LOVELY PROFESSIONAL UNIVERSITY

LIBRARY AND INFORMATION SOCIETY

Edited By

Reena Kapoor

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SYLLABUS

Library & Information Society

Sr. No.	Content
1	Library in the Social context: Concept of modern libraries, Information Society, Changing Role of Libraries in Socio- economic development, education and recreation. Place of library in Dissemination of information.
2	Concept of library: Definition, purpose and functions, Five laws of library science: Implications of five laws in library and information activities.
3	Types of libraries and their functions: National, Public, Academic and Special Libraries, With special reference to School, college and University Libraries. National Library.
4	Resource sharing, Networking and extension services, Library extension services, Public Relation.
5	Networks: National and International: NICNET, CALIBNET, DELNET, ERNET, INFLIBNET and the Intranet
6	Library development: Library movement in India, U.K, U.S.A.
7	Library legislation: Need for library legislation – Essential features of library legislation, Library legislation in India; Model Public Library Bill of S.R. Ranganathan
8	Indian copyright Act – Delivery of Books and Newspapers (Public Libraries) Act.
9	Library and information profession: Librarianship as a profession – Professional ethics, Professional associations and their role, National and International associations: ILA, IASLIC, And IFLA.
10	Promoters of Library and information services: Promotion of library and information services by UNESCO, IFLA, RRRLF and UGC (India)

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Unit 1: Library in Social Context

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Objectives

After studying this unit, you will be able to:

- Define information society
- Explain development of the information society
- Discuss modern library.

Introduction

The Modern Library is a publishing company. Founded in 1917 by Albert Boni and Horace Liveright as an imprint of their publishing company Boni & Liveright.

Did u know? Modern library was purchased in 1925 by Bennett Cerf and Donald Klopfer.

Random House began in 1927 as a subsidiary of the Modern Library, but eventually became the parent company.

The Modern Library originally published only hardbound books. In 1950, it began publishing the Modern Library College Editions, a forerunner of its current series of paperback classics. From 1955 to 1960, the company published a quality numbered paperback series, but discontinued it in 1960, when the series was folded into the newly acquired Vintage paperbacks group. The Modern Library homepage says:

In 1992, on the occasion of the Modern Library's seventy-fifth anniversary, Random House embarked on an ambitious project to refurbish the series. We revived the torchbearer emblem that Cerf and

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Klopfer commissioned in 1925 from Lucian Bernhard. The Promethean bearer of enlightenment was redesigned several times over the years, most notably by Rockwell Kent.

In 1998, novelist David Ebershoff became the Modern Library's new Publishing Director. Ebershoff ran the imprint until 2005, stepping down to concentrate on his own writing and to become editor-at-large at Random House.

In September 2000, the Modern Library launched a newly designed Paperback Classics series. Six new titles are published in the series on the second Tuesday of each month.

Self Assessment

Fill in the blanks:

1. In the year ....., novelist David Ebershoff became the modern librarie's new publishing director.
2. The ....., is a publishing company founded in 1917 by Albert Boni and Horace Liveright.
3. In the year ....., the modern library launched a newly designed paperback classics series.

1.1 Modern Library

The Modern Library identified itself at its onset as "The Modern Library of the World's Best Books". In trying to keep with that identity, in 1998 they made a list of 100 novels called "Modern Library List of Best 20th-Century Novels"; an unscientific web poll to gather public opinion on the same was also conducted. The list was actually restricted to works in English, but the title of the list was not modified to reflect this, and little attention was paid to the fact in publicity for the list. The top ten books from both lists in each category are shown below. According to an article about the list in the New York Times, Executives at Random House said they hoped that as the century drew to a close their list would encourage public debate about the greatest works of fiction of the last hundred years, thus both increasing awareness of the Modern Library and stimulating sales of novels the group publishes.

The lists have drawn heavy criticism. Their ranking system concerned many professional scholars and critics. The board members themselves, who did not create the rankings and were unaware of it until the list was published, expressed disappointment and puzzlement. There are only eight or nine women on the list, some highly influential works are ranked below works of questionable literary merit, and the works of major writers from many English-speaking countries apart from the USA and England - such as Australia, India, Canada, Sri Lanka and South Africa-have been ignored. There were also hypotheses that the Modern Library merely made a selection based on its stock list.

The list was compiled via approval voting, by sending each board member a list of 440 pre-selected books from the Modern Library catalogue and asking each member to place a check beside novels they wished to choose. Then the works with the most votes were ranked the highest, and ties were broken arbitrarily by Random House publishers. This explains surprising results like the #5 placement of Brave New World, which most of the judges agreed belonged somewhere on the list, but much lower than the very top.

David Ebershoff, the Modern Library division's publishing director, stated in a follow-up "the people who were drawn to go to the Modern Library Web site and compelled to vote have a certain enthusiasm about books and their favourite books that many people don't, so that the voting population is skewed." In addition, people were allowed to vote repeatedly, once per day, making the poll a measure of how much effort people would put into promoting their favorite books. Others have been more direct in their descriptions of the results; librarian Robert Teeter remarks that the ballot boxes were "stuffed by cultists."

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1.2 Information Society

An **information society** is a society in which the creation, distribution, diffusion, uses, integration and manipulation of information is a significant economic, political, and cultural activity. The knowledge economy is its economic counterpart whereby wealth is created through the economic exploitation of understanding. People that have the means to partake in this form of society are sometimes called digital citizens. As Beniger shows, this is one of many dozen labels that have been identified to suggest that we are entering a new phase of society.

The markers of this rapid change may be technological, economic, occupational, spatial, cultural, or some combination of all of these. Information society is seen as the successor to industrial society. Closely related concepts are the post-industrial society post-fordism, post-modern society, knowledge society, Telematic Society, Information Revolution, Liquid modernity, and network society.

There is currently no universally accepted concept of what exactly can be termed information society and what shall rather not so be termed.

Notes Most theoreticians agree that a transformation can be seen that started somewhere between the 1970s and today is changing the way societies work fundamentally.

Information technology is not only internet, and there are discussions about how big the influence of specific media or specific modes of production really is.

Some people, such as Antonio Negri, characterize the information society as one in which people do immaterial labour. By this, they appear to refer to the production of knowledge or cultural artifacts. One problem with this model is that it ignores the material and essentially industrial basis of the society. However, it does point to a problem for workers, namely how many creative people does this society need to function? For example, it may be that you only need a few star performers, rather than a plethora of non-celebrities, as the work of those performers can be easily distributed, forcing all secondary players to the bottom of the market. It is now common for publishers to promote only their best selling authors and to try to avoid the rest—even if they still sell steadily. Films are becoming more and more judged, in terms of distribution, by their first weekend's performance, in many cases cutting out opportunity for word-of-mouth development.

Considering that metaphors and technologies of information move forward in a reciprocal relationship, we can describe some societies as an information society because we think of it as such.

Self Assessment

Multiple Choice Questions:

4. In the year ..... Fritz Machlup began studying the effects of patents on research.
   (a) 1933 (b) 1932
   (c) 1934 (d) 1935.
5. ..... has argued that knowledge has become the principal force of production over the last few decades.
   (a) Peter drucker (b) Jean-francois
   (c) Peter otto (d) Philipp sonntag.
6. ..... introduced the concept of the knowledge industry.
   (a) Fritz Machlup (b) Alvin Toffler
   (c) Nico Stehr (d) Peter Drucker.

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1.3 Development of the Information Society

One of the first people to develop the concept of the information society was the economist Fritz Machlup.

Did u know? In 1933, Fritz Machlup began studying the effects of patents on research.

His work culminated in the study "The production and distribution of knowledge in the United States" in 1962. This book was widely regarded and was eventually translated into Russian and Japanese. The Japanese have also studied the information society.

The issue of technologies and their role in contemporary society has been discussed in the scientific literature using a range of labels and concepts. This section introduces some of them. Ideas of a knowledge or information economy, post-industrial society, postmodern society, network society, the information revolution, informational capitalism, network capitalism, and the like, have been debated over the last several decades.

Fritz Machlup (1962) introduced the concept of the knowledge industry. He distinguished five sectors of the knowledge sector: education, research and development, mass media, information technologies, information services. Based on this categorization he calculated that in 1959. 29% per cent of the GNP in the USA had been produced in knowledge industries.

Peter Drucker has argued that there is a transition from an economy based on material goods to one based on knowledge. Marc Poratdistinguishes a primary (information goods and services that are directly used in the production, distribution or processing of information) and a secondary sector of the information economy. Porat uses the total value added by the primary and secondary information sector to the GNP as an indicator for the information economy. The OECD has employed Porat's definition for calculating the share of the information economy in the total economy. Based on such indicators, the information society has been defined as a society where more than half of the GNP is produced and more than half of the employees are active in the information economy.

For Daniel Bell the number of employees producing services and information is an indicator for the informational character of a society. "A post-industrial society is based on services what counts is not raw muscle power, or energy, but information. A post industrial society is one in which the majority of those employed are not involved in the production of tangible goods".

Alain Touraine already spoke in 1971 of the post-industrial society. "The passage to post-industrial society takes place when investment results in the production of symbolic goods that modify values, needs, representations, far more than in the production of material goods or even of 'services'. Industrial society had transformed the means of production: post-industrial society changes the ends of production, that is, culture. The decisive point here is that in postindustrial society all of the economic system is the object of intervention of society upon itself. That is why we can call it the programmed society, because this phrase captures its capacity to create models of management, production, organization, distribution, and consumption, so that such a society appears, at all its functional levels, as the product of an action exercised by the society itself, and not as the outcome of natural laws or cultural specificities". In the programmed society also the area of cultural reproduction including aspects such as information, consumption, health, research, education would be industrialized. That modern society is increasing its capacity to act upon itself means for Touraine that society is reinvesting ever larger parts of production and so produces and transforms itself. This makes Touraine's concept substantially different from that of Daniel Bell who focused on the capacity to process and generate information for efficient society functioning.

Jean-François Lyotard has argued that "knowledge has become the principle force of production over the last few decades". Knowledge would be transformed into a commodity. Lyotard says that

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postindustrial society makes knowledge accessible to the layman because knowledge and information technologies would diffuse into society and break up Grand Narratives of centralized structures and groups. Lyotard denotes these changing circumstances as postmodern condition or postmodern society.

Similarly to Bell, Peter Otto and Philipp Sonntag (1985) say that an information society is a society where the majority of employees work in information jobs, *i.e.,* they have to deal more with information, signals, symbols, and images than with energy and matter. Radovan Richta (1977) argues that society has been transformed into a scientific civilization based on services, education, and creative activities. This transformation would be the result of a scientific-technological transformation based on technological progress and the increasing importance of computer technology. Science and technology would become immediate forces of production.

Nico Stehr (1994, 2002*a*, b) says that in the knowledge society a majority of jobs involves working with knowledge. "Contemporary society may be described as a knowledge society based on the extensive penetration of all its spheres of life and institutions by scientific and technological knowledge". For Stehr, knowledge is a capacity for social action. Science would become an immediate productive force, knowledge would no longer be primarily embodied in machines, but already appropriated nature that represents knowledge would be rearranged according to certain designs and programs. For Stehr, the economy of a knowledge society is largely driven not by material inputs, but by symbolic or knowledge-based inputs, there would be a large number of professions that involve working with knowledge, and a declining number of jobs that demand low cognitive skills as well as in manufacturing.

Also, Alvin Toffler argues that knowledge is the central resource in the economy of the information society: "In a Third Wave economy, the central resource – a single word broadly encompassing data, information, images, symbols, culture, ideology, and values – is actionable knowledge".

In recent years, the concept of the network society has gained importance in information society theory. For Manuel Castells, network logic is besides information, pervasiveness, flexibility, and convergence a central feature of the information technology paradigm (2000a: 69ff). "One of the key features of informational society is the networking logic of its basic structure, which explains the use of the concept of 'network society'". "As an historical trend, dominant functions and processes in the Information Age are increasingly organized around networks. Networks constitute the new social morphology of our societies, and the diffusion of networking logic substantially modifies the operation and outcomes in processes of production, experience, power, and culture". For Castells the network society is the result of informationalism, a new technological paradigm. Jan Van Dijk (2006) defines the network society as a "social formation with an infrastructure of social and media networks enabling its prime mode of organization at all levels (individual, group/organizational and societal). Increasingly, these networks link all units or parts of this formation (individuals, groups and organizations)". For Van Dijk networks have become the nervous system of society, whereas Castells links the concept of the network society to capitalist transformation, Van Dijk sees it as the logical result of the increasing widening and thickening of networks in nature and society. Darin Barney uses the term for characterizing societies that exhibit two fundamental characteristics: "The first is the presence in those societies of sophisticated – almost exclusively digital – technologies of networked communication and information management/distribution, technologies which form the basic infrastructure mediating an increasing array of social, political and economic practices. The second, arguably more intriguing, characteristic of network societies is the reproduction and institutionalization throughout those societies of networks as the basic form of human organization and relationship across a wide range of social, political and economic configurations and associations".

The major critique of concepts such as information society, knowledge society, network society, postmodern society, postindustrial society, etc., that has mainly been voiced by critical scholars is that they create the impression that we have entered a completely new type of society. "If there is just more information then it is hard to understand why anyone should suggest that we have before us something radically new". Critics such as Frank Webster argue that these approaches stress

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discontinuity, as if contemporary society had nothing in common with society as it was 100 or 150 years ago. Such assumptions would have ideological character because they would fit with the view that we can do nothing about change and have to adapt to existing political realities. These critics argue that contemporary society first of all is still a capitalist society oriented towards accumulating economic, political, and cultural capital. They acknowledge that information society theories stress some important new qualities of society, but charge that they fail to show that these are attributes of overall capitalist structures. Critics such as Webster insist on the continuities that characterise change. In this way Webster distinguishes between different epochs of capitalism: laissez-faire capitalism of the 19th century, corporate capitalism in the 20th century, and informational capitalism for the 21st century.

For describing contemporary society based on dialectic of the old and the new, continuity and discontinuity, other critical scholars have suggested several terms like:

- Transnational network capitalism, transnational informational capitalism "Computer networks are the technological foundation that has allowed the emergence of global network capitalism, that is, regimes of accumulation, regulation, and discipline that are helping to increasingly base the accumulation of economic, political, and cultural capital on transnational network organizations that make use of cyberspace and other new technologies for global coordination and communication. The need to find new strategies for executing corporate and political domination has resulted in a restructuration of capitalism that is characterized by the emergence of transnational, networked spaces in the economic, political, and cultural system and has been mediated by cyberspace as a tool of global coordination and communication. Economic, political, and cultural space have been restructured; they have become more fluid and dynamic, have enlarged their borders to a transnational scale, and handle the inclusion and exclusion of nodes in flexible ways. These networks are complex due to the high number of nodes that can be involved and the high speed at which a high number of resources is produced and transported within them. But global network capitalism is based on structural inequalities; it is made up of segmented spaces in which central hubs centralize the production, control, and flows of economic, political, and cultural capital (property, power, definition capacities). This segmentation is an expression of the overall competitive character of contemporary society."
- Digital capitalism "networks are directly generalizing the social and cultural range of the capitalist economy as never before".
- Virtual capitalism: the "combination of marketing and the new information technology will enable certain firms to obtain higher profit margins and larger market shares, and will thereby promote greater concentration and centralization of capital".
- High-tech capitalism or informatic capitalism to focus on the computer as a guiding technology that has transformed the productive forces of capitalism and has enabled a globalized economy.
- Other scholars prefer to speak of information capitalism or informational capitalism. Manuel Castells sees informationalism as a new technological paradigm characterized by "information generation, processing, and transmission" that have become "the fundamental sources of productivity and power". The "most decisive historical factor accelerating, channelling and shaping the information technology paradigm, and inducing its associated social forms, was/is the process of capitalist restructuring undertaken since the 1980s, so that the new techno-economic system can be adequately characterized as informational capitalism". Castells has added to theories of the information society the idea that in contemporary society dominant functions and processes are increasingly organized around networks that constitute the new social morphology of society. Nicholas Garnham is critical of Castells and argues that the

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latter's account is technologically determinist because Castells points out that his approach is based on a dialectic of technology and society in which technology embodies society and society uses technology. But Castells also makes clear that the rise of a new "mode of development" is shaped by capitalist production, *i.e.,* by society, which implies that technology isn't the only driving force of society.

- Antonio Negri and Michael Hardt argue that contemporary society is an Empire that is characterized by a singular global logic of capitalist domination that is based on immaterial labour. With the concept of immaterial labour Negri and Hardt introduce ideas of information society discourse into their Marxist account of contemporary capitalism. Immaterial labour would be labour "that creates immaterial products, such as knowledge, information, communication, a relationship, or an emotional response", or services, cultural products, knowledge. There would be two forms: intellectual labour that produces ideas, symbols, codes, texts, linguistic figures, images, etc.; and affective labour that produces and manipulates affects such as a feeling of ease, well-being, satisfaction, excitement, passion, joy, sadness, etc.

Overall, neo-Marxist accounts of the information society have in common that they stress that knowledge, information technologies, and computer networks have played a role in the restructuration and globalization of capitalism and the emergence of a flexible regime of accumulation. They warn that new technologies are embedded into societal antagonisms that cause structural unemployment, rising poverty, social exclusion, the deregulation of the welfare state and of labour rights, the lowering of wages, warfare, etc.

Concepts such as knowledge society, information society, network society, informational capitalism, postindustrial society, transnational network capitalism, postmodern society, etc., show that there is a vivid discussion in contemporary sociology on the character of contemporary society and the role that technologies, information, communication, and co-operation play in it. Information society theory discusses the role of information and information technology in society, the question which key concepts shall be used for characterizing contemporary society, and how to define such concepts. It has become a specific branch of contemporary sociology.

Self Assessment

State whether the following statements are true or false:

7. Antonio Negri, characterize the information society as one in which people do immaterial labour.
8. An information society is a society in which the creation, distribution, diffusion, uses, intigration and manipulation of information is a significant economic, political and cultural activity.

1.4 Summary

- The Modern Library identified itself at its onset as "The Modern Library of the World's Best Books".
- An information society is a society in which the creation, distribution, diffusion, uses, integration and manipulation of information is a significant economic, political, and cultural activity.
- One of the first people to develop the concept of the information society was the economist Fritz Machlup.
- Fritz Machlup (1962) introduced the concept of the knowledge industry.

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1.5 Keywords

Criticism : Fault finding

Compile : Collect

Intervention : Mediation

Accessible : Available

1.6 Review Questions

1. Write a short note about modern library.
2. What do you mean by information society?
3. What are the economists views for the development of information society?

Answers: Self Assessment

1. 1998	2. Modern library	3. September, 2000
4. (a)	5. (b)	6. (a)
7. True	8. True	

1.7 Further Readings

Books

Ranganathan (S R). *Five laws of library science*. Ed. 2. 1989. Sarada Ranganathan Endowment for Library Science, Bangalore.

Krishan Kumar. *Library Organization*. 1993. Vikas, New Delhi.

Bhatt (R K). *History and development of libraries in India*. 1995. Mittal Publications, New Delhi.

Online link

http://en.wikipedia.org/wiki/Modern_Library

http://whatis.techtarget.com/definition/0,,sid9_gci213588,00.html

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Unit 2: Socio-Economic Development and Role of Libraries

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2.2 The Role of Libraries in Educational Development

2.3 Library in Recreation and Leisure

2.4 Expanding Role of Library

2.5 Dissemination

2.6 Summary

2.7 Keywords

2.8 Review Questions

2.9 Further Readings

Objectives

After studying this unit, you will be able to:

- Discuss socio-economic development
- Explain the role of libraries in educational development
- Derive dissemination.

Introduction

Information society is a society in which the creation, diffusion, distribution uses integration and manipulation of information is a significant economic, political and cultural activity. In this topic you will be able to know about socio-economic development, the role of libraries in educational development.

2.1 Socio-Economic Development

As mentioned earlier an information society is the means of getting information from one place to another. As technology has become more advanced over time so too has the way we have adapted in sharing this information with each other.

"Second nature" refers a group of experiences that get made over by culture. They then get remade into something else that can then take on a new meaning. As a society we transform this process so it becomes something natural to us, *i.e.*, second nature. So, by following a particular pattern created by culture we are able to recognise how we use and move information in different ways. From

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sharing information via different time zones to information ending up in a different location this has all become a habitual process that we as a society take for granted.

However, through the process of sharing information vectors have enabled us to spread information even further. Through the use of these vectors information is able to move and then separate from the initial things that enabled them to move. From here, something called "third nature" has developed. An extension of second nature, third nature is in control of second nature. It has the ability to mould information in new and different ways. So, third nature is able to 'speed up, proliferate, divide, mutate, and beam in on us from else where. It aims to create a balance between the boundaries of space and time (see second nature). This can be seen through the telegraph, it was the first successful technology that could send and receive information faster than a human being could move an object. As a result different vectors of people have the ability to not only shape culture but create new possibilities that will ultimately shape society.

Therefore, through the use of second nature and third nature society is able to use and explore new vectors of possibility where information can be moulded to create new forms of interaction.

Sociological uses

In sociology, **informational society** refers to a post-modern type of society. Theoreticians like Ulrich Beck, Anthony Giddens and Manuel Castells argue that since the 1970s a transformation from industrial society to informational society has happened on a global scale.

As steam power was the technology standing behind industrial society, so information technology is seen as the catalyst for the changes in work organisation, societal structure and politics occurring in the late 20th century.

Did u know? In the book Future Shock, Alvin Toffler used the phrase **super-industrial society** to describe this type of society.

Other writers and thinkers have used terms like "post-industrial society" and "post-modern industrial society" with a similar meaning.

Related terms

A number of terms in current use emphasize related but different aspects of the emerging global economic order. The Information Society intends to be the most encompassing in that an economy is a subset of a society. The Information Age is somewhat limiting, in that it refers to a 30-year period between the widespread use of computers and the knowledge economy, rather than an emerging economic order. The knowledge era is about the nature of the content, not the socio-economic processes by which it will be traded. The computer revolution and knowledge revolution refer to specific revolutionary transitions, rather than the end state towards which we are evolving. The Information Revolution relates with the well known terms agricultural revolution and industrial revolution.

The information economy and the knowledge economy emphasize the content or intellectual property that is being traded through an information market or knowledge market, respectively. Electronic commerce and electronic business emphasize the nature of transactions and running a business, respectively, using the Internet and World-Wide Web.

Notes The digital economy focuses on trading bits in cyber space rather than atoms in physical space.

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The network economy stresses that businesses will work collectively in webs or as part of business ecosystems rather than as stand-alone units. Social networking refers to the process of collaboration on massive, global scales. The internet economy focuses on the nature of markets that are enabled by the Internet. Knowledge services and knowledge value put content into an economic context. Knowledge services integrate Knowledge management, within a Knowledge organization, that trades in a Knowledge market.

Although seemingly synonymous, each term conveys more than nuances or slightly different views of the same thing. Each term represents one attribute of the likely nature of economic activity in the emerging post-industrial society. Alternatively, the new economic order will incorporate all of the above plus other attributes that have not yet fully emerged.

Intellectual property considerations

One of the central paradoxes of the information society is that it makes information easily reproducible, leading to a variety of freedom/control problems relating to intellectual property. Essentially, business and capital, whose place becomes that of producing and selling information and knowledge, seems to require control over this new resource so that it can effectively be managed and sold as the basis of the information economy. However, such control can prove to be both technically and socially problematic. Technically because copy protection is often easily circumvented and socially rejected because the users and citizens of the information society can prove to be unwilling to accept such absolute commodification of the facts and information that compose their environment.

Responses to this concern range from the Digital Millennium Copyright Act in the United States which make copy protection circumvention illegal, to the free software, open source and copy left movements, which seek to encourage and disseminate the "freedom" of various information products. Caveat: Information society is often used by politicians meaning something like "we all do internet now"; the sociological term information society has some deeper implications about change of societal structure.

Illiteracy among Nigerians, with its social and economic implications, has become a growing concern in recent times. And national awareness of problems associated with limited literacy skills has led to legislation, beginning at the Federal level to fund programmes such as the Universal Basic Education. Essentially, libraries are viewed as an important component of this massive educational effort of the Federal Government without the library no meaningful academic efforts can be carried out.

Generally, literacy is considered to be the ability to read, write, speak, and compute at a certain level. Functional literacy involves skills needed to cope at an adult level in everyday situations, such as reading a newspaper or a novel. The importance of the library in educational development cannot be over-estimated. Akinpelu (1994) described books as, "the shrines where the saint is believed to be, and having built an ark to save learning from the deluge, deserve in propriety any new instrument or engine whereby learning should be advanced".

In this paper therefore, efforts would be made to discuss the institutional roles of libraries in advancing the frontiers of literacy and education development in the society. The paper would examine the essentials and close bearing of the library upon the advancement of education and learning in Nigeria.

Did u know? Telegraph is the first successful technology that could send and receive information faster than human being could move an object.

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Definitions

For a better understanding of this paper, it is necessary to define what a library is;

At the elementary stage library is referred to as:

(*i*) a collection of literacy documents or record kept for reference or borrowing

(*ii*) a depository house built to contain books and other materials for reading and studying

(*iii*) a collection of standard programmes and subroutines that are stored and available for immediate use.

(*iv*) A building that houses a collection of books and other materials.

Advanced definitions of Library however are as follows:

(*i*) Islam (2004) described it as a learned institution equipped with treasures of knowledge maintained, organized, and managed by trained personnel to educate the children, men and women continuously and assist in their self-improvement through an effective and prompt dissemination of information embodied in the resources.

(*ii*) Omojuwa (1993) described the library as an enabling factor to obtain spiritual, inspirational, and recreational activities through reading, and therefore the opportunity of interacting with the society's wealth and accumulated knowledge.

(*iii*) Another definition of Library according to Islam (2004) is an instrument of self education, a means of knowledge and factual information, a centre of intellectual recreation, and a beacon of enlightenment that provides accumulated preserved knowledge of civilization which consequently enriches one's mental vision, and dignifies his habit behaviour, character, taste, attitude, conduct, and outlook on life.

(*iv*) The online Dictionary, Thesaurus and Encyclopedia described the library as a place in which literary and artistic materials, such as books, periodicals newspapers, pamphlets, prints, records, and tapes, are kept for reading, reference, or lending. In a digital sense, a library may be more than a building that houses a collection of books and other materials as the Internet has opened up an avalanche of online and electronic resources for accessing documents on various fields of interest.

(*v*) Online Glossary defined digital library as a collection of texts, images, etc, encoded so as to be stored, retrieved, and read by computer. Furthermore, a digital library is a collection of documents in organized electronic form, available on the Internet or on CD ROM disks. It is the traditional/conventional physical library that provides a basis for the digital library. The Association of Research libraries (ASL) in a publication on 23 October, 1995, described digital collections as unlimited access to document surrogates: they extend to digital artifacts that cannot be represented or distributed in printed formats. Another further development from the digital library is the advent of Virtual Library (VL).

(*vi*) A web definition for virtual library is that which exists solely in electronic from or on paper. The building blocks required for such a library may not exist, and the chemical steps for such a library may not have been tested. But the materials needed like journals are barred to a location, which can be decoded through passwords.

The need for Library Services

The history of the library in Nigeria is not done without mentioning the first library called "town Library" which according to Oyegade, Nassarawa and Mokogwe (2003) was founded in 1879. Its objectives, which included, the establishment of books and materials to lend to the public for their

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consumption, are not far fetched from what they were during the early Christian missionary efforts in Nigeria and what obtains at the moment. The Libraries create literacy among the people, give public lectures. Library services improve knowledge and skills for positive productivity as a tool for national development. According to Metzger, (1991), Library services are needed to enable the individual develop full potentials and widening the horizons of perception, interests and skills. Other needs for library services include; public enlightenment or rights in the society, understanding social values and expected conduct in public life; assisting to adjust to existing social, political, spiritual and economic activities of the society, to cultivate and maintain reading culture and promotion of good literatures. Onshwakpor, J. E. summed up the need for library services from the perspective of adult education when he observed that, "If adult education is to have a greater share in the molding and building of a happier individual and a better society, the providers of adult education must go beyond their roles as literacy facilitators to a more practical role of providing libraries for sustaining the newly acquired skills of adult learners.

Self Assessment

Fill in the blanks:

1. ..... described library as a learned institution equipped with treasures of knowledge maintained, organized and managed by trained personnel to educate the childern.
2. The town library of Nigeria was founded in the year ..... .
3. ..... described books as the shrines.

2.2 The Role of Libraries in Educational Development

Education has been defined as a complex of social processes of acquiring knowledge and experience, formally or otherwise. Ogunsheye (1981) states that it involves the total apparatus used for the development of the individual.

The library enables the individual to obtain spiritual, inspirational, and recreational activity through reading, and therefore the opportunity of interacting with the society's wealth and accumulated knowledge. The library can be seen as an extension of education.

Library services are needed to keep the skills that have been acquired through literacy classes alive by the provision of good literature. If education is to have a greater share in the moulding and building of a happier individual and a better society, the providers of education must go further than their roles as literacy facilitators to a more practical role of providing libraries for sustaining the newly acquired skills of adult learners.

Organizing a library to aid education calls for an atmosphere of friendliness and a useful collection. Education facilitators should involve librarians in planning education programmes and learners should be given library instruction.

'Education' and 'Library' are two inseparable indivisible concepts, both being fundamentally and synchronically related to and co-existent with each other. One cannot be separated from the other. None of them is an end in itself; rather both of them together are a means to an ultimate end. One dies as soon as the other perishes. One survives as long as the other exists. This inter-relation, co-existence, if you like, this dependence of one upon the other have been coming down from the birth of human civilization to the posterity through a process of evolution in accord with varied needs, changes, and circumstances of various stages of human life.

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From the earlier definitions, education cannot exist alone in the absence of library and library has no meaning if it cannot impart education. A Good well equipped library is a sine qua non for the intellectual, moral, and spiritual advancement and elevation of the people of a community. It is an indispensable element of the absolute well being of the citizens and that of the nation at large. People acquire education through certain institutions, schools, agencies, welfare bodies, museums and organizations, and the library is the most outstanding of such institutions. A school, a club, and enterprise of a society can never alone impart education; each of them is dependant upon a library – a centre of wholesome education, and the quencher of thirst for concrete, fathomless, ultimate knowledge.

The concept of education for sustainable development and its relationship with Education for All (EFA) is a new vision of sustainable development programme by UNESCO. In December 2002, resolution 57/254 on the United Nations Decade of Education for sustainable Development (2005-2014) was adopted by the UN General Assembly and UNESCO was designated lead agency for the promotion of the Decade.

Indeed, the establishment of the concept on education for sustainable development and its relationship with Education for All (EFA) the United Nations Literacy Decade (UNLD) and the Millennium Development Goals (MDGs) clearly illustrate that quality education, a goal of the library, is a prerequisite for education for sustainable development at all levels and in all modalities of education. The Educational Policies and plans of UNESCO in the role of education and its development, poverty reduction, the promotion of universal human values and tolerance, and the challenges of new ICTs (library).

A Web definition for Education Development is the process of improving the effectiveness of educational provision through an ongoing review of relevant factors at all levels from teaching techniques and materials to institutional structures and policies, and the provision of mechanisms for progressive change.

Task Education cannot exist alone in the absence of library and library has no meaning if it cannot impart education. Justify it.

Self Assessment

Multiple Choice Questions:

4. The concept of education for sustainable development and its relationship with education for all is a new vision of sustainable development programme by:
   (a) UNESCO (b) UNLD
   (c) MDGS (d) None of these.
5. Resolution 57/254 on the united nations decade of education for sustainable development was adopted in the year:
   (a) December 2002 (b) December 2001
   (c) September 2002 (d) August 2002.
6. Ogunsheye in the year ..... states that library involves the total apparatus used for the development of the individual.
   (a) 1981 (b) 1982
   (c) 1980 (d) 1970

Notes

2.3 Library in Recreation and Leisure

Healthy use of leisure is a matter of great importance in community life so that the leisure time is not devoted to negative and destructive activities. The library caters to the recreational needs of its users by stocking books suited for this purpose. Novels and other forms of literature, works of art, books of travel, biographies, popular magazines etc., are primarily books or recreation and they should have a place in every library.

Besides the conventional role of the library in education research, culture, religion, spiritual pursuits etc., role the library has to play in the modern technocratic society has been greatly extended to the changes that are occurring in the different facets of human life, which may be briefly stated as follows:

(1) *Social stress:* Population pressure, increasing urbanisation, emphasis on rural development, mobility of population, group dynamics and pressures, etc.;

(2) *Economic:* Occupational patterns, income, prices, value, inflation, growth dynamics, economic developments at macro and micro-levels, etc.;

(3) *Political:* Political structures and systems, activities of political parties, legislatures and members in parliament as well as state assemblies, power structure etc.;

(4) *Educational:* Learning and teaching at all levels formal and non-formal, learning and teaching materials, educational technology, etc.;

(5) *Research and development:* Scientific, technological, social sciences, leading to knowledge creation, innovation, diffusion, dissemination, distribution and use, transfer of technology, etc.;

(6) *Industry and business:* Production and distribution, technology acquisition, assessment and application, marketing and sales etc.;

(7) *Trade and commerce:* Import and export, international trade and commerce, etc.;

(8) *Government and administration:* Planning, policy making, execution and management etc.;

(9) *Cultural:* Fine arts and music, show business and entertainment; cinema, broadcasting, and so on.

2.4 Expanding Role of Library

All these factors mentioned above have radically changed the conventional functions of the library. The new information demands of users have to be met by several activities based upon documentation and information analysis, consolidation and repackaging, computer, based information systems, etc. Interestingly alongside the Library, the new types of institutions like documentation centres, information analysis centres, data banks, resources centres, multi-media centres, etc. have sprung up in the last three decades. Many of these developments have also provided new opportunities for commercialization of information products and services, thus paving the way for an information industry which is presently flourishing steadily.

Notes These rapidly changing rolles of the library have made Robert S. Taylor, an information scientist, to remark that in a metaphorical sense, we are moving from a Ptolemaic world with the library at the centre to a Copernican one with information at the centre and the library as one of the its planets.

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This statement vividly brings out the changing dimensions of knowledge and information and the institutional mechanism to handle them.

Task Describe the role of library in education, research and culture.

2.5 Dissemination

A person who is found to have published a defamatory statement may evoke a defence of **innocent dissemination**, which absolves him/her of liability provided that he/she had no knowledge of the defamatory nature of the statement, and that his/her failure to detect the defamatory content was not due to negligence. The defence, sometimes also known as "mechanical distributor", is of concern to Internet Service Providers because of their potential liability for defamatory material posted by their subscribers.

The basic rule is that everyone involved in any way in the production or dissemination of defamatory material is liable as having published it. This is because defamation is a tort of strict liability. It can be committed unwittingly by reason of the existence of facts and circumstances unknown to the publisher of the defamatory statement. However, some forms of distribution or dissemination are so mechanical that a distributor ought not to be held liable unless he/she ought to have known there was defamation involved. Therefore, a defence of innocent dissemination is conceived.

At common law, a defence of innocent dissemination is available to a person who, neither knowingly nor negligently, had merely a subordinate role in the dissemination of the matter containing the defamatory statement.

In Vizetelly v. Mudie's Select Library, a circulating library provided to subscribers a book on Stanley's search for Emir Pasha in Africa, which turned out to be defamatory. The issue was whether the library can claim protection under innocent dissemination. Lord Justice Romer described the defence as follows:

That innocent of any knowledge of the libel contained in the work disseminated by, that there was nothing in the work or the circumstances under which it came to [them] which ought to have led to suppose that it contained a libel, and that, when the work was disseminated by it was not by any negligence on part that did not know that it contained the libel, then, although the dissemination of the work by was primâ facie publication of it, may nevertheless, on proof of the before-mentioned facts, be held not to have published it.

Romer L.J., at 180, also noted that the defence places a heavy burden upon the defendant to show that they were not negligent. His Lordship held that the defendant library was liable for having negligently overlooked the publisher's request for return of the offending book.

Therefore, the defence involves three limbs:

1. The defendant did not know that the publication complained of contained a libel;
2. The defendant had no grounds to suppose that it was likely to contain defamatory matter; and
3. The absence of knowledge was not due to any negligence on the defendant's part.

However, it appears that a printer cannot evoke this defence. This has been criticized as "illogical" and has been explained as an exception that made sense in the days of primitive technology only - when printers used to read what they print, which is no longer the case.

Notes

Self Assessment

State whether the following statements are true or false:

7. The defence of innocent dissemination is also known as mechanical distributor.
8. Romer LJ noted that the defence places a heavy burden upon the defendant to show that they were not negligent.
9 Robert S. Taylor is an information scientist.

2.6 Summary

- Telegraph, was the first successful technology that could send and receive information faster than a human being could move an object.
- Library is referred to as a collection of literacy documents or record kept for reference or borrowing.
- The concept of education for sustainable development and its relationship with Education for All (EFA) is a new vision of sustainable development programme by UNESCO.
- A person who is found to have published a defamatory statement may evoke a defence of innocent dissemination, which absolves him/her of liability provided that he/she had no knowledge of the defamatory nature of the statement, and that his/her failure to detect the defamatory content was not due to negligence.

2.7 Keywords

Emphasize : To give special importance

Synonymous : Having the same meaning as word or phrase

Circumvent : Find a way of avoiding a difficulty or rule.

2.8 Review Questions

1. What are the needs for Library Services?
2. Describe the dissemination of information.
3. Explain the development of the information society.
4. Analyze the Socio-economic development.
5. Examine the role of libraries in educational development.

Answers: Self Assessment

1. Islam	2. 1879	3. Akinpelu
4. (a)	5. (a)	6. (a)
7. True	8. True	9. True

Notes

2.9 Further Readings

Books

Chapman (E A) and Lynden (F C). *Advances in Librarianship*. 2000. Academic Press, San Diego.

Chowdhury (G G), Burton (P F) and McMENEMY(D). *Librarianship: the complete introduction*. 2008. Neal-Schuman Publishers, New York.

Feather (J). *The Information society. a study of continuity and change*. Ed. 5.2008. Facet Publishing, London.

Online link

https://www.unilorin.edu.ng/publications/olasinage/THE%20ROLE%20OF%20LIBRARY%20IN%20EDUCATIONAL%20DEVELOPMENT.pdf

http://en.wikipedia.org/wiki/Dissemination

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Unit 3: Concept of Library

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Objectives

After studying this unit, you will be able to:

- Write definition of a library
- Explain the purpose of the library
- Discuss the library functions
- Derive five laws of library science.

Introduction

A public library or any library is created with the intention of providing free public access to reading material, with the altruistic goal of educational enlightenment and the better welfare of the people. Many libraries are in operation with a specialization of a specific subject.

We have created a public resource for reading material, hence a "Library". It contains comic books, about 110,000 totals, and is provided to the public without requiring any cost (tangible value and potentially profit) and also without requiring any membership (a membership database could be

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interpreted as having intrinsic value relative to today's marketing approaches, where membership lists are frequently bought and sold). Our library makes use of the internet as a medium of delivery for its reading material. Download of any of the material is not possible through the website presentation. Code is written to prevent such. To prevent download by users whom are savvy enough to have understanding of how to retrieve files from the cache of web pages, the structure is such that each comic overwrites the cache of the previous comic, hence; making copying as difficult as is reasonably possible. Because download and save of the books is not reasonably possible, the delivery of the material does NOT constitute distribution.

3.1 Definition of a Library

The website is fully functional and cross browser compliant, and is written in code that is the most clean (*i.e.*, it requires no download of a tool for viewing nor does it add any kind of tracking cookies to your computer, nor does it have any code that identifies your computer when visiting the site). We make mention of these facts so that no one feels apprehensive about visiting it. The site is very "family oriented" and contains no material of a sexual nature, nor does it contain any material that would not be appropriate for a child to review.

The laws of the United States support our position and our usage and creation of a library, and; because we don't require membership nor does our library incur fees for late returns of rented literature, our library is a more pure form of non-profit than is a community public library, or even the Library of Congress. To this extent, it isn't possible to make a donation to our library, hence there are zero dollars transacted.

Additionally, our library does not contain any material that would be interpreted as advertisement (*i.e.,* there does not exist links to other web sites nor any other medium to promote profit or any form of revenue for anyone, either directly or indirectly). Hence, there is no financial gain by its existence that would or could be appreciated by any person or organization or corporation or community. If our presentation of literature is interpreted as being in conflict with copyright laws, then so too is every library in existence.

A library is a collection of information, sources, resources, books, and services, and the structure in which it is housed: it is organized for use and maintained by a public body, an institution, or a private individual. In the more traditional sense, a library is a collection of books. The term can mean the collection, the building that houses such a collection, or both.

Public and institutional collections and services may be intended for use by people who choose not to—or cannot afford to—purchase an extensive collection themselves, who need material no individual can reasonably be expected to have, or who require professional assistance with their research.

However, with the collection of media other than books for storing information, many libraries are now also repositories and access points for maps, prints, or other documents and works of art on various storage media such as microform (microfilm/microfiche), audio tapes, CDs, LPs, cassettes, videotapes, and DVDs. Libraries may also provide public facilities to access CD-ROMs, subscription databases, and the Internet.

Thus, modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. In addition to providing materials, they also provide the services of specialists, librarians, who are experts at finding and organizing information and at interpreting information needs.

The term "library" has itself acquired a secondary meaning: "a collection of useful material for common use," and in this sense is used in fields such as computer science, mathematics and statistics, electronics and biology.

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3.2 Purpose of the Library

The purpose of the library is to be useful, for combining tailor-made image processing and interpretation with standard methods for acquisitions, processing, display and storage of image information. Emphasis is put on interactivity in projects made by students, as well as for advanced research and development.

