read a book on the subject if it were placed before them in Technicolor and with accompanying music.

Also the choices of needs are a projection of what the investigator, with all his preconceptions, believes that they should be and not what is established by hard evidence. It was believed that, what he has set out to catch thus slips through the net of inquiry, so the size and nature of what has escaped is reconstructed from mere glimpses in the murky

water. Interests, as distinct from needs, may be somewhat easier to determine, since most people can define to some extent what they are interested in. The pitfall here is that honest responses run the complete gamut, from the trivial to the noble, from the socially approved to the most self-centered.

During this point, use studies become research in its most unprincipled form, which may be accurate for a business enterprise that wants to provide whatever will sell, but not for an educational enterprise that is supposed to have some social purpose which justifies the expenditure of public funds. Quite separate from the value implications involved, market research has pragmatic limitations. As a manufacturer would not become rich by asking people what they want or need, would just attempt to build a market by sensing human aspirations, creating a product considered to be consistent with these aspirations and producing it. He might produce a Volkswagen or an Edsel; in either case, the customer cannot say before the fact that this is what he does or does not need.

It was discussed that the fundamental reasons why general studies of library users have produced limited results to date exists. Library use as such may not be what should be studied, or it may not be the best way to get what the library planner needs to know. Libraries are not separate from other informational and educational sources in the community. People obtain recorded knowledge from a wide range of sources, starting with their daily newspaper, so that the library is one component in a system, and should be studied in this light. The user study is not equivalent to the community study, but is only a part of it, dealing with that portion of the community that thus far responded to the agency. The proper study of library use and nonuse starts the study of communication-the transfer of knowledge-throughout the community.

It was not wrong while questioning with people about the library provided it is not assumed that this covers the entire range of people in their total search. Actually the library study reaches only a fragment of the whole; one of the first questions to be examined is what fragment that is, the usual library use study is an examination of the agency as it exists and of responses by the community to present provision. It is not a survey of total media use and information seeking-although it is sometimes mistakenly treated as such-nor is it an analysis of what response would be given to a library differently conceived. Instead, it is a cross section of what is occurring under prevailing assumptions held both by librarians and by patrons as to what service should be, and under prevailing financial support within those assumptions. In other words, general

library use studies are survey research and not experimental research, and as such tell us what is rather than what should be. If this built-in limitation is recognized, such surveys can help us to see more clearly where we are now. A sound example of this type is a British study conducted a decade ago.

4.2. User Education

It was believed that, education is a long life process and has no end. In terms of library, activities are concerns and the users are illiterates. They need some sought of user education on how to use library resources and services since the collection libraries are very complicated. To gather more information on how to use and what the service available, they must need assistance and guidance. The objective behind this is to bring the awareness about or to guide the users about library facilities, collection, services etc, for new users this type of guidance is necessary.

In information system user is an important component. But our librarians and information managers neglected this aspect for a long time. Access to relevant information is highly essential particularly in industrial, research and development sectors. Right information to the right user can pave way to new directions to research and development. It is imperative that to achieve this objective we should understand the library user, how they interact with

the system, their pattern of search and their pertinent information requirement.

4.2.1 Types of users

The users are one type but libraries are different from those of another type. In case of a public library the users are mainly children, student's, housewives, farmers, retired persons, literates and researches. In case of an academic library, the users are students, teachers and researchers, whereas as in special groups of users of whom the library is intended. From what is stated above it can be assumed that in the public libraries the users are almost heterogeneous and in academic and special libraries the users are almost homogeneous in nature. It was believed that, for an effective information service as an information manager, he/she should ascertain about the information requirements of his library users.

Information users can be categorized mainly into 4 groups, on the basis of their approach to information a libraries, they are:

- i) Potential user: Are those who need information which can be provided by specific services.
- ii) Expected user: Are who is known to have the intention of using certain information services.
- iii) Actual user: One who has really used an information service in spite of whether he derived advantages from it or not.
- iv) Beneficiary user: One who derives measurable advantages from information services.

4.2.2 Objectives

- i) To aware of existence of library, its content, procedures and services.
- ii) To create love and books and reading.
- iii) To provide scientists with basis skills for information collection that is, current, retrospective, date or facts, information whatever it may be.
- iv) To make the scientists aware of the different information holding agencies.
- v) To expose the method for strong scientific information collected on different search topics.
- vi) To provide techniques for information search from secondary periodicals, reference sources and other data basis like the online and CD-ROM.
- vii) To ascertain the relative merit and demerits of reading materials and reference tools.
- viii) To survey the current affairs in the different periodicals on his own.
- ix) To understand the time back between the production of information and in its receipt by the user and also availability of various channels of communication between the author and the user outside the preview of the library.
- x) To provide good foundation for the continued self education by readers by during their life time

4.2.3 Analysis of users needs and demand of information

The objective behind library or information system is to satisfy the information needs of users. Information needs refer to individual needs of users regarding information, which should be satisfied, by the specific information needed by him. One relates to the kind of message, in terms of subjects, currency, etc and the others related to means of

supplying them. Information needs of a user depend on a number of factors such as work activity, discipline and availability of facilities. Information can be primarily divided into type's viz. current awareness and adhoc need. In the current awareness mode the users require current information in their fields of specialization or interest.

The purpose of this adhoc type, is the need to satisfy a specific purpose. There are information about organization and information about external environment in which an organization needs to function. There are numbers of factors that effect information needs of users. The following factors influence the information needs users community.

- i) The use in which the information is to be put.
- ii) The background, motivation, professional orientation and other individual characteristics of the users.
- iii) The range of information sources available.
- iv) The social, political and economic system surrounding the user.
- v) The consequences of information use.

4.2.4 Need for user education

Great increase in the volume of publication as well as the resulting complexity of libraries and the methods by which literature is organized and disseminated necessitate the user education. It was observed that rapid changes in teaching methods and resulting trend were towards wider use of multi-media learning resources ranging from the press cutting to slide tapes package and multiple kit. Such format has added new dimensions to the learning process in all types of institutions. It is certainly possible that a traditional exam could be the means of assessment and this has been done, but in these instances the user education has to be a required discipline within a course, or an extra credit course perhaps. In either case the student is motivated to do the exam because the assessment counts. In most cases in the UK therefore, this method will not work because user education is not required by many courses.

At TVU several of the Academic Liaison Librarians use worksheets for their user education sessions. These are sometimes used tutorial style, i.e. hand it in at your next class, but they are often used within the session to be completed and handed in by the end of the session. Usually practical based, the assessment exercise will require a number of tasks to be performed before the end of the session. This practical exercise means there is less stress on the memory of the student as they will 'discover' the answer, and it will test

their retrieval skills which is the main objective here. The lecturer's co-operation and backing is essential, however, to ensure that students take the exercise seriously.

The variety of tasks allows students to perform them in any order and ensures that resourcing is not a problem because it requires them to rotate around the resources. Answers are usually expected to be short because the emphasis is on the retrieval of the information. Depending on the formality of the session and the size of the group, the exercise can be done individually or in groups. Groups have the main disadvantage that the answer may be coming almost entirely from one or two of the brightest students in the group. If the group is well-balanced, however, and this is likely to be accidental rather than design, the students will help each other facilitating more effective learning.

Feedback on these assignments is very important as the skills used will be beneficial throughout a student's course, if not beyond. It is possible for the same question to receive different answers depending on the source used and the students should be made aware of this. Where the assignment is formally assessed, the feedback is probably the most important result of the exercise. Ideas of where to find the right, or at least suggested, answer should be given, which enable the student to use the exercise as a referral tool during research for future assignments.

This may be fine where the student experience happens over time. Marks and feedback can be given the following week, and the feedback can be implemented in the students personal learning strategy. We have a number of very short courses where this is not possible but we still want to assure ourselves that some library research skills are being developed. In some of these, the students have a morning or an afternoon specifically devoted to the Learning Resource Centre (LRC). When this happens we are able to require the students to do presentations.

These are some of the ways in which we assess students and the rationale behind the assessment method. Some of the methods of assessment traditionally available are not going to work in the current environment at TVU. Exams, already mentioned, will not work unless the assessment counts, an issue that this paper stresses several times. Vivas, reports, and essays are simply not practical in the LRC due to the nature of our contact with students. Even if they were assessed, they are time consuming for both the student and librarian given the relative importance of the assessment to the course.

Forms of practical work are used as discussed and these are very useful but I am of the opinion that the best method of assessment for user education would be the portfolio, or workbook. For this to work, it would have to count as part of a course, or the extra credit scenario, because a workbook would take time to complete and the student would need an incentive to do it properly.

The workbook allows students to work at their own pace rather than trying to cram the development of skills which is a fault that our current methods suffer from. A wide variety of skills can be tested and the student can always call for assistance at the library enquiry desk. Once completed and marked, the workbook also forms a useful tool for reference for the student and is much more complete than the one hour practical assessment. They may not use a particular database for a term or semester but the workbook may be sufficient to refresh their minds when they return to it, rather than relying on librarian assistance. The main drawback of this form of assessment is that it is very time intensive for the marker especially when assessment is not strictly part of the current role of many Academic Liaison Librarians.

