Library Movment and Library Development in India

Seminar Papers

Thirty-Ninth All India Library Conference
Deptt of Public Libraries, Govt of Karnataka, Bangalore
January 7-10, 1994

Edited by
C P Vashishth

1994

INDIAN LIBRARY ASSOCIATION
Delhi-110 009

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Editorial Committee
C P Vashishth, O P Sharma, A P Gakhar, J K Anand,
Dev Raj Singh

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FOREWORD

The XXXIXth All India Library Conference marks the completion of 60 years of the Indian Library Association. It is an occasion to celebrate. It is a happy coincidence indeed that both—The Department of Public Libraries of Karnataka (the host) and the Indian Library Association (the Guest)—are in their Silver and Diamond Jubilee years respectively. It is indeed very thoughtful of the organisers of this historic Conference to have chosen "Library Movement and Library Development" as the theme for the Seminar. This will provide an opportunity to ponder over professional attainments and the achievements, identify the areas needing immediate attention, critically evaluate the past performance and decide on the future course of action.

For quite sometime now, it has been a regular feature of the Association to bring out a preconference volume containing the papers to be presented in the conference-seminar to facilitate deeper involvement of the conference delegates and meaningful discussion thereon. It is being observed that the number of contributors to conference papers is multiplying year-after-year. Though the call for papers is given much in advance, yet it is found that the papers reach the ILA Secretariat much after the date fixed for the receipt of papers. At times it becomes very embarrassing for us in ILA to accommodate a paper. It upsets all the editing, composing, printing and publication programmes. The Association has its own limitations, and for various reasons it may not always be possible to include all the papers received before or after the due date. Rigorous editing of the papers received for presentation is just not possible because of the tight schedule of printing and publication. Therefore, after a bit of editing, an affort is made to include as large a number of papers in the pre-conference volume as possible.

The present volume includes over 50 papers dealing with various facets such as 'Library history', 'Library legislation', 'Library services', 'Library systems', 'Library associations', 'Library training programmes', 'Library leaders', 'Library cess', 'Role of adult/continuing education agencies', 'Outlook on the concept of free to fee-based library service', 'Impact of new technology on library services', 'Changes

needed in library and information science education curriculum' etc etc. In addition to these, there are 24 more papers received after the cut off date. These papers will also be allowed to be presented in the respective sessions.

The contributors have displayed a wide range of interest in almost all facets of the twin themes of the Seminar. They have done a remarkable peace of work in digging the information from numerous sources. They deserve a word of praise for carrying out the studies in their respective areas and making the results available for discussion in the Seminar. The growing number of contributors to the preconference volume is a very healthy trend and needs encouragement from all quarters. 'Quality' is bound to flow from 'Quantity'. This is our firm belief.

It is hoped that the presentation of papers will arouse keen interest and invite discussion in right perspective resulting in passing of meaningful resolutions of far reaching implications.

In the preparation and processing of this volume, a number of colleagues have lent their support. Our grateful thanks are due to Sarvashri O P Sharma, A P Gakhar, J K Anand and Dev Raj Singh for providing editorial assistance and going through the proofs. Shri Dev Raj Sardana and Rajesh Sardana of Cambridge Press deserve our very special thanks for their always accommodating attitude and seeing to it that the volume reaches your hands as per our schedule.

C P Vashishth
President
Indian Library Association

Delhi
December 25, 1993

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Compiled by
Shobha Bhardwaja*
Sushma Gambhir**

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* Librarian, Govt Girls Sr Sec School, Delhi
** IGNCA Library, Janpath, New Delhi

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A CRITICIAL ASSESSMENT OF THE DEVELOPMENT OF LIBRARIES IN INDIA

Dr (Ms) GAYATRI MAHAPATRA*

1 INTRODUCTION

In India during the pre-independence period few libraries existed. Soon after independence some efforts were made to develop and popularise the library services in the country. The development of libraries in India is connected with Dr S R Ranganathan's library professional career. Dr Ranganathan was a dynamic person who worked in every sphere of librarianship. After his professional training from England, he organised the Madras University Library. As a result of his sincere efforts, Madras (Tamil Nadu) became the first state in India to enact the library law. He was the pioneer in creating library consciousness among the people and in starting the library movement in the nation. The major objective of this study is to analyse and derive the prevailing conditions of libraries and library services in India since independence.

2 DEVELOPMENT OF PUBLIC LIBRARY SYSTEM

21 LIBRARY LEGISLATION

The development of public library is connected with library movement and library legislation. Through library legislation, the library services are organised. In India, till now there are 9 states which have enacted public library laws. These are Tamil Nadu (1948), Andhra Pradesh (1960), Karnataka (1965), Maharashtra (1967), West Bengal (1979), Manipur (1988), Haryana (1989) Kerala (1989) and Mizoram (1993). Among these library laws, there are a lot of variations but it is a fact that the legislation surely has improved the conditions of the libraries and library services in these states. The states which have not enacted the library law till this date, have a few public libraries which are established and maintained by them.

* Lecturer, P G Deptt of Library and Inf Sc, Utkal University, Vani Vihar, Bhubaneswar-751 004, Orissa.

22 RAJA RAMMOHUN ROY LIBRARY FOUNDATION

One remarkable development in public library system is the establishment of Raja Rammohun Roy Library Foundation in 1972. It was developed initially by the funds provided by the Union Minister of Education and Social Welfare. This establishment mainly supplies books to improve the collection of public libraries in various states. It selects various old libraries of importance and provides funds for their maintenance and preservation of rare and out of print books.

23 LIBRARY ASSOCIATIONS

The role of library associations in the development of public library system is also noteworthy. In India, since independence there is a tremendous growth in the number of state level and national level associations. The major objectives of these associations are to creating library consciousness among others, helping in the enactment of library legislation, instituting library oriented education programmes, promoting universal availability of books, manpower development, formulating standards for library services, adopt user education programme for better utilisation of library resources and services and overall to ensure better status and salary scale for library services, adopt user education programmes for better utilisation of library resources and services and overall to ensure better status and salary scale for library personnel in the country. Among all the associations, the two national level associations, ILA (1933) and IASLIC (1955) have taken active role in fulfilling these objectives. Due to their efforts in 1986, a draft document on National Policy on Library and Information system was submitted in 1986. Fourth Central Pay Commission was appointed to consider and recommend appropriate salary scales for government librarians. but these associations could not be able to achieve their objectives fully. This may be due to unplanned and uncoordinated growth of multiple number of library associations in the country.

24 APPLICATION OF ADVANCED TECHNOLOGIES

New technologies like computer, micrography and audio-visual technologies have made a tremendous impact on the organisation and services of libraries. But the use of modern technologies are again confined to few libraries.

Inspite of all these, the development of public library system in the country is still very slow and some states do not have any specific plans and programmes for the development of libraries. As a result, India does not have a true public library system as envisaged in the

UNESCO manifesto for Public Library. Among the developing countries of the world, India's per capita expenditure for public library services is still negligible.[1]

3 DEVELOPMENT OF ACADEMIC LIBRARY SYSTEM

31 ESTABLISHMENT OF UGC

Systematic development in academic library in India took place with the establishment of UGC in 1956. The UGC besides providing financial assistance for documents, building etc, it has contributed in substantive measure for their proper staffing both professional and non-professional. It also provides leadership in providing better services through computer and telecommunication facilities. UGC has also proposed to establish Regional Centres and Science Information Centres in various regions to extend their services.

32 LIBRARY COMMITTEES AND THEIR RECOMMENDATIONS

UGC appointed its first library committee in 1957 to provide proper direction to the development of academic libraries in India. Dr S R Ranganathan was the Chairman of the Committee. Through this, for the first time the Government of India sought advice from professional librarians for the development of libraries. Another development in the field is the finalisation of Mehrotra Committee recommendations regarding pay scales and other services of university and college librarians. During the past years UGC has been assisting the universities as well as colleges by providing grants for books and journals, buildings, furniture and equipment etc. It meets the total expenses of central universities and in case of state level universities and institutions, it adds to their funds for various developmental activities under five year plans.

33 INFLIBNET PROGRAMME

Since independence the number of Universities and colleges have also increased. Before independence there were only 18 Universities and now after independence the number has increased to 200. Simultaneously, there is increase in the amount of subscription to periodicals both due to devaluation of Rupee and rise in subscription rate of foreign journals. There is also increase in the price of books. The number of books and journals published have increased. Therefore, to make available maximum amount of information to its readers with limited resources, the UGC has set up an Information and Library Network (INFLIBNET) in 1988. The main objective of this project is to provide linkage between libraries which can inter-connect the people

(students, teachers, researchers, users) and library resources of all universities, colleges, research institutes and laboratories. But due to delay in the Eighth plan and overall budget crunch, it is planned to fully implement it by the end of the Ninth Five Year Plan in a phased manner.[2] Therefore, the net-working of academic libraries is still waiting.

34 SCHOOL LIBRARIES

Another important area in academic librarianship is school libraries. These are highly neglected in comparison to university and college libraries. No norms are strictly followed in school library management. They get least priority in management. Indian Library Association has framed certain guidelines and norms for school library management and organisation. But in most of the secondary and higher secondary schools in India, there is no existence of school library in the true sense. Even the programme of action developed after final National Policy on Education refers to a collection of some books at primary stage under Operation Black Board scheme. However, it has not mentioned that each and every school must have a full-fledged library under a trained librarian as suggested by the Secondary Education Commission (1952-53). In comparison to college and university libraries, school libraries are in a poor shape.

Thus, although there has been vast expansion in academic library system during the last few decades, it is viewed that[3] pace of academic library systems in India is slow but the trend is quite encouraging.

4 DEVELOPMENT OF SPECIAL LIBRARY SYSTEM

41 RESEARCH INSTITUTIONS AND ORGANISATIONS

The conditions of special libraries in India seems to have occupied better position than public and academic library system. The government of India since independence has taken special interest in Research and Development (R & D) programmes. As a result of which to enhance researches besides universities, various research organisations like Council of Scientific and Industrial Research (CSIR), Indian Council of Medical Research (ICMR), Indian Council of Agricultural Research (ICAR), Indian Council of Social Science Research (ICSSR), Indian Space Research Organisation (ISRO) and Indian Council of Historical Research (ICHR) etc were established. Under CSIR more than 50 national laboratories are also working in R & D programmes. To provide the information needs of the scientists working in these organisations, the government besides encouraging their own libraries has established national level documentation centres like INSDOC

and NASSDOC. By the efforts of Dr Ranganathan, a national level research centre (DRTC) has also been established to develop special skills in the retrieval of information to scientists and specialists working in different organisations.

42 NISSAT PROGRAMME

On the basis of urgency of information needs of the scientific community, under science and technology department, NISSAT programme is working since 1977. This programme has successfully launched a number of sector information systems in the country. It has also attempted in manpower development and networking various libraries and information centres.

43 LIBRARY NETWORKS

The government has taken lead in establishing various computerised networks like NICNET, I-NET, ERNET, SIRNET. The government has also promoted library networks in big cities in India such as Calcutta (CALIBNET), Delhi (DELNET) and Pune (PUNENET) etc. It has also proposed to set up networks in other big cities of India.

Besides the national networks, India is also participating in various international programmes such as INIS and AGRIS with the national focal point as BARC, Bombay and IARI, New Delhi respectively for the two international information systems. There are also facilities for on-line access to foreign databases to provide SDI services. In this regard most of the special libraries have started using computer both for inhouse operations and bibliographic services.

44 DEVELOPMENT IN COMMUNICATION FACILITIES

One of the most remarkable progress of India is that it has become self-supporting in launching different earth sattlelites with its own rockets. This has increased communication facilities and transfer of information from one part of the country to the other part. Other important developments are facsimile transmission, teletext etc. Thus, a remarkable progress has been achieved in Special Library and Information System in the country. Still then, all the libraries are yet to be self-supporting with the available information and facilities.

5 CONCLUSION

India is basically a poor country. Though a large number of technological developments have taken place in recent years, the condition of most of the libraries has not been encouraging. Information is not able to reach every cross-section of the society and to every

part of the country. One of the reasons for this may be that the financial situation of the libraries is not in a favourable position. Everywhere there is a financial crunch. In this regard the role of library professionals is challenging and they should work unitedly. To make the library network programmes more effective, this may start from local level, then spread to that region and finally to national and at international level. At present in most parts of the country, the libraries are not properly organised to join in the national level network programmes. To organise these libraries, the library professionals through their associations must try for library legislation. One of the major causes for the government not to become favourable for library legislation is due to financial involvement. Therefore, the libraries should not become a total burden on the government as regards their maintenance. Library professionals should try for alternate source of income and for this they may try to prepare some indigenous data bases on their local collection. These databases can be supplied to industries and research institutions of the country and as well as to the outside world to get financial benefit. To conclude all the library associations of the country should work jointly and request the individual governments to enact library legislation. They should also advise individual libraries to co-operate in the net-work programmes. Thus, the coming century will perhaps be a challenging period for the library professionals and they should try to solve the problems well in advance.

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BUILDING RESEARCH INFORMATION THROUGH CD-ROM

R C GUPTA*

0 WHY CD-ROM ?

There are various modes of storage of huge data (Textual or otherwise) that can save the storage space like Microforms; Microfilm or Microfische and can be used on a Microfilm fische reader but manually. It is a replacement of paper form but search device is not effective in this mode and the capacity of storage is very low say 200-500 pages per fische (plate). The movement of pages vertically or horizontally is still manual and so it takes a long time to scan a particular page to read. On the other hand the computer based data-bases may be in textual or abstract or numerical form can be searched immediately within seconds using its software as per search strategies. The Magnetic Tape can contain large volumes of data but can only be used on Large Size computers. For Personal Computers (PCs) there are three forms available. The High Density Floppy can contain data upto 1.2 MB and is useful to keep small data in fascicules. The tape can contain data upt 60 Mb and can be used for the larger data. The CD-ROM can contain 600 Mb data is can be used for fairly large data recorded on it.

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* Library Scientist, Central Building Research Institute, Roorkee

2 USEFUL CO-ROMs AVAILABLE IN BUILDING ENGINEERING

Engineering Index is available in print form. It is also available on Magnetic tapes as COMPENDEX and so also in CD-ROM. But for building research, it can not be very much useful as building is one of the hundreds of topics and so its span; period of coverage on a single disc will be shorter.

21 CITIS CIVIL ENGINEERING DATA BASE

It contains data published since 1972 in International Civil Engineering Abstracts (ICEA) covering buildings, structures, foundations, irrigation, public health, highways, and so on alongwith Software Abstracts for Engineers covering computer application to all civil engineering problems. It was brought out in 1989 by the CITIS Engineering Information Consultants, Ireland under contract to the European Commssion to promote use of this advanced technology.

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RETRIEVAL SOFTWARE

The retrieval software used on the CITIS CD-ROM is BRS/Search retrieval software specially adapted by BRS (Building Research Station, UK) for this database using CITIS thesaurus.

The software allows three modes of search; Novice is for beginners and is user friendly menu driven and of course a bit slow. The intermediate mode is for those who have some previous knowledge and searching ability. This is faster than the first one. The expert mode is command driven and enables the searcher full power to utilise the search most quickly.

The software has windows for interfacing additional help while working with it. It has different colourful display that adds to working enthusiasm.

The entries are tagged on Author, Title, Name of the Journal,

country of origin, year of publication, language, keywords and abstracts. For keyword searching, browsing facility is available on window display. Similarly, full text searching is possible using Boolean logic in abstracts.

Downloading and printing facilty is available for the searched results after it has been confirmed in display to save the set of searches.

22 ICONDA CD-ROM

Another CD-ROM available on Building Engineering in English is ICONDA the International Construction Database of CIB; International Council for Building Research Studies and Documentation published by ICONDA Agency Information Centre for Regional Planning and Building Construction (IRB) of the Fraunhofer Society, Germany.

It contains data on architecture, town planning, building materials, industry, construction techniques and civil engineering for the last twenty years or so.

Nearly 750 periodicals out of 30 countries are analysed regularly for ICONDA. There are 25 institutions from 19 countries who are actively participating in data input and 12 other institutions of 10 countries will soon be joining in data input. Records from Construction Index have also been added recently and at present there are above 3 lack records with abstracts available on ICONDA CD-ROM.

RECORDING SYSTEM

For a systematic and uniform recording of data by the input partners, a recording system (RESI) has been developed and used. RESI is a software for IBM compatible PCs for recording all types of citations on ICF, ICONDA Communicatin format. The ICONDA is produced, marketed and distributed for use by Silver Platter Inc.

SPIRS (Silver Platter Information Retrieval System)

The latest version is 3.0 for quick information retrieval of ICONDA CD-ROM. The records are divided in various useful fields like author title, keywords and also in the form of books, journals, patents, reports etc. Any of the search point can be accessed through field or record as a whole using general or Boolean search teachniques. It is also a menu driven, window type, help message, based on D-base software. The searched data can be printed as a hard copy.

3 CONCLUSION

Both CD-RMDs are complimentary to each other in the field of building research and are available in CBRI library. For information retrieval purposes the scientists of CBRI rely more on CD-ROMs than searching the literature ONLINE, though the facilities of SIRNET are also available to them. But this can only cover 75% of the search needs. The literature reported in many Indian journals, conference proceedings, theses or reports are not covered and that forms part of our reading to 25%. Manual searching, analysis and abstracting for listing at local level is still important for comprehensive documentation and research work.

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COLLECTION DEVELOPMENT IN UNIVERSITY LIBRARIES OF UTTAR PRADESH

Dr (Mrs) SONAL SINGH*

1 INTRODUCTION

Library is a dynamic instrument of education. Its basic function is to satisfy the intellectual needs of the readers. Unless a library possesses adequate recent documents supplemented with latest reference and bibliographical tools, it can not serve its clientele. Among the three important functions of the library, namely, collection, storage and dissemination of reading and kindered material, the collection occupies the most vital position. No service to the readers can flow without acquisition. So, the fundamental function of a library is to build up a collection which is dynamic and capable of meeting the changing needs and demands of present as well as future users. It is the document collection that gives a library a character more so than either staff or building. A well-equipped and well managed library is the foundation of modern educational set up, which makes it possible to share the experiences of many other persons by reading about their thoughts and achievements. Library is a place where the experiences of the past can meet the needs of the present.

University is a centre of higher education and university library is the heart of its parent institution. A quality education is impossible without a quality library. A library with a rich and varied collection attracts good faculty members, and a good faculty in turn attracts good students. Thus, the reputation of a university always depends in academic sense on its collection of books. Hence, the collection should be balanced, uptodate and in accordance with the needs of the readers.

The selection of reading material is an objective task. It should be done carefully keeping in view the principle of appropriateness. It requires acquaintance with literature, accurate knowledge of reader's need, the existing book stock and available books in print. Today, collection development is the most important, most interesting and

* Lecturer, School of Studies in Library and Information Science, Vikram University, Ujjain-456 010 (MP).

most difficult of the professional librarian's responsibilities. Modern library collection calls for a librarian who not only loves books and keeps them in order on shelves but he must possesses the initiative to be able to adjust to the changing conditions of the readers, of work and of the society at large. They must be willing to learn and adopt new techniques and be dedicated to service and no service to the readers can flow without collection development. The collection development will come out only when its librarian and the library staff are in know of new trends, new publications, newer editions and understand the various dimensions of subjects in the growing universe of knowledge.

2 COLLECTION DEVELOPMENT POLICY

In order to fulfil the objectives and functions of university education, the collection development programme of a library involves planned and properly thought out selection of documents. It means that every university library must have a collection development policy. The strength of students, the size and diversity of the faculty, the teaching methods, the nature of research programme undertaken and the accessibility of organisation of the library are some important criteria in formulating the collection development programme. A sound collection development policy ensures organic and purposeful growth of library collection. Every university must adopt a collection development policy bearing in mind their peculiar problems with regard to increasing lack of space, limited budgets and inadequate staff. A written collection development policy statement enables the book selectors to use limited funds more wisely resulting in stronger collections. One of the most important objectives of a written collection development policy is that it publicly expresses the relationship of collection development to the objectives of the university and needs of the users. It minimizes the personal bias on the part of the individual selectors. It serves as a reference tool for new library staff members and the members of library committee by informing them about the nature and content of existing library collection. It provides assistance and support in justifying the selections made for the library.

It is the responsibility of the university librarian and his staff to see that as far as their resources permit them, the right books and periodicals are being added to their library. Due to increasing inflation and decreasing purchasing power of the libraries, it has become necessary for the libraries to develop techniques to ensure that their limited book collections are developed to meet the pressing needs of

their users. Moreover, the worth of a library collection varies with its extent, utility and uniqueness. The degree to which it constitutes a collection and not merely an accumulation results, to a large extent, upon a sound collection development policy. A written collection development policy enables the book selectors to work with great consistency towards defined goals. So, each university library should have a developing acquisition policy which should be constantly revised. Close cooperation will be necessary between library and academic staff in formulating, developing and implementing acquisition policies. Wilson and Tauber state that, "there are certain matters which the programme should make clear. It should show:

1 Who has the responsibility for seeing that a policy is set up and regularly carried out?

2 Who should have final authority for directing and controlling the distribution of book funds?

3 What materials should be acquired? and

4 Who should participate in the selection?[1]

21 POLICY RESPONSIBILITY

Usually, in a university library, it is the responsibility of the librarian to establish and maintain a well-coordinated and systematic plan for selection. Mostly, selection of reading material for teaching and research purpose is the responsibility of the faculty, and for general reference works, periodicals and other useful supporting materials, the librarian and his staff is responsible. The UGC Library Committee has stated that, "there should be three tiers in sharing the responsibility in book selection and purchase:

1 Top management, which may be either the syndicate (Executive Council) or the Library Committee;

2 Panel of Experts consisting of atleast one expert on behalf of the Board of Studies in each subject and one expert on behalf of the Department of Research in each subject; and

3 The executive officer of the library namely the librarian.

RESPONSIBILITIES OF TOP MANAGEMENT

1 Providing money for the purchase of the specialized books needed for the use of Department of research in each subject;

2 Providing general book fund for the library as a whole;

3 Allocation of general book fund among the different subjects;

4 Allocation of each subjects share of the general book fund among current periodicals, reference books, treatises and text books, with wide margin of tolerence;

5 Laying down broad principles of book selection;

6 Nominating a panel of expert advisers of, say, two representatives for each Board of Studies and each Department of Research.

7 Periodically - normally annually - reviewing the book purchase by method of random sampling, to see if the policy laid down and the allocation of funds made have been adhered to, and to make any change, if deemed necessary; and

8 Taking steps for the prevention of irregularities in the future."

RESPONSIBILITIES OF PANEL OF EXPERTS

It makes panel of expert advisers responsible for book selection by stating "The responsibility of an Expert Adviser in a subject should be:

1 To evaluate each of the titles in the book selection list placed before him by the librarian from time to time;

2 To eliminate the items of poor standard, so as to bring the cost within the quota marked for the list;

3 To add new titles to the list and eliminate titles of equivalent cost, to keep the cost within the quota marked for the list;

4 To assay the text books in the text book selection list and advise on the number of copies of each text book and to eliminate or to add to the list, so as to keep the cost of the list within the quota marked for the list; and

5 To review (jointly by the expert advisers of the Board of Studies and Department of Research) the current list of periodicals, bearing in mind the desirability of not disturbing the list too often, say dropping out a periodical ordinarily in less than three years.[2]

Here it is essential to note that UGC has assigned the power of selection of reading material to panel of experts, and the librarian is supposed to keep the cost of books ordered within the quota marked for purchase. Secondly, University Grants Commission, has not found it necessary to know that what are the basic needs and the require-

ments of the research scholars. The result is the haphazard collection of books which is unsuitable for study and research purpose.

Basically, teachers are the subject specialists and librarian is the literature specialist. So, the book selection should be a joint responsibility of librarian and faculty members. The overall responsibility should be with the librarian, aided by subject specialists but in areas like reference works or general works, the library staff is better equipped to carry out the responsibility. In addition to it,the suggestions of the readers should be given due weightage in book selection, and for this purpose suggestion box or suggestion register should be maintained in the library and all the books suggested by the readers should be screened by the book selection committee prior to final book list. A user's survey will be useful for knowing the reader's needs. It will also provide guidelines in formulating an adequate and balanced acquisition policy for the library. In this way library will have a balanced, up-to-date and strong collection well suited to strengthen the library resources for education, information, recreation, knowledge and research.

The librarian's ethics for book selection policy and collection development requires to meet the demands of users to a maximum extent with great economy and efficiency. This requires great planning of book selection, acquisition and equitable allocation of available funds.

3 POSITION IN UTTAR PRADESH

Uttar Pradesh is the most populous state, containing roughly one-sixth of the country's total population. But, in the matter of literacy, it is fifth from the bottom in the country. The government is spending a huge amount to strengthen primary, secondary and collegiate education in the state. Measures have been adopted to improve education at all levels, both qualitatively and quantitatively.

At present Uttar Pradesh is having twenty universities to meet the requirements of higher education. No university can develop effective work, in the academic sense, without a strong library as its centre. A well-equipped and well managed library is the foundation of modern educational structure.

31 IMPORTANCE OF STUDY

Library plays a vital role in establishing and making a well cultured personality, to whatever level of society he belongs. And when it comes to university library, much is expected. The expectation is

because that youth are mostly its clientele.

What all is expected from university library is, that it should have up-to-date and balanced collection for study and research on every field and for every body. If, the society has an obligation to feed, clothe and house the people confortably, the moral duty of the university libraries rests in educating them and to feed them intellectually through its services and no effective service to the readers can flow without strong and up-to-date collection. Thus, collection occupies the most vital position.