The key issues in developing the library are:

1. Easy to use
2. Platform independent
3. Support for both C++ and Java
4. Easy to add new code and algorithms
5. Fast access to image data and fast algorithms

To fulfil both requirements for *easy to use* and *fast* ... the library often has more than one possible way of doing things. There are for example several different ways of accessing pixels in an image. To support both C++ and Java it was decided to implement the library in ANSI C and build C++ and Java classes on top of it. We later discovered that the extra work associated with implementing everything in ANSI C was overwhelming, so we now implement most new additions in ISO C++ only. C++ classes encapsulating everything in the C kernel are available. At the moment there are no Java classes available, they will only be build in the future if it turns out to be the *de facto* standard or simply if somebody volunteer to implement it.

A lot of thought have been put into the design issues of the library and the first versions (before version 1.00) changed a lot as bad design in parts of the library were discovered. Since, version 1.00 everything is backward compatible so installing new versions of IPL98 should not affect old code.

Self Assessment

Fill in the blanks:

1. A ..... is a collection of information, sources, resources, services and the structure in which it is housed.
2. A ..... is a collection of books.

3.3 Functions of Library

Man's quest for knowledge has led to the creation and accumulation of tremendous amount of information. This quest for knowledge knows no bounds and limits and is never satisfied. It has continued since the dawn of civilization to the modern age. This hard-earned knowledge and information is valuable for the entire mankind and therefore liable to be preserved. With the invention of paper man has been able to convey this knowledge to others by writing books. Thousands of manuscripts have been written by the wise men of the earlier times but many of them were destroyed due to the lack of proper means of preservation.

Libraries are established for the systematic collection, organization, preservation and dissemination of knowledge and information. The basic functions of Library includes following activities:

1. Collection of books and magazines
2. Index them properly and place in specified location
3. Issue them to the members when they need
4. Get them back and place them in the proper location

Notes

5. Go through catalogues of books and magazines periodically and raise indents for procurement
6. Get the worn out books repaired, bound, and if necessary get replacements.

It is very important for man to preserve and maintain the valuable knowledge and information contained in the books and documents because we want to preserve our knowledge and wisdom for the coming generations. By preserving the documents in a library this knowledge can be made available to others so that they can benefit from it. Establishment of libraries is not a new concept. The oldest library dates to around 2700 years ago in Sennacherib's Palace in Nineveh which shows how long ago the concept of leaving a piece of your wisdom behind started being formed into the organized collection to preserve the work.

With the invention of printing press, it became easier to preserve the knowledge in the form of printed documents. This led to the generation of a large number of books. The need for the preservation and dissemination of information led to the establishment of more and more libraries. Thus libraries acquired a great importance in the civilized society for education and research. Libraries play a vital role in the development of any society by enhancing the cause of education and academic research. They cater to the information needs of thousands of peoples.

The development of Science and Technology (S & T) in the last two centuries has led to an information explosion. Rapid changes have taken place at a great pace. In order to meet the growing needs of users the library system has been greatly improved and upgraded to meet the new challenges. The services offered by libraries have also undergone a great change.

With the advent of new technologies in the field of computers and telecommunications, revolutionary changes have taken place in the field of Library and Information Science. The shape of traditional libraries containing a large number of printed documents is in the process of being transformed to paper less libraries containing a large number of digitized documents. The facilities offered by networking have not left libraries untouched. Modern libraries are not only digitized but networked also. This has led to the creation of virtual libraries i.e. libraries without walls through which the user has access to information at anytime, anywhere in the world by using the modern tools of communications, such as computers and Internet facilities.

In modem societies, every human activity is organized through institutions. Every major social task, whether economic performance or health care, education or research, business or industry is institutionalized. The protection of the environment or defence is today invariably entrusted to institutions and organizations. Libraries and other similar types of institutions are those that collect, stock, process, organize, disseminate and distribute information/knowledge recorded in documents. Since knowledge and information are so vital for all round human development, libraries and other institutions that handle and manage knowledge and information are indeed invaluable.

Self Assessment

Multiple Choice Questions:

3. Which one of the following is not a function of library.
   (a) Collection of books and magazines
   (b) Issue them to the members when they need it
   (c) Get them back and place them in proper location
   (d) Put them in a conventional approach.
4. The code the library compries is usually in the form of:
   (a) Machine code (b) Binary code
   (c) Decimal code (d) Optimal code.

Notes

3.4 Five Laws of Library Science

The **Five laws of library science** was a theory proposed by S. R. Ranganathan. The proposal detailed the principles of operating a library system. Many librarians worldwide accept them as the foundations of their philosophy.

> *Notes* Dr. Shiyali Ramamrita Ranganathan (1892–1972) of India was an inventor, educator, librarian, and a philosopher.

His early education was of a mathematics background. Using this systematic way of thinking, he later applied this to his work in library science. His most notable work was on library classification and administration. He went abroad to study librarianship at the University College of London, working under W.C. Berwick Sayers.

He was a university librarian and professor of library science at Benares Hindu University (1945–47) and professor of library science at the University of Delhi (1947–55). The last appointment made him director of the first Indian school of librarianship to offer higher degrees. He was president of the Indian Library Association from 1944–53. In 1957 he was elected an honorary member of the Federation International de Documentation (FID) and was made a vice president for life of the Library Association of Great Britain.

Ranganathan made fundamental contributions to world library and information profession.

The Five Laws of Library Science are some of the most influential concepts in the field of library science. Since, they were published in 1931, these five laws "have remained a centerpiece of professional values...". In fact, these basic theories of Library Science continue to directly affect the development of this discipline and the service of all libraries.

3.4.1 Ranganathan's Five Laws of Library Science

During his eighty-year lifespan, Dr. S.R. Ranganathan made contributed many new ideas to library and information science. He wrote 60 books and about 2,000 research articles in his life. Really, Dr. Ranganathan was a multifaceted personality. He devoted his life to the cause of development of library science in India. Dr. Ranganathan enunciated various laws, principles, canons, theories, etc., in LIS. His theories are based on scientific principles. They are accepted universally and are relevant even today. We can say that his ideas are like a lighthouse for libraries, and LIS students and teachers. His ideas are still exciting and, even today when computers and other developments in the field of telecommunication have changed the whole scenario of LIS. Even now, when libraries and information centres face the problem of underused information resources as well as the challenges of implementing Information Communication Technology (ICT), Dr. Ranganathan's philosophy is relevant and accepted as a way to overcome both these problems. The answer comes in the application of his Five Laws of Library Science.

Ranganathan's Five Laws of Library Science

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

Notes

Books are for Use

The father of library science in India propounded the five laws of library science in 1931. The first law is that books are for use. It is imperative to ensure library patrons use the materials we select and purchase for them. Libraries are not just about storing books, they are about people having access to books. This is something Ranganathan made clear in his own discussion of the first law (Ranganathan 1988). His talks and writings emphasize the preservation of information and knowledge to be as important as access to information and knowledge. Undoubtedly, both preservation and access are important, and the availability of digital technologies that Dr. Ranganathan could only have dreamt of have a vital role to play in preservation and access. Librarianship is now blessed to have the opportunity of making knowledge available through digitization, but digitization can best be justified by focusing on the priorities laid down in the first law. The first law is also forward-thinking in its emphasis on the library's location. Increasingly we are seeing libraries sited, or even relocated, in more accessible locations in order to increase custom. There is debate among library professionals on the issue of merging of public libraries with other services, such as sports centers, or moving the library to main thoroughfares rather than outlying parts of the community.

Notes The implication of first law of library science in marketing library is the emphasis on the optimum use of resources, facilities, and services. Convenient location, effective signage, and longer opening hours; helping hands for using resources and services are all important.

Every Reader his/her Book

The second law, "every reader his or her book," means that we all have diverse interests and that there is a book out there to satisfy each of us. The core need is to fight for the right of users to information of all kinds, the consistent battle against censorship and inequality of access that has governed civilisation since its inception. Our duty is to help users find the information they require and ensure any blocks in the way are not blocks we have created. Barring access to knowledge is totally against the philosophy of Dr. Ranganathan's law. In fact, the second law provides roots to the freedom to access information and knowledge in the forms of writings of all kinds, and to be informed on topics that others may wish to suppress. The second law reminds us to be impartial in our dealings with users. The implication of the second law in marketing the library is to meet user needs satisfactorily by collecting and interpreting information, understanding the needs of users, and matching the needs with its resources. The library should develop its collection keeping in mind the present and future requirements of its users. The library collection should be a mix of old and rare material as well as of the latest material reflecting advances in various fields.

Every Book its Reader

The third law: every book its reader (Ranganathan, 1988) advocates easy access to materials, and one way to do so is by putting people together with what they require. Putting books into the hands of people who do not necessarily know what they need is also at the heart of the third law. We could interpret reader development as being part of the third law, since we promote books to users that may not be known to them and that may offer opportunities for enrichment that other titles do not. Historically, reference work has been identified within the third law, and this continues to be the case in the virtual library. Virtual reference services continue to grow in popularity in both academic and public libraries. Libraries and information centres are launching virtual enquiry services through their websites. They are accepting models created for this purpose by world-renowned libraries, especially university libraries. These are exciting developments, focused on

Notes

expanding services to where and when users may need them. They allow librarians to continue to use their skills in tracking down quality information for users and will become a staple feature of library services. The implication of the third law in marketing the library is performing activities that take library products and services to the users: publicizing the value and benefits, promotional campaigns, adovacy, public relations, personal communication, etc. The library should use promotional tools to publicize its resources, facilities, and services. It should direct its efforts to attracting new users to the library and reach out to its existing users by providing library services at their doorstep. It should give its users personal touch and develop a feeling of belonging in the library.

Save the Time of the Reader

The fourth law is "save the time of the reader" (Ranganathan, 1988). Time is important to every person. Time management is a key to success in life. Libraries must have the objective of saving the time of the reader. The entire journey of librarianship is about devising, designing, and developing methods, systems of organization and dissemination of information to provide the best service to their readers in the most efficient, accurate, and effective manner and thus saving the reader's time. For example, we create catalogues, bibliographies, indexes, and abstracts to save the time of readers. Saving the time of the reader also relates to how we actually organise information. Acceptance and adoption of ICT has used to save thousands of hours of the reader's time when compared to manual systems. Noruzi very rightly opines that considering the time of the user as a vital notion, and that all five laws of library science are transferable and applicable to the Web. Increasingly, saving the time of the user becomes navigating with them through the Web and creating high-quality and accurate guides to information in this challenging domain. The implication of the fourth law in marketing library is its focus on the user benefits and preferences. Consolidation and repackaging information into an appropriate form, making information available when it is needed, ensuring the quality of services and offerings, are tasks that take user benefits and preferences into account. The main objective of the library should be that the user who enters in a library for a specific purpose should not leave emptyhanded. At the same time, it must also be ensure that the users' valuable time is not wasted in searching for material.

The Library is a Growing Organism

The fifth law, that the library is a growing organism (Ranganathan, 1988) states that libraries will continue to grow in the future. Perhaps we can look at digital information and conclude that the growth is not as pressing from the point of view of physical space, although this remains something that libraries struggle with. Even in the digital world, the analogue continues to be important. Book publishing remains healthy, and indeed a much less expensive endeavor than it was in 1931. Libraries will continue to struggle with space problems. This is reflected in the statistics of information generation and the acquisition of information resources of libraries of any type. Even the presence of e-resources does not stop the acquisition of new print material, and the pace at which they grow has not changed. Lancaster's dream of a paperless society is not likely to come true in the near future. The sacrifices librarians have to make between space for books shelves and space for computer terminals to deliver this ever-expanding need will continue to be an issue. One can also see the library as a growing organism in terms of staff and skills. As the library grows in services, the skills necessary to deliver these new services will also grow. Perhaps we could argue that both libraries and the profession of librarianship are growing organisms.

Did u know? The fifth law's implication for marketing is adapting the library to future user needs, including mobilizing resources, dealing with uncertainty about future user needs, new services, new customer groups, new environment, etc.

Notes

The library should also transform its services to keep up with other changes in the world. The library must not lag behind in adapting to new technologies. The library staff must be technology-literate.

It can be bibliometrically proved that S R Ranganathan (hereinafter referred to as Ranganathan) is the greatest thinker in the field of library science that the world has ever produced. The number of original contributions he made in this field, fundamental ideas he gave birth to, and the philosophy he advanced are all unmatched in the world. Years ago Chakraborty and Chakraboty showed that Ranganathan was miles ahead of others in his field . It is rather unfortunate that most of his followers chose to parrot him rather than delving deep into his ideas and philosophy and contribute substantially to remove the shortcomings and extend the horizon of Ranganathan school of thought. If a sincere effort is made today to quantify the extent of contributions made by his followers to his school of thought, the sum total may not be very encouraging.

Recently a number of articles have appeared on Five Laws of Library Science as well as its components but none has given anything that Ranganathan did not say or imply. Of course, many have tried to put old wine in a new bottle. It may be noticed in these papers that none has quoted any reference that has criticized these Laws. Possibly they are averse to the criticism of Ranganathan.

3.4.2 Five Laws in Many Forms

Ranganathan presented his five laws of library science for the first time in 1928 in a conference of teachers held in the Meenakshi College, Annamalainagar. The Laws appeared in the book form in 1931. Originally the laws appeared in the following form:

Form I

Books are for Use

Every Reader His Book

Every Book its Reader

Save the Time of the Reader

A Library is a Growing Organism.

These laws are being quoted from Five laws of library science. According to Dasgupta 'Later on Ranganathan himself revised these laws as follows:

Form II

Documents are for use

Every reader his document

Every document its reader

Save the time of the reader

A library is a growing organism.

In some documents the second law appears as 'Every reader his/her document'. Possibly this was done to sink the gender difference.

The changeover from the words 'book/s' to 'document/s' in the laws indicates that Ranganathan realized the mistakes in the original laws and later on tried to correct them. A question may arise in the mind of an inquisitive scholar as to why Ranganathan used the term 'book/s' instead of 'document/s' in 1928 when libraries contained not only books but also other types of documents such as periodicals, patents, standards, and so on.

Notes

The aforesaid change made by Ranganathan offered enough freedom to learned scholars to present the laws in any form they liked. They did not bother about the grammar and used capital letters in the statements with absolute abandon. Many forms the laws exist today. Some of them are being presented here verbatim.

Forms III to V are from Parekh's paper; form VI from Thaker and Rawal's paper, form VII from Aghav's paper, and form VIA and VIII from Dasgupta's paper.

Form III [by Lenart Bjorneborn]

1. Links are for use–the very essence of hypertext
2. Every surfer his or her link–the rich diversity of links across topics and genes
3. Every link its surfer
4. Save the time of the surfer–visualizing web clusters and small-world shortcuts
5. The Web is a growing organism

Form IV [Author not mentioned]

1. Software is for use
2. Every user his or her software (or software is for all)
3. Every software its user
4. Save the time of the user
5. A software Library is a growing organism

Form V [Updated form of five laws by Walt Crawford and Michael Gorman]

1. Libraries serve humanity
2. Respect all forms by which knowledge is communicated
3. Use technology intelligently to enhance service
4. Protect free access to knowledge
5. Honor the past and create the future

Form VI

Information is for use

Every user his or her Information

Every Byte of Information its user

Save the time of the Information users & Staff

Universe of Information is growing organism

It may be noted that the author has used capital letter/s for 'byte' (3rd law), 'information' in all places and 'staff' in the fourth law disregarding the rules of grammar. The definite article 'The' is missing at the beginning of the fifth law.

Form VI A

1. Information is for use
2. Every user his or her information

Notes

3. Every piece of information its user
4. Save the time of the information user
5. The universe of information is ever growing

Readers may note that in the fifth law the words 'organism' has been dropped.

Form VII

1. Books/Documents/Information/Knowledge is for use
2. Every Reader his Book/Document/Information/Knowledge
3. Ever Book/Document/Information/Knowledge its reader/user
4. Save the time of reader/user
5. Library/Information/Knowledge center is a growing organism

Here the author uses book/s and document/s both as if books are not documents. In the 3rd and 4th laws, reader/user both have been used. In the 3rd law 'Every' has been spelt as 'Ever'. It is not known why the author omitted 'staff' in the 4th law. The abundant use of capital letters is easily visible. Will it be correct to say every knowledge its reader/user?

Form VIII

In Dasgupta's paper one more form has been noticed which is being reproduced verbatim.

1. Tapes, files, records, relics and books are for use in the information delivery system.
2. To every media – ite, his/her medium
3. To every tape, record etc its utiliser
4. Save the downtown of the patron
5. a learning resource centre is a growing organism

In the 2nd law, possibly 'ite' will be 'its'. In the fifth law, 'a' figuring at the beginning of the sentence will be in capital.

Different forms of the Laws given above reveal several characteristics of the Laws. They are as follows:

1. The wording of the Laws is not constant. Words are changing with the passage of time and environment.
2. The Laws are finding applications in different environment, especially in different organizations.
3. The Laws are not having any mathematical representation.
4. The Laws are not discipline specific.
5. The Laws can take many more forms depending on the organizations to which they are applied.

The characteristics show that the Laws are not like the laws of science whose wording remains unaltered for centuries and millennia, which in many cases are discipline-specific, and quite often can be represented mathematically. The laws of bibliometrics and many other disciplines are also of that type. Take for example, Zipf's laws–they are basically linguistic laws and till date they did not warrant even the change of a single word and can be represented mathematically. It has been shown in a paper that Ranganathan's five laws can also be condensed into a single scientific law.

Judging from a neutral point of view, these Laws may be viewed as basics, fundamentals or broad principles having the potential of application in diverse environment with changed forms. They are basically organizational laws. For example, Forms I and II are laws for the library, Form III for the

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Web, Form IV for the software library, Form VI and VIA for the information centre, and form VIII is for a learning resource centre. Form V is a set of five statements that goes much beyond the confine of library science. Form VII is a khichri.

An analysis of the five laws reveals that

(*i*) The 1st law focuses on the usable item,

(*ii*) The 2nd and 3rd laws focus on the user and the usable item,

(*iii*) The 4th law is a general appeal,

(*iv*) The 5th law focuses on the organization, and

(*v*) The object appearing in the 1st law is a component of the organization figuring in the 5th law.

Keeping consistency with the five laws, the 5th law of forms VI and VIA should be - An information centre is a growing organism.

It is likely that these laws will find application in many areas. Hence a generalized form is needed that can act as a base for deriving other forms depending on the situation and need. An attempt is made here to provide the generalized form.

3.4.3 Generalized form of the five laws

1. Objects are amenable for some action

Here an 'object' means anything that is considered as a noun and 'action', any verbal noun. The term 'action' is being chosen here instead of 'use' appearing in Ranganathan's 1st law to ensure universal application of the law. For example, in a museum an object is for viewing, in a shop an object is for selling, in a hospital a patient is for treatment, in a religious environment, a temple is for praying, and so on.

2. Every consumer his or her object [Sentence form: Every consumer should get his or her object]

If in any environment this statement is likely to create ambiguity, the sentence form is to be preferred. A 'consumer' appearing in the statement means a person such as a reader, customer, patient, devotee, and so on who uses an object or avails a service

3. Every object its consumer [Sentence form: Every object should get its consumer]

The condition given in 2, is applicable here also.

4. Save the time of the concerned persons

In the Five laws, the 4th Law reads as–Save the time of the reader. Then 'Save the time of the staff' was added not as a separate law, possibly as a corollary. Instead of two sentences, only one sentence has been preferred which takes care of both.

5. An organization is a growing organism

The term 'organization' embraces all organizations such a library, an information centre, a business organization, a hospital, a temple, and so on.

Self Assessment

State whether the following statements are true or false:

5. The five laws of library science was a theory proposed by S.R. Ranganathan.

Notes

6. Ranganathan's third law suggest that every member of the community should be able to obtain meterials needed.
7. S.R. Ranganathan was a university librarian and professor of library science at Benares Hindu university.
8. Ranganathan presented his five laws of library science for the 1st time in 1928.
9. Ranganathan's five laws appeared in the book form in the year 1928.

3.5 Summary

- A library is a collection of information, sources, resources, and services: it is organized for use and maintained by a public body, an institution, or a private individual. In the more traditional sense, a library is a collection of books. Typically library functions are collected together into libraries, which comprise suites of functions that are loosely related in some way. An example might be a collection of functions that deal with dates and times and how they can be formatted or represented. Libraries save programmers the bother of writing code to do the same tasks time and time again; in short, libraries encourage code reuse. In the more traditional sense, a library is a collection of books. The term can mean the collection, the building that houses such a collection, or both.
- A library is a collection of information, sources, resources, books, and services, and the structure in which it is housed.
- The purpose of the library is to be useful, for combining tailor-made image processing and interpretation with standard methods for acquisitions, processing, display and storage of image information.
- The Five laws of library science was a theory proposed by S. R. Ranganathan.
- The first law constitutes the basis for the library services.
- Second law suggests that every member of the community should be able to obtain materials needed.
- Third principle is closely related to the second law but it focuses on the item itself, suggesting that each item in a library has an individual or individuals who would find that item useful.
- Fifth law focused more on the need for internal change than on changes in the environment itself.
- In 2004, librarian Alireza Noruzi recommended applying Ranganathan's laws to the Web in his paper.

3.6 Keywords

Enlightenment : The process of understanding something

Altruistic : Selfless

Variants : A thing that is a slightly different form or type of something else.

3.7 Review Questions

1. What are the facilities provided in library?
2. What are the keys used in developing in library?
3. Analyze on the library function.

Notes

4. State definition of a library.
5. Explain the five laws of library science.
6. Discuss the purpose of the library.

Answers: Self Assessment

1. Library	2. Library	3. (d)
4. (a)	5. True	6. False
7. True.	8. True	9. False

3.8 Further Readings

Books

Khanna (J K). *Library and Society*. 1955. Research Publication, Kurukshetra.

Martin (W J). *The Information Society*. 1988. Aslib, London.

Prasher (R G). *Information and its Communication.* 1991. Medallion Press, New Delhi.

Online link

http://www.librarylaws.com/

http://mireau.blogspot.com/2009/04/purpose-of-library.html

http://www.cro.sanita.fvg.it/reposCRO/Biblioteca/5_leggi_ranganathan.pdf

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Unit 4: Types of Library

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Objectives

After studying this unit, you will be able to:

- Explain types of library
- Discuss the use of Library
- Define national library
- Discuss about school library
- Define college library.

Introduction

A **library** is a collection of sources, resources, and services, and the structure in which it is housed; it is organized for use and maintained by a public body, an institution, or a private individual. In the more traditional sense, a library is a collection of books. It can mean the collection itself, the building or room that houses such a collection, or both. The term **"library"** has itself acquired a secondary meaning: "a collection of useful material for common use." This sense is used in fields such as computer

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science, mathematics, statistics, electronics and biology. It can also be used by publishers in naming series of related books, *e.g.* The Library of Anglo-Catholic Theology.

Public and institutional collections and services may be intended for use by people who choose not to or cannot afford to purchase an extensive collection themselves, who need material no individual can reasonably be expected to have, or who require professional assistance with their research. In addition to providing materials, libraries also provide the services of librarians who are experts at finding and organizing information and at interpreting information needs. Libraries often provide a place of silence for studying.

Today's libraries are repositories and access points for print, audio, and visual materials in numerous formats including maps, prints, documents, microform (microfilm/microfiche), CDs, cassettes, videotapes, DVDs, video games, e-books, audio books and many other electronic resources. Libraries often provide public facilities to access to their electronic resources and the Internet. Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building, by providing material accessible by electronic means, and by providing the assistance of librarians in navigating and analyzing tremendous amounts of information with a variety of digital tools.

4.1 Types of Library

Libraries the whole world over are under threat, mainly because the people who fund them are under the mistaken impression that they are no longer needed in the age of the Internet. I used to be a full-time librarian, but I lost my job in 2002 for that very reason. The company that employed me took the view that because it was "all on the Internet" there was no reason why they should employ somebody to do what everybody could do for themselves from their desktop.

Not surprisingly, we librarians have a different take on the matter. We believe that libraries and librarians are hugely important and will continue to be so. Indeed, the ironic thing is that the availability of information via the World Wide Web makes us even more important and vital!

We want to dispel a few misconceptions and make more converts to the cause, not just because we want to keep our jobs, but because we don't want people to miss out on the benefits that libraries can bring.

First of all, what do you understand by the word Library? Do you appreciate just how wide-ranging libraries are? For starters, there are three main types of library:

i.e., (*i*) Public libraries

(*ii*) Academic libraries

(*iii*) Special libraries

4.1.1 Public Libraries

For many people, this is what a library is—a publicly funded institution that provides books for loan and is used mainly by the very old and the very young. It is probably divided into Lending and Reference, and the Lending stock is split between fiction and non-fiction. The threat to the public library comes partly from the fact that fewer people now read for pleasure, and those who do are more likely to buy their books from Borders or Water stones than borrow them from the library, and, on the non-fiction and reference sides, information is easily and quickly obtainable from the WWW, without the need to make a trip to the library.

However, public libraries provide much more than that, such as materials for entertainment and information in a wide range of media. You will also find a lot of information about local services across the spectrum, tailored to the needs of the community served by the library. Above all, you will find professional librarians who are trained to help you find exactly what you are looking for. This includes help with searching the Internet, which you can do from most public libraries these days.

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The earliest example in England of a library to be endowed for the benefit of users who were not members of an institution such as a cathedral or college was the Francis Trigge Chained Library in Grantham, Lincolnshire, established in 1598. The library still exists and can justifiably claim to be the forerunner of later public library systems.

Did u know? The beginning of the modern, free, open access libraries really got its start in the U.K. in 1847.

Parliament appointed a committee, led by William Ewart, on Public Libraries to consider the necessity of establishing libraries through the nation: In 1849 their report noted the poor condition of library service, it recommended the establishment of free public libraries all over the country, and it led to the Public Libraries Act in 1850, which allowed all cities with populations exceeding 10,000 to levy taxes for the support of public libraries. Another important act was the 1870 Public School Law, which increased literacy, thereby the demand for libraries, so by 1877, more than 75 cities had established free libraries, and by 1900 the number had reached 300. This finally marks the start of the public library as we know it. And these acts led to similar laws in other countries, most notably the U.S.

1876 is a wellknown year in the history of librarianship in the United States. The American Library Association was formed, as well as The American Library Journal, Melvil Dewey published his decimal based system of classification, and the United States Bureau of Education published its report, "Public libraries in the United States of America; their history, condition, and management." During the post-Civil War years, there was a rise in the establishment of public libraries, a movement led chiefly by newly formed women's clubs. They contributed their own collections of books, conducted lengthy fund raising campaigns for buildings, and lobbied within their communities for financial support for libraries, as well as with legislatures and the Carnegie Library Endowment founded in the 20th century. They led the establishment of 75-80 percent of the libraries in communities across the country.

In 1979 and 1991 White House Conferences on Library and Information Services were held to demonstrate the key role libraries play in American Democracy.

The American Library Association (ALA) continues to play a major role in libraries to this day, with its public library focused division, the Public Library Association, establishing standards and planning guidelines. Dewey's classification system, although under heavy criticism of late, still remains the prevailing method of classification used in the United States.

As the number of books in libraries increased, so did the need for compact storage and access with adequate lighting, giving birth to the stack system, which involved keeping a library's collection of books in a space separate from the reading room. This arrangement arose in the 19th century. Book stacks quickly evolved into a fairly standard form in which the cast iron and steel frameworks supporting the bookshelves also supported the floors, which often were built of translucent blocks to permit the passage of light (but were not transparent, for reasons of modesty). The introduction of electrical lighting had a huge impact on how the library operated. The use of glass floors was largely discontinued, though floors were still often composed of metal grating to allow air to circulate in multi-story stacks. As more space was needed, a method of moving shelves on tracks (compact shelving) was introduced to cut down on otherwise wasted aisle space.

Notes Library 2.0, a term coined in 2005, is the library's response to the challenge of Google and an attempt to meet the changing needs of users by using web 2.0 technology.

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Some of the aspects of Library 2.0 include, commenting, tagging, bookmarking, discussions, use of online social networks by libraries, plug-ins, and widgets. Inspired by web 2.0, it is an attempt to make the library a more user-driven institution.

Despite the importance of public libraries, they are routinely having their budgets cut by state legislature. Funding has dwindled so badly that some smaller public libraries have been forced to cut their hours and release employees.

Libraries have materials arranged in a specified order according to a library classification system, so that items may be located quickly and collections may be browsed efficiently. Some libraries have additional galleries beyond the public ones, where reference materials are stored. These reference stacks may be open to selected members of the public. Others require patrons to submit a "stack request," which is a request for an assistant to retrieve the material from the closed stacks. A list of closed stack libraries is being aggregated on Wikipedia.

Larger libraries are often broken down into departments staffed by both paraprofessionals and professional librarians.

- ***Circulation (or Access Services):*** Handles user accounts and the loaning/returning and shelving of materials.
- ***Collection Development:*** Orders materials and maintains materials budgets.
- ***Reference:*** Staffs a reference desk answering user questions (using structured reference interviews), instructing users, and developing library programming. Reference may be further broken down by user groups or materials; common collections are children's literature, young adult literature, and genealogy materials.
- ***Technical Services:*** Works behind the scenes cataloging and processing new materials and deaccessioning weeded materials.
- ***Stacks Maintenance:*** Re-shelves materials that have been returned to the library after patron use and shelves materials that have been processed by Technical Services. Stacks Maintenance also shelf reads the material in the stacks to ensure that it is in the correct library classification order.

The International Organization for Standardization (ISO) has published several standards regarding the management of libraries through its Technical Committee 46 (TC46), which is focused on "libraries, documentation and information centers, publishing, archives, records management, museum documentation, indexing and abstracting services, and information science". The following is a partial list of some of them:

- ***ISO 2789:2006 Information and documentation:*** International library statistics
- ***ISO 11620:1998 Information and documentation:*** Library performance indicators
- ***ISO 11799:2003 Information and documentation:*** Document storage requirements for archive and library materials
- ***ISO 14416:2003 Information and documentation:*** Requirements for binding of books, periodicals, serials and other paper documents for archive and library use — Methods and materials
- ***ISO/TR 20983:2003 Information and documentation:*** Performance indicators for electronic library services

Notes

Task State your views why the year 1876 is a wellknown year in the history of librarianship in United States.

Public Libraries in India

Public libraries in India made a tremendous growth after the independence of India in 1947. The central and the state governments took a number of steps forward for the development of the nation from the point of education and considered library as essential part of it. The programs executed by provincial and central governments since 1910 for the social and adult education of the populace paved the way for the enactment of library laws and rules for grants-in-aid in the country. Hence public library became part of the education budget. To enhance the level of literacy of 16% in 1941, the government undertook some programmes such as extension services, continuing education, social education, non-formal education and adult education. The government further initiated steps for the development of community and organized some projects in this regard. Libraries were considered to be an essential part of the Community Development Project that was launched during the first plan period. (Naidu;1990). In order to accelerate the pace of socioeconomic development, the government considered public libraries to be an integral part of development projects.

Did u know? The Connemara Public Library in Madras became the State Central Library in 1950 under the provision of Madras Public Libraries Act 1948, and became one of the three depository libraries in 1955.

Delhi Public Library was established in 1951 as the first UNESCO Public Library Pilot Project under the joint auspices of UNESCO and Government of India to adopt "Modern Techniques to Indian Conditions" and to serve as a model public library for Asia. In 1954, the Delivery of Book Act was passed to include newspaper. The act obligated every publisher in India to deposit one copy each of its publications to the National Library in Calcutta, the Asiatic Society Library in Bombay, Connemara Public Library in Madras, and Delhi Public Library in New Delhi The Advisory Committee for Libraries as constituted in 1957 by the Government of India, with K P Sinha as the Chairman. The Committee submitted its report in 1959 with a drafted Model Library Bill. The Planning Commission constituted a Working Group on Public Libraries in 1964 and the Commission submitted its report in 1965 with a Model Public Libraries Act. The model bill was sent to all the states/UTs, which do not have Public Libraries Act. In 1972, the Government of India, Planning Commission constituted Working Group on Development of Public Libraries to make recommendations for library development. Raja Rammohun Roy Library Foundation, an autonomous body under the Department of Culture, Ministry of Education, was established in 1972. The main objective of the Foundation was to assist state library services in developmental works.

Notes In 1979, a library section was established in the Department of Culture under the Ministry of Education, which section was under the charge of an Under Secretary.

The objective was to promote the development of public libraries in India.

A Working Group on Modernization of Library Services and Informatics was appointed by the Planning Commission in 1983 and submitted its report in 1984 with the formulation of National Policy on Library Services and Informatics. Delhi Public Library became a copyright library in 1982.

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National Literacy Mission was adopted in 1986, which emphasized education for women and also establishment of rural libraries. Library networks and systems were strengthened at the national level institutions in the development of literature in neo-literates. Fourteen states namely, Tamil Nadu, Andhra Pradesh, Karnataka, Maharashtra, West Bengal, Manipur, Kerala, Haryana, Mizoram, Goa, Orissa, Gujarat, Uttaranchal and Rajasthan have enacted Public Libraries Bills during 1948 to 2006.

The Government of India, Department of Culture, appointed a Committee on National Policy on Library and Information System in 1985. The National Policy on Education, 1986 states that a nationwide movement for improvement of existing libraries and the establishment of new ones will be taken up, provision will be made in all educational institutions for library facilities, and the status of librarianship improved. The National Book Policy, 1986 also had an impact on libraries, as:

(1) Provision of reading material for children by all the agencies involved;

(2) That 10 percent of the annual education budget of the governments be used to purchase books for libraries.

These goals are to be achieved by using formal, non-formal, and open channels of learning. Rural libraries should become the focal point for post literacy and continuing educational programs. Publishers, voluntary organizations, and school library programs undertaken as part of the "Operation Blackboard Scheme" of the National Education Policy on Education, 1986 were given assistance.

Task Write a short note about the public libraries in India.

4.1.2 Academic Libraries

An **academic library** is a library that is attached to academic institutions above the secondary level, serving the teaching and research needs of students and staff. These libraries serve two complementary purposes: to support the school's curriculum, and to support the research of the university faculty and students.

The support of teaching requires material for class readings and for student papers. In the past, the material for class readings, intended to supplement lectures as prescribed by the instructor, has been called reserves. In the period before electronic resources became available, the reserves were supplied as actual books or as photocopies of appropriate journal articles. Traditionally, one copy of a book was made available for each 10 students this is practical for large classes only if paperback copies are available, and the books reused from term to term.

Notes The purpose of academic library is to support the school's curriculam, and to support the research of the university faculty and students.

Academic libraries must decide what focus they take in collecting materials since no single library can supply everything. When there are particular areas of specialization in academic libraries these are often referred to as niche collections. These collections are often the basis of a special collection department and may include original papers, artwork, and artifacts written or created by a single author or about a specific subject.

The first colleges in the United States were intended to train members of the clergy. The libraries associated with these institutions largely consisted of donated books on the subjects of theology

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and the classics. In 1766, Yale had approximately 4,000 volumes, second only to Harvard. Access to these libraries was restricted to faculty members and a few students: the only staff was a part-time faculty member or the president of the college. The priority of the library was to protect the books, not to allow patrons to use them.

Did u know? In 1849, Yale was open 30 hours a week, the University was open nine hours a week, Columbia University four, and Bowdoin College only three.

Students instead created literary societies and assessed entrance fees in order to build a small collection of usable volumes often in excess of what the university library held.

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

Academic libraries today vary in regard to the extent to which they accommodate those who are not affiliated with their parent universities. Some offer reading and borrowing privileges to members of the public on payment of an annual fee; such fees can vary greatly. The privileges so obtained usually do not extend to such services as computer usage, other than to search the catalog, or Internet access. Alumni and students of co-operating local universities may be given discounts or other consideration when arranging for borrowing privileges. On the other hand access to the libraries of some universities is absolutely restricted to students, faculty, and staff. Even in this case, they may make it possible for others to borrow materials through inter-library loan programs.

Libraries of land-grant universities generally are more accessible to the public. In some cases they are official government document repositories and so are required to be open to the public. Still, members of the public are generally charged fees for borrowing privileges, and usually are not allowed to access everything they would be able to as students.

Academic libraries are the treasure trove of knowledge which cater to the needs of scholars, scientists, technocrats, researchers, students and others who are directly associated with the mainstream of higher education. In this competitive age, the policy makers have to rise to the occasion and create a new generation of knowledge workers. The information personnel of the academic libraries are also called upon to equip themselves with the best tools, techniques, procedures and practices. The ways in which people communicate, and acquire and share knowledge, will inevitably have an impact on the library, its services, and its staff (Miller, 2006). The academic libraries play an important role in the academic community by providing necessary forum and resources for faculty and students to do their research and advance their knowledge. In order to effectively meet the growing needs of the clients and achieve success in the management of academic libraries, the academic libraries need to actively address the many challenges for the design and delivery of innovative resources and services (Cohen, 2007).

Academic libraries are also required to play the role of scholarly partner in exploring new pathways to knowledge and acting upon this (Gelfand, 2007; Ogburn, 2008, Abram, 2008). It is widely acknowledged that meaningful reference work and research support is absolutely essential to ensure successful dissemination of knowledge to the clients on the basis of meaningful team spirit and work.

It is imperative that subject reference workers adapt to the reality of dealing with socially networked clients. Reference interaction has always been a conversation (Lankes, 2008); moving towards reference in the social environment is therefore a natural development that has been shown to be not only practically viable, but also to benefit the community of users in the field of higher education. Academic libraries are required to develop know how and show how systems which are highly essential elements of meaningful academic library management.

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The academic libraries have to be managed on the basis of constant introspection at the individual level and scientific evaluation at the institutional level in this age of knowledge management. Academic libraries in India are called upon to play a crucial and leading role over other types of libraries by transforming their information management skills, techniques, practices and resources. Redefining roles and responsibilities, constructive intervention of the organization leaders in institution building endeavors, positive involvement of information personnel in delivery system and constant evaluation of goods and services will make the Indian academic libraries highly appropriate and resourceful in future.

List of the largest academic libraries

The 10 largest academic libraries in North America by number of volumes, as of 2008-2009:

- 1 Harvard University 16,557,002
- 2 University of Illinois at Urbana-Champaign 12,780,067
- 3 Yale University 12,564,157
- 4 University of Toronto 11,345,102
- 5 University of California, Berkeley 11,026,554
- 6 Columbia University 10,449,223
- 7 University of Texas at Austin 9,853,414
- 8 University of Michigan 9,575,256
- 9 University of California, Los Angeles 9,045,818
- 10 University of Chicago 8,830,151

4.1.3 Special Libraries

A **special library** is a term for a library that is neither an academic nor school library, nor a public library. Special libraries include law libraries, news libraries, government libraries, corporate libraries, museum libraries, and medical libraries and are not usually open to the public for use. Special libraries are also sometimes known as information centers. They are generally staffed by librarians.

Special libraries often have a more specific clientele than libraries in traditional educational or public settings, and deal with more specialized kinds of information. They are developed to support the mission of their sponsoring organization and their collections and services are more targeted and specific to the needs of their clientele.

Special libraries are "special" in their collection, clientle/users and service. All of them provide pinpointed, exhaustive and expeditious service to their users. For example, in a research institute's library, the scientists may not be having time to visit the library for information gathering. In such a situation the apt information and not the document should be supplied to the users. Current Awareness Service [CAS] and Selective Dissemination of Information [SDI] are very common.

Personally, I don't like this term, because it sounds as though these libraries see themselves as being superior to those of other types, but that is what we are stuck with!

If you think of "special" having the meaning of "specialist", you will get closer to the mark. These are libraries that serve a particular institution that has a specific role to play, and they will therefore tend to be "one subject" libraries. For example, they could serve a hospital, or a law practice, or an industrial company. They also vary in size, depending in part on the size of the institution they serve, but many of these libraries are run by "solos", that is, librarians working alone or maybe with only clerical assistance.

Notes

Special librarians have become adept at "reading the runes" of the environment in which their business operates, and scan information sources to find material that they know will be of interest to the people working in their company (etc). They also need to be on top of all the information technology that is available to them, and at ways of collecting and presenting information that will save the time of busy people. They may also organize the institution's own information resources in ways that best suit local needs, maybe through a company intranet. The title "librarian" has been questioned in some quarters, and many people in this sector prefer to be known as "information scientists".

The threats to this sector of librarianship are obvious, especially where company bottom lines take priority over virtually everything else. It is not easy to gauge the true value of a library to a business, and, to many accountants, anything that cannot be valued in purely monetary terms has no value. I was myself the victim of this sort of thinking, as I had to watch the library system (of four libraries) that I managed for a major UK industrial company being dismantled bit by bit, and eventually disappearing altogether, taking me with it.

