PREFACE

In the curricular structure introduced by this University for students of Post-Graduate degree programme, the opportunity to pursue Post-Graduate course in Subject introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation.

Keeping this in view, study materials of the Post-Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analyses.

The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing and devising of proper lay-out of the meterials. Practically speaking, their role amounts to an involvement in invisible teaching. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other.

The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the University.

Needless to add, a great part of these efforts is still experimental–in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these to admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned.

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Paper - VIII E3
Public Library System
Modules : 1 - 4

Course Writing	**Editing**
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NETAJI SUBHAS OPEN UNIVERSITY

[MLIS - VIII E3]

Unit ❑ 1 Public Library : Origin and Growth

Structure

1.1 ❑ Introduction

A Public Library is one that serves the entire population of a community. Everyone in the community, regardless of nationality, race, colour, creed, age, sex, status, educational attainments, language or any other considerations has a claim to its services as a matter of right. The Public Library is generally established and maintained out of public funds under the mandate of legislations. There are libraries maintained by private agencies or registered societies which extend their facilities to the public and thus would qualify to be designated as public libraries. Public Library Service is generally free of charge. Some public libraries charge a nominal fee and such libraries are referred to as subscription libraries.

1.2 ❑ Definition of Public Library

The basic requirement for a library, in order to be accepted as a public library, is that the library should be open for use to all the people in its area without any distinction whatsover, irrespective of whether the library is supported by public funds or not, or whether its service is free or not. The modern definition of a public library as approved by the UNESCO and IFLA

is "Public Libraries are those libraries which serve the population of a community or region free of charge or for a nominal fee."

1.3 ❑ Functions of a Public Library

A Public Library is a tax supported institution, serving a city, town, country or other local area, which is owned and maintained by the public for utilisation of its learning materials for free service to the people of the area. Its basic function is to make books and other library materials available to all the citizens it serves. Public Libraries provide materials for general reference and research, for continuing education, and for recreation. Many public libraries are small and can offer only basic reading materials. Large public libraries often provide materials for specialised reference and research, coordinate programmes for continuing education and sponsor cultural and recreational events. Public libraries often serve as cultural centres with facilities for meetings, lectures, exhibition and film show presentation. Areas which cannot be served by public libraries often provide library materials through mobile libraries.

1.4 ❑ Indian Scenario

The concept of the Public Library emerged towards the end of the 19th century along with nationalism created by the activities of the Indian National Congress. It was only by the middle of the 20th century that most of the Indian states accepted the need for library services as a vital root for social reconstruction. The Public Library development is a State subject and they found it difficult to mobilise additional resources for this purpose. However most states and Union Territories have established state central libraries and libraries at the district, block and village levels. Such Public Libraries belong to various categories—Government administered, autonomous, semi-autonomous or in the form of local library authority, Library Board or entirely privately managed.

In India, the tradition of learning has been strong since ancient times and libraries have always been necessary appendages of learning. These libraries, however valuable as they were, were not instruments of mass education and hence did not form part of the Public Library structure in the country.

1.4.1 First Public Library

The first significant date in the development of libraries for the public in India is 1808 when the Bombay Government initiated a proposal to register libraries which were to be given copies of books, published from the "Funds for the Encouragement of Libraries." By the middle of the 19th century, the three Presidency towns of Bombay (Mumbai), Calcutta (Kolkata) and Madras (Chennai) led their "Public Libraries" founded mostly with the active support and initiative of the Europeans in these towns. They were not public libraries in the full sense of the term as these Public Libraries were founded in initation of their Western counterparts, the use of these libraries was confined to a thin upper layer of the society. Moreover they were subscription libraries. The movement spread to the other areas beyond the metropolises and by the end of 19th century, many of the district towns had their "Public Library". Even some of the princely states, like Indore and Travancore-Cochin led the distinction of having Public Libraries in their capitals. People were not prepared to take advantage of these institutions due to illiteracy.

The first Public Library appeared in Goa in 1832 in the name of PUBLICA LIVRARIA. The name of this library was changed to BIBLIOTHECA PUBLICA in 1836 and had raised its status to that of National Library and the name was further changed to BIBLIOTHECA NATIONAL DE NOVA GOA. The collection of this library was mostly in Portuguese, French and Latin languages.

The Calcutta Public Library was the first attempt to set up a Public Library in British India at a meeting of eminent personalities of Calcutta on 20th August, 1835 which led to the establishment of the Calcutta Public Library on 21st March, 1836.

1.4.2 Press and Registration of Books Act, 1867.

In 1867, the Government enacted the Press and Registration of Books Act, under which the printer of a book was to deliver free to the Provincial Government concerned a copy of the book and one or two more copies, if the Provincial Government so desired. The additional copies were to be forwarded to the Central Government. The Provincial Government on its part was to enter each book with all the necessary details in a "Catalogue of Books" and the entries thus made in the catalogues in a quarter, were to be published.

1.5 ❑ Legal Framework

The modern Public Libraries are invaluable institutions providing free book service to the citizens of a country without any distinction. The origin and growth of Public Libraries was a direct outcome of social changes brought about by widespread education, industrial development, eradication of illiteracy and socio-economic development. All these have given emphasis on the needs of the public for information and knowledge to meet its various purposes. In order to ensure such a facility, a sound Public Library system has became essential. In view of the above it can be argued and said that library legislation is the main instrument for the development of Public Library system which derives its strength from the State Library Legislation for the following reasons :

1. The Library legislation is a democratic process and so it is an acceptable norm for public service in a free society;

2. It ensures a smooth process of establishing a system of libraries on a statutory basis;

3. It ensures proper governance and management;

4. It ensures sustained financial support and smooth flow of finance;

5. It provides the basis for the structure, functions, personnel, finance and meeting user demands for library services;

6. Its basic objectives, structural organisation, etc. come in for public scrutiny from time to time and hence provides scope for modification, improvement, in response to social changes and specialised needs.

Thus it is only through a State Public Library Act that a Public Library System could be sustained and promoted ensuring a smooth financial flow, properly governed and managed to provide the services.

The First Public Library System was developed in Baroda during the period of 1906-1911 by Sir Sayaji Rao Gaekward III of Baroda with the expertise and knowledge of an American librarian, Mr. A. B. William. This Public Library system consisted of the Central Library, Village Libraries and Mobile Libraries in Baroda. In some libraries, a separate reading facility was extended for women. This effort of Public Library system provided tremendous impetus to the future library movement in India.

1.6 ❑ Objectives of Public Library System

The objectives of Public Library System as enunciated by Dr. S. R. Ranganathan are as follows :

1. To help the lifelong self education of one and all ;
2. To furnish up-to-date facts and in function to one and all ;
3. To distribute in an unbiased and balanced way all shades of recorded views and thoughts to one and all as a help in the discharge of their political functions in respect of local, rational and international affairs;
4. To contribute to productivity drive by informing top management of the latest trends in diverse enterprises by ploughing back into the minds of researchers, scientists and technicians every piece of relevant new thought promptly and pin-pointedly ;
5. To provide to one and all a harmless and elevating use of leisure ;
6. To preserve the library remains of humanity for prosperity, as vehicles of culture and as a source material for antequarian research ; and
7. To work for the continued social well-being as the agency in charge of all socialised recorded thoughts.

1.6.1 Role of American Library Association

According to the American Library Association, the objectives of Public Library are :

1. To assist people to contribute to the growth of knowledge to make such use of knowledge as will promote personal and social well being ;

2. To develop their creative and spiritual capabilities to be more capable in their daily occupations to discharge political and social obligations to become better members of home and community ; and

3. To keep pace with progress in all fields of knowledge and to educate themselves continually.

1.7 ❑ Exercise

1. Describe the origin and growth of Public Library System.
2. Describe the origin and growth of Public Library system in India.
3. What are the objectives of Public Library System?

1.8 ❑ Reference and Further Reading

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Unit ❑ 2 Public Library and Society

Structure

Instruments of Education

Education and libraries have an integral relationship. Libraries play an important role in all instruments of education—the informal, formal, semi-formal and non-formal.

2.1 ❑ Informal Education

2.1.1 Family

The first instrument that we can think of that humanity had used from the very beginning is the first institution in which ordinarily the child holds membership— the home. It is through the home that the child makes his first contact with the world and it is in the home that he learns his first lessons in the arts of life. We shall even concede that when his circle of experience widens so as to include other formal and informal instruments of education, the home does continue to exert some influence. But the limitations of the home as an instrument of universal education have now been long realized.

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In our present time, due to the crowded condition of our homes, the busy lives of the elders and the exacting requirements of the struggle for existence, the home is found to be more and more wanting in its capacity to discharge the duties of an instrument of universal education. The Utopian educationists have even gone to the length of condemning the home outright. They protest that parents would educate children wrongly and that in 99 cases out of 100, parents are altogether ignorant of the right method of teaching, nay, even of treating, children. Hence Plato would abolish the home altogether. The Sevarites would renounce parental authority when the children attain the age of seven, so that they may not thwart their education.

2.1.2 Influence of Community

Another informal instrument of education that was very influential in the past is the community that mixed fabric of institutions and social groups with which individuals come in contact. It includes the neighbourhood and the families of neighbourhood, when functioning for the community as a whole. They were effective in the earlier days before the days of the rapid succession of inventions, before the days of crowded cities, when the village community was a compact body capable of knowing and shaping each of its individuals. But today, the crowded city life in which nobody cares to know his next-door neighbour, the lack of sincerity and harmony, the cupidity of the privileged few, the ignorance of the exploited many, the poor leadership which often leads mankind to disaster and the chaotic conditions of the occupational world, are rendering the community quite ineffective as an instrument for universal education.

2.2 ❑ Formal Education

In formal education, men and women receive education of a specified level based on a specified syllabi. This form of education is imparted in academic institutions, such as schools, colleges, universities, research institutions etc.

The library does occupy a significant place in academic institutions. Educationists and scholars hold that it is a "better proof of education to know how to use a library than to possess university degree." The UGC (UK) maintained in 1921 : "The character and efficiency of a university may be gauged by its treatment of its central organ, the library. An adequate library is not only the basis of all teaching and study, it is the essential condition of

research without which additions cannot be made to the sum of human knowledge." The library has become still more important in academic set-up due to change in the nature of education. During the past, formal education was based on dictation: the teachers used to dictate and speak and the students used to listen to. This system has been done away with in Western countries and in India also we are following new methods with appreciable speed and success. The present day education is no more a one way system in which the student has passive participation. In the changed system, the student is expected to actively participate. The teacher mainly kindles the curiosity of students, makes them aware of basic facts, teaches them methodology and refers them to books to find detailed information for themselves which is discussed later in tutorials etc. Parry Committee wrote in this connection, "lecture and textbook method is no longer regarded as the sole method for teaching," and recommended, "if one of the main purposes of University education is to teach students to work on their own, regarding by students must be preferable to attendance at a lecture unless the lecture is superior in presentation or contents to the available literature."

2.2.1 Universal Education or Mass Education

One of the main purposes of the Library Movement is to educate the illiterate, diffuse knowledge amongst them and dispel their ignorance. In a country where large masses of the people are steeped in ignorance and illiteracy and consequently lead maimed and imperfect lives, the least part of our duty is to help them to lead more virtuous and perfect lives by educating them to that end. Those of us who, by the accident of birth or other cause, are placed in more fortunate situations in life, have to undertake the task and endeavour to carry it to a successful issue. We ought to realize it to be religious duty which we owe to the Maker, who made us all alike, and whose children we all are.

Apart from this humanitarian aspect there is also the national point of view which calls for active and strenuous work in this direction. Suffice it to say, that we cannot grow into a nation and claim to take an equal place among the civilized nations of the world, unless we educate our masses, make them understand the world movements and take them along with us. No lover of India, no Indian who desires his mother country occupy an honoured place among the civilized countries of the world, can afford to slumber any longer.

He should wake up and do what he can towards the amelioration of the condition of the ignorant brethren. Here and now have to be laid the foundations of national unity; for without the realization of national self-respect engenderedly education, the consolidation of our people into a nation is unthinkable.

The work we have to do in this direction has to reach the villages and the rural areas, as having to do with the masses. The task is no doubt a stupendous one, but one need not despair of success.

2.2.2 Constraints

An aggregate of constraints on spread of universal education has left vast numbers in the country educationally and consequently economically, underprivileged. Though it would be quite erroneous to assume that an unlettered person is for that reason an ignorant person, it is a fact that now illiterate adults are gradually getting conscious of their being secluded from the outside world. This consciousness may be less intense in small groups of people in the countryside living largely on subsistence agriculture, but in the majority of the cases, they consider illiteracy as a social stigma since they wish to live in close contact with the cities, made possible through trade and commerce and interplay of various communication media. Results of a recent survey comprising more than 100 adults literacy projects all over the world show that in 30 per cent of the cases 'social prestige' is the reason given for joining the literacy class. The economic reasons weigh with the less than 25 per cent of the respondents and only 4 per cent of them indicate their interest in reading the Scriptures.

The reasons for this non-impelling attitude towards literacy as a means for economic improvement may be their ignorance of the efficacy and implied advantages of functional literacy. Although it does not mean that literacy will automatically and necessarily lead to higher productivity in all the cases because other factors of development are also necessary to achieve better yields and outputs. But this much is sure that functional literacy brings change in the mental level of the worker and enables him to add accuracy and precision in method of his work which are the essential complements for better production in both the areas of agriculture and industry. A universally literate society will be more responsive to adapt itself to change than one without access to formal knowledge. A UNESCO-sponsored study in Bombay

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finds positive factors present more generally among the literates than among illiterates where lapses like lack of safety consciousness, absenteeism or wastage of raw materials are more common.

2.2.3 Methods

As regards the methods of work with the literate, we have to begin with lectures, talks, readings, story-telling, cinema shows, exhibitions and the like— things that will draw them in. We have first to approach them on topics which will interest them as affecting their occupations or trades. The details of the course must necessarily vary with the locality and the groups of persons who are to be instructed. But in every case it should begin with an intimate association of the teacher with the taught so as to lead to the creation of confidence in the teacher. The teacher must live and move with the villagers when he is on his programme and his lectures and talks may well be modeled on the lines of the familiar Katakshepam of our Bhagavatars. The programme would begin with educating the villagers on matters relating to their daily life and end in the creation of a desire to seek the knowledge in books. The village school-master would legitimately be the person to start the work and he ought to be assisted by other suitable organizations. Each Taluk Board, for instance, might well appoint a teacher who shoud go round to the villages, like a Sanyasi and carry on the programme of educating them.
The institution of night schools with which we are familiar is a useful instrument of adult education. Experiments in this direction by social service organizations have proved great success and teaching institutions of this kind ought to be organized wherever possible.

A small library would be a necessary auxiliary to the courses given by the itinerant lecturer or the night school teacher.

2.2.4 Library as Literacy Centre

Many government and non-government agencies are engaged in the problem of illiteracy and they are working for eradication of the malady. But the magnitude of the problem is so high that a comprehensive and combined effort by the individuals and organizations together is called for.

Libraries can lend their strong helping hand to tackle the problem. The first noticeable factor is that adults have appetite for education and ability to

learn. In a survey by the Adult Education Department of the University of Rajasthan, it was revealed that 'making the facility of library open to them was considered to be the best help' university could render to the community for continuing education. People also argued for better library provisions like branch and mobile libraries and improved library facilities. The library should, therefore, function as a centre for adult education; planning its activities in the following directions.

(i) Setting up Literacy Class: The literacy classes should be held in the premises of the library, preferably in a room of the library building. The literacy teacher and the library staff should work in close co-operation on the various programmes in this regard;

(ii) Motivating the Illiterates: The illiterate adults should be attracted to the class through various audio-visual aids and literature. The entertaining programmes of music, drama and film show should be arranged frequently to allure the illiterates to the class. The nature and content of these programmes should identify with the individual and community needs of the people;

(iii) Follow up Programes: This is very important because even after achieving literacy, adults again become illiterates in the absence of any reading programme. The first task of the post-literacy programme is the adequate supply of reading literature—books and magazines to the neo-literates which may be easy for them to read. It is a vital role of the library to make provisions for such reading material, keep them in organized collection and supply them free of any charge to the neo–literates.

Besides the nature and the standard of the literature, the language is also important. The reading material should be supplied in the language of their (adults) interest. Therefore, it is the work of the library to know the subject and language preferences of the neo-literates and thereby help the literacy teachers in selecting the texts;

(iv) Keeping Literacy Organisers Informed: A great deal of research is being carried out on the methods and techniques of literacy programes in and outside the country, the details of which are published in various books and journals. The library should keep the literacy organizers informed in its area so that they may take advantage of such findings in planning their programmes.

However, the limitations of the school as an instrument of universal education

come to the surface, not so much when universally comprehending all the strata of society as when universally comprehending the entire lifetime of man. We saw the need for life long education, if education is to fulfil its generic purpose. Even with all the continuation classes and the extension courses it is impossible to put all mankind perpetually into the formal school. Thus, it is obvious that the reconciliation of the idea of life long stay in a formal school can be brought about only by the invention of a new instrument for perpetual self-education.

2.3 ❏ Semi Formal Education

When the informal instruments of the home and the community proved ineffective and the formal instrument of the school proved to be inadequate, the semi-formal instrument in the library came to be recognized. No doubt, libraries had existed ever since books came to be written but they had been devised either to hoard books or, at most to serve books to a select few. It was not till our days that the library had been conceived as a tool for universal education for the education of all at all time. This new role of libraries is the message of the modern library movement, which has assumed worldwide dimensions since the Great War. This new instrument of education is semi-formal in the sense that it does not enforce a curriculum, it does not enforce particular time table, and it does not seek the help of the teacher's feature. At the same time, it does not leave everything to the casual education that may be derived from contact with the elders in the home or with the members of the community. Unlike the home and community, it imparts special trained men for the sole purpose of helping each man in finding what will best suit his needs. This has some resemblance to the formal help given by the school.

One great effect of the recognition of the library as such semi-formal instrument of education, that should supplement the formal school, is that the State, which is responsible for the general welfare and of the general education of the masses, is beginning to wield that instrument in a way which the State alone can wield. Practically in all the countries of the world, there is a Public Library Act in force which creates not merely stray libraries, however big, but also libraries in mass, libraries in myriads, throbbing with this new idea and radiant with the effulgence due to the possession of the new gospel, "books for all".

2.4 ❏ Formal to Life-Long Self-Education

To put it in plainer terms, we must develop in the students the capacity to find facts, ideas, and information promptly and accurately as and when required. The outlook on education should no longer confine the aim of education to the cramming of a tiny brain with more than what it can hold of the vast universe of facts, ideas, and information. According to the new outlook, work at the formal school should be mainly for educating the student for life-long self-education with the aid of materials published from time to time.

2.5 ❏ Popular Education and Libraries

Attached to every rural school there should be a reading room and a library accessible to the village folk. The former should contain some instructive newspapers and the latter, a decent number of useful books. The provision of these two adjuncts should be made a condition of the recognition of the schools. The reading room being a purveyor of news would be popular and would attract people and these would naturally be drawn to the associated library.

The reading room should be widely advertised and the library, properly classified and catalogued and made easily accessible. The rules and regulations for lending out books should be drawn up in a sympathetic spirit. The two institutions should be started and maintained from public funds until the people for whom they are intended are got to realize their usefulness and contribute towards their upkeep. In order to ensure speedy fulfillment of their purposes they should be placed in charge of the most enthusiastic masters in the schools, who would enthuse the readers and help them to select books and papers suited to their tastes. The librarians should not merely maintain the usual library registers but hold periodical talks on the importance of reading and popularize the institution and get people to cultivate a habit of reading. The librarians doing their work with enthusiasm should be adequately rewarded. I have no faith in honorary workers; for, unless work is paid for, it is seldom done well. People's money finds its way out in ever so many ways in the name of efficiency and I fail to see why persons engaged in the beneficent library activities should not be remunerated.

Specially is the need for remuneration the greater in the case of the poorly paid village schoolmaster who works for national uplift in an out-of-the-way place. At least for the first few years, honorary service in this respect must be ruled out, lest the salutary movement should fail of its purpose and stand condemned.

In urban areas there are indeed high schools and colleges provided with libraries and reading rooms, but they do not cater to the needs of the general public. The local bodies concerned should therefore be made to start libraries where none exists and to subsidise suitably those already in existence. The libraries should be properly and adequately staffed so as to accomplish the purpose in view. Private individuals or agencies, left to themselves, would start libraries for public use only on the Greek Kalends.

Expenditure on public libraries should be considered a proper charge on the revenues of the State as much as expenditure on elementary education. I quite realize that libraries must grow and require both an initial outlay and a considerable recurring charge; and furthermore, they have to be started all over the Presidency. The expenditure, heavy as it may appear at present, would under wise direction, facilitate, in the long run, considerable retrenchment of expenditure on prisons and police, law courts and judiciary, medicine and sanitation and it need not therefore be grudged.

The Library Movement is indeed a well-conceived beneficent activity requiring discreet direction. Hasty, ill-advised, ineffective procedure would wreck it. 'Festina lente' should be our motto in large, delicate undertakings of this kind. Would the public cooperate to with the Library Association make the movement the success that it eminently deserves?

Today non-formal education has become popular and has established a unique place in Indian Education System. This establishment has influenced the Public Library System. The services rendered by the Public Libraries cannot be underestimated; actually it is a parameter with which one can assess the literacy of a nation.

2.6 ❏ New Education Policy

Population explosion and education explosion takes place in two different lines. It is very hard to elevate the growth of education to the level of population. The existing traditional system of education will not help to bridge the gap. So, the traditional learning system would have to be reformed and the new Education Policy is to be introduced. As such, the Non-formal

Education System was introduced to cater to the needs of aspiring citizens.

2.7 ❑ Characteristics of Distance Learning

The services of the Public Library to any system is related to the characteristics of the system. Hence it becomes essential here to study the characteristics of the Distance Learning System. So far ten characteristics are identified and they are as follows:

1. First, the open learning system is capable of eliciting, interpreting and analyzing learned goals and abilities at the entry point and throughout the student's participation with the instructional and learning programme;

2. Second, the system encompasses two separate but related programmes, the instructional programme embodied in the institutional system and the learning programme carried on by learners with the assistance of the system;

3. The third characteristic is the system's ability to enable learners to participate in the programme of learning and instructions without imposing traditional academic entry requirements and without the pursuit of an academic degree or other certification as the exclusive reward;

4. Fourth, open learning goals are formulated in such a way that they can serve as the basis for decisions in instructional design, including evaluation. The learning objectives are also fully known to the students, so that students can participate in decision-making;

5. Fifth, as an opening principle the system is capable, after reaching a critical minimum of aggregation, of accommodating increased numbers of learners without a commensurate increase in the unit cost of the basic learning experiences, i.e., costs must not be directly and rigidly volume sensitive. After reaching the necessary level of aggregation, unit costs should diminish in relation to total system costs;

6. The sixth observation is that the open learning system makes possible the use of sound, video, film, print and other communication diffusion technologies as vehicles and options for mediating learning experiences;

7. Seventh, the system uses testing and evaluation principally to diagnose

and analyse the accomplishment of specified learning objectives, including that of self-directed rather than other directed learning;

8. Eighth, open learning is able to tolerate distance between the instrumental staff and resources and the learner, and employs the distance factor as a positive element in the development of learner independence;

9. Ninth, the system accepts the learner and his surroundings as the environment for learning, and concentrates on enriching that environment instead of developing specialized teaching environments that intrude barriers of place, space, time and other directions in learning;

10. Finally, the system seeks, obtains and maintains the active cooperation of community and regional resources as important factors in enriching the learning environment, diminishing learner dependence on a single resource and returning learning as a natural and continuing activity to the indigenous learning environment. Thus, the open learning system is an essential step toward the "Learning Society"

2.8 ❏ Impact of Distant Education on Public Library.

A more appropriate and universally accepted definition of Public Library reads as follows "....offering a wide selection of materials chosen to embrace as completely as possible the varied interests of the individual and the community, free from bias or religious, political or other motives." This definition clearly emphasizes that the public library has to serve both the formal education system and non-formal education system without any biased view.

The introduction of open university system of education will have far reaching consequences on the nature and content of library services. Libraries will be required to tackle persons from different occupations and regions. They are the main sources of the background readings. A fully enriched and up-to-date reference section of the library needs to be backed with an equally efficient reference service in order to help the students in pursuing their studies intensively. The students will also require the textbooks for longer period. Hence the textbooks section of the library may be equipped better to meet the requirements of the students. The readers will have to be made conversant with complicated tools of the library like the classification system, methods of library catalogues, encyclopaedias, dictionaries, handbooks, bibliographies and various other published guides to the literature on the subjects of their interest.

2.9 ❏ Exercise

1. Enumerate the role of Public Libraries in qualivative development of mankind.
2. How do the Public Libraries function as an instrument of education?
3. Describe the role of Public Libraries in distance learning.