The present study aims at making a comparative study of the collection development in university libraries of Uttar Pradesh. It is hoped that the present study will give clear picture about the collection development in University libraries of Uttar Pradesh and it should also prove useful in achieving an overall improvement of the university library services in Uttar Pradesh.

32 SCOPE OF STUDY

There are twenty universities in Uttar Pradesh. This study covers twelve university librarised. (1) The University of Roorkee, (Roorkee), (2) Govind Ballabh Pant University of Agriculture & Technology (Pantnagar), (3) Chandra Shekhar Azad University of Agriculture & Technology (Kanpur), (4) Narendra Dev University of Agriculture & Technology (Faizabad); and (5) Sampurnanand Sanskrit Vishvavidhyalaya (Varanasi) are of specialized nature. Their collections, services, clientele and requirements are of special type. They do not fall in the sphere of general universities. Hence, as the nature of reading material, equipment, clientele etc are different in these universities, it is thought that comparison would be difficult and unbalanced. Similarly, (6) The Banaras Hindu University, (Varanasi), and (7) Aligarh Muslim University (Aligarh) are the central universities, under the Government of India. It makes a major difference as far as university library finances and services are concerned. As a result, these seven university libraries are kept outside the purview of this study. The Purvanchal University (Jaunpur) which is of a very recent origin, does not have its central library.

33 BOOK SELECTION POLICY IN UTTAR PRADESH

In Uttar Pradesh universities, library grant is sanctioned by the executive council. Accordingly the university library is informed by the university office about the sanctioned grants for university library. The university library committee distributes this grant subject

wise. Generally there is no such written policy or guidelines for this allocation of funds, but the library committee considers the requirements of each subject development, research programme undertaken in a subject, their current holdings and strength of the faculty and students in a subject. Usually it is a programme based allocation. As the science books are costly, more amount is allotted to them. These are considered as the criteria for the allocation of books grant and a small percent of grant is kept for general reference books at the disposal of librarian. The faculty sends lists of selected books, to be ordered for. This practice in Uttar Pradesh reflects that the library and the librarian in Uttar Pradesh have nothing to do in collection development.

4 LIBRARY COLLECTION

Library collection is the back bone of all library services. A university library has to satisfy the reading needs of its clientele who may be a graduate, postgraduate, research scholar or a faculty member. It tries to meet their needs for circular, parallel and recreational studies and collects adequate material for their reference and research needs. It also enables the faculty to keep them abreast of recent developments in their field of interest.

Mainly, the university library collection may be conveniently divided into two categories. Foremost and fundamental need of a library is up-to-date reference works. This should represent major reference works like encyclopaedias, general and subject, language dictionaries, hand book of various subject fields, almanacs and statistical complications, language guides, biographical dictionaries, geographical atleases, histories, research directories, indexes, abstracts, translation lists etc in the major field of knowledge and principal language of the world.

The secondary and largest category of the university library collection are the books, periodicals and other reading materials, which may not serve only circular and research requirements, but it must be of universal character.

UGC (UK), Report (1967), suggested "The policy of a university library will consider all subject fields which are to be developed in relation to the needs of students and staff of the university, all special collections and all types of material-whether printed or not. Some examples of the material which a university library may be expected to collect and which pose different problems in their acquisition methods are:

(a) Student's texts;
(b) Books currently published;
(c) Series;
(d) Currently published periodicals;
(e) Rare books and manuscripts;
(f) General desiderata including back sets of periodicals; and
(g) Other material:

(1) maps;
(2) sheet music;
(3) micro forms;
(4) recorded sound on tapes or records;
(5) cine films and other visual aids, and
(6) cards and tapes for computers.

Each of these items will need to be treated in the library's policy document."[3] Surprisingly the UGC (India) library committee report has not mentioned even a single word on this aspect.

41 BOOK COLLECTION IN UNIVERSITY LIBRARIES OF UTTAR PRADESH

Books form the bulk of the reading material that is needed by the students at the graduate and post-graduate levels in India. In humanities and social sciences, research scholars, too depend largely on books for their investigations.

The university libraries acquire text books, prescribed in the syllabi for under graduate and post-graduate students of the university besides purchasing material parallel for their studies and may also acquire material to meet the research and reference needs of the research scholars out of their limited financial resources. Perhaps this was the reason that lead the Seminar of University Librarians[4] to recommend that there should be separate text book collections for the benefit of teachers/students who can borrow books at a nominal charge for the full academic session.

The condition of book resources in the university libraries of Uttar Pradesh is not satisfactory. On 31st March 1991, the position of their book stock was a depicted in Table 1.

TABLE 1

Comparative Position of Total Acquisition in the University Libraries of Uttar Pradesh

S No	*University Library*	*Total Acquisition*
1	Agra	1,60,000
2	Allahabad	4,98,806
3	Avadh	5,568
4	Bundelkhand	9,100
5	Garhwal	55,000
6	Gorakhpur	3,00,000
7	Kanpur	40,334
8	Kashi Vidyapith	1,60,000
9	Kumaun	11,078
10	Lucknow	5,00,106
11	Meerut	80,376
12	Rohilkhand	12,232

The annual intake of books too has not been very satisfactory. The comparative growth of collection of books in the university libraries in Uttar Pradesh is stated in Table 2.

Table 3 shows that Lucknow University Library has a book collection of more than 5 lakh volumes among all the twelve university libraries in the state. Allahabad University Library has nearly five lakh volumes. Gorakhpur University Library has three lakh volumes. Kashi Vidyapith and Agra University Library have one lakh sixty thousand volumes. Garhwal and Meerut University Libraries have less than one lakh volumes but more than Fifty thousand volumes. Avadh, Bundelkhand, Kanpur, Kumaun and Rohilkhand University Libraries have less than 50,000 volumes.

TABLE 3

Comparative Position of Size of Collections in the University Libraries of Uttar Pradesh

More than 5,00,000	*2,00,000-5,00,000*	*1,00,000-2,00,000*	*50,000-1,00,000*	*Less than 50,000*
Lucknow	Allahabad Gorakhpur	Agra Kashi-Vidyapith	Garhwal Meerut	Avadh Bundelkhand Kanpur Kumaun Rohilkhand

TABLE 2
Comparative Growth of Collection of Books in the University Libraries of Uttar Pradesh

University Library	*1947*	*1957*	*1967*	*1977*	*1987*	*1991*
Agra	17,110	48,613	86,600	1,12,062	1,43,376	1,60,000
Allahabad	1,19,975	1,71,554	2,56,517	3,09,917	4,70,708	4,98,806
Avadh	-	-	-	4,743	5,568	
Bundelkhand	-	-	-	-	7,000	9,100
Garhwal	-	-	-	43,000	30,000	55,000
Gorakhpur	-	65,000	90,000	1,75,003	2,50,000	3,00,000
Kanpur	-	-	207	10,332	36,627	40,334
Kashi Vidyapith	27,899	NA	50,000	97,330	1,40,200	1,60,000
Kumaun	-	-	-	-	-	1,078
Lucknow	NA	NA	NA	3,05	4,30,000	5,00,106
Meerut	-	-	200	43,857	80,000	80,376
Rohilkhand	-	-	-	-	-	12,232

NA: Not available.

TABLE 4

Analysis of Books Acquired by University Libraries of Uttar Pradesh During the year 1990-91

10,000-20,000	*5,000-10,000*	*1,000-5,000*	*Less than 1,000*
Gorakhpur	Agra	Kanpur	Avadh
Lucknow	Allahabad		Bundelkhand
	Garhwal		Kumaun
	Kashi		Meerut
	Vidyapith	Rohilkhand	

Table 4 shows that during the year 1990-91, the position of book acquisition in twelve university libraries was that the two university libraries had acquired 10-20 thousand volumes. Four university libraries had acquired 5 to 10 thousand volumes, two university libraries had acquired 1-5 thousand volumes and five university libraries had acquired less than 1 thousand volumes.

Thus, we find that the university libraries in Uttar Pradesh are very much ill equipped as far as worthwhile book-collections are concerned. Collection development of books in the university libraries of Uttar Pradesh has not been increasing at par with the rate of increasing demand and enrolment of the students in the universities in Uttar Pradesh. We must do something to improve the book-collections of the university libraries of Uttar Pradesh and we can do this only by adopting co-operative methods in acquisition and the use of our book resources.

42 PERIODICAL COLLECTIONS IN UNIVERSITY LIBRARIES OF UTTAR PRADESH

Periodicals are of vital use for any research work. Universities are the nerve centres of research and periodicals contain the nascent thought about the research in progress or completed in a particular subject field. These are the basic media through which intellectual community in the world communicates with each other and share their findings in various branches of universe of knowledge. Periodicals keep scientists abreast of recent developments in the world of scientific research. Today, research has become a continuous process. The two world wars, the emergence of new and independent nations in Asia,

Africa and Latin America and their extra enthusiasm towards research, the growing human desire for new inventions, human urge for communication of knowledge and ideas, have all given continuous stimulus to research programmes at all levels in various countries. The result is the literature explosion of research publications in almost all fields of science. An ASLIB survey has estimated that if the number of learned and scientific periodicals was 100 at the beginning of 19th century, it reached 1,000 by 1850, 10,000 in 1900 and approached about 1,00,000 in 1960 and if this rate is not checked it would be in the neighbourhood of about a million at the end of this century.

In this age of information explosion and expansing information environment to understand the proliferating nature of information, if we examine only the literature appeared in the periodical publications there are more than 48,000 scientific journals which produce a total number of two million articles per annum.

In recent times, libraries are very much affected by the constant growth of published literature. Periodicals are very important for the clientele of a university library, but how many periodicals a university library should subscribe? Principally university library has to subscribe the periodicals according to the needs of their clientele. But practically it depends on many factors. On the basis of the recommendations of the standing conference of national and university libraries, the UGC (UK) has suggested that, an established library of 5,00,000 volume in a university of 3,000 undergraduates, 1,000 research students and 500 teaching staff, should subscribe to 3,000 periodicals only."[5] Down's views pertaining to periodical acquisition are "a general university library supporting graduate study in as many as twenty five departments, a current list of ten to twenty five departments, a current list of ten to twenty thousand journals is the minimum for keeping abreast of research activities and developments.[6] If, one can compare the position of subscribing current periodicals in Indian university libraries with the above two views, India falls much behind in standards. The UGC library committee was of the opinion that, "in an university library there should be an approprate space for the display and use of atleast 500 to 2000 current periodicals.[7]

Table 5 shows the comparative growth of periodicals collections subscribed in the university libraries of Uttar Pradesh and Table 6 shows the comparative position of size of periodical collections.

TABLE 5
Comparative Growth of Periodicals Collections in the University Libraries of Uttar Pradesh

University Library	*Year*					
	1947	*1957*	*1967*	*1977*	*1987*	*1991*
Agra	Na	Na	Na	52	172	300
Allahabad	Na	Na	Na	173	300	402
Avadh	-	-	-	-	129	160
Bundelkhand	-	-	-	-	122	125
Garhwal	-	-	-	150	240	400
Gorakhpur	-	Na	Na	300	650	750
Kanpur	-	-	Na	30	100	250
Kashi Vidyapith	Na	Na	Na	103	119	140
Kumaun	-	-	-	-	-	Nil
Lucknow	-	-	-	300	709	1200
Meerut	-	-	Na	123	392	500
Rohilkhand	-	-	-	-	-	52

TABLE 6
Comparative Position of the Size of Periodical Collections in the University Libraries of Uttar Pradesh

1000-2000	*500-1000*	*100-500*	*Less than 100*	*Nil*
Lucknow	Gorakhpur Meerut	Agra Allahabad Avadh Bundelkhand Garhwal Kanpur Kashi Vidyapith	Rohilkhand	Kumaun

Note:
(i) I could not get accurate data relating to periodicals becaue most of the libraries did not exist from the beginning of the university. In the beginning departmental libraries or constituent college libraries were funcitoning. Later they were marged and formed Central Library and this happened in the mid of 70's. So the data relating to periodicals is from 1977.
(ii) In Kumaun university library, periodicals will be purchased after the library building is handed over.

Most of the Uttar Pradesh university libraries are far behind than the UGC library committee's recommendations, 500 to 2000 periodi-

cals. These Tables prove that only three university libraries in Uttar Pradesh are subscribing to more than 500 periodicals. They are Lucknow subscribing 1200 periodicals, Gorakhpur subscribing, 750 periodicals and Meerut subscribing 500 periodicals. Whereas Agra University Library subscribes 300 current periodicals. Allahabad 402, Avadh 160, Bundelkhand 125, Garhwal 400, Kanpur 250 and Kashi Vidyapith 140. Rohilkhand University Library is very poor in this respect subscribing only 52 current periodicals. In Kumaun University Library, periodicals will be purchased after the library building is handed over. However, different subject departments themselves purchase the periodicals.

The above analysis shows that the holdings of the Uttar Pradesh University Libraries are much lower than Ranganathan Committee's (UGC: India) recommendations and parry Committee or Down's suggestions.

The periodical acquisition in Uttar Pradesh University Libraries is done through subscription agencies, direct from the publishers or sometimes for the sake of their own convenience through local vendors. The mode of acquisition of periodicals is based on the individual experiences, and hence it is different from library to library. Agra, Allahabad, Gorakhpur, Kashi Vidyapith and Lucknow University Libraries acquire foreign periodicals through subscription agencies and Indian periodicals direct from the publisher. In Avadh, Bundelkhand, Kanpur and Rohilkhand University Libraries, Local Vendor Method is followed. Garhwal University Library acquires some periodicals from local vendor and some periodicals directly from the publisher. In Meerut only news papers are subscribed from local vendor and rest all the periodicals through subscription agencies.

When asked "Do you face any problem in acquiring periodicals regularly in time?" The answer was 'Yes' from all the university libraries. Issue missing, Price-rising, late receipt are some of the common problems. There is delay in transit of foreign periodicals also. The result is that there are gaps in periodical collections. Price rice is the another factor which creates problem in continuity and completion of periodical volumes.

For maintaining the records of current periodicals, Agra, Bundelkhand, Garhwal, Kanpur and Kashi Vidyapith University Libraries use Register method. Gorakhpur and Rohilkhand University Libraries use Kardex while Allahabad University Library uses both kardex and Register system. No record of periodicals is maintained

in Avadh University Library. Meerut University Library follows Three Card System.

43 OTHER COLLECTIONS

Other collections like reference collection, special collection, non-book material, maps, rarebooks, manuscripts, pamphlets etc are very important for study and research.

Uttar Pradesh University Libraries, because of their financial limitations and interference of faculty in book selection process and non-availability of reference sources in Indian market have not been so for able to develop and collect standard and useful reference tools. No university library in Uttar Pradesh has got a separate allocation of funds for the purchase of standard reference sources.

Kashi Vidyapith University Library is having a good collection of rare books. Lucknow University Library possesses a fine collection of rare manuscripts in Hindi, Sanskrit, Arbabic, Persian and Turkish Language. There are some manuscripts on plam leaves. The library is also having a good collection of rare and out of print books and up-to-date files of almost all the important journals on Humanities and Social Sciences and the Scientific subjects taught in this university.

Such collections are of great value to scholars in a particular subject field. In addition to them many doctoral thesis, Government reports also form a noteable part of Library Collection.

Table 7 shows the comparative position of special collections in the University Libraries of Uttar Pradesh.

TABLE 7
Comparative Position of Special Collections in University Libraries of Uttar Pradesh

University Library	*Rare Books*	*Government Reports*	*Thesis*	*Manuscripis*	*Micro-Films*
Agra	Yes	Yes	Yes	-	-
Allahabad	-	-	Yes	-	-
Avadh	-	Yes	-	-	-
Bundelkhand	-	Yes	Yes	-	-
Garhwal	Yes	Yes	Yes	-	-
Gorakhpur	-	-	Yes	-	-
Kanpur	-	-	Yes	-	-

TABLE 7 (continued)

University Library	*Rare Books*	*Government Reports*	*Thesis*	*Manuscripis*	*Micro-Films*
Kashi Vidyapith	Yes	Yes	Yes	-	-
Kumaun	Yes	-	Yes	-	-
Lucknow	-	Yes	Yes	Yes	-
Meerut	Yes	Yes	Yes	-	Yes
Rohilkhand	-	Yes	Yes	-	-

Table 7 shows that except Avadh University Library, all other university libraries are having doctoral thesis, five university libraries are having rare books collection. They are Agra, Garhwal, Kashi Vidyapith, Kumaun and Meerut University Libraries only Lucknow University Library is having manuscripts collection.

Microfilms, micro-fische etc form the another important category of special materials. But, in Uttar Pradesh, only Meerut University is having some microfilms.

Thus, in Uttar Pradesh University libraries, the special collections are still in their formative stage. The only conclusion that could be derived is that due to financial limitations such collections are not getting proper weightage. But these must be given importance for study and research programme.

5 CONCLUSION

In a university library collection of:

(a) books required for teaching and research, and
(b) central reading material for different categories of readers make excellent collection.

But in Uttar Pradesh, majority of the books selected are not in consonance with the requirements of students and research scholars. The collection development will come out only when its librarian and the library staff are in know of new trends, new publications, newer editions, and understand the various dimensions of subjects in the growing universe of knowledge. But, in Uttar Pradesh university libraries, there is an unhealthy practise of appointing a professor incharge as head of the library under the cadre of Honorary Librarian. A professor's approach would be to cater to individual and immediate needs rather than to long range needs of future ones.

Moreover, he spends much of his time for teaching and visits library only for one or two hours. Hence, he is not familiar with reader's needs. Many times he is away on an assignment or on vacation. Thus, he is unable to devote attention to the job of selection. As a result the collection is incomplete. To avoid such imbalances and negligence in book selection and acquisition, it is strongly recommended that each and every library in Uttar Pradesh must have a professionally trained full fledged librarian, conversant with all aspects of the library's, collection.

To meet the demands of readers they are to be fed with the latest information contained in periodicals. But, due to price rise of periodicals and due to financial limitations, the periodical collections and special collections are still in their formative stage. It is suggested that these collections should be given proper weightage. University libraries in Uttar Pradesh should devise some co-operative acquisition schemes for purchasing books and periodicals. It is recommended that the government should exempt library materials of all kinds from internal as well as external taxes.

Thus, we find that university libraries in Uttar Pradesh have not been able to fulfil their obligations to the objectives of higher education due to inadequate, unappropriate, and weaker collections. Immediate steps should be taken to improve the collection qualitatively and quantitatively.

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COLLEGE LIBRARIES IN PUNJAB & UT CHANDIGARH

MADHURI ARORA*

1 OBJECTIVES

The main objective of this paper is to know the position of college libraries with regard to their resources and limitations.

Why the position of the college libraries is not upto the mark? Why they are not fulfilling the user's need? What are the limitations and hinderances faced by them and how they can be improved are some of the questions which prompted the author to study the problem in its totality.

2 METHODOLOGY

For collecting data from college libraries from all over Punjab and Union Territory, Chandigarh a questionnaire was designed for the purpose which was mailed to about 200 colleges excluding some of the professional colleges. Only 145 colleges cared to respond despite personal visits and repeated reminders which is about 72.5%.

3 ANALYSIS AND INTERPRETATION

The analysis is divided into two categories - regarding:

Libraries

Librarians

31 ANALYSIS REGARDING LIBRARIES

311 SIZE OF THE LIBRARIES IN TERMS OF COLLECTION

Collection varies from 500-50,000 and above in college libraries of Punjab. Table 1 reveals that only 4 libraries out of 145 have collection below 1000 documents and 6 libraries have more than 50,000. However, 24 libraries did not provide information. In other words we can say that 33 libraries have collection upto 10,000, sixty one libraries have collection upto 30,000 and 22 libraries' collection goes upto 50,000. Only 6 libraries have collection more than 50,000.

* Librarian, BBKDAV College for Women, Lawrence Road, Amritsar.

Table 1
Size of library (Collection)

(n = 145)

Books	Number of libraries	Percentage
500 - 1,000	4	2.8
1,001 - 5,000	15	10.35
5,001 - 10,000	14	9.67
10,001 - 20,000	39	26.9
20,001 - 30,000	22	15.2
30,001 - 40,000	7	4.83
40,001 - 50,000	15	10.35
+ 50,000	6	4.14
N R	24	16.6

312 MAGAZINES AND JOURNALS

The libraries of Colleges of Punjab also subscribe to journals (Indian and foreign) and popular magazines. 90.35% libraries subscribe to popular magazines and 74.5% libraries subscribe to Indian journals and 27.6% libraries also subscribe to some foreign journals (Table 2).

Table 2
Magazines/journals subscribed

(n = 145)

	Number of libraries	Percentage
Popular magazines	131	90.35
Indian journals	108	74.5
Foreign journals	40	27.6

313 NON-BOOK MATERIAL

The availability of material like audio-video cassettes microfische, disc, floppies etc is disappointing. As only 27 libraries have these aids, 52 libraries do not have these teaching aids and 66 libraries did not reply to the querry (Table 3).

Table 3
Non-book material

(n = 145)

Availability	Libraries	Percentage
Yes	27	18.6
No	52	35.0
NR	66	45.5

314 WORKING HOURS

Table 4 reveals the working hours of the libraries and it is very unfortunate that only 2 libraries work for more than 8 hours, 27 libraries work upto 8 hours, 53 libraries work only for four hours, 40 libraries impart services for 6 hours while 23 libraries did not respond to the question.

Table 4
Working hours

(n = 145)

	Number of Libraries	Percentage
4 hours	53	36.6
6 hours	40	27.6
8 hours	27	18.6
+ 8 hours	2	1.4
NR	23	15.9

315 OPEN ACCESS/CLOSED ACCESS

It is really encouraging to note that 40% libraries work with open access system, 15.9% libraries use mixed access ie, partly open and partly closed. 24% libraries work with closed access and 20% libraries did not respond to the question (Table 5).

Table 5
Open access/closed access

(n = 145)

	Number of Libraries	Percentage
Open	50	40.0
Closed	35	24.0
Mixed	23	15.9
NR	29	20.0

316 CIRCULATION SYSTEM

Table 6 reveals that different systems of issue and return are adopted by the libraries according to their need and convenience. Most of the libraries i.e., 87 use register system, 38 libraries use Browne system and only 20 libraries are using pass books.

Table 6
Issue system

(n = 145)

	Number of Libraries	Percentage
Browne	38	26.2
Register	87	60.0
Pass Book	20	13.8

317 REFERENCE SERVICE

It is very unfortunate on the part of librarians that 85 libraries out of 145 do not give reference service to their users while it is most important part of the library services. 25 libraries provide reference service, 35 librarians did not reply to the querry (Table 7).

Table 7
Reference service

(n = 145)

	Number of Libraries	Percentage
Yes	25	17.2
No	85	58.6
NR	35	24.2

318 USER EDUCATION

The state of user education is worse than reference service. It is apparent that if they do not give reference service how much would they care for user education. Table 8 reveals that as many as 65.5% libraries do not provide user education. Only 13.8% libraries provide user education while 20.7 institutions did not answer the question.

Table 8
User education

(n = 145)

	Number of Libraries	Percentage
Yes	20	13.8
No	95	65.5
NR	30	20.7

319 REPROGRAPHIC SERVICES

The data reflects that there is only photostat facility available in college libraries. None of the other reprographic services are available. The figures reveal that 62% colleges offer this service and 37.9% colleges are not providing even the photostat facility as is evident from Table 9.

Table 9
Reprographic services (Photostat facility only)

(n = 145)

	Number	Percentage
Yes	90	62.0
No	55	37.9

320 STOCK VERIFICATION

It becomes imperative for the librarians to carry out periodical stock verification, failing which library services will qualitatively decline. Investigations show that this practice is almost neglected. Only in 41 (28.3%) libraries it is conducted annually. In 20 (13.8%) libraries it is done after a span of 2 years. In 12 (8.3%) libraries it is done after 5 years and in 11 (7.6%) libraries it is done irregularly and 61 (42%) libraries are silent about this activity (Table 10).

Table 10
Stock verification

(n = 145)

	Number of Libraries	Percentage
Annual	41	28.3
Bi-annual	20	13.8
5 yearly	12	8.3
Other (irregular)	11	7.6
NR	61	42.0

32 ANALYSIS REGARDING LIBRARIANS

321 SEX OF THE PROFESSIONALS

As regards sex, male professionals are more (55.2%) in Punjab than females (44.8%) (Table 11).

Table 11
Sex of the professionals

(n = 145)

	Number of Librarians	Percentage
Male	80	55.2
Female	65	44.8

222 LIBRARY STAFF

The study shows the following categories of staff in different college libraries in Punjab: (*i*) Librarian, (*ii*) Assistant Librarian, (*iii*) Library Assistant, (*iv*) Restorer, (*v*) Library Attendant, (*vi*) Library, (*vii*) Library Janitor, (*viii*) Book Binder, (*ix*) Photostat Mechanic, (*x*) Peons and in some cases (*xi*) Sweepers.

223 STRENGTH OF DIFFERENT CATEGORIES OF LIBRARY STAFF

Table 12 reveals that all libraries in Punjab have a qualified librarian to look after the libraries. In 5 libraries (out of 145) there is more than one librarian also (as total number of librarians in these colleges is 130, Assistant librarians are only 59. Total supporting staff in the colleges of Punjab is 305 out of which 18.7 are skilled workers and 118 unskilled. From 22 libraries answer was not received.