Libraries can be divided into categories by several methods

By the entity (institution, municipality, or corporate body) that supports or perpetuates them

- academic libraries
- corporate libraries
- government libraries, such as national libraries
- historical society libraries
- private libraries
- public libraries
- school libraries
- special libraries

By the type of documents or materials they hold

- data libraries
- digital libraries
- map libraries or collections
- picture (photograph) libraries
- slide libraries
- tool libraries

By the subject matter of documents they hold

- architecture libraries
- fine arts libraries
- law libraries
- medical libraries
- aquatic science libraries
- theological libraries

By the users they serve

- military communities

Notes

- users who are blind or visually/physically handicapped (see National Library Service for the Blind and Physically Handicapped)
- prisons

By traditional professional divisions

- ***Academic libraries:*** these libraries are located on the campuses of colleges and universities and serve primarily the students and faculty of that and other academic institutions. Some academic libraries, especially those at public institutions, are accessible to members of the general public in whole or in part.
- ***Public libraries or public lending libraries:*** these libraries provide service to the general public and make at least some of their books available for borrowing, so that readers may use them at home over a period of days or weeks. Typically, libraries issue library cards to community members wishing to borrow books. Many public libraries also serve as community organizations that provide free services and events to the public, such as reading groups and toddler story time.
- ***Research libraries:*** these libraries are intended for supporting scholarly research, and therefore maintain permanent collections and attempt to provide access to all necessary material. Research libraries are most often academic libraries or national libraries, but many large special libraries have research libraries within their special field and a very few of the largest public libraries also serve as research libraries.
- ***School libraries:*** Most public and private primary and secondary schools have libraries designed to support the school's curriculum.
- ***Special libraries:*** all other libraries fall into this category. Many private businesses and public organizations, including hospitals, museums, research laboratories, law firms, and many government departments and agencies, maintain their own libraries for the use of their employees in doing specialized research related to their work. Special libraries may or may not be accessible to some identified part of the general public. Branches of a large academic or research libraries dealing with particular subjects are also usually called "special libraries": they are generally associated with one or more academic departments. Special libraries are distinguished from special collections, which are branches or parts of a library intended for rare books, manuscripts, and similar material.

Many institutions make a distinction between circulating libraries (where materials are expected and intended to be loaned to patrons, institutions, or other libraries) and collecting libraries (where the materials are selected on a basis of their natures or subject matter). Many modern libraries are a mixture of both, as they contain a general collection for circulation, and a reference collection which is often more specialized, as well as restricted to the library premises.

Self Assessment

Fill in the blanks:

1. Francis trigge chained library in Grantham, Lincolnshire was established in the year ..... .
2. American Library Association was formed in the year ..... .
3. ..... is the largest academic libraries in North America by number of volumes as of 2008–2009.
4. ..... is a library that is attached to academic institutions, above the secondary level. Serving the teaching and research needs of students and staffs.
5. The number of volumes of Harvard University as of 2008–2009 was ..... .

Notes

4.2 Use of Library

Until the advent of digital catalogs, card catalogs were the traditional method of organizing the list of resources and their location within a large library.

Patrons may not know how to fully use the library's resources. This can be due to some individuals' unease in approaching a staff member. Ways in which a library's content is displayed or accessed may have the most impact on use. An antiquated or clumsy search system, or staff unwilling or untrained to engage their patrons, will limit a library's usefulness. In United States public libraries, beginning in the 19th century, these problems drove the emergence of the library instruction movement, which advocated library user education. One of the early leaders was John Cotton Dana. The basic form of library instruction is generally known as information literacy.

Notes Libraries inform their users of what materials are available in their collections and how to access that information.

Before the computer age, this was accomplished by the card catalog — a cabinet containing many drawers filled with index cards that identified books and other materials. In a large library, the card catalog often filled a large room. The emergence of the Internet, however, has led to the adoption of electronic catalog databases (often referred to as "webcats" or as online public access catalogs, OPACs), which allow users to search the library's holdings from any location with Internet access. This style of catalog maintenance is compatible with new types of libraries, such as digital libraries and distributed libraries, as well as older libraries that have been retrofitted. Electronic catalog databases are criticized by some who believe that the old card catalog system was both easier to navigate and allowed retention of information, by writing directly on the cards, that is lost in the electronic systems. This argument is analogous to the debate over paper books and e-books. While libraries have been accused of precipitously throwing out valuable information in card catalogs, most modern ones have nonetheless made the move to electronic catalog databases. Large libraries may be scattered within multiple buildings across a town, each having multiple floors, with multiple rooms housing the resources across a series of shelves. Once a user has located a resource within the catalog, they must then use navigational guidance to retrieve the resource physically; a process that may be assisted through signage, maps, GPS systems or RFID tagging.

Did u know? Finland has the highest number of registered book borrowers per capita in the world.

Over half of Finland's populations are registered borrowers. In the U.S., public library users have borrowed roughly 15 books per user per year from 1856 to 1978. From 1978 to 2004, book circulation per user declined approximately 50%. The growth of audiovisuals circulation, estimated at 25% of total circulation in 2004, accounts for about half of this decline.

4.3 National Library

A **national library** is a library specifically established by the government of a country to serve as the preeminent repository of information for that country. Unlike public libraries, these rarely allow citizens to borrow books. Often, they include numerous rare, valuable, or significant works.

Notes

There are wider definitions of a national library, putting less emphasis to the repository character.

National libraries are usually notable for their size, compared to that of other libraries in the same country. Some states which are not independent, but who wish to preserve their particular culture, have established a national library with all the attributes of such institutions, such as legal deposit.

Many national libraries cooperate within the National Libraries Section of the International Federation of Library Associations and Institutions (IFLA) to discuss their common tasks, define and promote common standards and carry out projects helping them to fulfil their duties. National libraries of Europe participate in The European Library. This is a service of The Conference of European National Librarians (CENL).

The first national libraries had their origins in the royal collections of the sovereign or some other supreme body of the state.

Did u know? One of the first plans for a national library was that devised by the Welsh mathematician John Dee, who in 1556 presented Mary I of England with a visionary plan for the preservation of old books, manuscripts and records and the founding of a national library, but his proposal was not taken up.

4.4 School Library

A **school library** (or a school library media center) is a library within a school where students, staff, and often, parents of a public (state) or private (fee paying) school have access to a variety of resources.

Notes The goal of the school library media center is to ensure that all members of the school community have equitable access "to books and reading, to information, and to information technology."

A school library media center "uses all types of media... is automated, and utilizes the information gathering." School libraries are distinct from public libraries because they serve as "learner-oriented laboratories which support, extend, and individualize the school's curriculum... A school library serves as the center and co-ordinating agency for all material used in the school."

Researchers have demonstrated that school libraries have a positive impact on student achievement. More than 60 studies have been conducted in 19 U.S. states and one Canadian province. The major finding of these studies is that students with access to a well-supported school library media program with a qualified school library media specialist, scored higher on reading assessment regardless of their socio-economic statuses. In addition, a study conducted in Ohio revealed that 99.4% of students surveyed believed that their school librarians and school library media programs helped them succeed in school. A report that reported similar conclusions was compiled by Michele Lonsdale in Australia in 2003.

Purpose of the school library

School library media centers in the 21st century can, and should be, hubs for increased student achievement and positive focused school reform—Kathleen D. Smith.

The school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy, and the learner. In

Notes

addition to classroom visits with collaborating teachers, the school library also serves as a place for students to do independent work, use computers, equipment and research materials; to host special events such as author visits and book clubs; and for tutoring and testing.

The school library media center program is a collaborative venture in which school library media specialists, teachers, and administrators work together to provide opportunities for the social, cultural, and educational growth of students. Activities that are part of the school library media program can take place in the school library media center, the laboratory classroom, through the school, and via the school library's online resources.

School Library Collection

School libraries are similar to public libraries in that they contain books, films, recorded sound, periodicals, realia, and digital media. These items are not only for the education, enjoyment, and entertainment of the all members of the school community, but also to enhance and expand the school's curriculum.

In many schools, school libraries are staffed by librarians, teacher-librarians, or school library media specialists who hold a specific library science degree. In some jurisdictions, school librarians are required to have specific certification and/or a teaching certificate.

The school librarian performs four leadership main roles: teacher, instructional partner, information specialist, and program administrator. In the teacher role, the school librarian develops and implements curricula relating to information literacy and inquiry. School librarians may read to children, assist them in selecting books, and assist with schoolwork. Some school librarians see classes on a "flexible schedule". A flexible schedule means that rather than having students come to the library for instruction at a fixed time every week, the classroom teacher schedules library time when library skills or materials are needed as part of the classroom learning experience.

In the instructional partner role, school librarians collaborate with classroom teachers to create independent learners by fostering students' research, information literacy, technology, and critical thinking skills.

As information specialists, school librarians develop a resource base for the school by using the curriculum and student interests to identify and obtain library materials, organize and maintain the library collection in order to promote independent reading and lifelong learning. Materials in the library collection can be located using an Online Public Access Catalog (OPAC).

This role also encompasses many activities relating to technology including the integration of resources in a variety of formats: periodical databases; Web sites; digital video segments; podcasts; blog and wiki content; digital images; virtual classrooms, etc. School librarians are often responsible for audio-visual equipment and are sometimes in charge of school computers and computer networks.

Many school librarians also perform clerical duties. They handle the circulating and cataloging of materials, facilitate interlibrary loans, shelve materials, perform inventory, etc.

Self Assessment

Multiple Choice Questions:

6. Which country has the highest number of registered book borrowers per capita in the world:
   (a) Finland (b) America
   (c) Korea (d) India.

Notes

7. A ..... is a library specifically established by the government of a country to serve as the preeminent repository information for that country.
   (a) National library (b) Public library
   (c) School library (d) Academic library

4.5 College Library

The college has a well established library which caters to the need of the undergraduate and post graduate students, research scholars and the faculty. The library functions on an open access system for the faculty members and the research scholars. But the students have only a limited access. The library remains open from morning till night on all working days.

Notes The college library has a collection of about 60000 books and 10000 bound volumes of journals.

It subscribes to about 100 international journals in various disciplines of science, engineering and humanities. Services such as lending of books and journals, reading room, reprographic facilities and bibliographic reference and information are rendered by the library.

The computerization of the library is nearing completion and shortly all standard services like acquisition, searching and lending will be computerized. The library has developed an extensive CD-Database of back volumes and abstracts of leading journals in science, engineering and technology. A 14 -drive CD-tower networked with workstations, serves the database- server. The library provides audio visual services with video cameras, VCRs and TV monitors. In the near future the library will shift to a separate spacious building.

Task State your views how school library differ from college library.

The College libraries in India have a significant role to play in higher education. When India attained Independence many among the 533 affiliated colleges (Sharma, 1986) did not have their own libraries, but at present, every college in the country has a library. Majority of the college libraries do not have proper facilities to meet the needs of their users. Their collections are not up-to-date, budgets are their very inadequate and limited, and a large number of them are single libraries.(Deshpande). The several commissions and committees, like the Radhakrishnan Commission of 1948, did not stress the importance of the college libraries in their reports. However, the University Grants Commission gives more importance to the college libraries. As the quality of higher education and research, especially at the graduate level, depends upon, among other things, the standard of the college libraries and their services.

Therefore, the UGC has played a significant role in the growth and development of college libraries since 1953 by giving grants for books, equipment, staff and library buildings and has done a remarkable job in salary improvement of the college librarians.

On the other hand, the colleges and the state governments have failed to provide their equal share. The total Expenditure on the college libraries according to the recommendation of the Education Commission should be 6.25 per cent of the total budgets of the colleges, but in most cases it has remained between 1.5 per cent and 2.3 percent. Sardana Collection development of the college libraries are done without taking into consideration the actual needs of the faculty and the students of the colleges as sixty percent of them consist of text books and 20 percent cover fiction.

Notes

Even this small inadequate collection, in depth and content, is not used effectively due to the closed stacks system and lack of staff and facilities for instruction concerning their use. The net result is that the utility factor of the college libraries comes practically to nothing.

In most college libraries, books are neither properly classified nor catalogued. In several libraries no systematic classification is followed for collection arrangements. The only service the college library renders to its clientele is book-lending. There are colleges where students are not even allowed inside the library. The UGC is aware of the slow progress of the college libraries. In addition to providing financial help for development, it has also from time to time organized seminars to keep the college librarians aware of the new developments in the field. But these seminars have made only a limited effect on the progress of the college libraries. The condition of the college libraries in the country should be a cause for alarm among the academic community. In the interests of the development of higher education in the country along proper lines, it is important to make a detailed study of the style of functioning of the college libraries and of the utilization of the library resources and facilities by the students and teachers. This will help in the preparation of more realistic and operational policies and programmes for ensuring the proper functioning, utilization and development of the college libraries.

The college library has to be made the intellectual hub of the institution, serving equally, both the students and teachers. This is all the more necessary because about 90 per cent of the students in higher education in India pursue their studies in colleges and they have only very small and substandard college library.

4.6 College Library in Indian Context

The College libraries in India have a significant role to play in higher education. The University Grants Commission gives more importance to the college libraries. As the quality of higher education and research, especially at the graduate level, depends upon, among other things, the standard of the college libraries and their services. Therefore, the UGC has played a significant role in the growth and development of college libraries since 1953 by giving grants for books, equipment, staff and library buildings and has done a remarkable job in salary improvement of the college librarians. The college library has to be made the intellectual hub of the institution, serving equally, both the students and teachers.

University Libraries

University libraries all over the world have their own place of importance in the scheme of higher learning. Libraries are not only repositories of knowledge but also dispensers of such knowledge. The Radhakrishnan Commission (1948-49) expressed that "the library is the heart of all the university's work, directly so, as regards its research work and indirectly as regards its educational work, which derives its life from research. Scientific research needs the library as well as its laboratories while for humanistic research the library is both library and the laboratory in one. Both for humanistic and scientific studies, a first class library is essential in a university." The growth of university libraries since Independence can be seen in respect of the initiatives taken by the Central Government considering the vital importance of higher education and role of libraries in the educational development, commitment to fulfill the demand of higher education, and the foundation of the UGC in 1953 by an Act of Parliament. The Radhakrishnan Commission (1948) recognized the value and importance of a well equipped and organized library system and its role in higher education.

Ranganathan Committee (1957)

The most comprehensive and significant document on the university and college libraries is the Report of the UGC library committee, chaired by Ranganathan. The Report was published by the University Grants Commission in 1959 entitled 'University and College Libraries.' It was perhaps

Notes

the first attempt by any Library Committee in India to systematically survey the academic libraries on a national basis, and it was also the first time that the government of India had decided to seek advice from a professional librarian regarding academic libraries. The committee was to advice the UGC on the standards of libraries, building, pay scales, and library training. Some of the recommendations of the Committee included the provision that the UGC and the State Government should help the college and the university libraries in the collection development of both books and periodicals. The Committee strongly recommended that an open access system be introduced in every academic library. The recommendations of the committee had a far-reaching effect on the development of the university libraries later.

Kothari Commission (1964-66)

The Education Commission under the chairmanship of Dr. D. S. Kothari (1964-66) marked another important stage in the history of university libraries in India. The Commission devoted considerable attention to the development of the university libraries and made suitable recommendations on the following points: (*i*) norms for financial support; (*ii*) long range planning for library development; (*iii*) the need for the establishment of a well equipped library before the starting of a university, college, or department; (*iv*) suitable phasing over of the library grants; (*v*) encouraging the students in the use of books; (*vi*) inter- disciplinary communication; and (*vii*) documentation service in libraries etc. he Kothari Commission recommended that a long range plan for library development should be drawn up for each academic institution taking into consideration anticipated increase in enrollment, introduction of new subjects and research needs etc., and documentation service be encouraged in libraries, and documentation experts be appointed to help researchers and do indexing and abstracting. It was further recommended that "the book selection should be oriented towards supporting instruction and research."

Self Assessment

State whether the following statements are true or false:

8. The report of the UGC library committee was published by the University Grants Commission in 1959.
9. Kothari commission devote considerable attention to the development of the university libraries.

4.7 Summary

- A library is collection of sources, resources, and services, and the structure in which it is housed; it is organized for used and maintained by a public body, an institution, or a private individual.
- For many people, this is what a library is a publicly funded institution that provides books for loan and is used mainly by the very old and the very young.
- 1876 is a wellknown year in the history of librarianship in the United States.
- In 1979 and 1991 White House Conferences on Library and Information Services were held to demonstrate the key role libraries play in American Democracy.
- An academic library is a library that is attached to academic institutions above the secondary level, serving the teaching and research needs of students and staff.
- In 1766, Yale had approximately 4,000 volumes, second only to Harvard.
- The basic form of library instruction is generally known as information literacy.
- A national library is a library specifically established by the government of a country to serve as the preeminent repository of information for that country.

Notes

- A school library (or a school library media center) is a library within a school where students, staff, and often, parents of a public (state) or private (fee paying) school have access to a variety of resources.
- The college has a well established library which caters to the need of the undergraduate and post graduate students, research scholars and the faculty.

4.8 Keywords

Navigate : Find the way

Academic : Connected with education

Premises : Building

Assessment : Evaluation

4.9 Review Questions

1. Write note on Purpose of the school library.
2. Write on Special library.
3. Explain the academic library.
4. Explain the uses of library.
5. Describe the national library.
6. Examine the college library.
7. Elaborately discuss on school library.
8. Explain in detail the types of library.

Answers: Self Assessment

1. 1598	2. 1876	3. Harvard University
4. Academic library	5. 16, 557, 002	6. (a)
7. (a)	8. True	9. True

4.10 Further Readings

Books

Singh (S P) *Special libraries in the electronic environment*. 2005. Bookwell, New Delhi.

Venktappaiah (V) and Madhusudhan (M). *Public library legislation in the new millennium*. 2006. Bookwell, New Delhi.

Online link

http://library.nku.edu/research_help/tutorials/starting_your_research/types_of_libraries.php

Notes

Unit 5: Types of Library and their Function in Indian Context

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5.4 International Federation of Library Associations

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5.7 Keywords

5.8 Review Questions

5.9 Further Readings

Objectives

After studying this unit, you will be able to:

- Explain about Public Libraries
- Discuss National Library
- Know about Indian Library Association
- Define International Federation of Library Associations
- Explain federation for information and documentation.

Introduction

Libraries the whole world over are under threat, mainly because the people who fund them are under the mistaken impression that they are no longer needed in the age of the Internet. There was no reason why one should employ somebody to do what everybody could do for themselves from their desktop. Not surprisingly, the librarians have a different task on the matter. They believe that libraries and librarians are highly important and will continue to be so. Indeed, the ironic thing is that the availability of information via the World Wide Web makes us even more important and vital. They want to dispel a few misconceptions and make more converts to the cause, not just because they want to keep librarian's jobs, but because they don't want people to miss the benefits that libraries can bring.

Notes

5.1 Public Libraries

For many people, this is what a library is—a publicly funded institution that provides books for loan and is used mainly by the very old and the very young. It is probably divided into Lending and Reference, and the Lending stock is split between fiction and non-fiction. The threat to the public library comes partly from the fact that fewer people now read for pleasure, and those who do are more likely to buy their books from Borders or Water stones than borrow them from the library, and, on the non-fiction and reference sides, information is easily and quickly obtainable from the WWW, without the need to make a trip to the library.

However, public libraries provide much more than that, such as materials for entertainment and information in a wide range of media. You will also find a lot of information about local services across the spectrum, tailored to the needs of the community served by the library. Above all, you will find professional librarians who are trained to help you find exactly what you are looking for. This includes help with searching the Internet, which you can do from most public libraries these days.

Academic Libraries

These cover the spectrum from libraries in schools of all sizes, through to those of major universities and research institutions. They have something of a captive audience, in that the institutions they serve are dedicated to teaching and learning, and the libraries' role is to provide access to the sources of information from which that teaching and learning can develop. However, they are still under threat, because they cost money to stock and to run, and a school or university has to make a decision as to the proportion of its funds to devote to its library. Academic libraries are therefore bending over backwards to add increasingly more value to the services they provide.

For example, the university library in which we work part-time is now kept open 24 hours a day, during term time, so that students can always get access to learning materials. We also offer a wide range of courses in study skills, and 1-on-1 sessions so that students are helped in all sorts of ways. Follow this link for the library's home page, and have a look at the full range of services on offer. Just as with the public library sector, it is the people who run and staff academic libraries who make them what they are. It has been known for institutions to try to run their libraries without professional librarians, but this is a highly misguided attitude, because the expertise of a professional librarian is essential in the process of translating a vaguely worded enquiry into the true needs of the enquirer and then into the solution that will best satisfies those needs.

Special Libraries

If you think of "special" having the meaning of "specialist", you will get closer to the mark. These are libraries that serve a particular institution that has a specific role to play, and they will therefore tend to be "one subject" libraries. For example, they could serve a hospital, or a law practice, or an industrial company. They also vary in size, depending in part on the size of the institution they serve, but many of these libraries are run by "solos", that is, librarians working alone or maybe with only clerical assistance.

Special librarians have become adept at "reading the runes" of the environment in which their business operates, and scan information sources to find material that they know will be of interest to the people working in their company (etc). They also need to be on top of all the information technology that is available to them, and at ways of collecting and presenting information that will save the time of busy people. They may also organize the institution's own information resources in ways that best suit local needs, maybe through a company intranet. The title "librarian" has been questioned in some quarters, and many people in this sector prefer to be known as "information scientists".

Notes

The threats to this sector of librarianship are obvious, especially where company bottom lines take priority over virtually everything else. It is not easy to gauge the true value of a library to a business, and, to many accountants, anything that cannot be valued in purely monetary terms has no value.

5.2 National Library

The National library is located at the Belvedere Estate very near to the Alipore Zoo in Kolkata. The National library of Kolkata is the largest library in India. The National library was the residence of the former Lieutenant Governor of Bengal.

Notes The library at present contains almost 2 million books and half a million documents.

The National library of Kolkata is considered to be the institution of national importance under the 'Department of Culture, Ministry of Tourism and Culture, Government of India'. The National library or 'Jatiya Granthagar' in Belvedere Bhawan was shifted in 1953 on 1st February and opened to public.

The National library of Kolkata has separate Indian language division for the following languages:

- Assamese
- Bengali
- Gujarati
- Hindi
- Kannada
- Kashmiri
- Malayalam
- Marathi
- Oriya
- Punjabi
- Sanskrit
- Sindhi
- Tamil
- Telugu
- Urdu

National library in Kolkata is visited by more than 18000 readers. The collection of the National library in Kolkata comprises about 20,00,000 books and 5,00,000 manuscripts. Its gigantic campus spreads around 130 acres of land. The Kolkata National library today is the 2nd largest public library in Asia. The eminent donors of the National library of Kolkata are Sadar-Ud-ddin, the Zaminder of Buhor, Sir Ashutosh Mukherjee, Surendra Nath Sen and more. The National library of Kolkata stocks all major Indian newspapers. The historians can get the richest collection of newspapers and periodicals that dates back to the 19th and 20th centuries. The National library is the store house of rare collection of books, valuable manuscripts of the pre-British period, the original letters and notes of famous personalities and more.

Did u know? The National Library was the residence of former Lieutenant Governor of Bengal.

The Imperial Library was formed in 1891 by combining a number of Secretariat libraries in Calcutta. Of those, the most important and interesting was the library of the Home Department, which contained many books formerly belonging to the library of East India College, Fort William and the library of the East India Board in London. But the use of the library was restricted to the superior officers of the Government.

Task Briefly discuss the history of National Library.

Notes

Library Statistics

- Number of books more than 2,270,000
- Number of maps more than 86,000
- Number of manuscripts more than 3,200
- Reading rooms accommodation more than 550
- Shelf space more than 45 kilometers.

Self Assessment

Fill in the blanks:

1. ..... is a public funded institution that provides books for loan and is used mainly by the very old and the very young.
2. The National library is located at ..... very near to the Alipore zoo in Kolkata.
3. Jatiya Granthaghar in Belvedere Bhawan was shifted in the year ..... .
4. ..... is the second largest public library in Asia.
5. ..... was formed in the year 1891.

5.3 Indian Library Association

The Indian Library Association is a premier association committed to the cause of Library Movement and Development. The Indian Library Association is the national association which represents those who work in or advocate for Indian libraries. ILA members work in college, university, public, special (corporate, non-profit and government) and school libraries. ILA has provided a wide variety of services and programs to its members and others in the library community since its formation in 1933. ILA's Executive Council and its divisions are advised by others groups and committees. The year 1933 happens to be the most significant year in the history of Library & Information Science in India. It was September 13, 1933 when Indian Library Association was formally formed at the First All India Library Conference at Calcutta.

Notes The Indian Library Association is a premere association committed the cause of library movement and development.

For initial 12 years the office of ILA was housed in the Imperial Library at Calcutta.

Did u know? It was shifted to Delhi in 1946 and remained there till September 1953 in the University of Delhi and thereafter it shifted back to Calcutta.

In August 1964 the office moved to Delhi again and was housed in Delhi Public Library. An extra-ordinary General Body Meeting held on May 24,1970 made a change in the constitution to make Delhi/New Delhi as the permanent headquarter of the Association. Now the office of the Association is housed in its own one room flat located in a commercial building in north Delhi which was purchased way back in 1978. The office was finally moved to the present building in April, 1982.

Notes

The main objectives of the Association are:

- Promoting library movement in the country,
- Developing Library and Information Science education,
- Training and research, betterment of library personnel,
- Cooperation at the national and international levels,
- Promotion of standards, norms, services and guidelines, and
- Providing a forum for professionals and publication of materials.

Task Write a short note about Imperial Library.

Indian Association of Special Libraries and Information Centres

In the forgoing perspective, the IASLIC, acronym for the Indian Association of Special Libraries and Information Centres, was established on 3rd September 1955 as a non-profit making national, professional body to:

- undertake, support and co-ordinate research and studies
- organize general and special meetings, seminars, workshops and conferences at national and regional level
- publish journals, monographs, manuals, newsletters, papers, proceedings and reports
- conduct short-term training courses
- collaborate with other fraternal bodies in promoting the interests of the library and information profession
- undertake such other activities which are incidental and conducive to the attainment of its objects.

The essential role of the IASLIC has been that of a leader-coordinator, who seeks to bring about a harmonious development in the entire field of special librarianship in India thorough development and coordination of professional thinking and performance of the persons in the profession. The IASLIC expects one and all interested in this total development to muster strong around the IASLIC banner and help it to fulfil its cherished aims and objectives.

IASLIC is democratically structured. The general body of members triennially elects 13 office-bearers and 47 members to the Governing Body which is the highest organ to formulate the policies and programmes of work. The Governing Body appoints from among its members the Executive Committee consisting of 8 office-bearers and 9 members to manage the regular activities. Seven Divisions are also constituted as follows by the Governing Body.

- Education Division
- Information Services Division
- Library Services Division
- Publication & Publicity Division
- Serial Division
- SIG (Special Interest Group) Division
- Study Circle Division.

Notes

Self Assessment

Multiple Choice Questions:

6. The year ..... is considered as the most significant year in the history of Library and information science in India.
   (a) 1933 (b) 1932
   (c) 1930 (d) 1950
7. The Imperial Library was shifted to Delhi in the year:
   (a) 1946 (b) 1945
   (c) 1944 (d) 1940.
8. ..... was established on 3rd September, 1955.
   (a) IASLIC (b) Imperial library
   (c) National library (d) None of these.

5.4 International Federation of Library Associations

The International Federation of Library Associations and Institutions (IFLA) is the leading international association of library organisations. It is the global voice of the library and information profession, and its annual conference provides a venue for librarians to learn from one another. The IFLA forum promotes international cooperation, research and development in all fields related to library activities. A very important and close partner of the IFLA is UNESCO. Several of the manifestos prepared by committees of the IFLA have been recognized as UNESCO manifestos. IFLA was founded in Edinburgh, Scotland, in 1927 when library associations from 14 European countries and the United States signed a resolution at the celebration of the 50th anniversary of the Library Association of the United Kingdom. Isak Collijn, head of the National Library of Sweden, was elected the first president. The first constitution was approved in Rome in 1929 during the World Congress of Librarianship and Bibliography.

During the 1930s the first library associations from outside Europe and the US joined, these being China, India, Japan, Mexico and the Philippines. By 1958 membership had grown to 64 associations from 42 countries. A permanent secretariat was established in 1962. By 1970 there were 250 members from 52 countries. The secretariat was moved to The Hague in 1971. By 1974 IFLA membership had become virtually global with 600 members in 100 countries.

Membership criteria were expanded beyond library associations in 1976 to include institutions, i.e. libraries, library schools and bibliographic institutes. At this time, the word Institutions was added to the organisation's name. Since then further new categories of membership have been created, including personal affiliates. IFLA has now grown to over 1,700 members in 155 countries. It is headquartered in the Koninklijke Bibliotheek, the National Library of the Netherlands, in The Hague.

In 1997, IFLA launched a special committee on Free Access to Information and Freedom of Expression (FAIFE). The committee will advise IFLA on matters of international significance to libraries and librarianship within the scope of Article 19 of the United Nations Universal Declaration of Human Rights. FAIFE is based in Copenhagen, Denmark. FAIFE is the instrument of IFLA to promote the intellectual freedom as a fundamental human right and the vital mission of libraries as gateways to knowledge. It supports libraries and librarians in responding to attacks and limitations and cooperates with other organisations addressing issues which may directly or indirectly affect libraries and information professionals.

The mission of the FAIFE Committee and Office as stated in the 1997 resolution is "to advise IFLA on matters of international significance to libraries and librarianship in regard to freedom of access

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to information and freedom of expression, but not limited to censorship of library materials; ideological, economic, political or religious pressures resulting in limitations on access to information in libraries; or restrictions on librarians and other information specialists who provide reference and other information services."

5.5 Federation for Information and Documentation

FID was established on 12 September, 1895, in Brussels, as the International Institute of Bibliography (originally Institut International de Bibliographie, IIB) by two Belgian lawyers, Paul Otlet (1868-1944) and Henri La Fontaine (1854-1943). It was popularly known as the Brussels Institute. Its headquarters was changed to The Hague after 1934. It has gone through a number of changes in name that reflect changes of conceptualisation of the field in which it operates.

The changes in names and years are:

- 1931—The International Institute for Documentation (Institute International de Documentation, IID)
- 1937—The International Federation for Documentation (Federation Internationale de Documentation, FID)
- 1988—The International Federation for Information and Documentation
- FID was dissolved in 2002.

Did u know? FID was established by Paul otlet and henri La Fontaine.

The International Federation for Information and Documentation(FID) was created in Brussels in 1895 as the International Institute of Bibliography(IIB) by two lawyers, Paul Otlet(1868-1944) and Henri La Fontaine(1854-1943). A remarkably adaptive organisation, it has gone through a number of changes of name that reflect changes of conceptualisation both of the field in which it operates and the way in which it should operate in this field. In 1931 it became the International Institute for Documentation (IID); in 1937 it became the International Federation for Documentation; and in 1988 it became the International Federation for Information and Documentation (but is still known as FID).

The collaboration between the two founders began in the early 1890's. In 1893 they transformed the bibliographical section of the Societe desetudes socales et politiques, in which they were both active, into an International Institute of Sociological Bibliography. The following year Otlet obtained a copy of Melvil Dewey's Decimal Classification and in March 1895 he wrote to Dewey seeking permission to translate the classification and to use it for bibliographical purposes.

The two friends were Inspired by the possibilities for the standardisation of subject coding that they could see in the Decimal Classification. They had also made another discovery — the 5x3 inch (or 125x75 mm) card. This presented to them the possibility of continuous interfiling into a bibliography of entries having a standard format and the easy correction of errors as they were discovered. Otlet and La Fontaine now determined to seek assistance to a universal bibliography under the aegis of a new international organisation. Drawing on their considerable influence in the Belgian government—La Fontaine was a Senator in the parliament while Otlet's father, who had himself been a Senator, was also an important financial and industrial figure they obtained official patronage for an international conference to consider these matters.

The International Conference on Bibliography assembled in Brussels from the 2nd to 5th September 1895. It created an International Institute of Bibliography(IIB) to study matters of classification and the international organisation of bibliography generally. An International Office of

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Bibliography(OIB), an institutional headquarters for the Institute, was set up as a quasi-official agency of the Belgian government. Its task was to develop what was called the Repertoire Bibliographique Universel, a universal bibliography on cards arranged in the classified subject order of the Decimal Classification. Dewey gave Otlet and LaFontaine permission to translate and expand the classification as necessary for bibliographic purposes and agreed to become Vice President of the Institute.

There followed an extraordinary series of developments in the period before the First World War. The Universal Bibliographic Repertory, what today is called a database, grew to more than 11 million entries. An international search service, operated through the mails, was set up and led to some analysis of search strategies and the problem of pricing. By 1912 aver 1500 requests for information were being received a year. In 1906 a pictorial database was created. Called the Repertoire Iconographique Universel it was intended to be a pictorial counterpart to the bibliographic database and was organised according to the same principles. In 1907 a Repertoire Encyclopedique des Dossiers was developed. In this, brochures, pamphlets,periodical and newspaper articles along with other kinds of documents were assembled to give a substantive,"encyclopedic" dimension to the repertory.

What became known as the Universal Decimal Classification (or the Brussels Expansion of Dewey), a software package used for subject access to the bibliographic and other data bases set up at the OIB, was elaborated by the wide-ranging international collaboration of a large group of scholars, some of them Nobel Prize winners. A procedure for number compounding using signs of association and auxiliary schedules was developed, making the UDC the first great faceted classification. Various parts of the classification were issued between 1896 and the appearance of the first complete edition. This was a huge volume of over 2000 pages published in the period 1904 to 1907.

The Bulletin of the Institute was issued from 1895. It appeared steadily until 1911, and, after a hiatus, again in 1914. It is a major journal in which important studies of the Decimal Classification, the theory of what Otlet began to call "Documentation", the international statistics of printing, and the bibliographic applications of microphotography, among a wide range of other matters of bibliographical importance, were reported. Conference of the Institute were held in 1897, 1900, 1908 and 1910. Papers given at these meetings and the proceedings were usually published in the Bulletin, as well as being issued separately in substantial volumes in the case of the 1908 and 1910 conferences. The Office of Bibliography also embarked on an ambitious programme of bibliographical publishing.

Very early the Institute realised the importance of having national offices or branches in other countries. The first such sections, and the only ones effectively until after the War, were the Bureau Bibliographique de Paris and the Concilium Bibliographicum in Zurich. The latter, directed by an American, Herbert Haviland Field, was extremely important in developing some of the science divisions of the UDC and in publishing important periodical scientific bibliographies in such a way that they could be incorporated directly into the RBU. After 1905 a series of major expansions occurred in the OIB which gradually transformed it into a nucleus of a centre of general internationalism. First among the developments was the creation of an Office Central des Associations Internationales and the mounting in collaboration with the Societe belge de Sociologie of a extensive survey of international organisation in general.

The following year a Bibliotheque Collective des Associations et Institutions Scientifiques et Corportives was founded. When the library was officially opened about eighteen months later, the number of participating bodies, mostly international associations with their headquarters in Brussels, had grown from six to twenty-five. By 1914 the number was 62. In 1906 the first of a number of specialised information services was introduced. This was the Office international de Documentation technique. It was followed in 1907 by similar offices for hunting, fisheries, and polar regions and one for aeronautics in 1908. Active only for a few years and then only in a token way, these offices represented an attempt to realise practically new forms of information service the desirability of which Otlet and his colleagues had become theoretically convinced.

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In 1909 Otlet and La Fontaine co-edited with Alfred Fried the Annuaire de la Vie interntionale. This directory had been started by Fried in 1904. It was now enormously expanded as a result of the survey mentioned above. Above all was the 1910 World Congress of International Associations at which the Union of International Associations was founded. Another even larger and more grand congress of the international associations was held in 1913 and planning for a third in 1915 was interrupted by the War. When the Union of International Associations, which essentially became defunct in 1924, was revived after the Second World War one of its major functions was to continue the long suspended publication of the Annuaire, now called the Yearbook of International Associations

At the 1910 congress a resolution had been passed that the Belgian government sponsor the creation of an international museum to hold and develop as its collections exhibits of the associations and countries at the Brussels World Fair then underway. The government made part of the Palais du Cinquantenaire available for the purpose. This became the base of what was soon called the Palais Mondial, a vast centre of internationalism. It was planned eventually to centralise in it the bibliographical services of the OIB, the International Library, the International Museum, secretarial and publishing services for the associations, and, ultimately, if Otlet and La Fontaine's hopes were realised, an International University.

All of these services and the organisational arrangements needed for them were expressions of Otlet's gradually widening and deepening ideas about the nature of what he called "documentation". He was convinced that if knowledge were to be effectively disseminated and used new kinds or international agencies were needed, new kinds of highly standardised information handling methods had to be adopted and international agreements had to be forged to create a worldwide system of documentary communication. During the War, the "Institutes" of the Palais Mondial were kept open by the Secretary, Louis Masure, though in the nature of things there was not much activity. Otlet spent the war years in neutral Europe, La Fontaine in the United States. After the War all of the enterprises associated with the Office and Institute of Bibliography were brought together as planned in the left wing of the Palais du Cinquantenaire with the other collections of the Palais Mondial. In 1920 a Quinzaine International (or International Fortnight) was held (others were held in 1921, 1922, and 1924). Conferences of the IIB and UIA took place along with the first session of what was rather grandiosely referred to as an International University, though it was really no more than a high-powered summer school. Patronage of the recently founded League of Nations was requested for the venture but was not forthcoming.

At first apparently successfully making the transition from the nineteenth century and the War, the Palais Mondial soon found itself in trouble. Support from the League of Nations and, after 1922, its Institute for International Cooperation, much desired, was withheld. An unstable and politically and financially troubled Belgian government also gradually withdrew its support. In 1922 it resumed occupancy of the parts of the Palais du Cinquantenaire it had made available for the Palais Mondial for a commercial exhibition. It did this again in 1924. In 1934 it effectively closed the Palais Mondial completely, only to admit this was an error just before the Second World War broke out, whereupon new locations were provided by the Ville de Bruxelles.

It was now clear to the supporters of the IIB that something had to be done to rescue it from the imbroglio of the Palais Mondial. In 1921 a young Dutchman, Frits Donker Duyvis, had begun to work with the Belgians on a revision of the UDC, which had not been properly re-examined since the first complete edition in 1907. In many areas, but especially the scientific and technical ones, it was by now badly out of date. Duyvis became secretary of an International Committee for the Decimal Classification to spearhead this revision. In 1924, at a meeting in the Hague chaired by La Fontaine but dominated by Duyvis and his Dutch colleagues, the statutes of the IIB were revised to emphasise national organisations as the effective members of the institute and to de-emphasise the centralised services associated with the bibliographic repertory (unavailable for consultation in Brussels and unrealistically conceived) in the Institute's work. These reforms were followed up in

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1928 and 1929 under the presidency of Alan Pollard, an Englishman who with S.C.Bradford had created the British Society for International Bibliography in 1927 to be what Bradford called a "daughter society" of the IIB. At the 1928 meeting of the Institute Duyvis was elected third Secretary-General and, an energetic young man of 34 compared to Otlet who was now 60 and La Fontaine who was 74, became the dominant figure in the Institute.

Henceforth the Belgians and the centre in Brussels, a very imperfect, ill-supported institutional nucleus of international services and collections, had little importance in the IIB's work. It continued to exist and to be the main focus of Otlet's activities. The OIB after all was still a legally constituted, semi-official governmental entity only dissolved in 1980 when its assets were transferred to the Bibliothèque Royale. The collections of the Palais Mondial or Mundaneum on the other hand were absorbed into the Centre de Lecture publique de la Communaute française centred in Liège only in 1983.

After 1931, then, the IIB began to function much more systematically and regularly as any other international organisation. Its work was now mainly related to its annual conferences, the publication of a bulletin (Documentatio Universalis 1930-32, edited in Brussels, IID Communicationes 1933-39 and then FID Communicationes following the Institute's name changes, edited in the Hague), and the revision of the full French edition of the UDC. This was much delayed. While printing actually began in 1926, the work was not finished until 1932. Complete German and English editions were also begun at this time under the aegis of the Deutscher Normanausschuss in the first instance and the British Society for International Bibliography and ASLIB in the second (after the Second World War this was taken over by the British Standards Institution).

In the period of the 1930's the IID became very much concerned with issues of documentary reproduction, especially using microfilm. While pioneering studies and the development of prototype machines go back to the work in 1906 and later of Otlet and Robert Goldschmidt, a new widespread international interest in improving film, film processing, cameras, and reading machines made the whole area a volatile and exciting one with potentially profound implications for information services.

In 1931 the Institute's name was changed after debate sparked by a report by Jean Gerard on the recently established Union française des Organismes de Documentation. In 1937 Gerard planned in Paris a vast conference on the international organisation of documentation. The conference was grandiosely named the Congrès Mondial de Documentation Universel. Its major outcome was to confirm the viability of the IID as the key international body in its field. The IID now changed its name again in order to emphasise that it functioned as an international federation of national organisations and international associations. It seemed that it had been able to satisfy the international community that it could conform to the various organisational and programmatic desiderata that had emerged after several years of soul-searching and conflict within the IID itself and of more broadly based debate with Gerard, the Paris Institute and others outside it.

La Fontaine died in 1943, Otlet in 1944. It was therefore left to Donker Duyvis to revive the FID after the War. The first post-war conference of FID was held in Paris in 1946 with strong international representation. The Englishman, Charles leMaistre, was nominated as President to replace J.Alingh Prins, Donker Duyvis's superior in the dutch Patent Office, who had been in office since 1931. A process for revision of FID's statutes was introduced. The work of the organisation was formalised in a variety of committees whose activities date back for the most part to the late 1930's. A Commission de Redaction de la Periodique was also set up to oversee the publication of the FID's journal now re-titled Revue de la Documentation/Review of Documentation.

Most important of all was the close relations that were at once set up with UNESCO. E.J. Carter, the Head of the Libraries Section, encouraged FID to apply for grants for various tasks. He also encouraged FID and IFLA to consider their relationship and possible avenues of cooperation. The post-war history of FID has yet to be written. When it is it will be in part a study of the vicissitudes

Notes

of the emerging professionalisation of FID as an international organisation. A major step along these lines had to be taken when Donker Duyvis retired in 1959 (he died in 1961). Like Otlet before him, he had become the memory, the personal hub of communication, the history, the anchor of the organisation. He also largely determined the ways in which the organisation's meagre resources would be deployed during his tenure of office. Not surprisingly the UDC remained a primary concern. He had no obvious successor and the organisation was confronted with all the usual issues of how to provide arrangements that in a leadership succession would ensure both organisational stability and flexibility.