4.2.5 Planning for user education

Programming and planning of user education programme is an important aspect particularly in areas of academic and research libraries. It requires a careful planning. In opinion of Thomas G. Kirk, planning of user education programme requires:

- i) Orientation.
- ii) Instruction.

User education shows educating the library patron, whether student, staff, or member of the public, on how to use the library and its services. It should include any effort or program 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 their assessment. It is synonymous to bibliographic instruction, library orientation and lately, to information literacy.

User education encompasses activity undertaken to help students to become efficient users of information. It describes:

- a. to identify information need
- b. to find, evaluate, and select the best information to meet that need
- c. to find activities to achieve the goals that includes orientation sessions, workshops, handouts and course-related and course-integrated instruction.

Ideally **User Education** is a continuous process with the two components: Orientation and Instruction combined as necessary to the needs of the user. **Orientation shows** familiarization or adjustment with particular situation. It is concerned with enabling the

user to become known of the existence of the Library and the services available there, aiding the user to learn about the general use of Library. **Instruction** is related to enabling the user to obtain information required for specific purpose by making full use of the resources and material available in the Library and is concerned with problems of Information retrieval.

4.2.5.1 History

- **1700s evidence indicates German universities gave library instruction in the form of lectures**
- **1820s early rise and rapid decline of library instruction also in the form of lectures**
- **1900s basic skills at freshmen level**
- **1940-1970s focused on access skills and bibliographic tools; problem solving was introduced**

In above, there are evidence that suggests that library instruction was given at German universities in the 17th century in form of lectures about reference books, study techniques, and how to use the library. The origins of library user education in the US can be traced back in the 1820s. The earliest evidence of instruction was a librarian lecturing to undergraduates--was found at Harvard College in 1820s. Recently academic librarians were professors with part-time library appointments who taught the use of libraries for academic purposes. Library lectures were the chosen form of instruction by such institutions as Harvard, Indiana University, and Columbia. In 1858, Ralph Waldo Emerson indicated a need for a "professor of books" to help people access the books sitting on shelves. It was not until after the Civil War that bibliographic instruction began to take root.

As seen, the academic libraries grow in number, librarians became concerned about making collections accessible, and the importance of library instruction again became apparent in the early 1900s. These, however, were largely individual efforts and did not result in established programs. There was some advocacy for course-related instruction instead of the separate course, but the concept was not developed. Criticism of this freshman instruction began to surface in the late 1920s, deeming it shallow instruction.

From year 1945 to year 1970, an increase in the production of knowledge and changes in higher education were established. Academic libraries underwent rapid collection growth and acquired new techniques of organization and retrieval. Librarians placed their major

emphasis on educating their users on getting to use their growing collections. In the 1950s, library instruction was eclipsed by the development in technical services. This was so pronounced that, in 1956, librarians were advised not to pursue their teaching role.

During 1960s, two changes revived interest in library user education. Specialization had increased in education with more emphasis on content. By this time, the concept of problem solving to library instruction was introduced. Concomitantly, a rapid democratization and increased complexity of libraries made information-seeking more difficult for students who were expected to cope with a system designed for faculty and graduate students. The instruction that was created during 1960s and 1970s focused on access skills and bibliographic tools.

- **1980s: integration of library instruction into the library profession and higher education; expansion of user education to information literacy**
- **1990s: development of online catalogs and databases, and increased use of Internet drastically changed instruction sessions**
- **2000s: use of multimedia aids, online tutorials, modular teaching methods, and heightened focus on information literacy**

4.2.5.2 Methods

- Lecture method
- Seminar, tutorials, and demonstration
- Guided tour
- Audiovisual method
- Computer-aided programmed instruction
- Individual instruction at the Reference desk
- Course-related instruction
- Web-based instruction

Content covered and **methods used** are central to understanding the current status of user education programs. For more than a decade, the consensus has been that library user education should focus on the many sources of **information available** and not on the **mechanics of using the system**.

Many instruction librarians have espoused, and continue to espouse, the **search strategy approach** because it provides a conceptual framework for teaching students research

techniques. This idea has dominated library instruction since the mid 1970s because it is a simple and adaptable teaching framework. It teaches the use of different types of tools and resources and provides an outline for systematic information seeking that is broadly applicable, comprehensive, and time saving. In addition to teaching students how to find information, librarians now recognize the importance of teaching critical thinking skills to enable students to evaluate and select the best information for their needs.

4.2.5.3 Levels of User Education

It was seen that there are three levels of user education as:

- at the beginning of every academic year or semester applicable to all those who are using the library for the first time, e.g. Library orientation and library tour
- subject oriented instruction for undergraduates at a stage when they are admitted to a special branch or subject of their choice or at the time of project work
- Literature search training ...provided at the beginning of their research work

•Undergraduate Level

a general introduction to the geography of the university library, as well as some useful information about the library catalog, reference sources, etc.

•Post-graduate Level

In addition to the above information, instruction on classification system, bibliographies available, library services offered, etc.

•Research Scholar Level

detailed info about literature search, compilation of bibliographies for their projects, technical writing, giving footnotes, etc.

Faculty Level

to conduct fruitful research and enable faculty to teach, they need to know the steps in literature search, information retrieval, technical writings, interlibrary loans, relevant library services, etc. Knowing which level of user education is required by a particular group of students enables the librarian to determine the aims and objectives of the session.

The three main aims of user education regardless of level are:

- to train the user to exploit the library resources effectively
- to provide the user with the skills for independent information seeking

- to encourage the user to seek the assistance of library professionals

4.2.5.4 Evaluation of library instruction

There are two purposes for evaluation:

One is to measure the effectiveness of instruction for guidance in how to improve the program (**formative evaluation**). Examples: Exercises, short tests or quizzes

The other is to measure the effect of library instruction on the students and their performance (**summative evaluation**).

Most evaluation of library user education has been formative. Librarians have tended not to focus on evaluation studies that would demonstrate the impact of library instruction on student learning or attitude.

Most evaluation studies done since the 1970s fall into one of three methods: opinion surveys, knowledge testing, and library use observation.

Problems

- lack of student motivation or faculty cooperation
- generic instruction session trivializes information gathering
- course-related instruction is simply oral bibliography
- audiovisual does not hold users' interest
- computer-assisted instruction is very time-intensive to produce
- Instruction is not integrated into the curriculum

Course-related instruction

- viewed as one of the most effective user education methods.
- requires faculty cooperation and the faculty member's authority to decide when instruction is given and who receives it
- librarians have limited control over course-related instruction
- very staff-intensive and the high ratio of students to librarians is a big problem
- librarians need to continue to look for additional ways of reaching students thru workshops and handouts, and library assignment consultations
-

Information literacy

- now the avowed objective of most library user education program
- is an expansion of instruction as to objectives, materials, and methods

- has evolved in the way that instruction evolved from library orientation into bibliographic instruction
- encompasses the entire world of information seeking to prepare people to pursue the concept of lifelong learning
- extends its objectives to teaching information-seeking skills to all ages and at all times
- prepares people to use information effectively in any situation

Authors grappling with the concept of information literacy, do so by defining an information-literate person. The American Library Association defines such people as those who:

“recognize when information is needed and have the ability to locate, evaluate and use effectively the information needed.” **Information literacy** may be defined as the ability to access and evaluate information effectively for problem solving and decision making.

- Information literate people know how to be lifelong learners in an information society.
- Information literate people are those who have learned how to learn. They know how to learn because they know how information is organized, how to find it, how to use information in such a way that others can learn from them.

Literate person

- recognizes the need for information
- recognizes that accurate and complete information is the basis for intelligent decision-making
- identifies potential sources of information
- develops successful search strategies
- accesses sources of information, including computer-based and other technologies
- evaluates, organizes, and integrates information for practical application
- uses information in critical thinking and problem solving

Put in another way, information literacy entails:

- (a) a search process in which a person attempts to determine where the desired information is likely to be located; and
- (b) an evaluation process in which the suitability and sufficiency of gathered information for retrieval questions is determined

Strategies

- The increase in complexity of the information environment requires that librarians become proactive in teaching information skills.
- An expanded library user education program will include teaching the structure of information, use of new electronic formats, and applying critical thinking to information.
- Librarians will have to maximize the use of technology to teach more skills to greater numbers of users.
- More complex expert systems will be developed to help users with in-depth use of complex abstracting and indexing services.
- The emphasis will be on problem-solving and on obtaining and accessing information rather than on ownership.
- User instruction will need to provide students and faculty with basic, intermediate, and advanced guidance in use of the library.
- As to methods, instruction should employ short modules that allow self-directed study with more emphasis on instructional content and less on the media used. This is called **the modular teaching approach.**
- The system should be one that users are comfortable in using and gives them a sense of control over it.
- Users should receive guidance on which resources are best for their needs, and basic instruction on search technique, and should feel assured that the system is not difficult and is evolving toward a more efficient, effective, and easy-to-use system.
- Staff responsible for the future management of the user education program, will need to liaise closely with all academic areas, groups and individual users to ensure that it meets the increasingly diverse needs of users.
- The program must reflect the varied levels of skills of those users.
- Library user education should become an integral part, formal if possible, of the curriculum of the University.
- It must be monitored and evaluated to ensure it is relevant to users' needs.
- Those responsible for user education will be expected to appraise and implement national and international developments, if they are appropriate to local needs.