Table 12
Strength of different categories of staff

(n = 145)

Posts	Total No.	Percentage
Librarians (in 5 libraries there are more than one librarian)	130	89.6
Assistant Librarian (in 3 colleges more than one Assistant Librarian)	59	40.6
Skilled workers	118	81.3
Unskilled workers	187	160
NR	22	15.1

224 TOTAL NUMBER OF STAFF (SKILLED & UNSKILLED)

Total number of library staff in the colleges of Punjab ranges from 1 (*ie*, only librarian) to 18 persons (including skilled and unskilled) maximum libraries *ie*, 46 libraries are maintained by 3 persons as is depicted in Table 13.

Table 13
Total number of staff in libraries

(n = 145)

Total Staff	Number of Institutions	Percentage
1	4	2.7
2	24	16.5
3	46	31.7
4	16	11.3
5	16	3.4
6	5	4.1
7	6	
8	1	0.68
9	1	0.68
10 - 15	4	2.7
+ 15	2	1.3

225 ACADEMIC QUALIFICATIONS

The academic qualifications of library professionals is reasonably good. Figures reveal that 120 personnel are PG while only 25 are graduates. None of them is undergraguate as depicted in Table 14.

Table 14
Academic qualifications

(n = 145)

	Number of Librarians	Percentage
Graduate	25	17.2
Post-graduate	120	82.0

326 PROFESSIONAL QUALIFICATIONS

Academic qualifications of the librarians are sound in comparison to professional qualifications as 81 personnel are BLib Sc. Only 43 are ML Sc, 9 are diploma/certificate holders. Twelve librarians have not bothered to answer it as shown in Table 15.

Table 15
Professional qualifications

(n = 145)

	Number of Librarians	Percentage
B Lib	81	55.9
M Lib	43	29.6
Diploma Certificate etc.	9	6.2
NR	12	8.3

327 INTEREST FOR FURTHER PROFESSIONAL STUDIES

Although it is satisfactory to note that 44 (30.3%) professionals are interested in further studies but at the same time almost double of them are not interested in improving their professional qualifications. They are satisfied where they are. However, we can estimate that 43 are already MLI Sc (as shown in Table 3) (refer to Table 16).

Table 16
Interest for further studies amongst professionals

(n = 145)

	Number of Librarians	Percentage
Yes	44	30.3
No	80	55.2
NR	21	14.5

328 WORK EXPERIENCE OF PROFESSIONALS

Table 17 shows the work experience of professionals ranges from 5-10 years and maximum of more than 25 years. In this case only 2 librarians are working for more than 25 years. 33 librarians have experience between 5-10 years, 32 have experience between 11-15 years, 37 have worked for 16-20 years and 21-25 personnel have experience between 21-25 years.

Table 17
Experience of professionals

(n = 145)

	Number of Librarians	Percentage
5 - 10 years	33	22.8
11 - 15 years	32	22.1
16 - 20 years	37	25.5
21 - 25 years	32	22.1
+ 25 years	2	1.38
NR	9	6.2

329 MEMBERSHIP OF PROFESSIONAL BODIES

It is very unfortunate for Punjab that out of 145 professionals only 26 librarians are members of only one professional body. Seven are members of two bodies and only one is a member of more than two bodies while 111 are not members of any professional body (Table 18).

Table 18
State level membership of professional bodies

(n = 145)

Membership of Professional bodies	Number of Libraries	Percentage
1	26	17.9
2	7	4.83
+2	1	0.69
Nil	111	76.6

3291 NATIONAL LEVEL MEMBERSHIP OF PROFESSIONALS

The study reflects that the library professionals do not bother for the national level professional membership. The figures are as low as 7 librarians, who are members of national bodies like ILA, IASLIC. 138 librarians are not the members of any association (Table 19).

Table 19
National level membership of profession

(n = 145)

	Number of Libraries	Percentage
Yes	7	4.83
No	138	95.17

3292 SEMINARS/CONFERENCES/WORKSHOPS ATTENDED BY THE PROFESSIONALS

This is again not much encouraging as only 42% librarians have participated in such activities, 48.3% have not participated and 9.7% are silent and if we go deeper it is found that 61 professionals who have participated in such activities are only upto State and University level and if we look upto national level activities only 2/3 professionals have taken part in such activities (Table 20).

Table 20
Seminars/Conferences attended by the professionals

(n = 145)

	Number of Librarians	Percentage
Yes	61	42.0
No	70	48.3
NR	14	9.7

3293 PROFESSIONA PUBLICATIONS

Librarians have restricted their roles to administrative and supervisory areas only. It is high time that they come out of the narrow sphere and stretch out to scholastic world of research and writing. As Table 21 reveals that only 5 librarians have contributed for the same, 12 are silent about it while the majority have not contributed in the professional journals.

However, it is found that some professionals are writing general articles for magazines and newspapers and even they write books also in other streams than library science (Table 21).

Table 21
Professional publications

(n = 145)

	Number of Librarians	Percentage
Yes	5	3.4
No	128	88.3
NR	12	8.3

3294 JOB SATISFACTION OF PROFESSIONALS

The majority of professionals *ie*, 94 are satisfied with this profession while 31 are not. Twenty have not bothered to answer the querry as is clear from Table 22.

Table 22
Job satisfaction

(n = 145)

	Number of Librarians	Percentage
Yes	94	59.7
No	31	26.5
NR	20	13.8

4 CONCLUSION

The questionnaire response, which has been as high as 72.5%, has helped in carrying out a reliable and effective study. The investigations reflect that the college libraries in Punjab are low on performance scale specially in regard to non-book material, subscription of journals, reprographic services, reference services, stock verification, user education maintenance and documentation. The librarians are also professionally inert as per modern library standards. They lack motivation for participation in research oriented professional activities.

The reasons for this degeneration in libraries may be located in the points enumerated below:

1 Absence of library committee for book selection and policy matters.

2 Lack of funds.

3 Heads of the institutions do not take interest in library development programmes.

4 Members of the faculty are not library oriented.

5 Absence of proper infrastructure and task force.

6 Librarians are not motivated workers as they enter the profession by chance and not by desire.

7 Absence of Inservice training programmes.

8 Required working hour schedule is not followed.

9 Librarians are made to perform extra library assignments.

10 Syllabi and teaching are not library oriented.

5 SUGGESTIONS

The following suggestions have been derived from the above results and findings. They might prove to be useful guidelines for library improvement in general.

1 It becomes imperative for the colleges to have a library committee comprising of the principal, librarian, a few members of the Faculty, student representatives, and above all library experts for viewing and reviewing library growth and development.

2 Regular inflow of funds from the UGC, State governments and College management itself.

3 Proper infrastructure, specially comfortable furniture, lighting and fresh air circulation.

4 Congenial and friendly atmosphere for the users. Stress on users education.

5 Adequate library support staff as per the norms set by UGC.

6 Uniform working hour schedule for all libraries.

7 Regular in-service training programmes and faculty improvement programmes so that personnel get enough motivation for furthering their academic acumen.

8 Re-modelling the syllabus to bring about library orientation.

9 Library support staff to work just for the library and its improvement.

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COMPUTERIZATION OF CENTRAL STATE LIBRARY AT CHANDIGARH

*K C RAMOLA
**SANJAY ARORA

1 CENTRAL STATE LIBRARY

The Chandigarh Public Library System was started in 1955 by the then Punjab Government during the First Five Year plan under the scheme of Government of India `Promotion of Art and Culture and setting up of Public Libraries in the States'.

The Central State Library, Chandigarh is housed in its own five storey cuboid building in Sector-17. It came under the control of Chandigarh Administration (Education Department) after reorganisation of Haryana and Punjab on 1st November 1966. The Chandigarh Administration, keeping in view the high literacy rate of 77.81% (1991 census) of its educationally conscious citizens liberally allocated funds to enable the Central State Library to grow rapidly. The UT Administration, Chandigarh ranks fourth in the country in respect of the per capita expenditure on Public Library Services.

The responsibility of overall management of Central State Library lies with the State Library Planning Committee (SLPC) under the Chairmanship of Finance-cum-Education Secretary of the Chandigarh UT. The Joint Secretary Finance-cum-Education, Chandigarh Administration, is its Vice Chairman and the State Librarian is its Convener. The other members include eminent educationists and nominees of the Raja Rammohun Roy Library Foundation (RRRLF). The SLPC meets occasionally to discuss and approve policies for the development of the Central State Library and selection of books under the matching grant of RRRLF.

At the moment the Library has total staff strength of 82 with a budget exceeding 40 lakhs per annum. Six Branch Libraries have been established in various parts of the Union Territory including rural areas.

The Library has a live membership of about 13,500 who have

* Librarian, Central State Library, Sector-17, Chandigarh.
**State Informatics Officer, National Informatics Centre, Chandigarh UT Unit, Chandigarh.

access to 160,000 books, 19 newspapers and 175 journals kept in open shelf arrangement. With the help of National Informatics Centre (NIC), the library has made rapid strides in modernising its activities for better service to its readers and efficient management.

2 NATIONAL INFORMATICS CENTRE

National Informatics Centre, Chandigarh UT which is involved in computerisation of Central State Library is a unit of National Informatics Centre (NIC), a wing of Planning Commission, Government of India. NIC is headed by an eminent technocrat, Dr N Seshagiri who is designated as Director General, NIC and Special Secretary to Government of India.

NIC was established by the Central Government with a long term objective of setting up a computer-based informatics network for decision support to the Government Departments and development of databases relating to India's socio-economic development and monitoring of plan programmes.

NIC has been playing a catalytic role in creating informatics awareness in promoting and systemising the data collection, organisation, processing and its online accessibility. NIC has now extended its IT support services to State/UT Governments aand District administration also and a large number of areas have been computerised in various States/UTs.

The major objectives of NIC include development of necessary and appropriate computerised information systems/data bases in various sectors of the economy for interactive use, promotion of IT culture at district, state and central level and establishment of computer network with necessary communication equipment for ensuring easy access to information across the nation and ensuring reliable, timely and accurate information enabling optimum use of resources. The NIC's mainframe computers at four Regional centres (Delhi, Pune, Bhuvaneshwar and Hyderabad), Super-mini computers, State capitals, Super PC/ATs at the District headquarters, and establishment of link between them through the statellite have provided infrastructure for distributed information storage and retrieval through NICNET. The central network control centre (Master Earth Station) has been established at NIC headquarters at Delhi and Micro Earth Stations are installed at the state capitals, district administration and also at the sites of priority projects. The international Electronic Mail service (UUCP mail) is available on NICNET for selected NICNET users through domain address (nicnet).

3 STATUS OF COMPUTERISATION OF CENTRAL STATE LIBRARY

NIC Chandigarh UT is engaged in computerisation of activities of a number of departments and organisations of UT Administration. The areas taken up in the Central State Library are given below.

Sr No	*Area*	*Status*
1	GISTNIC Inforamation Centre (On-line)	Implemented
2	Membership Registration Computerisation (On-line)	Implemented Running successfully
3	MEDLARS Information System (On-line)	Implemented
4	Catalogue Information System (On-line)	Test Reports approved; Data feeding to start
5	Issue-Return Computerisation	Being Planned
6	Access to international Data Bases	Being Planned
7	Back Office Operations	Being Planned

The computerisation programme has been implemented in the most economical manner. The software development and the hardware support has been provided by NIC which effectively means that Library has neither purchased any computer nor spent any amount on software development. Only terminals and printers have been installed in the library at the appropriate places which are connected to NIC Computer Centre located in the Administration Building in the vicinity of the Library. Only after a couple of more areas are successfully implemented, the Central State Library plans to invest on its own hardware, software etc. Since NIC is providing software support also, no additional posts of Programmer etc have been created (except a GISTNIC operator) for computerisation.

4 GISTNIC INFORMATION CENTRE

The GISTNIC Information Centre established in the Central State Library by NIC has made it possible for the Library to be the first and perhaps is the only public library in the country to be hooked on to NICNET. The Centre has been established in a beautifully designed skyblue coloured fibre glass based booth which has been supplied free of cost by NIC.

GISTNIC helps the information thirsty readers of the Library to obtain up to date information on a wide range of topics like course being offered in a University, Hotel Directory of India, Industrial Directory, Statistical Profiles of Districts in various States, 1991 and 1981 census figures etc. The terminal is of immense help to all readers especially those interested in greater details of a topic by providing them relevant, accurate and updated information.

All the important databases that are being grown on computers on NICNET in the areas of agriculture, industries, programma implementation, education, health energy, environment etc. are being fully utilised in deriving the information of interest to the common man.

Dynamic developments such as sports events, world records, national records and current events are being made avilable. The National telephone directory of India is being compiled and soon will be placed on GISTNIC. The retrieval of information is user friendly, menu driven and keyboard based.

Other On-line databases available include IMF and International Financial Statistics, Technologies for Rural Development, Invention, Innovations, Educational Statistics form 1987 to 1991, Indian Civil Services Officers' Database. Many more data bases are being added which will be of tremendous use for the library reader whose information requirements are increasing every day.

Since MEDLARS service which is one of the world largest computer based medical bibliographic systems is available on NICNET, the Central State Library has been catering to the need of a specialised segment of readers. Under this On-line access is available to 28 data bases covering subjects such as medicine, bio-medicine, dentistry, nursing etc. MEDLARS comprises of 3000 serials from popular among the doctors, teachers, nursing students, researchers.

5 MEMBERSHIP REGISTRATION COMPUTERISATION

At the end of 1990-91, the Central State Library had on record a cumulative membership of about 44,000. It was being felt that a large percentage has ceased to be active as the membership started about 35 years back.

The Library started a drive for fresh membership by advertising in the newspapers and a fresh modular proforma was designed. The data base of members was created on NIC computer and at the end of 1992-93, the Library had 13011 live and active members with 2915

government employees, 1925 students/children, and 8171 general public.

The computerisation has resulted in not only ease of refunds, issue of duplicate cards etc, but the management now has come to know of the exact status of the membership which helps in effective planning.

As soon as a member is registered, the details are entered in the computer which includes name, address, and other details of the member. The latest status of members is thus available On-line. In case of refunds, duplicate card etc, the process becomes very easy as just from the name or membership number or date of membership, rest of the details can be retrieved very quickly. It has helped in reducing the response time of services.

Monthly reports containing consolidated status are also printed for ease of back office operations. Category wise reports are also possible which can help in ascertaining the clientele and planning the future operations.

6 CATALOGUE INFORMATION SYSTEM

After having successfully computerised registration of members and commissioning of GISTNIC Information Centre, Catalogue System was taken up for computerisation. The manual cataloguing system was explained in detail to NIC software engineers and it was felt that the computerisation will result in more effective managment of catalogues and better service to readers.

NIC has prepared a working prototype of the software and demonstrated to the Library management. The computerised system enables the user to enter any of the attribute of a book like Author, Title, Subject etc and all other details of the book including its location can be seen in no time.

Mainly five type of such on line searches can be carried out. These include title-wise, author-wise, subject-wise, series wise, name-wise and accession number wise.

These search closely model the manual system of cataloguing. The library has about 1.6 lakh books with about 5000 volumes being added every year. At present it has to maintain author-wise, title-wise and subject-wise catalogues for the readers and internal management.

In the present system, as and when a new book arrives in the library, it is allotted an Accession number and all its particulars are entered in the accession register. Then separate author-wise, title-

wise and subject-wise catalogue cards are prepared and placed in respective catalogue drawers. A reader can locate the book with the help of any of these catalogues. The author-wise catalogue card contains exhaustive information about a book.

In computerised system, the relevant information of every book is being fed in the Books database which includes Call number, Book number, Author names, Title, ISBN number etc. Only after the data feeding in respect of all the books is over, the searches mentioned above can be effectively carried out.

The prototype of software is ready and as soon as the data of sufficient number of books is over, On-line terminals will be installed in the Library for the readers.

7 FUTURE PLANS

While more and more areas are being taken up for computerisation, the Central State Library is mindful that automation process needs continuous review and therefore areas already computerised are being fine-tuned as per the user requirement. The objective is to make the Library a Reader-Friendly Library. The process although is difficult and time consuming but with mutual efforts of NIC and the Library, it seems very much possible to achieve the objective.

The new areas to be taken up include Issue Return computerisation with automatic reminder generation so that availability of books can be increased. Further, access to international data bases would very soon be possible as it is hoped that related services would shortly be available on NICNET. Back Office operations like Financial Accouting, Personnel Management like salary, service record etc. are also proposed to be taken up for improving the efficiency of the management.

Although the results so far have been quite encouraging and the Library has a definite action plan too, yet there is still lot more to be done. The forefathers of Library Management have fortunately given us a complete scientific and logical system of operations which can be easily automated, yet it needs tremendous will power and effort on the part of both the management as well as the computer specialists to make effective use of the Information Technology for making our libraries Reader-Friendly. The automation of libraries has taken off but it is yet to come of age in India.

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DEVELOPMENT OF ACADEMIC AND PUBLIC LIBRARIES IN PUNJAB: A HISTORICAL PERSPECTIVE

SUKHDEV SINGH*
M P SATIJA**

0 INTRODUCTION

Punjab has been and even today is the most prosperous state and proud heritage of India. Punjabis have been leading in almost all the spheres of activity eg, agriculture, freedom struggle, the socio-cultural activities of the people. In the field of education and librarianship too they have not lagged behind. A peep into the history of Punjab reminds us that the World's first seat of higher learning, Taxila University set-up in the Post-Vedic period had a beautiful library attached to it.[1] In the Moughal Period, the princes, princesses, nobels and higher ups in the Darbar had their own beautiful libraries. Though these were not open to the public, these had much valuable material in them. One such example is the library of Khan Khana Abdula Rahim.[2] He was having a staff of 95 persons with Maulana Ibrahim as the Librarian. Maharaja Ranjit Singh, though totally illiterate, established and maintained a library in the Diwan-Khana near Moti Mandir at Lahore.[3] University of Punjab, Lahore established on the 14th October, 1882 had a beautiful and rich library attached to it.[4] Similarly, the first public library namely Punjab Public Library was established at Lahore in 1884.[5]

01 TERRITORY OF PUNJAB

Before taking up the development of Academic and Public Libraries in Punjab, it would be appropriate to have a look at the territory of Punjab which has changed from time to time. Political axe has fallen a number of times on the territorial jurisdiction of Punjab. In 1947, Pakistan was carved out of India and Punjab was divided into East Punjab and West Punjab. West Punjab became a part of Pakistan whereas the East Punjab was organised into three provinces of India namely Punjab, PEPSU and Himachal Pradesh. There provinces were

* Asstt Librarian, Bhai Gurdas Library (GNDU), Amritsar.
** Lecturer, Deptt of Lib and Information Science, GNDU, Amritsar.

reorganised in 1956 alongwith other provinces of India. As a result, PEPSU was merged with Punjab to form a single province called Punjab. The provinces of Himachal Pradesh and Punjab were again reorganised on November 1, 1966. As a result of which territories of Punjab and Himachal Pradesh were readjusted and a new state Haryana and born with Chandigarh as the Union Territory serving also as the capital of the two states Punjab and Haryana.

1 DEVELOPMENT OF ACADEMIC LIBRARIES

Academic libraries play a pivotal and significant role in imparting higher education in a region and it is also true in case of Punjab. Higher education can never be possible without the libraries attached to them. Of course, it is also true in case of schools, but to a lesser extent, academic libraries include schools, colleges and universities libraries.

The British Government opened three Universities at Bombay, Calcutta and Madras. In the absence of any University in Punjab, the students started appearing in the examinations being conducted by Calcutta University, though their number was very few. This is clear from the fact that only 13 students matriculated by the close of 1862-63.[6] In 1864, two government colleges were opened at Lahore and Delhi (Delhi remained a part of Punjab upto 1908). These colleges including Mohindra College, Patiala started in 1857, remained affiliated to Calcutta University until the establishment of the University of Punjab in October, 1882. Higher Education spread quickly after the formation of the Punjab University. There were only three Arts Colleges in 1889-90, but their number rose to ten in 1901-02.[7]

Two intermediate colleges were opened by the Punjab Government at Multan and Ludhiana and two more raised by the DAV Management at Ambala and Jalandhar in the first decade of the 20th century. Similarly, Khalsa College, Amritsar was started in 1905. Guru Nanak College, Gujranwala was opened in 1917 and Hailey College of Commerce was started in 1927 by Sir Ganga Ram, a well known philanthropist of Punjab. Thus, by the end of 1930's, there were 18 privately managed colleges and 16 other colleges run by the Government.

11 AFTER THE PARTITION

Before the partition in 1947, Punjab University and a number of colleges at Lahore like Government College, F C College, Hailey College of Commerce, Dyal Singh College etc had very fine libraries attached to them. With the partition, these great seats of learning went to

Pakistan's share and the East Punjab was left with no academic institution of higher studies except Khalsa College, Amritsar and DAV Colleges at Ambala and Jalandhar and a few other small colleges. After a bit of stabilisation, the present Panjab University came into existence by a special ordinance of October 1, 1947. The newly born University had no seat, no home and the then truncated state of Punjab had no finances to build up a new campus also. The teaching departments, the administrative office, and the library were scattered over various cities of the state. The Science Departments found home at Hoshiarpur, the Medical and Pharmacy Faculty at Amritsar, the Law and Commerce Faculty at Jalandhar. The Administrative Office at Solan and the library at Shimla.[9]

In December, 1958, Dr S Radhakrishanan, the then Vice-President of India, laid the foundation stone of the present five-storeyed building of the Punjab University Library. Towards the end of 1959, a number of teaching departments had shifted to Chandigarh and the need of the library at campus was badly felt. By then, the ground floor of the present building was ready and it was decided to shift the library from Shimla to its real home at Chandigarh. The shifting was completed on 12th December 1959.[10]

Punjab University Extension Library was started at Ludhiana in July 1960 in a rented building. It shifted to its present building in February 1968. The Library serves the institutions within a radius of 50 km besides catering to the needs of the local students and teachers in the city.[11]

Punjab Agricultural University, Ludhiana was established in 1962 in order to support the study and research in the field of Agriculture in the State. Similarly, Punjabi University, Patiala, established in the same year had the aim to develop Punjabi language, culture and education in general in the State. Guru Nanak Dev University, Amritsar came into existence in November 1969, in order to develop culture, language and religion besides formal education in various fields.

After the partition, a number of Arts and Science Colleges were started by the Government and the private managements. According to a data collected by M L Sharma for his PhD thesis in Education, there were 21 Arts and Science Colleges in 1937-38 in the undivided Punjab. Their number rose to 100 in 1963-64[12] (before the creation of Haryana and Himachal Pradesh in 1966).

In 1969-70, a number of colleges were opened by the Sikh Organisations in the name of Guru Nanak Dev on his fifth century

celebrations particularly i n the rural areas. Similarly, other colleges were also opened by other private managements. According to the statistical Abstracts of Punjab 1990, there are 171 colleges imparting higher education in the state. Similarly, there were only 397 secondary schools in 1937-38, their number rose to 1938 in 1963-64[14] and in 1990 their number was 2744[15] (387 Sr Sec Schools and 2357 High Schools). Primary and Middle schools have not been included in this data as they have hardly a library attached to them.

2 DEVELOPMENT OF PUBLIC LIBRARIES

The public library is considered to be an intellectual powerhouse to fulfil and meet the educational, cultural and informational needs of the public irrespective of colour, creed or sex. Unlike an academic library or the special library which have selected clinetele, the public library has to be used by one and all. The first public library in Punjab was established at Lahore in 1884 under the name of Punjab Public Library. Sir Charles Aitchison, the then Lt Governor of Punjab formally opened the library to the public. The library was managed by Committee of 23 members appointed by the Punjab Government. There were life-members as well as annual subscribers of the library through paid subscription to the library. The use of the reading room was, however, free of charge. The library also used to receive a grant from the Government and from some of the local bodies in the province.[16] The library is still functioning at Lahore in Pakistan and is a proud heritage of the British India.

Sardar Dyal Singh Majithia and Sir Ganga Ram have been rightly called the carnegies of Punjab. They promoted development of libraries in Punjab. As such Dyal Singh Public Library and Sir Ganga Ram Commercial Library were established through the trusts created in the names of these two persons in 1896 and 1923 respectively.[17]

Lala Lajpat Rai on his return from USA founded Servants of People Society (Lok Sewak Mandal) and established Dwarka Das Library in 1921.[18] That library (now rehabilitated in Chandigarh, Sector-15) provided excellent collection of Lala Lajpat Rai, Lala Harkishan Lal, Dr Gopi Chand Bhargava and Pandit Pearey Mohan Dattarya of 'The Tribune'. The membership of the library was open to the public as well as for the use of the Tilak School of Politics founded by Lala Lajpat Rai for youths who gave up their studies during Non-cooperation Movement.

21 THE REFORM MOVEMENT AND THE PUBLIC LIBRARIES

During the 1920's, the Reform Movement in Punjab also contributed to the opening of a number of institutions for education and establishment of libraries and reading rooms attached to these institutions. This resulted in an increase of book activity and production of religious and political literature in Punjab in English, Hindi, Urdu and Punjabi languages. Arya Samaj made the teachings of the Vedas and Post-Vedic literature the property of the common man by publishing them in regional languages. They brought them out of the hands of Sanskrit scholars and Pandits who had kept them closely guarded and securely locked.[19]

The Singh Sabha Movement in Punjab for reformation of the Sikhs led to the production of good literature in Panjabi language for the study of the sikh masses through the efforts of Bhai Vir Singh and other Sikh missionaries and luminaries of that time. Reading Rooms were opened in the Gurdwaras (Sikh Temples) eg, at Amritsar, Nankana Sahib and Muktesar under the charge of the Granthies (keepers and readers of the Guru Granth Sahib - the Sacred Sikh Scripture).[20] It was because of this deep influence that some sikh scholars had their own personal libraries. Bhai Mohan Singh Vaid (1881-1936) had an excellent personal library having a total of 18,624 books.