The "modern" history of the FID will require a study of its formal structure as reflected in the periodic revision of its Statutes, beginning with those adopted in 1948. It has had to struggle, as all organisations must, with questions of changing purpose and function. These have received occasionally ambitious expression in long term plans and other formal planning documents. Its broad objectives have also found expression in an evolving committee structure and its changing relationship to, and use of, its national members, many of which at various times have assumed administrative responsibility for the work of particular committees and their publications. The creation of the regional commissions (for Latin America and Oceania) and the achievements possible through them will be of particular interest.

The historian will have to examine the personnel of the organisation and how they have put their stamp on it. The post-war presidents number some powerful and influential personalities. Most were in office for a period of years and undertook planning and other exercises that in some way reflected their sense of what FID was and ought to become. The critical post of Secretary-General has been filled on a number of occasions since the time of Donker Duyvis in a way that can only be described as problematical. When we have a proper perspective on these times, a study of such administrative matters will illuminate the fiscal and organisational dilemmas of the contemporary FID, and the inevitable problems that arise in such an organisation between President, Council (whose members are spread over the globe) and a permanent official.

It will of course be necessary to assess the various achievements of FID. Here the problems of changing attitudes towards the UDC will be central. The historian of FID will have to determine to what extent the UDC has been negatively identified with the FID and how this may have interfered with its ability to achieve its more general goals. He or she equally will have to determine the extent to which this long-lived, massive, widely translated but imperfect tool of information management and control has provided FID with an important product that has helped retain interest and commitment in the organisation.

Task Briefly explain about the International Federation of Library Associations.

Also of necessary to any historical understanding of the development and achievements of the modern FID is FID's relationship to other international organisations. It has gradually been accredited to a great many inter-governmental organisations, the earliest and most important of which is UNESCO, and has obtained observer status or formal membership in a number of non-governmental organisations. Some of these, especially the International Federation of International Associations, act in fields closely related to those of the FID. This presents interesting questions of how FID's mission and its international support have been negotiated both internally and externally. It is one of the longest lived nongovernmental organisations and as such presents important historical challenges.

Notes

Self Assessment

State whether the following statements are true or false:

9. Brussels Institute was established in 12 September, 1895.
10. The International conference on Bibliography assembled in Brussels from the 2nd to 5th September, 1895.
11. The bulletin of the Brussels institute was issued from 1886.
12. La Fontaine died in 1943, Otlet in 1944.

5.6 Summary

- For many people, this is what a library is - a publicly funded institution that provides books for loan and is used mainly by the very old and the very young.
- Special libraries are libraries that serve a particular institution that has a specific role to play, and they will therefore tend to be "one subject" libraries.
- The National library is located at the Belvedere Estate very near to the Alipore Zoo in Kolkata.
- The Indian Library Association is a premier association committed to the cause of Library Movement and Development.
- For initial 12 years the office of ILA was housed in the Imperial Library at Calcutta.
- The International Federation of Library Associations and Institutions (IFLA) is the leading international association of library organisations.
- The collaboration between the two founders began in the early 1890's. In 1893 they transformed the bibliographical section of the Societe des etudes socales et politiques, in which they were both active, into an International Institute of Sociological Bibliography.
- The Bulletin of the Brussels Institute was issued from 1895.
- In 1909 Otlet and La Fontaine co-edited with Alfred Fried the Annuaire de la Vie interntionale. This directory had been started by Fried in 1904.

5.7 Keywords

Vaguely : Not clear

Commitment : A promise to do something

Enormously : Very large

5.8 Review Questions

1. Why there is a threat for public library?
2. What is meant by IFLA?
3. What is the function of a special committee of FAIFE?
4. Write a short note on Special libraries?
5. Where is the national library?
6. Describe the function of Public libraries.

Notes

7. Write a paragraph on International federation of library associations.
8. What are the functions of Indian Association of Special Libraries and Information centers?
9. Discuss in detail the function of national library.
10. Analyse the services of Indian Library Association.
11. Write on federation for information and documentation.

Answers: Self Assessment

1.	Public library	2.	Belvedere Estate	3.	1953
4.	Kolkata National library	5.	Imperial library	6.	(a)
7.	(a)	8.	(a)	9.	True
10.	True	11.	False	12.	True

5.9 Further Readings

Books

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Notes

Unit 6: Library Extension Services

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Objectives

After studying this unit, you will be able to:

- Discuss library extension services
- Define public relations
- Explain general networks in India.

Introduction

Resource sharing is a concept which has developed to include many co-operative activities between libraries and other stakeholders. Interlibrary loan continues to be the mainstay of resource sharing. However, union catalogue development, co-operative cataloguing, co-operative reference, co-operative collection development and joint storage of material are all components of A Canadian Information Resource Sharing Strategy. The development of the national resource sharing infrastructure described in the strategy depends on input from all stakeholders. The National Library therefore is making a number of consultation documents available for comment.

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The National Library contributes to the development of national guidelines and codes for resource sharing. The National Library and the national library associations have produced a number of guidelines and manuals related to resource sharing.

National Guidelines for Document Delivery

National resource sharing issues are addressed in co-operation with other government agencies and national associations. The following documents address specific issues of national concern:

- Transporter Interlibrary Loan: Shipping Interlibrary Loan Materials from the U.S. to Canada.

6.1 Resource Sharing

Definition of resource sharing in the Libraries Regulation: "means making available to other libraries the library resources owned by a board, the information contained in those resources and the staff expertise required to locate and make available the information or the library resources".

Resource sharing is the common use by two or more libraries of each other's assets, whether they are, equipment, staff knowledge and expertise, materials, facilities, and /or information resources. Although the majority of resource sharing has been the sharing of bibliographic information and document exchange through interlibrary loan, it also includes the staff, expertise, technology, and services that enable this to happen. The public library network, whatever its configuration, is an organized system of sharing resources based on a set of shared values and formalized operational agreements.

Library cooperation, resource sharing and networking are used interchangeably as synonymous terms for collaborative efforts of information exchange among libraries.

Resource sharing is not a new concept in the field of libraries. The concept that goes by the term 'library co-operation' has been in use all along among those who had been working in libraries or had anything to do with the development of libraries. The term, however has been replaced by a new coinage—'Resource Sharing'—which sounds more attractive and makes better sense in this age of inflation and budgetary reduction. Thus resource sharing in libraries has become a necessity, and has gained worldwide acceptance.

6.1.1 Objectives of Resource Sharing

The objectives of resource sharing is to maximize the availability of material and services and to minimize expenses. In other words, the principle behind resource sharing has been the availability of maximum service at the minimum cost or the maximum service at the same cost.

Notes The objectives of resource sharing are to create an environment in which libraries can offer better services and more materials for the same cost.

It aims to make the resources of one library available to users of other library and vice-versa. The main objectives, therefore, are:

- increase availability of resources
- extend the accessibility of resources
- diminish cost, and
- promote full utilization of resources

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In India, the need for resource sharing has been well recognized but the technology options available until now were limited. NISSAT has taken up networking of libraries in Calcutta (CALIBNET), Delhi (DELNET), Madras (MALIBNET), Mysore (MYLIBNET), Hyderabad (HYLIBNET), Ahmedabad (ADNET), Pune (PUNENET), Bombay (BONET). The present study highlights only some of the major library networks in India.

6.1.2 Need of Resource Sharing

The increased growth, use and value of information generated the concept of information society or information oriented society. If we analyse the situation from invention of printing press to Internet, we find that the complete civilization is moving from generalisation to specialisation, whether it is growth and nature of subject, commodities or services.

Did u know? In this era of specialization, the efficiency and efficacy of libraries will be measured by the services provided by them not by the physical collection they have.

In this situation the sharing of the resources only may provide the variety of new information services, because in this era it is not possible for any library to accommodate the universe of knowledge physically within the library boundaries. So the resource sharing became the need of the time to fulfill the ever- specialized user's information needs in cost effective manner as the main objectives of resource sharing are:

- Reduction in all round cast.
- Avoidance of unnecessary duplication of information materials and efforts.
- Possibility of developing specialised activities specifically concentrating on some particular area. Maximum accessibility to information without losing the individual identity of libraries.

At present, specifically in case of Indian academic libraries, which are planning and going to adopt the Information Technology, the resource sharing is needed for:

Retrospective conversion of their bibliographical data to electronic form.

- To help less equipped libraries.
- To reudce the cataloguing cost.
- To share the valuable resources
- Documents and information.
- Technical expertise. @ To decentralise information.
- To boost the distance learning and more.

6.1.3 Characteristics of a Networked Library Resource Sharing System

Where there is a system there must be its users. The satisfaction of users should be the criteria to measure the effectiveness of the system. A sound library resource sharing system, whether it is automatic or manual should have following characteristics. These characteristics should be kept in mind to establish or remodel the networked system. These checkpoints are also useful to measure the effectiveness of the existing resource sharing system.

- *Speed:* The resource sharing system should be speedy. It should be based on the latest means of data communication systems and programs. It should be able to judge tile timeliness and urgency of user's information need, because the use of information depends on whether it is provided at right time or not.

Notes

- *Accuracy:* The resource sharing system should be able to locate and provide the accurate information. It should be reliable and error free.
- *Cost / fee:* The information provided should be cost effective. It must be less than the original cost of document.
- *Staff courtesy / knowledge / assistance:* The professionals engaged in the resource sharing activities should be knowledgeable and prompt to handle the queries. The speed and accuracy of manual resource sharing system depends on these professionals.
- *Consistency of service and reliability:* It must be consistent and reliable. The resource sharing activity should be adopted as an important component of present library system.
- *Communication (provision for status reports:* The union catalogues should be able to provide the status report regarding availability of the document.
- *Delivery and request options:* The resource center should be able to deliver the needed document! information through required mode of delivery i.e. via e-mail, fax, courier or by post.
- *Self-service options:* It will be easy to use, so that user can handle it without any problem.

These characteristics should be considered as guiding principals to establish a new resource sharing system and to measure the efficiency and efficacy of existing one.

6.1.4 Resource Sharing through Network

As indicated earlier, the past few decades have witnessed knowledge and information explosion the world over and inadequate financial resources to do the best in terms of dissemination of knowledge and information. Under these circumstances, resource sharing and cooperative functioning of libraries and information centres through networking becomes vital. Efficient resource sharing can be achieved by using recent advances in Information Technology, *i.e.*, networking of libraries and information centres through Local Area Networks, Metropolitan Area Networks, Wide Area Network and so on.

Network of information/Resource sharing is to use the computer and telecom link for transmission of information or data from one library to another. Keeping this concept in view, various library networks have been established for cooperation and resource sharing among libraries. They have grown mostly during the last thirty years in different geographical environments in order to cater to the specific needs of users. In the United States, there has been a proliferation of them. Library networks in other countries are also growing. Several models have emerged that provide specific services. Not all networks conform to the essential functions of library networks. However, it is noted that the **essential functions** should include:

- promotion of resource sharing,
- creation of resource sharing tools like bibliographic databases such as union lists of serials, union catalogue of books, periodicals, bibliographic databases of articles and other types of materials such as CDs, Video recording, sound recording, theses, dissertations etc.,
- rationalization of acquisition,
- adoption of international standards for creation of records uniformly,
- delivery of documents, etc.

In India, as elsewhere, economic pressures, enormous growth of publications and emergence of subject specialization have compelled the libraries and information centres to think of sharing the information resources and optimizing the use of existing resources within India as well as from abroad through various networking systems. Some of the notable networks in India are NICNET, ERNET, SIRNET, INDONET and INET. In addition, there is a major initiative from the University Grants Commission called INFLIBNET, interconnecting universities, colleges and resource institutions countrywide.

Notes

6.2 Libraries Extension Services

Extension Services

Extension services is the activity of lending or delivering books and other forms of information to users who are distant from a library or who may be relatively near it but unable to travel to it. Effective extension has been developed through the commitment and experimentation of librarians in a variety of types and size of libraries, but the larger units of services have been encouraged to implement the most ambitions programmes. Urban and rural systems, state library agencies, and in at least one notable example, a federal library agency have pioneered in extension services. The concept and practice of library extension in the united states received dramatic support in the federal library services act of 1956, for the extension of services to rural areas. Extension support continued when LSA was renewed and expanded by congress in1964 as the library services and construction act.

In a well developed urban suburban or rural library system extension is provided as a convenience to user population for whom travel to a central library is difficult or expensive. Extension services may be a necessity to significant numbers of users who find travel to the central library impossible because they have physical disabilities are institutionalized or homebound, or lack transportation. Because of these human and economic considerations, extension is a necessary and important specialization in public library services. Extension may also be provided in special, academic and school district libraries, but the service is most frequently associated with public library operations.

Extension service is a part of many library organisations, but it does have limitations. Because of logistical and financial considerations, it cannot normally provide complete information services. Compared to centralized services, on a per user basis extension is usually an expensive means of providing information delivery. In many cases funding required for branch operation will reduce the funding otherwise available for central library services. In spite of these limitations, extension is accepted as an essential component of effective library and information services.

Special considerations include the logistics and mechanical means for delivery, human and safety factors related to delivery systems, achieving balance between he expense of the information resources to be made available and their relative value to extension users, and the application of information and communications technology to assist extension.

Library extension began as a means of delivery of traditional lending services to users in growing cities and to dispersed population in rural areas. Extension techniques were further developed to respond to the needs of special populations such as the visually handicapped the homebound and the economically disadvantages. In the 1980s the concept of library extension took on additional new meaning as library uses of computers and improved telecommunications were employed to meet the demands of increasingly sophisticated information users.

Task Describe the need of resource sharing in library.

The Extension Services Division of the Library provides library services through four large branch libraries (Stanford L. Warren, North Durham, Parkwood, and Southwest), a small branch library (Bragtown), and mobile and outreach services (McDougald Terrace and Salvation Army Boys & Girls Club, Bookmobile, and Older Adult and Shut-In Services). Library services include book and book-tape circulation, reference and reader's advisory assistance, children's and adult programs, public access to the Internet, reading incentive programs for children, direct service to day care centers and preschools. Public meeting rooms are available at the large branches.

- Offered a minimum of ten (10) children's programs a month in the full service branches, five (5) per month in the small branches and outreach stations, and twenty-five (25) per month in the bookmobile.

Notes

- Maintained standards for workload/staffing ratios at public service desks to keep the average waiting time for service at three (3) minutes or less.
- Provided service excellence through in-house training and mandatory training required by the county.
- Began implementing the plan for overall library service in the Durham community.
- Assessed exiting collection and reduced collection to conform to system-wide as well as branch collection development policy.
- Continued our relationship with District Police personnel and the Durham community.
- Maintained and promoted service to the Hispanic community with four (4) Bookmobile stops with the continuation of the Hispanic Outreach Co-ordinator.
- Increased library card registration among Hispanic residents by 500% due to efforts of the Hispanic Outreach Co-ordinator.
- Instituted Spanish language classes for library staff.
- Collaborated with others agencies to promote reading, literacy and equitable access to library information.
- Continued security for the Stanford L. Warren branch.
- Continue implementation of the CIP plan for the North and East Regional facilities along with the renovation of the Stanford L. Warren Library.
- Develop an outreach plan.
- Evaluate Bookmobile and OASIS services to develop an outreach plan.
- Conduct a minimum of two (2) Spanish classes (beginner and intermediate) for staff.
- Expand outreach to the Hispanic community through services at two (2) additional branches.
- Work to increase partnership with Durham Public Schools.
- Maintain standards for workload/staffing ratios at public service desks to keep average waiting time for service at no more than (3) minutes.
- Continue our relationship with the District Police personnel and the community.
- Maintain and promote service to the Hispanic community through the Bookmobile and continuation of Hispanic Outreach Co-ordinator.
- Collaborate with other agencies to promote reading, literacy and equitable access to information.
- Provide continued security for the Stanford L. Warren branch.

Self Assessment

Fill in the blanks:

1. The objectives of resource sharing is to ..... the availability of material and services.
2. The University Grants Commission is called ..... .
3. The extension services division of the library provide library services through four large branch libraries that are ....., ..., ..., ...
4. ..... is a concept which has developed to include many cooperative activities between libraries and other stake holder.

Notes

6.3 Public Relations

Marketing is customer oriented and has a primary purpose of selling a product. PR concentrates more on selling the library as a whole, developing a corporate identity or image, and disseminating a clear message to the community about library mission and goals. Marketing audits and market research are useful in the development of a corporate identity, and careful planning is required. Larger libraries may have separate PR departments and budgets.

Glossary of Marketing Definitions from IFLA defines public relations as "the form of communication management that seeks to make use of publicity and other non-paid forms of promotion and information to influence feelings, opinions or beliefs about the agency/library and its offerings. This is a traditional form of communication for library management, as paid advertising media is rarely used."

The same methods used in marketing are used in public relations to let people know who and what you are and to build relationships with the media. Examples include press releases, newsletters, brochures, annual reports, or well-designed publications. Plans may include:

- Establishing favorable press relations to get news out about the library on a regular basis.
- Creating publicity for specific services and resources and to create and maintain awareness of library capabilities in the community.
- Representing the library and participating in community planning and organizations, to establish the library as a player in community development.
- Establishing regular communications channels to promote an understanding of your organization internally and externally.
- Maintaining awareness of laws and regulations that affect libraries and lobbying to ensure legislation that helps libraries provide effective services.
- Watching for community and national trends and issues that impact the library's image, and informing library administrators.

Not everyone loves libraries! Not everyone uses libraries or finds them worthy of funding. Sometimes successful public relations involve overcoming negative attitudes.

Advertising involves a purchase from a media source (newspaper, TV station, web marketer). Libraries can prepare their own advertising and pay for placement, or pay to have the advertising materials developed by the media retailer. Public relations more often relies on free publicity instead, and some libraries have a policy of using only free publicity.

PR and Library Image

PR helps establish the library's image and position within the community. Public libraries "provide services and programs that support literate, productive, and informed communities" in these ways:

- Libraries are great places for kids.
- Libraries bridge the "information divide."
- Libraries protect our right to know.
- Libraries connect people with ideas, information and each other.
- Libraries are for everyone.
- Libraries are a shared community resource.
- Libraries support lifelong learning.
- Libraries support a productive workforce.
- Libraries are community information centers.

Notes

- Libraries foster community identity.
- Libraries are a source of community pride.
- Libraries are a "port of entry." to learn more about their new community.
- Libraries support a community of readers.
- Libraries provide global reach and local touch.

These are the concepts that good public relations can communicate, establishing a clear corporate identity or image, and disseminating a clear message about library mission and goals.

The Communications Standard of the Ohio Public Library Standards, part A, Public Relations, states that "All Ohio residents should be made aware of and encouraged to use the public library's services. The library provides a co-ordinated effort to communicate a positive image of the library and to promote the availability of the library's materials, programs, and services."

Self Assessment

Multiple Choice Questions:

5. Glossary of marketing definitions from ..... defines public relations as the form of communication management.
   (a) IFLA (b) IFAL
   (c) FILA (d) None of these
6. PR helps to establish the ..... within the community.
   (a) Image (b) Position
   (c) Image and position (d) Service and position

6.4 General Networks in India

NICNET (www.mylibnet.org):

Title: National Information Center Network

Sponsor: Planning Commission, Govt. of India.

Membership: Four national and regional nodes, 32 state and union territory nodes;

Seventy cities and towns

Services: Bulk files transfer; teleconferencing; full text and bibliographic retrieval services Application: ICMRNIC Center; MEDLARS in India; Chemical Abstracts database

CALIBNET:

Title: Calcutta Libraries Network

Sponsor: NISSAT – Govt. of India

Applications: Cataloging; serials control; acquisitions; circulation

Services: CAS; SDI; union catalog; partial database; editing and retrieval of records; global information; search; full-text document delivery; library automation; CALIBNET INFO Services

DELNET (delnet.nic.in/):

Title: Developing Library Network

Sponsor: NISSAT & NIC (1988)

Objective: To promote resource sharing; develop a network of libraries; collect, store, disseminate

Notes

information

Members: 165 Institutions, 600 Libraries, 15 States in India, 5 from outside India

Services: resource sharing; free Software; ICE online facility; books database; thesis database; Indian specialists; database

ERNET:

Title: Educational and Research Network

Sponsor: Dept. of Electronics, Govt. of India; UNESCO (Financial assistance from

UNDP)

Members: eight institutions (5 IITs, IISc., National Centre for Software Technology – Bombay, CCI wing of Dept. of Electronics)

Services: Communication services such as e-mail, file transfer, remote log on, database access, bulletin board etc.,

INFLIBNET (www.inflibnet.ac.in/index.jsp):

Title: Information Library Network

Sponsor: UGC (1991)

Connectivity: computer communication network of universities and R&D; libraries and bibliographic information centers throughout the country

Members: 200 Universities; 400 College libraries; 200 R&D libraries

Services: catalog service; database Services; document supply services; e-mail; BBS:

audio and video conferencing, etc. BALNET:

Title: Bangalore Library Network

Sponsor: JRD;. Tata Memorial Library (1995) Members: 100 Libraries

Self Assessment

State whether the following statements are true or false:

7. The sponsors of NICNET is planning commision, Govt. of India.
8. UGC is the sponsors of Information library Network.
9. The objective of developing library network is to promote. Sharing, develop a network of libraries, collect, store and disseminate information.

6.5 Summary

- Marketing audits and market research are useful in the development of a corporate identity, and careful planning is required.
- PR helps establish the library's image and position within the community. Public libraries "provide services and programs that support literate, productive, and informed communities".

6.6 Keywords

Equitable : Fair and impartial

Disseminating : Spreading information

Notes

6.7 Review Questions

1. Define public relation.
2. Explain how PR helps to establish library image.
3. Discuss different networks of India.

Answers: Self Assessment

1. Maximize
2. INFLIBNET
3. Stanford L.warren, North Durham, Parkwood, South West
4. Resource Sharing
5. (a)
6. (c)
7. True
8. True
9. True

6.8 Further Readings

Books

Khanna (J K). *Library and Society*. 1955. Research Publication, Kurukshetra.

Martin (W J). *The Information Society*. 1988. Aslib, London.

Prasher (R G). *Information and its Communication.* 1991. Medallion Press, New Delhi.

Online link

http://vedyadhara.ignou.ac.in/wiki/images/6/6a/B3U3cit-002.pdf

Notes

Unit 7: Libraries and Information Centers in India

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Objectives

After studying this unit, you will be able to:

- Explain libraries and information centers in India
- Discuss INFLIBNET
- Derive ERNET.

Introduction

The growth of Library and Information Networks in India is now gaining momentum. INFLIBNET has emerged as a front runner, facilitating Automation and networking of academic libraries for resource sharing among libraries using networking and access to information. The main objective of this study is to assess the role of the INFLIBNET in higher education in India in modern scenario. This topic emphasises on different libraries and their networks, INFLIBNET, objectives, function of INFLIBNET, ERNET and Intranet. Some of the libraries and information centers discussed as follows.

Notes

7.1 Libraries and Information Centers in India

- Ahmedabad Library Network (ADINET)
- Bombay Science Librarian's Association (BOSLA)
- Calcutta Library Network (CALIBNET)
- Central Reference Library, Kolkata
- Defence Scientific Information and Documenation Centre (DESIDOC)
- Delhi Library Association
- Delhi Public Library
- Developing Library Network (DELNET)
- Documentation Research and Training Centre (DRTC), Bangalore
- Health Education Library for People
- Indian Association of Special Libraries and Information Centers (IASLIC)
- Indian Library Association (ILA)
- Information and Library Network (INFLIBNET), Ahmedabad
- Kerala Library Association
- Kesavan Institute of Information and Knowledge Management
- Madras Library Association
- Medical Library Association of India (MLAI)
- Mysore Library Network (MYLIBNET), Mysore
- National Center for Science Information (NCSI), Bangalore
- National Information System for Science and Technology (NISSAT), New Delhi
- National Institute of Science Communication and Information Resources, New Delhi (Formerly INSDOC)
- National Library of India
- National Medical Library
- National Social Science Documentation Centre (NASSDOC), New Delhi
- Pune Library Network
- Raja Ram mohan Roy Library Foundation
- SAARC Documentation Centre
- Satinder Kaur Ramdev Memorial Trust for Advancement of Librarianship (SATKAL)
- Small Enterprises National Documentation Center (SENDOC)
- Society for Advancement of Library and Information Science (SALIS)
- Society for Information Science (SIS)
- Special Libraries Association, Asian Chapter
- Uttar Pradesh Library Association
- Virtual Information Center.

Notes

7.2 INFLIBNET

Information and Library Network (INFLIBNET) Centre is an Autonomous Inter-University Centre (IUC) of University Grants Commission, Government of India, involved in creating infrastructure for sharing of library and information resources and services among Academic and Research Institutions. INFLIBNET works collaboratively with Indian university libraries to shape the future of the academic libraries in the evolving information environment.

Information and Library Network (INFLIBNET) Centre is an autonomous Inter-University Centre of the University Grants Commission (UGC) of India. It is a major National Programme initiated by the UGC in 1991 with its Head Quarters at Gujarat University Campus, Ahmedabad.

Did u know? INFLIBNET initially started as a project under the IUCAA, it became an independent Inter-University Centre in 1996.

INFLIBNET is involved in modernizing university libraries in India and connecting them as well as information centers in the country through a nation-wide high speed data network using the state-of-art technologies for the optimum utilisation of information. INFLIBNET is set out to be a major player in promoting scholarly communication among academicians and researchers in India.

Objectives

The primary objectives of INFLIBNET are:

- To promote and establish communication facilities to improve capability in information transfer and access, that provide support to scholarship, learning, research and academic pursuit through cooperation and involvement of agencies concerned.
- To establish INFLIBNET: Information and Library Network a computer communication network for linking libraries and information centres in universities, deemed to be universities, colleges, UGC information centres, institutions of national importance and R & D institutions, etc., avoiding duplication of efforts.

EVENTS

- E-resources User Awareness Training Programme held on Nov. 25, 2009 in Gujarat University, Ahmedabad.
- E-resources User Awareness Training Programme held on Nov. 26, 2009 in North Gujarat University, Patan (Gujarat).
- 81st SOUL 2.0 Training program on Software Installation & Operations at INFLIBNET Centre, Ahmedabad from 9th to 13th November, 2009 at INFLIBNET Centre, Ahmedabad.
- INFLIBNET Regional Training Programme on Library Automation (IRTPLA) held at DLIS, University of Kashmir, Srinagar from 16th - 20th November, 2009.
- INFLIBNET Regional Training Programme on Library Automation (IRTPLA) held at University of North Bengal, Siliguri from 14th - 18th December, 2009.
- PLANNER 2010: Promotion of Library Automation and Networking in North Eastern Region held on February 18-20, 2010 at Tezpur University, Assam.
- Attachment Training Programme for Practicing Librarians and Computer Professionals of North Eastern Region.

Notes

Functions

In order to fulfill the broad objectives, INFLIBNET will do the following:

- Promote and implement computerisation of operations and services in the libraries and information centres of the country, following a uniform standard.
- Evolve standards and uniform guidelines in techniques, methods, procedures, computer hardware and software, services and promote their adoption in actual practice by all libraries, in order to facilitate pooling, sharing and exchange of information towards optimal use of resources and facilities.
- Evolve a national network interconnecting various libraries and information centres in the country and to improve capability in information handling and service.
- Provide reliable access to document collection of libraries by creating on-line union catalogue of serials, theses/dissertations, books, monographs and non-book materials (manuscripts, audio-visuals, computer data, multimedia, etc.) in various libraries in India.
- Provide access to bibliographic information sources with citations, abstracts etc. through indigenously created databases of the Sectoral Information Centres of NISSAT, UGC Information Centres, City Networks and such others and by establishing gateways for on-line accessing of national and international databases held by national and international information networks and centres respectively.
- Develop new methods and techniques for archival of valuable information available as manuscripts and information documents in different Indian Languages, in the form of digital images using high density storage media.
- Optimise information resource utilization through shared cataloguing, inter-library loan service, catalogue production, collection development and thus, avoiding duplication in acquisition to the extent possible.
- Enable the users dispersed all over the country, irrespective of location and distance, to have access to information regarding serials, theses/dissertations, books, monographs and non-book materials by locating the sources wherefrom available and to obtain it through the facilities of INFLIBNET and union catalogue of documents.
- Create databases of projects, institutions, specialists, etc. for providing on-line information service.
- Encourage co-operation among libraries, documentation centres and information centres in the country, so that the resources can be pooled for the benefit of helping the weaker resource centres by stronger ones.
- Train and develop human resources in the field of computerised library operations and networking to establish, manage and sustain INFLIBNET.
- Facilitate academic communication amongst scientists, engineers, social scientists, academics, faculties, researchers and students through electronic mail, file transfer, computer/audio/video conferencing, etc.
- Undertake system design and studies in the field of communications, computer networking, information handling and data management.
- Establish appropriate control and monitoring system for the communication network and organise maintenance.
- Collaborate with institutions, libraries, information centres and other organisations in India and abroad in the field relevant to the objectives of the Centre.
- Create and promote R&D and other facilities and technical positions for realising the objectives of the Centre.

Notes

- Generate revenue by providing consultancies and information services.
- Do all other such things as may be necessary, incidental or conducive to the attainment of all or any of the above objectives.
- Dr. Jagdish Arora is the Director of The Centre as on date.
- ERNET Education and Research Network (ERNET), India is an autonomous scientific society of Ministry of Communication and information technology (Govt. of India). ERNET has made a significant contribution to the emergence of networking in the country. It practically brought the Internet to India and has built up national capabilities in the area of net-working, especially in protocol software engineering. It has not only succeeded in building a large network that provides various facilities to the intellectual segment of Indian society—the research and education community, it has over the years become a trendsetter in the field of networking.

Self Assessment

Fill in the blanks:

1. ..... works collaboratively with Indian university libraries to shape the future of the academic libraries in the evolving information environment.
2. INFLIBNET is a national programme initiated by the UGC in the year ..... .
3. INFLIBNET became independent inter-university in the year ..... .
4. E-resources user awareness training programme was held on ..... in Gujarat University, Ahmedabad.

Task State your own views how INFLIBNET helps to promote and establish communication facilities to improve capability information transfer and access.

7.3 ERNET

ERNET is largest nationwide terrestrial and satellite network with point of presence located at the premiere educational and research institutions in major cities of the country. Focus of ERNET is not limited to just providing connectivity, but to meet the entire needs of the educational and research institutions by hosting and providing relevant information to their users.

Notes Research and Development and Training are integral parts of ERNET activities.

The activities at ERNET India are organized around five technology focus areas:

- National Academic and Research Network
- Research and Development in the area of Data Communication and its Application
- Human Resource Development in the area of High-end Networking
- Educational Content
- Campus-wide High Speed Local Area Network.

ERNET (Education and Research Network) has made a significant contribution to the emergence of networking in the country. It practically brought the Internet to India and has built up national

Notes

capabilities in the area of net-working, especially in protocol software engineering. It has not only succeeded in building a large network that provides various facilities to the intellectual segment of Indian society—the research and education community, it has over the years become a trendsetter in the field of networking. UNDP has lauded ERNET as one of the most successful programmes it has funded. The Govt. of India has committed itself to further strengthen the project by including it in the 9th Plan with the allocation of funds and by creation of a new organisational set-up in the form of a Society. The Science community of the country has also recognized ERNET's contribution—both for infrastructure services as well as for R&D. The Scientific Advisory Committee to the Cabinet has adopted ERNET as the platform for launching an S&T network in the country.

The Objectives of ERNET India

- ERNET operations, *i.e.*, providing state-of-the-art communication infrastructure and services to Academic and Research institutions, Govt. organisations, NGOs, private sector R&D organisations, and various other non-commercial organisations;
- Research and development;
- Training and Consultancy;
- Content development.

Beginning

ERNET was initiated in 1986 by the Department of Electronics (DoE), with funding support from the Government of India and United Nations Development Program (UNDP), involving eight premier institutions as participating agencies—NCST (National Centre for Software Technology) Bombay, IISc (Indian Institute of Science) Bangalore, five IITs (Indian Institutes of Technology) at Delhi, Bombay, Kanpur, Kharagpur and Madras, and the DoE, New Delhi. ERNET began as a multi protocol network with both the TCP/IP and the OSI-IP protocol stacks running over the leased-line portion of the backbone.

Did u know? Since 1995, however, almost all traffic is carried over TCP/IP.

History of ERNET

- ERNET started with Dial-up network in 1986-87
- Initially UUCP mail was only service started by ERNET.
- First leased line of 9.6 kbit/s was installed in Jan'1991 between Delhi and Mumbai.
- ERNET was alloted Class B IP address 144.16.0.0 by InterNIC in 1990. Subsequently Class C addresses were alloted to ERNET by APNIC.
- All IITs, IISc Bangalore, DOE Delhi and NCST Mumbai were connected by 9.6 kbit/s leased line by 1992.
- In 1992, 64 kbit/s Internet gateway link was commissioned from NCST Mumbai to UUNet in Virginia near Washington DC.
- In 1998 ERNET India was registered as Autonomous Society.
- In 1999-2000 new terrestrial high speed backbone was setup.
- In 2000 POP infrastructure was upgraded.
- Satellite WAN was setup in 1993.
- Today, 1100 institutes are ERNET users under different schemes.

Notes

ERNET Backbone

ERNET backbone is a sophisticated link of terrestrial and satellite-based wide area networks. The satellite WAN using VSAT technology: The VSAT network acts as an overlay for the terrestrial WAN by providing backup links between the backbone sites. International connectivity is achieved through gateways at New Delhi, Mumbai, Bangalore and Kolkata, with a total capacity of 6.64 Mb. Daily traffic over ERNET exceeds 20 GB. ERNET architecture is based on industry standard TCP/IP protocol.

ERNET backbone is being enabled to support IPv 6.

ERNET international gateway and PoP sites

The ERNET is supported by the following backbone sites which enable organizations located at different geographical locations to access various services.

- ERNET Head Quarter, New Delhi
- Center for Development of Advance Software Computing, Mumbai
- Indian Institute of Science, Bangalore
- Indian Institute of Technology, Chennai
- Inter University Centre for Astronomy and Astrophysics, Pune
- Variable Energy Cyclotron Centre Kolkatta
- Indian Institute of Technology, Kanpur
- Indian Institute of Technology, Roorkee
- University of Hyderabad
- Center for Advance Technology, Indore
- Orissa Computer Application Centre, Bhubaneswar
- Indian Institute of Information Technology and Management, Thiruvananthapuram, Kerala
- DOEACC Center, Gorakhpur
- Indian Institute of Technology, Guwahati
- ERNET VSAT HUB, Bangalore
- Tezpur University

7.4 NICNET

NIC (National Informatics Centre) is an organization set up by the Govt. of India in 1977 to promote informatics culture in the Govt. departments and develop computer based Management Information System (MIS) for decision support at various levels.

Computers today provide accurate, adequate, and timely information and assist the management in monitoring and analysis of plan schemes, programmes and related activities with relatively high efficiency and help in control over expenditure. NIC has been playing a vital role in promoting computer consciousness among the masses and with more than 600 computer centres throughout the country at district headquarter level. It has virtually brought the computer to your doorsteps. It essentially operates as an informatics service oriented organization providing hardware, software and processing facilities to various departments of Govt. of India, State governments and district administration.

Since its birth in 1977 it has passed through a many barriers to fulfill its objectives and has now become a name of National and International repute by scoring a series of successes.

Notes

DISNIC

Notes NIC has launched its DISNIC programme to provide timely, complete and accurate information/ data to the policy/ decision makers for effective planning at various levels of government.

It captures data in sectors of importance in respect or infrastructural facilities and development indicators relating to demographic, agro-economic and socio-economic aspects at the root level and transmits the same to state capitals. The relevant decision support information from the districts will thus be readily available with the State Govt. and of course to Centre as well through NICNET.

NICNET: NIC has the honour to introduce you to the world's largest Satellite based Computer communication network known as National Informatics Centre network, generally referred to as NICNET. Commissioned in 1977, NICNET comprises of a satellite over the Indian Ocean, a giant Computer and Mother Earth Station (MES) in Delhiand some 500 Computer terminals with their own antennas in each of the District Headquarters and State secretariats. It is an efficient and reliable means for interchange of information between various NIC Centres.

NICMAIL

Did u know? NICMAIL is a special purpose, fully secured electronic mail system made available on NICNET with the Super Computer System as the central node.

This configuration allows messages to be transferred between different sites via HUB. Each NICMAIL user is assigned a password-protected mailbox with unique mailing address. NICMAIL asks for the password for important confidential messages and can send mail to any number of nodes simultaneously within very short time.

GISTNIC: GISTNIC is designed with an objective to make available general information to public about India, Important national and international information, infrastructural and recreational facilities and other static and near static information through query system. The content and scope of information provided on GISTNIC spans a very wide range of potential user's viz. farmers, tourists, students, researchers, Govt. Officials and foreigners.

Task Write briefly about NICNET

7.5 CALIBNET

It was the first library network visualized and started by NISSAT. At a meeting in 1986 in Calcutta, DSIR initiated action for preparation of a feasibility study for networking about 40 libraries in Calcutta.

Did u know? CALIBNET now is a society under West Bengal Societies Registration Act 1961 and responsible for Calcutta Library Network, a project sponsored and supported by NISSAT.

Notes

NISSAT also contributed to the development of MAITRAYEE software package based on INGRESS 5.2 for CALIBNET. This package was developed through CMC Ltd. And given to CALIBNET. So far, no data has been created in machine readable from using MAITRAYEE. At present, CALIBNET has become a centre for CD-ROM databases. CALIBNET has made significant studies towards fulfilling its dual objectives:

Launching its library network programs, facilitating remote online access to the holding data of Calcutta libraries and other specialized databases as well – a significant step towards bibliographic resource sharing amongst Calcutta libraries; and Providing electronic access to globally available information, imbibing its information centre approach.

Both are essential for advanced learning and scholarship. In the process, CALIBNET aims at covering a wide panorama of information end-user interests, with diffusion of new electronic information technology as the primary concern.

Software Developed and Library Network Launched

Intense in-house research and development efforts have now achieved the Library Network capability by three significant studies:

A multi-user storage and retrieval software 'SANJUKTA' to support CALIBNET's centralized Database (CDB) and to provide online access to its from remote locations. A conversion software package 'PARAPAR' to support interchange of bibliographic data between USMARC, UNIMARC and CCF files and also from non-standard formats to standard ones.

Evaluation of a centralized Database (CDB) of holdings data of Calcutta libraries, and specialized databases as well.

These apart, CALIBNET'S pioneering study and research led to its publication of the "Guidelines for Implementation of UNIMARC in Indian Libraries". This will be an invaluable aid for the national database development programme under consideration that favors adoption of UNIMARC format.

With the support of SANJUKTA, the centralized database hosted on CALIBNET server and located at the Network Service Centre, can be accessed and searched online by any one from a remote location, provided one is equipped with a computer, a telephone, a modem and a password from CALIBNET. The efficacy of SANJUKTA has been tested by successful remote logging of the CALIBNET server at Jadavpur, hosting the CDB from a workshop venue at Great Eastern Hotel, Calcutta. Online access to the locational information of bibliographic resources via the CDB and sharing up such resources amongst the libraries of this metropolis is now a reality.

Notes The capability of PARAPAR was established through exercises and tests on sample records furnished by a major library in New Delhi and conducted in-house at Calcutta at their instance and eventually demonstrated at a workshop-cum-meeting in New Delhi.

The Centralised Database

Since library network capability has been established, the most crucial and indispensable activity is to develop the basic resource – the Centralized Database (CDB), that constitute the very backbone of any library network – by inputting the holding data of Calcutta libraries. The centralized database, launched only recently, currently held around 30,000 record covering:-

- conference documents held by Calcutta and contiguous libraries.

Notes

- social science management and economics, behavioral sciences, quantitative methods, computer science, etc. including predominantly journals held by management libraries in South Asia libraries of Indian Statistical Institute and the Indian Institute of management, Calcutta and
- Index to contents of serials published by Asiatic Society in previous two centuries.

7.5.1 Library Network

The Centralized Database (CDB) is the bedrock of CALIBNET and its development essentially calls for a cooperative movement, whereby each library par rakes in the movement by contributing its own holdings data to be incorporated in the CDB and thereby enrich it. The CDB needs to be now augmented by inputting holdings data of as many libraries as possible and getting the data continuously updated. Optimum coverage of libraries, which alone will progressively transform the CDB into a truly resourceful online searchable central pool of Calcutta's bibliographic holding data, is now on with the cooperation of libraries.

The Participating Libraries

The responses from institutional libraries are very encouraging. The libraries of following institutions have extended co-operation by way of furnishing their respective machine-readable database and current journal subscription lists:

- Calcutta University
- Jadavpur University
- Indian Statistical Institute
- Indian Institute of Management
- Central Research Institute for Jute and Allied Fibres
- Anthropological Survey of India
- Botanical Survey of India
- Geological Survey of India
- Zoological Survey of India
- Bengal Engineering College (a deemed university)
- National Atlas and Thematic Mapping Organization
- Bose Institute
- University College of Medicine (Calcutta University)

These are being now inputted into the CDB. In coming years, holding data of many more libraries are expected to go into the CDB. Priority is being accorded to holding data relating to current journals subscribed and new additions from January 1, 1999.

Electronic Access to Global Information

In addition with its library network programme, CALIBNET has added to itself under to information centre approach, a new dimension that of a purveyor of global information, a phenomenon that now pervades international information market.

With online access to Internet and in-house CD-ROM resources, CALIBNET can explore a wide spectrum of the knowledge base and cooperate and professional enterprises, and meet the information requirements of researchers, academics and other scholars, professional and any other practitioners engaged in a wide gamut of subject interest.