It was found that, during the end of the 20th century, college and university libraries face enormous challenges and opportunities. As campuses move into the information age, the mission and role of the library is being redefined. While the amount of information libraries need to acquire continues to increase, the resources available to do so are insufficient. The growing universe of print-based publications and digital documents on the one hand, and the declining universe of library budgets on the other, can be handled

confidently by adopting certain strategies, such as by developing critical thinking skills, as well as promoting information literacy at large. In the near future, users should expect timely access to quality information. Incorporating end-user education in academic libraries by developing training programs for the library and information professionals, as well as the end-users, will hopefully improve learning attitudes and network-related competence to use with information and communication technologies.

4.2.6 Nature of information need

As per Mellier Vaight, information need is a multifaceted concept which is generally dynamic in users. There are four types of information needs or approaches recognized among users. They are:

- i) Current approach: In this, the users require to keep abreast of the nascent developments in his fields of specialization and areas of interest.
- ii) Everyday Approach: It is the sought of specific piece of information required by the user during day to day investigation in the form of fact.
- iii) Exhaustive approach: It is sought when a researcher wants to have comprehensive detail about a specific topic on the field of study.
- iv) Brush-up of catching-approach: Is adopted in situations were a particular user requires information

4.3. Resource Sharing - Concept. Need Form and Selected Case Studies

4.3.1 Concept

Sharing of library resources came in to existence when the concept of inter library loan, under which a library can get a document from another library on loan for a certain period. It was followed as Library Cooperation, but now in its revised and improved form it is called as Resource Sharing. Nowadays, it is called Library Network or Library Consortia, which is one of the cooperative ways of sharing online resources. The inter library loan means sharing of the resources of one library by the other libraries on demand, when they are needed by its user i.e sharing one's assets with others.

It was seen that, Resource sharing was a well-established practice among libraries in most developed countries and cannot be taken for granted in all libraries. Barriers to sharing include underdeveloped infrastructures, institutional restrictions on cooperation and lack of staff expertise. Even those with the luxury of excellent interlibrary loan (ILL) systems

occasionally use a personal connection or manipulate the established system to get an item quickly or track down the obscure item. Professional networks and personal contacts can be useful for rush requests or finding specialized, un-cataloged resources but this process takes time and even the best personal network can fail. Members of an organization may rely on an email discussion list to alert colleagues of their needs. However, discussion lists can be flooded with interlibrary loan requests to the damage of professional discussion. Established interlibrary loan processes are appropriate for the bulk of resource-sharing needs for those with access to such processes; so far there remains a need for efficient use of professional networks to addition traditional ILL services and, in the case of colleagues in the developing world, to establish resource-sharing options. A professional organization builds the capacity, or self-sufficiency, of all members by endorsing a resource-sharing system for its network. Improving the skills of members, and validating the essential importance of library services to their institutions are two examples of this. The International Association of Aquatic and Marine Science Libraries and Information Centers developed a resource-sharing system that uses our professional network to enhance the library services our members provide.

Library Cooperation / Resource Sharing / Networking / Consortia all denote a mode of cooperation among a number of libraries whereby the library collection, function or services are shared by a number of libraries. According to Allen Kent the goals are to provide a positive net effect on the library user in terms of access to more material or services and or on the library budget in terms of providing level service at less cost, increased service at level cost or much more service at less cost than if undertaken individually.

4.3.1.1. Library Cooperation: Library cooperation is a social phenomenon by which libraries are mutually engaged to increase the service capabilities of a single library and by which the librarians extend their option to serve clients. It includes sharing materials or function or services that constitute a library system. A material includes both documentary and non documentary forms. The function covers the activities concerning the acquisition, processing, storage, etc.; services include techniques, activities and procedures employed to establish contact between the document and its consumer i.e. lending, reference, documentation, translation, etc. Library cooperation also can be looked upon as a broader term than resource sharing or networking or consortia.

Types of Library Cooperation: Based on the geographical area covered, library cooperation may be of

- i) International Level:* E.g. Universal Availability of Publication (UAP) programme introduced by IFLA, Universal Bibliographic Control (UBC)];
- ii) National Level:* E.g. National Social Science Documentation Center (NASSDOC);
- iii) Regional Level* and
- iv) Local Level.*

Based on the functional area covered Library Cooperation may be

- i) Sharing of documentary resources such as:
 - a. cooperative acquisition
 - b. cooperative processing
 - c. cooperative storage for the documents which are less used
 - d. cooperative delivery system.
- ii) Sharing of manpower resources (arrangement for the cooperative staff training and such).
- ii) Sharing of other library facilities or equipment that includes:
 - a. sharing of the computer
 - b. sharing of reprographic equipment
 - c. sharing of finance.

4.3.2 Goals

4.3.2.1 Assessing Success

All through the process of developing and refining our resource-sharing tools, IAMSLIC has had seven goals, all geared towards an equitable, inclusive and efficient system. Each goal provides a measure of success.

Goal 1: Distribute the interlibrary loan burden.

At issue is the common problem of the largest collections being perceived as being the best

resource or the best equipped to handle requests. Unfortunately, this perception is often wrong as these institutions suffer limitations on staffing and capacity along with the rest of us. Distributed Library displays records from the Union List at the top of the results screen, as a result the holdings of smaller libraries appear first. Larger institutions such as the Marine Biological Laboratory or Scripps Institution of Oceanography are given “last resort” status and appear at the bottom of the listings with the note “Please request from another library if available elsewhere.” Each transaction is recorded so that requesting patterns can be studied. There are now 84 supplying libraries sharing the workload. Fifty-four lenders have included their holdings in the Union List; thirty-nine lenders make their

catalogs available via Z39.50, and 9 ten libraries offer both. Within the first four years in operation, the Distributed Library processed 2032, 2966, 2733 and 2741 requests respectively.

Goal 2: Increased efficiency.

ILL requirements go directly to individual lenders, rather than the approximately 300 subscribers to the IAMSLIC email discussion list. The percentage of postings on the IAMSLIC discussion list decreased from 51 to 29 percent during the first year of the Distributed Library. This pattern holds true for the discussion lists of two IAMSLIC Regional Groups. The EURASLIC Regional Group did not see the same decline because this group has a large number of non-IAMSLIC members who do not have access to the IAMSLIC ILL module and still post ILL requests to their regional discussion list.

Goal 3: Include all compatible catalogs in the Distributed Library.

It was seen that there are currently 39 participating libraries whose catalogs are searchable via Z39.50 and new additions occur on a regular basis. Many libraries have been unable to participate because their holdings are part of larger institution-wide catalogs. In other instances, we have encountered technical problems when attempting to connect to catalogs over the Z39.50 protocol. Though, when combined with the Union List participants, nearly 25% of the IAMSLIC membership is represented, with a solid geographic and institutional mix. Requests have been generated from more than 100 different libraries in 39 countries 68 libraries from 18 different countries have filled requests. In the first two years of the program, US libraries received nearly 90% of all requests.

Goal 4: Include small library holdings in the Union List of Marine and Aquatic Serials.

A web-based union list is available to any IAMSLIC member, as is help with loading and updating records. The interface is easy to maneuver and works even with slow Internet connections. As an indicator of its utility, 54 member libraries use the online union list to access and update their serials holdings. Out of these 18 libraries had their holdings represented in the original Union List and, as expected, by increasing the number of libraries represented in their regional union list, the percentage of requests filled by Latin American libraries quadrupled, from 3.8% of all requests to 15.7% in the first year after the regional union list was established. A similar effort is underway with member libraries in Africa. The regional lists are a mechanism to get more libraries involved in the Distributed Library as well as enhancing resource sharing within the regions.

4.3.3 Sharing Resources Successfully

Resource sharing is a usual component of a library's services. It is not always the focus of a library association, but it can be. Multiplying the power of the professional network reaps

benefits for all. We stay loyal to develop our resource-sharing system, as it is a valuable asset for the IAMSLIC membership. Most IAMSLIC members use appropriate discretion and distribute their requests across lenders, but a small number have verged on abuse of the privilege, generating an unduly large percentage of the lending volume.