22 VILLAGE, MUNICIPAL, DISTRICT AND STATE LIBRARIES

Village libraries were opened in some villages by the Education and Corporation Department of Punjab Government in the twenties and thirties of this century. The number of such libraries started in the buildings of middle and normal schools was about 1500.[21] These libraries used to open in the evening after the school hours. Vernacular teachers of the schools were made the incharge of these libraries with additional allowance of Rs 30 to 40. Useful and interesting literature, newspapers, periodicals, pamphlets and books for adults and the publications of the Department of Agriculture and Cooperation were supplied to these libraries. One of such libraries was inaugurated by Mr M L Darling, the then Commissioner, Development and Rural Reconstruction, in the village Kalanaur in Gurdaspur District. The library was run by the cooperative society of the village.[22]

After the establishment of Punjab Public Library at Lahore, public libraries in other cities of Punjab were also opened. One of such libraries, though a small one, was started at Ludhiana even before it as early as in 1878 namely Municipal Library. Prominent among other libraries were RUDT Municipal Library, Patiala (1897); Motilal Nehru

Municipal Library, Amritsar (1900), Municipal Library, Kapurthala (1904), Central Public Library, Sangrur (1912), Patiala Union Public Library, Sangrur (1912), Lahore Gymkhana Library (1914) and Coordination Library, Lyallpur (1915), Dwarka Das Library Lahore (1921), Ganga Ram Business Bureau and Library, Lahore (1924).[23]

Apart from these public libraries, small public libraries were also opened by local bodies in small towns of the state. The district-wise detail of such libraries before the reorganisation of Punjab in November 1966, is as below:

S No.	District	No. of Libraries
1	Ambala	11
2	Amritsar	06
3	Bhatinda	07
4	Ferozepur	10
5	Gurdaspur	10
6	Hoshiarpur	07
7	Hissar	05
8	Jalandhar	05
9	Kangra	02
10	Kapurthala	02
11	Karnal	09
12	Kulu	01
13	Ludhiana	05
14	Mahendergarh	02
15	Patiala	08
16	Sangrur	06
17	Shimla	01
	Total	97

It may be noted here that Ambala, Hissar, Kangra, Karnal, Kulu, Mahendergarh and Shimla were all the districts of Punjab before November, 1966 and that out of total 169 municipal committees in the state, only 97 had set up libraries.[24] District libraries were running at only eight district headquarters ie, Gurdaspur, Dharamshala, Jalandhar, Ambala, Patiala, Sangrur, Hissar, and Narnaul. These libraries were

supposed to serve as the pivot of organisation for rendering library services to rural areas by coordinating with the rural libraries.

The Central State Library was planned to serve as the nucleus of library movement in Punjab. Established at Chandigarh in 1956, it shifted to its present home in Sector-17 in November 1958.[25] Its sphere of activity was enlarged when more District Libraries were established at Ambala, Jalandhar, Dharamsala, Narnaul, Patiala and Sangrur. The Central Library includes setting up of mobile unit stations. With the declaration of Chandigarh as the Union Territory, the library now serves as mainly the public library for Chandigarh.

3 CENTRAL STATE LIBRARY (CHANDIGARH)

Central State Library, Patiala, was inauguarted on July 23, 1956 by Shri C P N Singh, Ex-Governor Punjab. The library is not merely run as Lending or Reference Library, but also as an apex library in Punjab. It also serves as a centre of cultural activities for the community. The cite of the library has beautiful surroundings and is almost in the heart of the city at a distance of 10 minutes cycling from its farthest corner. Apart from good collection of books, the library has a number of manuscripts - 1122 in Persian, 907 in Panjabi, 687 in Hindi and Sanskrit and 243 in other languages. The rare collection of the library has attracted students not only from India but also from abroad including a research scholar from Oxford University who was interested in the manuscript copy of *Siasat-Nama*. The oldest manuscript in the library is more than 800 years old *Jain Vipak Sutra* dated 1216 Bikrami (1159 AD).[26] The library has a Map Section, Picture Galary, Music Section and a beautiful Children Section also in addition to normal reading rooms and a spacious auditorium with a modern stage fully equipped with elective appliances and rubber cushioned chairs. Another lecture hall with a seating capacity of 200 and a stage is also available on the first floor of the library building. Apart from other activities, the library coordinates the working of District libraries in the state and makes coordination with the Raja Ram Mohun Roy Library Foundation.

4 LIBRARY LEGISLATION IN PUNJAB

In spite of the Municipal libraries in the cities and District libraries and the Central State Public Library at Patiala, the Punjab state is not having a network of libraries at the block and village level. There is also no proper coordination among different types of libraries. This could not become possible due to the lack of Library Legislation in

the State. Efforts were made in the past to put "Punjab Library Act" on the Statute Book of the State. The idea was moved by Punjab Library Association as early as 1948 and continued in 1964 and 1968 for this purpose. Also, another attempt was made by the Association in 1980,[27] but with no positive results. The Association revived with a new enthusiasm in 1989, organised a book exhibition and a seminar on "Public Library System and Library Legislation in Punjab" on November, 1991 and decided to have the public supported network of public library system upto the block and village level in the Statute Book of the state. The Draft Bill is ready with the Association and is going to be submitted to the Government for consideration shortly.

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DEVELOPMENT OF COLLEGE LIBRARIES IN MAHARASHTRA WITH SPECIAL REFERENCE TO VIDARBHA REGION

Dr S R BAHETI*

0 INTRODUCTION

A College Library is not a mere collection of books, nor it is simply the builiding or the room which contains this collection. Likewise a librarian is not merely the store-keeper of the collected books. The library is a dynamic institution providing education for intellectual advancement and the librarian is the head of this institution in every sense of the term.

The library is more valuable to the culture of a nation than the money. A college library, worth its name is a tonic for the mind, a workshop for the scholar, a university for the students and a temple of learning for a layman.

1 DEVELOPMENT OF HIGHER EDUCATION IN VIDHARBHA: GEOGRAPHICAL AND HISTORICAL SITUATION

11 GEOGRAPHICAL SITUATION

The present jurisdiction of Vidharbha region extends to 9 districts of Maharastra State. It has an area of 37,746.30 square miles which comes to about 31.66% of the total area of Maharashtra. It has a population of 1,73,71, 134.[1]

12 COLLEGE EDUCATION

Prior to independence, the progress of Higher Education was very slow in this entire region. The first collegiate institutions in the Vidharbha were Hislop College, and Morris College. These colleges were founded at Nagpur, in 1883 and 1885 respectively.

An unsuccessful attempt to establish University in Vidharbha was made in July 1914. However, the first University in Vidharbha came into existence ie, Nagpur University on the 4th of August 1923.[2] In the year 1951, 19 colleges were started in all 9 districts of Vidarbha.

* Librarian and Head, Dept of Lib Sc, LRT College, Akola 444 001.

The peak period of development of Higher Education is during the year 1961 to 1970 and 1980-90 (Table 1).

Amaravati University was established on 1st May 1983. At present 121 colleges are affiliated with the Nagpur University and 115 colleges are affiliated with Amaravati University. The main characteristics in this process of educational development is that almost all educational development has been made by the efforts of private educational institutions. In Maharashtra, government colleges are very few. Out of 236 colleges about 69 colleges (all over Vidharbha) are run on no grant basis.

Table 1
Development of Colleges in Each District of Vidharbha

Year	*Before 1900*	*1901 to 1910*	*1911 to 1920*	*1921 to 1930*	*1931 to 1940*	*1941 to 1950*	*1951 to 1960*	*1961 to 1970*	*1971 to 1980*	*1981 to 1992*	*Total*
DISTRICT											
1 Akola	-	-	-	-	1	1	2	8	2	16	30
2 Amaravati	-	-	-	1	-	1	3	14	11	14	44
3 Bhandara	-	-	-	-	-	-	2	9	-	11	22
4 Buldhana	-	-	-	-	-	1	1	8	-	8	18
5 Chandrapur and Gadchiroli	-	-	-	-	-	-	2	6	5	14	27
6 Nagpur	2	1	-	1	2	2	5	17	7	17	54
7 Wardha	-	-	-	-	1	-	2	6	1	18	18
8 Yeotmal	-	-	-	-	-	-	2	9	2	10	23
Total	2	1	-	2	4	5	19	77	28	98	236

2 COLLEGE LIBRARIES

Librarians have now begun to realise that they are the interpreter of knowledge. But unfortunately, this change in the outlook of the Librarians about the utility of libraries which are significant partners in the countries' cultural, political, social, scientific and technical development has not helped them to come out of the rut of the stagnation whcih has been caused and nurtured by the shortage of trained and qualified Library manpower. The perverted concept of library service, the inertia that is rampant among the trained librarians and the apathy of the University college administrators towards the development or proper library services etc still exists.

Thus, it is often complained that the development of college libraries in Vidharbha region is not at all satisfactory. The services provided to readers are inadequate. It becomes necessary to diagnose the real element to decide the line of treatment accordingly with a view to making a survey of the prevailing situation in respect of development and services offered by college libraries.

21 LIBRARY STAFF IN COLLEGES

According to the present provisions of GR of Government of Maharashtra the college libraries should be provided with the following staff. Abstract of the Government Resolution Education & Youth Services, Government of Maharashtra No. NSC/280/150163/XXXII (CELL) dated 2nd Feb 1980 is as follows.[3]

22 STAFF REQUIRED FOR MAINTENANCE OF AND WORK IN THE LIBRARY OF THE COLLEGE

Every affiliated college is entitled to have a librarian in UGC recommended scale of pay (the prescribed qualification for the post being a Master's degree *plus* Degree/Diploma in Library Science) to be incharge of the library. In addition to the librarian, a college may also be entitled to additional library staff (with technical qualifications and for purely clerical and/or class IV) as follows, related to the strength of students (at the degree college and the junior college levels *together)*

An Assistant Librarian: (for whom the prescribed qualification should be a Batchelor's degree plus Degree/Diploma in Library Science and the prescribed revised scale of pay shall be Rs. 365-760), if the strength of students in the college is more *than 2000*

Supporting library staff: In addition to the librarian and the assistant librarian (wherever admissible) shall be at the rate of one person for 250 students. *Every fourth* member of such supporting staff may be a Junior clerk and the remaining persons shall be in the class IV catagory (of Library Attendants). This means that till the strength of a college reaches 1,000 no separate clerical staff will be available for the library. As such there will be peons only (Not exceeding three, depending on the range of students strength upto 1000). If any clerical help required by the librarian, it will have to be secured by drawing upon the staff. The minimum prescribed qualification for the post of a Junior Clerk shall be SSC and the prescribed revised scale for the post shall be Rs 260-495. However, if the Junior Clerk holds a SSC Certificate in Library Science, the revised scale admissible to him shall be Rs 290-540. The

prescribed revised scale for the post of Library Assistant shall be Rs 200-280.

Curiously enough, most of the college libraries in Vidharbha have not been provided with even sanctioned staff. Only 32% of the colleges of Vidharbha region have fully implemented the provisions of staffing pattern as per the GR of Government of Maharashtra dated 22.2.1980. 34% colleges have implemented the provision of GR partially and provided some staff to the college libraries. 33% colleges have not at all implemented the staffing pattern. Librarians have to do all the work of the library, be it opening the library or processing or labelling or accessioning or cataloguing or classification or issuing/returning books or to close the library.

Particularly the situation in BEd colleges and colleges in rural areas has been found most unsatisfactory. If the librarian goes on leave the library remains closed and, therefore, students and staff suffer.

The study reveals that some of the libraries are still without a qualified librarian.

Table 3

Staffing Pattern Implemented	No. of colleges
1 Fully implemented	32
2 Partially implemented	54
3 Not at all implemented	24
4 Colleges without having qualified librarian	18

3 BUILDING

Every college needs to have an attractive, spacious, well equipped and functional reading room and a library with a balanced collection of books and periodicals. Library ought to be a place where research, reference, borrowing and recreational reading are the chief activities.[4]

Beside books, readers and staff in the trinity of librarianship, the most important part of the organisation of a library system is the building. A functional library building is that where the allocation of space for books and other reading material, staff and readers could conveniently be made. As a result of the influence of Dr Ranganathan and the interest taken by UGG there has been a spurt in the development of library buildings in India.[5]

Table 4
Position of Library Building in Vidharbha

Particulars	No. of Colleges
1 Colleges having separate Library Building	26
2 Bulding constructed for Library but used partially for Office & Class Room	30
3 No separate Library Building but wing of the college building being used as a Library	62
4 Libraries without proper reading room	50

4 FURNITURE

The right type of furniture can add to the functional effectiveness of the library. Most of the efficiency of both, the reader and the library staff, is dependent upon these small but significant details of library furniture.

Among the items included in the furniture are book shelves, chairs, tables, staff desks, vertical filing cabinets, card catalogue cabinets, newspaper stands, small book trucks, phonogram record players, projector, screens, microfilm reader, typerwriter cupboard, staff lockers, exhibition cases etc. At least 8% of the budget should be allocated to furniture.

The furniture and equipment in the library should be suitable and comfortable for the students so that they do more work in the library.

Table 5
Book Shelves Used in Various College Libraries

	No of colleges
Racks	
1 Wooden Double-faced	45
2 Steel Double-faced	52
Book Case	
1 Steel glass door (Type A+B)	57
2 Wooden glass door (out of 100 libraries)	39

Mos of the libraries are using a variety of stacking furniture. It is also observed that some of the libraries have no separate stacks rooms. Therefore, these libraries use glass door book cases. In fact, they prefer steel double faced book racks.

As libraries grow, more space is required for shelving and stack arrangement. In the stack room, double faced racks are invariably used because they are economical and do not spread the storage space widely.

5 COLLECTION OF BOOKS

Table 5 shows the situation of the collection of the books. Due to shortage of funds and grants, sufficient and required number of books are not being purchased which is affecting proper Library Seryices and creating dissatisfaction amongst the readers.

Table 6
Collection of Books as on 31 March 1992

No of Books	No of College Libraries
Up to 10,000	20
10,001 - 20,000	35
20,000 - 30,000	27
30,000 - 40,000	11
40,000 and above	7

6 FUNDS

Development of college libraries depends on the sufficient flow of funds. Freedom from financial worries is one of the essential condition of the sound growth of college libraries. Now-a-days the cost of books, journals, newspapers, furniture and other material has increased tremendously, the sources of funds are very limited, formula for sanctioning of grant from the Government and the UGC is depending on the strength of students since the ratio per student is now obsolete. Table 6 shows the picture of funds available for library.

7 FINDINGS AND OBSERVATIONS

Be that as it may, the library facilities in our country still fall far short of our needs. We cannot yet call them adequate even remotely. Talking about the development of libraries in the colleges affiliated to

Table 7
Budget Provision for Purchase of Books and Journals.
(91-92) (except UGC Grant)

Amount (Rs)	No. of Colleges
Up to 10,000	37
10,000 - 20,000	31
20,000 - 30, 000	19
30,000 - 40,000	08
more than 40,000	05

Nagpur and Amaravati University in Vidharbha on the basis of personal experience, random observations and random investigations, I would like to pinpoint the following issues for consideration of all concerned.

1 Relating to needs there is a great paucity of library grants to various academic disciplines. It is responsible for inadequate study material in the libraries.

2 The library staff, both clerical and fourth class is also inadequate. This leads to inefficient management and poor service to the clients.

3 The working hours of most of the college libraries are also very inadequate because there is no money for employing more staff. Facilities for night study are lacking completely.

4 There is inadequate seating capacity and arrangement in most of the college libraries is poor.

5 Provision of lavatory and drinking water, canteen etc is simply disappointing or even non-existent in most cases.

6 There is virtually no provision for inservice study and training in library science which is surely needed on a good scale for various purposes of libraries.

8 RECOMENDATIONS

After studying the various aspects of the college libraries and problems faced by institutions, principals and librarians, to bring the college libraries on right path some recommendations are given below:

We also know that we do not have simple answers for these problems but if we can decide on a broad policy which, if adopted can give good resutls.

1 There should be separate library building having sufficient space for stack, reading room and library staff as per ISI and UGC norms.

2 Sufficient grants should be provided by UGC State Government and college management.

3 UGC should keep check, and control over the college libraries to see whether the services are being given according to the standards laid down.

4 Provision regarding library finance should be suitably revised in order to make the libraries self sufficient.

5 The recommendations of UGC specially in regard to standardisation for college library services should be made binding on the State Government for their implementation and execution.

6 While granting affiliation to colleges it must be made compulsory to see that college libraries are fully developed on the standards laid down.

7 Minimum core staff should be given to each library. The staffing pattern suggested by Dr S R Rangnathan should be implemented by the colleges. If the provisions of GR of Maharashtra are violated by the colleges, the university and the government should make them compel to implement the staffing pattern.

8 There is need to change present ISI standards as they are ideal norms and so in practical life can not be applied uniformly in rural and urban areas. It is, therefore, necessary to evolve realistic library standards for every library operation and service according to present requirements.

91 CONCLUSION

In order to develop college libraries in a proper and balanced manner it is essential that problems be identified. Evaluation of the various aspects of college libraries can be effectively done by conducting research studies.

Above suggestions, if taken cognizance of and implemented, will go a long way in solving the problems of college libraries and help them in rendering library services efficiently and effectively.

All these problems raise their ugly heads off and on. The reasons being shortage of resources and their misutilization, absence of planning, lack of dedication and purpose, negligence on the part of the authorities (both at university and government level). To realise the importance of college library services and its repercussions on the quality of education, teaching and research, weakness in any one of the essential factors will adversely affect the development of college libraries in Vidarbha region of Maharashtra.

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DEVELOPMENT OF NEWSPAPER LIBRARIES IN INDIA

Dr ROSAMMA JOSEPH*

0 INTRODUCTION

The library of a newspaper organisation plays a vital role in the daily operation of assembling and publishing news. The journalists of today are increasingly dependent on the newspaper library to make news-presentation more informative, accurate and attractive to the readers. Earlier the editor and the journalist relied on limited resources like their personal dictionary and an atlas, a copy of Who's Who and their private collection of clippings on the subject of their interest. If additional information was required, a visit would be made to the nearest public library. With the advent and development of photography, newspapers seized upon the idea of illustrating news stories with photographs. Competition became keen with the mushroom growth of newspapers and, consequently, news-presentation became more informative, attractive and eye-catching.

1 THE BEGINNING

Newspaper library had its humble beginnings in the filing room where the actual records of the newspaper were stored. The filing room in America was known, appropriately enough, as the 'morgue'–the neglected, out-of-the-way department storing dead and past news. Step by step the morgue started to collect biographical data of clippings of persons in the news so that their obituary could be quickly prepared in the event of their death. Gradually, pictures, photographs and current news clippings were added to the collections of the morgue.

The need for library provision had by now impressed itself on the minds of editors and management: adequate funds, space and equipment were provided, trained personnel were appointed and that is how the newspaper library - a vital, highly trained reference department - was born. Austin reported on the library situation

* University Library, Calicut University, Calicut.

prevailing in the USA 40 years ago ". . . the newspaper library has reached a point in the development at which the basic collection of reference material is nearly adequate and well-organised. Physically the library is clean, well-lighted and furnished and suitable, though, inadequate furniture and equipment. . . The trend at this time is continued expansion and improvement of newspaper libraries and facilities.[1] This is in sharp contrast to the library scene in India. The existing state of newspaper libraries in the country is far from satisfactory. In many newspapers there is either no library at all or there are only a handful of reference books with no librarian to lookafter them. Kolatkar has commented on the state of newspaper libraries in India. "The general picture, by and large, is rather disappointing . . . Inadequate and unqualified staff, insufficient space, lack of co-ordination between the people working in the departments and unscientific methodology are common defects observed in most of the papers."[2]

2 THE ENGLISH PRESS IN INDIA

Though the Indian language press system and the English press system evolved during the colonial period, the English press grew faster with an educated elite as its audience. The English press maintains the second position (behind Hindi) both in numbers as well as in circulation. The number of English newspapers was 4727 in 1989. The press in English.consisted of 197 dailies, 15 tri/biweeklies, 536 weeklies, 423 fortnightlies, 1899 monthlies, 930 quarterlies, 112 annuals and 515 other periodicals. The largest number of English newspapers (1453) were published from Delhi followed by Maharashtra (899) and West Bengal (451). Out of 197 dailies, 30 belonged to Delhi, 25 to Maharashtra, 21 to Andhra Pradesh and Karnataka each, 14 to Uttar Pradesh, 11 to Tamil Nadu and 12 to Bihar.[3]

The total circulation of the English Press in 1989 was 86,75,000 copies. The daily newspapers in English stand second in circulation among the language dailies with 37,12,000 copies.[4]

The English press is comprised of 45 big, 79 medium and 352 small newspapers. Among big newspapers 17 had a circulation of more than 1,00,000 copies each. As for English dailies, 20 were big, 41 medium and 29 small. Ten dailies had a circulation of more than 1,00,000 copies.

Among the multi-edition English dailies *Indian Express* with 12 editions claims the top position with a circulation of 7,09,793 copies.[5] *Times of India* with six editions and a total circulation of 5,92,873 copies stands second. There are also English dailies with a large

circulation such as *The Hindu, The Hindustan Times, Tribune, Deccan Herald, Deccan Chronicle, Pioneer, The Statesman,* etc.

3 SURVEY PROCEDURE

This paper is based on data obtained from a survey through a questionnaire circulated to the English dailies having a circulation of above 50,000. The survey was conducted with the objective of assessing the present state of libraries of the national dailies in English language. Questionnaires were sent to 25 English dailies including selected editions of multi-edition dailies. Fourteen questionnaires were received duly filled in. The responses of the librarians/persons in-charge of the library to the questionnaire were analysed and are presented below.

4 LIBRARY COLLECTION

The book collection of the 14 libraries under study ranges from 50 to 54,300. Three have a collection of 50 to 100 books, 4 have a collection of 100 to 500 books, 4 possess a collection of 2000 to 5000 books. In 2 libraries the collection is between 10,000 and 15,000, and one library has a collection of 54,300. It may be noted that half of the libraries have a collection of below 500 books.

Each library also has a collection of reference books for providing basic and background information. The number of reference books available in the selected newspaper libraries varied from 50 to 3750. Seven libraries possessed a collection between 50 and 100 reference books, 5 libraries have a collection of 100 to 500 reference books, one library has 1000 reference books and another has 3750 reference books. One library has both *Encyclopaedia Americana* and *Encyclopaedia Britannica* in its collection while 8 libraries possess only *Encyclopaedia Britannica.* About three-fourth of the libraries possess *Oxford English Dictionary,* and half of the libraries possess *Webster's English Dictionary.* Other dictionaries which are available in many of the libraries are *Chamber's Twentieth Century Dictionary, Advanced Learner's Dictionary, Roget's Thesaurus* etc. Some subject encyclopaedias and dictionaries such as *Mc Graw-Hill Encyclopaedia of Science and Technology,* Medical dictionary, etc are also available in a few libraries. Some of them also possess directories in their collections. Some of the year books available are *Manorma Year book, Statesman's Year Book, Europa Year Book, India: A Reference Annual* etc. Some of the biographical dictionaries such as *India Who's Who, International Who's Who* are also available in many libraries. It is found that news digests such as *Data India, Keesing's Contemporary Archives, Asian Recorder* and *Indian Economic Diary* are available in

very few libraries.

It appears that books are not arranged in any order. Only in three of the 14 libraries are books classified according to a scheme of classification. One library follows Colon Classification while two libraries follow DDC. Only three the libraries have catalogued their collection according to a catalogue code. Two libraries follow AACR while one library follows CCC.

41 PERIODICALS COLLECTION

Periodicals which are expected to be products of detailed study and research are indispensable to the collection of a newspaper library. The number of periodicals subscribed in the libraries under study ranges from 10 to 261. Ten libraries subscribe to fewer than 25 periodicals, while three subscribe between 50 and 60 periodicals. One library subscribes to 261 periodicals. Almost all the libraries subscribe to popular magazines such as *Time, News Week, India Today, Illustrated Weekly of India, Onlooker, Sunday, The Week,* etc.

It is found that all the libraries have a collection of back issues of periodicals for periods ranging from 2 to 12 years. *The Hindu* has the back issues of some journals such as *Economists, Time,* and *The Times* from 1930's. Seven of the 14 libraries have the back files of periodicals bound while seven keep them loose. Two of the libraries have some of the back issues of periodicals in microfilm.

42 NEWSPAPERS COLLECTION

The number of dailies received in each library varies between 6 and 50. Four libraries receive less than 10 dailies while in two libraries it is between 10 and 20. Six of the libraries receive more than 20 and two libraries receive all national dailies. The number of foreign dailies received in the libraries ranges from nil to 20. One library subscribes to 20 foreign dailies while another subscribes to 15. Three libraries receive between 5 and 10 foreign dailies, in 5 libraries it is less than 5, four libraries do not subscribe to any of the foreign dailies.

It is found that, for want of space, the libraries keep the newspapers only for a short period. However, the house newspaper is preserved. Six of the 14 libraries keep the back issues of newspapers bound while others keep them loose. Four libraries have the back issues of the newspapers in micro-film and also preserve the hard copy.

43 NEWSPAPERS INDEXES

With regard to indexing of newspapers, four libraries maintain an

index and three libraries have an index of magazines only. The physical form of the index in three libraries is the ledger and in one library it is a card form. Three libraries use computers for storage and retrieval of news and information.

44 PRESS CLIPPINGS

Press clippings, indispensable in a newspaper library, are maintained in all libraries though their organisation and arrangement differs. Six of the 14 libraries maintain the clippings in box files, six libraries have file folders. One library keeps them in pouches while another arranges them in racks. Almost all libraries follow a classified-cum-alphabetical sequence for arrangement of clippings. There are subject headings for various subjects, nations and for the Indian states.