2.10 ❏ Reference and Further Reading

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Unit ❑ 3 Agencies in the Promotion and Development of Public Library System

Structure

3.1 ❑ Raja Rammohun Roy Library Foundation (RRRLF)

India celebrated Silver Jubilee of Independence in 1972. The year 1972 is a remarkable year in the history of library movement in India as the Raja Rammohun Roy Library Foundation (RRRLF) was established by the Government of India, in memory of the great social reformer, Raja Rammohun Roy, who stressed the need for modern education for the progress of the nation. The Foundation was established to spread library services all over the country in active co-operation with State Governments, Union Territory Administrations and Voluntary Organisations (NGO's) working in the field. The Foundation was created to give an everlasting push to the library movement in the country.

The Raja Rammohun Roy Library Foundation is a central autonomous organisation established and fully financed by the Ministry of Culture, Govt. of India. RRRLF is registered under the West Bengal Societies Registration Act, 1961. It is the model agency of the Govt. of India to support public library services and system and promote public library movement in the country.

The establishment of Raja Rammohun Roy Library Foundation as the model agency by the Government of India to promote and support public library movement and to verge the library movement to the grass-root level is considered as an important measure adopted by the Government for providing of Public Libraries Services in India. The Foundation dedicated itself to perform this noble job with the slogan : ''Books for the Millions at their Doorsteps'' with operation of several schemes of assistances as given below:

The supreme policy making body of RRRLF is called the Foundation. It consists of 22 members nominated by the Govt. of India from among eminent educationists, librarians, administrators and senior officials. The Minister of the Ministry of Culture, Government of India or his nominee, is the Chairman of RRRLF. The Director of RRRLF is the executive head and ex-officio Member-Secretary of the Foundation. The Foundation works in close association and active co-operation with different State Governments and Union Territory Administrations through a machinery called State Library Planning Committee—(SLPL/SLC) set up at each state at the instance of the Foundation.

3.1.1 ❏ Objectives of RRRLF

RRRLF functions as a promotional agency, as advisory and consultancy organisation and a funding body for Public Library Development in India. Some of the important objectives are given below.

1. To promote library movement in the country ;
2. To enunciate a National Library Policy and help to build up a National Library System;
3. To provide financial and technical assistances to libraries ;
4. To provide financial assistance to organisations, regional or national, engaged in the promotion of Library Development ;
5. To publish appropriate literature and to act as a clearing house of ideas and information on Library Development in India and abroad.
6. To promote research on problem of Library Development ;
7. To advise the Government on all methods related to Library Development in the country ; and
8. To propagate the adoption of library legislation in the country.

3.1.2 Assistance Programme

RRRLF promotes library services by rendering book and financial assistance to the libraries under different schemes of assistance. The ongoing schemes are.

Matching :
1. Assistance towards building up of adequate stock of books and reading materials ;
2. Assistance towards development of rural book deposit centres and Mobile library services ;
3. Assistance towards organisation of seminars, workshops, training courses (orientation/refresher) and book exhibitions.
4. Assistance towards storage and display of books including reading room furniture ;
5. Assistance to Public Libraries below district level for increasing accommodation ; and
6. Assistance to Public Libraries below State Central Libraries to acquire TV-cum-VCP sets for educational purposes/computer for library application (For libraries own house-keeping operations as well as networking with other Public Libraries.

  Assistance for the above mentioned schemes are provided from the resources shared on 50 : 50 matching basis between the Foundation and the States/Union Territory Administrations :

Non-matching :
1. Assistance towards building up of adequate stock of books through central selection ;
2. Assistance to Public Libraries towards centenary celebrations ;
3. Assistance to children libraries or children's section of general public libraries ;
4. Assistance in voluntary organisation or Non-Governmental Organisations providing Public Library Services ;
5. Assistance towards collecting and compilation of library statistics through official and non-official agencies ;
6. Assistance to centrally sponsored libraries ; and
7. Assistance towards organisation of seminar/conference by National Level Organisation.

Assistance under the above mentioned schemes are given fully from the Foundation's own resource while assistance under this scheme is rendered on 75 : 25 matching basis (75% Foundation)

3.1.3 ❑ Promotional Activities

RRRLF has undertaken several promotioal activities for qualitative improvement of library services. Besides organisation of many seminars and conferences, it has played a major role in the preparation of National Policy on Library and Information System. It has also issued guidelines on Public Library Services. It also interacts with many national and international professional associations such as IFLA, ILA, IASLIC and different State Level Library Associations. Some of the activities are given below :

1. RRRLF Fellowship to eminent men and women in the field of library services who have contributed significantly to the library movement, particularly, Public Library Movement in the country through active involvement in the movement, organisational initiative, intellectual leadership or are dedicated to the propagation of reading habit among the masses. The fellowship carries a cash award of Rs. 25,000 besides a plaque and a citation detailing the services rendered by the Fellow in the country ;

2. RRRLF Best Library Award for the Best State Central Library in India-Award carries a citation and cash incentive of Rs. 1 Lakh ;

3. RRRLF Best District Library Award in each of the six regions. Award carries a citation and cash incentive of Rs. 50,000/-

4. RRRLF Award to the best contributors for contribution of articles ;

5. Foundation's quarterly Journal "Granthana : Indian Journal of Library Studies" is the medium of publishing original contributions, survey reports, documents, short communications (News & Notes), book reviews etc. pertaining to library studies and allied subjects with a plan towards public libraries ;

6. Organisation of Annual Raja Rammohun Roy Memorial Lecture delivered by eminent personalities in order to perpetuate the memory of Great Raja;

7. Every year a National Seminar is arranged on the topic related to development of Public Libraries in india ; and

8. The Foundation brings out quarterly Newsletter which not only publishes

the activities of the Foundation but also disseminates important news on the library service in different parts of the country and abroad.

3.1.4 Research Cell and Special Library

A research cell along with a special library on Library and Information Science and a statistics unit supported by a computer unit are providing necessary input to its various activities. About 5000 important books and journals on Library Information Science and allied fields have been acquired so far in the library. Besides carrying on Research Projects on Public Library or allied subject, the cell renders advisory and consultancy services whenever required. It has prepared and published a report on lot of books in libraries for the Government of India.

Over the last thirty four years, the Foundation has covered about 32 thousand libraries at different levels :

State Central Libraries	28
Divisional and District Libraries	451
Sub-divisional /Taluka/Tehsil Libraries	501
Town and Rural Libraries	30134
Nehru Yuvak Kendras	272
Jawahar Bal Bhavans	49
Others	128
Total	31563

The headquarters of RRRLF is located at Block DD-34, Sector-1, Salt Lake City, Kolkata-700064 and has four Zonal Offices at Chennai, Mumbai, New Delhi and Kolkata.

3.2 ❏ Ministry of Culture, Government of India

The Ministry of Culture, Government of India is directly or indirectly involved in the administration, maintenance and development of most important Public Libraries are mentioned below :
1. The National Library (1948), Kolkata
2. The Delhi Public Library, Delhi.
3. Connemara Public Library, Chennai.

4. State Central Library, Mumbai.
5. The Asiatic Society, Kolkata (1984)
6. Khuda Baksh Oriental Public Library, Patna (1969).
7. Rampur Raja Library, Rampur (1975).
8. Maharaja Serfoji's Saraswati Mahal Library, Thanjavur.
9. Raja Rammohun Roy Library Foundation.
10. Central Secretariat Library, New Delhi.
11. Central Reference Library, Kolkata.

The National Library, Delhi Public Library, Connemara Public Library, Chennai, State Central Library, Mumbai are depositories of the printed cultural heritage of India. The National Library, Kolkata is fully supported by the Ministry of Culture, whereas the other three libraries are partially supported. The Asiatic Society, Kolkata, Khuda Baksh Oriental Public Library, Patna, Rampur Raja Library, Rampur, Saraswati Mahal Library, Thanjavur are archival libraries which specially focus on manuscripts and rare books.

3.3 ❏ National Knowledge Commission

3.3.1 Introduction

The 21st Century has been acknowledged worldwide as the 'Knowledge Century'. Every nation now finds itself operating in an increasingly competitive and globalised international environment where the information infrastructure, research and innovation systems, education and lifelong learning, and regulatory framework are crucial variables.

In the next few decades India will probably have the largest set of young people in the world. Given this demographic advantage over the countries of the West and even China, we are optimally positioned, in the words of our Prime Minister, to **"leapfrog in the race for social and economic development"** by establishing a knowledge-oriented paradigm of development.

It is with this broad task in mind that the National Knowledge Commission (NKC) was established on 13th June, 2005 and given a timeframe of three years from 2nd October, 2005 to 2nd October, 2008 to achieve its objectives. Detailed information of the NKC's terms of references, objectives, members, organization, staff and finances is given below.

3.3.2 Terms of Reference

As per Government Notification of 13th June, 2005, the following are the Terms of Reference of the National Knowledge Commission (NKC).

- Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge;
- Promote creation of knowledge in Science and technical laboratories.
- Improve the management of institutions engaged in intellectual property rights;
- Promote knowledge applications in agriculture and industry;
- Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit.

3.3.3 Objectives

The overall task before the National Knowledge Commission is to take steps that will give India the 'knowledge edge' in the coming decades, i.e. to ensure that our country becomes a leader in the creation, application and dissemination of knowledge.

Creation of new knowledge principally depends on strengthening the education system, promoting domestic research and innovation in laboratories as well as at the grassroots level, and tapping foreign sources of knowledge through more open trading regimes, foreign investment and technology licensing.

Application of knowledge will primarily target the sectors of health, agriculture, government and industry. This involves diverse priorities like using traditional knowledge in agriculture, encouraging innovation in industry and agriculture, and building a strong e-governance framework for public services.

Dissemination of knowledge focuses on ensuring universal elementary education, especially for girls and other traditionally disadvantaged groups; creating a culture of lifelong learning, especially for skilled workers; taking steps to boost literacy levels; and using Information and Communication Technology (ICT) to enhance standards in education and widely disseminate easily accessible knowledge that is useful to the public.

3.3.4 Organisation

The National Knowledge Commission consists of eight **members,** including the **Chairman.** All members perform their duties on a part-time basis and do not claim any remuneration for the same.

The members are assisted in their duties by a **Technical Support Staff,** which consists of a maximum of 10 young professionals from premier educational institutions, hired on contract basis.

A small number of officials may be seconded to the NKC by the Government for administrative coordination as **Officers on Special Duty.** The Commission is also free to co-opt **Experts** to assist in the management of its tasks.

For the purposes of oversight, a **National Steering Group** for the NKC has been created under the Chairmanship of the Prime Minister. This group includes the Ministers of Human Resource Development, Agriculture, Commerce and Industry, and Communication and Information Technology, the Deputy Chairman of the Planning Commission, and the Minister of State for Science and Technology.

The Planning Commission is the nodal agency for the NKC for planning and budgeting purposes as well as for handling Parliament related responses.

The methodology of the NKC is to form **Working Groups** within each of its focus areas and make concrete proposals for reform directly to the Prime Minister through a series of **White Papers.** This task involves working in close collaboration with Central and State Governments, professionals, academics, scientists, regulatory bodies, national think-tanks, industry representatives, civil society organizations etc.

3.4 ❏ Exercise

1. Describe the role of Government agencies in the promotion and development of Public Library system in India.

2. Write about the role of Raja Rammohun Roy Library Foundation in the development of Public Libraries in India.

3. Write a note on National Knowledge Commission.

3.5 ❑ Reference and further reading

1. Raman Nair, R. ed. : Public Library Development, ESS ESS Publications, New Delhi, 1993.
2. Raja Rammohun Roy Library Foundation, Information brochure, 2004.
3. Jain, MK, ed. : 50 Years Library and Information Services in India, Shipra, Delhi, 1998.
4. Pungitore, VL : Public Librarianship, Aldwych Press, 1989.
5. National Knowledge Commission : (web:www.knc.nic.in)

Unit ❏ 4 Library Policy and Legislation

Structure

4.1 ❏ Introduction

The Indian Union is at present made up of 29 States and 6 Union Territories as of September, 2006. During the last 58 years, only 13 states have passed the Public Library Acts. These States are Tamil Nadu (1948), Andhra Pradesh (1960), Karnataka (1965), Maharashtra (1967), West Bengal (1979), Mizoram (1983), Manipur (1988), Kerala (1989), Haryana (1989), Goa (1993), Gujarat (2002), Orissa (2002) and Uttaranchal (2005).

4.2 ❏ Model Public Library Bill

The Model Public Library Bills were prepared viz, Model Public Library Bill (1966) of Planning Commission, Government of India, S. R. Ranaganathan

Model Public Library Bill, (1972), Model Bill of Indian Library Assiociation Act (1990) and the Public Library Bill (1998) for Union Territories. There are four model Public Library Bills or Acts in existence in India. The first Model Public Library Act was drafted by Dr. S. R. Ranganathan as early as 1930. On the basis of this Model Act, Draft Library Bills were prepared by Ranganathan for several States before and after independence. His ideas as reflected in the Model Public Library Act have been finally incorporated in the Public Library Acts of Tamil Nadu (1948), Andhra Pradesh (1960) and Karnataka (1965).In the light of operation of these Acts, S. R. Ranganathan revised his Model Public Library Act in 1972.

4.3 ❏ Union Government Legislation

The Press and Registration of Books Act, 1867

The Act was enacted before independence and ensures control of the Government of India over publication in the country.

The Imperial Library (Change of Name) Act, 1948.

The Delivery of Books and Newspapers (Public Libraries) Act 1954 (Amended in 1956).

The Indian Copyright Act, 1957—Printers protection to authors in the context of I.P.R.

Union Model Library Act
1. Union Library Act, 1950.
2. Union Model Libraries Act, 1957.
3. Union Model Libraries Act, 1972.
   The Khuda Baksh Universal Public Libraries Act, 1969.
   The Rampur Raja Library Act, 1975.
   The National Library of India Act, 1976.
   The Asiatic Society Act, 1984.

4.4 ❏ National Policy for Public Libraries

The Government of India, Ministry of Education appointed an Advisory Committee for Libraries in 1957 with the members mentioned below :
1. Shri K. P. Sinha, Director of Public Instruction, Bihar—Chairman

2. Shri N. Bhadriah, President, Mysore State Adult Education Council.
3. Mr. J. C. Mathur, ICS, Director General of All India Radio.
4. Shri B.DS. Kesavan, Librarian, National Library.
5. Shri S. S. Saith, Librarian, Historical Division, Ministry of External Affairs.
6. Shri T. D. Waknis, Curator, Central Library, Bombay.
7. Shri D. R. Kalia, Director, Delhi Public Library.
8. Mrs. Achamma John Mathai, Bombay.
9. Mr. Sohan Singh, Asst. Educational Adviser, Ministry of Education, Government of India (Secretary).

4.4.1 Terms of Reference

1. To enquire into the present reading needs of the people, how they are met and what part of the existing library set-up plays in meeting the needs ;
2. To enquire into the reading tastes of various sections of the people, what agencies are there to provide suitable literature and how the reading tastes and hence the literature can be improved;
3. To recommend the future library structure in India ;
4. To recommend the forms of cooperation between the library and social education set up ;
5. To go into the question of the training of librarians and the conditions of their service ; and
6. To make recommendation on the administrative and financial measures necessary to suggest the future library set-up in India.

4.4.2 Report

The Chairman, Shri K. P. Sinha submitted the Report on 12th November, 1958 to Dr. K L Shrimali, Minister of Education, Govt. of India. The chapters included in the Report are :
1. Historical ;
2. The present position of Library Service in India;
3. Place of Public Libraries ;
4. The Structure of Libraries ;
5. The Auxiliary Services and Library Co-operation.
6. The Library Personnel ;
7. Training for Librarianship ;
8. Libraries and Social Education ; and
9. Library Finance and Administration.

4.5 ❏ Chattopadhyaya Committee

The Government of India appointed on 7ᵗʰ October, 1985 a Committee under the Department of Culture of the Ministry of Human Resource Development to draft a National Policy on Library and Information System. Prof. D.P. Chattopadhyaya, Chairman of Raja Rammohun Roy Library Foundation (RRRLF) was appointed the Chairman of this Committee. The terms of reference of the Committee were the following :

- To consider the document 'National Policy on Library and Information System' prepared by RRRLF in the context of an expanding library movement, disseminating information of neoliterates, illiterates, children and backward communities. The Committee has to consider also a document on national policy prepared by Indian Library Association;
- To circulate these documents to relevant experts and institutions all over the country and determine their reaction;
- To arrange a public discussion on the policy statement by way of holding seminars or by conducting interviews of selected people; and
- On the basis of its own discussions of the documents and on the basis of public reactions as determined through the above methods, the Committee has to prepare a final document for the consideration of the Government.

The draft prepared by the Committee is one of the best documents produced on the subject.

4.5.1 Introduction

The need for the formulation of a National Policy on Library and Information System has been engaging the attention of the Indian Library profession since the 1950s as emphasized particularly in the writings of Dr. S.R. Ranganathan and in the recommendations of the Library Advisory Committee Report, 1958. It began to receive the active attention of the Government of India in the early 1970s and it was included as one of the principal objectives of the Raja Rammohun Roy Library Foundation established in 1972. The National Information System for Science and Technology (NISSAT) was established in 1977 and as library services in India began to expand rapidly, Professor R.K. Das Gupta, Director, National Library, Calcutta and Chairman, Raja Rammohun Roy Library Foundation urged upon the Government to

emphasize necessity of enunciating a National Policy for Library and Information Systems. The Foundation took up the task in 1981 and after careful deliberations, submitted a Draft National Policy on Library and Information Systems to the Government of India in July, 1984.

In 1979, the Indian Association of Special Libraries and Information Centres (IASLIC) discussed the topic at its 12th Conference held at Roorkee. The Indian Library Association considered the matter at its 30th Conference at Jaipur in 1984. On behalf of the Indian Library Association a draft policy statement was submitted to the Government of India in early 1985. The need for this policy was also emphasized by the Planning Commission Working Group in its report 'Modernisation of Library Sciences and Informations for the 7th Five-year Plan 1985-90'. 'The Government of India set up a Committee under the Chairmanship of Professor D.P. Chattopadhyaya for the formulation of a National Policy on Library and Information Systems.

The Committee held its first meeting on December 9, 1985, in Calcutta and visited different parts of the country either as a whole or by members separately. Public opinion was ascertained regarding the two documents on National Policy on Library and Information Systems prepared by the Raja Rammohun Roy Library Foundation and the Indian Library Association in the context of the New Education Policy then in national debate. The Chairman of the Committee sent some preliminary findings to the Government of India in March 1986.

The Committee after considering an interim report and one further draft, then submitted to the Government its final findings. The Committee places on record its gratitude to all those who contributed in one way or another to the formulation of this final policy document and to Shri B.S. Kesavan in particular for the pains he took in sifting innumerable documents received from various quarters and preparing an interim report. The Committee would also like to thank the Directorate and the Secretariat of the Raja Rammohun Roy Library Foundation for their ever prompt and positive response to the exacting demands that the work of the Committee placed on them.

4.5.2 Objective of National Policy

Library and information sources are vital for all sectors of national activity. The availability of information, expeditiously and pinpointedly, supports all decision making processes at all levels. Relevant information accelerates the pace of national development. An informed citizen is an asset to a democratic

system of government and the proper utilization of information can improve the quality of citizens. The Government of India, therefore, realizes the value of coordinating as well as upgrading the existing library and information systems and services and initiating new programmes relevant to our national needs, taking advantage of the latest advances in information technology.

The following will be the main aims of library and information policy :

1. To foster, promote and sustain, by all appropriate means, the organization, availability and use of information, in all sectors of national activity;
2. To take steps for mobilizing and upgrading the existing library and information systems and services and initiating new programmes relevant to our national needs, taking advantage of the latest advances in information technology;
3. To encourage and initiate, with all possible speed, programmes for the training of library and information personnel, on a scale and of a calibre adequate to provide the library and information services and to recognize their work as an important component of the quality and level of such services;
4. To set up adequate monitoring mechanisms for ensuring a rapid development of library and information facilities and services for meeting the information needs of all sectors and levels of the national economy;
5. To encourage individual initiative for the acquisition and dissemination of knowledge, and for the discovery of new knowledge in an atmosphere of intellectual freedom;
6. In general, to secure for the people of the country all the benefits that can accrue from the acquisition and application of knowledge; and
7. To preserve and make known the nation's cultural heritage in its multiple forms.

4.5.3 The Public Library Systems

The most important tasks before the Government of India is to establish, maintain and strengthen the free public libraries in the country and enable them to work as a system. The main thrust in this area should go to the rural public library. A village or a village cluster with an adequate population should have a community library which will also serve as an information

centre. Resources of different agencies engaged in the work of public health, adult education, local self-government and such others may be pooled to build up this composite centre.

An important link should be established between the library of the village and the village primary school. If the school does not have a library of its own, the community library should provide the children with an adequate book-corner. The community library should also importantly cater to adult education and make adequate audio-visual aids available to attract the illiterate villagers.

The district library should serve as an apex library for each district with public libraries at city, town and village levels constituting important components in the district library system. In addition to the usual services to be rendered by it, it should also provide for learning facilities and recreation for the handicapped. Wherever possible, district libraries and comparable city public libraries should provide literature in Braille. The district library and branch libraries should also arrange mobile and circulating library services within its area wherever it is necessary and feasible. Special services should be rendered to hospitals, prisons and the infirm in their homes.

Libraries for special groups should be built in areas of tribal concentration or of minority communities to develop their distinctive cultures. Government will provide all encouragement for such communities to develop their own libraries through voluntary effort. Each public library should have a section for children and, in addition, separate libraries for children with attractive books and audio-visual supporting material should be established wherever possible. The district library will take the leadership in establishing linkages between all other public libraries of the district and work towards resource-sharing within the area. The key role of public libraries as chief sustaining agencies of distance education should be recognized and they should be adequately equipped with the relevant resources for this purpose.

All the libraries within a State should form part of a network extending from the community library of the village through intermediary levels to the district and to the State Central Library. This State network should be eventually connected with the national level. The role of the State Central Library is crucial in networking and the establishment of uniform library procedures within the State. The State Central Library/Directorate of Public Libraries has to perform as the co-ordinating agency for public libraries in the State. To bring about this development of the public libraries in the State

it is vital, that each State enacts its own library legislation. The Central Government should revise the Model Public Library Bill, which it has already prepared, in the light of experience gained in recent years and urge upon the States the importance of enacting such legislation. Finances for library development should be found by each State either from its general revenues or from local taxation.

The Central Government should assist the State in the development of public libraries in a larger way than it has done so far. The Raja Rammohun Roy Library Foundation as the national agency for co-ordinating and assisting the development of public libraries may be suitably strengthened, enabling it to discharge its responsibilities effectively.

4.5.4 The Academic Library System

Libraries are central to education and the only way that our education system can be freed from cramming is to build teaching round the library resources of the educational institutions. Children should be introduced to the pleasure and importance of books at an early age. The librarian should be regarded as a full member of the academic community. No school or college should be established without a library and a properly qualified librarian. Primary schools where such facilities cannot be provided should share the resources of the community library. In areas where the community library does not exist, the primary school be so developed as to serve as the base of the village library. But children must know the library and they must be helped by the library even if they are no longer in the stream of formal education.

There should be an agency at the State level for proper development of the school libraries of the State and a national agency for co-ordination at the national level. The national agency should maintain a data base of Indian school libraries and devise norms for them. The university and college libraries must be given adequate facilities in shifting, building, furniture, books etc. before a university and college can function properly. The University Grants Commission should devise and impose norms for the proper functioning of college and university libraries in the country.

As far as possible, universities, colleges and research institutions, in a particular area, should establish linkages among themselves and share their resources. In this process it may also be possible to devise a common acquisition programme which will make books available to the Indian readers

not normally imported by the book trade. Such resource-sharing may also reveal the extent of duplication and under-utilisation of resources in academic libraries. Teaching, specially at universities and colleges, should be built as far as possible round the resources of the library which should be well grounded and made known to the users as much as possible. Distance education is the most dynamically growing segment of the Indian education system. There is, however, no provision for supporting resources for students enrolled in this programme. Apart from public libraries, college and university libraries will have the obligation to cater to students in the stream of distance education, and should be provided with the necessary means to render this service.

With the increase in the number of teaching departments, facilities and also because of the possibilities to establish multi-campus universities, there is a need to develop library system in the university campuses. The department and faculty libraries should be closely linked with the Central Library for acquisition of documents and services. In addition to the usual lending services, the university and college libraries should lay more and more emphasis on reference and bibliographical services, including SDI (Selective Dissemination of Information) and CAS (Current Awareness Service).

4.5.5 Special Libraries and Information Systems

In the organization of special libraries and information centres in a national network, the Committee recommends that the National Information System for Science and Technology (NISSAT) scheme of providing for different levels such as national, regional, sectoral and local should be further strengthened and expanded.