As a result, the IAMSLIC Resource Sharing Committee closely monitors patterns of use and may need to establish more formal policies. Initial successes in resource sharing in IAMSLIC came about through group efforts and a philosophical commitment to sharing across geographic, technical and institutional boundaries. But, good intentions need to be put into action. We have benefited from the expertise of one member in particular. Now, other members contribute individually by loading records, offering their collections to borrowers and using the system. Others are exploring how to index OAI compliant institutional repositories so searches may reveal available additional relevant full-text resources.

Library organizations may want to consider a similar approach to resource sharing if the need exists and current tools do not address that need. IAMSLIC is unique in its international personality and subject focus, but we are not unique in our commitment to resource sharing.

Review Questions

- Why is the purpose of use studies in libraries?
- What is an inclusive user study?
- What are the objectives behind User education?
- What are the basic types of library cooperation?

Discussion Questions

Explain the concept and the idea behind resource sharing in libraries.

Application Exercises

- Interview a librarian and generate a statistics on how the resources available in the libraries can be protected from sharing?

Discuss with a librarian whether sharing of resources among individuals or libraries are viable or not?

Chapter 5

Library Association, Promotional Agencies and System

Learning Objectives

- To know about principles of librarianship.
- To analyse the social responsibilities of a librarian.
- To know more about dimensions of decision making.
- To explain about the action plan of a librarian.
- To know more about the role of professional associations.
- To know about trends in development of library system.

5.1. Librarianship as a Profession and Professional ethics

5.1.1 INTRODUCTION

Principles of learning in the information professions is a subset of the learning of ethics in general. By definition of principles, it may be helpful in clarifying this concept. There is no agreement on the exact definition of the term principles. Some people use it to refer to the art of determining what is right or good. Further it is also used in three different but related ways shows:

- (1) general pattern or “way of life,”
- (2) set of rules of conduct or “moral code,”
- (3) inquiry about ways of life and rules of conduct.

Conceptually, the purpose of principles is to make relation among principles of behavior that will help people in making choices among alternative modes of action. Putting such choices involves ethical dilemmas, as these are marked by multiple and cannot be compared dimensionally. The dimensions are the results that serves as both benefits and harms which could affect the organization, the society, and the individual as a result of a decision or action. In essence, ethical behaviour is what is accepted as “good” and “right” as opposed to “bad” or “wrong” in the context of the governing moral code.

In determining what is right rather than what is wrong has been generally codified as law, where not all situations have been and can be covered by any such codification. Laws are efficient for the welfare of society so any behavior considered ethical should

also be legal in a presently and fair society. However it shows an action is not illegal as it is necessarily ethical. Further by just living up to the letter of the law is also not sufficient to guarantee that one's actions can be or should be considered ethical. The following examples illustrates:

- Is it ethical to take longer than necessary to do a task?
- Is it ethical to do personal business on the employer's time?
- Is it ethical to call in sick to take a day off to catch up on chores at home?
- Is it ethical to fail to report rule violations by a co-worker?

The above examples are all illegal. But many individuals would consider one or more of them to be unethical. The values held by an individual, group, or society are the basic components of an ethical system. Since uncertainty is a fact of complex dynamic organizational life. The interests and values of another individual, group, or society and laws regarding both are unclear. It was observed that ethical standards are not universally accepted, but rather are the end product of discretionary decision-making behavior affecting the lives and well-being of others.

Ethics in the information professions is related with the application of moral standards to the conduct of librarians and other individuals involved in information dissemination. It is a type of applied principles concerned with clarifying the obligations and dilemmas of librarians and other information professionals who make decisions regarding the acquisition, processing, and dissemination of information to individuals, groups, and society at large.

5.1.2 EVOLUTION OF ETHICAL CONCERNS IN INFORMATION PROFESSIONS

By drawing the development of principles as an area of concern for information professionals will help in finding the factors that are related for and that influenced the evolution of ethical behavior. Even though ethical issues in librarianship were of some concern preceding to 1960s, it was the rise of social liability debate in the decade of the 1960s that caused ethical concerns to turn out to be major importance to librarians and other information professionals.

The idea of social responsibility is technically and fundamentally ethical as it involves changing notions of how human needs should be met and emphasizes a concern with the social dimensions of information service that involves in improving the quality of

life. Communal blame provides a way for the information profession to concern itself with the social dimensions of service and make them aware of the social impact of that service.

In olden times, librarians saw that their major responsibility was to collect and care for the materials available inside the library building. In view of modern information professionals accepts that they are responsible for any individual or group with an information need. These stakeholders can be any constituency in the library's environment-users, nonusers, employees, suppliers, government agencies, public interest groups, and host communities.

Table below shows a four-stage model of a social responsibility continuum. In Stage one the responsibility for the library collection are highlighted. In Stage two, the responsibility shows for the employees. Stage three shows responsibility to library users those individuals who have made a conscious decision to use the library's information resources. In Stage four an expansion in duties shows that information professionals are responsible to society in general and includes users and nonusers alike.

TABLE
SOCIAL RESPONSIBILITY CONTINUUM OF AN
INFORMATION PROFESSION

Stage 1	Stage 2	Stage 3	Stage 4
Collection development and maintenance	+ Employees only	+ Information users	+ Society as a whole

In this, what information professionals has to do in terms of pursuing social goals depends on to what or to whom they believe they are responsible.

- In stage one, information professional promotes collection development and maintenance.

- In stage two, information professionals accept responsibility for the employees in their organization and focus on human resource concerns. As they want to get, keep and motivate good employees, they are concerned with appropriate education and training, improved working conditions, expanded employee rights, increased job security, and the like.
- In stage three, professional expands goals to include high quality service which involves excellent collection, good relations with the public and likings.
- In stage four, professional aligned with an active interpretation of social responsibility. Here the professionals finds their responsibility to society as a whole which involves services of advancing the public good. Getting such responsibility means that such information professionals dedicatedly promote social justice, support social and cultural goals, and take political positions even if such actions are perceived negatively by some.

It was observed that each stage carries with it an increasing level of discretion. As professionals move to the right along the continuum, they have to make more decisions based upon situational variables not of their own making. Till that time, professionals reach stage four, they are bound to think about ethical dilemmas not necessarily solely within the context of their organizations but to decide what is right and what is wrong from a societal perspective. The result is that, they may follow self- chosen ethical principles, upholding values and rights regardless of majority opinion. Obviously, not all professionals perceive reaching stage four as an appropriate goal. It was believed that some stays in stage one, which emphasizes responsibility for collection maintenance and development or in stage two which emphasizes appropriate behavior for a librarian as a professional. Further some stays in stage three, which emphasizes fulfilling the duties and obligations of a professional librarian through high quality service to users.

There never has been established any simple right-wrong dichotomy to help information professionals make decisions regarding their appropriate domain for ethically responsible action. The social responsibility movement of the 1960s did provide fuel for debate. The concept of intellectual freedom, called the profession's "central ethic," was used to frame issues as diverse as civil rights and was used in war on poverty. On one end were those who were in stage four on the social responsibility continuum, defining intellectual freedom as a series of value judgments supporting a radically pluralistic egalitarian society. While on the other side were those who find social

responsibility from stages one and two of the continuum, by beating intellectual freedom from a position of common and individual neutrality.

During 1970s, many proponents and opponents of the social responsibility movement believed that there were several key issues in the debate that had not been and perhaps cannot be settled. The social responsibility arises many questions as:

- a. As how shall a library resources be allocated to help solve social problems?
- b. What specific problems shall give library a concern of itself
- c. What priorities shall be established?
- d. What goals or standards of performance shall be established?
- e. What measures shall be employed to determine if a library is socially responsible or socially irresponsible?

Previously, the traditional library environment provided less or no information to the decision maker that was useful in answering the above questions. Social responsibility provides no clear guidelines for ethical behavior. Finding this as lack of clarity, librarians who wanted to be socially responsible were left to follow their own devices or relied on some rather vague generalizations about social values and public expectations.

The second problem with the concept of social responsibility is that it has not always taken into account the environment in which the library functions. Earlier, many advocates of social responsibility finds the library as an isolated entity that had the ability to engage in unilateral social action. Ultimately it was recognized that libraries are severely limited in their ability to respond adequately to social problems. There are physical, organizational, and attitudinal barriers that have to be overcome.

The last issue that remains unresolved in the discussion about social responsibility was the moral basis of the notion. Responsibility means a moral that implies an obligation to someone or something. It is clear to most people that librarians have professional responsibilities to acquire, process, and disseminate information products and services efficiently to users of libraries. Responsibilities comprise of reasons for the existence of libraries. Question here arises as why do librarians have social responsibilities and to whom? What are the moral foundations for a concern with the social impact of information services?

The proponents of social responsibility, though well intentioned, have produced no clear and generally accepted moral principle that would impose on the information professions an obligation to work for social change. Various arguments have been made to try to link moral behavior of the profession to the performance of libraries. Little has been accomplished, however, by way of developing a solid and acceptable moral argument for the notion of social responsibility.