Notes

7.5.2 CALIBNET Services/Activities

(*i*) *On-demand Information services*

CALIBNET has several attractive information packages:

Confile Service: CALIBNET's Confile service reaches at one's desk contents of any journal of one's choice out of over 20,000 high-impact journals. Libraries can now prune their journal subscription list or even forego subscribing to new ones, when budgetary constraints so demand, and still get expressed to their contents from ConFile. ConFile helps libraries in economizing on journal subscription and reducing the drain on precious foreign exchange resources.

Caliborder: On demand, caliborder offers the requisite back-up service by way of delivery of full text of any article and even patents.

ConAlert: Through ConAlert service CALIBNET gives current and tailored bibliographic information. One can leave with CALIBNET just keywords defining his subject interest and get at regular intervals, the current information related to his interest at his desk.

RetroFile: This service offers latest status and trend of research on any specific topic. ConFile, ConAlert and RetroFile, in combination, offer the latest information and advances in the entire spectrum of the subject interest.

(*ii*) *CALIBLINK*

A special feature of CALIBNET is the Caliblink, an email connectivity (from its ERNET hub) installed and working fine at four institutions.

(*iii*) *Institutional Resources Development Services*

Some of the key institutional resources development services offered are:

(*a*) Retrospective conversion of existing card catalogue in libraries into computerized local databases via electronic mode by down loading from international databases;

(*b*) Consultative services on LIS automation

(*c*) Manpower development for operating and manning automated LIS environment through a wide range of graded training programmes, and customized courses for individuals or group at client's site.

(*iv*) *SANJUKTA and PARAPAR Software*

SANJUKTA

Multi-user storage and retrieval software has been developed in-house to support CALIBNET's Centralised Database and to provide online access from remote locations. SANJUKTA has been designed and implemented by A Mukhopadhyay, Technical Consultant, CALIBNET and his associates based on MOD+, software he developed earlier to support management of small/medium-size libraries. The software has been developed, using 4 GL Code and designed to provide the user with options and flexibility in generating records, organizing and searching information viewing the search outputs, and interchanging data files with external databases with least manual interference.

PARAPAR

A conversion software package, PARAPAR has been developed in CALIBNET to support interchange of bibliographic data between USMARC, UNIMARC and CCF Files and also from non-standard formats to standard ones. Its primary objective is to convert data files, received from the participating libraries in variant formats, into a ISO-2709 compliant implementation through which the files are merged into the centralized **Database of CALIBNET.**

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(*v*) *Guidelines for Implementation of UNIMARC*

It has been brought out by CALIBNET to provide the library professionals in India with a working tool for developing their databases in a mutually exchangeable format. The document has been prepared in 1994, based on UNIMARC Manual (1987), by A Mukhopadhyay, Technical Consultant, under a project sponsored by the National Information System for Science and Technology (NISSAT), Department of Scientific and Industrial Research, Government of India. The guidelines have made an attempt to take care of the special requirements of the Indian libraries. They are expected to serve the Indian libraries in upgrading their databases to the international standard.

Immediate Focus

(*i*) Indian Resources Database

Development of Indian Resources Database on historical value covering manuscripts and rare books, and personal collections, has already been initiated with porting on the CDB and index to serials published by Asiatic Society during the last two countries.

(*ii*) CALIBNET on INTERNET

The design of CALIBNET web page is complete and is available on the Net. The web page (http://www.calibnet.org/) facilitates access to bibliographic information resources available through hosting of CALIBNET's centralized database. The CALIBNET web site provides:

(*a*) Active link to access

- Indian Library and Network Resources
- Overseas Library Resources on India, including rare documents – printed and anuscripts.
- Worldwide Library Catalogues
- National Libraries of the world
- Newspapers and journals
- Electronic Reference tools
- Factual Information sources
- Book Trade Databases

(*b*) Varied CALIBNET programs for

- On-demand Information services
- Electronic-mail connections
- Consultative services for Library Automation
- Manpower Development
- R&D in ITS Application

7.6 DELNET

Delhi is growing as a major centre of information resources in India. These resources cater both to the specialized and the general users. They are located in activities, information and documentation centres, institutional libraries, research libraries, government libraries, public libraries, and department libraries besides the libraries of the universities, colleges and schools. During the recent years, increase in information has led to increase in the demands of the users. It has been noticed that in this area of information explosion, libraries in India are generally ill-equipped to handle and retrieve information effectively; the financial resources and the space requirement for housing library collection are limited in almost all of the libraries. No a single library can afford to house every necessary document even in the area of its interest. Resource sharing, thus assumes great importance

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at this juncture the option left with the forward looking librarians has been to promote the sharing of resources by automation and networking. With this objective, in January 1988, the India International Centre initiated efforts for the establishment of Delhi Library Network (Now **Developing Library Network**).

Did u know? DELNET is the first operational library network in India.

It was started as a project of the India International Centre in January 1988 with the initial, financial and technical assistance by National Information System for Science and Technology (NISSAT), Department of Scientific and Industrial Research, Govt. of India. It was registered as a society in June 1992 under the Societies Registration Act of 1860 and is currently being promoted by the National Informatics Centre (NIC), Planning Commission, Govt. of India and India International Centre, New Delhi.

The following are DELNET's main objectives:

- To promote sharing of resources among the libraries by developing a network of libraries, by collecting, storing and disseminating information and by offering computerized services to the users.
- To offer guidance to the member libraries on cataloguing database services, circulation, acquisition, serials control, online services, selection of hardware and software, etc.
- To coordinate efforts for suitable collection development and reduce unnecessary duplication wherever possible.
- To establish a referral centre, to monitor and/or facilitate catalogue search and maintain a central online union catalogue of books, serials, and non-book materials of all the participating libraries.
- To facilitate and promote delivery of documents manually and mechanically.
- To develop specialist bibliographic database of books, serials and non-book materials.
- To develop a database of projects, specialists and institutions.
- To possess and maintain electronic and mechanical equipment for fast communication of information and delivery of electronic mail.
- To coordinate with other regional, national and international networks for exchange of information and documents.
- To undertake facilitate and provide for the publication of newsletters/journals devoted to networking and sharing of resources.

Notes At present, DELNET has Two Hundred and Forty Three libraries as its members, including both institutional and associate-institutional members: in India 235 and outside India 8.

7.6.1 DELNET Activities/Services

(I) Promotion of Database Creation

For effective networking, standard bibliographic data should be available in machine readable form with the libraries. So, efforts were made from the very beginning to promote the standardization of databases in the DELNET libraries. Experts were sent to the libraries to solve day-to-day problems.

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A panel of experts was seeing maintained for this purpose. Regular meetings of the librarians and computer specialists were organized to discuss mutual problems and the areas of cooperation. Nevertheless, there have been some libraries in Delhi that took keen interest in database creation on their own. But the practice of regular meetings for database creation and resource sharing continue. DELNET provides technical assistance to member libraries in the following areas:

- Creation and maintenance of bibliographic databases
- Serials controls
- User services
- Hardware and software requirements
- Union catalogue preparation
- Current awareness and SDI services
- Authority data compilation
- Subject profiles construction
- Abstracting services
- Inter-library loan and user services
- Document transfer/copying facilities
- Access to local, national and international databases

Task Prepare a short note about the history of DELNET.

Self Assessment

Multiple Choice Questions:

5. ERNET was initiated in the year ..... .
   (a) 1986 (b) 1998
   (c) 1995 (d) 1990.
6. First leased line of 9.6 kbit/s was installed in Jan. 1991 between:
   (a) Delhi and Mumbai (b) Delhi and Chennai
   (c) Chennai and Bangalore (d) Delhi and Calcutta.
7. In the year ..... ERNET India was registered as autonomous society.
   (a) 1998 (b) 1996
   (c) 1995 (d) 1999.
8. NICMAIL is a fully secured electronic mail system available on:
   (a) ERNET (b) NICNET
   (c) INFLIBNET (d) None of these.
9. GISTNIE is designed with an objective to make available general information to public about:
   (a) India (b) America
   (c) China (d) U.K.

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10. SANJUKTA was designed and implimented by:

(a) S.R. Ranganathan (b) A Mukhopadhyay

(c) Both (*a*) and (*b*) (d) None of these.

7.7 Intranet

An **intranet** is a computer network that uses Internet Protocol technology to securely share any part of an organization's information or network operating system within that organization. The term is used in contrast to internet, a network between organizations, and instead refers to a network within an organization. Sometimes the term refers only to the organization's internal website, but may be a more extensive part of the organization's information technology infrastructure. It may host multiple private websites and constitute an important component and focal point of internal communication and collaboration. Any of the well known Internet protocols may be found in an intranet, such as HTTP (web services), SMTP (e-mail), and FTP (file transfer protocol). Internet technologies are often deployed to provide modern interfaces to legacy information systems hosting corporate data.

An intranet can be understood as a private analog of the Internet, or as a private extension of the Internet confined to an organization.

Did u know? The first intranet websites and home pages began to appear in organizations in 1996-1997.

Although not officially noted, the term intranet first became common-place among early adopters, such as universities and technology corporations, in 1992.

Intranets have also contrasted with extranets. While intranets are generally restricted to employees of the organization, extranets may also be accessed by customers, suppliers, or other approved parties. Extranets extend a private network onto the Internet with special provisions for authentication, authorization and accounting (AAA protocol).

In many organizations, intranets are protected from unauthorized external access by means of a network gateway and firewall. For smaller companies, intranets may be created simply by using private IP ranges, such as 192.168.*.*. In these cases, the intranet can only be directly accessed from a computer in the local network; however, companies may provide access to off-site employees by using a virtual private network. Other security measures may be used, such as user authentication and encryption.

Alternatively, the intranet domain may be publicly accessible, but users would need to log in before they could view most of the content.

Uses

Intranets are being used to deliver tools and applications, *e.g.,* collaboration (to facilitate working in groups and teleconferencing) or sophisticated corporate directories, sales and customer relationship management tools, project management etc., to advance productivity.

Intranets are also being used as corporate culture-change platforms. For example, large numbers of employees discussing key issues in an intranet forum application could lead to new ideas in management, productivity, quality, and other corporate issues.

In large intranets, website traffic is often similar to public website traffic and can be better understood by using web metrics software to track overall activity. User surveys also improve intranet website

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effectiveness. Larger businesses allow users within their intranet to access public internet through firewall servers. They have the ability to screen messages coming and going keeping security intact.

The part of an intranet is made accessible to customers and others outside the business that part becomes part of an extranet. Businesses can send private messages through the public network, using special encryption/decryption and other security safeguards to connect one part of their intranet to another.

Intranet user-experience, editorial, and technology go together to produce in-house sites. Most commonly, intranets are managed by the communications, HR or CIO departments of large organizations, or some combination of these.

Because of the scope and variety of content and the number of system interfaces, intranets of many organizations are much more complex than their respective public websites. Intranets and their use are growing rapidly. According to the Intranet design annual 2007 from Nielsen Norman Group, the number of pages on participants' intranets averaged 200,000 over the years 2001 to 2003 and has grown to an average of 6 million pages over 2005–2007.

Benefits

- **Workforce productivity:** Intranets can help users to locate and view information faster and use applications relevant to their roles and responsibilities. With the help of a web browser interface, users can access data held in any database the organization wants to make available, anytime and–subject to security provisions–from anywhere within the company workstations, increasing employees' ability to perform their jobs faster, more accurately, and with confidence that they have the right information. It also helps to improve the services provided to the users.
- **Time:** Intranets allow organizations to distribute information to employees on an as-needed basis; Employees may link to relevant information at their convenience, rather than being distracted indiscriminately by electronic mail.
- **Communication:** Intranets can serve as powerful tools for communication within an organization, vertically and horizontally. From a communications standpoint, intranets are useful to communicate strategic initiatives that have a global reach throughout the organization. The type of information that can easily be conveyed is the purpose of the initiative and what the initiative is aiming to achieve. Some examples of communication would be chat, e-mail, and or blogs. A great real world example of where an intranet helped a company communicate is when Nestle had a number of food processing plants in Scandinavia. Their central support system had to deal with a number of queries everyday. When Nestle decided to invest in an intranet, they quickly realized the savings. McGovern says the savings from the reduction in query calls was substantially greater than the investment in the intranet.
- **Web publishing** allows cumbersome corporate knowledge to be maintained and easily accessed throughout the company using hypermedia and Web technologies. Examples include: employee manuals, benefits documents, company policies, business standards, news feeds, and even training, can be accessed using common Internet standards (Acrobat files, Flash files, CGI applications). Because each business unit can update the online copy of a document, the most recent version is usually available to employees using the intranet.
- **Business operations and management:** Intranets are also being used as a platform for developing and deploying applications to support business operations and decisions across the internet worked enterprise.
- **Cost-effective:** Users can view information and data via web-browser rather than maintaining physical documents such as procedure manuals, internal phone list and requisition forms. This can potentially save the business money on printing, duplicating documents, and the

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environment as well as document maintenance overhead. For example, People soft "derived significant cost savings by shifting HR processes to the intranet".

Notes McGovern goes on to say the manual cost of enrolling in benefits was found to be USD109.48 per enrollment.

"Shifting this process to the intranet reduced the cost per enrollment to $21.79; a saving of 80 percent". Another company that saved money on expense reports was Cisco. "In 1996, Cisco processed 54,000 reports and the amount of dollars processed was USD19 million".

- **Enhance collaboration:** Information is easily accessible by all authorized users, which enables teamwork.
- **Cross-platform capability:** Standards-compliant web browsers are available for Windows, Mac, and UNIX.
- **Built for one audience:** Many companies dictate computer specifications which, in turn, may allow Intranet developers to write applications that only have to work on one browser (no cross-browser compatibility issues). Being able to specifically address your "viewer" is a great advantage. Since, Intranets are user-specific (requiring database/network authentication prior to access), you know exactly who you are interfacing with and can personalize your Intranet based on role (job title, department) or individual.
- **Promote common corporate culture**: Every user has the ability to view the same information within the Intranet.
- **Immediate updates**: When dealing with the public in any capacity, laws, specifications, and parameters can change. Intranets make it possible to provide your audience with "live" changes so they are kept up-to-date, which can limit a company's liability.
- **Supports a distributed computing architecture**: The intranet can also be linked to a company's management information system, for example a time keeping system.

Did u know? The company that saved money on expense reports was CISCO.

Task Write a brief notes, how intranet helps to increase work force productivity.

Planning and creation

Most organizations devote considerable resources into the planning and implementation of their intranet as it is of strategic importance to the organization's success. Some of the planning would include topics such as:

- The purpose and goals of the intranet
- Persons or departments responsible for implementation and management
- Functional plans, information architecture, page layouts, design
- Implementation schedules and phase-out of existing systems
- Defining and implementing security of the intranet

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- How to ensure it is within legal boundaries and other constraints
- Level of interactivity (*e.g.,* wikis, on-line forms) desired
- Is the input of new data and updating of existing data to be centrally controlled or developed.

These are in addition to the hardware and software decisions (like content management systems), participation issues (like good taste, harassment, confidentiality), and features to be supported.

Intranets are often static sites. Essentially they are a shared drive, serving up centrally stored documents alongside internal articles or communications (often one-way communication). However, organizations are now starting to think of how their intranets can become a 'communication hub' for their team by using companies specializing in 'socialising' intranets. The actual implementation would include steps such as:

- Securing senior management support and funding.
- Business requirements analysis.
- Identify users' information needs.
- Installation of web server and user access network.
- Installing required user applications on computers.
- Creation of document framework for the content to be hosted.
- Users' involvement in testing and promoting the use of intranet.
- Ongoing measurement and evaluation, through benchmarking against other intranets.

Another useful component in an intranet structure is to maintain the Intranet. For feedback on the intranet, social networking can be done through a forum for users to indicate what they want and what they do not like.

Self Assessment

State whether the following statements are true or false:

11. The first intranet websites and home pages began to appear in organizations in 1996–1997.
12. Intranets can serve as powerful tools for communication within an organization, vertically and horizontally.

7.8 Summary

- Information and Library Network (INFLIBNET) Centre is an Autonomous Inter-University Centre (IUC) of University Grants Commission, Government of India, involved in creating infrastructure for sharing of library and information resources and services among Academic and Research Institutions.
- INFLIBNET is involved in modernizing university libraries in India.
- The objectives of INFLIBNET is to promote and establish communication facilities to improve capability in information transfer and access.
- ERNET is largest nationwide terrestrial and satellite network with point of presence located at the premiere educational and research institutions in major cities of the country.
- ERNET was initiated in 1986 by the Department of Electronics (DoE).
- An intranet is a computer network that uses Internet Protocol technology to securely share any part of an organization's information or network operating system within that organization.

Notes

- Intranets are used to deliver tools and applications.
- Intranet user-experience, editorial, and technology go together to produce in-house sites.
- Intranets can help users to locate and view information faster and use applications relevant to their roles and responsibilities.
- Intranets can serve as powerful tools for communication within an organization, vertically and horizontally.

7.9 Keywords

Infrastructure : The basic systems and services that are necessary for a country or an organisation to run smoothly, for example, building, transport, water and power supply.

Incentive : Inducement

Implementation : Carryout

7.10 Review Questions

1. What is ERNET?
2. Define INTRANET.
3. What is Web publishing?
4. Write a note on General networks in India.
5. Write the function of INFLIBNET.
6. Explain the benefits of INTRANET.

Answers: Self Assessment

1. INFLIBNET	2. 1991	3. 1996
4. Nov. 25, 2009	5. (a)	6. (a)
7. (a)	8. (b)	9. (a)
10. (b)	11. True	12. True

7.11 Further Readings

Books

Khanna (J K). *Library and Society*. 1955. Research Publication, Kurukshetra.

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Prasher (R G). *Information and its Communication*. 1991. Medallion Press, New Delhi.

Online link

http://crl.du.ac.in/ical09/papers/index_files/ical-123_175_374_2_RV.pdf

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Unit 8: Library Development

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Objectives

After studying this unit, you will be able to:

- Explain library director's role in development
- Define library development staff evaluation
- Discuss library co-ordination with the institution's development office
- Derive application of modern technology.

Introduction

The survey responses indicate that a majority of the programs are one-person professional shops. When asked how many professional staff raises money for the library, 42 respondents (53%) indicated that there is only one person not including the library director who is charged with this task. Twenty-two programs (28%) are staffed by two professional fundraisers, but only 16 have three or more professional staff, including one outlier with 43 full-time professionals. The reported FTE counts indicate that library fundraising is a full-time responsibility for 60% of professionals in one-person operations, but the percentage drops in the two- to six-person operations. Overall, only 49% of the reported professionals are full-time library fundraisers, excluding the outlier institution.

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Library fundraising professionals carry a variety of job titles; more than twenty were reported. Regardless of their title, the individuals who were identied as the Chief Library Development Officer (LDO) most often report to the library director (34 responses or 43%), particularly in programs with two or more professional staff. Thirty-six percent report jointly to the library director and someone in the university development office, particularly in the one-person programs. Twenty-one percent report only to someone outside of the library. In most of the programs that have more than one professional position, the other positions report to the chief LDO.

8.1 Library Director's Role in Development

The survey asked several questions about the library director's role in fundraising activities. From the responses it is apparent that all directors are involved to a certain extent. Only 23 respondents (29%) report that the director is required to spend time on fundraising. At these institutions the director's involvement ranges from a minimum of 5% of their time to a maximum of 100% for three directors. The mean amount of time is 41% and the median is 25%. Of the 55 who reported that there is no specic time requirement, the range is 5% to 85%, with a mean of 26.5% and a median of 22.5%.

The survey asked whether there was a dollar threshold that had to be reached before the director became involved. The vast majority of directors participate in prospect meetings, calls to prospects, strategy sessions, proposal presentations, and closing gifts without a specic minimum dollar amount expected. Additionally, in three-quarters of the reporting institutions the director will—although mostly on an occasional basis—even participate in fundraising calls without the chief LDO being present.

Where there is a threshold, $5,000 is the minimum and $25,000 the median amount expected before the director becomes involved in phone calls, strategy session, prospect meetings, or closing a gift; the median is $50,000 for presenting a proposal. Directors will sign letters of correspondence for almost any expected return.

8.2 Library Development Staff Evaluation

As can be expected, development staff is evaluated on a wide variety of criteria. The criteria used most frequently for chief LDOs are number of visits, dollars raised, number of asks/proposals, and overall dollar goal. These criteria are bunched fairly closely together with several others, such as visits per month, pipeline reports, number of gift closures, and number of moves, following closely behind. The pattern is similar for other development professionals. The situation is somewhat different for library directors; their two top criteria are dollars raised and overall dollar goal. These two are used far more often than all the other criteria.

When asked to rank the importance of the evaluation measures, the respondents chose dollars raised as the most important measure for the chief LDO (49%), library director (54%), and other staff (38%). All other criteria trailed far behind for all three staff categories.

At the top of the second tier of important measure for LDOs are the number of visits and the number of asks/proposals. The number of asks/ proposals ties with the number of gift closures as the top of the third tier. For directors, the overall dollar goal is clearly the second most important evaluation measure, followed by number of gift closures as third. Measures for other staff are more evenly distributed across the choices.

At about half of the responding institutions, the evaluation of the chief LDO is conducted by a combination of the library director and the institution's development department director. At a little more than a quarter, the library director is the sole evaluator. Other library development staff most often is evaluated by the LDO (33 responses or 65%).

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Task Discuss briefly the role of directors in fund arising activities.

Self Assessment

Fill in the blanks:

1. Chief library development officer generally report to ..... .
2. ..... considered as the most important evaluation measures for chief LDO and library director.

8.3 Library Co-ordination with the Institution's Development Office

As academic enterprises continue to seek private funds with more frequency for more restricted purposes and specific units of institutions, co-ordination among competing priorities has become paramount.

Notes Subsequently, identifying the library's placement within this coordinated structure was a key component of library co-ordination survey.

Above, it was reported that libraries have limited access to certain types of prospective donors (who may be "claimed.") Perhaps as a result, barely half of the survey respondents (41 or 53%) answered "Yes" to the question, "Is the library considered equal to other units/schools within the institution in terms of fundraising opportunities?" Respondents' comments reect the on-going assertion of many library development programs that the libraries have no alumni and often struggle to identify prospects even though they are an integral component of academic culture. The comment of one respondent about prospect pools sums up this issue quite succinctly, "Each college 'owns' its graduates and no other unit is allowed to solicit them. Hence, the library has little access to most of our 250,000 alums. We have to and people who like libraries, who may not have any relationship to the institution, who will give to the libraries."

Eighty-eight percent of the respondents report that the chief LDO is assigned as staff manager/ relationship co-ordinator for individuals who have an interest in the library and almost all (96%) that the chief LDO is invited to participate in interdivision-al strategy meetings about major prospects at least occasionally. Almost three-quarters (56 or 74%) report that the library director also participates occasionally or always in interdivisional strategy meetings about key prospects. By participating in such meetings, it is possible (and probable) that the library development officer and library director can advocate for library projects and inclusion in comprehensive proposals for major donors.

In annual giving activities such as direct mail, phonathons, and online solicitations, the library is presented as a giving option from the comprehensive institution perspective a majority of the time. Fifty-three percent of respondent's report that the library is included as a possible gift designation at least occasionally in general institution direct mail appeals. Unfortunately, this means that libraries at 47% of the responding institutions are never included in the general direct mail appeals. The picture is much rosier on the online front. The library is included on the general institution giving Web site as a possible gift designee at 90% of the responding institutions. (Surprisingly, four institutions do not provide online giving opportunities.) Likewise, at all but six institutions the library is a possible gift designee during phonathon solicitations, if not always, then at least once in

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a while. Several institutions commented that the library is the recipient of second asks or as an alternative for other priorities.

Library development programs rely heavily on central development operations for staff resources for most fundraising activities. For example, on average, central development contributes 90% of the staff for phonathons, 78% for deferred/planned giving, 77% for records processing, 72% for gift processing, and 71 % for prospect research. Library development programs also rely on central development staff—although in a more reduced fashion for corporate and foundation relations (63%), annual giving (60%), and information technology (56%). Library development programs contribute more of their own staff resources, on average, for development communications (66%) and special events (78%). The distribution of budgeted expenses for fundraising activities follows a similar pattern, though libraries contribute slightly more to the costs of direct mail and phonathons.

Library movement is a saga of organized growth and development of libraries giving the details of establishment, maintenance and functioning of libraries in a geographical proximity. These aspects viz., establishment, maintenance and functioning make a library a growing organization. No country in the world can progress without providing free public library services to the citizens. It is imperative on the part of the democratic country like India to establish the service institutions like public libraries in order to strengthen the democratization of information and to promote the social, cultural, historical and scientific and technical knowledge in the public at large. The growth and development of public library system in India may be studied by categorizing it broadly into three groups:

1. Ancient libraries;
2. Medieval Libraries; and
3. Modern libraries.

8.3.1 Modern Libraries

The first landmark in the pre-independence history of the public library system in India is the enactment of delivery and registration of publications Act of Bombay government in May 1808.

National Library

After independence in 1948, the name of the Imperial Library was changed to the National Library. The origin of National Library, Calcutta can be traced to the Calcutta public Library, which came into existence around 1836.

Did u know?

The Calcutta public library and Imperial library formed in 1881 were amalgamated in 1903 to become the imperial library of colonial India and finally named the same as a National Library by the central government of India in 1948.

Delhi Public Library

The establishment of the Delhi Public Library, involvement of the Union Government in Public Library movement, and enactment of Public Library Laws are some of the main issues which contributed towards the improvement and expansion of public libraries after independence.

Notes

Self Assessment

Multiple Choice Questions:

3. The growth and development of public library system in India may be studied by categorizing it broadly into ..... groups.
   (a) 3 (b) 2
   (c) 4 (d) 1
4. In the year ..... the name of Imperial library changes to national library.
   (a) 1948 (b) 1947
   (c) 1950 (d) 1949

8.4 Application of Modern Technology

The new information revolution has absolutely emphasizing the professionals to redefine the concept and role of library and librarians. Information storage and retrieval devices of recent times have promised enormously the task of selecting ordering and dissemination of vast amount of information when libraries are facing the financial crunch accessing the information through networks saves time, money and space. The time is ripe to convert the public libraries as community information resources centers rather than a mere collection of books. This can be done introducing rapid computerization of libraries. Networking has to be established amongst all types of libraries at all levels. At present computerization of Public libraries is in progress but not so fast, it is so urgent and cannot be delayed any further.

However, it is a matter of pride that the public library system of Karnataka is seriously, planning the libraries automation programme. In this direction state central library and other 5 city central libraries located in Bangalore have undertaken the task of computerization. Efforts are also made to get the NICNET connection to provide the database access. Attempts are also sincerely made to establish the GISTNIC booth at different selected libraries in Bangalore and some district head quarters.

In the Western Countries, it is observed that there are visible changes taking place in organizing and operating the public libraries. In the so called Cyberspace environment the greatness of libraries will depend far less on the size of their collections, but rather on strength of their service and their ability to connect electronically with one another. Shared collection development, institutions comprehensive collection to distributed collection liked electronically, reduction of geographical proximity and varied document delivery to the users community are some of the important landmarks. This trend predicts that the librarians can no longer passive partner but dynamic and aggressive professional Librarians, Information scientists, cybrarians or whatever is the designation in the next century, one must come out of the four walls of the library and play proactive role in the information gathering process. The information professionals must change and adapt to new electronic information environment.

In addition to print books and periodicals, most public libraries today have a wide array of other media including audio books, e-books, CDs, cassettes, videotapes, DVDs, and video games, as well as facilities to access the Internet and inter-library loans (borrowing items from other libraries).

Did u know? Readers' advisory is a fundamental public library service that involves suggesting fiction and nonfiction titles.

Notes

Public libraries may also provide other services, such as community meeting rooms, storytelling sessions for infants, toddlers, preschool children, or after-school programs, all with an intention of developing early literacy skills and a love of books. In person and on-line programs for reader development, language learning, homework help, free lectures and cultural performances, and other community service programs are common offerings. One of the most popular programs offered in public libraries are summer reading programs for children, families, and adults. In rural areas, the local public library may have, in addition to its main branch, a mobile library service, consisting of one or more buses furnished as a small public library, serving the countryside according to a regular schedule.

Public libraries also provide materials for children, often housed in a special section. Child oriented websites with on-line educational games and programs specifically designed for younger library users are becoming increasingly popular. Services may be provided for other groups, such as large print or Braille materials, Books on tape, young adult literature and other materials for teenagers, or materials in other than the national language.

California and Nevada now offer a new service called Link. This new program links county libraries across the two states, allowing patrons access to books their library may not have in their collection.

Librarians at most public libraries provide reference and research help to the general public, usually at a reference desk but can often be done by telephone interview. As online discussion and social networking allow for remote access, reference is becoming available virtually through the use of the Internet and e-mail. Depending on the size of the library, there may be more than one desk; at some smaller libraries all transactions may occur at one desk, while large urban public libraries may employ subject-specialist librarians with the ability to staff multiple reference or information desks to answer queries about particular topics at any time during regular operating hours. Often the children's section in a public library has its own reference desk.

Notes Public libraries are also increasingly making use of web 2.0 services, including the use of online social networks by libraries.

Public libraries in some countries pay authors when their books are borrowed from libraries. These are known as Public Lending Right program.

As more commercial and governmental services are being provided online (e-commerce and e-government), public libraries increasingly provide Internet access for users who otherwise would not be able to connect to these services.

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

The American Library Association (ALA), addresses this role of libraries as part of "access to information" and "equity of access"; part of the profession's ethical commitment that "no one should be denied information because he or she cannot afford the cost of a book or periodical, have access to the internet or information in any of its various formats."

In addition to access, many public libraries offer training and support to computer users. Once access has been achieved, there still remains a large gap in people's online abilities and skills. For many communities, the public library is the only agency offering free computer classes and information technology learning. As of 2008, 73.4 percent of public libraries offered information technology training of some form, including information literacy skills and homework assignment

Notes

help. A significant service provided by public libraries is assisting people with e-government access and use of federal, state and local government information, forms and services.

Internationally, public libraries offer information and communication technology (ICT) services, giving "access to information and knowledge" the "highest priority." While different countries and areas of the world have their own requirements, general services offered include free connection to the Internet, training in using the Internet, and relevant content in appropriate languages. In addition to typical public library financing, non-governmental organizations (NGOs) and business fund services that assist public libraries in combating the digital divide.

Origins as a Social Institution

The culmination of centuries of advances in the printing press, moveable type, paper, ink, publishing, and distribution, combined with an ever growing middle class, increased commercial activity and consumption, new radical ideas, massive population growth and higher literacy rates forged the public library into the form that it is today. Public libraries are not a new idea; Romans made scrolls in dry rooms available to patrons of the baths, and tried with some success to establish libraries within the empire. Naturally only those few that could afford an education would be able to use the library, where those less than rich or without control of money; women, children and slaves of course could not. In the middle of the 19th century the push for truly public libraries, paid for by taxes and run by the state gained force after numerous depressions, droughts, wars and revolutions in Europe, felt mostly by the working class. Matthew Battles states that:

"It was in these years of class conflict and economic terror that the public library movement swept through Britain, as the nation's progressive elite recognized that the light of cultural and intellectual energy was lacking in the lives of commoners".

Libraries had often been started with a donation, an endowment or were bequeathed to various, parishes, churches, schools or towns, and these social and institutional libraries formed the base of many academic and public library collections of today. Andrew Carnegie had the biggest influence in financing libraries in the United States of America, from the east to west coast. From just 1900 to 1917, almost 1,700 libraries were constructed by Carnegie's foundation, insisting that local communities first guarantee tax support of each library built.

The establishment of circulating libraries by booksellers and publishers provided a means of gaining profit and creating social centers within the community. The circulating libraries not only provided a place to sell books, but also a place to lend books for a price. These circulating libraries provided a variety of materials including the increasingly popular novels. Although the circulating libraries filled an important role in society, members of the middle and upper classes often looked down upon these libraries that regularly sold material from their collections and provided materials that were less sophisticated. Circulating libraries also charged a subscription fee; however the fees were set to entice their patrons, providing subscriptions on a yearly, quarterly or monthly basis, without expecting the subscribers to purchase a share in the circulating library.

Circulating libraries were not exclusively lending institutions and often provided a place for other forms of commercial activity, which may or may not be related to print. This was necessary because the circulating libraries did not generate enough funds through subscription fees collected from its borrowers. As a commerce venture, it was important to consider the contributing factors such as other goods or services available to the subscribers.

Many claims have been made for the title of "first public library" for various libraries in various countries, with at least some of the confusion arising from differing interpretations of what should be considered a true "public library". Difficulties in establishing what policies were in effect at different times in the history of particular libraries also add to the confusion.

The first libraries open to the public were the collections of Greek and Latin scrolls which were available in the dry sections of the many buildings that made up the huge Roman baths of the Roman empire. However, they were not lending libraries.

Notes

The "halls of science" run by different Islamic sects in many cities of North Africa and the Middle East in the 9th century were open to the public. Some of them had written lending policies, but they were very restrictive. Most patrons were expected to consult the books on site.

The later European university libraries were not open to the general public, but accessible by scholars.

Self Assessment

State whether the following statements are true or false:

5. Public libraries provide materials to children of ten housed in a special section.
6. California and Nevada now offer a new service called link.
7. In Public Lending Right Program, public library in some countries pay authors when their books are borrowed from libraries.

8.5 Summary

- Library development programs rely heavily on central development operations for staff resources for most fundraising activities.
- After independence in 1948, the name of the Imperial Library was changed to the National Library.
- Public libraries in some countries pay authors when their books are borrowed from libraries. These are known as Public Lending Right program.

8.6 Keywords

Assertion : Claim

Imperative : Important.

8.7 Review Questions

1. Describe Library director's role in development.
2. Write a short note about library development staff evaluation.
3. Discuss about the application of modern technology.
4. Explain how library co-ordinate with development office.

Answers: Self Assessment

1. Library director	2. dollars raised	3. (a)	4. (a)
5. True	6. True	7. True	

8.8 Further Readings

Books

Singh (S P) *Special libraries in the electronic environment*. 2005. Bookwell, New Delhi.

Venktappaiah (V) and Madhusudhan (M). *Public library legislation in the new millennium*. 2006. Bookwell, New Delhi.

Online link

http://www.gossagesager.com/DGjobdesc.pdf

Notes

Unit 9: Development of Libraries in India, U.K and U.S.A

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Objectives

After studying this unit, you will be able to:

- Discuss library development in India
- Derive library development in U.K
- Explain library development in United States.

Introduction

A library is a collection of sources, resources, services and the structure in which it is housed. It is organised for use and maintained by a public body, an institution, or a private individual. In this unit we will study about the library development in India as well as outside of India. Some of them are discussed as follows.

9.1 Library Development in India

Public libraries arose worldwide along with growth in education, literacy, and publications. Every country has its own public library history with influential leaders. Monarchs, wealthy people, and philanthropists have all made a contribution to society in the form of public library development.

India is no exception. Libraries were established in ancient India mainly by the patronage extended by emperors, major capitalists, and scholars. Indian emperors and kings were supported scholars and scholarship. There is evidence of well-developed libraries even in the sixth century A.D. The famous Nalanda University in Bihar had its own magnificent library with a massive collection of

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manuscripts covering the universe of knowledge. Admission to library was restricted to scholars. Other ancient universities, such as Taxila and Vikramashila, also had valuable libraries. Muslim influence in India during the 13th century A.D. marked the dawn of another era of learning and scholarship. The Mughal period gave a further stimulus to the growth of libraries. Mughal rulers attached considerable importance to libraries and appointed scholars as librarians. The Mughal emperors were patrons of art and literature. In the period of Emperor Babur, Humayun, and Akbar many new libraries were established and existing ones further developed. Mughal libraries featured magnificent buildings, rare manuscripts, and scholar librarians. The names of Maharaja Sawai Man Singh of Jaipur and Maharaja Ranjit Singh of Punjab will be remembered with appreciation in the history of library services in India. The Maharaja of Tanjuar started the famous Saraswati Mahal Library in 17th century A.D. It remains a unique institution in its nature of collection and services.

Libraries established by the kings and capitalists functioned like private institutions and the admission was limited. Service to the general public had to wait for the British. Unfortunately, the arrival of the British and resulting political disorder also brought chaos to the Indian way of life. This was a severe blow to the cultural heritage of India, which had arisen from the Indus valley civilization. When libraries began developing in India during the early nineteenth century, they were a western product.

In 1808, the Government of Bombay proposed to register libraries, which were to be given copies of books published from the "funds for the encouragement of literature". According to the "Sinha Committee", this was the beginning of the first phase of public library development in India. During the first half of the 19th century, the three presidency towns of Bombay, Calcutta, and Madras had public libraries. These libraries were mostly financed by Europeans residing in these towns. Of these, the establishment of the public library at Calcutta in 1835 was the most significant. This was the library which later developed into the National Library of India. Almost simultaneous, subscription libraries were started in many Indian cities. These were, of course, not public libraries in the true sense of the term, and did not provide free books for all. Founded in imitation of their western counterparts, the use of these libraries was confined to small, affluent portion of society.

The first three decades of the 20th century can be looked on as the golden age of the Indian library system.

Did u know? On January 31, 1902, the Imperial Library Act was passed and Lord Curzon transformed the Calcutta Public Library into the Imperial Library in 1906.

Developments in Baroda were also notable. The development of public libraries in Baroda was unique. Baroda developed a network of public libraries to serve the entire Princely State. Maharaja Sayaji Rao Gaekwad III of Baroda who traveled all over the world was deeply impressed by the role played by public libraries in the promotion of education in the United States and thought of extending such benefits to his own subjects. In 1910 he invited an American expert, William Alson Borden to organize the public library system for his state. The public library movement that flourished in Baroda was a glorious one. But that was not a general trend of that period because in no other part of India, a parallel development occurred.

Yet another development during the period was the organisation of a host of conferences such as:

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

Notes

With the existence of democratic governments in several provinces beginning in 1937, apother phase of the library movement began. Between 1937 and 1942, a number of village ibraries and travelling libraries sprang up in Assam, Bihar, Punjab, and Travancore. It was estimated that there were about 13,000 village libraries in India in 1942. Another remarkable development was the appointment of the 'Library Development Committee' by the Government of Bombay, with A.A.A. Fyzee as its chairman. The Committee ambitiously recommended a comprehensive library system to be implemented in three successive stages. Because of financial constraints, the government could only implement part of the recommendations.

After Independence

After independence, the growth of libraries in general has been remarkable, although not as remarkable as that of academic and special libraries. At the time of independence, India was facing a host of challenges. Those in the rural population, 88 percent of the total, were nearly all illiterate. Transportation was poor and mass media merely nominal. Nevertheless, the public library scene in India improved considerably during the post independence period, though it is still lacking on several fronts. Verma & Agrawal argue that to compare our public libraries with those of the developed nations on equal footing, we have to go a long way.

The 1951 census, the first conducted after independence, found 2,843 local governments in the urban and rural areas in India, of which 320 were rural district boards. Only about one third of local governments maintained public libraries, about 950. In addition, there were about 1,500 subscription libraries. So-called public libraries primarily were reading rooms with a few hundred books for reading on the premises.

The Delhi public library deserves special mention. It was founded in 1951 as the first UNESCO Public Library Pilot Project under the joint auspices of UNESCO and Government of India. The purpose of the library was to adapt "modern techniques to Indian conditions" and to serve as a model public library for Asia. The establishment of Delhi Public Library, the involvement of union government in the public library movement, and the enactment of public library legislation in some states are the main factors which contributed to the improvement of public libraries after independence. Although the government of India allotted funds for public library development in its five-year plans, this funding was not connected to effective planning.

Task Write a short note about the development of libraries in India after independence.

Self Assessment

Fill in the blanks:

1. Maharaja of ..... started the famous Saraswati Mahal Library in 17th century A.D.
2. In the year ....., the government of Bombay proposed to register libraries.

9.2 Library Development in United Kingdom

The earliest public library in England was established at the London Guildhall in 1425 in the early years of the 17th century many famous collegiate and town libraries were founded throughout the country. Francis Trigge Chained Library of St. Wulfram's Church, Grantham, Lincolnshire was founded in 1598 by the rector of nearby Welbourne. Norwich City library was established in 1608 (six years after Thomas Bodley founded the Bodleian Library, which was open to the "whole republic of the learned" and 145 years before the foundation of the British Museum), and Chetham's Library in

Notes

Manchester, which claims to be the oldest public library in the English-speaking world, opened in 1653.

> Notes
> The early town libraries of the UK include those of Ipswich (1612), Bristol (founded in 1613 and opened in 1615), and Leicester (1632). Shrewsbury School also opened its library to townsfolk.

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

At the turn of the 18th century, libraries were becoming increasingly public and were more frequently lending libraries. The 18th century saw the switch from closed parochial libraries to lending libraries. Before this time, public libraries were parochial in nature and libraries frequently chained their books to desks. Libraries also were not uniformly open to the public. In 1790, The Public Library Act would not be passed for another sixty-seven years. Even though the British Museum existed at this time and contained over 50,000 books, the national library was not open to the public, or even to a majority of the population. Access to the Museum depended on passes, of which there was sometimes a waiting period of three to four weeks. Moreover, the library was not open to browsing. Once a pass to the library had been issued the reader was taken on a tour of the library. Many readers complained that the tour was much too short. At the turn of the century, there were virtually no public libraries in the sense in which we now understand the term *i.e.,* libraries provided from public funds and freely accessible to all. Only one important library in Great Britain, namely Chetham's Library in Manchester, was fully and freely accessible to the public. However, there had come into being a whole network of library provision on a private or institutional basis. Subscription libraries, both private and commercial, provided the middle and middle to upper class with a variety of books for moderate fees.