Special libraries in social sciences, humanities and in language areas should be organized in similar systems and databanks should be developed in the various subject areas. A larger number of existing, planned and projected information systems such as Health Science Information System, Environmental Information System, Biotechnology Information System, Agricultural Information System, Non-Conventional Energy Information System, etc. should receive due attention for development. A special library functions as an integral part of its parent institution in supporting its programme and activities. It is, therefore, essential that the parent institution should have a strong commitment to provide it the required support and infrastructural facilities. A special library must have a strong document

collection atleast in the core area, properly qualified staff and the required physical facilities and equipment. The need for larger investments in the development of special libraries is called for in view of the specialized nature of clientele and collection, the service being more often information contained in the document rather than the documents themselves. In collection development among the special libraries, the existing strengths and weaknesses should be identified in order to aim at improving the national collection of uniquely held titles.

The special libraries, in addition to conventional library services, should offer various information services such as repackaging of information, Selective Dissemination of Information (SDI), Current Awareness Service (CAS), referral and others. In the matter of services relating to foreign literature/information, more particularly in acquisition of and offering current and retrospective services from commercial bibliographical database, special libraries and information centres share responsibilities among themselves in a cooperative manner.

4.5.6 The National Library System and the Bibliographical Services.

The National Library of India should discharge the following functions :

> To collect and preserve the production of the nation in print and in non-print form and all that is printed about the nation;
> To render to the nation and to the world bibliographical and other services to meet the requirements of different user groups;
> To act as an interface between the national systems and international systems wherever feasible; and
> To play a role of leadership in the country in the task of expanding and improving the library and information services.

The National Library, based in Calcutta, historically India's pre-eminent library, needs to be strengthened and supported in a manner which will enable it to discharge, in close co-operation with other national level libraries, the four-fold functions enumerated above. To meet the library needs at the national level there should be a National Libraries System (NLS) consisting of the National Library, Calcutta, as the National Library of India, National Depository Libraries in different regions of the country, National Subject Libraries and such other libraries of national importance. These National

Libraries should from parts of one integrated system so that there is no unnecessary replication of functions within the system and the different parts form coherent and a functional whole. Each constituent of the National Library System (NLS) should be so planned and developed that it can assume a truly national character. The position of National Library, Calcutta, in the fully developed form of NLS, shall be that of prime among the equals. The National Depository Libraries should in the different regions concentrate intensively upon the collection and preservation of Indian culture in the language of the region concerned, supplementing and complementing the efforts of the Indian National Library.

Information needs of the users in the country should be met by the establishment, maintenance and development of national subject libraries and national documentation/information centres. Dormitory libraries should be established in regions having an important cluster of libraries and these dormitory libraries should take care of the less used documents of different service libraries. Manuscripts are important treasures of cultural heritage and indispensable documents for Indological research. An effective programme should be adopted for the conservation, documentation and exploitation of these valuable resources. There is a strong and urgent need for building up a national database of manuscripts. The National Library should assist in this work. Efforts should be made to assure access to all significant Indian documents at home or abroad to Indian researchers.

The Government should take steps to create national awareness of the urgent need to preserve the nations cultural heritage. National libraries should carry the responsibility of this preservation and national preservation facilities should be created at the National libraries as also apart from the National libraries to undertake this national task. Linkage should be established between libraries, archives and museums for the purpose of national preservation. The Indian National Bibliography should have a comprehensive coverage about the national output of documents and should be brought out in an updated form on a regular basis. This responsibility should be vested in the National Library of India as one of its essential functions. The Delivery of Books Act, 1954, along with the Press and Registration of Books Act, 1987, and the Copyright Act, 1957, should be reviewed and amended suitably so as to ensure effective supply of publications to the National libraries. In view of the pressure upon the publishing industry, the Government may consider reducing the number of copies to be deposited and removing postal

charges. At the same time, the Government should remove any legal lacuna for penalizing default in the deposit of publications by the publishers. The National Library of India should establish effective linkages with all other national libraries through a National Library Board. It is also desired that the State Central Libraries of the States will preserve all publications in the local languages.

4.5.7 Manpower development and Professional Status

In view of the rapidly expanding library and information services and the fast changing character of library and information science, the development of manpower in a planned manner becomes essential. The Indian library and information scientists in particular will face the difficult task of carrying the literacy drive on the one hand and dealing with the technological revolution on the other.

The library and information science courses run by the universities and comparable institutions at the post-graduate level should continue to maintain the high standards that have been reached and improve their quality, in particular, by the incorporation of advancing information technology.

Para-professional training courses may be undertaken by other appropriate agencies, but care must be taken to ensure uniformity and quality of such training all over the country. In view of the challenging and dynamic situation in the profession, the Indian library and information professional must be given every facility to refresh his/her expertise, so as to keep abreast of advancing knowledge by a planned development of contributing education programmes in the field.

Considering the fact that library and information science courses tend to proliferate, introducing on occasions a dilution of standards, there should be an accredition agency to ensure the standard and the quality of the training imparted. The national need of furthering higher education and research in library and information science may be undertaken by a National Centre to be established for the purpose. Library and information science professionals should be given the status and pay scales as well as academic facilities commensurate with their responsibilities, with due regard to the fact that every library is an academic/research centre and has to function as such. The Government of India should recognize the need for the creation of an All India Library Service and implement the plan when feasible. The creation of

such a service will strengthen the national network of library and information systems.

4.5.8 Modernisation of Library and Information Systems

Modernisation of library operations and services in the context of advances in information technology, will be the country's primary concern in increasing productivity and efficiency, improving speed of delivery of service, optimum utilization of available resources and facilities and overall cost-effectiveness.

To keep pace with advancing electronics, computer technology, telecommunication and reprography and micrography technology, all of which is needed for future library work, new systems compatible with Indian conditions must be developed. Use of main-frame, mini and micro computers with large memory capabilities, in major libraries in the country, should be encouraged and supported to improve access and availability of information. Care is to be taken to ensure compatibility in hardware and software specifications, so as to facilitate among themselves and to national computer networks. Priority should be given to the development of application software packages for library and information activities for use in indigenously manufactured computer systems. Use of communication facilities for developing inexpensive local library and information networks has to be supported for practising resource-sharing. These local library and information networks can be utilized for evolving national library and information network. Such developments will enable library and information centres to have local, regional and national inter-library co-operation, optimum utilization of present resources and facilities and resource-sharing. Any user should have ready access to documents/information wherever, he/she is located. This will also contribute to its overall cost effectiveness, as development of resources and facilities in individual libraries and information centres beyond a threshold limit will be attempted rationally.

Low-cost copying services through provision of reprography and micrography facilities, should be available in major libraries so that document backup could be provided. Compiclaion of library and information material, by increasingly resorting to acquisition of microform media, magnetic tapes, video discs, etc. wherever possible, should be encouraged, in the context of saving storage space.

Development of application software packages for provision of information services in Indian languages should be taken up. Computer

translation services in Indian languages should be attempted. Provision at district level should be made for mobile audio-visual information services in Indian languages for rural areas to serve neo-literates, post-literates, students of open universities etc. as a supplement of national TV network.

Online facilities, through national data communication networks, should be evolved in order to provide for interactive use of locally generated data bases as well as to have access to international information network.

New technologies, like videotext and teletext provide ample opportunities for disseminating information quickly and effectively. Such systems should be experimented, with a view to study their impact on the society and on the mechanism of their introduction.

4.5.9 General Professional Issues

Isolation is the common and abiding factor as far as Indian libraries are concerned. To break this isolation, the nation requires a national network within which will be accommodated libraries of different kinds and at different levels, from the rural society to the modern city, from the schools to the research organizations.

The establishment of such a network is therefore the Committee's principal recommendation to the Government. In order that libraries and information centres should develop their resources in a well planned and co-ordinated manner, they should develop various programmes of mutual co-operation and resource-sharing. In this manner they should be in a better position not only to make the best utilization of their finances and other resources, but would also meet the varied and complicated information needs of their users in a more effective manner. For this purpose, tools such as Union Catalogues of Materials and other bibliographical tools would have to be compiled. The nation should even make effort to make its people aware of the significance and importance of its libraries. Librarians, on the other hand and the educational programmes at every level, should be involved in discovering the needs of the people which the libraries can satisfy. It will be the task of the librarian and the information scientist to plan for an expansion of library services, taking note not only of the actual users but the potential users of the system to be expected in years to come. The library should be linked with its community and this linkage can only become effective when the user is educated through regularly arranged programmes and the various kinds of services to be expected from the library. Such linkages should also

assist the library in continuously increasing the utilization of its resources.

The user should be allowed free and unrestricted access to library resources as much as possible and in doing so, losses of documents may occur. Such losses should be guarded against as best a library can. But ultimately the librarian should not be held responsible for the losses which could not be avoided.

Library associations at the national level and the State level play important roles in promoting and strengthening the library movement in the country. They may be given necessary patronage and encouragement for their effective functioning. The Committee recognizes the need for formulating standards for different areas such as staffing pattern, building and equipment, tools, techniques, hardware and software etc. and for that purpose, recommends that necessary steps should be taken to formulate guidelines for different types of libraries and information centres. Government should take steps for the removal of barriers in communication and flow of information such as high postal tarrifs, delays in postal communications, telecommunication bottlenecks, foreign exchange regulations, customs restriction etc. The Committee is concerned about the production of relevant and attractive reading material as well as audio-visual packages for the different kinds of users. It recommends, in particular, that relevant agencies be selected and assigned such tasks by the Union and the relevant State Governments. Such publications should be available at reasonable prices, if necessary at subsidized rates. Particular emphasis should be placed upon the production of materials for the neoliterates, the children and the physically handicapped.

4.5.10. Implementing Agencies and Financial Support

A National Commission for Libraries and Information Systems should be constituted by the Government of India to oversee the implementation of the National Policy. The Commission will have the responsibility of monitoring the progress and the development of Indian library and information systems and report periodically to the Government of India.

The Union Government and State Governments should establish separate divisions in the relevant Ministries and Departments for promoting the development of library and information systems in their respective areas. In the States, such divisions may function as co-ordinating agencies for the

improvement of the State libraries. The proposed National Library Board should establish effective linkages among libraries and information centres at the national level. The co-ordinating, monitoring and developing of the Indian library and information systems may be entrusted at the national level to agencies such as The Raja Rammohun Roy Library Foundation for public libraries, and the University Grants Commission for university and college libraries as well as other institutions of higher education. The Government of India should designate appropriate agencies for the coordination of school libraries and special libraries respectively.

Adequate financial support for the development of libraries and information systems will be made available by the Government of India and the State Governments. The national as well as State governments should provide for an expenditure of 6 to 10% of their education budgets for the libraries. All educational institutions should similarly provide for their own libraries 6-10% of their total budget. Institutional and departmental libraries should be adequately provided for by their parent organizations. Public libraries, especially at the rural level, should draw resource from all official agencies working at the level (e.g. National Adult Education Programme, Agriculture Extension Programme etc.) including those concerned with distance education. Industrial organizations should be obliged to provide finances for adequate library services to their own employees. Such organizations should also extend this service to the community concerned. Finance from private organizations and philanthropic concerns should be encouraged in the library field, especially in developing libraries for the use of children, handicapped persons and backward communities.

4.6 ❏ Exercise

1. Enumere the growth of library legislation in India.
2. Describe the National Policy on Public Libraries in India.

4.7 ❏ Reference and Further Reading

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Unit 5 ❑ Resource Mobilisation and Financial Resources

Structure

5.1 ❑ Public Libraries Vs. Education

It has been noticed that the public libraries should now cease to have an object of providing only or even predominantly casual entertainment. The object is also not to acquire books which are meant to have diadectic role. The time is overdue to regard the library services as key services complementary to educational enterprise. It is a powerful instrument of socio-economic and socio-cultural development of the State. Once this is realized as it ought to be, then no one, who has an all–round development of the State at heart would deny necessary input with a view to achieving the said objectives.

All the said functions and many more require an assured and continuous supply of adequate finances. Real improvements in the financial status of public libraries will not come until the Government reorients is their attitude to the library service. The idea is too firmly fixed in many minds that the public library is an amenity service, purely recreative, in the sense that parks and public baths are. There may be some excuse for this idea lingering on while so many small private owned libraries alone existed, which were financially incapable of meeting fully the educational, cultural and vocational book needs of the community. But the best public libraries have long ago

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moved away from the purely amenity service idea. If monetary resources to provide more comprehensive library concepts are provided, more libraries will undoubtedly provide more comprehensive and efficient service.

One of the most difficult tasks in determining the expenditure required for developing adequate library service is to get all the required statistics. The difficulty increases when we do not have precise appropriations for library development made in different departments of the Government and the institutions which deal with library service. The further factor which complicates this task is that one finds only provision made in the budget for the acquisition of books meant to have a diadectic role.

It becomes, however, necessary to determine, therefore, roughly the present costs incurred, anticipated costs of development in future and then to determine sources and ways of financing. We have no ready data available to specify the expenditure incurred on other kinds of library. It is, however, clear that the total expenditure on libraries is quite small when lined up against other items of public and private expenditure. Public libraries require lesser funds annually whereas educational expenditure is much more than that of libraries. It is futile to believe that Government assistance is anywhere as much as it ought to be. These figures put the library service in its proper perspective and very clearly show that there is room indeed for considerable expansion.

Since no plan which would cover the entire State by library service has been prepared, nor any survey made to find out what actual amount would be necessary for developing integrated library service, it is not possible be to accurate or go anywhere near it in estimating the costs involved.

5.2 ❏ Capital and Current Expenditure

It is, however plain that the expenditure by purpose could be classified in to two categories, capital and current.

Capital expenditure is for the acquisition of site, building, equipment, furniture, permanent collections and audio-visual materials, transport, vehicles etc. This capital expenditure would be high at the initial stages, but is bound to reduce as and when library makes advance.

Current expenditure includes salaries of personnel, running expenditure such as electricity, water and other charges, maintenance costs (building equipment, furniture, transport, vehicles etc.) expenses for materials and supplies and miscellaneous expenses.

It is not that every library has a building, motor vehicle, audio-visual instrument and even adequate furniture or stock of books. The existing inadequacies on this behalf plus future requirements not only for the existing libraries but also for the new libraries which ought to be established will have to be methodically worked out. It is only then that one will be able to estimate the costs involved in establishing, equipping and managing the State Library Service.

In order to determine the direction of library service expenditure, it would be necessary to know what is the present allocation of expenditure for different services actually provided. A breakdown of the total expenditure incurred on acquisition, processing of acquired materials, storage etc. as well as staff costs would have provided valuable guidance for determining the requirements for further development.

In the absence of such an accurate estimate, one has to necessarily lean on general criteria applied for estimating the future expenditure. The Advisory Committee in its report made in 1959 followed this method and estimated the need at 33 crores for all India which estimate has become unreal in view of the enormous rise since then in costs.

In some of the countries, patterns for the expenditure of library service and documentation centres is determined on the basis of the literate population, the percentage of annual population growth among the literates and the number of pupils in the pre-primary, secondary schools and colleges and the standard of library service prescribed.

5.3 ❑ Per Capita Expenditure

One other method suggested is to base future expenditure on per capita figure. It is however, inadvisable to base the future expenditure on the Gross National Product (GNP). The GNP grows less quickly than the population as has been the case in our country. The library expenditure is likely to remain constant inspite of enormous growth in the population. It is true that the library expenditure, even if connected with GNP can be increased, but this appears to us less easy than adherence to per capita expenditure rate.

There is yet another method suggested to us that a certain percentage of educational budget can be earmarked for the development of libraries. Not many studies have been made in any of the developing countries to determine what percentage granted by the Ministry of Education would be

sufficient for meeting the requirements. In any case, this method would only suggest an opportunity to meet the requirements but not the expenditure which actually will have to be incurred. Todayn, as against 145 crores, the education budget provides Rs.104 lakhs for libraries, a meagre 0.72%. We have no means to know what amount is spent by other Ministries or institutions on library service in order to arrive at a percentage of total budget of the State. The percentage of education budget spent on libraries is vitally important to any library development plan. What percentage of the education budget if set apart would be useful is the real question.

"Ecueador's education budget amount is 200 million sucres; the sum of 8.8 millions sucre (i.e., 4% of the budget) could finance the average annual cost of the ten year plan prepared a the meeting of the experts on the planning of national library services in Latin America."

The Regional Seminar on the Development of University Libraries in Latin America proposed that 5% of the University budgets should go to library service.

The meeting of experts on the National Planning of Library Service in Asia, Colombo in 1967 assumed that bodies such as research institutions which play a dynamic role in national development would increase their rate of activity at a greater speed than the GNP, the former was therefore taken as 6% as against 4% for the latter.

5.4 ❏ University Grants Commission (UGC)

It has been found in our country that the expenditure on library in relation to total expenditure on the education of the university has gone up from 1.88% in 1951-52 to 4.04% in 1960-61, by which time the grants provided by the University Grants Commission (U.G.C.) had begun to make an impact. It has now gone a little further up. The University Grants Commission had suggested about 6.5% of educational budget as the reasonable expenditure on libraries. The Kothari Commission noting the above stated: "But this could vary say from 6.5% to 10% depending upon the state of development of each university library. It may also be suggested that as a norm the Univerrsity should spend each year about Rs. 25 for each student registered and Rs.300 for teacher."

The Library Conference has been demanding 6% of the annual budget for providing the library service.

However, fixed percentages might be detrimental to future efforts to obtain increased appropriation. Hence 6% of the education budget could be taken as relative indication of the growing needs which will have to be adjusted as and when required in future.

Yet another method suggested is that we should take into account the number of students attending primary and secondary schools and colleges and the literate population and fix the target applying the following formula: (a) E x S, where E=an enrolment target and S is=the average unit cost of library service for each student; and LxS, where L=Literate population and S the average unit cost of library service for each literate person. Taking into account the expected number of students for 1976 and 1996 as well as the expected literate population for that period, the application of the above formula would allow targets to be fixed for the necessary expenditure for library service in the next two decades.

5.5 ❏ Library Cess

Special cess or surcharge or even taxes is also another possible way of collecting finance for libraries. The best example of direct tax can be cited of Cuba. It built and equipped its magnificent library by levying a tax on every sack of sugar exported which, in a few years, provided the necessary funds.

At present, except Maharashtra where 'money is provided by the State Government, of course meagre, all the other States where the library legislation exists, provide cess on property tax. Karnataka, however, apart from cess on property tax directs the levy of surcharge on (1) octroi; (2) tax on vehicles and (3) tax on professions, trade and employments.

Andhra Pradesh provides a cess on property tax now at the rate of 6 paise per rupee. It can be increased a most to 8 paise per rupee as it is the limit which the present Act sets. Appendix 7 shows the district-wise collection of cess for the year 1975-76.

Some of the municipalities and many village panchayats are not collecting the cess properly and there are some cases where even when cess was collected, it was not remitted to the libraries. The Zilla Granthalaya Samsthas do not have any information about the extent of the demand and the actual collection of the cess unless it is actually remitted. This has resulted in a very unhappy position. Most of the library staffs time is taken in going round the villages or authorities concerned for the purpose of collecting

and/or remitting the cess to the libraries. In some cases, the salaries of the staff of the libraries could not be paid for a few months because of uncertainty both in regard to the quantum of collection or time of collection and its remittance. The position has slightly improved in so far as the payment of salaries is concerned because of the Government undertaking to pay salaries to the library staff.

The relevant Government Order (G.O.), however, has acted adversely in so far as the expenditure on book and other library materials is concerned because of the restrictive financial assistance or a ceiling put by the Government on it. The difficulty has become acute because of the bar put on the opening of new branches of libraries and employment of additional staff. This has virtually stagnated the library service. Adequate number of books and other materials have not been purchased by many libraries for the last few years. There has been a persistent and strong demand for removing the said ban and lifting the ceiling put on the matching grant. It was felt that the Government should take up the responsibility for paying the entire salary etc. of the staff but also meeting the expenses incurred because of the growth of development of the library service. We agree with both these demands. Otherwise, the existing libraries will languish because additional books are not supplied and the expansion of library service has come to an end.

This apart, two basic vices are apparent on the face of the cess collected at present. First, the amount collected and the matching grant given are totally inadequate even to meet the existing expenses making it almost impossible to establish new libraries, thus depriving the rural areas of this important service. Secondly, there are great disparities between one district and the other district in matters regarding the collection of the cess and eventually in regard to the matching grants given by the Government.

The present cess system therefore has presented the problem of regular collection and remittance on the one hand and the insurmountable disparities which exist between one district and another district on the other. The first, in our opinion, can be solved by enacting a provision in the Act itself on the lines of a provision incorporated in the Kerala Library Bill. Under that provision, the Government at the beginning of the year can deduct the amount from the grants proposed to be given to the municipalities and the village panchayats and remit the same to the libraries. This amount, of course, will be an amount equal to the cess which these local bodies are expected to collect.

The second vice could have been met even under the present Act by evolving an equalizer fund from the State out of which necessary amount could have been given to weaker libraries in order to provide comprehensive and efficient library service so that equal development of library service would have been assured in all the districts. Nevertheless, although special grants have been made by the Government, these grants have not been made on any recognized method or principles.

5.6 ❏ Growing Needs of Library services

In spite of the fact that the States have been working in the library field under legislation for the last many years, the growth of the library service has not been assured with the result that rural areas, the slum areas in the urban parts and the under privileged sections of the society are practically kept outside the influence of library service. Library is a spending department. Like education and unlike agriculture or industries, it cannot show immediate, concrete and tangible results. The results are felt slowly, nevertheless. These results, however, are lasting and durable. The library service is evolutionary in its character and not a revolutionary one. Since the library services are expanding and growing, the financial resources must also be so provided so as to meet the expanding and growing needs of the library service in the State. Even if the library cess is fully collected and the matching grant is also fully made available, even then, when it is found to be totally inadequate to maintain the library service at the present level, there is no question of its meeting the ever growing requirements of the library service. As its services in several respects have become static and their growth is stagnated, this is bound to affect every department of our national life. We have therefore to find out what financial base, if provided, would meet the ever–growing needs of the library-movement, a base which would not create stagnation on the one hand and inequalities on the other.

Whatever cess or surcharge we recommend in view of the inherent disparities in the districts as regards their socio-economic and socio-cultural levels, there is bound to be inequalities. We have, therefore, to advise an equalization method which would give equal opportunities to all the districts in the State and an equal and free acess to the library service to the residents of all the districts. The library services with the finances available should be so organized that all get equal benefit and suffer equally from the difficulties which they have to confront.

5.7 ❏ Taxes

It is now generally accepted that financial support for public libraries is given from public funds, i.e. taxes. On balancing all the relevant factors, we should provide a multiple base for the levy of cess or surcharge. Apart from the property tax as at present, it was suggested that the following taxes should also be levied :

1. Sales Tax.
2. Land Revenue.
3. Vehicle Tax.

The multiple base of these four taxes would yield a fairly good amount every year. But that by itself would not be adequate to meet the requirements of the libraries. The Government, therefore, will have to continue to provide a matching grant of an amount not less than the amount collected by way of cess or surcharge on the above said taxes in each district.

Since this base also would leave inequalities, the Government should have a fund set apart for giving a special grant to such districts as are not getting enough amount by cess for the purpose of developing the library service in the district. This special grant for equalizing the opportunities could be distributed on certain principles evolved keeping in view the student in the schools and colleges, the literary percentage of the district and other relevant factors.

If at any time the total collection and the equalization fund fall short of an amount equal to 6% of the educational budget provided annually, then the State Government should set the balance apart for the purpose of giving special grants to the State Central Library for completing its technical work of bibliography and union catalogue. It should be seen that in no case the amount spent by the Government towards the matching grant, equalization fund and the special grant should be less than 6% of the educational budget of the year.

There are thus alternatives. One is to provide a multiple base for the purpose of levy of cess or surcharge and the other is to allocate every year 6% of the educational budget for the purpose of development of library service. These are mere alternative but in neither case the fund provided for library service, should be less than 6% of the educational budget.

5.8 ❏ Role of the Union Government

Two other points remain to be considered. One is the role of the Central Government in the State Library System. In a federal country such as ours, the Centre also is partly responsible for socio-economic and educational development of the State people. The Central Government should, therefore, set apart a certain percentage of its educational budget for providing assistance to the State library service. There should be a provision for receiving financial assistance from the Central Government in the Library Act. The aim in providing such grants should be to compel the provision of a service supported not only by local and State finances, but also encouraged by the Central Government finances from general taxation which they collect.

The next point is that the local bodies of the districts also should extend hand of assistance to the library service. It is one of their duties to provide education. Instead of their running libraries or reading rooms, it is far better to give grant to the Zilla Granthalaya Samsthan in which the local bodies exist. In Iran, there is legislation requiring municipalities to deduct $1 \, ^1/_2$ % from their income for public libraries. Some such arrangement should be made in the state also. A provision therefore could be made in the Library Act for such compulsory assistance from the local bodies.