The result of the discussion on social responsibility revealed the possibility that debate on the subject will continue indefinitely with little prospect of agreement being reached on the scope of the issues involved or their solution. During 1970s, a theoretical and conceptual reorientation has begun to take place regarding the information profession's obligations to its various constituencies. Social responsiveness approach found it and cleared that the shift from responsibility to responsiveness reflects a significant change of focus. This new focus has shifted the delusion from moral imperatives related to social responsibility to a more technical and neutral approach that includes social responsiveness.

Public Library Association's laid down rules for recognising roles for public libraries reflects this shift. The procedure described in the guidelines includes identification of both internal and external mechanisms, procedures, arrangements, and behavioral patterns of the library's constituent groups taken collectively. It further establishes mechanisms to judge the capability of libraries to fulfill certain roles. Attempts are made to identify key variables within the library that relate to its responsiveness and discover structural changes that will enable the library to respond adequately to social demands. The important questions are not moral, related to whether a library should respond to a social problem out of a sense of social responsibility, but more pragmatic and action oriented, dealing with the library's ability to respond and the changes necessary to enable it to respond more effectively.

Through this approach, the concept ignores the philosophical debate about responsibility and obligation and focuses on the problems and prospects of making libraries more socially responsive. It lends itself to find techniques in utilizing and particular methods, such as data collection and analysis and numerical interpretation of results. The utilization of data through this process can help decision makers determine how best to institutionalize social policy throughout the library. Organizational

structures can be evaluated; the roles of information professionals can be delineated; personnel policies can be structured to reward appropriate “socially responsive” behavior; and goal statements can be formulated that reflect the roles identified.

Ultimately, this approach finds answer to many of the questions faced by those who were concerned with the social responsibility debate, while the social responsiveness fails to offer answers to these questions. Social responsiveness does not provide guidance on how resources should be allocated to fulfill the various library roles. Libraries respond to the same problems in different ways and to varying degrees. And there is no clear data as to what pattern of responsiveness will be the most successful. The philosophy of responsiveness does not help a library to decide what roles it should have or what priorities should be established. It was found that, social responsiveness provides no guidance to management than does social responsibility on the best strategies or policies to be adopted for library service. It appears that library personnel, by determining the degree of social responsiveness and the pressures to which they will respond, decide the meaning of the concept and what services will be developed as a result.

There was still a lack of moral principles or theory on which to base decisions. Societal pressures are assumed to exist, and libraries must respond to these in some manner. Social responsiveness assumes a passive attitude to such pressures. The idea of responsiveness provides no moral basis for information professionals to respond to social problems. There is no explicit moral or ethical theory and no specific values for personnel to follow in making responses to societal demands.

5.1.3 ETHICAL DIMENSION OF DECISION MAKING

While answering the previous questions, the main premise is that management is basically an ethical task, and many management decisions have an ethical dimension. Commonly, an ethical decision is that, which affects human welfare or human fulfillment in some decent manner:

It was observed that there were three levels of ethical issues which vary in scope and breadth as:

- a. individual level
- b. organization level
- c. system level.

In an individual level, day-to-day decisions were there that involves the application institutional policy to specific situations. When dilemmas arise, judgments must be made, some of which have ethical dimensions. At the organizational level, decisions are made for the organization that will guide the behavior of employees. These decisions may be broad in scope and involve consideration of social responsibility. At the system level, broad questions can be raised about the ethical foundations of information service; such questions are not tied to a particular organization.

It was found that, specific nature of decisions involved at each of these levels if a concrete example is used. Information access issues are burdened with ethical dimensions and provide an important transport to demonstrate ethical dilemmas at each levels. In case of a basic organizational policy in regard to access is one of free access to all library materials for all individuals. Ethics enters into access decisions at the individual level in borderline or exceptional cases that policy does not seem to cover.

In case of an organization, ethical dimensions of decision making come into play when selection decisions are made. It was seen that, decision makers must make certain that the criteria and procedures that are established to make selection choices do not discriminate against certain writers nor points of view nor on the basis of irrelevant factors such as race, sex, or religious preference of either the author or selector.

5.1.4 ETHICAL CONSIDERATIONS FOR MANAGERS IN LIBRARIANSHIP

Librarians make ethical decisions whether they know it or not. They constantly direct people toward or away from information resources that affects their ability to enhance their lives or the life of their community. They creates future for their organizations and for their employees and for users who fund the service and also for society.

Decisions about information access can affect human well being and social welfare that have ethical impacts and are significant for those who touched by the decisions. It was found that the information can be access globally through the use of technology, the librarians will have more and more opportunities to make decision on a worldwide scale through appropriate information provision. This is an awesome responsibility and one that calls for ethical reflection of the highest order. Librarians must be encouraged to think more broadly and highly of their task. They must recognize that libraries are multiple purpose institutions that have many impacts besides cultural enrichment or

recreation. Moral leadership of such institutions means recognizing information agencies as part of an ethical system having various values that are important to human welfare. The challenge to librarians is to incorporate these values into routine decision making and develop methods of analysis that are applicable to identifying appropriate goals for themselves and their organizations.

5.1.5 ACTION PLAN

Implementation of an ethical vision in librarianship needs action in several areas. For this an ethical perspective must be incorporated into the workplace as well as into the curriculum by which, future librarians are being educated. The following areas represent ethical agenda for librarians:

1. In the educational setting, such a plan calls for a thorough integration of moral and ethical concerns into the library/ information science curriculum. Although separate courses in principles may also be offered, integration of ethical concerns into basic courses such as Management or Reference is essential to make principles more directly related to the roles and responsibilities of information professionals.
2. Continuing education programs need to develop and parallel efforts should be incorporated in order to maintain the work begun in the academic setting. Questions on principles and moral aspects of librarianship must continue to be addressed as professionals move through their careers.
3. The boards of trustees or advisory boards must demonstrate a concern about principles by raising ethical questions. The moral indications of decisions and actions must be acknowledge and the significance of ethical issues should be shown by raising them in relation to goal setting and long-range planning.
4. Information professionals must recognize the important role they play in institutionalizing ethical responsibility within their organizations. Professional librarians have many channels open to them to shape the library/information center, including the setting of objectives for units and individuals, developing and implementing the reward structure of staff, modifying organizational structure to accomplish goals, and developing and utilizing appropriate measures of performance. Professional staff not only have responsibility for efficient and effective use of material and human

resources but also must be willing to create a responsible institution that cares about and

responds to the ethical and moral imperatives of its policies and actions.

5. The Information policy framed by various government bodies must be considered from an ethical point of view. During discussion, librarians should discuss and provide insight into the formation of regulations regarding the dissemination of information. Librarians must be given the freedom to respond to information policy issues out of a sense of ethical responsibility; rules and regulations for the control of information flow must be evaluated as well as the inherent limitations of information dissemination systems.

6. library school faculty and professional librarians involves into research the ethical aspects of decision making by librarians. The idea is that many in the profession of librarianship are ignorant of ethical issues, not having a good understanding of how such matters should be analyzed and discussed. Research into ethical and moral issues can help overcome this ignorance. Scholars in the field need to apply their expertise to ethical questions and combine this with the work of those from other professional disciplines who have similar concerns.

It was observed from the action plan that a consideration of ethical issues must become familiar comfortable part of librarians' thought processes. Ethical ambiguities are always present because no one can formulate policies that are going to be morally justified in all

circumstances and in all places and times. It is important that those responsible for formulating, implementing, and evaluating policies should be aware of these ambiguities and should be ethically aware so as to act in a responsible and moral manner. Ambiguity, it should be noted, does not diminish the significance of ethical issues, which this discussion implies are pervasive in librarianship.

5.2. Role of Professional Associations

5.2.1 Introduction

Role played in library by professional associations-whether library associations or others- is often overlooked. Since the fact is that these organizations are overlooked may be a clue to their fundamental importance and effectiveness. Librarians simply take their

professional associations for granted and expect them to be there when needed to provide the organizational framework in which to discuss future plans, organize committee activities, promote library studies and surveys, encourage the development of new cataloging and indexing tools, issue the resulting publications, lobby for legislative support, and provide the conferences, workshops, and institutes necessary for substantial accomplishment.' Much of this support is not glamorous, nor does it attract headlines in journals and newspapers.

However most professional advancement would be seriously handicapped without such organizations and according to Abraham Flexner, they help us to engage in actions which develop group consciousness and respond to the public interest in ways which achieve socially desirable goals.

Traditionally, library professional have given high priority to cooperative ventures. One of the first actions resulting from the 1876 conference at which the American Library Association was founded as the formation of Cooperation Committee under the chairmanship of Charles A. Cutter.