45 PHOTOGRAPHS COLLECTION

Different methods are followed for storage of photogrpahs in newspaper libraries. Ordinary envelopes are used for storing photographs in six libraries while specially designed covers are used in five. Two libraries keep them in file folders and arrange them in steel filing cabinets and another library arranges them in racks. In most of the libraries photographs are arranged in a classified-cum-alphabetical sequence. One library arranges them in a numerical sequence with an index. Photographs are also grouped by country, state and by subject and, within each group, arranged alphabetically.

5 LIBRARY SERVICES

Nine out of 14 libraries provide open access while 5 do not provide this facility. The facility of home lending of books exists in all libraries except one. In 10 libraries the register system is followed for issuing of books while a ledger is used in two libraries. In another, both register and card system are followed. Books are issued only by library personnel in eleven libraries. In 2 libraries books can be got issued even in the absence of library personnel. One of the librarians expressed the view that control should be maintained on the material lent. The existing method of lending reading materials is not found satisfactory.

It is noted that borrowing of books from the libraries of newspapers is not frequent. In four libraries about 10 books are issued per day while in four libraries it is less than 5. In three libraries books are not issued often and the number is neglible. Three libraries issue 5 to 10 magazines per day.

In two libraries approximately 50 reading materials are consulted per day while in four it is between 25 and 30; in 6 libraries it is

between 15 and 20. For one library it is one or two and for another it is 'not much'. It appears that consultation of reading materials in the libraries of English national dailies is more frequent compared with the libraries of newspaper publishers in Kerala.[6]

In one newspaper establishment between 60 and 70 journalists visit the library every day and in another it is approximately 50. In seven libraries it is between 10 and 20 while in three libraries it is between 5 and 10. In two libraries only less than 5 journalists visit the library every day.

It is found that five of the 14 libraries are kept open throughout the week and nine libraries remain closed once a week. The number of hours the library is kept open varies from 7 to 15. In ten libraries the working hours vary from 7 to 10, three libraries are open 10-12 hours. One library functions 15 hours a day, from 11 am to 2.30 am. It is found that only four libraries remain open after 8 pm.

Most libraries reported heavy demand for library materials in the afternoons and towards the evenings. In one library heavy demand is between 11 am to 1 pm while for another library it is on Mondays and Wednesdays for the magazine section.

The primary function of a newspaper library is to cater to the various requirements of journalists. It is found that in six libraries journalists mostly visit the library for some background material, in three libraries for specific information and in four libraries for photographs. In one library there is frequent reference to the news from the back files of the house newspaper.

Among various reading materials in a newspaper library that caters to the requirements of journalists, press clippings are the immediate source of information. In four libraries it is newspapers and for one library it is reference books.

In six libraries journalists visit the library themselves for various requirements while in five most of the demands are received through messenger. In two libraries demands are made over the telephone and in one library through letters and notes.

In half of the libraries less than five minutes is required to provide information while in six libraries the time taken is 5-15 minutes. In one library it is 30 minutes to one hour. The journalists also search out information on difficult topics which are sometimes not found in the library. In most of the libraries it is found that information required by the journalists is not retrieved expeditiously.

With regard to the extent of the use of the library facilities by journalists the librarians have expressed the view that many that journalists do not know how to make use of the library. Sometimes they misuse the cuttings from bound files and filch magazines too. In a few libraries the heavy demands of journals impose a strain on the library personnel.

It is found that seven of the 14 libraries do not search out information from outside if the required information is not available in the library. The remaining seven search out information from other resources such as other newspaper libraries, government departments, USIS, etc. This, however, is done only occasionally.

Nine libraries do not allow the public to make use of the library facilities while five libraries permit this only in special cases. Only six of 14 libraries co-operate with other libraries, mostly of the locality while in others no such co-operation was found.

6 LIBRARY BUDGET

There is no recurring budget for the library in 12 of the 14 libraries. It appears that the newspaper publishers are not willing to invest much on building up library facilities though they expect and demand efficient library service.

7 LIBRARY PERSONNEL

The staff of the newspaper libraries consists of a librarian and supporting staff such as reference clerk, cataloguer, index assistants, peons etc. It is found that all the 14 libraries under study employ full time staff for the library and the number of staff is also more compared with the dailies in Kerala where, in six of the 17 libraries studied, there is no full time librarian. Supporting staff is also provided in 11 of the 14 libraries under study whereas in Kerala supporting staff is provided only in five of the 17 libraries.[7]

In one library a senior clerk with a post-graduate degree is in-charge of managing the library with no supporting staff. There is only one professional each in eight libraries, with no supporting staff in two, with one supporting staff in three and with two supporting staff in three libraries. One library is managed by a professional librarian with 20 post-graduates as index assistants. There are two professionals with four supporting staff in one library while four professionals manage one library with no support. In two libraries there are five professionals with two Supporting Staff.

Among the 25 professional librarians employed in the 14 national dailies under study, nine are postgraduates and sixteen are graduates. Four professional librarians possess a master's degree in library science.

Among the 40 non-professional staff employed in the 10 libraries, 22 are post-graduates. Eight are graduates and 10 are matriculates. It may be noted that no supporting staff is provided in 4 libraries.

It is revealed from the analysis that though the library personnel employed in the English national dailies in India is better in respect of both quality and quantity, compared with the dailies in Kerala inferred that there is a shortage of staff in many libraries.

8 PHYSICAL FACILITIES

It is found that all the 14 newspapers studied have a separate area for the library, the floor space ranging from 150 sq ft to 2470 sq ft. It is noted that eight libraries are smaller than 200 sq ft in area, three have an area between 200 and 500 sq ft, two libraries have an area between 100 and 150 sq ft and one library has an area of 2470 sq ft. Five libraries also provide separate areas for reading.

It was noted that of the 14 libraries studied, the librarians of seven newspapers expressed dissatisfaction with the location of the library and ten librarians remarked on the inadequacy of space.

The number of seats provided for the readers varied from nil to 20. In two libraries no seats are provided. In six libraries the number of seats provided is below 5, in five libraries it is between 5 to 10 and in one 20 seats are provided. The average number of seats available in these libraries is five.

All newspaper libraries have the usual items of furniture such as steel filing cabinets, book shelves, magazine racks, reading tables etc. Only half of the libraries have a telephone. Eleven of the 15 librarians reported that the furniture in the library is not adequate.

The librarians have expressed their views regarding the functioning of the newspaper libraries and the attitude of the managements towards the library. The managements are averse to spending much money on the library but expect prompt and efficient service. While providing no facility, they expect the library personnel to work hard and provide everything. For a newspaper library, a spacious room, sufficient furniture, quite a good number of staff, enough budget etc are required. Equipment like computers, xerox machines, micro readers etc are also essential but these are frequently denied by the managements.

Unless the management recognises the importance of the library by providing adequate funds and adequate number of trained personnel, no newspaper library can cater to the needs of journalists. In one of the libraries under study where there is no professional librarian, the librarian in-charge highlighted the need for appointing a professional librarian and more staff. It has also been remarked that there should be more interaction between the information seekers and the staff of the library.

91 CONCLUSION

The study reveals that newspaper libraries in India face problems arising from insufficiency of reading materials and lack of scientific organisation of reading materials. Though the libraries of English dailies in India are better off with regard to the number and qualification of both professional and non-professional staff compared with the libraries of largely circulated dailies in Kerala. Shortage of staff has been reported in many of the newspaper libraries under study. The managements of newspapers do not appear to be enthusiastic in earmarking funds for building up library facilities. Many of the libraries are also denied the benefits of advances in information technology. To improve journalistic standards and thereby the quality of newspapers it is imperative that the services of a properly maintained and well-organised newspaper library should be made available.

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DEVELOPMENT OF PUBLIC LIBRARY COMMUNITY INFORMATION SERVICES – A STUDY IN ORISSA

Dr R K BALIARSINGH*
Dr M MAHAPATRA**

1 INTRODUCTION

The information need of a community is that information which the members of the community need to make the best use of the resources available to them within the community and helps them directly or indirectly in solving their day-to-day problems. Martin[5] sees community information through three angles: (i) as a catch word phrase of all information that people need in a society which include services, resources, and rights available for the people, pollution, nuclear disarmament, political issues of the day, information about the government, information for living etc; (ii) directing information to a special group of community, specific group of users, people, deprived community etc; and (iii) services rendered by the library associations (ie, Library Association of UK) which assist the daily living of the people, services to which the people are not usually exposed, information services for the people who do not have access etc.

In view of the development of public library community information services as has been done in the Western countries, the situation in India, especially in Orissa is completely different. The people here are mostly illiterate, belong to the lower socio-economic strata of the community and are yet to realise the benefits of free library services.

2 REVIEW OF LITERATURE

A review of published literature indicates that the studies of information needs of the rural communities are few. Most of the works on community information have dealt with the situation of Western world, which are in complete contrast to what is happening in India. This paper investigates the information needs of different communities

* Asst Librarian, University Law College, Utkal University, Vanivihar, Bhubaneswar-751 004.
** Prof and Head, P G Department of Lib & Inf Science, Utkal University, Vanivihar, Bhubaneswar-751 004.

of Puri District of Orissa by determining their willingness to accept community advisory services through the libraries of the area.

3 THE SITE

Puri District of Orissa which has four sub-divisions of which one site from each sub-division is selected and considered for present study. These are Banpur in Khurda Sub-division; Nimapara in Puri Sub-division; Jatani in Bhubaneswar Sub-division; and Nayagarh in Nayagarh Sub-division. All these are typical sites where both rural and urban communities interact and become excellent sites for the present investigation.[7] The average literacy rate of the above four patches according to the Census of India, Orissa, 1981 is 62.34 +9.85% against the district's rate of 45.71% which is the highest among all the thirteen districts of the state.

4 METHODOLOGY

From the latest voters list of the study sites, 1500 persons were *randomly* selected* of which 892 persons could be personally interviewed in their houses with the help of a previously designed and tested questionnaire. 27 varieties of occupations were identified from responded sample which were further categorised into 8 convenient groups such as housewives (389, 43.60%); businessmen (100, 11.21%); serviceholders (102, 11.43%); cultivators (86, 9.64%); labourers (109, 12.21%); unemployed persons (37, 4.14%); teachers (21, 2.35%); household professionals (26, 2.91%); and others (22 persons belonging to students, house servants, lawyers, freedom fighters and retired employees etc). Altogether, 487 were literates (54. 60%) and 405 were illiterates (45.40%). Occupations among literates were more scattered than those among illiterates..

5 DEVELOPMENT OF COMMUNITY INFORMATION

Lack of opportunity to find out information is a case of information deprivation in the community.[5] The community information service is to be developed to provide the members of the community the opportunity to access into the required information to tackle their daily problems. Development of such a service depends on (i) the neighbourhood characteristics of the community; (ii) assurance from the authority; (iii) involvement of individual including community workers and agents; and (iv) existence of public library facilities.

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* Last two digits of 1st line in 5th column of the *Table of Random Numbers* as provided by Mills (1965) is used as the selection factor.

Again community information can also differ in urban and rural area[9]. Under these circumstances the distinct characteristics of community information are:

(i) form and content of information as well as its provider are directly related to local needs

(ii) people are the important sources of information, that means the system is to be developed for linking people to people.

(iii) relationship betwen the seeker and the provider is more specific

(iv) this demands a substantial shift towards greater interaction between citizen, local networks, agencies etc which lead to sharing of accommodation, services etc."[5]

But in an Indian setting like the Puri District of Orissa where the people interact with rural-urban combinations, the community information services are to be made specific if they are to satisfy the information needs of the people effectively.

6 ROLE OF PUBLIC LIBRARIES

The public library system in its true sense does not exist in Orissa. The public library law is yet to be enacted. The libraries in Orissa are managed by different bodies like the govt, royal families, institutions and private individuals.

But the interesting thing is the existence of the village pathagars or reading places in the rural areas of the state. There are also clubs and 'sanghas' at village level which encourage the reading habits of the common folk. In the urban areas there are institutions known as 'information bureau' or 'information centre' or reading rooms which are run by the govt departments and their purpose is only public relations mostly cultural and social without having any bearing on the information needs of these users. There are also Youth clubs like *Nehru Yuva Kendra* and the *'Janasikha Nilayam'* with the same objectives and functions.

To satisfy the information needs of the community residents, perhaps the libraries, particularly at the village level can play a greater role and feed the members with necessary information which they require from time to time on a regular basis. The libraries can be used as the best media centres of communicating the information to the communities, thereby increasing the effectiveness of the libraries as provider of information to the public. Martin[4] has suggested that if a library is to develop goals according to the main characteristics and

peculiarities of its own community, then it must critically attempt an analysis of the community. Thus, public libraries must come out of their traditional role and provide commercial and technical information and they cannot do this as individual institutions but with the help of library associations and government support.[6] This demands an emerging role of the librarian as the information consultant, learning advocate and communication mediator.[8] The librarians and the library workers must be social workers as much as anything else. The present situation of the libraries in our country, especially in the state of Orissa, makes it very much difficult to suggest any remedies to tackle the information requirement problems of the public. However, a few suggestions are given to meet the demand of the situation in view of the findigs of this survey.

7 SUGGESTIONS

1 **Coordination among types of libraries** - Especially to serve the rural folk, a co-ordination among the pathagars, village libraries, school libraries and local information centres should be established.

2 **Development of consultancy services and local data banks** - The librarian is to maintain a list of group of people of the locality as friends of library from all occupations and invite them frequently on a time schedule (may be once in a month/week) to help the needy citizens regarding their day to day information problems.

3 **Community profiling** - The librarian must maintain the profiles of their respective communities they intend to serve by keeping the records of (i) voters list of the locality ; (ii) important persons from all occupations of the society; (iii) names of organisations and institutions; (iv) demographic characteristics of communities; (v) problems with possible solutions as perceived by the members of the community; and (vi) other relevant statistical data. The emphasis must be towards a practical and field work rather than theoretical aspects.

4 **Local information sources** - To cater to the needs of the people, local information sources in the form of local collections are to be developed and maintained in the libraries.

5 **Rural development schemes and programmes** - Rural development schemes and programmes (IRDP), Economic Rehabilitation for the Rural People (ERRP), Jawahar Rozgar Yojana etc should be implemented through the public libraries or information centres. Government agency like the District Rural Development Agency (DRDA) should cooperate with these libraries to implement various

rural development programme.

6. **Creation of local information centres** - Local information centres/ units can be created with the help of information bank developed either within the village libraries or established independently in the major towns and district headquarters for generation and dissemination of local information, to act as the modes in a larger national network of information systems and services.

7. **Development of Citizen Advice Bureaux** - Like in other ccountries, especially in UK[1] and Australia[2], Citizen Advice Bureaux are to be developed, either independent to the local libraries or as branches of rural library service units operating from a separate room to look into the following functions:

i)	'Steering'	the supplying of details of location to direct an enquirer to agencies or services for further help,
ii)	'referral'	making contact or an appointment with aa potential information provider or an agency or service on behalf of the enquirer.
iii)	support'	in the form of sympathetic learner
iv)	counselling'	practical help, such as assistance with writing letters, filling up forms or material aids etc;
v)	educating'	developing and conducting adult education programmes etc.

8 FINDINGS

In view of the implementation of the suggestions stated earlier for the development of public library community information services, our survey revealed that 89.93% of literates and 64.69% of illiterates have expressed willingness to accept the community advisory services through the library to solve their day-to-day problems. Except housewives, more than 95% of persons of different ocupational community have shown interest for such services if offered in their locality. Of course, 55.26% of house wives willing to accept that service. Both literates (98.4%) and illiterats (63.36%) were also willing to pay a nominal cost for the advisory service. More than 90% of persons of different occupational communities except labourers (46.67%) have consented to pay the cost for service. Those who willing to pay, were

also willing to travel a distance upto 5 kilometers for such a service. No doubt, the attitude of the people clearly indicated the necessity for the public library community information services in our country through the libraries of the area.

91 CONCLUSION

A national policy on information provision research into information needs and exploration of new ways to provide information need to be developed by the government[3]. Such a policy would ensure (i) that the people should knwo about the basis rights on their services, sources etc., (ii) service provides (govt. and govt. agencies) should ensure that people know about their rights; (iii) quality of servic, special help to special groups; and (iv) integrating the whole system as a process.[5]

However, implementation of one or more of the above suggestions depends upon the suitability of condition, availability of necessary funding and public support otherwise these will become the barriers or hindrances in providing information and advisory services to the communities through the public libraries especially in the rural areas.[2]

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DEVELOPMENT OF RURAL LIBRARIES IN INDIA

Dr (Ms) K NAVALANI*

1 INTRODUCTION

India lives in villages. 93.3 per cent of the inhabited land has a rural base.[1] According to 1981 Census of India, 74.28% of the Indian population was rural.[2] It was, therefore, but natural that after indepencce, the Government of India paid attention to rural development. As early as 1952, Community Development Programme was introduced, which ushered in an era of development.[3] In the Five Year Plans, increasing attention had been paid to rural India. Primary and secondary schools have been opened in many rural areas. Adult and non formal education was promoted to make people literate, in villages also. Many schemes, such as Integrated Rural Development Programme, National Rural Employment Programme, Rural Landless Employment Guarantee Programme, Indira Awas Yojana; Technology Mission on Drinking Water, etc. intend to better the lot of ruralites.[4] Family planning and welfare schemes endeavour to make rural people conscious about child, woman and family care, and health. There is still more thrust on rural development, now. In 1990-91 budget of the Central Government, 49% expenditure was earmarked on rural development, which is an increase of 31.7% from the previous year budget.[5] More and more banks, post office facilities, drinking water, schools and literacy centres are being opened in villages. Villages are being connected by telecommunication. Proposals are to provide each and every village panchayat with a public call office.[6] Thus, Indian vilalges are witnessing technological, educational, cultural, social and economic changes, and the environment is becoming more man made.

2 INFROMATION AND RURAL DEVELOPMENT

"There are three basic elements that make up our new largely man-made environment and hence determine the quality of life. The first is matter, the second is energy, and the third is information."[7] All

* Professor, Department of Library and Information Science, Punjabi University, Patiala-147 002.

are related and interplay. But the matter and energy are limited. On the other hand, infromation, which is the pattern of organization of matter and energy, has a potentially inifinite supply. Investment in the production of information (through research and development) and investment in widespread distribution of the information[8] (through education, TV, radio, printed word, library and information services) may be the only way to permit continued improvement in the quality of life.

The country is conscious of information production. The national investment on R & D activities attained a level of Rs 3471.81 crores during 1988-89. State Sector spent Rs 232.91 crores on R & D activities during 1988-89, and about 98% of this is spent for development of agriculture and allied areas. This expenditure can be viewed as investment in production of information.

High teachnology is being used to know about rural areas. For instance, the Statellite Control Centre for IRS IA7 has been mapping forestry and wasteland crop, crop inventory, ground water, water targetting, integrated drought, and looking after management of national and regional geological mapping.[10] Rural Information System (CRISP) started on pilot basis in 10 districts in 1985[11] with the National Informatics Centre (NIC) as a nodal agency for monitoring and evaluating programme and schemes, and planning, has already linked 437 district headquarters, and plans are afoot to expand the network to 51,000 blocks all over the country.[12]

3 DISTRIBUTION OF INFORMATION

India has followed western model of development and democracy to achieve national prosperity in terms of increase in Gross National Product and National Income. The Five Year Plans began with an assumption that productivity and equitable distribution could be put together. However, the emphasis was towards what was considered higher economic productivity of the natural input resources, industrialisation, higher input and sophisticated technology. No doubt, income and productivity have grown considerably. But most studies by economists, sociologists and others indicate that inequalities in distribution have increased.[13] Production has increased but not the prosperity of all. Education has increased and we have the third largest scientific and technical manpower in the world, but the number of illiterates has also increased.

One of the reasons for this state of affairs is that India has failed to develop institutions of information distribution or information

communication, such as education, library and information services, which are intertwind in western culture, to the extent required for equitable distribution of gains of development. Universal primary education is still a distant dream, even after more than four decades of Independence. Literacy rate has incresed since independence to 63.54%,[14] but in rural areas it is much less when compared with urban areas.[14]

Public libraries are regarded as urban utilities, hardly having much impact on rural population. Rural people have, by and large, neither access to libraries both public as well as school, nor are aware of their use and utility, for most of them are illiterate, and our culture is oral. Public is inert and apathetic because of ignorance. All this considerably reduces the effectiveness of efforts to modernise the country and promote growth, particularly, in villages.

Radio and TV in recent times are bringing information and visuals to masses in their homes in most parts of the country, including villages. Aggressive advertisements on these media about many consumer goods and services are making people conscious about new things. People also experience lop sided growth because of the present social, political and economic set up. Consequently, currently the country is in the throes of the sound and fury." There are movements, such as Dalit Movement, Jharkhand Movement, Shetkari Sanghathan, Women movement etc.

4 ROLE OF PUBLIC LIBRARIES IN RURAL DEVELOPMENT

New culture of production and development even in rural areas requires better use of matter and energy-better use of land, seeds, new and more effective fertilizers and irrigation methods, equipments, optimum use of energy. We all know that increase in agriculture production in India and other Third World countries was due to application of new information and knowledge in the field. Agriculture universities in the country provide information about new findings of research through their extension services.[15] However, rural people also need information relating to all spheres of life. Studies by Aina[16] in Nigeria, Ramarajs Urs[17] and Sarda[18] in India, and many others confirm that villagers also need infomation in those matters that contribute to agricultural prductivity, credit, co-operation, marketing, health, etc. But there is no agency in village to look after their information needs.

Library had been serving as an agnecy of over all communication of the society. Authors/researchers/institution/government generate

innumerable bits of information in the form of books, journals, reports, research papers, etc, every day. The library selects, acquires, organises, preserves and services this information and knowledge, and helps in retrieving information by preparing catalogues, classifying, indexing and abstracting information. The library, thus, serves as a corporate store and memory of information and knowledge of the society. The public library is a democratic institution, which provides information to every one in the society, equally, and free of cost. As against mass media, which provides information which it thinks masses ought to know at a fixed time, the library provides a number of options to its members, by storing wisdom of many authors and ages. Thus, it is engaged in communicating information to each one what one needs, at the time and place convenient to user.

The public library supports education and regarded as people's university. Education is related to increase in productivity in agriculture, also. A consolidated report prepared in 1978-79, under the aegis of the world bank and on the basis of eighteen studies studies concerning mainly countries in Asia, Africa and Latin America, showed that the farmers with four years of primary education compared with no schooling at all achieved 7.6% more productivity on their farms, and that this percentage rise was still higher in an agricultural environment undergoing modernization.[19] The library provides materials for formal and non formal education. While many rich people send their children for higher education in urban areas, the poor people can hardly afford to do so. The nation pays for higher education, also, in most of the cases. The public library in rural area can provide opportunity to children of these under priviledged to cultivate the seed of formal education, support life long self education, and thus help in productivity.

The public library also supplements and complements literacy. Illiteracy and poverty go together. ``Alleviation of poverty and eradication of illitaracy are integral parts of the development endeavour."[20] Reconizing the importance of literacy, the General Assembly of the United Nation declared 1990 as International Year of Literacy. The library is an essential institution, as it makes available reading materials to neoliterates and drop-outs of education. It not only aids them not to relapse into illiterates, but motivates them to make fruitful use of the literacy. Recognizing the vital role of libraries, the great World Conference Education for All, arranged by UNESCO, UNICEF, UNDP and the World Bank in March, 1990, in Thailand recommended provision of libraries.[21] The National Literacy Mission also makes

provision of libraries for post literary period, under Jana Shikshan Nilayam scheme.[22]

The biggest barrier, however, till recently, to make use of the library was literacy, for, its use was literacy dependent. Printed media had been the pillar of public libraries, hence those who were illiterates, could not make use of them. The Third wave technologies-computers with capacity to communicate through voice also, audio video, TV, telecommunications are breaking the barrier in the use of libraries by illeterates. Besides, the new technologies present images and sounds, which make them more information rich in communciation, than the printed media. Research of Short, Williams and Christie[23] show that audio plus video media permits user to experience social presence, hence "its sociability, warmth and personalness and sensitivity is next to face to face communication." "As a result, the new media suits our rural folk and also is congruent with the oral tradition and culture. Unfortunately, it is perceived primarily an entertainment media in India, hence there are heavy taxes on TV and video. However, the Raja Rammohun Roy Library Foundation, the apex body, which assists financially the public libraries in India, has realised importance of the new media. So it has given funds to a few libraries to acquire TV-VCR, and use of educational cassetics in public libraries.[24]

The XII Annual Convention and Conference of Society for Information Science on Information Management for Rural Development: its Parameters, held at Hyderabad, in 1993 reccommened: "To improve the quality of the life of the rural masses and to take full advantage of the technologies developed for meeting the challenges of the 21st' century in respect of fuel, food and fibre, a well organised rural technical network providing for a package of services for the benefit of the masses living in villages and backward areas should be developed to improve the quality of their life."[25]

It is heartening to note that 'Project Information Villages' a large one is being executed by the M S Swaminathan Research Foundation, Madras. It would investigate how developments in modern information technology can be blended with traditional wisdom and practices to promote sustainable livelihood security for the rural poor. The proposal is to initially cover 100 villages in 25 blocks throughout the country.[26]

4 CONCLUSION AND SUGGESTIONS

The right to information is a fundational human right. Denial or

rejection of this right prevents a person from fully exercising his/her other rights, because of ignorance. Development is based on information and its application. Literacy and education are means to acquire more information and knowledge and apply them for growth. Social, political, economic and cultural changes are based on consciousness/ awareness brought by information. Knowledge is power. Information is an important resource and accelerates the pace of national growth and development. The library is an institution of information communication, and makes avilable information expediously and pinpointedly. And, the public library endeavours to make citizens informed, so necessary for effective functioning of democracy and improving the quality of life.