The demands pertaining to the public libraries are part of educational budget in many states. The Education Minister, therefore, moves the budget which includes the demand for libraries. It is well-known that the overall demands of education pertain to several stages and aspects of education. The demand for public libraries being too small does not attract the attention of the Legislature with the result that there is not enough discussion on the problems connected with the public libraries. In a routine way, the demand pertaining to libraries gets through along with the other demands of education.

This apart, when there is a separate and independent Minister for Public Libraries, it should be responsible to the Legislature and not the Education Minister. The Education Minister cannot be held responsible regarding matters connected with public libraries. It is the Minister of Public Libraries, therefore, who should move the demand and get the approval of the Legislature. Incidentally, the meagre and insignificant amount which is provided for public libraries would be glaringly brought to the notice of the Legislature in comparison with the huge problems concerning the libraries. It will assume importance and thus the public libraries will be considered in their proper

perspective. We have already observed that there is a separate and independent Department of Public Libraries headed by a Director. The public libraries serve every other department including Education Department. That is why the Department of Public Libraries has been kept separate and has not been made a part of any other Department of the Government including the Education Department. For the same reasons, the demand for the amount to be spent on public libraries should be independently and separately provided for in the budget and the Minister for Public Libraries should move such demands before the Legislature. It must be remembered that the public libraries are growing organizations and therefore have to be closely connected not only with education, but more so with Commerce and Industries and other economic organizations. The budget regarding public libraries should be separated from education budget and the budget relating to the public libraries should be separately moved in the Legislature by the Minister for Public Libraries.

By way of special appeal to all those who are concerned with financing the library services, it is emphasing that library service should be seen as an investment in personal and community development. They can help to equip good citizens capable of responding and adapting to changing and challenging conditions. They constitute a necessary investment, since without them it is impossible to get full value from a vastly greater investment in education, research and social and economic development programmes.

5.9 ❏ Separate Fund for Libraries

It is recommend that :

(1) The Government should maintain a separate fund called the State Library Fund to meet expenses for development of library services in the State.

(2) A cess on the following taxes be levied and collected by the agencies which collect the tax and be remitted to the State Library Fund apart from the cess collected on property tax which is being remitted to the respective Zilla Granthalaya Samstha library fund.

   a. Sales Tax.

   b. Vehicles Tax.

   c. Land Revenue.

(3) In addition to the matching grant provided in section 21 (3) of the Act, the Government should contribute an amount not less than the total amount of cess collected on the above said three taxes or 10% of the education budget whichever is higher. The Government contribution on the cess collected on sales tax, vehicle tax and land revenue should be credited to the State Library Fund. The grant should be increased as and when new areas are covered by the Library service.

(4) The Central Government should contribute a certain percentage of its education budget for the development of libraries in the country and distribute the same equitably amongst all the States. Contingency grants and grants based on relative population should be avoided.

(5) The local bodies, that is to say, the Municipal Corporation, the Municipalities, Zilla Parishads, Panchayat Samitis and Village Panchayats should contribute an amount not less that $1 \frac{1}{2}$ % of their total budget to the Zilla Granthalaya Samsthas Library Fund in whose district these local bodies function.

(6) The Government should help the backward districts by evolving criteria in order to ensure equal library service to the people of the State.

(7) The cess collected on the property tax as well as the land revenue, sales tax and vehicles tax should be deducted by the Government at source and remitted to the library fund of each district or the State Library Fund, as the case may be. A provision on the lines of Kerala Bill be enacted to that effect in the Act.

(8) The ban or the restriction put by the Government on the expansion of the library service and employment of library staff need to be lifted.

(9) The budget demand relating to public libraries should be separated from the education budget and such a demand should be moved in the Legislature by the Minister for Public Libraries.

5.10 ❏ Exercise

1. How financial resources are mobilized for the Public Library System in India?
2. Write a note on Library Cess.

5.11 ❏ Reference and Further Reading

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Unit □ 6 Physical and Documentary Resources

Structure

6.1 □ Introduction

Information plays a crucial role in the development of a country. It is a basic responsibility of a welfare government to ensure that proper communication channels are built up for effective distribution of information and diffusion of knowledge. It is a stupendous task to disseminate information to the vast population of our country, India, disbursed in a wide geographical area. Low literacy rate and poor communication facilities are further constraints in our country to develop facilities for transfer and absorption of useful information by the common people towards improving quality of life. Being a democratic country, people's participation in nation building endeavours is of utmost importance. It is only through enlightened, informed and knowledgeable citizenry that developmental process can take place successfully.

In spite of advances in mass media techniques and their application, information does not seem to percolate down to the level of common man due to a variety of factors. As for instance, the World Health Organisation (WHO) sponsored broadcasting programmes regarding child welfare, health care, malnutrition, vaccination etc. though well conceived and valuable, do not get beamed to the proper audience. Millions of people are groping in darkness of ignorance due to reasons such as lack of access to mass media,

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obscurantism, illiteracy, superstition, and indifference to community awareness to better living conditions. Dissemination of information/ knowledge through mass media also suffers from limitations such as inaccessibility to poorer sections of the society due to cost and other factors and inadequacies to meet current needs of the community both in content and timeliness. Even if one has access to media such as radio and TV, he may be found wanting in motivation and time to watch all the programmes, without the risk of missing the information which he ought to possess.

6.2 ❏ Special Needs

While specialized information needs can be assessed and served, the needs of common man are diffused. In the solution of day to day problems, no line could be drawn in terms of which groups' needs are more important. All needs are important. What kind of information is to be provided to a particular group of users? What is the size of the user community to be served? How should they be served? These are some questions that should concern the information providers at the community level. The information demands of specialized users which are well defined in nature, scope and type and can be delineated, do not alone constitute the national needs of information. The Community Information (CI) is equally important in the present day information oriented society. In regard to community information, there is a need to comprehend the size and type of users to be served; and it is not an easy task. Non-users of information are known to account for nearly 70 per cent of the population even in a developed country like the USA. The non-users may be those who are unable to use information due to mental, physical and sociological reservations. They may be also busy professionals and workers who may be disinclined or unable to find time to seek information. In a country with a predominantly rural population like India, the number of non-users, especially at the grass root level should be enormous. In other words, the deprived groups of users of information in our country may cover almost the whole of the population. Lack of extension work and of knowledge of existence of extension services and communication/mass media networks as well as paucity of community information sources in appropriate form and content are the main reasons for non-use of community information.

6.3 ❑ Universal Availability of Information

The programme of Universal Availability of Information advocates free flow of information to all sections of the world community. At the 51st IFLA Conference, President, Else Granheim exhorted the librarians to be in the front rank to serve all people. The second law of library science, when modified in the context of information as "every person his/her information" emphasizes the universality of information use. Every person—literate or illiterate—is an information seeker all the time. It follows therefrom that the whole population of a country should come under the gamut of information provision and utilization. A wide range of studies in Jamaica, Britain, and the United States conducted at different periods of time had indicated a high demand for community information. Between one-half and two-thirds of the survey population responded by saying that they had needed information for their daily needs during the preceding few months. It is to be expected that in accordance with the programme of Universal Availability of Information, the National Information Policy of every country must provide for community information service for the benefit of all people, not excluding the common man as an important element.

6.4 ❑ Community Information Sources

According to the Library Association, Britain, "community information services assist individuals and groups with daily problem solving and with participation in the democratic process. The services concentrate on the needs of those who do not have ready access to other sources of assistance and on the most important problems that people have to face, problems to do with their homes, their jobs and their rights." The Community Information Sources are those which contain information about various aspects of the locality/community in particular and the city/town, state and country in general. To these may be added local history, details of public utility agencies and addresses of important local persons. In other words, the Community Information Sources carry all types of information which meet day to day needs and provide general information of interest to local people and about the neighbourhood.

The form and content of the Community Information Sources are important. The media of the Community Information Sources may, in addition

to print materials, include audio-visual and graphic materials. The exposition of the Community Information Sources should be simple and in easily understandable language and style of presentation. In other words, the Community Information Sources should be such that they have an appeal down to the level of the not so literate people as well.

The Community Information Sources serve the following purposes :

● To make all sections of the people educated, enlightened and informed about problems of life and to be equipped for participation in the democratic process of a country;
● To provide reliable information to people on time so that the society as a whole is enabled to function in an orderly and systematic manner; and
● To make information available to the people at large, without any discrimination, in accordance with the concept of universal availability of information.

6.5 ❏ National Level Organisation of Community Information

There should be a firm commitment for provision of country wide community information service. Every town, city and village with a population above 5,000 should have a Community Information Centre (CIC). The National Library and Information Policy must lay emphasis upon this provision. The Community Information Service could be linked to the public library system, but with a mechanism of its own, in order to pay a special attention. The finances required for administering the Community Information Service should form part of the public library expenditure.

6.5.1 Structure

A structure for national level organization of Community Information Service is outlined below on the analogy of public library network :

National Focal Point

Regional CI Centres (four)

State/UTCI Centres

District CI Centres

Local CI Centres

The National Focal Point for Community Information Service may be set up as a separate unit or cell in the National Library. There is a proposal for creating regional (national) libraries alongside with the DBA act as depository libraries and these could take care of the Regional CI Centres. At the state level, we have State Central Library and District Central Libraries for fostering community information service in their jurisdiction. Down below, for every town, city and village with a population above 5,000 will have a Local CI Centre. The activities of the Local CI Centres will be overseen and coordinated by the District CI Centres. This framework with linkages to public library system is pragmatic and economical as it does not involve creating an independent hierarchy for the Community Information Service.

As is common to any library network, the structure proposed above for the Community Information System will permit two way flow of information — from top to bottom and bottom to top and will facilitate transfer of information across the components in the different tiers of the network. At each level, the centre above will be looked upon to supplement the resources and facilities of the centre(s) at the lower level. In this way, there will be coordination and duplication will be avoided. Any user, irrespective of his location and distance will have access to the resources of the total system and from any point. In the not too distant future, we can hope to have computer library network in the country. There will, then, be no difficulty to switch information from any point in the national network of community information.

6.5.2 Local Community Information Centre

In the national network proposed above, the Local Community Information Centre is the most important component, because it would be directly involved in collection and service functions. Community information is more often slanted to local needs and the demands on the Local Community Information Centre will be the highest. Community information gets generated in a local environment. It is more often unpublished and not available easily. The collection of community information sources involves a lot of intelligence work. The potential sources have to be tapped by personal efforts as a continuous exercise. There may be also other sources such as newspapers, gazettes, government handouts and publicity materials and books, journals, etc. of local interest, which may constitute the input to the Local Community Information Centre. From the point of view of service to users as well as

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collection of relevant sources, the Local Community Information Centre will have a crucial role and will demand maximum attention.

6.6 ❑ Community Information Sources

The CI Sources may be grouped under the following types:

 (i) Health and Hygiene consisting of :
   (a) Addresses/references of specialists (doctors) and hospitals with location details;
   (b) Preventive steps for epidemics and other minor diseases and first-aid; and
   (c) Government publicity hand-outs on family planning, child health, etc.

 (ii) Education consisting of :
   (a) List of educational institutions at the local, city, state, national and international levels. (The national and international level information would be the goal of the near future);
   (b) Programmes offered in all the above institutions (with special reference to specialized/professional educational programmes);
   (c) Paper notifications about admissions to schools, colleges, universities, etc. and
   (d) Local teachers with subject specializations and institutions available for tuitions.

(iii) Commercial/Business Information :
   (a) Commercial firms, industries, agencies, etc.;
   (b) Service units such as reliable repairers of vehicles, TV, radio and all types of machines and household appliances etc.;
   (c) Important products and their dealers where people can get products at reasonable rates; and
   (d) Financers, companies offering instalment schemes, etc. at reasonable rates of interest.

(iv) Employment :
   (a) Local employment details in shops, households, etc; and
   (b) Employment news/advertisements, etc. at all levels.

(v) Local Conveyance and Places of Tourist Interest
   (a) Bus, train services and things along with fares;
   (b) Other conveyance such as taxi, autorickshaws, etc. with fares so that travellers could not be cheated by these private conveyance owners;
   (c) Important tourist sights, with their location and conveyance facilities; and
   (d) Accommodation (hotels, dormitories, choultries, etc.).
(vi) Local History
(vii) Local Personalities and their Residences :
   (a) Residential addresses and other location devices; and
   (b) Local biography (brief data on local leaders, social workers, officials, professionals, etc.)

(viii) Public Grievances and Government Departments
(ix) Statistical Sources
   (a) Population:
   (b) Education; and
   (c) Economic/commercial.
(x) Law and Order (basic legal aspects, civic rights and duties, etc.)
(xi) City Diary (local, socio-cultural and spiritual/religious programmes of the day should be prominently advertised/displayed).
(xii) Government Offices
(xiii) All Types of Taxes and Legal Matters.
(xiv) Rentals (house accommodation, etc.)
(xv) General information/data about the state and the country
(xvi) Union Catalogues, lists of institutions for the provision of referral service

There is no doubt that collection and compilation of a wide range of sources as mentioned above is not an easy task. Webb had stated that while initiating a new activity "it is essential to go with an open mind and a high degree of imagination". It presupposes that the Local Community Information Centre will employ suitable persons to undertake the skillful job of collecting the sources. Once the Local Community Information Centre is firmly established and its activities become widely known, there will not be dearth of useful material coming to it voluntarily from many quarters.

The collection and compilation of Community Information Sources will require adequate financial support and this aspect has been dealt with in an earlier paper of the author.

6.7 ❑ Processing and Storage

The processing of the collection of Community Information Sources may be done as in any information centre. The collection will consist of microdocuments mainly. Bits of information contained in them may require in-depth indexing.

The sources may be stored in vertical filing cabinets, pamphlet boxes, racks, etc. They may be arranged in a helpful sequence—subject-wise or area-wise. Some materials like maps of the locality, road maps, rail, bus and air routes and time tables, employment notices, handouts of cultural and social events, tourist information guides, etc. may be prominently displayed in the centre.

6.8 ❑ Service

The major service in the Local Community Information Centre is to answer numerous queries of reference nature received over phone, by letter and in person. The service may involve provision of information to the enquires by looking up the concerned sources. Sometimes, the information may be required to be backed up by providing a photocopy of source document. Occasionally, long range reference questions involving extensive search of various sources and providing list of literature may be demanded. For information that could not be furnished, referral service may have to be offered. Further, the services of Community Information Centres at higher levels (District, State, National) may be availed of in case user needs could not be met locally. It is foreseen that when computer is introduced for the operations of the Local Community Information Centre, all valuable information will be stored readily and it can be accessed by the user himself by sitting at the terminal. We have the example of PRESTEL—a system of UK General Post Office, which offers on-line service on general information to the public. A Local Community Information Centre, if properly functioning, can be a nerve center for disseminating all types of public information.

The true significance of the Programme of Universal Availability of Information is that information should be freely available to all, not excluding the common man. It follows therefrom that Community Information Service should receive due priority in the national level organization of information services. Our Government is striving for equalization and universalisation of

opportunities in all social endeavours. Access to information is a human right. This may be explained as information for use

Every information needy his/her information;

Every information its seeker;

Save the time of the information needy/seeker; and

Information is an all-pervading resource.

It may be hoped that, when the society is becoming more and more information oriented, the need for community information service will receive all the attention that it deserves.

6.9 ❑ Exercise

1. Describe the Community Information Services provided in the public libraries.
2. Describe the Community Information Sources.

6.10 ❑ Reference and Further Reading

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Unit 7 ❑ Human Resource Development

Structure

7.1 ❑ Manpower Development

Human resource development is vital for the effective performance of an organization. It is a process by which the staff in the organization acquires, develops, and updates its knowledge and skills necessary for performing professional tasks of the job. It is also about improving professional qualifications through the system of formal and non-formal education for career development of the staff in public libraries. Hence, a two pronged approach is suggested for the education and training of the staff in public libraries - (i) education through universities, and (ii) education and training of the in-service staff. The focus will be on developing skills in Library and Information Science (LIS), Information and Communication Technologies (ICT) and their applications to libraries, and management skills in improving organizational performance.

7.2 ❑ Education and Training through Universities

Under the regular system of education through universities, the UGC's curriculum development report provides for a paper on public library and information systems at the master's level in library and information science.

In this paper the focus is on topics such as: public library system in India, UK, and other countries, collection development of publications in various formats, public library organization and management, public library information services, personnel management, resource sharing and networking, library finance and library buildings.

The areas which need to be strengthened in university course curriculum on public library systems and services at the master's level are: collection development of non-book materials, extension activities, evaluation of internet resources for public libraries, marketing of public library services, evaluating public library performance, best practices in library operations and management of public library services, leadership and team management for library development, and communication skills.

7.2.1 Education and Training for In-service Staff

For the education and training of in-service staff the focus should be on improving ICT skills for handling library operations and information services on the network, developing web portals for access to library resources, leadership and team management skills, communication skills, skills for marketing information, and education of the staff in the culture and civilization of the area in which the library operates. The details are as follows:

7.3 ❑ Basic skills in ICT

Education and training in basic skills in ICT may be given to the staff having no background in computers. After training, the staff should be able to handle computers for performing office applications, such as, Word, Excel, and Outlook, and data entry work. The training duration for this course should be 5 days, of which 60% time must be allocated for hands on experience on the computer. The pre-requisites are computer lab, lecture hall with projection facilities, and necessary software on Windows platform.

7.3.1 Library Applications of ICT

Education and training in Library Applications of ICT may be given to the staff having background in computers. The following modules are suggested for the purpose :

Module : 1
- Library management system, and
- Internet information resources for public library services (10 days for both)

Module : 2
- Electronic publications including copyright, and IPR
- Library networking and information consortia for collection development and sharing resources (10 days for both)

After training under Module 1, the staff should be able to handle library functions on computer, surf the Internet for information resources, use e-mail and handle ftp function. After training under Module 2, the staff should be able to handle e-publications for access on the network, understand the limitations of such a resource for access, learn the economics of network access to e-publications on ownership basis or on consortium basis, and understand the terms and conditions for payment under different models of access. The training duration for each module should be for 10 days of which 60% time must be allocated to hands on experience. The pre-requisites for such training courses are: computer lab., broadband connection, necessary software, dummy data for demonstrating library management applications, password access to e-publications, reading material, and lecture hall with projection facilities.

7.3.2 Advanced Skills in ICT for Library Applications

Education and training in advanced skills in ICT for Library Applications may be given to the staff having training and experience in computers and its Library Applications. The following training modules are suggested for the purpose :

Module : 1
Developing web portals for marketing public library information services (15 days)

Module : 2
Digitization and Multimedia for documentation and dissemination of information on cultural heritage (15 days)

Module : 3
Metadata and bibliographic standards for record format, and
Developing cataloguing and full-text database of books, journals, or non-book material with hypertext features (15 days)

Module : 4
System hardware, computer networking basics, and -
Bar-coding, RFID, Smart card, and other security devices (10 days)

Module : 5
- Desktop publishing (5 days)
After training under Module — developing web portals for marketing public library information services - the staff should be able to develop library portal providing web connectivity to its OPAC, union catalogue, databases, etc., providing information on library functions and services, providing facilities for posting information about library publications and other current and relevant information on the web, having dynamic pages for capturing user data for facilitating online membership registration, or capturing user views on library services or even on the quality of material posted on the web, etc.

The prerequisites for such training are: computer lab., web server, web creation tools, multimedia tools, database management system, sample databases for web connectivity, broadband connectivity, reading materials, lecture hall with projection facilities. The training duration should be 15 days with 60% time allocated for hands on experience.

After training under Module 2 - digitization and multimedia for documentation and dissemination of information on cultural heritage - the staff should be able to perform digitization and documentation activities for developing databases and making them available online on the web. Such training is more important to draw specifications for outsourcing digitization activity and overseeing the progress of the work. The prerequisites for such training are: computer lab, high speed high resolution digital scanners with OCR facilities, content management system, broadband connectivity, reading materials, lecture hall with projection facilities. The training duration should be 15 days with 60% time allocated for hands on experience.

After training under Module 3 - developing cataloguing and full-text database of books, journals, or non-book materials - the staff should be able to develop OPAC, and bibliographic databases, or full-text database of select

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articles from journals, pamphlets, reports, etc. with hypertext features, and making them available online on the web. The metadata created for the purpose must conform to the established standards. The prerequisites for such a training are: computer lab., high speed and high resolution digital cameras with OCR facilities, sample metadata records under various bibliographic standards, content management system, broadband connectivity, reading material, lecture hall with projection facilities. The training duration should be 15 days with 60% time allocated for hands on experience.

After training under Module 4 - system hardware, computer networking, barcoding, RFID, smart card, and other security devices - the staff should be able to trouble shoot computer systems, network systems, configure software for intranet applications, trouble shoot Internet connectivity, install firewalls against hacking, develop proxy server, and offer host of other services important for maintaining the network system in the library ongoing trouble free. In addition, the staff can draw specifications for installing security devices such as bar-code, RFID, smart cards and oversee their installations and operations in the library. The prerequisites for such training are: computer lab, bar-code software, sample RFID tags and software, sample smart cards and software, reading materials lecture hall with projection facilities. The training duration should be 10 days with 60% time allocated for hands on experience.

After training under Module 5 - Desktop publishing - the staff should be able to create and edit manuscript with multimedia features for its final publication in the press. The prerequisites for such training are: computer lab, DTP software, digital scanners with OCR facilities, broadband connectivity, and lecture hall with projection facilities. The training duration should be 5 days with 60% time allocated for hands on experience.

7.4 ❑ Library and Information Skills

The in-service staff in public libraries must be exposed to the latest techniques in library and information science for planning and providing information and extension services for various user groups in the community. The training programmes suggested for the purpose are :

Module : 1
-User Groups and Services (5 days)

Module : 2
-Extension Services (5 days)

Module : 3
Collection Development (5 days)

Module : 4
-Indexing and abstracting techniques, techniques for searching and retrieval (5 days)

After training under Module 1— user groups and services - the staff should be able to develop a good understanding about specific user groups in the community such as children, adults, senior citizens, handicapped groups, and woman groups, business class, entrepreneurs, professionals, journalists, etc. in terms of their social, economic, educational and cultural characteristics such as language, educational background, social practices, culture, subject areas of their interests and their strengths and limitations, as well as their reading habits, etc. It is also about educating staff in culture, civilization, environment, and geography of the place in which the library is located. Research methods for data collection, data analysis and interpretation would form another component for the training programme. Besides, the staff would be able to learn techniques for gathering knowledge about user needs, their information seeking habits, various sources of information to be used for meeting their needs — current information needs, every day information needs, or catching up information needs, — and techniques for developing database of frequently asked questions, for updating such stored information.

The Pre-requisites for such a training are: computer lab., access to online information databases, reading materials, web access, and lecture hall with projection facilities. The training duration should be 5 days with 60% time allocated for hands on experience.

After training under Module 2 - extension services - the staff should be able to learn public relations techniques for reaching out to various individuals and groups in the community, develop public speaking skills, study group psychology, develop abilities to handle groups, engage people in discussions, keep discussions on the track, and summarize issues under debate. The prerequisites for such a training are: computer lab, access to online information databases, reading material, web access, and lecture hall with

projection facilities. The training duration should be 5 days with 60% time allocated for hands on experience.

After training under Module 3 - collection development - the staff should be able to learn techniques for writing draft collection development policy for the library, for understanding user needs, research methodologies, present and analyze data, bibliographic tools for books selection, analyze and evaluate collections, project collection development trends etc. The pre-requisites for such a training are: computer lab, access to online information databases, reading material, web access, and lecture hall with projection facilities. The training duration should be 5 days with 60% time allocated for hands on experience.

After training under Module 4 - indexing and abstracting techniques, techniques for searching and retrieval - the staff should be able to create and learn techniques for information indexing and abstracting, query formulation, search strategies, evaluate search outputs, and user profile construction for SDI services. The pre-requisites for such a training are: computer lab., access to online information databases, reading materials, web access, and lecture hall with projection facilities. The training duration should be 5 days with 60% time allocated for hands on experience.

7.5 ❑ Excellence in Management

The managerial competence of the senior staff in public library is of crucial importance for improving the image of the library by streamlining its operations, facilities and services. The senior staff in a public library needs to be given training in areas such as leadership and motivation, communication skills, marketing, management, and design of the library building. In addition, the senior staff must be exposed to culture, civilization, environment and geography of the area in which the library operates. The training module should cover the following aspects. The training period for this module should be 5 days.

-Leadership, goal setting, delegation skills, team building, time management, stress management and motivation;
-Communication skills, skills in technical writing and public speaking;
-Information marketing for public libraries and public relations; and -
-Design and planning of a modern public library building.