As expected, the national library associations should concern mainly with the expansion of library resources, services, financial support for such programs, and sharing of resources. One thread which has run throughout the last one hundred years was cooperative efforts, that should be there to achieve greater economy and efficiency in bibliographic control. Allied to this effort is the sharing of library resources through the publication of union lists and catalogs, description of library resources, surveys, studies, development of bibliographic centers, etc. First ALA Interlibrary Loan Code appeared in 19179, and has been revised a number of times since then. ALA has had many committees, boards and groups working on various facets of the problem of cooperation.

It was found that the Library of Congress has been the particular target of various library groups interested in cooperative projects. Catalog code revision and the publication of LC catalogs have had the specific assistance of committees from the ALA and Association of Research Libraries (ARL).".

In late 1940s, ALA established its Office in US, whose success is such that few librarians today would argue that there is no federal role in library support. Substantial federal aid in

the 1950s and 1960s spawned a number of cooperative projects, and additional aid is a premise of most national plans for library networks which have emerged.

5.2.2 Core Professional Competencies for Librarians

Enduring Professional Development is an important part of modern library information professional's which involves successful career planning & prospects. **It was found that,** the LIS Professionals with better personal, professional and technological competencies have great opportunities and bright future in the modern libraries. Application of new ICT in to the libraries immediately requires improvement of different kinds of skills and knowledge in library information science professionals. Continuous staff training on emerging technologies is essential to learn, improve and develop various kinds of professional skills, knowledge and competencies.

It was observed that, professional competencies refers to as flexible knowledge and skills that allows the librarian to function in a variety of environments and to produce a continuum of value-added, customized information services that cannot be easily copied by others. They compare with librarian's knowledge in the areas of information resources, information access, technology, management and research, and the ability to use these areas of knowledge as a basis for providing library and information services.

The technology is complex and librarians have not developed the skills to understand it, exploit it or create it. Those few who do have such skills find they have a very marketable commodity and can make a better living elsewhere. There is an urgent requirement to learn a great variety of expert competencies to achieve the role of professional librarian in the constantly changing challenging web environment. Professional competences allow librarians to react effectively and professionally to the constant development of new technologies. Some of the unique competencies skills are:

1. Technical Skills

During 21st century, LIS Professional must be aware of emerging technologies. It has become increasingly important that librarians should keep up with technology and should have certain basic skills. Currently, library professional must have the knowledge of HTML, Networking, scripting languages, the ability to deal with the back-end of the OPAC, the ability to translate library services into the online medium, the ability to troubleshoot basic computer and printer problems, or just a good healthy knowledge of emerging technologies.

1.1 Online medium:

LIS Professionals needs to work more with online beyond basic catalog and database searching. Librarians should able to use search engines and use them well. They need to be able to find quality online resources. They need to help patrons set up e-mail and teach basic Internet skills. They need to be able to troubleshoot problems users are having accessing online library resources, at least to the extent where they can figure out if the problem is on the library's side or the user's side.

1.2 Ability to troubleshoot new technologies:

Many times when you are working in library and facing problem of taking scanning or printing material, we require scanner and printer and should be able to troubleshoot any other technological problems. By having new computers, printers, scanners, etc. we would have to learn to troubleshoot those. The key is just being able to have a decision-tree in your head of what to ask or try when there is a problem. Many librarians cannot troubleshoot this stuff. Librarians should accustomed with the technologies available in the library, to learn what problems commonly come up, and to fix them if necessary, because it *is* often our responsibility to fix them.

1.3 Ability to easily learn new technologies:

Many times people comment that because of new technological things present in the library, they can't keep up. Every time for using new gadget in library we require an IT expert to teach library professional how to use these equipments. It is hard to learn to use first time that when a user asking you to use it. Learning about new technology is definitely a skill. People need to learn how to learn about new technologies without having to ask other people for help all the time.

2. Time Management Skills

Basically Time management refers to a range of skills, tools and techniques used to manage time when doing specific tasks, projects and goals. This set include a wide scope of activities, which includes planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling and prioritizing. Primarily time management is just business or work activities that eventually include personal activities also.

As par fourth law of library science which is "save the time of users". It has become more important that librarian muse developed the time management skills to provide better or effective services to user time and also to provide a desired information to a user on its requires time. The whole effort to search that information would be useless if we could not provide their desired information on time. So library professional also need to developed time management skills also.

3. Presentation Skills

It should be noted that, LIS Professional must have highly effective presentation skills. As when he wants to implement a new technology or service for Library clients firstly he must create a proposal for management he must show that what would be the consequence of this new technology which tool to use to train staff, market the service etc. he must show the role of that new technology in currently being used in libraries. he can develop & practice reader's advisory skills to promote reading habit among all level of users. Through his presentation skills he can increase awareness of the role of libraries & librarians in promoting information literacy.

4. Communication Skills

Communication plays an important role in providing efficient services to users. It must communicate the value of library service to decision makers, staff and users. When he provides information to the user he must communicate clearly and respectfully with customers and colleagues. Always Demonstrates active listening skills with customers and colleagues in his workplace. Communication is not only must be effective with users only but must have ability to negotiate effectively with publishers, customers, management & vendors.

5. Customer Service

It was believed that, nowadays librarians must be customer oriented. He can demonstrate a sincere commitment to customer service. Always try to observe customer needs & try to provide their desired information on time. Through continual design & improve user oriented information products & competencies he can provide them better customer services. Always show them confidence & competence to deliver perfect customer services.

6. Evaluation and Assessment Skills

It was found that, LIS Professionals need to understand how any changes in the way the library provides services will affect all stakeholders. Sometimes the focus led on the needs of one group and by ignoring the fact that the changes will give benefit to a single group and will not transverse to another. With any change, librarians should create a list of all of the different stakeholders and actually discuss how it will affect each of them. When we say "stakeholders" we must mean not only our patrons but staff, IT, and administrators. If you implement a project that library staffs don't support, the likelihood of success is poor. For that continually analyzes, investigates and assesses the information service needs of the users & according to our stakeholders needs we can designs and deliver specialized value added information products and services. Time to time we can evaluates the outcomes of the use of library and information resources and

services for which we can conduct research to find solutions to the identified information management problems.

7. Managerial skills

Managerial skills include:

- a. technical skills
- b. human skills
- c. conceptual skills.

Technical skills engage in the process or technique of knowledge and proficiency in a certain specialized field. These skills are more important for Librarian also because library professional also dealing with a huge no. of staff doing the organization's work. The technical skill involves the Librarian's understanding of the nature of job that people under him have to perform. Human Skills involve the ability to interact effectively with people. Librarian interacts and cooperates with employees & staff also. Since Librarian deal directly with people, this skill is crucial. Librarian with good human skills is bale to get best out of their people. Conceptual Skills involve the formulation of ideas, conceptualization about abstract and Complex situations levels. Conceptual skills refer to the ability of a Librarian to take a broad and farsighted view of the organization and its future, his ability to think in abstract, his ability to analyze the forces working in a situation, his creative and innovative ability and his ability to assess the environment and the changes taking place in it.. Thus, technical skill deals with things, human skills concerns people, and conceptual-skill has to do with ideas.

5.3. Organisations and Institutions Involved in Development of library and titanic Services

MLIS

It was the second-generation library planning that led to services for modern library organizations, buildings and operations. Being instrumental in developing original building programs, space planning assessments, operations efficiencies and management for academic, public, medical, law, corporate and special research libraries, the ACA's library design research was started. During 2005, Alex gained his Masters in Library Science degree (MLS) with a focus on library management, space planning and automation techniques. Here, he began to develop library designs, technology, outreach and program plans for all kinds of libraries.

The **library design** experience has enabled ACA to develop innovative programs for new library buildings and reorganization projects. The experience further identifies and

developed innovative service delivery options that has made an impact on important institutions of higher education. Alex has explored, strategized and researched new technology for libraries, library systems and museum organizations – helping them reinvent themselves. He has blended his library science and software development experiences (Yahoo, Unilever, Eurotunnel) with ACA's long- and short-range planning research for Stanford University, Depaul University, Las Vegas-Clark County Library District, NV; Poudre River Public Library District, CO; Town of Barnstable, MA; and Berks County Public Library System, PA. He has developed operational strategies to provide better library services to resource limited areas and developed future-orientated library buildings to support social innovation.

During last five years, Alex has facilitated workshop programs at ACRL, ALA LAMA, CILIP UK, Stanford University, CA, Bibliotheca Alexandrina, Egypt, National Library of the Netherlands, British Virgin Islands and CILIP, London. His experiences as an international workshop facilitator and library service planner made it possible for attendees (librarians) to learn about library planning guidelines and service measurements. His work supported successful outcomes for many library communities, patrons and staff.

Being a library workshop facilitator and technology planner for ACA, Alex's experience includes library automation, benchmarking research and a host of modern design-build projects. Alex developed building programs for the large-scale building projects: academic, public, medical, law and US research libraries. He uses design thinking, design strategy, management techniques, service planning and reorganization, computer-based training and instructional design research to provide innovative solutions to ACA's clients.