The increase in secular literature at this time encouraged the spread of lending libraries, especially the commercial subscription libraries. Commercial subscription libraries began when booksellers began renting out extra copies of books in the mid-18th century. Steven Fischer estimates that in 1790, there were 'about six hundred rental and lending libraries, with a clientele of some fifty thousand. The mid to late 18th century saw a virtual epidemic of feminine reading as novels became more and more popular. Novels, while frowned upon in society, were extremely popular. In England there were many who lamented at the 'villanous profane and obscene books' and the opposition to the circulating library, on moral grounds, persisted well into the 19th century. Still, many establishments must have circulated many times the number of novels as of any other genre. In 1797, Thomas Wilson wrote in The Use of Circulating Libraries: "Consider, that for a successful circulating library, the collection must contain 70% fiction". However, the overall percentage of novels mainly depended on the proprietor of the circulating library. While some circulating libraries were almost completely novels, others had less than 10% of their overall collection in the form of novels.[26] The national average at the turn of the century hovered around novels comprising about 20% of the total collection. Novels varied from other types of books in many ways. They were read primarily for enjoyment instead of for study. They did not provide academic knowledge or spiritual guidance; thus they were read quickly and far fewer times than other books. These were the perfect books for commercial subscription libraries to lend. Since, books were read for pure enjoyment rather than for scholarly work, books needed to become both cheaper and smaller. Small duodecimo editions of books were preferred to the large folio editions. Folio editions were read at a desk, while the small duodecimo editions could be easily read like the paperbacks of today. Much like paperbacks

Notes

of today, many of the novels in circulating libraries were unbound. At this period of time, many people chose to bind their books in leather. Many circulating libraries skipped this process. Circulating libraries were not in the business of preserving books; their owners wanted to lend books as many times as they possibly could. Circulating libraries had ushered in a completely new way of reading. Reading was no longer simply an academic pursuit or an attempt to gain spiritual guidance. Reading became a social activity. Many circulating libraries were attached to the shops of milliners or drapers. They served as much for social gossip and the meeting of friends as coffee shops does today.

Another factor in the growth of subscription libraries was the increasing cost of books. In the last two decades of the century, especially, prices were practically doubled, so that a quarto work cost a guinea, an octavo 10 shillings or 12 shillings, and a duodecimo cost 4 shillings per volume. Price apart, moreover, books were difficult to procure outside London, since local booksellers could not afford to carry large stocks. Commercial libraries, since they were usually associated with booksellers, and also since they had a greater number of patrons, were able to accumulate greater numbers of books. The United Public Library was said to have a collection of some 52,000 volumes—twice as many as any private subscription library in the country at that period. These libraries, since they functioned as a business, also lent books to non-subscribers on a per-book system.

Self Assessment

Multiple Choice Questions:

3. Library of St. Walifram's Grantham, Lincolnshire was founded in the year:
   (a) 1598 (b) 1599
   (c) 2000 (d) 1596
4. Norwich city library was established in the year:
   (a) 1608 (b) 1598
   (c) 1607 (d) 1464
5. Chetham's library in Manchester was opened in the year ..... .
   (a) 1653 (b) 1608
   (c) 1598 (d) 1405.

9.3 Library Development in United States

As the United States developed from the 18th century to today, growing more populous and wealthier, factors such as a push for education and desire to share knowledge led to broad public support for free libraries. In addition, money donations by private philanthropists provided the seed capital to get many libraries started. In some instances, collectors donated vast book collections.

William James Sidis in The Tribes and the States claimed the public library, as such, was an American invention. But exactly what constitutes a "free public library" is subject to dispute, and the term "invention" doesn't seem applicable to the many facets of an institution such as a library. Throughout history, knowledge in different forms has been shared in different ways. Writing was recorded on papyrus and stored in scrolls and kept in vast libraries such as the Library of Alexandria in Egypt. In ancient Greece, knowledge was passed by one person reading aloud to a group of scribes from a text; this resulted in sometimes different and error-prone versions of the same text. Monks in the Middle Agescopied manuscripts by hand. After the invention of the printing press by Johann Gutenberg, books became prevalent, and different institutions such as universities and governments and churches found ways to keep and share them.

Notes

There are disputes about which was the first public library in the nation. Early American cities such as Boston and Philadelphia and New York had the first organized collections of books, but which library was truly "public" is subject to dispute. Sidis claims the first public library was Boston's in 1636, although the official Boston Public Library was organized later in 1852. In 1698, Charleston's St. Philip's Church Parsonage had a parish library.

In 1731, Benjamin Franklin and his friends, sometimes called "the Junto", operated the Library Company of Philadelphia partly as a means to settle arguments and partly as a means to advance them through sharing information. Franklin's subscription library allowed members to buy "shares" and combined funds were used to buy more books; in return, members could borrow books and use the library. Today, the Library Company continues to exist as a nonprofit, independent research library.

A town in Massachusetts wanted to name itself Franklin in honor of the famous Pennsylvanian, and in return, Benjamin Franklin donated books for use by local residents; while Franklin had been asked to donate a church bell instead, he declined on the basis that "sense" was preferable to "sound." One source considers the Franklin library in Massachusetts to be the first public library in the United States.

Another source claims the library in Darby, Pennsylvania which opened in 1743 is the "oldest continuously operating free public library" in the United States.[54] But other libraries claim to be the first public library, including the Scoville library in Salisbury, Connecticut, which was established in 1803. The library in the New Hampshire town of Peterborough claims to be the first publicly-funded library; it opened in 1833. And a library in Massachusetts in the town of Arlington claims to have had the first free children's library; it opened in 1835.

Carnegie Library

A **Carnegie library** is a library built with money donated by Scottish-American businessman and philanthropist Andrew Carnegie. 2,509 Carnegie libraries were built between 1833 and 1929, including some belonging to public and university library systems. 1,689 were built in the United States, 660 in Britain and Ireland, 125 in Canada, and others in Australia, New Zealand, Serbia, the Caribbean, and Fiji. Few towns that requested a grant and agreed to his terms were refused. When the last grant was made in 1919, there were 3,500 libraries in the United States, nearly half of them built with construction grants paid by Carnegie.

One of the key features of a Carnegie Library was the open stack style. This meant people could select their own books by browsing, instead of asking of librarian to recommend or furnish them with books. The varied architectural structures of these libraries were impressive but also inviting. A public library in a town could be a place people wanted to go and wanted to use, and Carnegie put most towns to the test in order to determine if he or his philanthropic organizations would build a library there. The basic test was demonstration of need, commitment to spending certain funds to maintain the library, and donation of property on which the Carnegie library could be built.

People may still be familiar with these libraries today because about half of them remain library buildings. A few haven't survived things like retrofitting, and others became museums or even private buildings. The last library built under Carnegie's program was completed in 1930, several years after the philanthropist's death.

Task Prepare a brief note about Carnegie Library.

Notes

Self Assessment

State whether the following statements are true or false:

6. Sidis claims that the first public library was Boston's in 1636.
7. The library in the New Hampshire town of Peterborough was opened in 1834.

9.4 Summary

- The names of Maharaja Sawai Man Singh of Jaipur and Maharaja Ranjit Singh of Punjab will be remembered with appreciation in the history of library services in India.
- In 1808 the Government of Bombay proposed to register libraries, which were to be given copies of books published from the "funds for the encouragement of literature".
- The 1951 census, the first conducted after independence, found 2,843 local governments in the urban and rural areas in India, of which 320 were rural district boards.
- In Bristol, an early library that allowed access to the public was that of the Kalendars or Kalendaries, a brotherhood of clergy and laity who were attached to the Church of All-Hallowen or All Saints.
- Steven Fischer estimates that in 1790, there were 'about six hundred rental and lending libraries, with a clientele of some fifty thousand.
- William James Sidis in The Tribes and the States claimed the public library, as such, was an American invention.
- In 1731, Benjamin Franklin and his friends, sometimes called "the Junto", operated the Library Company of Philadelphia partly as a means to settle arguments and partly as a means to advance them through sharing information.

9.5 Keywords

Professional : Skilled person

Session : Gathering

Proximity : Closeness

Amalgamated : Merged

Venture : Enterprise.

9.6 Review Questions

1. What is library development?
2. Who are library fund raising professionals?
3. What is library development programmes?
4. Write a note on library development staff evaluation.
5. Explain the library co-ordination with the institutions development office.
6. Describe the library development in United Kingdom.
7. Discuss the library development in United States.

Notes

Answers: Self Assessment

1. Tanjuar
2. 1808
3. (a)
4. (a)
5. (a)
6. True
7. False

9.7 Further Readings

Books

Chapman (E A) and Lynden (F C). *Advances in Librarianship*. 2000. Academic Press, San Diego.

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Unit 10: Library Legislation—I

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10.2 Essential Features of Library Legislation

10.3 Library Legislation Current Status in India

10.4 Summary

10.5 Keywords

10.6 Review Questions

10.7 Further Readings

Objectives

After studying this unit, you will be able to:

- Discuss the purposes of library legislation
- Explain library Legislation Current Status
- Describe Ranganathan for public library legislation and service
- Define public library
- Discuss public Libraries Act, 1850.

Introduction

Among the social developments of the last century which have been of the greatest importance in the cultural progress of mankind are universal elementary education and public libraries. The two are complementary to one another: without universal elementary education, public libraries fail in their usefulness to the people, and without public libraries, elementary education remains the stump of a promising tree.

The necessity of universal primary education is appreciated in most of the countries now striving to earn their right of existence in the modern age; but the complementary role of public libraries is not fully realized.

In such a situation, it should be the first concern of the groups organized for the promotion of libraries to strive to have library legislation included in the statute book of their country. The advantages of this legislation are two fold: First, the legislation will be a commitment of the government to raise the cultural level of the people. Second, in a society striving to make up for its historical time log, there is always a temptation to appropriate as much of its resources as possible for economic build-up to the starvation of "social" services; library legislation will save a government and a people from its own short-sightedness.

Notes

10.1 Purposes of Library Legislation

(*a*) It should clearly define the government's responsibility in the matter of public libraries.

(*b*) It should lay down the constitution and functions of the library authority–that is to say, the body which should determine the library policy and which will also be responsible for the execution of that policy.

(*c*) It should provide for access by the library authority to the resources of a public library service, the most important being finance.

(*d*) It should lay down in outline, nonetheless in clear terms, the public library system.

(*e*) It should provide for participation by the representatives of the public in the work of the public libraries.

There will of course be clauses in a library act dealing with other matters. But these will be subsidiary to the five main purposes of the act mentioned above of the five objectives, (*b*) library authority and (*c*) library finance, further define the core of library legislation. The soundness of library legislation will depend on the soundness of these two parts.

10.2 Essential Features of Library Legislation

We will now briefly discuss each of the five objectives of library legislation.

(*a*) Library legislation should lay down the responsibilities of the government in the field of libraries or public libraries in view of the following considerations:

(*i*) The claims on the resources of a modern government particularly if it finds itself in the throes of economic reconstruction, are so may, and the pressures generated by the claims so great, that the government may be tempted to carry out the minimum requirements of the law, instead of observing the government's responsibilities in order to save it from pursuing a shadow, thinking it is the substance.

(*ii*) In the world of today, the government's library responsibility is not confined to public libraries. Many governments which do not realize that they have any responsibility for a public service, nevertheless, provide library service to their own departments, or to scientific or other organizations under them. The question arises whether there should be a single comprehensive library legislation covering the entire field of library service to be provided by the government, or whether library legislation should confine itself only to public libraries. The library law in Czechoslovakia is comprehensive in this sense. Possibly, this is the general pattern of library laws in people's democracies. There is a good deal to be said on the side of such a comprehensive law. Without, however, going into the pros and cons of the two types of library laws, it should seem that for the countries likely to benefit from the deliberations of this seminar, the narrower type of library law, namely, that confining it to public libraries only, should be the most suitable.

It has been assumed here that library responsibility will be entrusted not to local bodies, but to state governments. This is against the prevalent pattern in the west. South Asian conditions, however, call for a different pattern. In the first place, the widened concept of library services in modern times calls for library units covering larger and larger areas. It is not, of course, necessary that in this process local libraries lose their identity, however, they certainly lose their self–sufficiency. In the West, where local library authorities have a proud tradition behind them, the larger units are achieved through the co-operation of smaller units. But for countries organizing their Library services for the first time, it would be better to start from the larger units. Even in the West, local library authorities have to come to look upon their state governments as sources of welcome financial assistance.

Notes

(*iii*) The library profession is one of the needed professions in a modern social organization and a wise policy will aim at building up such a profession. To do this, it is necessary to offer suitable inducements to potential candidates, with chances of making a satisfactory career for those who are industrious and intelligent.

(*b*) Three questions are important in considering the nature of library authority. What should be the pattern of its organization? Should libraries have their own separate department in the government, or should they belong to one of the existing departments, and if so, which department? What should be the constitution and functions of the various organs of the library authority.

The simplest pattern would be to entrust the work relating to public libraries to an existing department in the government. But public library organization has a tradition of autonomy, or at least the appearance of it, and this tradition deserves to be respected. It is, therefore, only proper that the government department dealing with libraries or the directorate of libraries, as we may start calling it–should seek to find its support in a library council where the suppliers of library service and the representatives of various categories of consumers of the service pool their ideas to knit them into workable schemes and plans.

The question arises whether the library council should be only an advisory body or should have full executive powers as well. It is a difficult question. If the council has to be representative of all interests concerned with public libraries, it will be a large body and a large body is seldom fit for executive work. And yet if we take away executive powers and reduce it to a merely advisory body, we take away with the right hand what we give with the left.

From the bureaucratic point of view, the library council should merely advise and not interfere in the administration of libraries. But those who have worked in libraries have so often witnessed the sad spectacle of library interests being abandoned when priorities are established, that they have no choice but to insist that the executive body must be other than the directorate.

The solution appears to be in creating a smaller and a more compact body out of the council, which will be its executive arm. The pattern of library authority as suggested here will thus be composed of three organs-The advisory library council and the executive board with full powers to direct the work of the third organ, which will be the directorate of libraries.

As regards the link between the directorate and the government, it would be ideal if there were a separate department of libraries in the government. However, the directorate is usually attached to one of the existing departments, often the education department. If reason and logic could influence the decision, the department of culture would be the natural home for the directorate of libraries along with some type of adult educational activities.

The advisory library council should be headed, most appropriately, by the minister in whose department the directorate lies, and would have on it representatives of other departments interested in public libraries, such as the department of community development, the senior officials administering the services, the universities, the lower – rank library units, the legislatures and of course a few persons known for their interest and devotion to libraries. The executive board, which, according to the present thesis, should be the supreme source of library policy, should, as far as possible, reflect this composition in itself. The directorate, which would serve as the secretariat of the board, should be headed by a professional librarian with some years of library experience, and should be given sufficient powers to administer the service.

Notes

(*c*) We have placed the problem of library finance along with that of library authority as the core of library legislation. Library finance should be set on a firm and permanent basis and not be subject to the uncertainties of an annual struggle for funds. There are two ways of setting the library finance on a firm basis: (*i*) a special library tax; (*ii*) reservation of a certain percentage of the education budget (supposing that libraries are in the education department) for them. The first method is hallowed by time and usage and is, in our opinion, the better of the two, provided further funds from general revenues are added. The latter is necessary because experience has shown that the proceeds from the special library cases are often insufficient, although they are remarkably effective in providing minimum library service. The second method has the merit of a single– step solution.

(*d*) The library structure will naturally differ from country, but there are certain principles which command the consensus of library opinion all over the world, and we can state them briefly as follows:

(*i*) The library system should follow the administrative structure of the country. Especially in countries where library development is considered as a part of the general development, the library system should be adapted to the administrative structure built for development purposes.

(*ii*) The rural areas should be served from towns and the library service should be built up into a unitary urban-rural pattern.

(*iii*) The larger libraries should provide more specialized material and services. The most specialized service in this way will be provided by libraries of other countries.

(*iv*) As far as possible, all the nation's libraries (public, university, etc.) should form one co-operative network.

(*e*) It is a wholesome social principle that consumers should have a voice in the services they use. The principle is, of course, difficult of application when the service is too technical and specialized for the layman. It follows that people should be associated with libraries through the well–known device of library committees on which all interests concerned with the propagation and promotion of reading are represented. Needless to say, each stage of library structure will have its own library committee. In India, the panchayat, the block, the district, the State and the country will have their library committees.

Notes The functions of the library committees need to be clearly defined so that, on the one hand, they do not fail in their duty to those whom they represent and, on the other, hand do not encroach on the professional competence and self respect of the librarian.

Self Assessment

Fill in the blanks:

1. ..... clearly define the government's responsibility in the matter of public libraries.
2. Library legislation provide for participation by the representatives of the ..... in the work of the Public Libraries.

10.3 Library Legislation Current Status in India

Several attempts are being made by individuals and library associations to provide public libraries under law. Apart from Dr. S.R. Ranganathan, a number of individuals spent their time and energy to

Notes

put on the statute book public library laws. Notable among them are Kumar Munindra Deb Rai Mahasai of Bengal, K.V. Krishna Swamy Iyer, T.R. Venkataraman Sastry, Basheer Ahmed Sayeed of Madras, M.V. Donde of Bombay, K.M. Ujalambkar of Hyderabad and P.N. Kaula of Delhi.

It is only after India's independence that, Dr. Ranganathan's dream of public Library Act enactment was fulfilled. Through the good offices of the Minister for Education, Avinaslingam Chettiar, a modified Bill was introduced in the state legislature which was passed as the Madras Public Libraries Act in 1948. Since, then the following ten States have enacted library acts for their respective states:

1.	Tamil Nadu	(1948)
2.	Andhra Pradesh	(1960)
3.	Karnataka	(1965)
4.	Maharashtra	(1967)
5.	West Bengal	(1979)
6.	Manipur	(1988)
7.	Kerala	(1989)
8.	Haryana	(1989)
9.	Goa	(1993)
10.	Mizoram	(1993)

Did u know? It is notable that the major states in terms of population and other natural resources like UP, MP, Bihar, Rajastan and Panjab have no library legislation.

Self Assessment

Multiple Choice Questions:

3. Madras public libraries act was passed in the year:
   (a) 1948 (b) 1946
   (c) 1968 (d) 1965
4. West Bengal enacted library acts for their state in the year:
   (a) 1948 (b) 1960
   (c) 1979 (d) 1989.

State whether the following statements are true or false:

5. After India's independence Dr. Ranganathan's dream of public library Act enactment was fulfilled.
6. Goa introduced library act in the year 1948.
7. States like UP, MP, Bihar, Rajastan, Punjab have no library legislation.

10.4 Summary

- Library Legislation clearly defines the government's responsibility in the matter of public libraries.

Notes

- Apart from Dr. S.R. Ranganathan, a number of individuals spent their time and energy to put on the statute book public library laws. Notable among them are Kumar Munindra Deb Rai Mahasai of Bengal, K.V. Krishna Swamy Iyer, T.R. Venkataraman Sastry, Basheer Ahmed Sayeed of Madras, M.V. Donde of Bombay, K.M. Ujalambkar of Hyderabad and P.N. Kaula of Delhi.
- It is only after India's independence that, Dr. Ranganathan's dream of public Library Act enactment was fulfilled.

10.5 Keywords

Entrust : Commit

Authority : Right.

10.6 Review Questions

1. What is library legislation?
2. Describe the five objectives of library legislation.
3. Explain library legislation current status.

Answers: Self Assessment

1. Library Legislation	2. Public	3. (a)
4. (c)	5. True	6. False
7. True		

10.7 Further Readings

Books

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Online link

http://en.wikipedia.org/wiki/Library_legislation

Notes

Unit 11: Library Legislation—II

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Objectives

After studying this unit, you will be able to:

- Discuss about Dr. S.R. Ranganathan for public library legislation and service
- Explain about public library
- Derive Public Libraries Act, 1850.

Introduction

In this topic we will discuss about public library, public library act, 1850, objective and purposes of Dr. S.R. Ranganathan for library and legislation. Some of them are discussed as follows.

Notes

11.1 Dr. S. R. Ranganathan for Public Library Legislation and Service

Dr. Shiyali Ramamrita Ranganathan was a visionary who realized the importance of library legislation for the promotion and development of library movement in India. He was a far-sighted person fully devoted to the cause of library and information science. He was fully aware regarding the role of libraries in the enhancement of education in any society. He understood the impact of educational advancement for the development of country and the effectiveness and utility of libraries to promote education.

In 1924, Dr. S. R. Ranganathan visited a number of public libraries during his stay in United Kingdom. These visits enabled him to study the system, functioning, funding and services of various libraries. As a consequence he was convinced that library legislation alone would provide a systematic, well-knit and efficient public library service. Since, public libraries are informal agencies of education, therefore it is obligatory for a welfare state to provide, maintain and develop a network of public libraries to meet the needs of the masses. A public library being essential a peoples' institution is to be maintained out of public funds, which have to be collected most equitably. Only the government has got the power and authority to impose and collect taxes through legal sanction, hence library legislation is essential to collect the library cess. Thus, it is apparent that it is imperative for the government to enact library legislation for the establishment and smooth functioning of a network of public libraries to cater to the educational needs of the general public.

Did u know? Dr. S. R. Ranganathan was the first person in India who ever thought about the need for library legislation in 1925 after returning to India from England.

He drafted a 'Model Library Act' and presented it for discussion at the First All Asia Educational Conference, which was held in Banaras on 27–30 December 1930. The participants of the conference were fully convinced with the advantages of draft legislation and the views of Dr. S. R. Ranganathan. This 'Model Library Act' was published by the Madras Library Association during the year 1936. He later on amended the draft Act twice-once in 1957 and again in 1972. This Model Library Act was introduced in the shape of Bill in the Madras Assembly in 1933, through Mr. Basher Ahmed Sayeed, the member of the Assembly an enthusiast of public library system.

Salient features of Dr. S. R. Ranganathan's Model Library Act are:

Except the Kerala Public Libraries Act, 1989, all the Acts, which have passed in India during the years 1948 to 1990, have the influenced of Model Public Libraries Act drafted by Dr. S. R. Ranganathan.

Dr. S. R. Ranganathan made persistent efforts for getting the library Acts passed by various States in India and dreamt of having it a land of libraries. He prepared a number of Model Bills for various States. Following is a list of them:

He also prepared a Model Union Library Bill in 1948 and redrafted it in 1957.

India got the first Public Library Act through the ceaseless efforts of Dr. S. R. Ranganathan. For the first time the Public Library Act was passed by the Madras Legislature in 1948. There is an interesting story behind the success of getting the Library Bill enacted in the third attempt in 1946 although the two attempts made earlier had failed. The first attempt was made by Janab Basher Ahmed Sayeed when he introduced the Bill in Madras Legislature in 1933 but it could not get through as the Madras Legislature was dissolved in 1935. A second attempt was made in 1938 but later on the World War II began and the Bill could not be adopted. In 1946, Mr. Avinashalingam Chettiar, who was an old student of Dr. S. R. Ranganathan, became the Education Minister in Madras State. One day,

Notes

Dr. S. R. Ranganathan took a copy of the Model Library Act and went to meet the Minister at his house after his usual morning walk. The Minister was surprised to see his "Guru" early in the morning and enquired about the purpose of his visit. Dr. S. R. Ranganathan replied that he came to demand his "Gurudakshina". When the Minister promised to offer the same, Dr. S. R. Ranganathan gave a copy of Model Act and expressed his wish to have it enacted into a law during his tenure as Minister. Mr. Avinashalingam Chettiar piloted the Bill and got it enacted in 1948.

Self Assessment

Fill in the blanks:

1. In the year ..... Dr. S.R. Ranganathan visited a number of public libraries during his stay in United Kingdom.
2. ..... was the first person in India who ever thought about the need for library legislation after returning to India from England.
3. The ..... Act was published by madras library Association.

11.2 Public Library

A **public library** (also called **circulating library**) is a library which is accessible by the public and is generally funded from public sources and may be operated by civil servants. Taxing bodies for public libraries may be at any level from local to national central government level.' "The public library is an excellent model of government at its best. A locally controlled public good, it serves every individual freely, in as much or as little depth as he or she wants."

Public libraries exist in most places in the world and are often considered an essential part of having an educated and literate population. Public libraries are distinct from research libraries, school libraries, or other special libraries in that their mandate is to serve the public's information needs generally (rather than serve a particular school, institution, or research population), as well as offering materials for general entertainment and leisure purposes. Public Libraries provide free services such as preschool story times to encourage early literacy. Public libraries are typically lending libraries, allowing users to take books and other materials off the premises temporarily; they also have non-circulating reference collections. Public libraries primarily focus on popular materials such as popular fiction and movies, as well as educational and non fiction materials of interest to the general public; computer and internet access are also often offered.

In addition to print books and periodicals, most public libraries today have a wide array of other media including audio books, e-books, CDs, cassettes, video tapes, DVDs, and video games, as well as facilities to access the Internet and inter-library loans (borrowing items from other libraries).Readers' advisory is a fundamental public library service that involves suggesting fiction and nonfiction titles (often called "readalikes").

Public libraries may also provide other services, such as community meeting rooms, storytelling sessions for infants, toddlers, preschool children, or after-school programs, all with an intention of developing early literacy skills and a love of books. In person and on-line programs for reader development, language learning, homework help, free lectures and cultural performances, and other community service programs are common offerings. One of the most popular programs offered in public libraries are summer reading programs for children, families, and adults. In rural areas, the local public library may have, in addition to its main branch, a mobile library service, consisting of one or more buses furnished as a small public library, serving the countryside according to a regular schedule.

Notes

Public libraries also provide materials for children, often housed in a special section. Child oriented websites with on-line educational games and programs specifically designed for younger library users are becoming increasingly popular. Services may be provided for other groups, such as large print or Braille materials, Books on tape, young adult literature and other materials for teenagers, or materials in other than the national language.

Librarians at most public libraries provide reference and research help to the general public, usually at a reference desk but can often be done by telephone interview. As online discussion and social networking allow for remote access, reference is becoming available virtually through the use of the Internet and e-mail. Depending on the size of the library, there may be more than one desk; at some smaller libraries all transactions may occur at one desk, while large urban public libraries may employ subject-specialist librarians with the ability to staff multiple reference or information desks to answer queries about particular topics at any time during regular operating hours. Often the children's section in a public library has its own reference desk.

Public libraries are also increasingly making use of web 2.0 services, including the use of online social networks by libraries.

Public libraries in some countries pay authors when their books are borrowed from libraries. These are known as Public Lending Right program.

Task Discuss the salient features of Dr. S.R. Ranganathan's Model Library Act.

11.3 Model Public Library Bill of S.R. Ranganathan

Whenever we talk, write and think of library legislation in India, we have to remember Dr. S.R. Ranganathan, who in his life time rendered yeomen service for the cause of library legislation in India. Madras library association was founded in the year 1928. It provided a platform to discuss about the development of library services in the state. "The intensive and intimate group discussion in the summer school helped in the formation of a model library act suited to India's needs''.

Did u know? First All Asia Educational Conference was held at benares during 26-30 December 1930.

Dr. S.R. Ranganathan the then library service section. This section was presided over by Mr. Newton mohun Dutt, curator, of state libraries, Baroda. Mr. D. Subrahmanyam, assistant librarian benares Hindu university was the local secretary. That gave an opportunity to bring a few librarians under one roof. The first draft of the model library Act was printed and circulated to the delegates in advance. A whole session was devoted to the Act and it was discussed thoroughly and the amendments were recorded. The model library Act was revised in 1957 and again in 1972 and finally took the shape of a model public libraries Act.

11.4 Salient Features of the Model Libraries Act

The draft of model libraries prepared by Dr. S.R. Ranganathan was full of compulsory elements in it. Library rate was compulsory. Library grant was compulsory. Library cess from local bodies was compulsory. These compulsory clauses gave some hindrances for its enactment.

Notes

1. Model libraries Act will provide a system of public libraries for the city, rural and other areas.
2. Minister of Education shall be the State Library Authority (SLA). It shall be the duty of the state library authorities to provide for adequate library service in the state. This essential item is missing in all the act passed till today, expect in the Hyderabad Public Libraries Act 1955. Even this was not implemented in Hyderabad, in consequence of political changes. Later this was merged APPL act.

   However Ekbote committee stressed the need of the state Library Authority elaborately. Consequently the state Library Authority with a new nomenclature and with little changes took the shape of "Andhra Pradesh"Granthalaya through the latest amendment to the Act in the year 1989.
3. State library authority shall appoint the state libraries, who shall be the chief executive officer of the state library naturally he shall be professional.
4. There shall be a state library committee for the purpose of advising the state library authority on all matters arising under the act.
5. There shall be a Local Library Authority (LLA) for each city and one for each district.
6. Every Library Authority shall prepare and submit to the state library Authority a development plan, within one year after commencement of the Act.
7. Any immovable property acquired by the Library Authority for the propose of the Act shall be deemed to be the land needed for public purpose within the meaning of land acquisition act of 1894, and may be acquired under the act.
8. The city/ District Library Authority for the removal of illiteracy and for funds required for the purpose.
9. Every library authority shall, in accordance with the arrangement approved by the state library authority, establish local library committees for the efficient discharge of functions under this act.
10. State librarian shall be the officer to discharge the duties and exercise the powers of the press and registration of books act 1867.
11. State central library may maintain a state library for the blind.
12. With the previous sanction of the state library authority and government a Local Library Authority may raise the library rate in such a manner and at such rate as may be determined from time to time.
13. The state Library Authority may release grants for encouraging library education and for giving stipends for the students of library science.
14. State Library Authority will maintain a state library fund.
15. Offices of the state Library Authority will inspect the libraries maintained by the Local Library Authority.

11.5 Pattern of Library System

Model public libraries Act drafted by Dr. S.R. Ranganathan is an idel one vis-a- vis all the Act passed in India till date. Out of the nine state Acts so far passed in independent India, only Hyderabad public libraries Act of 1955 is nearer to it, but this Act had short life. As per the model Public Libraries Act the structure of libraries at the state level will be as follows:

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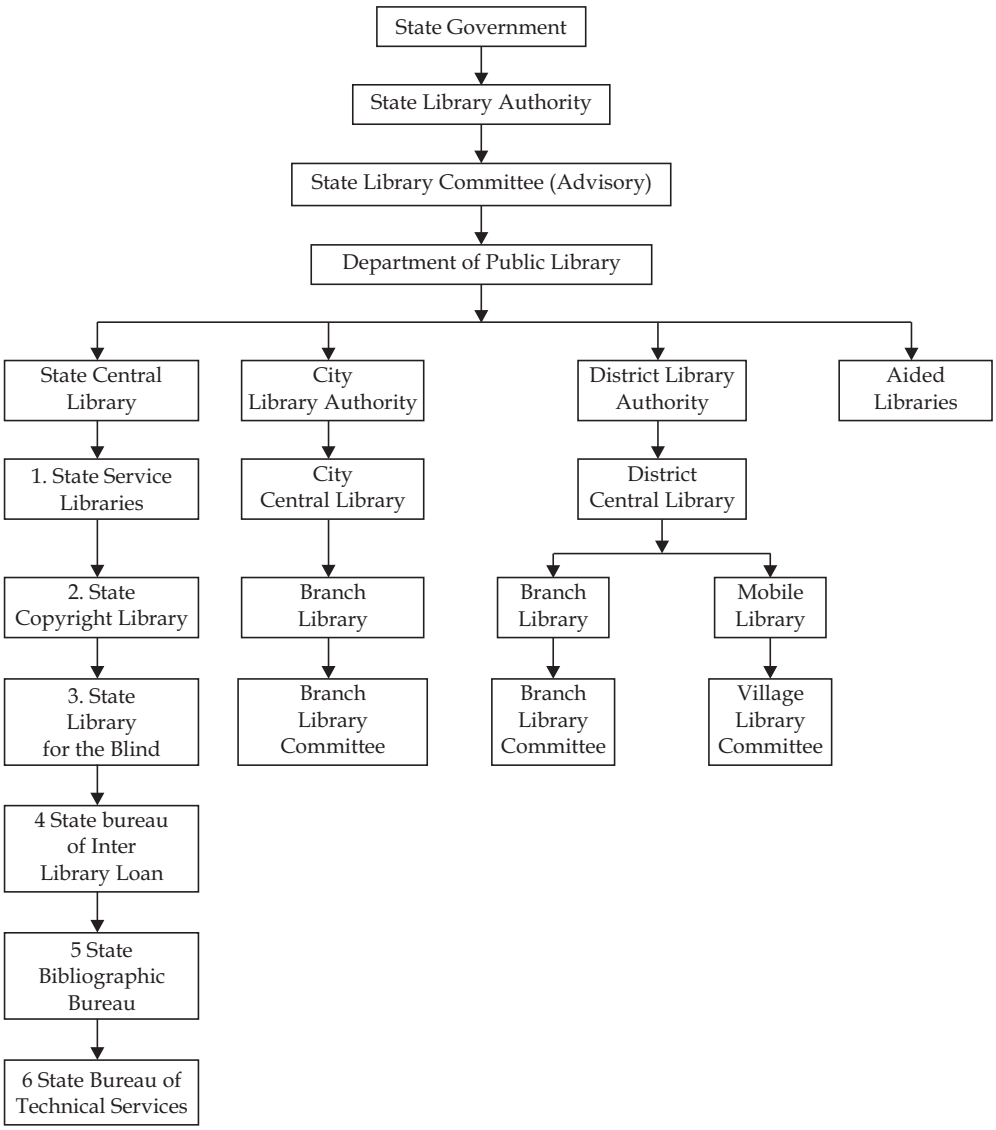

11.6 Provisions for Libraries

Indian Copyright Act

The Indian law in this regard clearly reconciles the two purposes as mentioned above and clearly provides for libraries and library services, directly and indirectly in section 52 of the Copyright Act which lists out certain acts which are not considered to be an infringement of copyright. It may be mentioned at this stage that infringement is the primary offence under copyright law and all the remedies are geared towards providing relief against this offence. Infringement not only includes the commission of unauthorised act but also the permitting for any proit the use of any place for these actions and other acts like selling, letting for hire, distributing, exhibiting for trade, or importation of infringing copies.

Notes

> *Notes* Section 52 of the Act on the other hand, lists out several exceptions to this infringement and it is in this list that libraries and library services find a mention.

Section 52 (o) provides for an exception for books which are not available for sale in India. It reads as under:

'the making of not more than three copies of a book (including a pamphlet, sheet of music, map, chart or plan) by or under the direction of the person in charge of a public library for the use of the library if such books is not available for sale in India.'

Therefore, three copies of such a book can be made and kept by a public library for the use of the library. Thus whereas copying a book would otherwise amount to an infringement, this provision grants a concession for books not available for sale in India. It is therefore clear that libraries themselves can make and keep copies of such works.

The question therefore arises in whether there are any provisions for the library to follow for facilitating access to any material. Are there any guidelines or provisions to ensure the safety of the copyright of the works kept in the library? The Copyright Act answers only the tip of this proverbial iceberg of a question in section 52 (*p*) which permits the reproduction of unpublished work kept in a library for the purpose of research, private study or with a view to publish. A provision to section 52 (*p*) of the Act however obviates this provision and makes it applicable only to anonymous works or to works whose copyright has effectively expired.

It is clear from the above two provisions that library and library services in particular are only cursorily covered under the Act. It would therefore be pertinent to view some of the other general provisions under the Act which might have a bearing on this issue.

Section 52 (*a*) of the Act provides that 'a fair dealing with a literary, dramatic, musical or artistic work not being a computer programme for the purpose of

(1) Private use, including research;

(2) Criticism of review,

Whether of that work or of any other work, shall not constitute an infringement'. Considering that library services can be, and are usually availed of for private use and research, this concession finds some meaning in terms of library services indirectly. There, however, remains the problem as regards the interpretation of the term 'fair dealing'. The Act does not define it but it is clear that it does not connote reproduction but only a partial use for a bonafide purpose. While the Act supplies this bonafide purpose, viz., private use, including research and for criticism or revision, English courts have dealt with this term and the following guidelines can be culled out from those decisions:

- The quantum and value of the matter taken in relation of the comments or criticism.
- The purpose for which it was taken.
- Whether the work is published or unpublished, or circulated (if unpublished).
- The likelihood of competition between the two works.

11.7 The Delivery of Books 'and Newspapers' (Public Libraries) Act, 1954

An Act. to provide for Delivery of Books to the National Library, Calcutta, and other public libraries.

Be it enacted by Parliament in the Fifth Year of the Republic of India as follows :

Notes

1. Short title and extent

(*a*) This Act may be called the Delivery of Books 'and Newspapers' (Public Libraries) Act, 1954 (*b*) It extends to the whole of India

2. Definitions: In this Act, unless the context otherwise requires,

(*a*) "book" includes every volume, part or division of a volume and pamphlet, in any language, and every sheet of music, map, chart or plan separately printed or lithographed, but does not include a newspaper published in conformity with the provisions of Section 5 of the Press and Registration of Books Act, 1867 (XXV of 1867); "(aa) 'newspaper' means any printed periodical work containing public news or comments on public news published in conformity with the provisions of Section 5 of the Press and Registration of Books Act, 1867;

(*b*) "public libraries" means the National Library at Calcutta and any three other libraries which may be specified by the Central Government in this behalf by notification in the Official Gazette. 3. Delivery of books to public libraries.

(1) Subject to any rules that may be made under this Act, but without prejudice to the provisions contained in Section 9 of the Press and Registration of Books Act, 1867 (XXV of 1867), the publisher of every book published in the territories to which this Act extends after the commencement of this Act shall, notwithstanding any agreement to the contrary, deliver at his own expense a copy of the book to the National Library at Calcutta and one such copy to each of the other three public libraries within thirty days from the date of its publication. (2) The copy delivered to the National Library shall be a copy of the whole book with all maps and illustrations belonging thereto, finished and coloured in the same manner as the best copies of the same, and shall be bound, sewed or stitched together, and on the best paper on which any copy of the book is printed.

(3) The copy delivered to any other public library shall be on the paper on which the largest number of copies of the book is printed for sale, and shall be in the like condition as the books prepared for sale.

"3A. Delivery of newspapers to public libraries: Subject to any rules that may be made under this Act, but without prejudice to the provisions contained in the Press and Registration of Books Act, but 1867, the publisher of every newspaper, published in the territories to which this Act extends, shall deliver at his own expense one copy of each issue of such newspaper as soon as it is published to each such public library as may be notified in this behalf by the Central Government in the Official Gazette."

(4) Nothing contained in sub-section (1) shall apply to any second or subsequent edition of a book in which edition no additions or alterations either in the letter-press or in the maps, book prints or other engravings belonging to the book have been made, and a copy of the first or some preceding edition of which book has been delivered under this Act. 4. Receipt for books delivered. The person in charge of a public library (whether called a librarian or by any other name) or any other person authorised by him/her in this behalf to whom a copy of a book is delivered under section 3 shall give to the publisher a receipt in writing therefor.

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

6. Cognizance of offences: (*a*) No court shall take cognizance of any offence punishable under this Act save on complaint made by an officer empowered in this behalf by the Central Government by a general or special Order. (*b*) No court inferior to that of a presidency magistrate or a magistrate of the first class shall try any offence punishable under this Act.

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7. Application of Act to books and newspapers published by Government: "This Act shall also apply to books and newspapers published by or under the authority of the Government but shall not apply to books meant for official use only."

8. Power to make rules: The Central Government may, by notification in the Official Gazette, make rules to carry out the purposes of this Act.

11.8 UNESCO

The United Nations Educational, Scientific and Cultural Organization (French L'Organisation des Nations unies pour l'éducation, la science et la culture : UNESCO is a specialized agency of the United Nations. Its stated purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and human rights along with fundamental freedoms proclaimed in the UN Charter. It is the heir of the League of Nations' International Commission on Intellectual Cooperation.

UNESCO has 196 Member States (it recently added Palestine in November 2011) and eight Associate Members. Most of the field offices are "cluster" offices covering three or more countries; there are also national and regional offices. UNESCO pursues its objectives through five major programs: education, natural sciences, social andhuman sciences, culture, and communication and information. Projects sponsored by UNESCO include literacy, technical, and teacher-training programmes; international science programmes; the promotion of independent media and freedom of the press; regional and cultural history projects; the promotion of cultural diversity; international cooperation agreements to secure the world cultural and natural heritage (World Heritage Sites) and to preserve human rights, and attempts to bridge the worldwide digital divide. It is also a member of the United Nations Development Group.

Mission and Priorities

UNESCO's stated aim is "to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information".

Other priorities of the Organization include attaining quality education for all and lifelong learning, addressing emerging social and ethical challenges, fostering cultural diversity, a culture of peace and building inclusive knowledge societies through information and communication.

The broad goals and concrete objectives of the international community–as set out in the internationally agreed development goals, including the Millennium Development Goals (MDGs)–underpin all UNESCO's strategies and activities.

UNESCO and its mandate for international intellectual co-operation can be traced back to the League of Nations resolution on 21 September 1921, to elect a Commission to study the question. The International Committee on Intellectual Co-operation (ICIC) was officially created on 4 January 1922, as a consultative organ composed of individuals elected based on their personal qualifications. The International Institute for Intellectual Cooperation (IIIC) was then created in Paris on 9 August 1925, to act as the executing agency for the CICI. On 18 December 1925, the International Bureau of Education (IBE) began work as a non-governmental organization in the service of international educational development. However, the work of these predecessor organizations was largely interrupted by the onset of the Second World War.