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7.6 ❑ Strategy for Implementing Training Needs

The public library system has public libraries at the state level, district level, town level, and the village level. The training needs of public libraries at different levels differ very widely. It is suggested that the staff in public libraries at the town and village levels need to undergo training for improving their basic skills in library applications of ICT and user groups and services. The libraries at the district and state levels could train their staff in all the modules depending upon the library needs and programmes.

For the education and training of the in-service staff at different levels, the Department of Culture of the Government of India should establish a National Centre for Library and Information Science in India with the mandate to undertake training, education and research programmes not only in traditional areas of L&IS but more so in newly emerging areas of management, application software, ICT etc. for improving professional competencies, manpower development, and creating a workforce for giving a vision and mission to the growth and development of public libraries in coordination with libraries in research institutions, universities, colleges and schools as have been suggested earlier. Such a national apex centre should be having wide ranging functions such as follows covering all types of libraries, information systems and library networks etc.

● Training, Education and Research;
● Consultancy and Guidance;
● Application of ICT to Library Operations and Services;
● Retro-conversion and Digitization;
● Standards;
● Quality in Library and Information Services;
● International Collaboration;
● Accredition;
● Library Statistics; and
● Coordination and Monitoring

However, until such a structural change comes into place it is proposed that the Department of Culture should set up a centralized training cell under its charge exclusively for planning and providing in-service training to public library staff. The faculty for imparting training may be invited as guest speakers from leading teaching departments, institutions and libraries in the country covering areas such as library and information science, information

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and communication technology, management, and culture.

In addition, the state public library systems could consider providing on-site training programmes for the staff in collaboration with the training cell under the Department of Culture. This would ensure economy as well as convenience to the working staff.

The Department of Culture may communicate in writing to the UGC on the need for bringing about suitable changes in the course curriculum for the paper on public library systems and service being taught in library and information science schools at bachelor's, master's, and M.Phil levels in the universities and follow up its implementation. RRRLF, through its Research Committee should encourage research both for doctoral degree and also for various projects influencing the quality of public library system and services.

7.7 ❑ Changing the Mind Set

Will such a kind of in-service training efforts be useful in bringing about the desired change in making public libraries indispensable centres of information, knowledge, education, and culture? The answer to this question lies in the attitude of the public library staff to the goals and objectives of the library. The contents of the education and training programmes are designed to improve their professional education and skills as well as their behavioural responses at work to their peers, hierarchy in the management, and to the public. The remarkeble change in the quality of the working staff in the public library is expected only in case the staff has a positive mind set, having persistent desire to learn and grow, commitment to work, sense of order, trust and respect, and needs motivation to improve his/her performance. Given the present service conditions of staff, such training programmes have a limited role to play for staff known for uncooperative and other undesirable behaviour.

7.8 ❑ Exercise

1. Describe Human Resource Development for Public Libraries.
2. Describe the areas in which skills need be developed for providing effective services in Public Libraries.
3. What are the strategies to be adjusted in implementing the training needs of a Public Library?

7.9 ❏ Reference and Further Reading

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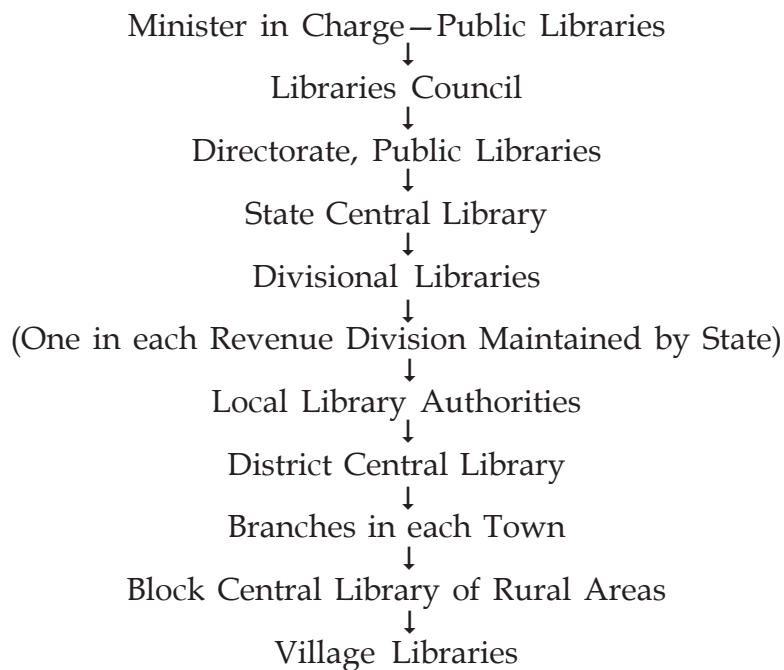# Unit 8 ❑ Organisational Structure of Public Library System

Structure

8.1 Structure of Public Library System
8.2 Function of State Central Library
8.3 Exercise
8.4 References and Further Reading.

8.1 ❑ Structure of Public Library System

Minister in Charge—Public Libraries
↓
Libraries Council
↓
Directorate, Public Libraries
↓
State Central Library
↓
Divisional Libraries
↓
(One in each Revenue Division Maintained by State)
↓
Local Library Authorities
↓
District Central Library
↓
Branches in each Town
↓
Block Central Library of Rural Areas
↓
Village Libraries

1. The Minister-in-charge of Public Library is the Chief Executive Authority under the overall control in the State Government. West Bengal and Andhra Pradesh have full time Ministers.
2. The Minister is assisted by an advisory body, called a council or a board to advise on the development of Public Library Services.
3. The Directorate of Public Library is functioning under a Director who is the administrating authority of the State Government. The employees

of Public Library are Public servants who are functioning under the Director.

4. The State Central Library (SCL) is required to establish linkages with all the libraries forming part of the State Public Libraries System to share their resources through computerised network, compile state bibliography, provide bibliographic and documentating services, to act as an exchange centre for the state.

8.2 ❑ Functions of State Central Library

1. To serve as the depository of books received under the Copyright Act, books purchased, books received on gift under exchange.
2. To publish State Bibliography of books published in the State and to compile general and subject bibliographies on demand from the users.
3. To conduct and organise juridically seminars, conferences, symposia, refresher coourses, book exhibitions, etc.
4. To provide technical guidance and assistance to libraries.
5. To initiate book exchange programme and inter–library lending.
6. To undertake publishing professional literature such as manuals, guides, etc.
7. To function as information and reference centre for the State.
8. To maintain a register of all libraries/professionals of the State.
9. To provide library services to the blind, physically handicapped, women and children etc.
10. To maintain the details of authors of the State.
11. To conduct a survey from time to time to evaluate the working of the PLS in the State.
12. To have a modern preservation laboratory and reprographic facilities.

8.3 ❑ Exercise

1. What should be the organisational structure of public libraries?
2. Describe the functions of a State Central Library.

8.4 ❑ Reference and Further Reading

1. Government of India, Ministry of Culture : National Conference on Libraries Towards a New Vision, 2005.

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Unit 9 ❑ Public Library Standards

Structure

9.1   Flow of Information
9.2   Information Services
9.3   IFLA/UNESCO Public Library Manifesto
9.4   Public Library
9.5   Mission of the Public Library
9.6   Funding, Legislation and Network
9.7   Operation and Management
9.8   Exercise
9.9   References and Further Reading.

9.1 ❑ Flow of Information

There are several different levels at which the free flow of ideas can be impeded. At the societal level, legislative bodies of all kinds are accepted to consider the legal and regulatory frameworks they put in place to support the free flow of information and ideas about the interest and concern of citizens. At the institutional level, library and information services are accepted to encourage the free flow of information and ideas within the scope of their roles and responsibilities. At the individual level, citizens are expepted to make informed decision in exercising their rightes and responsibilities.

It is believed that library and information services have particular responsibilities in supporting and sustaining the free flow of information and ideas by :

1. Asserting the equal and equitable rights of citizens to information regardless of age, race, gender, religion, disability, cultural identity, language, socio-econoimic status, lifestyle choice, political allegiance or social viewpoint;

2. Adopting an inclusive approach in developing and implementing policies regarding access to information and ideas that are relevant to the library and information service concerned, irrespective of the controversial nature of the information or ideas;

3. Ensuring that their clients have access to information from a variety of sources and agencies to meet their needs and that a citizen's information needs are met independently of location and an ability to pay;
4. Catering to interest in contemporary issues without promoting or suppressing particular beliefs and ideas;
5. Protecting the confidential relationship that exists between the library and information service and its clients;
6. Resisting attempts by individual or groups within their communities to restrict access to information and ideas while at the same time recognizing that powers of censorship are legally vested in state and federal governments; and
7. Observing laws and regulations governing access to information and ideas but working towards the amendment of those laws and regulations which inhibit library and information services in meeting the obligations and responsibilities outlined in this statement.

9.2 ❑ Information Services

Each member of the community has an equal right to public library and information services regardless of age, race, gender, religion, nationality,language, disability, geographic location, social status, economic status and educational attainment.

A public library serves its community through the provision of access to knowledge. Information works through a range of resource and services. It does this through access to materials in any format in order to meet the needs of individuals and groups for education, information and personal development including recreation and leisure.

Public libraries have an important role in the development and maintenance of a democratic society by giving individuals access to a wide and varied range of information, ideas and opinions.

Public libraries serve as a first point of access for information for the general public and for the public's access to the national library system and information services.

The satisfaction of a person's information needs must be independent of and ability to pay. Local, state/ union territory and commonwealth governments have an obligation to provide public library services to all members of the library's clientele without direct charge of the user. Any resident in rural, regional and remote areas should have access to the library

and information services they require at a level comparable to that available to Australians who reside in metropolitan areas.

It is believed that public library services have particular responsibilities to monitor and respond to the changing demographic characteristics and trends of their communities, to consult with their communities and to meet information, learning and recreational needs of an increasingly diverse society. Public library service should ensure that they have policies in place to respond to and meet relevant legislative requirements.

9.3. ❑ IFLA/UNESCO Public Library Manifesto, 1994

Freedom, prosperity and the development of society and of individuals are fundamental human values. They will only be attained through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information.

The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development   of the individual and social groups.

This Manifesto proclaims UNESCO's belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women.

UNESCO therefore encourages national and local governments to support and actively engage in the development of public libraries.

9.4 ❑ The Public Library

The public library is the local centre of information, making all kinds of knowledge and information readily available to its users. The services of the public library are provided on the basis of equality of access for all, regardless of age, race, sex, religion, nationality, languages or social status. Specific services and materials must be provided for those users who cannot, for whatever reason, use the regular services and materials, for example linguistic minorities, people with disabilities or people in hospital or prison. All age

groups must find material relevant to their needs. Collections and services have to include all types of appropriate media and modern technologies as well as traditional materials. High quality and relevance to local needs and conditions are fundamental. Materials must reflect current trends and the evolution of society, as well as the memory of human endeavour and imagination.

Collections and services should not be subject to any form of ideological, political or religious censorship, nor commercial pressures.

9.5 ❑ Missions of the Public Library

The following key missions which relate to information, literacy, education and culture should be at the core of public library services:
1. Creation and strengthening reading habits in children from an early age;
2. Supporting both individual and self conducted education as well as formal education at all levels;
3. Providing opportunities for personal creative development;
4. Stimulating the imagination and creativity of children and young people;
5. Promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations;
6. Providing access to cultural expressions of all performing arts;
7. Fostering inter-cultural dialogue and favouring cultural diversity;
8. Supporting the oral tradition;
9. Ensuring access for citizens to all sorts of community information;
10. Providing adequate information services to local enterprises, associations and interest groups;
11. Facilitating the development of information and computer literacy skills;
12. Supporting and participating in literacy activities and programmes for all age groups, and initiating such activities if necessary.

9.6 ❑ Funding, Legislation and Networks

The public library shall in principle be free of charge. The public library is the responsibility of local and national authorities. It must be supported by

specific legislation and financed by national and local governments. It has to be an essential component of any long-term strategy for culture, information provision, literacy and education.

To ensure nationwide library coordination and cooperation, legislation and strategic plans must also define and promote a national library network based on agreed standards of service.
The public library network must be designed in relation to national, research and special libraries in schools, colleges and universities.

9.7 ❑ Operation and Management

A clear policy must be formulated, defining objectives, priorities and services in relation to the local community needs. The public library has to be organized effectively and professional standards of operation must be maintained.

Cooperation with relevant partners - for example, user groups and other professionals at local, regional, national as well as international levels–has to be ensured.

Services have to be physically accessible to all members of the community. This requires well situated library buildings, good reading and study facilities, as well as relevant technologies and sufficient opening hours convenient to the users. It equally implies outreach services for those unable to visit the library.

The library services must be adapted to the different needs of communities in rural and urban areas.

The librarian is an active intermediary between the users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services.
Outreach and user education programmes have to be provided to help user benefit from all the resources.

9.8 ❑ Exercise

1. Describe the need for standards in Public Library System.
2. Describe the UNESCO/IFLA Manifesto regarding Public Library standards.

9.9 ❑ Reference and Further Reading

1. Public Library Association, Chicago : Interim Standard for Small Public Libraries : Guidelines for Achieving the Goals of Public Library Services, Chicago, 1972.
2. Lunchington, Nolan : The design and evaluation of public library buildings, Library Professional Publication, Haamden, 1991.
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Unit 10 ❑ Governance and Performance Evaluation of Public Libraries

Structure

10.1 ❑ Introduction

The role of public libraries has been changing in the context of the emerging information society and knowledge society. They can no longer be regarded as institutions for storing books and providing reading materials for public leisure. They are fast emerging as centres of information, knowledge, education, and culture. They have the potential to make significant contribution in eradicating illiteracy, in supporting adult education, and in bridging digital divide, an issue of great relevance to the Knowledge Commission constituted by the Government of India in June 2005.

The Public Library System in the country is still not in good shape. It

is lacking in terms of adequacy, relevance and range of knowledge resources in various formats in the collections; effective information services for various user groups; and low penetration in the community. It has yet not been able to evolve its own networking system for cooperation and sharing of resources even though it has been continually facing financial crunch for the last several years. The other major problems are: lack of library legislation in many of the States in the country, inadequate ICT infrastructure, lack of qualified and skilled staff at various levels in the Public Library System, and lack of proper planning and management of the public libraries, and more importantly, lack of proper agency in the country responsible for planning, coordination and monitoring of their activities.

In order to lead public libraries in the country to an impressive performance and to enable them to play innovative roles, it is needed to identify areas of investment in the Public Library Systems and Service and work out a plan for the purpose. Unit 10 looks at the human resource development aspect of the public libraries and makes a modest attempt to suggest a plan for education and training of the staff working in public libraries in the country. The plan would vary for public libraries at different levels in the Public Library System.

10.2 ❑ Current Status of Public Libraries

Social, economic, cultural, scientific and technological development of a nation is essential for its prosperity and self governance. Public librariesem power the citizens with knowledge and all kinds of information for constructive participation in the nation building task. Public libraries, as gateways to knowledge, provide unlimited access to information, freedom to read, explore new ideas for informed decision-making, enabling them to exercise their democratic rights and to play an active role in the society. Public library is a living force for eradicating ignorance, building informed citizenry, and enriching human values of freedom of expression, prosperity, intellectual development, and societal development.

At present thirteen States in India have introduced library legislation for a good Public Library System which mandates the local and state authorities to initiate, support, and maintain public libraries under law wholly supported by public funds partly raised as per provisions of the Public Library Act. The concerned States are: (i) Tamil Nadu year 1948 (2) Andhra

Pradesh (1960), (3) Karnataka (1965), (4) Maharashtra (1967), (5) West Bengal (1979), (6) Manipur (1988), (7) Kerala (1989), Haryana (1989), (9) Goa (1993), (10) Mizoram (1993), (11) Gujarat (2002), (12) Orissa (2002), (13) Uttaranchal (2005).

These States collect library cess on property tax, on lands, buildings, vehicles, profession, education, or Indian made foreign liquor. Some of the States such as West Bengal, Maharashtra, Manipur, Mizoram, Gujarat and Orissa do not collect any cess from public but do support public libraries from the consolidated fund of the State.

The remaining 17 States and five Union Territories have not yet passed any public library legislation and as such have no mandate under the law to provide public library services. Nevertheless, some of these States, such as Delhi, do offer public library services through administrative sanction and not through any legislative sanction. Some of the public libraries in Delhi are maintained and supported by the local municipal authorities, though not empowered under the law to collect any kind of tax or cess for the purpose. Besides, the Ministry of Culture, Government of India supports and maintains a very large public library system known as Delhi Public Library System.

Under the Constitution of India, libraries as a subject, is on the State List and not on the Concurrent List. Hence, the Centre's role in any meaningful public library movement in the State is indirect and quite limited. It established the Raja Rammohun Roy Library Foundation in 1972 for spreading public library movement and expanding public services all over the country in active cooperation with state governments, union territories and voluntary organizations working in the field. The Foundation has been offering financial assistance though its various programmes to promote and support public library movement in the country. Its slogan is "Books for the Millions at Their Doorsteps". The programmes of the Foundation are the best example of resouce sharing between the Centre and the State for the development of public library services at all levels.

Going by the library legislation movement in the States, it is evident that more than 60% of the country's population is out of the pale of library legislation. Secondly, despite the fact that the Public Library System have been existing for the last several years, meaningful and effective public library services are still missing. Generally, public library collections are poor, their range of collections is narrow, limited mainly to books, the library penetration in the community is also low, their service operations are sluggish and slow,

and their services are confined just to circulation. The public libraries have not as yet been able to evolve any cooperative system of resource sharing on the network.

Computerization of library operations, network access to library collections, online searching for specialized databases, creation of specialized databases, the Internet access, e-books, multimedia resources, desktop publishing, formulation of programmes for preservation of rare books/ manuscripts, etc. are some of the modern facilities, services and programmes, so important for improving and strengthening the quality of library services, but are still eluding the Public Library System in the country.

The main intent behind legislative sanction to Public Library System has been to provide and ensure public libraries a well defined management structure, continuous and sufficient library funding, qualified personnel support, planned organization and growth etc. But going by the state of current affairs in public libraries it seems the expectations have been belied.

One of the reasons is the paucity of funds, the others being lack of ICT infrastructure and facilities, lack of functionally planned buildings, lack of competent and skilled as well as professionally qualified workforce, lack of committed and motivated manpower, lack of planning at the library management level, and the inflexible bureaucratic framework at the state level within which the libraries have to perform and function. Although the RRRLF has contributed greatly to enhance the vitality and impact of the public libraries by coming forward with its positive, aggressive, and time-bound plans, yet the public library facilities and services have failed to show the expected results.

10.3 ❑ Role of Public Libraries

10.3.1 As Centres of Education and Information

"UNESCO believes that public library is a living force for education, culture and information, and an essential agent for the fostering of peace and spiritual welfare through the minds of men and women. Therefore information, literacy, education and culture should be at the core of public library services". Its various missions for the public library are to :

  (i)   Create and strengthen reading habits in children from an early age;
 (ii)   Support both individual and self conducted education as well as formal education at all levels;
(iii)   Provide opportunities for personal creative development;

(iv)   Stimulate the imagination and creativity of children and young people;

(v)   Promote awareness of cultural heritage, appreciation of arts, scientific achievements and innovations;

(vi)   Provide access to cultural expressions of all performing arts;

(vii)   Foster inter-cultural dialogues and favouring cultural diversity;

(viii)   Support the oral tradition;

(ix)   Ensure access for citizens to all sorts of community information;

(x)   Provide adequate information services to local enterprises, associations and interest groups;

(xi)   Facilitate the development of information and computer literacy skills; and

(xii)   Support and participate in literacy activities and programmes for all age groups, and initiating such activities if necessary.

Public libraries are perceived as people's university providing support for formal and non-formal systems of education, and as community information centres for giving information of interest to public, as cultural centres for community participation, and as platforms for spending leisure time in some productive way.

Public libraries in the UK, USA, France and other developed countries are known for playing new and non-traditional roles by offering services such as online access to knowledge sources, links to useful sites for exploring more information, and conducting training courses through classroom lectures and e-learning on the web.

The New York Public Library portal proclaims it as people's university. It conducts classes for education in ICT skills for people of all ages, classes for adult literacy and for teaching English language to people speaking other languages. The Gateshead Libraries portal, the public library in UK, offers a virtual learning centre for people of all ages by providing links to e-learning sites, or by providing contact addresses of institutions and agencies in the city which actually conduct such educational programmes. The library portal also offers information of current interest to general public.

10.3.2 Bridging the Digital Divide

Public libraries have another important role to play. It is to bridge the so-called digital divide in the society that separates the rich and the poor, and communities within the same area. Over the past decade, new Information

and Communication Technologies (ICT) have triggered a quiet revolution making us increasingly ICT dependent for the services such as: banking industry, stock market, rail, and air transport, print and electronic media, education, health, BPO industries, or virtual retailing stores like amazon.com. ICT has brought about dramatic changes in the education and service sectors influencing our economic and cultural life. From information society, which stresses connectivity and says nothing about the content and utilization of the new communication networks, we are moving towards a knowledge society. Knowledge is needed to utilize knowledge effectively. We are witnessing growth in the data banks, and databases, etc. on the Internet. Having realized the role of the knowledge society in providing economic prosperity, freedom of expression, universal access to information and knowledge, and quality of education for all, the World Summit on the Information Society underlined the need for an equitable and peaceful global community so that its benefits could reach to all. The prerequisite is to bridge the digital divide which deprives the populations of developing countries, and the marginalized population in developed countries, of access to ICT. The Government of India has constituted a Knowledge Commission for the purpose under the chairmanship of Information Technology (IT) expert Sam Petroda. The public libraries have a role to play in bridging the digital divide by bringing ICT and knowledge resources within the reach of all, and complementing such efforts by its extension activities to make people in the community ICT literate and offering them tailor-made information services.

10.3.3 Literacy

Literacy in India has made remarkable strides since Independence, rising from 18.33% in 1951, 52.22% in 1991 to 65.38% in 2001, despite exponential growth of population at nearly 8% per annum. The male literacy rate has increased to 75.85%, and female to 54.16%. The literacy is faster, 14.87% for female population compared to that for male population, 11.72%. The literacy rate can be still better through public library participation in the National Literacy Programme.

10.3.4 Extension Services

The IFLA / UNESCO Public Library Manifesto states that one of the key missions of public libraries should be to promote awareness of cultural

heritage, appreciation of the arts, scientific achievements and innovations. Hence public library should undertake extension services such as awareness programme, hold discussions, talks, public debates, organize campaigns and events involving public participation for increased understanding and awareness of the value of science, technology and the arts of the cultural heritage of the area in which the library operates, and about the programmes initiated by the state and central governments for benefit of the members of the community. For village and town libraries the provision of information kiosks as part of the extension services is considered very useful. Information kiosks are mini information centres which have become very popular with village communities in Kerala and Andhra Pradesh.

10.4. ❑ Agenda for Public Library Service

In order to realize their potential as people's university, information centre, or cultural centre as envisioned in the IFLA / UNESCO Manifesto, and to play their role in: bridging the digital divide, adult education and literacy, and to engage people in the extension programmes, the public libraries need to plan, organize and provide the following different kinds of services :
- Community information service;
- Support for lifelong learning and distance education;
- Dealing with digital divide;
- Public awareness programmes;
- Cultural centres;
- Library services for specialized groups;
- Access for all; and
- User education

10.4.1 Community Information Service

The traditional role of a public library has always been to provide access to knowledge resources such as books, journals, reports etc. mainly in print form. Over and above, public libraries should also undertake to provide information services to meet the socio–economic needs of the society. With the rapid development of information technology, the procedures and techniques by which information can now be collected, accessed and presented have improved radically. By using ICT, a vast amount of information can be brought within the reach of all. Hence, by using ICT, public library has a

great potential to serve as an effective information centre. Such a centre should provide knowledge and information on various topics such as :

- Cultural, civilization of the local area and all other information of interest to the members of the community as well as tourists;
- Career information, information about educational centres;
- Consumer information;
- Rights, privileges, duties, welfare measures aimed at physically handicapped;
- Environment information, family, health and safety, government information;
- Health care information, housing, legal matters, money matters;
- Privileges of senior citizens, women's problems and their solutions;
- Adolescent problems, youth problems, citizen's rights and duties;
- Music, folk dances, drama, games, sports information and arts;
- Agricultural information such as on crop, seeds, weather, agriculture produce prices;
- Science and technology information; and . information about Internet access cafes, access centres, training and education facilities for learning ICT, and accessing knowledge resources on the Internet.

10.4.2 Support for Lifelong Learning and Distance Education

Lifelong learning is important for individuals to play a greater role at work and in the community. It is a road to personal development, intellectual stimulation, imagination and creativity, and to a richer life. Besides, a higher general level of education facilititates economic growth and employment. Life long learning can take place through formal and non-formal systems of education and training, free adult education, and informal interactions. Public libraries constitute the setting for lifelong learning, connecting individuals to the global resources of information and knowledge. The development of the information and communication technology has enhanced the library potential to provide access to knowledge sources on the network, giving thereby the users even of small local public libraries access to the world wide sources of information despite the geographical barriers. Public libraries therefore

play a role of fundamental importance in the development of future systems of lifelong learning.