As a member of Aaron Cohen Associates LTD, Alex has a strong understanding that facilities management and organizational development require integration. He has identified key technical hurdles, addressed challenges and provided a platform for forward-thinking solutions. He has used his abilities on several public and academic library projects, including:

- Boston Public Library, MA
- Las Vegas-Clark County Library System, NV
- Duquesne University's Gumberg Library, PA
- NATO World Headquarters Library, Brussels, Belgium
- National Library of Greece, Athens
- King Abdullah University of Science & Technology, Saudi Arabia
- Long Island University, Brookville and Brooklyn, NY

- University of California, Riverside
- U.S. Department of Commerce, Washington, DC
- U.S. Food & Drug Administration, Rockville, MD
- National Agricultural Library, Bethesda, MD
- Fuller Theological Seminary, Pasadena, CA
- Pennsylvania College of Technology, Williamsport, PA
- U.S. International Trade Commission, Washington, DC.

Aaron Cohen Associates

Aaron is the founder and principal of Aaron Cohen Associates, a library planning and consulting firm. His strong leadership, organizational design and budgeting skills have greatly impacted modern libraries and the way in which they deliver services to their community. He is an original innovator of library building designs such as the information commons, flexible learning spaces and project based workspaces. He has helped extend library services to new users both as a design professional and as a strategic planner. His background includes 38 years as an organizational planner, programmer and design architect.

Aaron has been at the vanguard in the development of the modern library organization. He first developed a unique architectural building program to meet the needs of the changing information landscape. He delivered his designs and programs along with strategic planning studies to National Library organizations to large urban public library systems so that they could confront change through consensus. Aaron has been honored as a library services trendsetter, which many librarians valued as essential to the future of the library as a learning institution.

Aaron started planning libraries in the 1970s when many modern institutions were beginning to recognize that library building and user needs were changing the building design. He recognized that circulating materials print (books) and archives (preservation) and electronic materials (digital files) required new ways to think about the organization as a whole. Over the years, he stressed that simple approaches to organizational change and building designs were needed. Thus, he expanded his skill set as an architect to become strategic planner and educator of scenario planning. He taught new ways to look at information services in the long and short term. He explored modern solutions with the greatest architects of the world to meet the needs of the digital user as well as the traditional reader. He led organizational innovations in high education to provide flexibility so that new services and solutions would improve student success. His research

enabled many libraries manage change instead of change managing the library organization.

Aaron has been called a futurist and programmatic innovator. He has been linked to library advocates who have committed their lives to improving education and learning. Indeed, he has strived to enable libraries to provide greater benefits to their communities by backing efficient systems. He has developed long and short range services, equal funding mechanisms, regional service plans, technical services and staff workflows, new library building and efficient materials management systems.

Aaron's work has led to many innovations – automation, management, self check-out, RFID, collaborative workspaces, 'library as place' visualizations and the visual scan consensus building activities. He has led numerous workshops on library space planning and design, strategic alignment and organizational development. He is a respected author of library design and organizational planning topics. Aaron's research continues to improve with age. He has helped numerous library organizations develop new service options.

Aaron Cohen, AIA, is a registered architect (seven states, including California), a twenty-seven year member of the American Library Association, and a member of the American Institute of Architects. He also holds NCARB registration. His strengths include strategic and long-range planning, master facility planning, site selection, space planning and preliminary cost estimating. To this end, he has been retained to provide Master Planning studies by numerous library systems in the U.S. and abroad, including:

- Las Vegas-Clark County Library System, NV – 12 facilities and a Service Center.
- NATO World Headquarters Library, Brussels, Belgium.
- National Library of Greece, Athens.
- King Abdullah University of Science & Technology Library, Saudi Arabia.
- Buffalo and Erie County, NY – 52 facilities
- Town of Barnstable, MA – 7 facilities
- Atlanta-Fulton Public Library System, GA – Main Library & 15 facilities
- Spokane Public Library, WA – Main Library & 5 facilities
- National Library of Singapore – National Library, 3 regional & branch libraries
- Berks County Public Library System, PA – 19 libraries
- New York Public Library, NY – Mid-Manhattan, Donnell & Bronx Borough Libraries

Other projects include: Broward County Library System, FL; Chicago Public Library, Chicago, IL; Virginia Poly Tech, Blacksburg, VA; NASA-Langley, Hampton, VA;

Carnegie Mellon University, Pittsburgh, PA; University of Illinois, Champaign-Urbana, Urbana, IL; University of Illinois at Chicago, Chicago, IL; Long Island University, NY.

In joint effort with Elaine Cohen and Alex Cohen, Mr. Cohen has conducted more than 500 seminars and workshops on space planning and design, strategic planning and library automation. The current workshop is entitled: “The Visual Scan & the Design of Future Oriented Libraries”. Also in joint effort with Elaine Cohen, he is coauthor of Planning the Electronic Office (McGraw Hill), Automation, Space Management and Productivity (R. R. Bowker) and Designing and Space Planning for Libraries (R. R. Bowker). He is also the coauthor of the chapter on Ergonomics in the CAD/CAM Handbook (McGraw Hill).

Elaine Cohen

Elaine Cohen, a Strategic Planning & Library Consultant, is a behaviorist, educator and author, best known for her books and articles about libraries, behavior, services and organizational development.

Elaine received her MEd at the City University of New York and her B.A. from Skidmore College. Elaine has worked for Aaron Cohen Associates, LTD for over 38 years. She has built up unquestionable library planning experiences as a social scientist, behaviorist, library service and programming consultant. She has focused her research on the ways in which library organizations adapt and change. She has leveraged this experience in her writing and research on numerous organizational and building planning projects. Elaine has developed and delivered new service options to large urban libraries and systems, academic libraries and small special libraries, museums and archives.

In past years, Elaine has proven that library outreach and advocacy is a life long profession. She is unequaled in her knowledge of the ways in which libraries function. Elaine is an accomplished author and social scientist, her research focused on modernizing library services and organizations so that they can meet future challenges. She has been writing about the libraries and their future including three books on the subject of libraries - Planning the Electronic Office, Automation, Space Management and Productivity and Designing and Space Planning for Libraries. She has over twenty-five published articles on ERIC (education resources information center) and has written at least 300 library building programs. Elaine continues to research library behavior and improve ACA's library strategic plans, service definitions, building programs and design criteria.

Over the past four decades, Elaine has been the chief editor on a number of ground breaking library service studies – Buffalo and Erie County Public Library, NY; Spokane Public Library, WA; Las Vegas-Clark County Library District, NV; National Library of Singapore and King Abdullah University of Science & Technology Library, Saudi

Arabia. She has developed a behavioral standards and guidelines to address strategic service priorities, long and short range plans and technology innovation.

Elaine has supported several new library building designs (National Library of Bermuda; Fuller Theological Seminary, CA; Bedford Public Library, NH) and has led many library organizations through difficult transitions toward modernization. She has written about organizational change and was one of the first library planners to recognize that libraries need to move away from mainly print based facilities and into blended learning environments to succeed. Her research is the basis of ACA's a planning framework, which focuses on providing value through implementation options and techniques. Elaine's excellent organizational skills and report writing skills have been vital to the success of our firm. Her experiences as an original advocate and researcher enabled ACA to provide real answers to difficult questions.

Recently, she has worked on library programs and service planning projects – Boston Public Library and National Library of Greece. As a member of Aaron Cohen Associates LTD, her work includes:; Columbus Public Library, GA; St. Louis Public Library, St. Louis, MO; Long Island University, Brookville and Brooklyn, NY; Pace University Law School, NY; Cornell Medical Center, NY; National Library of Singapore. Besides being coauthor of several books on library facilities, she is the author of a chapter in *Using Consultants in Libraries and Information Centers, a Management Handbook* (Greenwood Press). Articles include: "Building Trends in Special Libraries" (Library Trends, University of Illinois). A recent article titled "The Visual Scan and the Design for Future-Oriented Libraries" is in *Public Library Quarterly*, November 2005. In tandem with Aaron Cohen, she has led more than 300 space planning, design, strategic planning and automation workshops including in-house workshops for clients.

ASID

Natalya received her Bachelor of Science, Bachelor of Architecture and Masters of Architecture from the Architectural School of the Institute of Civil Engineering, Russia and an Interior Design Associate Degree from the New School for Social Research. Her qualifications have been certified by the U.S. National Council for Interior Design (NCIDQ). Her special areas of expertise include library programming, layout, design, site selection, space planning, AutoCAD modeling.

Natalya has been a member of Aaron Cohen Associates LTD for 28 years. She has helped visualize a large number of space planning innovations that have formed the basis of ACA's contributions to the development of the modern library. She has developed library programs and CAD layouts for large urban libraries (New York Public Library, National

Library of Singapore), digital learning spaces and distance learning classrooms (Southeastern Louisiana University, Duquesne and University of California), circulation and reference desks technical services and operations workflow, meeting rooms and classrooms.