The Unesco proclaims belief in the public library, as a living force of education, culture, and information and an essential agent for fostering of peace and understanding between nations. The public library democractises use of information and knowledge by everyone child and adult, man and woman, poor and rich, literate and illiterate, rural and urban. Therefore, it should be regarded as a partner for all round rural upliftment.

Therefore, a mass movement for providing these institutions in villages needs to be promoted to enlist participation of all sections of the society.

Strategies to support the efforts to provide them should attempt to create consciousness and a favourable climate for action at local, state and national levels.

The government should establish, maintain and strengthen the free public libraries in the country and enable them to work as a system and as a part of library network.

Every village or a village cluster should have a public/community library and information service. It should cater to the needs of children, adults, eudcated, neoliterates as well as audio-visuals including TV and VCR. Resources of different agencies engaged in the work of agriculture, animal husbandry, public health, education and literacy, local self government, etc and voluntary organisations and others may be pooled to build up this composite community centre. They should provide literature to children and play key role in distance education by making available relevant resources for the purpose. They should form part of state library and information network, so that every one in the village has access to information one needs.

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DEVELOPMENT OF SECONDARY SCHOOL LIBRARIES IN ORISSA : A PROPOSAL

KAILASH CHANDRA DAS*
M MAHAPATRA**

1 INTRODUCTION

The potentialities of the school library as an instrument of education in the field of secondary education have been recognized in all quarters. It supplements classroom teaching and is essential for the efficient functioning of every school. Besides this, one of the main contributions of school libraries to education is to equip pupils with the skills which enable them to learn more effectively through using the variety of materials held within the school library. The traditional model of education which allows a completely dominant teacher, instructing completely submissive pupils is a faulty one. Students need to be encouraged to seek information on their own to supplement lectures and lecture notes. This is the best way of broadening their knowledge and developing independent, critical minds - the school library, free from the intimidating presence of the school teacher, is the appropriate place to do just this.

2 AIMS OF SCHOOL LIBRARIES

A school library brings together four main elements: (*i*) the resources; (*ii*) the users, who are students and teaching staff; (*iii*) the library staff; and (*iv*) the environment. The school library must exist as part and parcel of the school programme. Its aim should be to further the objectives of the school. To do this, the staff of the library must understand fully the aims and aspirations of the school they are serving. However, to become educationally effective and significant, the school library programme must be planned and developed as an integral component of the overall educational design.

* Faculty Member, College of Library and Information Science, SMIT, Ankushpur- 761 100, Ganjam, Orissa.
** Professor and Head, Department of Library and Information Science, Utkal University, Bhubaneswar, Orissa.

Educational Policies Commission of the National Education Association and the American Association of School Administrators have grouped the basic concerns of general education in the following categories: self realization, human relationships, economic efficiency, and civic responsibility. Library conforms to these educational aims and tries to achieve success by getting involved in the various educational activities of a school. In fact, education aims at cultivating the reading habits among children and children and develop their personalities and the school library play a greater role in fulfilling this promise. According to Crookall (1961), as an instrument of education the school library can arouse the pupils's interest in reading and his love of it, enlarge his world outlook and understanding; it will also help to develop in the children a sense of social responsibility.

03 PRESENT POSITION

In India, particularly in Orissa, school libraries are in a very neglected and deplorable condition. These are run by unqualified professionals, mostly supervised by teachers who act as teacher-in-charge of libraries in addition to their normal teaching duties. Collections are generally inadequate and out of date as per curriculum. Reference and non-book materials are virtually negligible. As far as library consciousness and information seeking among the teachers and students in the secondary schools are concerned these have not yet been sufficiently, properly and evenly aroused or developed in this state. Meagre allocation of funds, poor conception and imagination of the administrative machinery of these educational institutions, the non appreciation of the value and importance of the library, the rigid book selection policy are mostly the contributing factors for the sorrowful plight of the school libraries in Orissa.

This gloomy and depressing condition of libraries in secondary schools of this state has inspired to make a detailed investigation on the existing school libraries conditions of a district in Orissa and to give some meaningful suggestions for the developing school libraries in the district as well as in this state. The survey was conducted during the year 1990-91 in the Ganjam District of Orissa. From among the four educational districts, 183 schools were chosen as samples for the study. These schools included mostly government schools, private management schools but aided by government and recognised high schools in the district. The results obtained from this investigation were not much encouraging, it only corroborates the facts as stated above.

When existing facilities and services of school libraries in Orissa are observed, it would appear that they are just mere collection of materials in space with very little equipment for students to use. The general idea could be viewed in the following light.

31 ACCOMMODATION

Physical facilities are among the poorest aspects of school libraries. A survey of school libraries in Orissa would show that, very few schools had separate rooms for libraries. Most of the schools had kept their library books either in the class rooms, office room, teachers' common room or few had kept in the headmaster's room. In all the schools the books were kept in closed almirahs. Hardly, any schools possessed adequate tables and chairs for their libraries. Thus, the schools of this state had few almirahs and books only in their libraries without having any reading facilities for students.

32 COLLECTION

The total collection in libraries of the schools varied greatly depending upon the nature and size of the schools. The minimum collection in a school library was 148 volumes whereas the maximum was 35,983 volumes. The total volumes in the schools were, however, impressive in comparison to those other developing countries. Even the books per student was also very satisfactory. In smaller schools their ratio ranged from 1:5 to 1:9, whereas in larger schools their ratio increased to even from 1:11 to 1:18. But in comparison to the standards set in other countries, they were, however, found to be less.

The text book collections were very poor in the schools. The collection of reference books in the schools were still worst. Almost half of the books in the collection belonged to the category fiction; one third belonged to non-fiction. The collection of non-book materials was also very poor in the schools. Except few maps and charts, most of the schools lacked teaching aids.

33 SELECTION AND ACQUISITION OF BOOKS

There is no clear cut book selection policy followed by the schools of this state. Mostly, the headmasters jointly with the subject teachers or alone had to select and purchase books for their libraries. In all cases the schools had to select books only from among the list of books approved by the Director of Public Instruction (Schools) of Orissa.

34 LIBRARY PERIOD

Majority of the schools have a fixed library period of 35 minutes duration in their time table for each class in a week. However, some schools even utilised the SUPW periods or broadcasting periods for issuing books to the students. Facility of borrowing books beyond school's working hours also existed in some schools.

35 LIBRARY FEE AND BUDGET

Except the yearly library fee collected from the students, the schools had no other major source of finance to develop their libraries. Even the yearly fee collected from the students seemed to be too less to become useful. Most of the schools in this state collected rupees 2 to 5 only per year per student. In the high schools greater proportion of the budget is given to science laboratories rather than libraries. There is also no fixed percentages of the budget allocated to books, periodicals etc.

36 LIBRARY STAFF

There are very few schools in Orissa with trained professional school librarians. Most of the schools were managed by untrained teacher-librarians who work as full time teachers in the various fields and part-time librarians. Even in some schools PETs, office assistants and headmasters also remained incharge of library.

4 SECONDARY SCHOOLS IN ORISSA

By end of 7th Plan, 4487 high schools were catering to the needs of secondary education in Orissa, out of which 409 were government high schools and 4078 were non-government high schools. During 1990-91 and 1991-92, three new government high schools were opened. Besides, three private high schools were taken over. The number of high schools, enrolment of students and number of teachers during different plan periods are presented in Table 1.

Table 1
Showing Number of High Schools, Teachers and Students in Orissa

Sl No.	Items	At the end of 6th Plan	7th Plan	At the end of 1990-91
1	No. of High Schools	3360	4487	4487
2	Enrolment of Students (000 Nos)	390	770	780
3	No. of Teachers	33,485	33,385	38,425

All secondary schools have libraries attached to them. But these libraries are not functioning properly due to numerous reasons. Some of the important reasons are given below. First, the slenderness of the financial resources which are specifically made available for the purpose of establishment and development of the libraries in secondary schools. Secondly, the poor conception and imagination of the administrators of schools about the value and importance of school libraries. Thirdly, library consciousness so far as libraries in educational institutions are concerned has not yet been sufficiently, properly and evenly aroused or developed in this state and particularly in quarters whose sympathy and active support are essential for the development of these libraries.

5 SUGGESTIONS FOR IMPROVEMENT

51 COORDINATION AMONG TYPES OF LIBRARIES

There are a number of various types of libraries existing in Orissa. But all these libraries function in isolation due to lack of sufficient coordination among themselves. Especially for the purpose of serving to the rural folk, a coordination among the pathagars or village libraries, school libraries and local information centres should be established first. This can be achieved by the enactment of public library legislation in the state, which is expected very soon.

52 CREATION OF DISTRICT CENTRAL SCHOOL LIBRARY

A Central Library for schools at the state level has been functioning at the Board of Secondary Education, Orissa. Besides this, as parts of this state level central library, District Central School libraries are to be created, one in each district. Aguolu (1975) has reported creation of such libraries in Nigeria as a part of the UNESCO sponsored 'pilot project in school libraries in Africa'.

53 DEVELOPMENT OF COORDINATING CENTRES

Coordination centres would be developed, one each in a Education District of all the 27 districts of Orissa. Each education district has its own education blocks. Each education block has some high schools. The coordinating centres can act as a link between the District Central School library and the school libraries at the block level.

54 PREPARATION OF GUIDES AND LIBRARY INSTRUCTION MANUALS

Suitable guides for the use of school libraries are to be prepared which must discuss the purpose, materials and equipment; personnel and management, organisation and administration, and the activities and curriculum - subject activities of an effective, modern library

school (Gwynn, 1943). With little modification, these guides can also be used as library instruction mannuals.

55 PRODUCTION OF SUITABLE LITERATURE

There is a paucity of suitable literature for children. The centre and the state government may take suitable measures to encourage production of such books.

56 INVOLVEMENT OF STATE GOVERNMENT

The State Government should make it mandatory for every school to have a library, and there should be a separate financial allocation for the school library in the state grants to schools. The state Directorate of Library Services should be created to ensure the effective utilisation of this allocation. A matching grant to the fees that are collected from school students should be given for the purchase of books and other reading materials.

57 SCHOOL LIBRARY DEVELOPMENT POLICY

In financial terms, if 6% of the total budget of education could be allocated towards the expenditure of secondary education for the (*a*) development of collection of reading materials, (*b*) provision of sufficient number of seats in the reading rooms of libraries, (*c*) provision of the professional and qualified staff to manage these libraries, the school library situation in the state would have been totally different. Therefore, a suitable school library development policy is to be framed to develop the schools in the state by involving several agencies like central government, state government, library associations, teachers and parents, writers and publishers.

58 BOOK COLLECTION POLICY

Book collection of school libraries should be proportionate with their student strength. For this purpose at least 15 books per student may be required and they should cover wide range of books of curricular studies. The standard ratio for collection is to have 35% fiction and 65% non-fiction.

59 REFRESHER COURSES FOR TEACHERS-IN-CHARGE OF THE SCHOOL LIBRARIES

To make the teachers-in-charge of library acquainted with the functions of a regular librarian, refresher courses are to be conducted regularly at the district level or at the state level by the Board of Secondary Education with the help of NCERT and various library and information science schools existing in the state.

6 CONCLUSION

Though most of the suggestions made in the foregoing paragraphs are helpful for the development of the school libraries in the Orissa, they require some time to be materialised. Meanwhile some drastic or immediate steps are to be taken to boost the library services to the school students. They are:

(*i*) purchase of books according to curriculum;

(*ii*) 50% annual grant is to be meant for text books only and the other 50% could be allocated for other books like fiction;

(*iii*) the amount collected from the students every year should be spent on the same year only, since it has been found that in some schools the headmasters do not spend the collected money every year;

(*iv*) autonomy for the purchase of books should be given to schools, since they are now restricted to the list of books approved by the DPI, Orissa;

(*v*) the annual library fee now collected from students is very meagre. It should be increased to Rs 20/- per student uniformly in all the schools of the state;

(*vi*) the teacher-in-charge of libraries are now paid Rs 10/- per month. It should be enhanced to minimum Rs 300/- per month;

(*vii*) one class per week is to be allotted as library period for the librarian/library-in-charge to teach the students as per prescribed syllabus;

(*viii*) the system of Book Bank which was existing earlier in the schools, should be revived again.

EDUCATIONAL VIDEO: FACTORS RESPONSIBLE FOR GROWTH IN INDIA

AMJAD ALI*

1 INTRODUCTION

We live in an age of cables, cassettes and computers. The information revolution is in its full swing and the `Global Village' in undergoing a sea change. The human psyches are being transformed and the way of perception is changing towards more dependece on the senses of sight and hearing. In a survey on contribution of senses to te perception process it has been revealed that the common man perceives 88% of his total knowladge through the senses of sight and hearing only and that the rest 12% of knowledge is contributed by the remaining three senses.

Vidéo exploits the potential of both the senses of sight and hearing. In a video system, audio is an integral part which helps in conveying the massages not covered by the video. Audio represents the `missing back' and supplements video with additional strength. This is the reason why video is being increasingly used in the instruction of students at all levels in education. It is occupying the place of pride in instructional media because of its interesting and impressive way of presenting the facts. There is a sharp difference between an human eye and a camera lens. An eye has many physiological limtations whereas a camera lens has several advantages in depicting the objects from greater distance and also in difficult situations.

In India, the last few decades have withessed application of educational technology at a large scale. Various agencies government as well as private have come into existence and are contributing for improvement in education. The application of video has made it possible to educate masses scattered over the far flung areas of the country.

2 GROWTH OF EDUCATIONAL TELEVISION

The birth of television took place way back in September 1959 when a Pilot Television Centre was established in Delhi with the

*Media Librarian, Mass Communication Research Centre, Jamia Millia Islamia, New Delhi-110 25.

assistance of UNESCO for carying out studies in the use of Television for imparting social education. Two years later another experiment was launched by way of educational television programmes for science teachers but no significant development could take place before August 1975 when the Sattelite Instructional Television Expermient [SITE] was started which continued for one year. SITE was taken up as a learning experience to design, produce and telecast developmental and educational programmes to the widely developed areas of the country with different problems of language. Out of the total duration of four hours programmes, one hour and thirty minutes were devoted to school children in the morning, whereas two hours and thirty minutes in the evening were meant for the general audience in the villages. SITE paved the way for further advancement of Educational Television in the country.

There has been a sustained development in the hardware of Doordarshan in the decade of eighties with the installation of one transmitter every day during certain periods. This phenomenal expansion backed up by indigenous technology has linked a major part of the rural and remote areas and today Doordarshan is one of world's premier TV organizations with its network of 24 production centres and 540 transmitters. The total output in terms of the transmission hours has increased from 7 hours of programmes a week in 1965 to 444 hours a week in 1993. A new landmark has been the commissioning of five new channels of Doordarshan from 15 August 1993. There is a provision of a separate channel exclusively meant for educational TV.

Doordarshan now devotes 34.1% of the total telecast time for education through its various national, regional and ETV services. Separate time-slots have been allotted to the Consortium for Educational Communication, Central Institute of Educational Technology and the Indira Gandhi National Open University. The national channel has been allotted the maximum time which is followed by the regional service. This shows that Doordarshan gives great importance to the national service for education.

3 PRODUCTION AGENCIES

There has been an unprecedented growth in the number of the ETV production agencies during 1980's. Three premier institutions namely the Mass Communication Research Centre (MCRC); Central Institute of Educational Technology (CIET); and the Indira Gandhi National Open University (IGNOU) were established in the decade.

All these institutions are located in New Dehi and have the infrastructure to produce educational capsules. They have networks through out every region of the country.

According to a recent survey (conducted by Poornima Vyas of IGNOU) there are over 300 production agencies in India involved in the educational video production. It was also revealed that their number is increasing fast.

31 CONSORTUIM FOR EDUCATIONAL COMMUNICATION (CEC)

INSAT TV Project of the University Grants Commissions UGC popularly known as the `Countrywide Classroom' was initially launched from the Mass Communication Research Centre of the Jamia Millia Islamia, New Delhi. The project has now been named as Consortium for Educational Communication and is entrusted with the work of production of video programmes for the university students; graduates as well as postgraduates.

CEC co-ordinates with the Media Centres spread all over the country. They are called Educational Media Research Centres or Audio Visual Research Centres depending upon the production infrastructure avilable with them. An Audio Visual Research Centre may become Educational Media Research Centre provided adequate production facilities are available with it. So far all the Media Centres have contributed over 3,000 video programmes plus around 500 titles in non-broadcast productions as undertaken by the UGC recently.

In 1984 only 20% home-made programme were telecast in the Countrywide Classroom and the dependence on the foreign agencies for the allotted slot of the hour was 80%. Now within eight years of the inception of the project the ratio has just been reversed. The number of Media Centres has increased from one in 1984 to 16 in 1992.

One of the difficulties faced by the producers of the Countrywide Classroom in the beginning was that the syllabi of nearly all the academic institutions in the country wre different. Therefore, it was not easy to determine the approximate number of the beneficiaries before undertaking the productions. Efforts were made through the Mass Communications Research Centre to collect syllabi of around 150 acadmic institutions so as to extract the common segments of study in various institutions in order to aim the productions at the maximum possible number of students. The idea was equally emphasised by the UGC and as a result the Curricullum Develop-

ment Committe was set up. The Curricullum Development work is being carried out on the national level involving all the universities and subject experts drawn from all the disciplines of study. The documents of syllabi thus prepared are discussed by large groups in seminars. The syllabi developed on more than 30 subjects are available on sale from the Publications Division of the University of Delhi. In the remaining fields too subject expert are busy developing the syllabi. UGC has recommended the adoption of these curriculla by all colleges and universities. This will bring uniformity among the course contents being offered nationwide. Also, this will provide a better understanding of the subjects of production to the producers of the Countrywide Classroom.

32 CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET)

The Central Institute of Educational Technology (CIET) was establised in the year 1984 by the merger of the Centre for Educational Technology and the Department of Teaching Aids of the National Council of Educational Research and Training (NCERT). CIET is entrusted with the task of improving and spreading education in the country with the help of educational technology.

CIET produces ETV programmes mainly for the rural primary schools as well as for the education of teachers. A forty five minute programme is telecast for children five days a week ie. Monday through Friday and for teachers on Saturday. These programmes are available to the viewers in the states of Bihar, Haryana, Himachal Pradesh, Madhya Pradesh and Chandigarh. CIET also co-ordinates with the regional services of the State Institutes of Educational Technology (SIETs) of Andhra Pradesh, Gujarat, Maharashtra and Orissa. In these states the ETV programme are telecast in the local languages on time sharing basis.

In May 1993 CIET chalked up an interactive teaching experiment on television called classroom 2000+. Students in Hyderabad, Madras and Calcutta were not only able to access the lectures in physics and mathematics originated form Delhi but also to ask questions from the teachers through telephone links.

Apart from production for ETC, CIET is also engaged in training of SIET staff, maintenance of audio visual equipment and the teacher education of the District Institute of Educational Technology. Its research and evaluation wing carries out testing and evaluation of its own productions in order to improve the quality of programmes. ETV productions of CIET/SIETs are marketed through the Electronic

Trade and Technology Development Corporation Limited (ET&T), New Delhi. ET&T has established their sales offices in all the metropolitan cities as well as in some state capitals.

33 INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)

The Indira Gandhi National Open University came into being in 1985. The idea behind its establishment was to offer quality education to the much larger body of population which was proposed in a seminar as early as 1970. The University has grown very rapidly during the last seven years. The annual admissions have risen from 4,515 in 1987 to 75,666 in 1993. The University is presenty offering 43 programmes comprising 296 courses in English and Indian languages taken together.

The first objective according to the provision of the IGNOU Act is to advance and disseminate learning and knowledge by a diversity of means. That is why the instructional system is different at IGNOU from that of other conventional universities. It adopts a multimedia approach to instruction, utilizing components such as self instructional print material, video and audio programmes. IGNOU not only utilizes the audiovisual media but is also a major contributor to the production of curriculum based programmes in India. The programmes are carefully planned and produced by the professional staff by the Communication Division of IGNOU. These programmes are made available for the students at all the Study Centres and can also be procured from the University if so desired. So far, IGNOU has produced 1,794 programmes.

34 OTHER PRODUCTION AGENCIES

As stated earlier there are over 300 production agencies in the country. Apart from CEC, CIET and IGNOU the following are among the well known producers of educational video catering to their specific instructional needs:

(1) Indian Institutes of Technology
(2) Indian Institute of Management
(3) Agriculture Universities
(4) Central Institute of Indian Languages
(5) Doordarshan
(6) Government Departments
(7) Private Agencies
(8) Electronic Trade & Technology Development Corporation Ltd

4 RATE OF VIDEO PRODUCTION

Hike in the number of video productions is the direct result of increase in the number of production agencies. Further, the rate of productions in the existing agencies too is accelerating. Data were not available from many agencies in respect of their productions but the yearwise productions of the three well known agencies; CEC, CIET and IGNOU the major producers of educational programmes in India are being presented in Table 1.

TABLE 1
Video Production Yearwise

YEAR	*CEC*	*CIET*	*IGNOU*
1985	109	59	
1986	186	89	
1987	276	100	
1988	256	80	148
1989	372	90	212
1990	427	90	262
1991	451	100	325
1992	281	90	396
1993	525	125	461

Data from different SIETs were not available yearwise. However it was found that all CIETs have contributed over 2,500 productions and perhaps this is the reason in the case of CEC and IGNOU.

5 AVAILABILITY OF VCRs/VCPs

A study on viewership (conducted by ET&T recently) reveals that a video cassette sold by them is viewed atleast by 30 persons in a month. This is apart from the viewership of educational productions on television. Data collected from different sources including the Audience Reasearh Unit of Doordarshan shows that the number of VCRs/VCPs has gone up 12 times within the last 10 years in the country as presented in Table 2.

The National Television Survey conducted in the year 1991 reveals that 8.3% of the total households in the urban areas have a VCR/VCP. The bigger the city the greater is the percentage of VCR/VCP owners. This is particularly relevant to emphasise that the relational viewership of the educational videos is more in cities than in the rural areas as video is still being primarily used for entertainment

TABLE 2
Viewership of VCR/VCP

Year	*No. of VCR/VCP*
1982	1,90,000
1983	3,00,000
1984	5,00,000
1985	7,27,000
1986	9,75,000
1987	1,250,000
1988	1,850,000
1991	2,254,000

in the rural India. Looking at the rate of adoption in the United States of America it was found that in 1980 there were hardly 5% VCRs/ VCPs in the US. By the end of 1985 that percentage has increased to 50. It has also been predicted that by 1995 over 80% US households will be having this previewing facility.

VCR/VCP made it possible for an individual to decide which television programme of film to watch, with whom to wath and when to watch. The only disadvantage can be the small size of its screen which may not suit to a larger gathering but this is an established fact that the size of classroom is being reduced. On the other hand scientists are busy developing videos of higher resolution. The recently adopted Betacam format in most of the production agencies in India is a very hopeful sign in this direction.

6 BOOK DISTRIBUTORS ADOPT VIDEO

Messrs Wilson's Learning Aid, a co-venture of John Wiley in USA is busy distributing educational videocassettes alongwith books. This inspired Wiley Eastern Limited (WEL) to experience the sale of educational video. WEL is a celebrated distributor of scientific and technical books in India and has anyhow managed the right to sell the programmes of the Countrywide Classroom of UGC. WEL could start distribution from the month of Arpil 1993 only. The result shows good response inspite of a lean period since most of the educational institutions are closed during this period for the summer vacations even though the statistics of their reveals very satisfying results. Videocassettes worth of Rs 1,12,000 were sold in the month of June 1993 against the sale of Rs 35,000 in the month of April 1993.

They are being approached by CIET/SIETs, Indian Institutes of

Technology and IGNOU for sale of their video productions. They also exxpect a business deal from a number of other agencies.

The advantage attached with a bookseller is that he understands the academic needs of the institutions and can supply the materials accordingly. This is perhaps the main reason why there is a trend of supply of educational videcassetes by booksellers rather by the traditional suppliers of motion pictures. In the west video has not only become a part of the Resource Centre/Libraries but is also having a very secured place in bookshops.

7 CONCLUSION

Video has been recognized by the academic community as a very powerful medium of instruction. This is evident from the multi-dimentional growth in its qunatum. The current trends in production, distribution and viewership suggest a positive and increasing acceptance of educational video. In a country like ours having lingual diversity, video can be applied in education more effectively and economically. In the near future, video will certainly become a necessity fo every educational institution and also a part of the library collection.

EMERGING TREND IN CD-ROM TECHNOLOGY AND ITS USE : A CASE STUDY OF GULBARGA UNIVERSITY

Ms N PARVATHAMMA*

0 INTRODUCTION

In the second half of the twentieth century, information is considered as a vital resource for all kinds of activities and increase in the potentially available recorded information has led to what can be termed as Information-rich society' (Hall, 1977). It is fortunate that the information-rich society has itself brought forth a number of new mechainsms aand techniques to augment the wide range of tools available to information searcher. One such powerful technique is online retrieval is that the user or searcher can have access to vital information from a number of databases sitting at a remote computer terminal. Further, online services allow the libraries to provide access to the required information without building up a comprehensive document collection. However, precision of the search result depends on the proficiency of the user in framing the search strategy and conducting the search. In this context, Compact Discs-Read Only Memory, better known as CD-ROM comes as a boon to the database searcher. CD-ROM, an optical storage media enables to search about 550 Megabytes of information equivalent to 2,00,000 A4 size printed pages of full text or five hundred 1.2 MB floppy discs (Oppenheim, 1992). That is, a larger number of databases, both bibliographic and textual, can be held locally and searched in a relaxed manner. Since CD-ROM is a digital storage media, data stored on the disc can be searched, can be downloaded outo floppy discus or printed out just like in outline systems.