Students pursuing academic studies through distance system of education from universities in the country need access to knowledge and information resources. Due to geographical distances, they are unable to use the library resources of their respective university libraries as frequently and as conveniently as desired. The local public libraries have potential to offer necessary knowledge sources to such distance learners. Public libraries, therefore, should play a vital role in the strengthening of distance system of education and learning.

Public library can identify various segments of population who could be captured for adult education and literacy and offer them elementary education by conducting regular classes within the library premises or in public places of interest to the community.

Public libraries have the potential to support lifelong learning by offering training in basic skills in ICT, guidance and training in searching information from specialized databases on the network. Thus, public libraries are the necessary prerequisites for a democratic knowledge society.

10.4.3 Public Libraries and the Digital Divide

For bridging the digital divide, public libraries need to offer training programmes to improve information seeking skills of individuals in the community as they are considered important for living in the knowledge era, build linkages with authorities in the government departments for support for equipment or qualified trainers, and to organize ICT infrastructure within the library for access to knowledge databases on the Internet, and facilitate new means of communication and interaction amongst individuals and groups in the community. The training programmes will have to focus on Internet access to knowledge resources on the Internet.

10.4.4 Public Awareness Programmes

Public awareness about government programmes such as literacy movement, adult education, right to information, polio eradication, reading habits in children, and family planning etc. is essential for their success. For example, the Right to Information Act is aimed at bringing about transparency and accountability in the working of public offices. But how can a common man

draw advantage from such an Act against exploitation in public offices. This knowledge and understanding need to be conveyed to the common man in the language and manner in which he can understand and appreciate. Public libraries have a great potential in undertaking awareness activities about government programmes. They offer a public forum for discussion and expression of views on issues underlying various programmes and educating and sensitizing thereby social groups and organizations in the community for the purpose. Public libraries can organize campaigns, as well as participate in such campaigns organized by others for promoting awareness about government programmes. Besides, the library can offer discussion groups on the Internet for holding ongoing debates.

Unlike information centre activities, public awareness programmes are more proactive in approach, enlisting the participation of the community through its marketing strategies in their awareness programmes.

10.4.5 Cultural Centres

The public library should be a key agency in the local community for the collection, preservation and promotion of local culture. This can be achieved in a variety of ways, e.g. the maintenance of local history collections, exhibitions, storytelling, publishing of items of local interest and developing interactive programmes on local themes. Where the oral tradition is an important method of communication, the public library should encourage its development.

10.4.6 Library Services for Specialized Groups

Nearly eighty percent of India's population is residing in rural areas in small villages and towns. They have very little access to library and information facilities, as by and large, village and town libraries do not exist. Until such time the States and Union Territories establish libraries at the village and town levels, it is suggested that school premises in such areas may be utilized for housing public libraries and access provided to the public after the school hours. Public libraries need to focus attention on other special groups also such as children, neoliterates, and the physically disadvantaged to provide them knowledge and information in the formats which can sustain their interest in the library.

10.4.7 Access for All

"Public library must be accessible to and not directed to one group in the community to the exclusion of others. Provision should be made to ensure services are equally available to minority and special groups who for some reason are not able to use the mainstream services, for example linguistic minorities, people with physical disabilities or those living in remote communities who are unable to reach library buildings. The development of services, the design of libraries and their opening hours should all be planned with the concept of universal access as a basic principle".

"The development of collections should also be based on the principle of access for all and include access to formats appropriate to specific client groups e.g. Braille and talking books for blind people. Information and communications technology should be used to allow access to the library's collections and those of other information sources both from within the library or from remote sites".

10.4.8 User Education

The public library should help its users develop skills which will enable them to make the most effective use of the library's resources and services. Library staff must act as information navigators to help users of all ages to make the most effective use of information and communications technology. Programmes of user education should be developed and the library should make every effort to bridge the gap between the information rich and the information poor. As the new technologies become more commonly available, the role of the public library both in providing access to these technologies and in helping people learn how to make best use of them is of vital importance.

Guided tours of the library should take place regularly to introduce people to the library building and services, how to use catalogues, indices, databases for searching information, and what are the important sources of information in the subject areas of interest to the new users. Besides, the new members may be given graded reading lists according to their subject and professional interests. These guided tours have to be carefully planned according to the needs of those taking part. Tours for groups should be organized in cooperation with the institution from which they come.

10.5. ❑ Internet Threat to Public Libraries

The Internet is seen by many as a threat to the survival of physical libraries. The challenge posed by the Internet is real and strong. It is seen as a vast repository of knowledge, a digital world, network accessible, offering information in multimedia and in hypertext format, enabling new means of information transfer, and is continuously expanding its capacities for storing, retrieving, representing, and manipulating information. Society is beginning to view digital information as the preferred form of information. Online databases and Internet databases are gaining importance, precisely because they offer global access to a wide range of information on the network for search and retrieval and with speed.

The physical library is known mainly for its four roles: collections, physical space, user services, and as a social institution. Though the Internet might have succeeded in compromising the physical library's strength as a unique source of knowledge and information, but its role as a physical space, service provider, and as a social institution still remains unique and unchallenged. Public libraries need to strengthen these roles for their survival, vitality, and impact in the Internet era. This requires improving their potential as a service provider by filtering scholarly information contained in the documents as well as on the Internet for their users, restructuring the libraries on the lines of 'access model' for developing scholarly collections, say, on consortium basis. The 'ownership model' for developing library collections has become obsolete in the Internet era. Besides, developing their strength in terms of unique resources, public libraries need to offer services such as user education in order to equip their users with the information-seeking skills necessary for living in the knowledge society, strengthen their function as the place for lifelong learning, continuing and adult education, and developing appropriate programmes to serve the under-served population in their communities, including the poor, uneducated, ethnic minorities, new immigrants, physically disabled, etc. As a social institution, the public library should engage individuals and groups in the community for intellectual satisfaction through public talks, discussions, debates, lectures on issues of societal interest and on programme initiated by the government. Such extension services would certainly put the public libraries on the centre stage and lend them recognition, respect, and trust as well as help them most against the Internet threat as a strong competitor.

10.6. ❑ Implications for Collection Development

Given the agenda for public library services as stated above, the library collections should complement its services. It would need to ensure that knowledge resources are relevant and useful for meeting the information requirements, educational requirements, and cultural requirements of all members of the community regardless of age, race, sex, religion, nationality, language or social status. In particular, it shall have to direct its collection development efforts in the following directions :

● The collection must aim at serving various user groups in the community including children, adults, senior citizens, business class, professionals, self-employed, entrepreneurs, underprivileged, such as in prisons, physically handicapped, and women folks, etc.

● The collection must represent the culture of the local community and as such development of local information sources and material is vital. The library must have a local area collection.

● The collection must be balanced so that it represents knowledge resources in all formats such as books, reference books, fiction, non-fiction, newspapers, journals, reports, ephemeral materials, on-line databases, CD-Rom databases, software programmes, microforms, audio-visual tapes and CDs, digital versatile disks (DVD's), videocassettes, laser discs, large print materials, Braille materials, audio books, electronic books, and posters etc.

● The collection must be developed in the languages which individuals and groups in the community understand.

● Multimedia centre for adult education, special groups, and for life long learning.

● The collections must complement services and it must be relevant for the purpose. Its selection of knowledge resources and the size and strength of its collection must take into account the other libraries in the vicinity, access to electronic resources, user needs, its budget, and the size of its membership.

● The library may develop its own database of non-book material for answering queries on topics of interest to the community such as tourism information about local area, career information, consumer information - rights, privileges, disputes, welfare measures aimed at physically handicapped, environment information, family, health and safety,

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government information, medical facilities information, housing, legal matters, money matters, privileges of senior citizens, women's problems and their solutions, adolescent problems, youth problems, citizens rights and duties, sports information, games, arts, science and technology, and agricultural information for understanding crops, weather, and market trends.

● The library may develop its own databases of Frequently Asked Questions to facilitate its roles as an effective local information centre.

10.7 ❑ Success Factors for Public Library Performance

The performance of the public library lies in its growing library membership size, its penetration in the local community, its transactions in circulation service, photocopying volume, visitors per day, reference queries per day, its linkages with the social groups and organization in the community, its awareness activities through quiz sessions, group discussions, talks, invited lectures, its areas of specialization for providing community information services, its activities for promotion of local culture, and more importantly, the currency and relevance of its collections to the community needs. In order to be effective in its performance, public libraries need to undertake several measures such as :

● Membership promotion;
● Marketing of public library services;
● Developing   linkages with bureaucracy, local institutions, individuals and groups in the society;
● Provide ICT Infrastructure for library automation, online access to digital resources, and sharing resources through library networks;
● Appealing and inspiring ambience of library interiors and exteriors;
● Qualified and competent staff, and rewarding motivation, dedication, and efficiency;
● Best practices in library collection development, information processing management of library operations and services, library cooperation, and education and training of in-service staff;
● Library cooperation such as through library consortia, library networking for resource sharing;
● Form and structure of the library must reflect on culture roots of the area in which it operates;

- Access to all potential members of the community;
- Library collection and services must reflect users' needs; and
- Introducing user education and customer care policies.

10.8 ❏ Exercise

1. What are the areas in the Public Library that need to be governed?
2. Enumerate the factors required for Public Library performance.

10.9 ❏ Reference and Further Reading

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Unit 11 ❏ Types of Library Services

Structure

11.1 ❏   Introduction

In the modern age, library has become a part and parcel of the cultural life of man. Every village, town, city or educational institution strives to have a library. A Library caters to the varying needs of the people, belonging to different classes and creeds in each and every nook and corner of the world. Thus, public library is an institution for the people, by the people and of the people. Dr. S.R. Ranganathan, father of Library Science, defines public library "as a library owned and maintained by the public of its area for the socialization of its books and other kind of materials for free service to the people of the area". A public library is free to all irrespective of age,

profession, race, sex, colour or creed and provides free access to any literature required. We may classify public libraries into two broad categories: (1) Government (ii) Non-Government libraries.

An Assessment of the Number of Public Libraries in India

India is a vast country inhabited by 1000 crore people spread over 28 States and 7 Union Territories, which are further divided into approximately 487 districts, 3126 towns and 5,60,000 villages. The public libraries that exist across the districts and villages are in various forms and shapes and are mostly in a sorry state of development.

The following library development took place immediately after 1947:
(1) Declaring Imperial Library of Calcutta as National Library.
(2) Enactment of library acts in Thirteen States.
(3) More universities and colleges are opened along with scientific and social science libraries.
(4) Enactment of Delivery of Books Act, 1954.
(5) In 1951, with the help of UNESCO, the Govt. of India opened Delhi Public Library.
(6) Though adequate planning was made in five-year plans, due to pressing need for socio and economic needs, Govt. gives more attention towards agriculture, power generation, industrialization etc. and therefore the library got the backseat. Thus from the public library organizational point of view the States and Union Territories can be classified into two groups (i) Statutory system (ii) Non-Statutory system.

11.2 ❑ Statutory and Non-Statutory Systems

(i) Statutory System

Under the Statutory System, there are presently thirteen States which have enacted library legislation: Tamil Nadu (1948), Andhra Pradesh (1960), Karnataka (1965), Maharashtra (1967), West Bengal (1979), Manipur (1988), Haryaya (1989), Kerala (1989), Mizoram (1993), Goa (1993), Gujrat (2002), Orissa (2002) and Uttaranchal (2005). However, these States do not follow a uniform pattern.

(ii) Non-Statutory System

States, which have not yet enacted library legislation, are developing their

library services through administrative measures : (i) direct governmental effort, and (ii) grants-in-aid system.

Generally speaking, bigger States have adopted the grants-in-aid system and the smaller States and Union Territories are establishing government libraries at different levels. Most of the States, however, combine both the methods. The current tendency is to establish government libraries at divisional and district headquarters in bigger States and to give grants to other public libraries organised by voluntary organisations.

The Education Department generally looks after library service in a State. In some states, multiple departments are involved in public library service.

Of the Union Territories, Delhi, Chandigarh and Pondicherry are quite advanced in library service. Delhi is served by the network of the Delhi Public Library and Chandigarh is served by the Central State Library. Pondicherry has a chain of Government-run public libraries headed by the Romain Rolland Library.

Public Libraries in India generally provide lending and reading room services. Mobile library services are limited to a few cities. They do not normally stock textbooks for students. Audio-visual services through TV-cum-VCRs are being arranged in limited number of libraries under the assistance programme of the Raja Rammohan Roy Library Foundation.

11.2.1 Legal Framework:

According to our Constitution, the public libraries are listed as a State subject. Hence it is obligatory on the part of the State Governments. To establish, maintain and encourage public libraries including information centres on modern lines to cater to the needs of all sections of the community. In order to ensure that the libraries work within a proper legal framework   and have sufficient finances for developing, States should enact library legislation.

11.2.2 Library Legislation:

Some States have taken the initiative to enact library legislation and have passed Library Acts. However, some other States are still lagging behind and due to this the development of libraries is disparate and lopsided and varies from State to State.

The Public Library should be established under the clear mandate of

law, so framed as to ensure nation-wide provision of public library service. The public library is the responsibility of local and national authorities. It must be supported by specific legislation and financed by national and local governments. These are substantiated by two statements made in the UNESCO Public Library Manifesto, 1972 (first published in 1948) and 1994, which indicate the importance of library legislation.

Most of the libraries concentrate on Lending Services and provide Reading Room facilities. Some of them provide Extension Services. Other services such as Reference Service, Bibliographical Services, etc., with the exception of a few State Central Libraries, are non-existent. The State Central Libraries have not yet evolved any policy for collection development. They should aim at having multilingual collection to serve different linguistic groups. These libraries have yet to be automated and modernized. However, it is felt that the best maintained public libraries are those, which are covered by library legislation and are run by raising funds through Library Cess and supplemented by State Grants.

All public libraries should have separate Children's Sections as well as special facilities for the handicapped. Braille Collections have to be developed for the visually handicapped and special care has to be taken to give appropriate library service to tribal groups.

Other Aspects of Public Library Services :

In respect of preparation for Public Library Service in India for the 21st Century, some more points are required to be considered among which the important few are :
(1) Integrated Public Library System for the People;
(2) Provision of Resources and its Sharing;
(3) Role of the Government and other Agencies; and
(4) Role of the Library Professionals and their Training.

11.3❑ Recommendations by Various Library Committees

From time to time, both Central and State Governments appointed Committees and commissions for strengthening the Public Library System in India. Their recommendations are quite valuable in understanding the library development in India.

(a) The Advisory Committee for Libraries appointed by the Ministry of Education, Government of India, in 1957 to investigate into the state of library

in India recommended that the State Governments should accept responsibility of public library service in their areas. The library pattern of the country should consist of National Library, State Central Libraries, District Libraries, Block Libraries and Panchayat Libraries.

The Committee on National Policy on Library and Information System (CONPOLIS) appointed by the Department of Culture, Govt. of India, in 1985 to prepare a final document of National Policy on Library and Information System for consideration of the Government of India felt that the most important task before the government was to establish, maintain and strengthen free public libraries in the country and enable them to work as a system. It stressed on enactment of library legislation by states to strengthen the financial basis of public libraries. It envisaged a larger role of the Central Government in the promotion of public libraries.

11.4 ❏ Suggestions for Strengthening of the Public Library System

1. The Govt. of India should make it mandatory for all the States and UnionTerritories to pass library legislation. Hence, the Model Library Act formulated by RRRLF should be adopted on all India basis;
2. There has to be infrastructure development of all public libraries for collection development, preservation, conservation, modernisation and resource sharing and manpower development, keeping in view the type of libraries as well as local needs;
3. Public library should take necessary measure such as story telling, book discussions, elocution competitions, book exhibitions to inculcate reading habits among the members of the community;
4. An apex body for public library should be established in New Delhi, which will coordinate their activities of different public of the States in India. It will   also coordinate with other libraries abroad in the development of Public Library System;
5. Access to centralized purchasing of library materials, supplies and equipments;
6. Access to centralized catalogues and preparation of materials;
7. An organized programme of staff guidance, orientation and in-service training;
8. Specialised personnel, professional, sub-professional and clerical;

9. A village or a village cluster with an adequate population should have community library/rural Community Center Library (CCL) which will also serve as an information centre of resources of different agencies engaged in the public health, adult education, local self govt. etc. or to be mobilized to build up this centre;

10. Public Libraries need to be modernized, special assistance be given to Raja Rammohan Roy Library Foundation and to the depository libraries, i.e. National Library, Calcutta; Connemara Public Library, Chennai; Central Library, Bombay; and Delhi Public Library, Delhi for their modernisation activities;

11. Internet facilities need to be introduced in the State Central Library in India and at least one terminal should be made available in each library. E-mail facilities should be introduced in the public libraries in phased manner;

12. Govt. of India should establish Model Public Libraries throughout the country on the pattern of modern schools;

13. The central and state government should take up steps jointly to establish a national network of public libraries on the patter of INFLIBNET for the purpose of resource sharing. This will contribute to national integration;

14. The Public Library System will have to be systematically developed through library legislation and State enterprises to cover village and municipal areas, keeping in view of the 73rd and 74th Amendments in the Indian Constitution. The Public Library System will have to develop collections to serve the multilingual information needs at all levels;

15. Development schemes of the Delhi Public Library to give proper direction to library services within National Capital Territory (NCT) of Delhi need augmentation during the Tenth Plan period;

16. Retrospective conversion of old documents in libraries in machine readable form should be undertaken without duplication of efforts. The services of the exiting library networks may be utilized in this regard; and

17. The Delivery of Books and Newspaper (Public Libraries) Act, 1954 should be adequately modified so that each Depository Library should receive a copy of the published reading materials produced in India.

This will make effective National Bibliographic Control on the literature published in different languages in the country. It will also make bibliographical services more comprehensive.

11.5 ❑ UNESCO

The UNESCO Public Library Manifesto, 1994, proclaims UNESCO's belief in the public library as a living force for education, culture and information and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women.

The following key missions should be at the core of public library services:
- To create and strengthen reading habits in children from an early age;
- To support both individual and self-conducted education as well as formal education at all levels;
- To provide opportunities for personal creative development;
- To stimulate the imagination and creativity of children and young people;
- To promote awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations;
- To provide access to cultural expressions of all performing arts;
- To foster inter-cultural dialogue and to favour cultural diversity;
- To support the oral tradition of the arts;
- To ensure access for citizens to all kinds of community information;
- To provide adequate information services to local enterprises, associations and interest groups;
- To facilitate the development of information and computer literacy skills; and
- To support and participate in literacy activities and programmes for all age groups, and initiate such activities, if necessary.

Any attempt at the development of a public library in a developing country should be directed in consonance with the prevailing cultural and economic conditions of the people, as distinct from that of a developed country. The public library in a developing country can play a greater role in catering to the potential needs of the overwhelmingly disadvantaged masses for information services to their daily life and livelihood. The public library

system should be equipped to tackle the task of eradicating illiteracy through the combination of information service and literacy programmes. In India today the public library remains out of bounds to that part of the population that consists of peasants, workers, artisans and the like who are illiterate or insufficiently literate and unable to use printed materials. The urge of the rural people in a developing country for different kinds of information connected with their livelihood is a natural human attribute. The public library should organize its programmes to meet the multifaceted needs of the people in the area.

11.6 ❑ Public Library System in India

India is a diverse federal country with wide variations in geographical and educational backgrounds of its constituent States. Naturally, the scene and pattern of libraries differ from Sate to State. Thus from the public library organizational point of view, the States and Union Territories can be classified into two groups :
  i) Statutory System; and
  ii) Non Statutory System.

11.6.1   Statutory System.

Under the statutory system, there are presently thirteen states which have enacted library legislation: Tamil Nadu (1948), Andhra Pradesh (I960), Karnataka (1965), Maharashtra (1967), West Bengal (1979), Manipur (1988), Haryana (1989), Kerala (1989), Mizoram (1993), Goa (1993) Gujarat (2002), Orissa (2002), and Uttaranchal (2005). However, these States do not follow a uniform pattern. Considering the main features of the Acts, they can be very broadly classified into two types, viz.

Type 1

The Acts of Tamil Nadu, Andhra Pradesh and Karnataka provide for an independent source of income to the local library authorities through levying of library cess as a surcharge on certain taxes at the rate of 3% to 6%. The funds raised through the library cess are supplemented by State Grants. The public development in these States is estimated to be relatively better as they have been able to provide a public library in almost all the towns and in about 5% of the villages.

Type 2 :

The State of Maharashtra, one of the forerunners in library legislation does not levy library cess. Instead of the Government establishing its own libraries, the existing libraries being run by voluntary organizations, are declared as District, Libraries or Taluk Libraries. Each library depending upon its status is given State Grant. The libraries continued to charge the nominal subscription fee as a supplementary source of income. In the same pattern, with certain minor modifications, West Bengal, Manipur, Kerala, Haryana and Mizoram have adopted library legislation.

11.6.2   Non-Statutory System

States which have not yet enacted library legislation are developing their services through administrative measures; (i) direct governmental effort, and (ii) grants-in-aid system. Generally speaking, bigger Sates have adopted the grants-in-aid system and the smaller States and Union Territories are establishing government libraries at different levels. Most of the States, however, combine both methods. The current tendency is to establish government libraries at divisional and district headquarters in bigger States and to give grants to other public libraries organized by voluntary organizations. Library service in a State is generally looked after by the Education Department. In some States, multiple departments are involved in public library services. One of the officers of the Secretariat or the Directorate is appointed to take charge of public library services. A Deputy Secretary of Orissa and an Officer on Special Duty (Libraries) in U.P. are the two Secretariat Cell Officers who have been given primary responsibility for the promotion of library services in the respective States. Assam, Gujarat and Orissa have created Directorates of library services even without legislation. Of the Union Territories, Delhi, Chandigarh and Pondicherry are quite advanced in library services. Delhi is served by the network of the Delhi Public Library and Chandigarh is served by the State Central Library. Pondicherry has a chain of government-run public libraries headed by the Romain Rolland Library.

Public Libraries in India generally provide lending and reading-room services. Mobile library services are limited to a few cities. They do not normally stock textbooks for students. Audio-visual services through TV-cum-VCRs are being arranged in a limited number of libraries under the assistance programme of the Raja Rammohan Roy Library Foundation. Services to the handicapped and disadvantaged are scantily rendered. And

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information services are hardly provided. Dual use of libraries (school-cum—public libraries) has been experimented in Himachal Pradesh and the tribal areas of Madhya Pradesh.

11.7 ❑ Reality of Public Library System in India

The biggest question that remains is whether a public library system exists in India. Reduced to its basic elements, a library system may be said to provide accessibility of services through national, state, district, block and village libraries, deposit centres and mobile libraries together with a pool of resources and services, in depth and in variety, used in common by all the outlets. A public library of whatever kind, on becoming a part of a system, assumes a new role of being a vital link connecting the base with the full resources of the system and through it, the resources of the State and, if possible, of the nation. The local public library, in this process, is neither weakened nor eliminated. On the other hand, its membership of a system enables it to bring to its user resources and services, which will not otherwise be available. The local library, thus, rises in stature and serves a wide region while at the same time serving its local clientele with richer and more diverse resources and library services than before. It is the regularly organized library system that could ensure cooperation, evaluation and selection of materials to avoid unnecessary duplication, allow orderly growth of collections and make possible the acquisition of specialized and expensive materials, inventory and record-keeping necessary for encouraging and facilitating inter-library loan, exchange of bibliographical information and other auxiliary services supporting :

● Access to centralized purchasing of library materials, supplies and equipment;
● Access to centralized catalogue and preparation of materials;
● An organized programme of staff guidance, orientation and in-service training; and
● Sharing of specialized personnel, professional, sub-professional and clerical.
   All these issues are bound to affect economy, establish common standards of library services, improve services efficiently and strengthen the libraries to meet their avowed objectives.

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The concept underlying a Public Library System is that no single service point should stand alone but be mutually dependent on each other.

Statistics about the public libraries are very impressive. There are 54,845 public libraries in India. Those are composed of National Library, State Central libraries, district central libraries, town libraries and village or panchayat libraries. An overall view of public libraries might give an impression that they form the National Library System. But the reality is different. No organized efforts have been made to give it a direction and shape at the all India level. Even at State level with library legislation in operation, they tend to function in isolation. Networking has nowhere been applied in organizing libraries.

11.7.1   Community Information Provision in Public Libraries

Traditionally, public libraries have been providing information services to citizens on the basis of the data found in conventional sources such as books. But today, public libraries have to move outside and identify the changing information demands of the users and make available the most current and recent information demands of the users and make available the most current and recent information. This information is highly essential to the citizens for day-to-day decision-making and problem-solving. Such services are called community information services. Information that will be supplied under the banner of Community Information Services (CIS) is local-need based. It is dependent upon research in the community to ascertain what these needs are. It is developed keeping in mind the local needs of a specific group of people.