After the signing of the Atlantic Charter and the Declaration of the United Nations, the Conference of Allied Ministers of Education (CAME) began meetings in London which continued between 16 November 1942 to 5 December 1945. On 30 October 1943, the necessity for an international

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organization was expressed in the Moscow Declaration, agreed upon by China, the United Kingdom, the United States of America and the USSR. This was followed by the Dumbarton Oaks Conference proposals of 9 October 1944. Upon the proposal of CAME and in accordance with the recommendations of the United Nations Conference on International Organization (UNCIO), held in San Francisco in April–June 1945, a United Nations Conference for the establishment of an educational and cultural organization (ECO/CONF) was convened in London 1–16 November 1945. 44 governments were represented. At the ECO/CONF, the Constitution of UNESCO was introduced and signed by 37 countries, and a Preparatory Commission was established. The Preparatory Commission operated between 16 November 1945, and 4 November 1946 – the date when UNESCO's Constitution came into force with the deposit of the twentieth ratification by a member state.

The first General Conference took place from 19 November to 10 December 1946, and elected Dr. Julian Huxley to the post of Director-General. The Constitution was amended in November 1954 when the General Conference resolved that members of the Executive Board would be representatives of the governments of the States of which they are nationals and would not, as before, act in their personal capacity. This change in governance distinguished UNESCO from its predecessor, the CICI, in terms of how member states would work together in the Organization's fields of competence. As member states worked together over time to realize UNESCO's mandate, political and historical factors have shaped the Organization's operations in particular during the Cold War, the decolonization process, and the dissolution of the USSR.

Among the major achievements of the Organization is its work against racism, for example through influential statements on race starting with a declaration of anthropologists (among them was Claude Lévi-Strauss) and other scientists in 1950 and concluding with the 1978 Declaration on Race and Racial Prejudice. In 1956, the Republic of South Africa withdrew from UNESCO claiming that some of the Organization's publications amounted to "interference" in the country's "racial problems." South Africa rejoined the Organization in 1994 under the leadership of Nelson Mandela.

UNESCO's early work in the field of education included the pilot project on fundamental education in the Marbial Valley, Haiti, started in 1947. This project was followed by expert missions to other countries, including, for example, a mission to Afghanistan in 1949. In 1948, UNESCO recommended that Member States should make free primary education compulsory and universal. In 1990 the World Conference on Education for All, in Jomtien, Thailand, launched a global movement to provide basic education for all children, youths and adults. Ten years later, the 2000 World Education Forum held in Dakar, Senegal, led member governments to commit to achieving basic education for all by 2015.

UNESCO's early activities in the field of culture included, for example, the Nubia Campaign, launched in 1960. The purpose of the campaign was to move the Great Temple of Abu Simbel to keep it from being swamped by the Nile after construction of the Aswan Dam. During the 20-year campaign, 22 monuments and architectural complexes were relocated. This was the first and largest in a series of campaigns including Mohenjo-daro (Pakistan), Fes (Morocco),Kathmandu (Nepal), Borobudur (Indonesia) and the Acropolis (Greece). The Organization's work on heritage led to the adoption, in 1972, of the Convention concerning the Protection of the World Cultural and Natural Heritage. The World Heritage Committee was established in 1976 and the first sites inscribed on the World Heritage List in 1978. Since then important legal instruments on cultural heritage and diversity have been adopted by UNESCO member states in 2003 (Convention for the Safeguarding of the Intangible Cultural Heritage) and 2005 (Convention on the Protection and Promotion of the Diversity of Cultural Expressions).

An intergovernmental meeting of UNESCO in Paris in December 1951 led to the creation of the European Council for Nuclear Research (CERN) in 1954.

Arid Zone programming, 1948–1966, is another example of an early major UNESCO project in the field of natural sciences. In 1968, UNESCO organized the first intergovernmental conference aimed at reconciling the environment and development, a problem which continues to be addressed in the

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field of sustainable development. The main outcome of the 1968 conference was the creation of UNESCO's Man and the Biosphere Programme.

In the field of communication, the free flow of information has been a priority for UNESCO from its beginnings. In the years immediately following World War II, efforts were concentrated on reconstruction and on the identification of needs for means of mass communication around the world. UNESCO started organizing training and education for journalists in the 1950s. In response to calls for a "New World Information and Communication Order" in the late 1970s, UNESCO established the International Commission for the Study of Communication Problems, which produced the 1980 MacBride report (named after the Chair of the Commission, the Nobel Peace Prize laureate Seán MacBride). Following the MacBride report, UNESCO introduced the Information Society for All programme and Toward Knowledge Societies programme in the lead up to the World Summit on the Information Society in 2003 (Geneva) and 2005 (Tunis).

In 2011, Palestine became a UNESCO member following a vote in which 107 member states supported and 14 opposed. Laws passed in the United States in 1990 and 1994 mean that it cannot contribute financially to any UN organisation that accepts Palestine as a full member. As a result, it will withdraw its funding which accounts for about 22% of UNESCO's budget. Israel also reacted to Palestine's admittance to UNESCO by freezing Israel payments to the UNESCO and imposing sanctions to the Palestinian Authority, claiming that Palestine's admittance would be detrimental "to potential peace talks".

Activities

UNESCO implements its activities through the five programme areas of Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information.

- **Education:** UNESCO supports research in Comparative education; and provides expertise and fosters partnerships to strengthen national educational leadership and the capacity of countries to offer quality education for all. This includes the
  - Eight specialized Institutes in different topics of the sector
  - UNESCO Chairs, an international network of 644 UNESCO Chairs, involving over 770 institutions in 126 countries.
  - Environmental Conservation Organisation
  - Organization of the International Conference on Adult Education (CONFINTEA) in an interval of 12 years
  - Publication of the Education for All Global Monitoring Report
  - UNESCO ASPNet, an international network of 8,000 schools in 170 countries

UNESCO does not accredit institutions of higher learning.

- UNESCO also issues public 'statements' to educate the public:
  - Seville Statement on Violence: A statement adopted by UNESCO in 1989 to refute the notion that humans are biologically predisposed to organised violence.
- Designating projects and places of cultural and scientific significance, such as:
  - International Network of Geoparks
  - Biosphere reserves, through the Programme on Man and the Biosphere (MAB), since 1971
  - City of Literature; in 2007, the first city to be given this title was Edinburgh, the site of Scotland's first circulating library. In 2008, Iowa City, Iowa became the City of Literature.
  - Endangered languages and linguistic diversity projects
  - Masterpieces of the Oral and Intangible Heritage of Humanity

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- Memory of the World International Register, since 1997
- Water resources management, through the International Hydrological Programme (IHP), since 1965
- World Heritage Sites

➢ Encouraging the "free flow of ideas by images and words" by:

- Promoting freedom of expression, press freedom and access to information, through the International Programme for the Development of Communication and the Communication and Information Programme
- Promoting universal access to ICTs, through the Information for All Programme (IFAP)
- Promoting Pluralism and cultural diversity in the media

➢ Promoting events, such as:

- International Decade for the Promotion of a Culture of Peace and Non-Violence for the Children of the World: 2001–2010, proclaimed by the UN in 1998
- World Press Freedom Day, 3 May each year, to promote freedom of expression and freedom of the press as a basic human right and as crucial components of any healthy, democratic and free society.
- Criança Esperança in Brazil, in partnership with Rede Globo, to raise funds for community-based projects that foster social integration and violence prevention.
- International Literacy Day
- International Year for the Culture of Peace

➢ Founding and funding projects, such as:

- Migration Museums Initiative: Promoting the establishment of museums for cultural dialogue with migrant populations.
- UNESCO-CEPES, the European Centre for Higher Education: established in 1972 in Bucharest, Romania, as a de-centralized office to promote international co-operation in higher education in Europe as well as Canada, USA and Israel. Higher Education in Europe is its official journal.
- Free Software Directory: since 1998 UNESCO and the Free Software Foundation have jointly funded this project cataloguing free software.
- FRESH Focussing Resources on Effective School Health.
- OANA, the Organization of Asia-Pacific News Agencies
- International Council of Science
- UNESCO Goodwill Ambassadors
- ASOMPS, Asian Symposium on Medicinal Plants and Spices, a series of scientific conferences held in Asia
- Botany 2000, a programme supporting taxonomy, and biological and cultural diversity of medicinal and ornamental plants, and their protection against environmental pollution

UNESCO enjoys official relations with 322 international non-governmental organizations (NGOs). Most of these are what UNESCO calls "operational", a select few are "formal". The highest form of affiliation to UNESCO is "formal associate", and the 22 NGOs with formal associate (ASC) relations occupying offices at UNESCO are:

1. International Baccalaureate (IB)
2. Coordinating Committee for International Voluntary Service (CCIVS)
3. Education International (EI)

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4. International Association of Universities (IAU)
5. International Council for Film, Television and Audiovisual Communication (IFTC)
6. International Council for Philosophy and Humanistic Studies (ICPHS) which publishes Diogenes
7. International Council for Science (ICSU)
8. International Council of Museums (ICOM)
9. International Council of Sport Science and Physical Education (ICSSPE)
10. International Council on Archives (ICA)
11. International Council on Monuments and Sites (ICOMOS)
12. International Federation of Journalists (IFJ)
13. International Federation of Library Associations and Institutions (IFLA)
14. International Federation of Poetry Associations (IFPA)
15. International Music Council (IMC)
16. International Scientific Council for Island Development (INSULA)
17. International Social Science Council (ISSC)
18. International Theatre Institute (ITI)
19. International Union for Conservation of Nature and Natural Resources (IUCN)
20. International Union of Technical Associations and Organizations (IUTAO)
21. Union of International Associations (UIA)
22. World Association of Newspapers (WAN)
23. World Federation of Engineering Organizations (WFEO)
24. World Federation of UNESCO Clubs, Centres and Associations (WFUCA)

Self Assessment

Multiple Choice Questions:

4. A public library also known as:
   (a) Circulating library (b) Circulatory library
   (c) National library (d) Academic library.
5. Public libraries in some countries pay authors when their books are borrowed from libraries. These are known as:
   (a) Public Lending Right Program (b) Private Lending Right Program
   (c) Public Legal Right Program (d) None of these.
6. Madras Library foundation was founded in the year:
   (a) 1928 (b) 1931
   (c) 1955 (d) 1960
7. IBE began work as a non governmental organisation in the year:
   (a) 1925 (b) 1928
   (c) 1955 (d) 1960
8. Palestine became a UNESCO member in the year:
   (a) 2011 (b) 2010
   (c) 2009 (d) 1925

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11.9 Public Libraries Act 1850

The Public Libraries Act 1850 (13 & 14 Vict c.65) was an Act of theUnited Kingdom Parliament which first gave local boroughs the power to establish free public libraries. The Act was the first legislative step in the creation of an enduring national institution that provides universal free access to information and literature, and was indicative of the moral, social and educative concerns of the time. The legacy of the Act can be followed through subsequent legislation that built on and expanded the powers granted in 1850 and the 4,540 public libraries that exist in the United Kingdom in 2010 can trace their origins back to this Act.

In the 1830s, at the height of the Chartist movement, there was a general tendency towards reformism in the United Kingdom. This prompted much new legislation to be passed, such as the Parliamentary Reform Act 1832, the Factory Act 1833, the first instance of a Government grant for education in the same year and the Poor Law Amendment Act 1834. The Capitalist economic model had created shift patterns which left workers with free time, in contrast to the agrarian model, and the middle classes were concerned that the workers' free time was not being well-spent. This was prompted more by Victorian middle class paternalism rather than by demand from the lower social orders. Campaigners felt that encouraging the lower classes to spend their free time on morally uplifting activities, such as reading, would promote greater social good.

In 1835, and against Government opposition, James Silk Buckingham, M.P. for Sheffield and a supporter of the temperance movement, was able to secure the Chair of the Select Committee which would examine "the extent, causes, and consequences of the prevailing vice of intoxication among the labouring classes of the United Kingdom" and propose solutions. Francis Place, a campaigner for the working class, agreed that "the establishment of parish libraries and district reading rooms, and popular lectures on subjects both entertaining and instructive to the community might draw off a number of those who now frequent public houses for the sole enjoyment they afford." Buckingham introduced to Parliament a Public Institution Bill allowing boroughs to charge a tax to set up libraries and museums, the first of its kind. Although this did not become law, it had a major influence on William Ewart and Joseph Brotherton, MPs, who introduced a bill which would "boroughs with a population of 10,000 or more to raise a 1/2d for the establishment of museums." This became the Museums Act 1845.

The advocacy of Ewart and Brotherton then succeeded in having a select committee set up to consider public library provision. A paper entitled "A statistical view of the principal public libraries in Europe and the United States" by Edward Edwards, an assistant at the British Museum Library, came to Ewart's attention and Edwards became a key witness to the select committee. Edwards was "a self taught former bricklayer... passionately convinced of the value and significance of libraries". The select committee of 1849 produced a report in which Edwards and Ewart ensured that "no stone was left unturned" in proving their case that existing public library provision was inadequate and that provision in other countries was far superior. The Select Committee reported that "while we learn that, more than half a century ago, the first step taken by a foreign writer was to consult a public library on the subject of his studies or composition; we find that no such auxiliary was at the service of the British intellect." The Report also argued that the provision of public libraries would steer people towards temperate and moderate habits, the same argument as was made by James Silk Buckingham fifteen years earlier. With a view to maximising the potential of current facilities, the Committee made certain proposals, including:

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

In order to achieve such ends, the Committee made two significant recommendations. They suggested that the Government should issue grants to aid the foundation of libraries and that the Museums

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Act 1845 should be amended and extended to allow for a tax to be levied for the establishment of public libraries. However, it was not thought necessary to sub sidise stock provision for the libraries so the levy was to be used to provide buildings, furnishings and staff salaries. The authors of the Report believed that donations from members of the public would be more than adequate to stock the new libraries.

The 1850 Act was much more contentious than the Museums Act 1845. The major arguments against the Bill included:

- Although the boroughs were represented by elected bodies, many people argued that the Act enforced taxation without consent.
- There was opposition to the Act simply on the grounds that founding and maintaining the new libraries would mean an increase in taxation at all, consensual or otherwise.
- Concerns were expressed that it would infringe on private enterprise and the existing library provision such a smechanics' institutes.
- Access to certain publications would neither promote civil society nor act as a form of social control, and libraries would instead become sites of social agitation. This issue was linked to the common concern that extending education to the lower orders of society would lead to libraries becoming working class "lecture halls" "which would give rise to an unhealthy agitation".
- Others felt that there were more pressing concerns, and wondered about the necessity for a library when literacy levels were so low.

In contrast many people favoured it, provided there was a cap on the level of taxation, on the grounds that:

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

In order to get the Bill passed through Parliament, a number of concessions had to be made to its original content. The compromises made included limiting the Act to boroughs with populations of more than 10,000 where at least two thirds of local ratepayers had to vote in favour of provision in a local referendum.[11] The Bill would repeal the Museums Act 1845 and so, in order to continue funding museums of arts and science as well as the new free libraries, local rates could be increased, but by no more than 1/2d. per £1. As stated in the Bill however, it was only permitted to spend this levy on library and museum buildings and staff but not on books and other stock.

Task State your views how 1850 Act is much more contentious than the Museums Act, 1845.

Legacy of the Act

Did u know? The Public Library Acts of 1855 and 1866 were the last to be advanced by William Ewart, who retired in 1868.

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He had made great efforts to promote the public library system in Great Britain and perhaps his greatest achievement was the complete elimination of the population limits, as this allowed even very small towns or parishes to set up a public library. It was later found that this could present a problem, however, as many public libraries were established by library authorities that did not in fact have enough money to run a library satisfactorily. Despite the rise in the level of tax public libraries could levy, it was still very difficult for boroughs to raise enough capital to fund new libraries. The growth of the public library movement in the wake of the 1850 Act relied heavily on the donations of philanthropists such as Andrew Carnegie, John Pass more Edwards and Henry Tate.

Self Assessment

State whether the following statements are true or false:

9. The Public Libraries Act, 1850 was an Act of the United Kingdom.
10. Museums Act was introduced in the year 1845.
11. The public library Acts of 1855 and 1866 were the last to be advanced by William Ewart.

11.10 Summary

- In 1924, Dr. S. R. Ranganathan visited a number of public libraries during his stay in United Kingdom.
- Dr. S.R. Ranganathan later on amended the draft Act twice- once in 1957 and again in 1972. This Model Library Act was introduced in the shape of Bill in the Madras Assembly in 1933.
- Except the Kerala Public Libraries Act, 1989, all the Acts, which have passed in India during the years 1948 to 1990, have the influenced of Model Public Libraries Act drafted by Dr. S. R. Ranganathan.
- India got the first Public Library Act through the ceaseless efforts of Dr. S. R. Ranganathan.
- A public library (also called circulating library) is a library which is accessible by the public and is generally funded from public sources and may be operated by civil servants.
- The Public Libraries Act 1850 (13 & 14 Vict c.65) was an Act of the United Kingdom Parliament which first gave local boroughs the power to establish free public libraries.

11.11 Keywords

Industrious : Hard-working

Executive : Decision-making

Legislature : Governing body

11.12 Review Questions

1. What is library legislation?
2. When was the model library act published by Dr. S. R. Ranganathan?
3. Write on public libraries act 1850.
4. Write a paragraph on public library.
5. Discuss on efforts of Dr. S. R. Ranganathan for Public Library Legislation and Service.
6. Explain the Library Legislation Current Status.
7. Explain the Salient features of Dr. S. R. Ranganathan's Model Library Act.

Notes

Answers: Self Assessment

1. 1924	2. Dr. S.R. Ranganathan	3. Model Library
4. (a)	5. (a)	6. (a)
7. (a)	8. (a)	9. True
10. True	11. True	

11.13 Further Readings

Books

Chapman (E A) and Lynden (F C). *Advances in Librarianship*. 2000. Academic Press, San Diego.

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Feather (J). *The Information society. a study of continuity and change*. Ed. 5.2008. Facet Publishing, London.

Online link

http://www.isibang.ac.in/~library/portal/Pages/SRRBIO.pdf

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Unit 12: Library and Information Professionals

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Objectives

After studying this unit, you will be able to:

- Discuss the role in LIS education
- Discuss librarianship as a Profession
- Define ethics of librarianship.

Introduction

The Chartered Institute of Library and Information Professionals(CILIP) is a professional body representing librarians and other information professionals in the United Kingdom. It was formed in 2002 by the merger of the Library founded in 1877 as a result of the first International Conference of Librarians and awarded a Royal Charter in 1898 and the Institute of Information Scientists, founded in 1958. Membership is not compulsory for practice, but members can work towards Chartered Membership which entitles them to the post nominal letters MCLIP, and subsequently toward Fellowship (FCLIP). Affiliated members can also obtain ACLIP upon completing certification. Honorary Fellowship, a qualification akin to an honorary degree, is granted to a small number of people who have rendered distinguished service to the profession.

Functions

CILIP accredits degree programmes in library and information science at universities in the UK, including City University, London, Lough borough University, the Manchester Metropolitan

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University, the Robert Gordon University, the University of Sheffield and University College London.

CILIP is perhaps best known to the general public for awarding the Carnegie and Kate Green away Medals for children's books.

CILIP publishes a monthly magazine, CILIP Update with Gazette, including listings of job vacancies. It also runs a publishing imprint, Facet Publishing. There are several local branches across the United Kingdom, 28 special interest groups and over 20 organisations in liaison including such bodies as the African Caribbean Library Association, the Librarians' Christian Fellowship and the Society of Indexers.

Did u know? CILIP was formed in 2002.

12.1 Role in LIS Education

CILIP's policy is to improve all aspects of professional practice through its work in education, maintaining a framework of universally recognized qualifications and providing a wide range of opportunities for CPD.

Did u know? In 2002 CILIP undertook a review of its qualifications framework. The new Framework of Qualifications was launched in April 2005.

It is designed to be flexible and adaptable, as the areas will evolve and develop over time to accommodate changing needs. It is appropriate to library and information professionals across the sector as a whole. As such it has a degree of overlap with the knowledge base of other professions.

The framework consists of four levels–certification, chartership, revalidation and fellowship. Certification provides recognition from the association for library and information work by para-professionals. Those who gain admittance to the Register of Certified Members are entitled to work towards Chartered Membership. There are two categories of applicant for Chartership: firstly para-professionals with over five years experience; secondly those who have some evidence of training and have been working for two years.

Chartership is CILIP's standard for information professionals. Chartered members are entitled to use post nominal letters and describe themselves as qualified library and information professionals. All candidates for Chartership must work with a Mentor and demonstrate through their portfolio that they meet the required criteria. The individual makes a commitment to continued professional development. Normally applicants will have completed a degree in LIS and have been working for at least one year.

Self Assessment

Fill in the blanks:

1. The new frame work of qualification was launched in the year ..... .
2. It is ..... policy is to improve all aspects of professional practice through its work in education, maintaining a framework of universally recognised qualification and providing a wide range of opportunities for CPD.

Notes

Notes Chartership is not an academic qualification but recognition of the highest standards of professional practice.

12.2 Librarianship as a Profession

Introduction

Definition

- Profession a calling requiring specialize knowledge and often long and intensive academic preparation;
  - a type of occupation that meet certain criteria that raised it to the level above that of an occupation ;
  - a complex organized occupation requiring a longtime training program.

Criteria of a profession

- A Profession utilizes in its practice a well-defined and well organized body of specialized knowledge which is on intellectual level of learning;
- A Profession constantly enlarges the body of knowledge by the use of scientific method;
- A Profession entrusts the education of its practitioner to institutions of higher learning;
- A Profession applies its body of knowledge in practical services, which is vital to human and social functions.
- A Profession functions autonomously (with authority) in the formulation of professional policy; and in the control of professional activity thereby monitoring its practice and practitioners;
- A Profession is guided by a code of ethics that regulates the relationship between professional and the client;
- A Profession is distinguished by the presence of specific cultures, norms and values;
- A Profession has a clear standard of education preparation for entry into a profession;
- A Profession attracts individuals of intellectual and personal qualities who exact services above personal gains and who recognize their chosen profession as a life's work.
- A Profession strives to compensate its practitioners by providing for action and opportunity for continuous professional growth and economic security.

Attributes of a Profession

- Possession of skill based or theoretical knowledge;
- Provisions of training education;
- Testing and competence of its members;
- Formation of an organization;
- Adherence to a code of ethics;
- Provision of altruistic service.

Issues and Trends

- Continuing professional development;
- Code of Ethics

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- Membership to Professional Association
- Status and Image
- Gender Issues
- Lack of Licensed Librarian
- Property accountability
- Exodus of Librarians.

Self Assessment

Multiple Choice Questions:

3. Code of Ethics is an issue related to:
   (a) Librarianship as a profession (b) Ethics of Librarianship
   (c) Both (a) and (b) (d) None of these.
4. A calling requiring specialize knowledge and often long and intensive academic preparation is called:
   (a) Profession (b) Responsibility
   (c) Leadership (d) None of these.

12.3 Ethics of Librarianship

Libraries, Intellectual Freedom, and Censorship in the Age of Technology

Libraries are the repositories for humanity's knowledge; they are our past, our present, and our future. The information available within the confines of a library must be accessible to all people, regardless of wealth or status. Today, libraries are much more than storehouses for books and include many other forms of electronic data. Retrieval requires specialized knowledge, and database searches that can be quite costly. Who will pay for them is an extremely important question. With the rise of modern technology, the logistics of the workplace changed forever, new rules were needed to govern behaviour, and to develop procedures for librarians on the front lines of the Information Age. As Hans Jonas states in *The Imperative of Responsibility*, "modern technology has introduced actions of such novel scale, objects, and consequences, that the framework of former ethics can no longer contain them" (Jonas 1984,34). This essay will Endeavour to give an overview of the most profound ethical dilemmas facing libraries and librarians, and try to ascertain if Lee Finks' concerns are still valid today. In preface, it will be stated that the issue of confidentiality is so important and fundamental in any discussion of ethics, and its promotion, maintenance, and preservation the custodial duty of every library employee, that it will be considered an underlying and presumed practice.

Ethics and Technology

In today's world, the ethical dilemmas faced by librarians and information professionals are numerous. There is a growing interest in the topic of workplace ethics because the evolution of modern technology has changed the manner in which humans interact with each other and their environment (Jonas 1984,17). In *The Recovery of Ethics in Librarianship*, Richard Severson states that:

Technological innovation, for example, is enabling us to create "brave new worlds"... But automated environments are unfamiliar worlds. Our old intuitive habits of evaluation, which are adequate for determining what is best in traditional worlds, are inadequate in new and different settings.

It is imperative that ethics are considered in libraries, since it is often only librarians who have the skills needed to access information from these new databases. Jane D. Schweinsburg stresses that it

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is critical that information professionals share their knowledge with patrons. If not, an impenetratable rift will develop between those who have the power to obtain information and those who do not (Schweinsburg 1995,331). Incorporated with the latest technologies come questions of user fees and the problems associated with fair and equal rights to information for all levels of society.

The Ethics of Reference Librarians: Society and Clients

In reference work many ethical conundrums are faced everyday, and depending upon how they are dealt with, they can have some serious repercussions for individuals and for society overall. Robert Hauptman brought some of these issues to the forefront when he undertook his experiment to obtain information on the ways reference librarians respond to questions of an ethical manner. In 1975 he visited thirteen libraries, asking the reference librarians to provide him with information for building a bomb that would enable him to blow up a suburban home. Not one librarian refused to help fulfil his request. Herein lays the dilemma for the women and men who work the reference desks of our libraries: do they blindly serve clients, discounting any moral obligation, or is it their primary duty to think of the collective.

Being a librarian can be a lonely profession. Joining professional organizations help connect you to other librarians who understand your goals and vision.

Many librarians don't see the need to be part of a professional organization. Yet, these groups are the place where you can connect to others who understand what it is to be a public librarian, medical librarian, or adademic librarian. They know the passion that the cataloguer feels for making information accessable to users. They know the joy of seeing the eyes of pre-school children wide with wonder during story time.

Professional organizations connect librarians to each other in many ways. At my first American Association of School Librarians' convention. During a chance conversation with another Catholic school librarian I learned about running a Birthday Book Club. At another convention I had a wonderful conversation with Fred McKissack as he shared his memories of fishing in the town where I live—he grew up just 30 miles away.

These moments cannot happen when we sit in our own library with no connection to others. We can feel isolated, as if no one understands what our work entails, that no one shares our frustrations. This isolation will lead to burn out.

Here are several professional organizations that you may want to explore:

American Library Association (ALA)

Strives to promote high-quality library and information services as well as public access to information.

Public Library Association

Devoted to enhancing the development and effectiveness of public librarians and library services.

Association for Library Service to Children

Network of children's and youth librarians, children's literature experts, and publishers.

American Association of School Librarians

Advocates excellence, facilitates change, and develops leaders in the school library media field.

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International Federation of Library Associations and Institutions

A worldwide organization created to provide librarians around the world with a forum for exchanging ideas, promoting international co-operation, research and development in all fields of library activity.

Association of Independent Information Professionals

An organization of owners of information businesses and brokerages.

Catholic Library Association

An international membership organization, providing its members professional development through educational and networking experiences, publications, scholarships, and other services.

Church and Synagogue Library Association

Serves librarians, many of whom are nonprofessional volunteers, through publications, a network of religious libraries, and training sessions offered at regional and national workshops.

The Association of Christian Librarians

One of the oldest and largest evangelical academic library organizations.

The Association of Jewish Libraries

Promotes Jewish literacy through enhancement of libraries and library resources and through leadership for the profession and practitioners of Judaica librarianship.

Task Define the ethics of librarianship.

Self Assessment

State whether the following statements are true or false:

5. Public Library Association is devoted to enhancing the development and effectiveness of public librarians and library services.
6. Catholic Library Association is an international membership organization; providing its members professional development through educational and networking experiences, publications, scholarships, and other services.
7. Association of Christian Librarians is one of the oldest and largest evangelical Academic Library Organisations.

12.4 Summary

- CILIP accredits degree programmes in library and information science at universities in the UK, including City University, London, Lough borough University, the Manchester Metropolitan University, the Robert Gordon University, the University of Sheffield and University College London.

Notes

- A Profession utilizes in its practice a well-defined and well organized body of specialized knowledge which is on intellectual level of learning;
- In today's world, the ethical dilemmas faced by librarians and information professionals are numerous.

12.5 Keywords

Honorary : Degree, rank

Accredi : To appoint

Certification : The action of being certified.

12.6 Review Questions

1. When CILIP was formed?
2. Write a short note about the function of CILIP.
3. What is the role of CILIP in LIS education?
4. State your own view about librarianship as a profession.
5. Briefly discuss about the ethics of librarianship.

Answers: Self Assessment

1. April, 2005	2. CILIP's	3. (a)
4. (a)	5. True	6. True
7. True		

12.7 Further Readings

Books

Singh (S P) *Special libraries in the electronic environment*. 2005. Bookwell, New Delhi.

Venktappaiah (V) and Madhusudhan (M). *Public library legislation in the new millennium*. 2006. Bookwell, New Delhi.

Online link

http://www.moyak.com/papers/ethics-librarianship.html

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Unit 13: Libraries and Library Organisations

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13.5 Indian Association of Special Libraries and Information Centers (IASLIC)

13.6 Summary

13.7 Keywords

13.8 Review Questions

13.9 Further Readings

Objectives

After studying this unit, you will be able to:

- Discuss about library and library organisations
- Explain about international library association
- Derive about IFLANET.

Introduction

In this unit, you will study about Libraries and Library Organisation, International Library Association, International Association of School Librarianship and IASLIC. Some of them are discussed as follows.

13.1 Libraries and Library Organizations (National)

- American Library Association (ALA)
- Association of Research Libraries (ARL)
- British Library
- Canadian National Library

Notes

- Institute of Museum and Library Services (IMLS)
- Library of Congress
- Society of American Archivists (SAA)
- Special Libraries Association (SLA).

13.2 International Library Associations

Association of Christian Librarians (ACL)

Established in 1957 at Nyack College, the Association of Christian Librarians (ACL) has grown to over 300 individual members. ACL's international membership includes persons from across the wide spectrum of denominations. Membership is open to Christians agreeing to Association's purposes and doctrinal statement who are involved in the practice or support of librarianship. Associate membership is open to any other Christians interested in the practice or support of librarianship." — ACL History. The site provides information about the organization, its membership, publications, annual conference, christian resources, and job announcements, etc.

International Association of Music Libraries, Archives & Documentation Centers (IAML)

IAML is the professional association of music librarians. Its principal aims are: to encourage and promote the activities of music libraries, archives and documentation centers and to strengthen co-operation among institutions and individuals working in these fields to promote a better understanding of the cultural importance of music libraries, archives and documentation centers nationally and internationally to support and facilitate the realization of projects in music bibliography, music documentation and music library and information science at national and international levels to promote the availability of all publications and documents relating to music, including international exchange and lending to support the development of international and national standards for cataloguing, preservation and availability of music materials to promote professional education and training to further the bibliographic control of music collections of all kinds to support the protection and preservation of musical documents of all periods.

Notes IAML draws most of its membership from Europe and North America.

It is also well represented in Australia, New Zealand and Japan, less well so in other parts of Asia, in Latin America and Africa. Extending its coverage to these parts of the world is an important goal for the Association.

13.3 International Association of School Librarianship (IASL)

Provide an international forum for people interested in promoting effective school library media programmes as viable instruments in the educational process. Membership is worldwide, and includes school librarians, teachers, librarians, library advisers, consultants, educational administrators, and others who are responsible for library and information services in schools. Includes information about the Association, links to IASL Newsletter, Journal: School Libraries Worldwide, The Annual Conferences, Committees and Projects, IASL-LINK: The Association's Listserv, Publications, and Links to School Library Resources on the Internet.

Notes

Self Assessment

Fill in the blanks:

1. ACL was established in the year ..... .
2. The professional association of music librarian is known as ..... .
3. ..... is the largest and renowned professional body in the field of library and Information science in India.

13.4 International Federation of Library Associations and Institutions (IFLANET)

A worldwide, independent organization created to provide librarians around the world with a forum for exchanging ideas, promoting international co-operation, research and development in all fields of library activity. Contents: General IFLA Information, Conference Information, Publications, IFLANET Electronic Information Services, IFLANET Administration and Contact Information, etc.

Indian Library Association

Indian Library Association (ILA) was established on September 13, 1933, on the occasion of the First All India Library Conference held at Calcutta (now Kolkata).

Notes The ILA is the largest and renowned professional body in the field of Library and Information Science in India with a membership of more than 7000.

The main objectives of the Association are:

- Promoting library movement in the country,
- Developing Library and Information Science education,
- Training and research, betterment of library personnel,
- Co-operation at the national and international levels,
- Promotion of standards, norms, services and guidelines, and
- Providing a forum for professionals and publication of materials.

Self Assessment

Multiple Choice Questions:

4. IFLA was founded in:
   (a) Scotland (b) Netherland
   (c) India (d) America
5. The Royal library is the National library of:
   (a) Scotland (b) Netherland
   (c) India (d) USA.

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13.5 Indian Association of Special Libraries and Information Centers (IASLIC)

After India's independence, emphasis was given to research in science and technology through establishment of CSIR and defense research laboratories thus all led to the realization of lacunae in the collction and dissemination of scientific and technological information. To overcome such deficiency, scientists and academic librarians directed attention towards the establishment of an All India Organisation on lines similar to that of Aslib in United Kingdom. Towards this and IASLIC comes into existance.

The IASLIC, acronym for the Indian Association of Special Libraries and Information Centers, was established on 3 September 1955 as a non-profit making national, professional body to:

(*a*) promote the quality of Library and Information Services

(*b*) co-ordinate the activities, and

(*c*) foster mutual co-operation and assistance among the special libraries, scientific, technological and research institutions, learned societies, commercial organizations, industrial research establishments as well as centers of studies in social sciences and humanities

(*d*) improve the technical efficiency of the professionals

(*e*) act as a centre of research and studies in special librarianship and documentation techniques

(*f*) act as a centre of information in scientific, technical and other related fields of LIS in pursuance of the aforesaid objects.

IASLIC's activities are confined mainly to the following six areas: (1) documentation, (2) education, (3) publication and publicity, (4) library and information service, (5) library cooperation and coordination, and (6) documentary reproduction and translation.

The association had 125 members in 1956, the first full year of its existence. Gradually IASLIC gained strength as special librarians documentalists research institutions and industries form all over the country joind the association within the last 18 years it has gained national status scond only to the Indian Library Association.

IASLIC has a always been a dynamic association regularly holding seminars and conferences on topics confronting Indian Scientists and librarians.

Did u know? Indian Library Association (ILA) was established on Sept. 13, 1933.

IFLA

The International Federation of Library Associations and Institutions (IFLA) is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession.

Founded in Edinburgh, Scotland, in 1927 at an international conference, we celebrated our 75th birthday at our conference in Glasgow, Scotland in 2002. We now have 1600 Members in approximately 150 countries around the world. IFLA was registered in the Netherlands in 1971. The Royal Library, the national library of the Netherlands, in The Hague, generously provides the facilities for our headquarters.

IFLA (The International Federation of Library Associations and Institutions) is the leading international body representing the interests of library and information services and their users. It

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is the global voice of the library and information profession. Our members are national library associations, libraries of all types (national, academic, public, special libraries) and library and information educational institutions (faculties, schools) in approximately 150 countries. IFLA is an independent, international, non-governmental, not-for-profit organization. Our aims are to:

- Promote high standards of provision and delivery of library and information services
- Encourage widespread understanding of the value of good library & information services
- Represent the interests of our members throughout the world

IFLA's worldwide membership represents the large and growing number of library and information professionals, now estimated to be between 500.000 and 1.000.000!

You as a librarian or information specialist may want to get involved in the professional activities that IFLA performs, develop international contacts and contribute to our work.

A good way to get started is to contact one or more of our Sections. These Sections are the nuclei in which IFLA's professional activities take place. Some of the groups represent library types, some library activities, while others focus on a specific region of the world. Another opportunity is to attend our annual World Library and Information Congress.

Being an IFLA member offers you a great opportunity to establish international contacts to further or evaluate your everyday practice. It helps you to broaden your horizon by contributing to library work in your specific working area at an international level.

IFLA offers its members a platform for exchanging ideas and promoting international co-operation, research and development in all fields. Participating in IFLA's international library network enables you to participate in setting the political agenda and lobby for the good of the profession.

Task Define the aims of IFLA.

Some Facts about IFLA Members

IFLA is the global voice of library and information services. Through its members, IFLA represents a large and growing number of library and information professionals from all over the world. Did you know the number of information workers worldwide is now estimated to be between 500.000 and 1.000.000?

IFLA currently has over 1600 members from 151 countries world wide. Our members are library associations, library institutions, but also individual librarians and information professionals. LIS Students are also welcome to join IFLA.

The most important work in IFLA happens in the various groups that make up the organization. They are all filled with enthusiastic people who gather materials and work to further the profession.

The World Library and Information Congress

The IFLA World Library and Information Congress is the **international flagship** professional and trade event for the *library and information services sector*. It brings together over 3,500 participants from more than 120 countries. It sets the **international agenda** for the profession and offers opportunities for networking and professional development to all delegates.

It is an opportunity for the host country to **showcase** the status of libraries and information science in their country and region as well as to have their professionals **experience** international librarianship and international relations in a unique way.

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The congress also offers an **international trade exhibition** with over 80 exhibitors and an exhibition of approximately 1000 sqm. The combined buying power of all delegates can be estimated at more than 1.2 billion dollars.

Self Assessment

State whether the following statements are true or false:

6. IFLA currently has over 1600 members from 151 countries world wide.
7. The IFLA world library and information congress is the international flagship professional and trade event for the library and information service sector.

13.6 Summary

- Established in 1957 at Nyack College, the Association of Christian Librarians (ACL) has grown to over 300 individual members. ACL's international membership includes persons from across the wide spectrum of denominations.
- IAML is the professional association of music librarians.
- IAML draws most of its membership from Europe and North America.
- The IASLIC, acronym for the Indian Association of Special Libraries and Information Centers, was established on 3 September 1955 as a non-profit making national, professional body to promote the quality of library and information services.
- The International Federation of Library Associations and Institutions (IFLA) is the leading international body representing the interests of library and information services and their users.
- The IFLA World Library and Information Congress is the **international flagship** professional and trade event for the *library and information services sector*.

13.7 Keywords

Affiliated : Associated
Intensive : Demanding
Altruistic : Unselfish
Delegates : Representatives, Agent.

13.8 Review Questions

1. What is CILIP?
2. Define librarianship as a profession.
3. What are the attributes of a Profession?
4. Write the functions of CILIP.
5. Write the role of professionals in LIS education.
6. Write the criteria of a professional.
7. Explain in detail IASLIC.

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Answers: Self Assessment

1. 1957	2. IAML	3. ILA
4. (a)	5. (b)	6. True
7. True		

13.9 Further Readings

Books

Singh (S P) *Special libraries in the electronic environment*. 2005. Bookwell, New Delhi.

Venktappaiah (V) and Madhusudhan (M). *Public library legislation in the new millennium*. 2006. Bookwell, New Delhi.

Online link

http://www.moyak.com/papers/ethics-librarianship.html

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Unit 14: Promoters of Library and Information Services

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14.7 Summary

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14.9 Review Questions

14.10 Further Readings

Objectives

After studying this unit, you will be able to:

- Discuss meaning and concept of marketing
- Explain promotion in the context of LIS
- Describe role of IT in marketing of LIS services in public libraries
- Discuss international federation of library associations and institutions
- Explain about Raja Rammohun Roy Library Foundation (RRRLF)
- Derive about University Grants Commission.

Introduction

The public library is the local centre of information, making all kinds of knowledge and information readily available to its users. A successful public library is a dynamic organization working with other institution and with individuals to provide a range of library and information services to meet the varied and changing needs of the community. Information technology has created a new gateway for information services. Multiple formats of information products and services have made libraries and information centres more competitive and alert to fulfill the information needs of users. Due to the impact of the information technology, the adoption of the marketing approach provides a new way and helps to improve services for users and enhance the reputation of library and information services. The challenges of budget cuts, increased user base, the rapid growth of material, rising costs, networking demands, competition by database vendors, and complexity in information requirements are forcing the professionals to adopt marketing to improve the management and working of library and information centres especially public libraries. Marketing aims to identify the client base, and to determine and fill its needs, wants, and demands by designing and delivering appropriate products and services.

14.1 Meaning and Concept of Marketing

Marketing is the process through we assess the need of market/customer/user, and we provide the services and products which satisfy their needs in the best possible way. Many scholars have defined the marketing in different ways. Some of them are given below:

"Marketing is the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of

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achieving organizational objectives. It relies heavily on designing the organizations offering in terms of the target market's needs and desires and as using effective pricing, communication, and distribution to inform, motivate and serve the markets."

"Marketing is a total system of interacting business activities to plan, price, promote and distribute want satisfying products and services, and present to potential customers."

Marketing is a managerial process involving analysis, planning, implementation and control which is concerned with carefully formulated programmes not random actions designed to achieve desired responses and is directly correlated to the achievement of organizational objectives.

Palmer describes the marketing in the following way:

"Marketing is essentially about marshalling the resources of an organization so that they meet the changing needs of the customer on whom the organization depends".

Notes Marketing is the process of planning, pricing, promoting, and distributing products and services to create "exchanges" that satisfy the organization and the customer as well as this is a way to achieve success because through marketing an organization can increase the reach of its services and products and promote itself.

Task Define marketing in your own words.

14.2 Promotion in the Context of LIS

This involves the communication that promotes the services and products of a library among its users. Promotion includes utilizing persuasive information about general information services, and communicating this information to target market segments that are potential users.

Did u know? Five kinds of promotion include: publicity, public relations, personal representatives, advertising, and sales promotion.