1 BREAKTHROUGH IN OPTICAL STORAGE MEDIA

Due to widespread availability of low-cost mini and micro-computers, introduction of word-processing packages, text-retrieval systems, and database mangement system that could run on micro, mini and mainframe computers, a vast majority of human knowledge is

* Lecturer, Department of Library & Information Science, Gulbarga University, Gulbarga-585 106.

being created on electronic media. Also, effective storage and retrieval of bibliographic inforamtion of the knowledge generated is made possible by the advances in computer and telecommunication technologies. The magnetic storage media such as floppy disks, hard discs and magnetic tapes have their own limitations such as limited life span, need for controlled environment etc. Hence, the need for an alternative to magnetic media was felt and research began in 1970's on the use of some form of optical storage device that made use of laser beams to both record and read back data stored on a photosensitive medium of a disc. Fibre optics were already employed in communciation systems and optical devices are being developed for use as internal computer memory. Today's optical disc storage devices are the result of a merger of these two seemingly unrelated lines of development (Oppenheim, 1992).

Three functional varieties of optical media available are:

(i) Read-only optical media;

(ii) Write-once optical media; and

(iii) Erasable/rewritable optical media.

Read-only optical discs are the publishing and distribution media because here, the user can only read the data by placing the disc in a player. There is no facility for the user to record the data onto a read-only disc.

Eq. Videodiscs; CD-ROM; CD-I; CD-IV.

Write-Once Read Many (WORM) optical discus can be used for low-volume data distribution. The data can be recorded onto the disc over a period of time till the disc is full. However, any sector of the disc can be written only once and it is not possible to erase or overwrite data onto a same sector. It is ideal as an archival storage medium.

Eg. CD-PROM

Erasable/rewritable optical discs are not yet commercially available, but have been demonstrated in prototype form by major companies like Sony. Here, the recording process can be reversed, data deleted and new data rerecorded onto the same sector.

These devices are dealt with in detail by Oppenheim (1992).

2 DEVELOPMENTS IN CO-ROM TECHNOLOGY

CD-ROMs are primarily designed to store digital data which need

an accurate addressing of data blocks, high level of error detection and correction. To achieve this, a standard called. `Yellow Book Standard' has been developed jointly by Philips and Sony. While physical specifications are standardized in the Yellow Book, the computer and information industries have co-operated and developed a standard file format for CD-ROMs.

Viewed logically, CD-ROM is a collection of files, each with its own unique name. A CD-ROM file management system is designed to allow the user to view the disc as a collection of files. A complete CD-ROM file management system consists of three major components : the structure or logical format of the data, the software that writes the data in that format (origination software), and the software that reads and translates the logical format for use (destination software). There is no standard file management system to be used by all the database producers. Also, the CD-ROM drives have different controllers and the commands that controllers accept and the format in which they must be supplied are not standardized. The choice of the retrieval software by the supplier also varies. These factors militate against the total compatibility of all CD-ROMs and all CD-ROM retrieval stations.

A complete CD-ROM Workstation consists of a host computer, physical and logical interface and a CD-ROM drive.

Minimum computer requirements include an IBM compatible PC/XT or PC/AT with Intel 8086 microprocessor, PC-DOS or MS-DOS Version 2.0 or later, 256 KB of RAM, dual floppy disc drives and a monochrome display. Two types of interfaces are common with IBM or IBM compatible personal computers. The dafacto IBM PC Bus Interface can be used with a CD-ROM drive linked by a proprietary interface and with a CD-driver software. Alternately, the SCSI (Small Computer Systems Interface) standard I/O Bus is used with CD-ROM drive and SCSI host adopter with a PC bus interface and SCSI driver software with a CD-ROM module. A number of CD-ROM drives exists, out of which two important suppliers are Hitachi and Philips (Oppenheim, 1992).

The software required to run a CD-ROM system includes (i) operating system, (ii) file structure creation program used to structure the file and build the directory on the CD-ROM; (iii) device-drivers that act as a link between the file server software and CD-ROM controller; and (iv) application software. In most applications, operating system is MS-DOS or PC-DOS. Each data preparer will be able to produce

one file structure creation program (according to Yellow Book Standard) which will structure the files and produce directories. The device driver provide a link between the file server software and CD-ROM controller. To overcome 32 MB file size limit of current versions of MS-DOS, Microsoft has introduced the MS-DOS CDEX CD-ROM extension. The application software is supplied by the database producer to search aand retrieve the data from the database.

The total student and staff strength is at an average of 2,000 and 250 respectively. The central library with its 1,50,000 documents in English language, 50,000 documents in other regional languages and about 250 periodical subscription is striving hard to satisfy the information needs of its teaching fraternity, research scholars and students. Realising the advantages of computerized bibliographic databases over their printed counterparts, Gulbarga University and Library authorities decided to purchase databases on CD-ROM in 1992. After the initial negotiations with the suppliers, thirteen bibliographic and full-text databases are being subscribed with initial payment of $ 59, 248/-, and are being maintained in the University Computer-Aided Information Retrieval Centre (UCAIR Centre) (Table 1). Some useful facts about databases available are given in Table 2.

31 ABOUT UCAIR CENTRE

The CD-ROM Workstation named as UCAIR Centre is located in a separate wing of the Computer Centre, which will be shifted to the Library shortly. The UAIR Centre maintains[6] Personal computers and one PC/AT 486 Computer with 8 MB RAM. CD-NET Model 314, 14-drive system has also been purchased, which allows for offering multi-user services at a single time. CD-NET 314 is a high-performance information system for personal computers Local Area Networking, supporting upto 9,240 MB (9.2 Gigabytes) in a single system for the requirements of networks. Its hardware is coupled with multitasking software to maximise the system level of response time, with no degration of network file server performance. CD-NET Model 314 allows MS-DOS users on the network to access and share CD-ROM drives and supports configuration of multiple CD-ROM systems per network (maximum of 24 systems per network). In addition, Local Area Network, Novell Netware and MS-DOS CDEX CD-ROM extension are available. Also, UCAIR Centre has three single CD-ROM drives added to three of the personal computers for independent use.

32 FUNDING

Major portion of the financial support has come from Hyderabad

Table 1

CD-ROM Databases Available at UCAIR Centre, Gulbarga University

Sl. No.	*Database Subscribed*	*Departments to Whom Useful*	*Supplier*	*Retrieval Software used*	*Retrieval Command*
1	Math Sci	Mathematics, Statistics, Computer Science	Silver Platter	SPIRS	SPIRS
2	Biological Abstracts	Botany, Zoology, Microbiology	"	"	"
3	Biotechnology Abstracts	Biochemistry, Microbiology	"	"	"
4	INSPEC on Disc.	Physics, Applied Electronics, Computer Science	UMI	PROQUEST	PROQUEST
5	Georef	Geology, Mineral Processing & Mineral Exploration	Silver Platter	SPIRS	SPIRS
6	Sociofile	Sociology, Soc. Work, Political Science	"	"	"
7	Econlit	Economics, Commerce	"	"	"
8	LISA	Library & Information Science	"	"	"
9	ERIC	Education	DIALOG	DIALOG	ONDISC
10	Psyc Lit	Psychology, Sociology, Social work	Silver Platter	SPIRS	SPIRS
11	Cross Cultural CD	Sociology, Social work, Political Sci., Psychology	"	"	"
12	ABI/INFORM on Disc	Commerce & Business	UMI	PROQUEST	PROQUEST
13	Dissertation Abstracts on Disc	All Departments	UMI	PROQUEST	PROQUEST

Table 2

Facts about CD-ROM Databases Subscribed at UCAIR Centre, Gulbarga University

Sl. No	Name of the Database	Source	Coverage	No of Compact Discs	Print Equivalents	Online Equivalents	Format	Update frequency	No of records in the database	Records added annually	Abstracts included	No of Journals indexed
1	MathSci	Mathematical Reviews & Current Mathematical Publications	1981 to Present	02	Mathematical Reviews & Current Mathematical Publications	MathSci	Biblio-graphic	Semi Annual	2,40,000 (1990)	50,000	Yes	
2	Biological Abstracts on CD	BIOSIS	1989 to Present		Biological Abstracts	BIOSIS Previews (Combination of BIOSIS & BA/RRM (Biological Abstracts/Reports, Reviews & Meetings)	"	Quarterly	2,75,000 (in 1990)	1,80,000	Yes	9,000 +
3	Biotechnology Abstracts	Derwent Publ Ltd	1982 to Present	01	Biotechnology Abstracts	Biotechnology Abstracts	"	Quarterly	1,10,000 (in 1992)	12,000	Yes	1,200 +
4	INSPEC On Disc	UMI (Universities Microfilms International)	1989 onwards	Multi discs	Physics Abstracts, Electrical & Electronic Abstracts & computer & control abstracts	INSPEC	"	Quarterly	6,00,000 (in 1992)	2,50,000	Yes	4,000 +
5	Georef	Americal Geological Institute	1785 to present for N. America 1933 to present for rest of the world.	02	Bibliography & Index of Geology; Bibliography of North Americal Geology; Biblio-graphy & Index of Geol., exclusive of North America; Geological Abstracts; & Bibliogra-phy of Theses in geology.	Georef	"	Quarterly	15,00,000 (1992)	60,000	Yes (for 10% of records)	4,500

6	Sociofile	Sociological Abstracts Ihc.	1974 to present	01	Sociological abstracts & Social planning, policy & development abstracts.	Sociological abstracts	Biblio-graphic	3 times a year	1,440,000 (in 1992)		Yes	1,800
7	Econlit	Journal of economic literature	1969 to present	01	Journal of economic literatre; Index of economic articles in journals & collective vols.	Economic literature index	"	Quarterly	2,00,000 (1992)		Yes, from 1986	326
8	LIS	Library Assoc. Publ. Ltd.	1969 to present	01	Current Research in Library & Information Science	LISA	"	Semi annual	81,000 (1992)		Yes	550
9	ERIC	U S Department of Education	1966 to present	02	Resource in Education; Current Index to Journals in Education	ERIC	"	Quarterly	6,00,000 (1992)		Yes	775
10	Psyc Lit	American Psychological Association	1974 to present	02	Psychological Abstracts	Psyc INFO	"	Quarterly	4,70,000 (1992)	40,000	Yes	1,300
11	Cross Cultural CD	Human Relations Area File (HRAF) Archive		05	Human Relatives Area File (HRAF) Archive		Full text	2 new databases added each year for 5 years	10 topical database in 5 volumes (2 databases/ volume)	—		Cross cultural CD is a series of 10 topical full-tech databases extracted from HRAF Archives. Since 1989, Silver Platter has published 2 vols. & will continue to publish 2 databases each year.
12	ABI/ INFORM on Disc	UMI	1971 to present	02		ABI/ INFORM	Biblio-graphic	Monthly	2,00,000 Perdisc (1992)		Yes	900
13	Dissertation Abstracts on Disc	UMI	1861 to present		Dissertation Abstracts International	Dissertation Abstracts online	"	Semi annual	1,00,000 + (1992)	35,000	Yes (from 1980)	

- Karnataka Development Board for initial establishment of UCAIR Centre.

33 PATRONS

Users of CD-ROM databases at present include teaching faculty, research scholars and post-graduate students of Gulbarga University. Plans are there to extend the services to the teaching community working in degree colleges of Gulbarga University.

34 HOURS OF AVAILABILITY AND TIME LIMIT

CD-ROM services are offered from 10.00 am. to 5.30 pm on all working days. Since there are 13 databases and some of them have multidiscs, user groups have been formed facultywise and each group has 6 databases which will be mounted on alternate days. Still, the user can search a database not mounted on a particular day by using one of the single CD-ROM drive systems.

There is no time-limit on the use of CD-ROM databases. However, depending on the demand, user-time will be evenly distributed by the Systems Manager. The users are requested to enter their personal details and database to be used onto the electronic log-book that has been created using dBASE III+ database management system.

35 USER TRAINING

A series of training sessions were orgnanised to train the users in framing their search strategy and conducting the search. Printing service are to be offered as soon as the printer arrives and plan to limit the number of citations to be printed to 50 citations per search. Downloading is permited only after getting their floppy disks checked for viruses by the Systems Manager.

36 STAFF TRAINING

Two of the library staff are trained in Computer applications and faculty members from other departments with computer knowledge are co-ordinating for the smooth founctioning of the UCAIR Centre.

37 IMPACT OF CD-ROM ON THE LIBRARY

There is an increasing demand for periodicals not available in Gulbarga University, but the indexed in CD-ROM databases. This may lead to more interaction with other libraries in the region and consequently, increased work load on the library staff.

38 FUTURE PLANS

At present, no outsiders are allowed to conduct the search. Plans are there to enroll the members from the educational institutions attached to Gulbarga University and begin a regular Current Awareness Service to them. Retrospective searching will also be undertaken for outsiders on a nominal payment basis. These services are expected to be offered as soon as the full-fledged UCAIR Centre become operational with full-time staff members.

4 CONCLUSION

In 1992, Gulbarga University established a CD-ROM Workstation named as University Computer Aided Information Retrieval Centre (UCAIR Centre). A total of thirteen bibliographic and full-text databases are subscribed at present. The Centre posses a CD-NET Model 314, 14-drive system, with one PC/AT 486 and 6 micro-computers which are networked using Novell Netware. The centre is offering retrospective and current literature search facility to 250 faculty members and 2000 university students. In future, it plans to extend the service of UCAIR Centre to other educational institutions of the Gulbarga University.

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FACTORS AFFECTING DEVELOPMENT OF LIBRARIANSHIP IN INDIA: A STUDENT'S POINT OF VIEW

SANJAYA MISHRA*

0 INTRODUCTION

There has been a colossal increase in the number of libraries and documentation centres in India during the 20th century. As a result of which, at present we have four national documentation centres, viz, Indian National Scientific Documentation Centres (INSDOC), Defence Scientific Information and Documentation Centre (DESIDOC), National Social Science Documentation Centre (NASSDOC), and Small Enterpreneurs' National Documentation Centre (SENDOC); three national libraries, viz, National Library (Calcutta), National Science Library (New Delhi) and National Medical Library (New Delhi), excluding Indian Agricultural Research Institute Library, which is considered as National Agricultural Library; ten National Information Centres (NIC) under National Information System for Science and Technology (NISSAT); and thousands of other types of libraries, including, school, college, university, research, technical, and public libraries. During all these developments, number of library networks have also been planned to pool the resources for their better utilization through the latest technological advancements in the field of computer and communication. Inspite of all these developments, library services have not increased correspondingly. Library users are more dissatisfied than ever before. At the same time the frustration amongst library staff has reached its zenith. The cumulative effect of all these generates a poor image of librarianship. At this point some questions arise automatically: Has our library education programme failed to inculcate professionalism amongst us? Why our efforts in library movement have not produced satisfactory results? It is our ethical obligation to find answer to these questions and take a vow to improve upon the situation through Dedication, Determination, Discipline and Duty. The paper discusses factors affecting development of librarianship in India.

* Junior Research Fellow, Department of Library & Information Science, University of Delhi, Delhi - 110 007.

1 LIBRARY MOVEMENT

Library movement has always been a peoples' movement. It is for the people of a nation that, libraries are built and maintained for their social, educational, economic, scientific and recreational use. Though, a number of devoted librarians and library philanthropists have taken interest in the development of library infrastructure in every nook and corner of the country, India has not yet been able to develop a National Library and Information System, which is mainly due to the following reasons:

(*a*) In a poverty stricken society, education and libraries are always placed in a secondary position;

(*b*) Efforts to promote library mindedness amongst the public have been weak and hence their involvement in promulgation of library legislation is almost nil; and

(*c*) Constitutionally, libraries are a matter of state list and hence a uniform library legislation could not be implemented.

2 LIBRARY SERVICES

Librarianship is a 'service' oriented profession. A librarian exists to serve as a bridge between books and users. He/she should always persist to provide right information to the right reader at the right time in a right manner. But, the service orientation of librarianship has deteriorated in almost all types of libraries, barring a few. With computerization of library activities in many libraries, the expectations of users have gone up. Whereas, the service aspects have not been able to meet these expectations due to the following reasons, resulting frustration amongst the users.

(*a*) Ill planning of computerization activities, perhaps due to lack of understanding of computer and non-availability of any reliable standard on which consensus can be reached;

(*b*) Financial crunch in libraries has affected the collection development activities on a large scale;

(*c*) Library cooperation (Networking) has not yet been successful due to lack of understanding amongst libraries on standards, methods and procedures and above all;

(*d*) Lack of interest and motivation amongst library staff to provide service, forgetting the basic spirit of librarianship.

3 EDUCATION AND TRAINING

The role of professional education is to (*i*) provide relevant and uptodate knowledge on the subject concerned; (*ii*) inculcate proper skills to do professional jobs; and (*iii*) change the attitude of fresh entrants, so as to be suitable to the needs of the profession. Most of the problems that Indian librarianship is facing today, can be accredited to improper planning of library education programmes. Some of the reasons can be identified as follows:

(*a*) Persons with no interest to provide 'service' and aptitude to do 'library work' have joined librarianship;

(*b*) Separation of library schools from libraries has resulted in a gap between theory and practice;

(*c*) The curricula of library schools have rarely been changed according to the need of the hour, and it has produced a gap between output from library schools and market needs;

(*d*) Library schools have mushroomed all over the country with inadequate resources (teachers, textbooks, reference books, journals etc);

(*e*) Lately, there has been an increase in the number of universities providing correspondence education in Library and Information Science (LIS); and of course,

(*f*) The lack of a statutory body responsible for maintaining standards of LIS education.

4 RESEARCH

There has been much discussion about what research is and is not. Yet, we have not reached any consensus on it. Research is a process of scientific inquiry that proceeds systematically; provides definitions, establishes reliability and validity of the research design, sources of information and data used; allows assumptions; and questions the results of research. Research leads to theory building, solves practical problems of a profession, adds new knowledge and provides fresh interpretations to old knowledge, based on latest development in the supra system. Library professionals have recognised the importance of research in LIS and annually around 300 articles are published in India. Only in 1992 about 25 PhDs were awarded by Indian universities in LIS. However, the research results are hardly assimilated in LIS textbooks or utilised to solve practical problems, perhaps due to the

following reasons:

(*a*) Lack of proper understanding of various research methodologies and technical communication skills;

(*b*) Reliability and validity tests of research instruments are rarely conducted;

(*c*) Absence of a 'research culture' amongst the professionals to the extent that some believe that there is nothing to do research in LIS, even after having masters degree and some years of experience. Non-response to a questionnaire is a common phenomenon.

(*d*) Non-availability of sufficient research grant and cooperation to the professionals interested in research; and

(*e*) Dissemination of results of research in LIS is very poor in India.

5 SUGGESTIONS

Identifying factors responsible for poor development of librarianship in India is no solution to the problem. On the other hand it is a means to develop, if the factors identified are paid due attention by us. Firstly, the approach to provide LIS education has to be reviewed in toto and a 'research culture' developed for the betterment of the profession. Secondly, library and information professionals should always be ready to help the users following the professional ethics. And thirdly, an information conciousness has to be developed amongst the public in general, so that they can recognise the importance of a librarian in their life. If, we could do this, it is believed that the future of librarianship in India shall be bright and we would not have to show a sorry face during the celebration of 100 years of ILA in 2033.

FREE OR FEE BASED PUBLIC LIBRARY SERVICE : AN OBSERVATION IN INDIAN CONTEXT

PRABHASH NARAYANA RATH*
RABINDRA NATH MOHANTA**

0 INTRODUCTION

Public Library can broadly be defined as a library that is open to public without any distinction of caste, creed, race, language or sex. It is a common place of reading for all the members of a community who use it to satisfy their appetite pertaining to education, recreation or aesthetic appreciation. It is the temple of social learning and a supportive agency for life long education of human beings. The UNESCO's manifesto for Public Libraries defines a public library as one that is established under "clear mandate of law", that is "maintained wholly from public fund" and does not ask for "direct charge" for any of its services, and that is open for "free and equal use by all members of the community."[15] It also defines public library as a "living force for popular education and for the growth of international understanding and thereby for the promotion of peace."[15] According to the report of the Advisory Committee for Libraries appointed by Government of India, the internationally accepted definition of a public library is that it is a library (*i*) which is financed for the most part out of public funds; (*ii*) which charges no fees from readers and yet is open for full use by the public without distinction of caste, creed or sex; (*iii*) which is intended as an auxiliary educational institution providing a means of self-education which is endless; (*iv*) which houses learning materials giving reliable information as will satisfy the interests of readers.'[7] An analysis of these definitions reveals that much emphasis has been put on the point that public library service is essentially a free service. But it has been seen that in India most of the public libraries cannot afford to provide free services and opinions differed whether public libraries in India should provide free service or not. This paper attempts to analyse the factors and the views to find out a solution to this debate.

* Junior Research Fellow, Department of Library Science, University of Calcutta, Calcutta.
** Assistant Librarian, Regional Institute of Technology, Jamshedpur.

1 BACKGROUND

The debate on whether public library service should be free or fee based is not new. Many experts advocate for free public library service to ensure its judicious use by all the citizens, while some rule out free public library service as impracticable.

11 FREE PUBLIC LIBRARY SERVICE

Most of the accepted definitions of public libraries make it essential for the latter to offer free services. As already stated, UNESCO[15] and the Advisory Committee for Libraries of Government of India[7] favour free public library service and asked the government to maintain public libraries from its own funds. Dr Ranganathan suggested that a public library should be maintained by the community.[13] In a working paper prepared by Public Libraries Section of IFLA, various disadvantages of fee based public library service are given and free service is preferred.[8] The Working Group on Charging for Public Library Service of IFLA in 1986 Tokyo Conference also favoured free service.[1] More recently, Pete Giacoma made a strong plea to the public libraries of America not to charge fees for their service, which, according to him, inflicts an "identifiable damage to public good."[5] Besides, in many conferences and seminars, repeated appeal has been made to provide free public library service.

12 FEE BASED PUBLIC LIBRARY SERVICE

A close examination of the above statements reveals that though these arguments seem sound and justified, these do not necessarily offer practical solutions to this problem. These are mainly based on emotional and idealistic conceptions. On the one hand, model public libraries are supposed to take up various kinds of programmes and services such as current awareness service, community information, user education, mass literacy and other services. On the other hand, the public library has to provide these without any fees. An analysis of the trend shows that most of the countries are gradually turning towards fee based services. For example, in some developed countries like Australia[10], England[11], Japan[14], Israel[2] etc, the public libraries started to charge fees for various services. Various studies such as one made by Driver and Wallis[4] and one by Mann[9] also reported introduction of new fees and increase of fee rates by libraries. Public library of 21st century is not conceived as a free public library, but a fee based one.[2,10] This trend is due to high rising cost of books, periodicals and other information products and media, and also the keenness of public libraries to expand their scope and means of service.

2 THE PRESENT STUDY

A survey was conducted to know the opinion of librarians of public libraries and the users on the question whether public service should be free or fee based one. The sample comprised both government sponsored libraries and private libraries situated inside Calcutta metropolitan area. However, the study has certain limitations. Firstly, it has been conducted in a city area, the opinions and views may not echo the voice of the librarians and users of rural areas. Secondly, as the government of West Bengal allows the public libraries to take subscriptions, there is a chance that the librarians may be biased towards fee based library service.

21 OBJECTIVES

The objective of the study is to analyse the practical problem encountered by the public libraries for providing free service. It also seeks to know the views of librarians and users of public libraries whether its service should be free or fee based one.

22 METHODOLOGY

This opinion survey has been conducted with the aid of questionnaire and interview method. Two types of questionnaires are designed, one for the librarians and one for the users respectively. In all, opinions of 30 librarians and 60 users have been received. The libraries comprised one government public library; 2 government sponsored town libraries; 15 government sponsored primary unit libraries and 12 private libraries. Out of these, except one library, all charge membership fees. The answers are then analysed and interpreted to draw the conclusions.

3 FINDINGS

The findings of the study indicated that most of the librarians and users are in favour of fee based public library service. The following paragraphs will present a detailed account of the views of librarians and users regarding whether public library service should be free or fee based.

31 LIBRARIANS' VIEW

Most of the librarians (21 out of 30 or 70%) feel that the public library should charge membership fees as it will prevent misuse of books. Only 2 librarians were not in favour of membership fees and others (7 or about 25%) opined that though they are against any sort of fees in principle, but fees should be charged on practical considerations.

311 CHARGEABLE SERVICES

In all, 24 librarians or 80% of the respondent librarians opined that libraries should charge fees for providing lending facilities. By this, the users would like to borrow and return books in time and this will lead to increasing and better use of library resources. Almost all the librarians favoured charges for reprographic, current awareness and bibliography services. They also opined that libraries should take deposits and realise postage from users for issuing books procured through inter library loan.

312 USERS TO BE CHARGED

On the question of types of user to be charged, 16 or more than 50% of the librarians viewed that all the users should be charged uniformly as it is difficult to determine economic background of the users. While 9 librarians or 30% said that the economically backward users should be exempted from charges, 5 did not respond to this query.

313 NEW SERVICES

The librarians seem to be divided on whether to charge on all the new services, if any, to be introduced in future. While 15 librarians or 50% favoured charges for services that are comparatively costly ones such as reprography, bibliography or CAS etc, 13 or about 40% viewed that all the future services should be subject to payment by the users. Only 2 librarians opposed any extra charge on any service to be introduced in future.