The Report of the National Policy on Library and Information System recognized the main thrust of giving a priority to rural public libraries. It had recommended a village or village-cluster to have a community library/ rural community centre library, which will also serve as an information centre. The Department of Culture of the Govt. of India even decided to establish 500 rural libraries, which would act as nodal points for providing information to rural people. Though a comprehensive plan was worked out by the Raja Rammohun Roy Library Foundation, the same remains unimplemented.

11.7.2   Rural Libraries As Telecentres

The efficiency of, often inadequate, public services in remote areas, such as

education and health care, could be greatly enhanced by the use of modern information and communication technologies. Access to computer networks would enable people to benefit from the rapidly growing wealth of online information and knowledge resources and to contribute to these resources. Entrepreneurs in remote areas need market information, such as current prices and expected demand for their products and services, e.g. agricultural products, fish and seafood, handicrafts, natural resources, tourism and transport and to reach out with information about these products. Easy access to government information, such as records of property ownership and transactions, and information about taxes and subsidies, would help business to develop in rural areas. Good data communication facilities would enable city-based enterprises to establish virtual offices for tele-workers in remote areas. Community-owned networks, using computer mediated conferences and bulletin boards, provide powerful tools for generating and sustaining local business and social initiatives. All of this will contribute to reversing the current trend of urbanization, and to reducing pollution. Computers and advanced telecommunication services for people in rural areas, who live the way their ancestors have for generations and often lack basic education may appear inappropriate. However, for rural communities to compete in attractiveness with cities, they must have access to the same services at the same costs as those provided to the urban population. Arguably, rural communities need even better services to compensate for their geographical isolation.

11.7.3 Multipurpose Community Telecentres (MCT)

The objective of the MCTs pilot projects proposed by the International Telecommunications Union (ITU) is to develop and test models for provision of access to modern information and communication services for the development of rural areas. MCTs and associated telecommunications access networks will be established in partnership with local, national and international stakeholders. Telecentres, which employ Information and Communication Technologies (ICT) are a relatively recent phenomena. The first ones were built in Denmark and Sweden in 1983-85. The idea has been taken up quite widely in Europe, notably in the UK where at the last count there were some 200 telecentres. Services typically offered by telecentres include access to telephone and fax machines, typing, photocopiers, printing

equipment, training in the basics of PCs, word processing, spreadsheets, desk-top publishing, e-mail and electronic networking.

Telecentres may be located in a range of facilities plus community centres, converted farm buildings, parts of school premises, additions to post offices or facilities built specifically for the purpose of a telecentre. Such facilities are called virtual village halls, telelearning centres, and telecottages, among others. Telecentres in some countries, depending on location and demand, add applications such as telemedicine, distance education, formal, and non-formal tele-training programmes in addition to access to equipments.

11.8 ❑ Telecentres in Rural Development

The services offered by telecentres form a part of the solution to problems which rural communities and partner organizations aim to solve. Through telecentres, communities can access accurate, timely information, which is a crucial ingredient for success of development efforts. Information can have an important multiplier effect on the effectiveness and efficiency with which resources are used.

11.8.1   Telecentre Opportunities

The Telecentres offer opportunities to : Reduce the isolation and marginalisation of rural communities;

Facilitate dialogue between rural communities and those who influence their communities, such as government (at a number of levels), planners, development agencies, researchers, technical experts, educators, etc.;

Encourage participation of rural communities in decision making which impacts their lives;

Coordinate development efforts in local regions for increased efficiency and effectiveness;

Share experience, knowledge and lesson learned with other rural communities to address issues with local contexts;

Provide information, training resources and programmes when needed in a responsive, flexible manner;

Facilitate ongoin development initiatives aimed at solving a variety of problems; and

Improve communication among stakeholders, thus overcoming the physical and financial barriers that often prevent researchers, extension

workers, farmers and others from sharing knowledge and competence.

By providing the appropriate tools and support, telecentres make it possible for demand-driven information gathering and distribution to occur. The self-help of telecentres makes easier the task of conveying education and training to a target group traditionally hard to reach with educational messages, and can help to ensure that the information delivered to rural communities is information that is required by the recipients. While demand-driven and responsive to local needs, telecentres can also play a role in education with a development purpose and the promotion of social goals such as AIDS education. Telecentres are a low-cost method of providing library services, which can access timely, relevant information in national and world-wide electronic information banks.

Furthermore, and very importantly, telecentres facilitate the development of individuals capacities to participate as active producers of information rather than just passive receivers.

11.8.2 Pilot Project in Rajkot District

The pilot project involves establishment of 12 MCTs in rural areas of the Rajkot District of Gujarat. The International Telecommunications Union (ITU) envisages to include this pilot project in the global Buenos Aires Action Plan Programme No. 9 - Integrated Rural Development. The Buenos Aires Action Plan (BAAP) was adopted by the World Telecommunication Development Conference, Buenos Aires, 1994 (WTDC-94). Through this and other pilot projects participating in this global programme, sustainable models for provision of access to advanced information and communication services, such as tele-education and tele-health care (tele-medicine) and the Internet, for rural population by means of MCTs will be developed, which could then be replicated at the national level.

11.8.3 Community Telecentre Services

The community telecentre will, have to provide the following set of services:
Tele-medicine for health care;
Tele-trading for selling agriculture produce;
Tele-administration for the rural development programmes of the State Government;
Tele-customer service for telephone collection and registration of new connections;
Tele-education and computer education and; Miscellaneous services: Fax,

STD, PCO, photocopying, word processing etc.

The Department of Telecommunications of the Govt. of India and the Department of Rural Housing and Rural Development, Govt. of Gujarat will implement the project. Partnerships would also be sought from other Central Government Departments, International Organizations, NGOs and the private sector.

11.9❑ Networked Public Library System

The public library system should get further boost with the input of information technology into the national mainstream. The networked public library system at the national plane is the need of the hour. The public libraries need to be modernized in order to make them the effective centres for accessing electronic information. The task of introducing modernization in libraries has to be performed by library networks. Library networks are to be recognized as centres of resource-sharing and agencies for digitization of documents for providing "Information to All".

11.10 ❑ Exercise

1. What the Public Library services are to be provided in a Library?
2. Define the role of UNESCO in the development of Public Library System/ Service
3. Describe Public Library VS Community Information Centre.

11.11 ❑ Reference and Further Reading

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Unit 12 ❏ Application of Information Technology in Public Library (PL) Services

Structure

12.1 ❏ Changing Information Culture

Libraries world over function as non-profit organizations and have been regarded as spending institutions. But this concept is changing fast the as for the service is slowly gaining support from generators and disseminators of information. The need for marketing of information products and services has been appreciated. Now the trend is towards fee-based information services. At every level of functioning, emphasis is on finding ways to be self-supporting. This is because operational and service costs in libraries are increasing and fund support from the Government is decreasing. Major factor would be revenue generatioi to support the declining budgetary support. This situation is found not only in the underdeveloped world but in developed countries also. United States Information Service, British Council Libraries, U.S. Printing Office, etc. have switched over from the earlier policy of free services to one of fee-based services. Similarly Government organizations in India like NISSAT, NIC, NCL, INSDOC (now NISCAIR) and many other CSIR laboratories have made their products and services available on nominal charge basis. Another trend started by most business organizations is of buying expertise, technical services and even consultants for particular

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tasks. It means, information is now treated as resource and as a saleable commodity. The business of generating, storing, retrieving and transmitting information is carried out by the so-called information industry/knowledge industry/telecommunication industry.

12.2❑ Repackaging of Information

Repackaging of information refers to the presentation of information in more understandable, readable, acceptable and usable forms. Information is repackaged to satisfy the users' needs of an information society.

Any centre responsible for providing information must perform the following functions:

Acquisition
Acquisition of documents both primary and secondary either published or unpublished.

Classification
This is carried out through cataloguing and indexing.

Storage
Storage of documents.

Repackaging
This involves selecting, analyzing and processing information, actually building new information tools suited to the needs of users.

Dissemination
This means that the information material held or generated by the centre is provided where and when it is needed and in a way suitable to meet the user specific requirements.

Most libraries give emphasis on the first three functions, viz. acquisition, classification and storage—and much less attention to repackaging and dissemination which has become the need of the day.

Types of Repackage Information
Current awareness: accessions or acquisitions lists, bibliographies;
Selective Dissemination of Information (SDI): critically matching information with specific information needs of users;
Analysis, consolidation and synthesis of information: literature reviews, case studies, state-of-the art;

Tailoring and reduction of information materials: abstracts, extracts, reprints, handbooks, manuals, etc;

Translation of materials;

Directories;

Announcements of current events, activities and publicity materials: newsletters, news releases, brochures, posters, etc. and

Audio-visual media materials.

12.3❑ Marketing

Marketing is concerned with providing customer satisfaction. It starts with the customer and ends with the customer. It co-ordinates the source of production and distribution of goods and services, determines and directs the nature and scale of the total effort required to sell profitably to the ultimate user.

Marketing is sometimes considered to be a planned selling effort. To be successful in marketing we must give our customers what they want, or what they think that they need. If we take a product to the market and sell it, that is selling. When we study the needs of the day and produce a product for which there is a demand and take that to the market, then we are marketing. It is therefore, true to say that if we market properly, there will be no need to sell, since the product will sell itself.

12.3.1   Marketing of Information

Information is saleable and there is constant market for it. Like all other products, information has to be what the customers want and in a form that they can easily use. Information is self-regenerating as giver and recipient—both retain—it and this process can go on forever. Taking four points into consideration, information can be marketed like other consumable products. These are: products, price, place and promotion. Produce something that satisfy the needs of users. Charge the right price for products. Giving them away free may be a wrong price. It gives the impression that what is given is of no value. Product must be available where and when it is needed. Product should be made known to the potential customers.

Information by itself has no inherent value. It has value only when it is used in some decision making process. Use of information, not information itself, is what makes it valuable for individuals and society. Continuous

refinement on the study of the information needs of users and use of information sources is essential. Constant user feedback is an important prerequisite for information effectiveness. There are two basic drives motivating the users: the desire to keep upto date in the field and to obtain a specific answer to an urgent, current question.

Presently, information need of users are very specific and complex. It is really difficult to serve specialized clientele with the conventional information handling techniques. Documents should be designed in such a way that they can be considered a substitute for the original documents, containing only as much information as will help users to decide which documents most closely satisfy their needs. Most responses to a request can only be effective when all pertinent printed materials bearing on the subject can be listed and provided quickly to the user. More than any factor, repackaging of information and the advent of computer has represented revolutionary solutions to a meaningful information retrieval.

12.3.2   Marketing Benefits

Marketing is a full function facility. It increases client base and usage and brings improvement in product quality and performance. The increasing use will bring more revenue which can supplement the shortfall in the budget. Most importantly, it will help in sustainable growth of library services. OCLC should be the model for self-supporting library co-operative venture. If information is marketed successfully, it should be value—added information which perceives client's needs and is repackaged with the help of advanced technologies.

12.4❑ Role of Information Technology (IT)

Libraries are under tremendous pressure on four counts: (1) too much of information of all types, (2) too many specialists asking for it, (3) everyone is asking for his own specific information, (4) no body has the time to wait. Under these circumstances, dependence on new information technologies is the only way out, particularly when traditional techniques of libraries have proved inadequate.

12.5❏ Application of IT

Application of technologies to information handling is termed as Information Technology, encompassing all activities connected with computer based processing, storage and transfer of information to users accurately, precisely and speedily. It involves computers, satellites, telecommunication, CD-ROM, fascimile, machine-readable database, library network, etc. E-mail (the latest communication system offering several advantages over the traditional postal, telex and fax systems), barcodes, laser scanners, DTP systems are good examples of advanced technologies available to libraries.

12.6❏ Computing Environment

Computerization is the usage of a computer for storing the available data on a magnetic medium in a organized way and retrieving the required data in the desired form when needed. It suits when a large number of documents, users and transactions are involved, or when search is complex and fast retrieval of information is needed. The library operations which can be computerized with profit are acquisition control, serials control, circulation control, cataloguing and indexing, database construction and searching, networking and managerial operations. A micro computer can handle these operations with ease.

It is quite clear that trends in computing environment have made considerable increases in developing of information systems, digitization of information network access to system resources by multiple users, remote access and round the clock availability of information. Resource sharing and networking are greatly facilitated by the use of computers and to interface with larger systems to provide multidimensional services. Today only computerized library can take part in computer networking and information networks at national and international levels. It is the only way in which standardized and faster service is assured besides access to a world of information and data efficiently.

12.7❏ On-line Networks

Today most of the networks in the developed countries are on-line networks and use computers and communication technologies for resource sharing.

The well known library network OCLC (Online Computer Library Centre) network can be taken as an excellent example of successful on-line network in the USA. In this, State and Regional networks are such agencies that contract to provide OCLC services and support to OCLC member and user libraries. OCLC works closely with networks in support of mutual cooperation and resource sharing goals. Networks support more than 11,000 libraries that contribute to and or use information in the OCLC on-line union catalogue, the world's largest database of library bibliographic information. Through affiliated regional networks and service centres, OCLC provides services, and or products in 40 countries, OCLC offers cataloguing services, resource sharing, reference services, retrospective conversion and communications and access through its proprietary databases and softwares.

India has also developed some national information networks and various institutions are seriously working on the same area. NIC developed a satellite–based Government information network NICNET in 1977. INDONET developed by CMC is another good attempt. DSIR initiated NISSAT programme in a big way in the same year to form a network in the field of science and technology. Besides having Sectoral Information Centres (SICs) it has taken steps towards establishing metropolitan library networks like DELNET and CALIBNET. DELNET intends to cooperate with, a number of libraries in the following activities: acquisition, serials control, circulation, building up bibliographic database and updating the same ILL, CAS, SDI, union catalogue, transfer of document facility, E-mail, accesing to national and international database. In addition to above, some other specialized telecommunication networks such as DESINET, ERNET, BHELNET, OILNET, RAILNET, BANKNET, POLICENET etc. are in various stages of operation.

However, establishment of on-line networks in India has not reached a satisfactory situation. No single computerized bibliographic resource centre is available even for literature produced in India. It is high time to have an on-line network operating in the country based on the pattern of OCLC (USA) for centralized acquisition and processing of documents, union catalogues and inter-library loan of documents, centralized storage, conservation of rare and expensive documents, utilization of equipment and higher levels of reference services. It is believed that on-line environment unlimits the accessibility and manipulation of information and increases the

possibility of qualitative information products. In this situation, marketing of these products will be an easy job.

12.8 ❑ Adapting to Changes in IT

Almost all libraries are having some kind of information products or services to offer commercially. Now, is the time for making products and or services worthwhile as demand for information products and services are increasing manifold. Libraries and information centres must take note of technological changes and review and modify their products and services, marketing tools and techniques accordingly. They may have to move to marketing of their print publications and machine-readable products like CDDROMs as well. Having IT not in use we have not been able to create indigenous databases which can be used as good sources for information marketing. Application of IT has made document delivery faster, more effective and visible. It also optimizes the skills in technical communication (technical writing, editing, publishing, including DTP systems etc.) which ultimately increases the accessibility to information. Practically information cannot be marketed efficiently without the effective use of technology. There is a need to narrow down the existing gap in the availability of IT and its use in the Indian libraries. The use of networking on-line searching, e-mail etc. should be encouraged.

Information available through on-line services will certainly increase the resource base and ease the process of collecting, repackaging, retrieving and transmitting of information. Availability of on-line networks as resource base will bring quality in products which will ultimately enter the information market. In India, there is a good scope for information broking activities. If value added information is made available, users will welcome utilizing services and will not mind paying for information.

12.9 ❑ Exercise

1. Is there any need for application of Information Technology in Public Libraries? If so what are the areas in which IT can he effectively used?
2. Describe the application of information technology in Public Libraries.

12.10 ❑ Reference and Further Reading

1. Sharma, R D (ed.) : Managing Information, Knowledge and Power. Bookwell, New Delhi, 2004.
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Unit 13 ❑ Resource Sharing and Networking

Structure

13.1 ❑ Introduction

The explosion of information which we have been witnessing during the last 50 years has made processing and accessing of information through manual means impossible. It is only through automation that information is very well collected, stored and disseminated. There has been tremendous success achieved in this work right from the 1960s. This work has been facilitated by computers, online databases, networking, fax and electronic delivery of documents. With the onset of multimedia and the World Wide Web (www) technology the whole information world is changing. We notice that the knowledge which was growing at a very low speed during the past millennium, is going to leap ahead now because information is reaching across the globe in no time and users who want to make use of it and further amplify it and apply it are bound to create more information and contribute to the growth of knowledge. Knowledge is thus growing and becoming very complex.

The information coming through non-automated sources such as bibliographies and publications including books, serials, reports, pamphlets, etc. is very large. The growth of full text databases and full text machine readable data on the Internet is also growing. Databases on Internet are growing fast and the Web Server numbers are doubling every six months.

Therefore proper collection, storage and dissemination through automated means and Internet is important and should be the main function of the information specialists. Two more applications are becoming important. One that the information related to any concept is being made available through hypertext applications. So, there is an amplification of an idea, continued by further amplification of the supporting ideas so that the researcher can get everything at one source and in one go.

And, the second facility that is coming up is the multimedia applications. The picture,   sound and text are on play simultaneously. We see that every bit of knowledge is becoming freer and freer and is able to establish links with every other bit of knowledge. It is at this juncture that we are entering the 21st century when knowledge is becoming growth oriented and the users are becoming knowledgeable and knowledge seekers. The obligations of the information specialists and their tasks are thus becoming more important.

13.2❑ The Libraries Without Walls

The libraries are getting transformed. The catalogues are becoming available on the Internet and anyone can access them from any part of the world. Some of the collections are becoming available in full text. The library collections are becoming accessible to the users who do not actually come to the libraries but can access the resources from a long distance. We notice, therefore, that the library as such is losing its physical barriers and slowly it is getting mapped on the international scene. Universal library will definitely have no walls and will be accessible to any user anywhere in the world. That is going to be the scenario which will grow and remove the barriers that reduce the accessibility of collections in the libraries.

In the 21st century libraries will also be publishing documents electronically on the Internet. They will not only add more documents electronically on the Internet but will introduce blending of the electronic facilities, print and multimedia with the services. The human contributions will make this blending more visible and more useful. The information resources will begin to grow in a number of ways. There will be pressure on converting the textual sources into electronic resources. There will be efforts made to link the bibliographies, each entry in the bibliography or a database to a particular document and each document with hyperlinks to particular documents which may be connected to other necessary documents. This

work in itself is going to be a major activity of organizing information. At this stage it is at a very low key and in a disorganized form. This is going to change. There will be efforts made to streamline the creation of such interlinked databases.

The management of the library is going to be based on the library systems which will be developed for different types of libraries. Library management system for a public library may be different from that of a special library. We notice that the management systems are going to provide IT based linking to each worker or to each specialist in a library and that special software will be developed for monitoring the work of each library worker in relation to his or her use of databases within the library or outside the library. The efficiency with which the service is provided could also be monitored. The management system is going to provide further opportunities for more research on one hand and on the other, it will make the professionals more responsible to the jobs.

Also, the latest developments anywhere in the world will be communicated fast and implemented. The IT, therefore, is going to transform the library management in such a way that paper work is going to get reduced and service potential is going to increase to a greater extent.

13.3❑ Role of Librarians

The obligations of librarians towards the world, towards the country, towards the institutions, users and themselves for playing positive roles as the library professionals will place the challenges before them in a wide variety of contexts. A librarian's contribution to the universal bibliographic control and the universal availability of publications, in whatever measure each individual can contribute to it will help the librarians in providing better information to the users. It is becoming day by day necessary that bibliographic, bibliographical, statistical and full text information should get so standardized around the globe so that each librarian anywhere in the world can contribute to this resource and any user anywhere in the world can access this information smoothly. This global obligation on the part of the librarians is going to become increasingly compelling in the 21st century because no longer wastage of effort by creating non-standard databases will be appreciated and accepted.

Thus, capacity to be a part of this global endeavour is going to be the

major challenge for the library professional. The librarian will have to fulfil his or her national obligation as well. It will become increasingly simpler to fulfil the national obligation if the librarian is able to fulfil the global obligation. Creation of standard databases and networking them in the early decades of the 21st Century in a developing country like India is going to be a common feature. But it is expected that national and international agencies and vendors will create databases and make them available against a fee to all the libraries, and users at home or in office. The existing libraries in each country will slowly have the tendency to become archival in nature and unless the library professionals create a role for themselves in information retrieval and dissemination work out of the growing number of databases and networks, they will have a major problem to face.

The obligations of a librarian towards his/her institution are going to compel him/her to change his/her role as an information gatherer and information provider, not only of what has been stored in his/her library but what is available anywhere in the world. This brings him/her closer to the needs of the users and he or she, therefore, should have the capacity to evaluate the precise requirements of the users besides having complete access to the world resources.

The librarian has to have expert knowledge so far as the types of information and their sources are concerned. This expert knowledge is going to be the key-stone on which the services of librarians will be based. In addition to that, they will have to have specialized subject knowledge besides training in computer, networking and communication applications. They will have to be able to give pin-pointed information.

Another factor which is going to emerge very fast is that the librarians who are familiar with the sources and contents of the information are going to develop cost-effective information services and special databases keeping in view the needs of the users.

So, we feel that a new kind of service will emerge from specialized librarians'. In addition, the librarians will be compelled to provide appropriate instructions for the users in the library. They will have to assess information needs of the users and remain in touch with the markets or rather the databases that are based on the value-added services. Such products which are not available will be made available depending upon the needs of the users.

In addition to this, the technology is going to play a major role. Appropriate technology which can help in accessing information, creating

online catalogues of the library collections based on certain requirements of the users will be preferred. It means that the technology as it is changing now will remain changing in the 21st Century as well as it helps the information scientists or the librarians in providing better services to the users.

There will be a need to provide better communication approaches to information so that the information that has been developed is utilized well and reaches the users fast. There will be business plans developed for databases, for marketing it and communication plans to market them fast. Bench marketing of databases and services will become a regular process.

There will also be efforts made by the librarians for finding the ways and means of providing global information within the library and without to their users. The librarians, therefore, will be constantly finding partners all over the globe. These partners will be partners for cooperation, for providing common services and for exchanging information. There will be efforts made to complement and supplement the roles of the librarians, the services being provided by the librarians, and it is going to be difficult for the librarians to remain in business if they do not compete with information brokers and provide the necessary services to the users.

There will also be a need to develop directories and handbooks that provide access to the digital resources on the Internet. Such tools give rise to the growth of a virtual library. This environment is going to be spread all over the world and will not be confined to the four walls of a library. In the digital world it will be the analysis of the data that will be important. The information specialists will devise ways and means to package information in order to present it to the users daily. The information brokers and the information specialists will not only be interested in keeping track of the information resources but also will keep track of the users' needs. They will act as bridges to link the two. It is likely that the information brokers or the information specialists could be replaced by the online help by the end of the 21st century, so that there is no human intervention at all in accessing information. In the digital world we understand that everything will not be digital. Still there will be books, manuscripts and other kinds of documents available. Therefore, there will not only be the need for the preservation of these documents including the digital documents, but also of the human talent and touch that will monitor information resources and access

strategies.

13.4 ❑ The Missing Functions

Let us have a look at the impact of technology on the role of a librarian. We notice that the librarian is accessing information through computers and is distancing visually from the actual documents. He or she is also slowly going to distance from the users because the user will be able to access information from his or her own place of work rather than by coming and sitting with the librarian and asking for information. This trend is going to make a great deal of impact on the role of the librarian. This role is going to become rather impersonal or machine like and which I feel may or may not be a healthy trend. But, it is inevitable. Another impact which one notices is going to be delivered electronically rather than through couriers or mail as is done at present. As more and more documents become available electronically, they will be distributed much more electronically. It will result in developing a gap between the user and the librarian.

Another factor which is going to come up is regarding the circulation of books. When the users do not go to the circulation desk for returning or borrowing documents, as a result of full text facility going to be available at the home computer, there is going to be less work at the circulation section. As such, the need for staff and the inflow of documents will change.

Also, there is going to be a tremendous change in the flow of users in the library. Thus, we see that the flow of users will decrease and, the need for extra staff at the library counter or in the technical section will also decrease, for they will have to process less books. At present, the documents received are processed, classified and catalogued. For documents in electronic form there will be less technical work to be done. So there is going to be an impact on all sections of a library including acquisitions, circulation, cataloguing, classification and reference. To do the specialized work, technically efficient staff will be needed. Only the competent staff who can access information from the Internet, from the electronic databases, from the electronic documents and CDs will be able to provide sufficient information to the users. We notice, therefore, that there will be a diminishing of some types of function during the 21st century in the existing routine and considerable increase in the specialized functions.