14.3 Role of IT in Marketing of LIS Services in Public Libraries

Information Technology has created a new scenario in the field of information services. Multiple formats of information products and services have been available in the libraries so the role of marketing has become very important for public libraries because public libraries have a huge variety in users and their information needs. So they should always ready to develop the products to meet the needs expressed by the users in the age of ICT. With the help of IT, they can provide the best information about their products and services to their efficient use. Such as the bibliographic database of the library collection can be available online. They may provide better service by Digital information services and Online Public Access Catalogue (OPAC).The library website is to guide to the physical facilities that delivers detailed information about the library and its products and services and the option of E-mails containing new library resources and tips on finding information can also be used for this purpose. In this way IT has made a great impact on marketing approach in public libraries.

Promotion Plan in Public Libraries

Marketing and promotion plan in public libraries could include many activities and elements to promote their resource-collection and services. Some of them are given following:

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- Regular publications and the preparation of resource lists and pamphlets and special library publications should also be published.
- Designing campaigns to meet the needs of people with physical and sensory disabilities.
- Organization of book fairs and displays and exhibits of library resources and services through posters, charts, pamphlets etc.
- Organization of fund-raising activities and campaigns.
- Organization of annual library week celebrations and special years of celebration and anniversaries and other collective promotional activities.
- A web page is a good way of promoting library information services and resources. So the library websites of a public library must be created and links to and from related websites and portals should be provided.
- Attractive information brochures with CD-ROM and leaflets should be distributed widely in order to provide information about the collection and services of the library.
- Newspapers and magazines should be used for dissemination of information related to the various programmes and activities being performed by the library.

Task State your views how promotion plan is used to promote resource collection and services of library.

Self Assessment

Fill in the blanks:

1. ..... is a total system of interacting business activities to plan, price, promote and distribute want satisfying products and services and present to potential customers.
2. During the ..... the first library associations from outside Europe and the U.S joined.

14.4 International Federation of Library Associations and Institutions

The **International Federation of Library Associations and Institutions** (**IFLA**) is the leading international association of library organisations. It is the global voice of the library and information profession, and its annual conference provides a venue for librarians to learn from one another. The IFLA forum promotes international cooperation, research and development in all fields related to library activities. A very important and close partner of the IFLA is UNESCO. Several of the manifestos prepared by committees of the IFLA have been recognized as UNESCO manifestos.

Did u know? IFLA was founded in Edinburgh, Scotland, in 1927 when library associations from 14 European countries and the United States signed a resolution at the celebration of the 50th anniversary of the Library Association of the United Kingdom. Isak Collijn, head of the National Library of Sweden, was elected the first president. The first constitution was approved in Rome in 1929 during the World Congress of Librarianship and Bibliography.

During the 1930s the first library associations from outside Europe and the US joined, these being China, India, Japan, Mexico and the Philippines. By 1958 membership had grown to 64 associations

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from 42 countries. A permanent secretariat was established in 1962. By 1970 there were 250 members from 52 countries. The secretariat was moved to the hague in 1971. By 1974 IFLA membership had become virtually global with 600 members in 100 countries.

Membership criteria were expanded beyond library associations in 1976 to include institutions, *i.e.*, libraries, library schools and bibliographic institutes. At this time, the word Institutions was added to the organisation's name. Since, then further new categories of membership have been created, including personal affiliates.

Committee on free access to information and freedom of expression (FAIFE)

One of the core activities of IFLA is the Committee on Free Access to Information and Freedom of Expression [1], which monitors the state of intellectual freedom within the library community worldwide, supports IFLA policy development and co-operation with other international human rights organisations, and responds to violations of free access to information and freedom of expression.

IFLA/FAIFE is a member of the International Freedom of Expression Exchange, a global network of non-governmental organisations that monitors freedom of expression worldwide. It is also a member of the Tunisia Monitoring Group, a coalition of 16 free expression organisations that lobbies the Tunisian government to improve its human rights record.

Self Assessment

Multiple Choice Questions:

3. The first constitution was approved in ..... in 1929.
   (a) Rome (b) Scotland
   (c) Netherland (d) Japan.
4. Who is the head of the National library of Sweden, was elected as the first president?
   (a) Isak collijin (b) Raja Rammohan Roy
   (c) Both (a) and (b) (d) None of these.

14.5 Raja Rammohun Roy Library Foundation (RRRLF)

Another positive and welcoming step taken by the central government of India is the establishment of the Raja Rammohun Roy Library Foundation at Calcutta.

1972 as a part of the bicentenary celebrations of the birth of Raja Rammohun Roy a Social reformer of the early 19th Century. It was founded with basic objectives of spreading library movement in the country in general and the rural libraries in particular. Its main programme is to provide financial assistance to public libraries a matching grant basis. At present it is assisting the State Central Libraries, District Central Libraries. Under which many states and Union Territories have been developed the rural public library services in the country.

The foundation has another programme of assistance to libraries towards organization of workshops, conferences and exhibition of books. The foundation had taken a major initiative for formulation of a National Policy on Library and Information system by the Government of India.

Recently, it had taken up, on a matching grant basis, schemes of assistance to public libraries below district level for increasing accommodations and also to state central libraries and district central libraries to acquire TV cum VCR sets for educational purposes. It also gives the assistance to children's libraries or children's section of general public libraries.

During the last three decades, the foundation has covered 28 state central libraries, 500 district central libraries many number of taluka libraries, Nehru Yuvak Kendras, Town and rural libraries including the mobile libraries in rural areas.

Notes

The establishment of the Raja Rammohun Roy Library Foundation has given an impetus to the development of public libraries in India. The foundation seeks to assist to state government for rural libraries.

RRRLF is central autonomous organization established and fully financed by the Ministry of culture, Government of India. RRRLF is registered under the West Bengal Societies Registration Act, 1961. It is the nodal agency of the Government of India to support public library services and systems and promote public library movement in the country commensurate with the objectives as embodied in its Memorandum of association.

The supreme policy-making body of RRRLF is called the Foundation. It consists of 22 members nominated by the Government of India from amongst eminent educationists, Librarians, administrators and sernior officials. The Minister of the Department of Culture, Government of India or his nominee is the Chairman of RRRLF. Shri Jawhar Sircar, Secretary to the Govt. of India, Ministry of Culture is the present Chairman and Shri K.K.Banerjee, Director is the executive head and ex-office Member-Secretary of the foundation. The foundation functions in each state/U.T. through a machinery called state Library Committee (SLC).

The Foundation works in close association and active co-operation with different state Govts. and Union Territory Administrations through machinery called state library planning committee (SLPC/SLC) set up in each state at the instance of the foundation. To participate in foundation's programmes, a State Government/U.T. is required to contribute a certain amount fixed by the foundation.

Since, 2005-06 the foundation has also taken up the initiative to develop the District Youth Resource Centre (DYRC) in collaboration with Nehru Yuvak Kendra Sangathana, an autonomous organization under the Ministry of sports & Youth Affairs.

The University Grants Commission, in pursuance of the National Policy on Education1986 and its programme of action, had set up 66 Academic Staff Colleges (ASCs) in different Universities/Institutions in the country. The Academic Staff Colleges so established are conducting specially designed orientation programmes for newly appointed lecturers and refresher courses for in service teachers.

The Orientation programme is intended to inculcate in the young lecturers the quality of self-reliance through awareness of the social, intellectual and moral environment as well as to discover self-potential and confidence. The orientation programmes contributes to the teacher awareness of the problems of the Indian society and the role of education, higher education leaders and educators in the resolution of these problems to achieve desired goals in national development.

The Commission has identified 5 Universities/Institutions on the recommendation of Expert Committee as UGC refresher course centres to run Specialized Refresher courses during the year 2009-2010 around the country on the basis of requests received from number of Universities/Institution of Higher Education and Research.

14.5.1 Objectives of RRRLF

RRRLF **function as a promotional agency, an advisory and consultancy organisation and a funding body for public library developement in India. Some important objectives are :**

- To promote library movement in the country ;
- To enunciate a national library policy and to help build up a national library system ;
- To provide financial and technical assistance to libraries ;
- To provide financial assistance to organisations, regional or national engaged in the promotion of library developement ;
- To publish appropriate literature and to act as a clearing house of ideas and information on library developement in India and abroad ;

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- To promote research in problems of library developement ;
- To advise the government on all matters pertaining to the library developement in the country.

14.5.2 Promotional Activities

RRRLF has undertaken several promotional 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 systems and services. Raja Rammohun Roy Memorial Lecture by a scholar of eminence is an annual feature of anniversary celebrations for the Foundation. RRRLF also interacts with many national and international professional associations like IFLA, ILA, IASLIC and different state level library associations.

To disseminate innovative, new concepts and ideas for the development of Public Library Services and system in the country through research oriented activities, the Foundation introduced Annual Raja Rammohun Roy Award to the best contributor of an article covering the area of development of Public Library Systems and Services or suggesting measures for promotion of reading habit.

The Foundation has also undertaken a programme of giving seven awards annually - one for the best State central Library and six for the best District Libraries of six regions in the country. Since 2005 the Foundation also instituted RRRLF Best Rural Library Awards - one per each state.

The Foundation institutes "RRRLF Fellowship" to offer fellowship to five eminent men and women in the field of Library Services who have contributed to the library movement in the country through active involvement in the movement, organizational initiative or intellectual leadership or are dedicated to the propagation of reading habit among the masses.

14.5.3 Publication

RRRLF has brought out a number of publications. The significant publications are

1. Indian Libraries : Trends and Perspectives
2. Raja Rammohun Roy and the New Learning
3. Directory of Indian Public Libraries
4. Granthana, Indian Journal of Library Studies (bi-annual)
5. RRRLF Newsletter (bi-monthly)
6. Annual Report
7. Books for the Millions at their Doorsteps (Information Manual)

14.5.4 Modernisation Programme

The Foundation has installed computers in its Computer Section for building-up data-bank of Public Libraries for the country. The Foundation's computer unit is intended to give information storage, retrieval and data processing support for all the application areas. As a step towards modernisation to become a fully automated institution, the Foundtion has upgraded its computer system with inter office LAN. The INTERNET connectivity and E-mail facility has been installed in the office of the Foundation through National Informatics centre. The Scheme of Central Selection has since been computerised fully, other activities are on the way of being fully computerised.

Task Write a short note about Raja Rammohun Roy Library Foundation.

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14.6 University Grants Commission (UGC)

The University Grants Commission (UGC) of India is a statutory organisation set up by Union government in 1956, for the coordination, determination and maintenance of standards of university education. It provides recognition for universities in India, and provides funds for government-recognised universities and colleges. Its headquarters are in New Delhi, and six regional centers in Pune, Bhopal, Kolkata, Hyderabad, Guwahati and Bangalore.

In 2009, the Union Minister of Education made open the government of India's plans to close down UGC and the related body AICTE - due to corruption and inefficiency charges against the bodies in favour of a higher regulatory body with more sweeping powers.

UGC was recommended in 1945 and formed in 1946 to oversee the work of the three Central Universities of Aligarh, Banaras and, Delhi. In 1947, the Committee was entrusted with the responsibility of dealing with all the then existing Universities. After independence, the University Education Commission was set up in 1948 under the Chairmanship of Dr. S. Radhakrishna and it recommended that the UGC be reconstituted on the general model of the University Grants Commission of the United Kingdom.

Did u know? UGC was formally inaugurated by late Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28 December 1953.

However UGC was formally established in November 1956, by an Act of Parliament in 1956, as a statutory body of the Government of India. In order to ensure effective region-wise coverage throughout the country, the UGC has decentralised its operations by setting up six regional centers at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well.

14.6.1 Professional Councils

UGC currently conducts NET for the appointments of teachers in colleges and universities. It has made NET qualification mandatory for teaching at Graduation level and at Post Graduation level since July 2009. However those with Ph.D are given five percent relaxation.

Accreditation for higher learning over Universities under the aegis of University Grants Commission is overseen by following sixteen autonomous statutory institutions:

- All India Council for Technical Education (AICTE)
- Distance Education Council (DEC)
- Indian Council of Agricultural Research (ICAR)
- Bar Council of India (BCI)
- National Council for Teacher Education (NCTE)
- Rehabilitation Council of India (RCI)
- Medical Council of India (MCI)
- Pharmacy Council of India (PCI)
- Indian Nursing Council (INC)
- Dental Council of India (DCI)

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- Central Council of Homoeopathy (CCH)
- Central Council of Indian Medicine (CCIM)
- Rehabilitation Council
- National Council for Rural Institutes
- State Councils of Higher Education
- Council of Architecture

14.6.2 Governance and Management

Education in India is coordinated by several agencies. While the university system falls within the jurisdiction of the UGC, professional institutions are coordinated by different bodies. The All India Council for Technical Education (AICTE) for coordination of technical and management education institutions, others are Medical Council of India (MCI) which inspects and visits to maintain proper standard of medical education, permission to start new medical college and new courses etc. Indian Council of Medical Research (ICMR) for formulation, coordination and promotion of biomedical research, Indian Council of Agricultural Research (ICAR) which plans, conducts and promotes research, education and training related to agriculture area and other such organisations. Another coordinating agency is Association of Indian Universities (AIU).

This board acquired legal status with its registration in 1967 as a Society under the Societies Registration Act. All the universities and other equivalent institutions are members of the AIU. The AIU has no executive powers, but plays an important role as an agency for sharing information and cooperation in the field of education, culture, sports and allied areas. In addition, as an advisor both to the government and/or UGC and universities.

14.6.3 Organisation of the UGC

The first attempt to formulate a national system of education came in 1944, when Sargeant report recommended formation of a University Grants Committee to oversee the works of the three Central Universities of Banaras, Aligarh, and Delhi. In 1947, the Committee was entrusted with the responsibility of dealing with all the then existing universities. Following the recommendations of the University Education Commission set up in 1948 and headed by Dr. S. Radhakrishnan; in 1952, the Union Government decided that all cases pertaining to the allocation of grants-in aid from public funds to the universities and institutions of higher learning might be referred to the University Grants Commission. Consequently, the University Grants Commission (UGC) was formally inaugurated by late Maulana Abul Kalam Azad, the then Minister of Education, Human Resources and Scientific Research on 28 December 1953.

14.6.4 The UGC Act, 1956

The UGC is a statutory organisation established under an act of Parliament in 1956, for the coordination, determination and maintenance of standards of university education. An amendment is under consideration of the Government of India to meet the emerging challenges. According to the Section 2(f) of this Act, a University is recognised by the UGC, which is established or incorporated by or under a Central Act, a Provincial Act or a State Act and may include any such institute in consultation with the University concerned.

14.6.5 Powers and Functions of the Commission

The Commission shall take all steps for the promotion and co-ordination of University education, determination and maintenance of standards of teaching, examination and research in Universities,

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in consultation with universities or other bodies concerned. For this, UGC may inquire into the financial needs of universities, allocate grants from its Fund to universities for their maintenance, development and other general and specified purposes. UGC may recommend to any university for necessary improvement in education and advise the action to be taken for implementing such recommendation. It can also advise the Central or any State Government regarding grants to universities or any other issue.

14.6.6 Regulation of Fees and Prohibition of Donations in certain cases

If the UGC is satisfied that it is necessary so to do in the public interest, after consultation with the related University, it may specify by regulation the matters in respect of which fees may be charged, and the scale of fees according to which fees shall be charged. According to this regulation, no college can charge fees in respect of any other matter other than specified in such regulations and in excess of the scale of fees specified here. No college can accept any payment or gift, other than fee, either directly or indirectly.

14.6.7 Inspection

The UGC may cause an inspection of any department of a university for ascertaining the financial needs, standard of teaching, examination and research, after consultation with the university. The UGC shall tell the University the date of inspection and shall communicate its results of inspection. The University is entitled to be associated with the inspection. The UGC may recommend the action to be taken to the University.

Consequences of failure on part of universities

If any university fails within a reasonable time to comply with any recommendations made by UGC, then the UGC after taking into consideration the cause if any shown by the University, may withhold from the University the grants proposed to be made out of the fund. But actually, the UGC is very lenient so it does not stop the rants to universities.

Right to confer degrees

The right of conferring or granting degrees shall be exercised only by a University established or incorporated by or under a Central Act, a Provincial Act or a State Act or an institution deemed to be a University under section 3 or an institution specially empowered by an Act of Parliament to confer or grant, any degrees.

Fitness for Grant

In exercise of the powers of Section 12-B of the Act, the Central Government has made few rules. These rules are called UGC (fitness of certain universities for Grants) Rules, 1974. These rules should apply to every university established after the commencement of the UGC (Amendment) Act, 1972, other than, an agricultural university, a university established against the advise of the Commission for imparting, exclusively, technological or medical education and an institution recognised by the UGC, under section 2(*f*) of the Act, on or after the Amendment Act, 1972 came into force.

Those universities whom these rules apply shall not be declared to be fit to receive grants from the Central Government or the UGC unless the UGC is satisfied that the University is established under the Central Act. In case of other university its establishment is justified if it has or shall have special features for augmenting the existing academic resources, apart from affiliating university, it is multifaculty having adequate services like, qualified teaching staff, good library and equipped laboratory, health centre and other such facilities. The university has powers to provide instruction through correspondence courses and to declare a college, department, centre or campus as an autonomous college, department, centre or campus respectively. Every teaching department, centre, discipline in the University has a provision for a minimum staff of one professor, two Readers and an adequate number of lecturers alongwith the necessary supporting staff.

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14.6.8 Organisational Structure of UGC

The Commission consists of Chairman, Vice-Chairman and ten other members appointed/nominated by the Central Government. During the reporting year, two new Commission Members have been appointed by the M/HRD, Government of India. The other members are Secretary, Additional Secretary, Joint Secretary, Deputy Secretary, Under Secretary/Education Officer, Assistants/Clerks and other employees.

Notes **Regional Offices:** The UGC has established its own Regional Offices at Hyderabad, Pune, Bhopal, Ghaziabad, Calcutta, Guwahati and Bangalore for implementation of various schemes/programmes relating to college sector.

14.6.9 Role of the UGC

Section 12 of the UGC Act provides that the Commission shall in consultation with the concerned universities, take all such steps as it may think fit for the promotion and coordination of university education and for the maintenance of standards in teaching, examination and research. For the purpose of performing its functions, the Commission may:

- Allocate and disburse, out of the Fund of the Commission, grants to universities and colleges for the maintenance and development.
- Advises Central Government, state Governments and Institutions of higher learning on the measure necessary for the promotion of university education.
- Make Rules and Regulations consistent with the Act, etc.

14.6.10 Funds for Higher Education

The primary duty of any government is to fully support the entire education sector for its infrastructure and recurring costs. Higher education requires larger amounts of funding not only to provide good knowledge but to give country great architects of society also. Plan grants released (sector-wise) during Ninth Plan period 1997-98 to 2001-02.

UGC and ninth and tenth Five Year Plans

The ninth plan policy imperatives focused on:

- Access and equity
- Relevance and quality of education
- Universities and social change
- The delivery systems, the institutional and organisational structures and management
- Funding which constitutes the necessary resources underpinning for development.

Sector-1 Development of Universities and Colleges 53%

Sector-2 Promotion of Relevance 11%

Sector-3 Promotion of Excellence and Quality 11%

Sector-4 Inter-University Resources for Promotion of Quality 7%

Sector-5 Enhancing Access and Equity 4%

Sector-6 Improvement of Management of Education 1%

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Sector-7 Strengthening of UGC Administration (Establishment) 1%

Sector-8 Programme to Strengthen Scientific Research (SACC) 6%

Sector-9: Engineering and Technology 6%

The development objectives of tenth plan are:

- The relevance of higher education
- Quality, evaluation and accreditation
- Research and development
- Outreach activities in business and the community and lifelong learning
- The knowledge and use of the new information and communication technologies
- Management and financing
- Export of higher education, and reorientation of international co-operation

Kind of Grants Available

There are two kinds of grants for universities, institutions deemed to be universities and colleges, they are:

- Development (Plan) Grants
- Maintenance (Non-Plan) Grants

Central universities and colleges affiliated to them and institutions deemed to be university receive both the plan and non-plan grants. However, the state universities and their affiliated colleges receive only plan grants.

The objective of providing Plan assistance is not only to improve the infrastructure and basic facilities in the universities so as to achieve at least the threshold level but also to develop excellence in those who are already ahead. These are not intended to supplement the requirements under maintenance grant.

The UGC provides Non-Plan assistance to universities to meet the recurring expenditure on salaries of non-teaching and teaching staff and for maintenance of laboratories, libraries, buildings, as also for obligatory payments such as taxes, telephone bills, electricity and other purposes. Development assistance is utilised for consolidation of existing infrastructure and for modernising teaching, research and administration and to meet the changing demands of the society.

14.6.11 Funding for Central Universities

There is difference in the funding pattern of central universities, institutions deemed to be universities and colleges of state universities. We can look at the pattern of them separately. The whole funding is divided into two heads, *i.e.*, Maintenance and Development Grants.

Maintenance Grant

The exact amount of maintenance grant payable to central universities and institutions deemed to be universities is determined on "covering of deficit" basis, i.e., the internal receipt is deducted out of the actual expenditure incurred in any year. No institution can build up any reserve out of the maintenance grant paid to it. This grant increases incrementally for each institution every year, with the size of increment varying from institution to institution.

Nature and structure of Maintenance Grants

In earlier stages, only basic infrastructural expenditures of universities were included in this head but with the development of universities' academic, research and other programmes, many other

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activities also came under this head. The increase in salary, driving and other allowances results in substantial increase in the maintenance grant. Besides there are increases in tariffs, costs and prices also. The increase in the cost of maintenance of equipment, particularly imported equipment, and purchase of journals is very high. In the case of many universities, maintenance of buildings more than ten years old and replacement of old equipments require special support.

Policy

Each central university and institutions deemed to be university has a Finance Committee comprising representatives of the university, local educationists and a nominee each from UGC and the Ministry of Human Resources Development (HRD) (usually the Financial Advisor). In the case of central university, it is headed by Vice-Chancellor. It is responsible for the preparation of maintenance and development budget.

The prevailing practice is that all items of recurring expenditure in a current plan period and sanctioned by UGC on the basis of approved norms are included at the end of the plan period in the nonplan sector under same norms and patterns.

Practice

For maintenance grants, the university prepares the budget and revised budget in September-October and get them duly approved by the Finance Committee and Executive Council. The representative of UGC and the Financial Advisor ensure that the proposals included in a budget are in accordance with the guidelines on the subject. The maintenance grants are subject to negotiations between the UGC, the HRD Ministry and Planning Department.

Development Grants

These are sanctioned to universities for their expansion activities and for developing new programmes. As the universities develop, their maintenance grants but size of development grants does not increase proportionately.

Nature and structure of Development Grants

Plan grants are essential in the nature of ad-hoc grant provided once in five years by UGC to the central universities on the basis of negotiations. The UGC while providing grants to individual central universities takes into consideration their special needs and circumstances. After approval of the five year plans of the universities, the UGC determines their annual programmes and the release of funds.

The Plan assistance is provided for both teaching and non-teaching staff (only above the pay scale of ₹ 2200 to ₹ 4000-unrevised/ ₹ 8000 to ₹ 13,500-revised). It is for the laboratories, special office equipments, construction of new buildings like, academic, administrative, staff quarters, hostels, guest houses and major repairs/renovations of old buildings. Plan grants are also for the Campus development UGC funding of institutions of higher education, Punnayya Committee Report, 1992-93 (construction of roads, electricity, water and sewage lines, plantation, etc.), basic medical facilities and student amenities (canteen, recreation room, counselling centres for students). Apart from this, universities having engineering/technology departments receive separate grant available to UGC from All India Council of Technical Education (AICTE).

Procedure

In the case of development grants, UGC analyses past performance of central universities, their lines of development and needs. UGC also estimates the availability of resources based on allocation

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made in the past. Then UGC formulates its proposals for the plan period, which includes plan programmes of universities and presents them to government. These proposals are then finalised after detailed discussions between UGC and government. Then they go before the Planning Commission for final allocation. After indicating the provisional allocation of funds of each of the central university, UGC calls for detailed proposals. The plans are scrutinised by expert committees at the head quarters after holding discussions with universities.

Pattern

The development grants have comparatively less recurring items of expenditure than non-plan grants. As on 1991-92 the annual plan grants of central universities represent approximately 30% of the total maintenance grants to the universities.

Funding for Colleges affiliated to Delhi and Banaras Hindu University

Earlier Delhi Colleges used to get grant directly from Central Government but later came under UGC's support. The Delhi Colleges broadly fall into three categories:

- Colleges established by Educational or Charitable Trusts.
- Colleges maintained by Delhi Administration, which acts as trust for them.
- Colleges maintained by Delhi University.

The colleges maintained by university get 100% deficit maintenance grant while the day colleges run by trusts get 95% deficit grants. Besides maintenance grants, Delhi Colleges also get plan or development grants. Delhi University is an affiliating university so all the grant goes to its colleges and nothing as such goes to the University as in the case of central universities. UGC gives funds to 54 colleges of Delhi University. There are four colleges affiliated to Banaras Hindu University and UGC provides development and maintenance grants for these colleges.

14.6.12 Funding for Institutions Deemed to be Universities

Section 3 of the UGC Act provides that the Central Government may on the advice of the Commission, by notification in the official Gazette, declare any institution for higher education other than a university, which is doing very higher standards in a specific, as an Institution Deemed to be University. Such a declaration entitles the institution of all support as provided for in the UGC Act. The institution also has the power to confer degrees and develop and innovate academic programmes on its own. Such institutions enjoy the academic status and privileges of a university and are able to strengthen their activities in the field of their specialisation, rather than becoming a multi-faculty university of a general type. These institutions are not patterned on the conventional university system; in spite, they achieve recognition through excellence in their academic pursuits and innovative practices. These institutions need large measure of academic autonomy and functional freedom.

Uniqueness

All these institutions differ from one another considerably. Uniqueness is their source of strength and their very status is designed to protect this. However, UGC insists upon a corpus of academic staff with high qualifications and a minimum level of teaching, research and extension programmes to qualify for availing the status. Subject to these basic features, each institution develops its own programmes and activities.

Procedure

UGC has given guidelines for the establishment for institutions deemed to be universities. When an institution feels it is fulfilling the criterion for deemed to be university, then it applies for its recognition to the Ministry of HRD and then the Ministry consults UGC. After that UGC sets up a

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committee which consists of director of the institution, representative from the Ministry and UGC, sometimes state representative of that state in which that institution is established and few academicians. When this committee passes the application of the concerned institution then it becomes a deemed to be university. According to the size of the institution, UGC give grants to them. The old deemed universities are financed by UGC but the new ones, which are coming into existence, are mainly self-financed.

Financial Support

Not all these institutions are fully dependent upon UGC for financial support. Some of them are funded by other ministries, and agencies of central government, state governments and trusts. Many of these are supported by private sources. Therefore, the assistance given to deemed universities varies considerably. According to the Annual Report, 2001-02, 30 deemed universities get plan and 24 get non-plan assistance but according to the latest report of state-wise list of deemed universities as on 12 November 2002, there are 12 deemed universities who are receiving both development and maintenance grants from UGC and eight deemed universities who are getting development grants only.

The maintenance grants to these institutions are determined on the basis of deficit after taking into account income from other sources. The development grants are ad-hoc grants, allocated to each institution based upon UGC's appreciation of its programmes and requirements.

14.6.13 Funding for State Universities

According to Section 12 (B) of the UGC Act, new State Universities established after 17 June 1972, shall not be eligible to receive any grant from the Central Government, UGC, or any other organisation receiving funds from the State Government, unless the Commission satisfies itself as per the prescribed norms and procedures, that such a university is fit to receive grants. As on 31 March 2002, there were 178 universities, recognised by the UGC.

Development grant to State Universities

In the year 2001-02, the UGC had been making budgetary allocation of plan grants to 110 state universities excluding medical and agricultural universities. Under this head, these universities get grants on those infrastructural facilities on which grants are not available to them from State Governments or other bodies. During the year 2001-02, plan grants were paid to 123 eligible state universities.

The assistance is being given for staff, equipment, books and journals, buildings, campus development, health centres, student amenities etc. Apart from these development grants, state universities are also being provided additional grants over and above the ninth plan development assistance. These grants are being provided under different schemes like, Jubilee Grants, special one time grant for upgrading existing laboratories and libraries, development assistance to PG centres of state universities, day-care centres in universities, visiting professors/fellows etc. The grants given in last few years is as under:

Funding for Colleges

Development of colleges is an important area from the point of view of maintenance of standards and equalisation of educational opportunities for disadvantaged and differently abled section of society, because colleges are responsible in a major way for under-graduate education and to a great extent account for post-graduate education. With a view to removing disparities and regional imbalances, special grants are also being provided to the colleges catering to the needs of Scheduled Castes and Scheduled Tribes, women students and for intensive development of colleges situated in backward/rural/border areas.

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UGC gives plan and non-plan grants to central universities and plan grants to state universities but these grants do not go to affiliated colleges of the universities, in spite, they go for university campus only. For affiliated colleges UGC gives separate grant. Therefore, for affiliated colleges to state universities, UGC provides maintenance grants. There are nearly 13,150 colleges in the country. Out of which, only 5,238 colleges are recognized by the UGC under Section 2(f) of the UGC Act 1956. Out of 5,238, 5,013 colleges are eligible to receive central assistance under Section 12 (B) of the UGC Act, while in 1996-97 only 4815 colleges were eligible Information provided by P S Rajput, Director, Administration, UGC on 31 July 2003 to receive grants from UGC. The quantum of grant is worked out on the basis of various parameters such as student enrolment, faculty strength, etc.

The UGC has decentralised its functioning by opening seven regional offices in the country since 1994 for easy access and speedy release of grants under various schemes/programmes relating to college sector.

Grants to all the eligible colleges all over the country are being disbursed by these UGC regional offices under the following schemes/programmes being dealt with:

- College development programmes (UG/PG)
- Faculty development programme (Teacher Fellowships)
- Construction of hostels for women (Special Scheme)
- Minor research projects (for college teachers)
- Conferences, seminars and symposia
- Autonomous colleges (release of grants only)
- Revival of old reputed colleges (on time special grant)
- Facilities for disadvantaged groups (visually handicapped teachers)
- College science improvement programme (COSIP)
- College humanities and social science improvement programme (COHSSIP)

Autonomous Colleges

The scheme of autonomous colleges was formulated by the UGC in the fourth five year plan (1969-73). These colleges themselves prescribe their curriculum and conduct the evaluation of their students through a system of continuous evaluation. An autonomous college has freedom to:

- Determine and prescribe its own course;
- Prescribe rules for admission in consonance with the reservation policy of the State Government;
- Evolve methods of assessment of student work, the conduct of examination, and notification of results;
- Use of modern tools of education technology to achieve higher standard and greater creativity.

Financial Assistance

The Commission provides financial assistance under this scheme to autonomous colleges to meet their additional and special needs. The normal financial assistance for undergraduate colleges having single faculty has been provided to the extent of ₹ four lac per annum and for multi, faculty colleges ₹ six lac per annum. For both undergraduate and postgraduate level colleges, the assistance is ₹ five lac per annum for single faculty colleges and ₹ eight lac per annum for multi faculty colleges. This is available for those colleges, which are offering not fewer than six programmes of which two may be at postgraduate level. The financial support to these colleges is divided into two parts:

1. 50% of the grant is allowed to be used for items as indicated in the guidelines.

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2. For remaining 50% grant, the college will submit a proposal to the commission for approval, indicating their priorities and innovations proposed and specific requirements.

Conferment of Autonomous College

Autonomous status covers only undergraduate and postgraduate programmes in colleges. The parent university will confer the status of autonomy upon a college, which is permanently affiliated, with the concurrence of the State Government and the UGC. The autonomy status will be granted initially for a period of five years. The University will review the functioning of autonomy in the college periodically with the help of a committee constituted for the purpose. The UGC regional offices are providing grants to these colleges. At present there are 130 autonomous colleges spread over 29 universities of eight states. At the starting of the ninth five year plan there were 119 colleges while at the end of the Plan, there were 130 colleges. During ninth plan period ₹ 20.09 crore were released by the UGC regional offices.

Powers of the University

The universities in India, whether State or central, enjoy almost similar power structure. Their powers are defined by and derived from the acts of their incorporation. The affiliating universities have twin responsibilities of

- Establishing and administering their own campuses of teaching and research (University Departments);
- Managing and supervising their affiliated colleges/institutes.

The major focus is teaching and research. The powers of teaching include the framing of syllabi, conduct and evaluation of examinations and declaration of results and the award of degrees. All the activities incidental to teaching (libraries, laboratories, classes, faculties, hostels etc.) are also brought under the purview of teaching. The powers of research include the establishment and maintenance of research laboratories, provision of research fellowships and faculties for carrying out research leading to research degrees.

The affiliating universities also have power of affiliating colleges to the University under prescribed conditions and to withdraw affiliation under situation of violation or non-compliance with such prescribed conditions. For the affiliation, first colleges have to seek the Government approval as a pre-condition and then approach the University for the grant of affiliation. In spite of the University having the power to inspect and monitor the infra-structural facilities of the affiliated colleges from time to time, disaffiliation and de-recognition of a college is hardly restored to even as the last resort.

Accountability

Universities are creation of legislatures and they are by and large financed from public funds. They have therefore to be accountable to the concerned legislatures and governments. They have to render a report, of what they have done during the specified period. Henceforth, the universities have to send a report, on the expenditure incurred against the allocated budget. The universities are required to submit Utilisation Certificate mentioning that the fund has been utilised by the university as per all the terms and conditions.

Inspection by UGC

For the review and evaluation of the universities, the UGC sends review committees to the universities and deemed universities periodically. UGC sends its committees to the central universities and deemed universities. For state universities, state governments send review committees because these governments provide maintenance grants, which constitute a large part of the grants to state universities.

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This is the best way to watch whether the funds are going into right channel or not.

The content under this heading has been taken from "Report of the UGC Committee towards new educational management".

Assessment criteria for the institutional performance

The success of the educational institutions is judged by the achievements of its students and the faculty. Higher their achievements greater will be the success of the institution. The success of an institution could also be judged by its image in the outside world. There are internal matters also for the assessment of any institution.

The internal matters may relate to students like their admission, examination, achievements in sports and games, cultural activities etc. One of the assessment criteria could be the number of application and selection from outside the University for faculty. The number of working days, funds raised by the institution, development programmes could also be the criteria. The other evaluation factors are whether the institution has got all the necessary infrastructure in terms of men and materials, whether the library and laboratories are fully equipped or not, whether the teachers are duly qualified or not and other such points.

Problems on part of universities

There is College Development Councils (CDC) in central and state universities to solve the problems of the universities. These are set up by universities itself. If the affiliated colleges of universities have any problem, then they approach to CDC and then CDC tries to solve their problems. If the problems are related to affiliating university, then CDC approaches to the University and if they have financial problems then it goes to UGC. However, for Delhi Colleges there is Dean of College and not CDC. UGC has set up its regional offices also who look after the problems of the universities of concerned region.

14.6.14 Other Issues Related to Universities and the Extent of UGC

There are other issues like, fee, library and laboratory charges, syllabus, canteen, electricity and others, which are a bit confusing like who regulates and reviews it. Shakti Dutt, Section Officer, UGC told me that UGC has given guidelines for the syllabus i.e. the basic outline for what should be in the syllabus and all the universities including central and state follow these guidelines. However, whatever changes take place in the syllabus is done by universities itself but under the limit of guidelines of UGC.

Fee is an issue, which always draws the attention of the public. For higher education, if fee increases then people protest it because there are students from poor background also. According to the UGC Act, 1956 UGC decides the fee structure in universities. The central universities follow the instructions of UGC but its up to state universities that they follow it or not. In other cases also, the UGC can enforce its will on central universities but for state universities it is not obligatory. They can charge fee according to their will but under a limit as UGC looks after the upper limit of the fee. For other charges like, library, laboratory and electricity charges, UGC keep checks central universities. State universities work under the eyes of state governments.

People are sometimes keen to know that to what extent UGC intervenes the day to day working of universities like does it interfere that how they are building their canteen, how they are tackling problems which are there because they are in that region like Bihar where there are strikes and less working days than mentioned by UGC and problems of Eastern States. As far as canteen issue is

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concerned, it comes under grants for development so UGC gives grants for it. However, for the regional problems, the university is facing, UGC is not concerned as it is only for providing grants. There are other instances when there are complaints about the checking of the answer sheets. But not all these are the concerns of UGC.

The content has been taken from "Report of the UGC Committee towards new educational management".

14.6.15 Nature of Assistance for Tenth Plan Period

The UGC has decided that general development assistance to the individual university would be available during the tenth plan on the basis of the outlays determined and communicated to the universities. Under development assistance, for the two-third of the outlays, UGC will assist each eligible university for both teaching and non-teaching staff, equipments, books and journals, campus development, health centre, student amenities, jubilee grants and others. During other plan periods the UGC assistance was for various building projects was on the sharing basis except for girls hostel and library buildings where it was 100%. But UGC found that these projects were not complete on the time due to lack of fund on part of university, hence under tenth plan development schemes, the Commission has decided to provide 100% assistance on all types of building projects.

In order to provide grants to universities when required, it has been decided to simplify the existing procedure of releasing grants. After the proposal of the University is finalised the first instalment of 20% of allocation may be released for books, journals, and equipments. The second and subsequent instalments of grants will be released on receipt of progress report, statement of expenditure/ utilisation certificate, completion certificate, statement of income and expenditure of previous grants.

A mid-term review committee, consisting of two or three members, may be sent to all the universities in the year 2004-05, to evaluate the performance.

14.6.16 Suggestions

1. The grants given by UGC should be more performance based. There should be some threat for universities to perform. There is a provision in UGC Act that if a university is not following the recommendations of the UGC then it can cut grants of the University but generally, UGC is very lenient and does not stop grants of the universities. But to make universities perform, UGC should exercise this power sometime so that universities do not take this power of the UGC for granted.

2. There should be some relation between results of the review committees and the grants to the universities. Grants given to them should be based on what committee has recommended and it should not be mere formality to send committee. If the committee suggests that institution is not following the rules and norms then UGC should take steps in that regard.

3. Fors more transparency in the system, there could be a third party as the review committee to lessen the political influence in the functioning because sometime people do not trust government committees.

4. The fee structure of the universities should be changed as it has not been changed for years. The fees constitute nothing when looked at the expenditure side. Like there were few instances of fees increase on part of state universities of Punjab and Guwahati Universities in last month. Fee has been increased from around ₹ 50 in Punjab, so such steps should be taken. Sometimes on few fee counters fee is ₹ two or ₹ five for filling a form like form for taking provisional certificate or taking transfer certificates. So, these kind of fees could be increased logically as even students would not mind paying ₹ 10 because value of a rupee has decreased in last 50 years and today people might not have two rupees coin but they keep ten rupees note.

Notes

5. The universities should try to generate income internally by tuition, admission and examination fees, hostel and mess fees and other such charges.

6. While increasing the charges of different services, new fellowship and scholarship programmes could be introduced.

7. The number of academic and non-academic staff should be cut when not required because it becomes an additional load on the maintenance grants. Like when government starts one new scheme then it creates few posts for that but even after the completion of that scheme those created posts remain in existence sometimes on humanitarian ground and sometimes because of this content has been taken from the "Guidelines for general assistance to central, deemed and state universities during the X plan 2002-2007".

8. When universities generate funds internally, then it get adjusted against payable maintenance grants and this retards universities from savings. Hence, universities should be allowed to retain these savings.

9. The universities should have more power regarding the withdrawal of affiliation of colleges as they know better about their colleges.

10. There should be some incentive schemes for the universities who are performing well. Because rewards are as necessary as punishments to keep the spirit up of the universities and institutions.

Task Prepare short notes about (*i*) UGC (*ii*) UGC Act, 1956 (*iii*) Role of UGC

Self Assessment

State whether the following statements are true or false:

5. Raja Rammohun Roy Library Foundation is situated at Calcutta.
6. RRRFL is central autonomous organization established and fully financed by the ministry of culture, Govt. of India.
7. The first attempt to formulate a national system of education came in 1944.
8. The UGC is a statutory organisation established under an act of parliament in 1944.
9. UGC has established its own regional offices at Hyderabad.
10. The scheme of autonomous colleges was formulated by UGC in the fourth five year plan (1969–73).

14.7 Summary

- "Marketing is the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives.
- The International Federation of Library Associations and Institutions (IFLA) is the leading international association of library organisations.
- IFLA was founded in Edinburgh, Scotland, in 1927 when library associations from European countries and the United States signed a resolution at the celebration of the 50th anniversary of the Library Association of the United Kingdom.
- 1972 as a part of the bicentenary celebrations of the birth of Raja Rammohun Roy a Social reformer of the early 19th Century.
- RRRLF is registered under the West Bengal Societies Registration Act, 1961.

Notes

14.8 Keywords

OPAC : Online Public Access Catalogue

IFLA : International Federation of Library Associations and Institutions

FAIFE : Free access to information and freedom of expression

SLPC : State library planning committee

DYRC : District Youth Resource Centre

14.9 Review Questions

1. Define FAIFE.
2. Which is a main root cause for information services?
3. Write a short note on promotion plan in public library.
4. Explain the role of it in marketing of LIS services in public libraries.
5. Discuss the Raja Rammohun Roy Library Foundation.
6. Describe the Promotion plan in public library.
7. Explain the international federation of library associations and institutions.
8. Discuss the University Grants Commission.

Answers: Self Assessment

1. Marketing	2. 1930s	3. (a)
4. (a)	5. True	6. True
7. True	8. False	9. True
10. True		

14.10 Further Readings

Books

Singh (S P) *Special libraries in the electronic environment*. 2005. Bookwell, New Delhi.

Venktappaiah (V) and Madhusudhan (M). *Public library legislation in the new millennium*. 2006. Bookwell, New Delhi.

Online link

http://knol.google.com/k/the-marketing-concept-kotler#Marketing_(2D)_Definition