Natalya has been instrumental in the development of ACA's library programs and organizational design solutions. She has been involved in the visual representation of innovations to support operational efficiencies such as flexible seating and meeting spaces, self check out and materials management. She has developed 3D visuals of ACA's collaborative space "post and beam" and improved ACA's library space programs for special libraries. She modified ACA's building programs to meet new challenges such as flexible classrooms, meeting and programming spaces. She has designed efficient compact storage systems and developed detailed book retention layouts for the NYSHA and Smithsonian Institution. She has developed CAD visuals for numerous phased building plans and created shelving efficiencies for important archives and preservation organizations. Natalya has worked on many innovative master planning programs and building studies including; Las Vegas-Clark County Library System, NV; NATO World Headquarters Library, Brussels, Belgium; National Library of Greece, Athens; King Abdullah University of Science & Technology, Saudi Arabia; Columbus Public Library GA; Long Island University, NY.

Management Consultancy

Carol a managing consultant and a member of Aaron Cohen Associates, LTD for 8 years has been instrumental in the smooth running of library projects, meetings and deliverables. She effectively improved the outcomes of organizational plans, building programs and research reports by keeping an eye on the details. Carol makes sure that written materials are ready for release when the result is logical and clear. She supports ACA's clients as a project administrator, ensuring that all project budgets, client coordination, service programs and building plans are focused on implementing a working solution.

Carol is an expert in administration and the coordination of project activities. She has had a long career as a project coordinator, having worked as a bilingual project coordinator for a major international engineering firm. She has been responsible for ACA's administration and internal management – e.g., performing and assisting with all work activities associated with contract development and administration, including soliciting of proposals/bids, issuing purchase orders, and maintaining contact with both customers and vendors. As a member of Aaron Cohen Associates LTD, she has worked on projects such

as Las Vegas-Clark County Library System, NV; NATO World Headquarters Library, Brussels, Belgium; National Library of Greece, Athens; King Abdullah University of Science & Technology, Saudi Arabia.

London Borough of Haringey - MBE

Prior to moving to the public sector, Diana worked in the private sector, initially as a freelance consultant. Before joining Haringey, Diana was the founder and Managing Director of Instant Library Ltd, a library services company. In her new role as Head of Libraries in the London Borough of Haringey, Diana combines the public sector approach commitment to serving the community with a private sector approach to finance and fundraising. Diana has extensive experience in specifying and procuring IT facilities. Under Diana's management, Haringey Libraries have moved from having "no stars" and "no hope of improvement" into a high performing authority with dramatically improving visitor and issue numbers. Diana is, above all, an entrepreneur with practical experience of organizational growth and development. One of Diana's recent projects has been the introduction of RFID (radio frequency identification) technology into the library. This was launched in December 2005 by Culture Minister David Lammy at his local library, where commented:

Enterprise User & Data Services

Sharlene Harris, received her MLS at School of Information and Library Science University of North Carolina at Chapel Hill May 1996. Her focus is to integrate the operations of the media center into the library. She works closely with the VP of ITS on the merger of Libraries and Information Technology into the new Information Technology Services component. Sharlene is responsible for the upgrade and maintenance of the University libraries' online catalog and its computers on both the St. Thomas and St. Croix campuses. As Director of Libraries/Territorial Librarian Government of the United States Virgin Islands, St. Thomas, VI, Department of Planning and Natural Resources, Division of Libraries, Archives and Museums, Sharlene supervised the operations of four public libraries, one bookmobile, one kiosk and one regional library for the blind and physically handicapped, all spread throughout the U.S. Virgin Islands. Sharlene brings to the team expert administration, budget and grant experience, as well as compliance knowledge of federal grant guidelines. She also has experience in securing bids for physical plant projects at the libraries; conducting public service campaigns aimed at increasing awareness of libraries and use by community; training staff, educators and the public in the use of computer systems and software.

Library of Congress

Hiram Davis received his Bachelor of Science (Economics and English) in 1966 from Missouri Valley College. His Master of Librarianship (College and University Libraries) was received in 1969 from Emporia State University (Kansas). In 1984, he received his Ph.D. (Administration, Higher Education and Library Science) from the University of Michigan, Ann Arbor.

Since 1996, Dr. Davis has been Dean of Library Services, California Polytechnic State University. As Dean, he is responsible for the development, implementation, and direction of all aspects of library service at the University. This includes positioning the library to support the University's mission of teaching, learning, research and outreach, and assuring that the library actively contributes to the intellectual life of the campus. Also as Dean, he developed the master plan for a new teaching and learning facility, a potential \$30-40 million project.

Prior to his tenure at Cal. Poly., Dr. Davis was Senior Advisor for Staff Development and Transition to the Librarian of Congress. This entailed developing and implementing a new initiative at LC to broaden the knowledge and skills of existing staff through education, internal training, job experience, mentoring, and other means. Previous work also includes Director of University Libraries, Michigan State University; Dean of University Libraries, New Mexico State University; Dean of University Libraries, University of the Pacific; etc. In addition, he has been Director of the Committee on Institutional Cooperation's (CIC) Library Science Doctoral Program for minority and disadvantaged students for six CIC universities: Chicago, Illinois, Indiana, Michigan, Minnesota and Wisconsin. During his long and distinguished career, he has had several academic, special, and public library assignments, and has functioned as President, vice president, chairperson, organizer or member for a host of library related associations, and consortia.

Dr. Davis has worked with Aaron Cohen Associates LTD several times in the past, most notably at Michigan State University (short and long-range facilities planning), New Mexico State University (short and long-range facilities and equipment planning -- culminating in a new major library building on campus), and University of the Pacific (short and long-range facilities and equipment planning -- culminating in a major renovation/new addition to the existing library building, and an on-campus library shelving facility).

Library and Information Sciences

Dr. Larry Nash White worked as an administrator in retail management, government agencies, and public and academic libraries. He has a wide scope of experience in library operations and service provision, management, marketing, financial management; grant writing, and assessment of services. He is an internationally invited speaker and presenter on such topics as library performance, leadership, assessment, and competition for service and consults with libraries and non-profit organizations. He has published in the areas of performance assessment, competitive response, and financial management of libraries.

American Library Association.

Dr. Roy's is founder and director of a national reading club for American Indian students. Her professional awards include the 2009 Leadership Award from the National Conference Tribal Archives, Libraries, and Museums; 2007 State of Texas Senate Proclamation No. 127; 2006 ALA Equality Award; 2007 Library Journal Mover & Shaker"; Outstanding 2002 Alumna from the University of Arizona's School of Information Resources and Library Services; the 2001 Joe and Bettie Branson Ward Excellence Award for Research, Teaching, or Demonstration Activities that Contribute to Changes of Positive Value to Society, two Texas Exes Teaching Awards; and two James W. Vick Texas Excellence Awards for Academic Advisors. She is Anishinabe, enrolled on the White Earth Reservation, a member of the Minnesota Chippewa Tribe. She is an elected Trustee of the LeRoy C. Merritt Humanitarian Fund and the Convener of IFLA's Special Interest Group on Indigenous Matters. She teaches graduate courses in basic reference, library instruction and information literacy, reader's advisory, and indigenous librarianship. She has written widely and delivered over 500 formal presentations in venues around the world.

Peter Young, Chief of the Asian Division at the Library of Congress

Peter R. Young provided leadership, direction, and management for a comprehensive collection of 3.1 million items representing East, South, and South East Asia, as well as Asian Pacific Americans. Young was also responsible for developing the Library's strategy for digital information and data related to science and technology.

While at NAL, he received a Senior Executive Service Presidential Meritorious Excellence Award for sustained superior accomplishment and for noteworthy achievement of quality and efficiency in the public service. Prior to NAL, Young served at the Library of Congress (LC) as Acting Chief of the Asian Division 2001-2002, Chief of the Cataloging Distribution Service (CDS) 1997-2001, Chief of the Copyright

Cataloging Division 1985-1988, Assistant Chief of the MARC Editorial Division 1984-1985, and CDS Customer Services Officer 1980-1984. From 1990 to 1997 he served as Executive Director of the U.S. National Commission on Libraries and Information Science (NCLIS), an independent executive branch agency advising the President and Congress on national library and information service policies.

Review Questions

- What are the main principles of librarianship?
- What are the core professional competencies of a librarian?
- What is the function of the action plan in librarianship?
- What are the various role of the professional association?

Discussion Questions

Prepare a report by explaining about the various agencies involved in development of libraries in India and World. Prepare a comprehensive elaborated chart?

Application Exercises

- Prepare a project report on various ethics laid for a librarian?
- Highlight the ethical issues that are prevailing in your library by describing the nature and its concern.
- Imagine if you are a librarian, what action plan you will follow in order to make others educated?