13.5 ❑ Information Patterns

We notice that access to information is going to become simpler, yet there has to be different ways for different types of users. There are users who can use the computers, use Internet and databases and on the other, we have end users who cannot even touch the machines. As in the last few decades the computer technology has become simpler and user friendly, we hope that in the years to come it will become affordable as well. Accessing information from home is going to be a growing feature in the 21st century.

Another feature that is going to emerge fast is the change in the collection development policies. At this time the institutions that are specializing in various subjects have a policy of collecting core collections in the subjects of their interest. They do not want to waste finance in acquiring publications in other subjects. Whenever they want information in other subjects they get it through a network or borrow from another library. With the growing digital environment, they will be able to access more information in less time. Thus, in due course of time, their emphasis on developing the core collections will definitely diminish and these collections will become smaller and smaller in nature. This is an important change that is going to occur due to the digitization of documents.

The other factor that is emerging is that librarians will not be interested in owning information but they will be interested in accessing information. They will have the only worry to find whether the source of information is reliable or not. As a result, we notice that in the 21st century, the process of owning information and the process of developing core collections is going to diminish gradually. Library specialists will have to find out what is available on the Internet in order to access it and what information could be added to this source to supplement that information.

There will be efforts made to evaluate information. At this stage there is no evaluation done. Whoever wants to publish on the Internet is publishing it. There is no evaluation and therefore, the quality of information is very poor. On the Internet the information resources are going to face the major problem. As the quality grows, the information which is put on the Internet would begin to have a capacity to get linked to the similar information either in the hierarchical order or in the parallel order. It seems that the major efforts will have to be made for promoting the quality of information and for avoiding the duplication. If the theory which has been propounded and the

person who has propounded the theory is able to know about it, he will extend his research further. That means the universe of knowledge not only has to be available on the Internet, but also there will be a growing trend to contribute to it further. This environment will contribute to the fast growing tree of knowledge.

13.6 ❑ Digital Environment

As a result of electronic access to information, a new digital environment is growing within the libraries. As discussed earlier, there is a trend towards electronic publishing and this trend is promoting dissemination of information electronically. In this environment, manuscripts are electronically transferred and published. In future, efforts will be made to reduce the time from the birth of a thought process, its conversion into manuscript and published forms to the time it is used by the user. The gaps in time are going to get drastically reduced.

To master these time saving mechanisms is not going to be smooth. In India, the digital environment is introduced in various types of libraries. In science and technology libraries, the success is going to be much faster. In humanities and social science libraries the impact is comparatively slow. In the public libraries the digital environment does not exist. No Internet facility is available with them. And no access is available from the remote sites in the rural areas to Internet at this stage; but this situation is going to change very fast. Access facility from rural areas is going to grow comparatively fast in the 21st century. The role of a public library in the old style is going to diminish and a new role is bound to emerge. At present it seems that the Government of India may not provide enough funds for the modernization of the rural library system in the country but at the same time, there is going to be a trend wherein multinational information agencies, Library and Information networks will be able to provide information at various rural centres in the country. As a result the users who want specialized information will be able to get it.

13.7❑ Style of Services

The style of services is going to be totally electronic. Efforts are going to be made that the users receive information at their home or at the terminals

defined for them in the library or at their places of work. Thus, there is going to be less interaction with the user, once the user has made his or her requirements clear. The user is going to get regular feedback on the latest developments in his or her fields and from the user's side, there is going to be a regular number of requirements of information coming in. The two way traffic is going to become busy than it is at present.

A Library is supposed to have a good reference counter. Not always we find efficient reference counters in the libraries. The knowledge and information available is very limited and sometimes they do not even know what is available in their own libraries, not to think of information outside the library. In the 21st century the reference service to be provided to the users is going to be a major task, more scientific and more organized. The information available in a library will in any case be available and efforts will be made to make it available in the digitized form. Information from outside will be accessed also as much as is available in digitized form through networks and the Internet.

For providing efficient reference service there will be a need for creating databases based on the requirements of users, whether the users are specialized users or they are general users. It is these databases which are going to define how information resources will be taped in order to keep the interests of the users alive and growing. There will be pressure on the library staff and on the reference staff in each library for maintaining these databases and efforts will have to be made to link each requirement of the users with the resource in the library and outside the library and this will be done through proper software applications.

13.8❏ Library and Information Networks

The networks are going to play a major role in the digital environment and serve as backbones of organized information systems. They will provide specialized information and provide access to a large number of databases on a particular subject, to a particular user or to the library staff. It is a healthy sign and its roots have already been laid in the later half of the 20th Century.

We notice that over the last three decades, library and information networks have been providing online databases to the users and their services have become very popular. OCLC is one of the first computer based library

networks in the world and it has been followed by many library and information networks in different parts of the world. In India itself the growth of National Informatics Centre as an information network and DELNET as a library network has been the success stories.

All the above activities will be influencing the work of library and information networks. The library and information networks in the 21st century are going to play a major role in resource sharing at the local, regional, national and international levels. Also, these networks will be communicating with other networks and vice-versa. Resource sharing for which basically networks are established will play resourceful roles. The barriers which have been existing and which are still existing in using resources are slowly going to be resolved. The knowledge which is becoming multi-dimensional is going to increase at a high pace and there is going to be integration of new principles leading to more knowledge. The libraries, which use networks for accessing computerized databases, will try to integrate more library information with them and there will be efforts made for understanding pilot projects or creating bibliographic publications and directories online so that they are accessible and connectable with the holdings databases. The researchers are going to have access to international networks. More databases will grow in various Indian languages, both bibliographic and full text and the efforts will be made to convert information about anything that is published simultaneously into machine readable form in any language. Such systems will get developed.

Books-in-print information and information about the pamphlets, brochures, or grey literature will be made available online. Much of the grey literature will be made available in full text form. Since the library databases are available in different parts of the world, coordination with general libraries, public libraries, specialized libraries etc. will be made. Networks will be connected to these libraries and information made accessible.

In the early part of the 21st century there is going to be a possibility of undertaking a major retro-conversion activity in the libraries in India and other developing countries. In most of the developed countries some books are available in the digital form. The efforts are being made to see that the machine readable translation is more intelligent and also the digital information that is available, increases further and is preserved well. This will also   lead to the cooperative efforts in preparing a book in exchange of documents and reducing duplication in acquisition work. Institutions that are not able to keep up with the pace of Internet and are not ready to access

information electronically will have problems in providing resources to the researchers. But it is likely that the Internet technology will be much cheaper and the software will become universally available. The hardware costs that are going down and bound to come to a stage where they will be affordable. So far as software are concerned a large number of softwares is developed all over the world but with varying successes. In the field of library and information networking the softwares have to grow with the growth in the development of libraries and, therefore, the softwares have to be perfect and usable by all types of users. As a result there will be a tendency that the best softwares becomes universally available. The softwares that are unable to come up to such standards will slowly diminish. It is definite that the library and information networks will try to spread their network far and wide in order to attract finances and in order to serve the users well.

Information and library networks that are growing as backbones of information systems will not only contribute at data levels but also at information and knowledge levels. They will give rise to a universal network of knowledge of which users, authors and information specialists will be the active partners.

13.9 ❑ Exercise

1. What are the advantages of resource sharing in Public Libraries and how can it be implemented in the IT Environment?
2. What are the advantages of Networking in public libraries?
3. Describe the role of Librarian in a Networked Environment.

13.10 ❑ Reference and Further Reading

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3. Jain, M K, (ed.) : 50 Years of Library and Information Services in India : Shipra, Delhi, 1998.

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5. Ranganathan S R : Public Library : Position and Documentation Problems, 1951.

Unit 14 ❑ Public Library Scenerio in the UK and the USA

Structure

14.1 ❑ United Kingdom–Types of Libraries

14.1.1   Monastic Libraries

While Christianity was taking firm roots in Britain, Monastic Libraries were established mainly for the use of the clergy. Collection in these libraries contained books on religion and philosophy.

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14.1.2 Cathedral Libraries

Monastic Libraries were closed at the time of Henry VIII. Cathedral Libraries survived with lesser stock. Some of these libraries were damaged or destroyed during the civil war in the 17th century. Whatever libraries that could survive provided a great service as they were the only libraries available.

14.1.3 Parochial Libraries

As the hours of the Cathedral Libraries were restricted and most of them were at distant places, the Parish Clergy had great difficulty. In view of this, Dr. Thomas Bray started establishing Parochial Libraries. But, when he visited Merryland for collecting contributions for these libraries, the local people refused to donate and further suggested to him to establish libraries for the local clergy. Taking this, he started establishing libraries for the local clergy. Though these libraries were mainly intended for the clergy, they were made open to respectable persons of the place. During the 18th century there were cathedral libraries and libraries in large churches.

14.1.4 Precipitation Libraries

The General Assembly of the Church of Scotland established a system of Precipitatian Libraries intended for the use of ministers, school teachers and students. It was Rev. Kirkwood who induced the General Assembly for their establishment. He pleaded that these libraries should be free, they should contain a copy of each important work, appoint a full-time librarian and comple a union catalogue of all such libraries. He suggested for raising funds from local people for this purpose.

14.1.5 Sunday Schools

The establishment of Sunday Schools in the late 18th and early 19th centuries had much to do with spread of education in England. They are not exclusively religious. They were intended for the spread of education, specially for the poor. Formation of the Sunday Schools Union in 1809; National Society for the Education of the Poor in 1811; and the British and Foreign Schools Society in 1814 not only helped in the spread of education, but also for the creation of suitable reading material and establishment of libraries.

14.1.6 Itinerating Libraries

Samuel Brown started what are known as the Itinerating Libraries in 1977. These are intended for circulating books among country people. His scheme was to provide library service within one and a half mile of every inhabitant in Britain. These were managed by school teachers, shopkeepers and others in a village. Under this scheme 50 books were exchanged every fortnight at every village centre.

14.1.7 Subscription and Circulating Libraries

By the beginning of the 18th century, there was a spurt in the reading habit and demand for books. It was at this time that the "Book Clubs" came into existence. In these clubs, people used to contribute to a common fund from which books were purchased for circulation. These were also called as "Gentlemen's Subscription Libraries and Proprietary Libraries." These were supported mainly by the middle class merchants, manufacturers and professionals, and the membership was restricted and limited to a dozen or two. These were called the 'Proprietor' or 'shareholders'. The London Library founded in 1841 by Thomas Carlyle was slightly different from other subscription libraries, because it was not a proprietary library with a limited membership or a local library. It had many up-country members. This was a great success.

14.1.8 Commercial Circulating Libraries

Some of the booksellers opened Commercial Circulating Libraries with profit motive. One such library which met with success was the Mudie's Select Library. This was followed by W.H. Smith and Son's Library, catering to traveling public and Boot's Book Lovers' Libraries which was a chain of shop libraries established throughout the country.

14.1.9 Mechanics Institutes' Libraries

The early development of Mechanics Institutes is mainly due to George Birkbeck. During his contact with mechanics engaged in the manufacturing of scientific instruments made him realize their eagerness to learn about the use to which their products were put to. In order to satisfy their curiosity he started "mechanics classes" and started lecturing on subjects closely connected

with their work. By 1850, the number of such classes had risen to six to seven hundred and technical books. However, they were never free; some subscription was to be paid for use. These libraries later formed the nucleus of many public libraries in their respective places.

14.2❑ Library Legislation

Passmore Edwards, an assistant at the British Museum, was pleading for the establishment of public libraries under law. William Ewart, a member of the Parliament from Dumfries Burghs in Scotland moved this proposal in the Parliament in 1849. The matter was referred to a Select Committee. The Committee in its Report accepted the proposal and suggested for funding of public libraries with unrestricted access, supported by fixed taxes and appropriations. Then Mr. Ewart with the support of Joseph Brotherton of Lancashire introduced the first Public Libraries Bill in 1850. August 14, 1850 is a red letter day in the annals of the library movement not only in Britain, but also in the whole world, because, on that day the first Library Act was enacted.

14.2.1   Provision of the 1850 Act

The Public Libraries Act, 1850 authorised Town Councils with a population of 10,000 and above to adopt the Act. It needed two-thirds majority of votes in the Council to adopt. The Act provided to levy a rate of one half penny in the pound on the rateable value of the property assessed. The money thus collected was to be spent on building, fuel, lighting, fixtures and furniture but not on purchase of books. It was assumed that books could be acquired through donation, from benefactors. In 1853 the Act was extended to Scotland and Ireland. In 1854, in Scotland, substantial improvements were incorporated. The library authorities were empowered to raise a supply full form (ID) rate and permitted to spend on buildings as well as on books, maps and specimens.

A comprehensive Act for England and Wales was adopted in 1855 incorporating Amendments. The Act made provision for adoption by a two-thirds majority at a public meeting of ratepayers. It empowered the authorities to purchase books, newspapers, maps and specimens. The population limit was reduced from 10,000 to 5,000. The rate limit was raised to ID. The Act was extended to areas outside the Municipal Boroughs.

In the first 4 years only 8 Boroughs adopted the Act by 1870. But by

1890 number reached to 215 and by the end of the 19th century it increased to 401.

There were a number of minor amendments to the Act during 1866, 1871, 1877, 1884, 1887, 1889, 1890 and 1891. In the year 1892 a consolidated Public Libraries Act was passed repealing all previous Statutes.

14.2.2 Fillip to Public Libraries

The years 1890 to 1910 were a boom period for British public libraries. Andrew Carnegie gave £8,000 to his native Dunfermline in 1879. The Library was opened in 1883. In 1913 he founded the Carnegie United Kingdom Trust with a capital of 2 million pounds. The Trust gave grants liberally for construction of library buildings. Another great library benefactor was Passmore Edwards. The donations of these two donors gave fillip to public library development in Gereat Britain.

14.3❑ Reports on the Working of Public Libraries and Adams Report

The Carnegie Trust requisitioned the services of Dr. W.G.S. Adams to report on the working of public libraries. The Report appeared in 1915 which suggested measures for the improvement of public library services. The Library Association was also pleading for suitable Amendments in the Act. As a result, a new Act was adopted in 1919 which made provision for the establishment of country library authorities. The Act permitted the development of urban library services by removing the limitation of ID rate for England and Wales. The rate limit was removed for Scotland in 1955 only.

14.3.1　　Kenyon Report

In the year 1924 the Board of Education, Great Britain, appointed a Committee under the Chairmanship of Sir Frederic Kenyon, Librarian of British Museum, to look into the adequacy of public library services. Sir Kenyon in his Report suggested greater cooperation between library authorities on a voluntary basis. He also suggested the establishment of a National Central Library to cater to the needs of the local libraries and also ten regional bureaux in England and Wales to work in close cooperation with the National Central Library.

14.3.2   Other Reports

There were a series of Surveys and Reports on the working of Public Libraries in UK. Important among them are:

1.   McColvin's Report (1942)
2.   Robert's Reports (1959)
3.   Bourdilon Report (1962)
4.   Baker Committee Report (1963)

McColvin suggested ways and means to improve the library system. Robert's Committee enquired into the structure of the public library services. Bourdilon tried to suggest standards for public library services. Baker Committee was concerned with inter-library cooperation. The result of these Reports was the passing of the Public Libraries and Museums Act, 1964. This Act replaced all previous library legislation. The major provisions of this Act were:

1.   Significant change in the relationship between Central Government and public libraries;
2.   One each member Library Advisory Council to the Department of Education and Science for England and Wales;
3.   Responsibility for the improvement of public library services was vested with the Secretary of State;
4.   Some of the Local Authorities were designated as library authorities; and
5.   Free loaning of books.

The Secretary of State for Education and Science appointed the National Libraries Committee under the Chairmanship of Fred Dainton in 1967 to report on the functioning of the British Museum, National Central Library, National Lending Library for Science and Technology and the Science Museum Library. Dainton's Report in 1969 suggested integration among the National Libraries. Based on : the Report, the British Library Act was passed in 1972. The newly created British Library System has three separate divisions (i) Reference Division; (ii) Lending Division and (iii) Bibliographic Services Division.

The Local Government Act, 1972 led to creation of fewer and larger library authorities. Seventy-five library authorities were created in place of 314 local authorities in England and in Wales, 8 authorities were created.

The above narration gives the commitment of the British Government for the development of public libraries. In fact British systems became models to many other countries.

14.4 ❑ United States of America–Types of Libraries

14.4.1   Society Libraries or Library Cooperatives

The first library in America was founded in 1638 at Harvard University. A few churches also established small parish libraries in the colonial period, but these had little effect on the average man.

As did so many other things in America, libraries got their start with the help of Benjamin Franklin. Finding that books were expensive and hard to get in colonial Philadelphia, Franklin hit on the idea of pooling the resources of a number of young men in 1731 to start a subscription library called the Philadelphia Library Company. Thus, a new era of cooperation for the procurement of books began in the USA. This model was followed again and again.

14.4.2   Proprietary Libraries

The Boston Ethinaeum was established in 1798. It has a library. The New York Ethinaeum founded in 1809 also added a library. These libraries were made free to the public at a small annual subscription. These libraries were also called as proprietary libraries.

14.4.3   Mechanics' Libraries

In the early days young people used to join as labourers in industries. Many were of the opinion that those young people **would** be a menace to the society unless their energies were not properly channelised. William Wood, a Boston merchant thought that much could be achieved in this direction through literacy and libraries. He devoted his life to the establishment of libraries for apprentices and merchantile clerks. He collected donations and subscriptions for the establishment of these libraries. The libraries at Boston, Philadelphia (1870), New York (1889) etc., served young artisans and were often supported by their employers. Soon such libraries were found from San Franscisco to Portland Maine.

Books were issued on loan against a certificate from their masters as a security. Workers aged below 18 years were allowed to use the book for a period of two weeks and those above 18 years of age for about a week.

14.4.4   Merchantile Libraries

There were thousands of clerks who were employed in different firms. In the evening they were free to cultivate either virtue or vice. It was also felt that literate assistants would help in improving commerce and business. William Boot who succeeded in the merchantile field, plunged into action to establish merchantile libraries for providing self improvement in the clerks and other assistants in the field. The first of its kind was again established in Boston in 1820. These libraries represented one of the earliest forms of cooperation between business and libraries. These were made open later to persons aged above 14 years having some interest in merchantile affairs.

14.4.5   Academic Libraries

Once the colonies firmly established themselves, their next concern was to establish schools and colleges to impart education to their wards. It was in 1636 that Massachussetts Bay Colony succeeded in establishing a college with a grant of 500 pounds. To this an additional fund was made available by John Harvard with more than 300 books for the establishment of the college library. Virginia established a college in 1693. Yale College was opened in 1701. There were 13 colleges in America by the end of the 17th century. The number had gone up to 72 by the end of the 18th century.

Each State was divided into a number of school districts. There were Superintendents of education in each district. They used to look after the school district. Soon laws were passed for collecting education tax along with property tax. Libraries were established in all the schools and these were made open to the general public. The State provided matching grants for the purchase of books.

Public Libraries

It is believed that the first public library was founded in 1833 in Peterboro, New Hampshire. This holds claim to the title of being the oldest free library in the world supported by taxation. The 'Boston Public' was opened in 1854 as the first urban public library in America with goals that included the preservation of the community. Modern scholars term it as the institution that began the modern library movement in America. Captain Robert Keayne made available an amount of three hundred pounds for the purchase of a building to house the Library in 1656. He also donated his personal collection of books. (This building was later consumed by fire in 1747).

Boston has the credit of passing the first Library Act in 1854. This law empowered the municipality to collect tax and utilize it for the maintenance of public libraries and declared the public library to be free to all people. New York followed suit. Many States did enact library legislation. Gradually, the laws were amended to include establishment of country libraries for the benefit of rural population.

14.5❏ Library Movement

Philanthropy played a great part in setting-up of libraries in USA. The New York Public Library was a venture based on philanthropy. In the year 1848, John Jacob Astor, a wealthy merchant endowed an amount of 400,000 dollars for the purpose of founding a Library. He commissioned Joseph Green Cogswell to buy books for the Library. The Library was incorporated in 1849. Another wealthy man, James Lenox gathered a fine collection of 200,000 volumes and incorporated into a public library. Samuel Tilden left a will bequeathing his property for the creation of a free public library in New York. The worth of his estate was 5,000,000 dollars. In 1895 the three separate endowments were merged together to create the New York Public Library.

Encch Pratt' a merchant of great wealth in 1882 presented to the city of Baltimore a sum of 1,058,333.33 dollars for establishing a library. Other important libraries established with philanthropy were Newbery Library, Chicago (1887), John Crenar Library, Chicago (1894), Henry Huntington Library, San Marino (1919), Piesport Morgan Library, New York (1924) etc.

The greatest single benefactor of public library was Andrew Carnegie who gave 40,000,000 dollars for construction of library buildings and other facilities. The Carnegie Endowment helped in the construction of 1,681 library buildings in a span of 12 years (1905-1917) in the USA.

14.6❏ Library Development in 20th Century

There were 3,873 public libraries by 1923 serving 53.5% of the total US population. The public library movement slowed down in the 1930s due to depression. The Public Library Inquiry of 1947-50 surveyed and analysed American Public Library as an institution. Robert Leigh in his Report mentioned that only 10% of the population of an average community were using public library and they primarily belonged to better educated sectors

of the community. He concluded that the public library as a popular institution has virtually failed. This made libraries improve their services.

14.6.1   United States of America

The first Library in America was founded in 1638 at Harvard University. A few churches also established small parish libraries in the colonial period, but these had little effect on the average man. As did so many other things in America, libraries got their start with the help of Benjamin Franklin. He started the Philadelphia Library Company in 1731 heralding a new era of cooperation for the procurement of books. The Boston Ethinaeum established in 1798 and New York Ethinaeum founded in 1809 had good libraries. William Wood started establishing a series of 'Merchanics Libraries' since 1870. William Boot took the lead in establishing 'Merchantile Libraries' for the benefit of clerks employed in different firms. Virginia established a College in 1693. It also had a library. Soon, laws were passed for collecting education tax along with property tax. Libraries were established in all the schools and these were made open to the general public.

Library Legislation :

Boston has the credit of passing the first Library Act in 1854. This law empowered the municipality to collect tax and utilize it for the maintenance of public libraries and declared the public library to be 'free to all people'. New York followed suit. Many States did enact library legislation. Gradually the laws were amended to include establishment of country libraries for the benefit of the rural population.

Federal Act :

Library Services Act (LSA) was enacted in 1956. As a result the Federal Government came into picture for the first time. This Act was meant to assist in the introduction of library services in unserved areas, specially in rural areas. In 1960 this Act was extended for 5 more years.

In 1964, the Library Services and Construction Act (LSCA) was passed replacing the LSA. The scope was broadened to cover funds for the construction and remodeling of library facilities. All public libraries were made eligible for federal aid.

Role of Federal Government :

Most of the libraries are local institutions under the local control. The Federal Government is playing an important role in helping ensure access to resources and services to all.

The Department of Education through its mandate to assist librarians across the country, raises standards of services and develops new programmes to benefit library users. The Department not only administers effective grant programmes to public, elementary and secondary schools, academic and research libraries, but also provides leadership, technical assistance and dissemination of information. It also compiles and disseminates statistical information on libraries. The Office of Educational Research and Improvement (OERI) of the US Department of Education is chiefly responsible for operating Federal funding to libraries. The OERI programme objectives are : promote resource sharing; focus on underserved population; assistance for construction of new library facilities; services to native population; strengthen research libraries; support adult literacy; advance education of librarians; promote use of technology in libraries; fund research, etc.

14.7❑ National Commission on Library and Information Science

The National Commission on Library and Information Science was established through an Act of Congress (PL 91-345) passed on 20 July, 1970 (as amended by PL 93-29 Section 802, May 3, 1973). The Commission is an independent agency within the executive branch. The Department of Health, Education and Welfare provides the Commission with the necessary administrative services. The Commission advises the President and the Congress on the implementation of national policy by such statements, presentations and reports as it deems appropriate; conducts studies, surveys and analyses library needs of the nation; appraises adequacies and deficiencies of current library and information resources and services and evaluates the effectiveness of current services; develops overall plans for meeting national library needs; submits to the President and the Congress, a Report on its activities during the preceding fiscal year, etc.

Types of Public Libraries :

In USA there are differences in the organization of Public Libraries from State

to State. There are five types of Public Libraries. These are:

1. Municipal Libraries (Set up by the Law of the city, town or any other Municipal Unit)
2. School District Libraries (These Public Libraries serve both schools and public. These are supported by cess on property);
3. Country Libraries (Established under Library Acts of different States);
4. Endowment Libraries (Maintained by financial support from private endowments); and
5. Central Public Libraries (Established in each State).

14.8 ❑ Exercise

1. Make a critical and comparative analysis of Public Libraries in the UK and USA.

14.9 ❑ Reference and Further Reading

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