32 USERS' VIEW

In quite contrast to the expectations, most of the users favoured fee based public library service. It is ironical that as much as 52 out of 60 or more than 85% of the users viewed that the libraries should charge fees on the various services to meet the expenditure at least to some extent. Out of these, 35 or about 60% of the users, like some librarians, believe that fees will enhance the sense of responsibility of the users so that they will be instigated to exploit fully the resources of the library, besides, it will also infuse a sort of obligation on the part of the library staff to serve in a better way. Even 25 users or more than 40% opined that people will not realise the value of proper public library service, if it is provided free of cost.

321 SERVICES

On the question of services that should be charged, 52 or about

85% of the users opined that public libraries should charge fees for reprography service. Charges for lending service was supported by 35 or about 60% of the users. While 24 or 40% favoured fees for reference service, only 20 or less than 35% of the users viewed that bibliography service be charged for.

322 NEW SERVICES

When asked about the reaction of the users in case a library wishes to charge extra fees to introduce new services or to enhance the quality of existing services, 38 or more than 60% of the users opined that they will accept it provided that the charge is minimum, 18 or 30% of users said that they will welcome it without any other consideration, only 4 users or less than 10% were against any extra fees. It is interesting to note that research scholars, businessmen, journalists, writers, etc are ready to pay more for any new services. Students and most of the servicemen favoured minimum or no-profit basis charges by the library, some service persons opposed any sort of new fees. This finding has some similarities with the findings of earlier studies conducted by Gulchinskii and Stakhevich[6] in the erstwhile USSR and Osiobe[12] in Nigeria.

4 SUGGESTIONS

In order to arrive at a solution to this debate for free or fee based public library service, a pragmatic approach should be adopted. As "in the last ten years, charging fees for library services has become a widespread practice"[16], the comparatively better approach would be to identify chargeable services and also users to be charged. Here, it is worth mentioning that though the UNESCO Manifesto recommended free public library services, its Statistical Unit has defined a public library as a library which serves population of a community or region free of charge or for a nominal fees. In India, keeping in view the present financial condition, it is becoming increasingly difficult for the government to maintain public libraries. Many states in India including advanced states like Maharashtra, West Bengal and even Tamil Nadu allow their public libraries to take subscriptions. So, to arrive at a practical solution, the following suggestions may be considered:

(*i*) Instead of charging fees for all the services uniformly, public libraries should identify some chargeable services and user groups to be charged.

(*ii*) Research scholars, University and College teachers, writers etc

who use public libraries in pursuit of knowledge should be charged as they will not mind paying fees for obtaining their required document or information.

(*iii*) Businessmen various professionals such as doctors, lawyers etc who use public library to obtain information for profession and economic gains should be asked to pay fees.

(*iv*) Low income group farmers, artisans and others whose economic condition is not good and who cannot afford to pay, should be exempted from any fees by the public libraries.

(*v*) Public libraries may fix different slabs of rates for different income groups starting from lower middle income group users.

(*vi*) Illiterates and neo-literates should not be charged as this may dissuade them from coming to the public library.

(*vii*) To determine the social and economic background of the users, public libraries may take the help of local census or statistical reports. Alternatively, they may also conduct area studies as some western public libraries do.

(*viii*)Services such as reprography, bibliography, current awareness, translation etc should be made chargeable by the public libraries.

(*ix*) For issuing books procured through inter-library loan, public library should ask the users to pay nominal fees besides postal charges. The users should also deposit the price of the books as security which should be refunded at the time of the return of the book.

(*x*) For lending, reference and reading room facilities, no extra charge should be taken. But while reference service and reading room facility can be offered to both members and non-members lending facility should be given to the members only.

(*xi*) Finally, the librarian should consult the users before introducing a fee based service in the library.

5 CONCLUSION

It is true that a public library charging fees cannot be called an ideal public library but charging of the fees has become inevitable particularly in India due to shrinkage in budget, increase in salary of the library staff and escalating cost of books, periodicals and other library materials. It should be noted that fees cannot be imposed

uniformly. It should be based on the local conditions, economic conditions of the users and financial position of the public library. Had it been possible in India that public libraries provide best services to the users without asking for any payment, it would have been taken as the model. But like all the service sectors of the government the standard of Public Library service is fast deteriorating due to financial constraints. As revealed from the survey, the users are always ready to pay in exchange of better and more need-oriented service. So, it is high time that more attention be paid to improve the quality and sphere of public service in India without indulging in never ending debate whether free or fee based public library service should be offered, as the fact that "information possesses an economic value and no longer a debatable issue."[3]

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GROWTH AND DEVELOPMENT OF ARCHAEOLOGY AND MUSEUMS LIBRARY, GOVERNMENT OF ANDHRA PRADESH: A CASE STUDY

C SREENIVASULU*

0 INTRODUCTION

The word "Archaeology" is derived from "Archaios" meaning "Ancient" and "Logos" meaning "Knowledge". It has been therefore variously defined as "The Study of antiquity", "The Science of ancient things", etc. It is best defined as the "Science of ancient remains" as has been done in the THE MODERN ENCYCLOPAEDIA of Sir J A Hamilton, for indeed we do not include in "Archaeology" such "Ancient" as the vedic, the Bible and similar other early religious texts, that we may study merely from the literacy point of view. Such religious or historical documents would come within the purview of archaeology, only when they be unearthed in some form or other as material relics of the activities of ancient man. But the word "remains" in the definition, we clearly refer to the material relics that the ancient man has left behind and not to such intangible, notional relics, as are embodied in books printed in recent times, or as are found in modern folklore. The Archaeo-authorities including a writer in the Encyclopaedia Britannica. It is, or should be scientifically ordered branch of knowledge, professed by men of true scientific training, on a certain subject, namely the "remains" of human activity".

1 NEED AND PURPOSE

The Archaeology is concerned with the development of culture, socio-economic systems, during the various historical periods. The research in Archaeology has growth from unknown periods. The written documents are the outcome of the research in the history of Archaeology. These two subjects are interdependent, and so one cannot exist without the other. It is the reason, the pre-historic period is known to us through the Archaeological Survey & Research. The Indus Valley civilization is brought into lime-light due to excavations on the banks

* Sreeramachandra Junior College, Hyderabad.

of Sindhu and Harappa and Mohenjodaro. It is a known fact that the society needs the Prehistoric period for its future construction. It is possible only with Archaeological surveys.

The Archaeological Survey of India is contributing its immense service in the field by its research, excavations, manuscripts and other documents. Thus, it has shown a lot of evidence relating to so many problems. It is the substantial evidence, which resulted in so many books in Archaeology. The Archaeology Department has stretched its hands in every field of society.

2 GROWTH AND DEVELOPMENT

Indian Archaeology is going to complete one and a half century, very soon. It is known from the contemporary records. The systematic Archaeology has had its birth in the year 1857, after the mutiny. The Archaeological Department of India was started in the year 1862, Sir Alexander Cunningham as its General. Its growth is known from the monuments and antiquities in Northern India. The department had started its work simultaneously in Bombay and Madras. The department had changed with the duties of conservation and research. India has really benefitted from the Archaeological offices during the British period due to their keen interest to antiquities. Lord Curzon had made a total Archaeological Survey for the whole of India and placed it on sound and administrative footing. Sir John Marshall was appointed as Director General of Archaeology in the year 1902. The first systematic excavations were made in Greece and Great Britain. The credit goes to John Marshall who introduced it in India. The Indian Archaeology antiquities remained unchanged as they were never able to penetrate in to the early days before the Birth of Buddha. The stalemate still continues but a new hope has been in Mohenjodaro and Harappa. The period in 1925 to 1931 is known as "Slack Period", as it did not witness any progress in the Indian Archaeology. Anyhow during this period keen interest was taken in problems concerning India and abroad. In 1944 the Excavations branch was reconstructed when India appointed a committee under the chairmanship of Sir Maurice Gwyer in the year 1946 to work out the details of the establishment of National Museum of Art, Archaeology and Anthropology. The nucleus of a Museum was, however, started at the Government House in New Delhi from 15th August, 1949. After independence now the country is hoping to overcome the difficulties which caused an abrupt cessation of work due to financial difficulties by having a regular budget. This gives a ray of hope for better development in future.

3 DEVELOPMENT IN STATES

With the strong footing given by the British rulers, the Indian Archaeology has reflected its presence even in its States. Now various states are having their own Archaeological departments to safe guard their own interest in preserving their heritage. The work done in Gwalior, Mysore and Hyderabad is very much comprehensive and complete, comparative to any other state in British India.

31 GENESIS

The premier state of Hyderabad the enlightened Government of his exalted Highness the Nizam founded the Archaeological Department in 1914, and ever since its establishment it has been its aim to preserve the monumental antiquities of the state on the one hand and to explore, and excavate historic as well as the pre-historic sites on the other hand. As time passed, the Hyderabad Archaeological Department was transferred from Nizam's state to the Government of Andhra Pradesh.

4 ARCHAEOLOGY & MUSEUM, LIBRARY, HYDERABAD

The present establishment is consisting of six staff ie, Librarian (Gazetted), Book Binder, Roneo Operator, Clerk and two Attendants. The staff pattern has no organisational character. The librarian is qualified to perform the library routine duties ie, Book selection, ordering, (acquisition, accessioning, classifying, cataloguing and arranging the books on shelves and charging and discharging books, card writing, and overall supervision and maintenance etc. The department is centrally located in Gunfoundry Hyderabad, having a separate building (part of main building) for the library. The library works for 6 days in a week from 10-30 am to 5 pm. It is open to all age groups, research scholars, post graduates, faculty members, journalists, department people, foreign research scholars and to all needy. On an average 20 to 30 users are visiting the library every day of which a large share is post graduates and research scholars. The library has reprographic machine both manual and automatic but it is meant only for official use, the users cannot make use of the facility as the departmental policy is to use it for office use only. Even though this facility is not provided for readers and users and the required xeroxed copies are being got from outside by sending the books with an attender. Due to no qualified assistant librarians and in the absence of librarian (G), the readers are facing a lot of inconvenience. The library has wide collection of books around 20,000 in History,

Archaeology, Religion and Philosophy and other subjects. The collection is in English, Telugu, Hindi, Urdu, Arabic and Persian languages. It is also having a few manuscripts. The library is meant for subject books, dissertations, research reports, reprints. It is having 15 research reports. The library is following DDC 17th Edition with ALA Cataloguing code. It is following broken sequence method to arrange the books in shelves. The records are maintained for circulation in ledger system. The books are issued for a period of 3 months, it does not charge any membership fee, or fines for over due books. The books are meant for reference during the office hours and are maintained by the Librarian. The maintenance of books ie, binding etc, is done by the office binder only. The library gets a grant from the Government of Andhra Pradesh and its total budget is Rs 64,000 of which Rs 50,000 is earmarked for books, Rs 10,000 for periodicals and newspapers and Rs 4,000 for magazines. At present the library is subscribing to 30 Indian journals, and 5 foreign journals which include weekly, fortnightly, monthly, quarterly, half-yearly and annual. The books are verified once in a year by Internal and External auditing. The missing books may be replaced or otherwise cost is recovered. Every year chemical treatment is followed for library materials to preserve them. The Library strictly follows closed access system.

The departmental library has under its control 12 branch libraries, at Warangal, Vijaywada, Tirupathi, Nellore, Mahaboobnagar, Kareemnagar, Anantpur, Vizag, Kakinada, Rajahmundry and Hyderabad. These branch libraries are fully maintained by the Director of Archaeology and Museums and also by the Librarian. Kakinada library has a museum with manuscripts and palm leafs. The branch libraries are looked after by non-professionals with a separate budget of Rs 5,000 to 7,500 for each library. But Rajahmundry Branch Library is having a qualified Librarian.

5 SUGGESTIONS

The library for its good and effective function requires a good administration. Good administration is the result of an organised staffing pattern. The Archaeology Department library has no organisational structure. It is a limitation to the organisation to have limited staff with unlimited work. A library consisting of 20,000 books needs a minimum strength of a librarian, assistant librarians, semiprofessionals, non-professionals, clerks, typist and other technicians. The Archaeological Department can be strengthened further to offer better services to the users by the expansion in manpower.

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GROWTH AND DEVELOPMENT OF LIBRARY SCIENCE EDUCATION THROUGH DISTANCE EDUCATION IN INDIA CORRESPONDENCE COURSES *VS* SUMMER COURSES—A COMPARATIVE STUDY

P S RAO*

1 INTRODUCTION

With the explosion of knowledge in practically every field, the quest for acquiring information in various faculties is growing by leaps and bounds. To quench this thirst for knowledge more and more people are swarming libraries and information centres. Therefore, information science is being added to the curricula of many course programmes in library science education.

2 DISTANCE EDUCATION

Distance education is a boon for in-service employees, whichever vocation they are in. Distance education, in the form of correspondence education movement had its origin in mid 19th century in Great Britain[1], though it is of recent origin in India. The Education Commission, under the chairmanship of Dr D S Kothari, laid stress on part-time education, through evening colleges and correspondence courses for those who aspire for higher qualifications and learning[2].

It is in pursuance of this policy that Open University concept evolved vis-a-vis distance learning/education.

3 DISTANCE LEARNING IN LIBRARY AND INFORMATION SCIENCE EDUCATION

With the rapid growth in the number of libraries and information centres not only in cities and towns but in villages also the necessity for manning these centres with fully qualified staff cannot be over emphasized. Experts in this field felt that the demand for library science education cannot be met adequately through conventional systems followed by universities/institutions. To meet this objective of giving professional training to more and more library personnel,

* Lecturer in Library Science, ANR College, Gudivada-521301 (AP).

the system of distance learning through Open Universities has been introduced.

31 ANDHRA PRADESH OPEN UNIVERSITY: ITS ROLE IN LIBRARY SCIENCE EDUCATION

Andhra Pradesh Open University, now called Dr B R Ambedkar Open University, was established in 1982 with the aim of imparting education for the needy, mainly through correspondence course programmes in various faculties.

Bachelor of Library and Information Science (BLISc) course was introduced in the University in the academic year 1984-85.[3] The freshly introduced BLISc is an in-service programme meant for those who are working in libraries without the necessary professional degrees.[4] The programme aims at improving the qualifications of the in-service personnel.

Out of the 650 applicants, 374 were admitted to the course in the first year (1984-85). Of those admitted 121 were working in public libraries, 133 in academic libraries and 120 in special libraries. Five study centres have been set up in University towns for this course. Student counsellors are made available at these centrs for BLISc course. The University selects a good mix of practising librarians and teachers of library science working in different universities and institutions for preparing the course lessons. Thus, the University is adopting a multi-media approach in the preparation of learning packages by way of Audio-casettes, Video-cassettes, Radio lessons and Printed material.

Students are required to interact with student counsellors at the study centres through audio and video-cassettes prepared out of their lessons. After eight months of counselling classes and before appearing for the final examinations, the Open University arranges nine days of face-to-face interaction through coaching/training classes for the students (Summer classes).

Multi-media counselling sessions at study centres and the coaching/training classes at summer schools stand the students in good steal so that they are well-prepared for the final examinations. Assignments in the form of questions as a part of course bibliography and reference sources are also to be compulsorily undertaken. Out of the 265 candidates that appeared for final examinations with first batch of BLISc, 48 get through in various divisions.

32 CORRESPONDENCE COURSES IN LIBRARY SCIENCE IN OTHER UNIVERSITIES

Correspondence courses leading to BLibSc, BLISC, MLISc have recently been introduced in Madras University, Annamalai University, Pune University and Indira Gandhi National Open University and Kurukshetra University also. These universities enrol students for various periods of study under the programmes. Already, many students have come out triumphant with their degrees.

33 M LIB SC, MLISC COURSE IN A NEW OUTFIT

Two universities, ie, Shri Krishna Deveraya University, Anantapur[5] and Osmania University, Hyderabad have very recently introduced MLibSc, MLISc course as summer vocation programmes for in-service personnel.

The Shri Krishna Devaraya University started MLISc course in the summer of 1991 as a two-Summer study at Anantapur, Andhra Pradesh and Osmania University also started MLISc course on almost the same pattern in the summer of 1993 at Hyderabad. After passing through the admission test a limited number of students are admitted to the Masters degree programme. The course is planned to be completed in two summers with approximately 150 working days. The cost of undergoing the course is to be entirely borne by the student candidate. The students undergo a very rigorous learning and training programme during the course. Attendance is compulsory. Resource persons, both practising expert librarians and experienced teachers in library science education are invited from all over the country, following the guidelines framed by the UGC. The course curriculum is prescribed taking into account the need for expert professional quality required of a postgraduate in this faculty. For this, curriculum has been framed on par with the UGC NET syllabus.

Intensive contact sessions with the resource persons are conducted once/twice in a week. The students are required to approach these experts whenever they face a difficulty or doubt in their studies and other professinal problems.

Interspersing with these contact sessions, the organisers conduct practical training classes in various fields such as cataloguing, classification, indexing and abstracting, computer applications and bibliography. Study material prepared by experts in various subjects is supplied to students first hand. Assignments are given to the students to be compulsorily completed. A seminar to be conducted by the organisers, is a must before the final examinations. A study tour

to various types of libaries ie, University, Special and Public Libraries is mandatory for every student, who has to incorporatic this tour report into the project report. The concept and organization of the whole gamut of the programme is exciting and extremely useful to those for whom it is meant.

4 A COMPARATIVE STUDY AND CONCLUSIONS

A questionnaire was prepared by the author and sent to 15 working librarians of different categories. Information about their experiences was solicited with regard to the correspondence course programmes as well as summer course programmes.

A comparative study of these two divergent systems is detailed below. A majority of the respondents feel that the opportunities/ avenues being offered to them to upgrade their skills and qualifications are rather meagre. The need for this kind of expansion is being felt to meet the new demands from various quarters seeking library facilities and information service. Therefore, many fresh candidates as well as in-service library personnel are keen to enrol for BLISc/ MLISc course education through Correspondence curses since formal education in this field is found insufficient.

Many students find certain advantages as well as certain deficiencies in the correspondence course system, being offered by many South Indian University. Of the advantages, a good number of candidates are given opportunities for undergoing the course to improve their qualifications. As in other correspondence course study material is sent to candidates through post. At the end of a definite study period, candidates are offered contact programme, with student teacher interaction built into it.[6,7] For in-service candidates who do not have the facility of study leave the correspondence course is a boon. Many candidates express that the course programme is less expensive.

Of the deficiencies, the huge intake of candidates into the course programme is not preceded by any admission test. Practical defficulties are encountered by many candidates during the contact courses/ programmes, because of the large number of students. Student-teacher interaction is found insufficient. Availability of resource persons according to the norms laid down by UGC is also inadequate. Study material is not provided to the students well in advance and is not upto the needs of the student. This delay hampers the study programme. Barring Andhra Pradesh Open University, student counsellor/teacher interaction is not up to the mark. Due to the large intake of candidates in correspondence courrse system, practical training/

coaching sessions in subjects like classification, computer applications and cataloguing is not to the expectation of many students. The final result, as expressed in the form of percentage of passes, is also not very encouraging, according to many students who have undergone this course.

The experiences gained by a few persons who have undergone summer vacation course in MLISc are also elicited through the questionnaire. Of the advantages, a limited intake of candidates ensures better student-teacher relationship. By the stipulation of 150 working days, the vacation course becomes almost a regular course. Much enthusiasm is shown on the part of the student in the intensive practical training/coaching sessions which involve computer applications, classification, cataloguing practice, etc.

Any professional problems encountered in their service can be solved through subject experts/resource persons, employed as per UGC norms. This type of vocation course is useful for any category of library personnel.

It is suggested here that, in addition to the above course programme, study material be supplied to the student well in advance. This is necessary to those who are not in possession of such material. The course fee is also felt expensive.

Finally, the author suggests opening of a great number of such courses in other universities to meet the ever growing demand.

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GROWTH AND DEVELOPMENT OF SRI PADMAVATHI MAHILA UNIVERSITY LIBRARY, TIRUPATI

Mrs D RAJESWARI*

0 INTRODUCTION

The inauguration of SNDT Women's University (Bombay) in June, 1916, virtually marked the beginning of a new era in the history of women's education in our country. Facilities for education of women were very limited till 1956 in Andhra Pradesh. Many separate educational institutions for girls came into existence after First Year Plan.

1 SRI PADMAVATHI MAHILA VISWA VIDYALAYA

Sri Padmavathi Mahila Viswa Vidyalayam was formally inaugurated on 14th April, 1983 with the following.

Objectives:

1 The feeling amongst women that they are neglected in the society shall be erased;

2 Their aspirations for better life, and recognition should be fulfilled;

3 They should be enabled to become confident and self-reliant on passing out of the University

4 For that purpose, courses which are primarily job oriented should be prescribed in the university

5 What is more, the university should help to rural girls to come out into the fold of education and to increase the rate of their literacy.

Sri Padmavathi Mahila University is the State University which provides higher education facilities with an emphasis on vocational and professional skills to all women students of Andhra Pradesh. The

* Assistant Librarian, Sri Padmavathi Mahila Viswa Vidyalayam Library, Tirupati.

courses offered in this University comprise computer applications, applicable mathematics, microbiology, sericulture and home science for women students which are job oriented as well as of practical use in different branches of science and technology.

The University offers the study of Humanities like advanced English language and literature, communication, Telugu translation, studies like social work, law, education, special education, women studies, music helps the students to remove the invisibility of women, to improve awareness among women about their problems and issues; to improve the content, reality and perspective of research and techning women; and to develop and utilize women's potential as resources for national development. The main objective is to do teaching, research and extension for uplift of women in all strata of life.

2 SRI PADMAVATHI MAHILA VISWA VIDYALAYAM LIBRARY

Sri Padmvathi Mahila Viswa Vidyalayam Library was started in 1983 with about 839 books and 29 periodicals for the use of faculty and students. In initial years both staff and students utilized the library resources of Sri Venkateswara University for their teaching and reserarch programmes. With the increase of staff and students gradually in the SPMVV, the Library also grew. At present the Library is housed in five class rooms in the Science block. So far there is no separate building for library.

21 ACQUISITION SECTION

The yearly book purchase is made by the Librarian after getting indents from the heads of departments. The general reading materials like the special reference books are purchased by the librarian.

Table 1 shows the grant for books.

22 LIBRARY COMMITTEE

The Library Committee consists of the Vice Chancellor as Chairperson, Registrar as Convenor Librarian, and all Heads of Departments are members of the Library Committee. The Library Committee meets twice in a year. An account of all expenses and budgetary income is also evaluated and the needs of the Library are discussed and considered for its further development.

Table 2 shows the expenditure on books for the last ten years.

23 GROWTH ON BOOK COLLECTION

Besides the yearly purchase of books, the library also receives

Table 1
Book Grants

SNo	Source	1983-84	1984-85	1985-87	1988-90	1990-92	1992-93
(1)	General Grant	1,50,000	4,00,000	1,60,000		3,90,000	
	(State Govt.)			60,800		3,90,000	
(2)	**UGC Grants**						
	7th plan period			17,00,000			
	MCA Grant			1,00,000			
	Ford Foundation Grant for women studies			1,00,000			
(3)	**8th Plan**						
	Ist						4,00,000
	IInd						6,00,000
	Total Rs	1,50,000	4,00,000	2,20,800	19,00,000	3,90,000	10,00,000

Table 2
Expenditure on Books From 1983 to March 1993

(in Rupees)

S No	Department	1983-85	1985-88	1988-89	1989-90	1990-91	1991-92	1992-93
1	Computer Application	30727	14045	49044	82631	5106	25464	27916
2	Communication & Journalism	20775	46222	43700	69284	1784	28670	30454
3	Women Studies	3428	9738	25450	165534	9970	9250	25328
4	Social Work	36039	41258	34674	30817	7908	33816	27888
5	Education	23250	29317	117291	31532	18750	13420	27901
6	Applicable Mathematics	29766	14856	50852	53072	3209	21746	26465
7	Sericulture	571	17464	41277	27359	6360	21084	28124
8	Home Science	41838	71304	100177	40738	-	25860	22400
9	Microbiology	-	-	-	78738	72986	37504	27949
10	English	12519	22009	36535	35690	11995	30715	23898
11	Telugu	6819	11398	6327	42623	7909	15819	27221
12	Law	-	-	47964	123237	6668	29730	26250
13	Music	3986	2548	20294	5780	2126	3260	28042
14	General	180730	79099	25050	10000	2175	8359	25090
15	Physical Education	-	-	10979	53587	11673	4311	16865
	Total	159679	347988	688352	844870	95418	327008	391761

number of gift books from the US Information Centre, Education Department, Government of India and some complementary copies from the authors. Due to rise in prices, the total number of books added each year by purchase is about 3,000 volumes. The gifts received number about 300 books every year. The total collection of the library to date is 28,000 volumes.

The library also has maps, charts, video cassettes in its holdings. These are borrowed by the subject teachers as teaching aids.

Table 3 shows the growth on book collection in the Library.

24 PERIODICAL SECTION

The library started subscribing to 29 periodicals in 1983-84 and now it has a collection on 283. The periodical section is crowded during the peak hours of the day. About 250 students make use of the reading material in this section daily. The library gets funds for the subscription of journals from the State Government.

Table 4 shows the expenditure on periodicals from 1983 to March, 1993.

Table 5 shows the growth of periodical collection from 1993 to 1993.

25 REFERENCE SECTION

The library has a good collection of Reference books like, E yclopedia Britannica, International Encyclopedia of Social Science; Encyclopedia of Crime and Justice; International Encylopedia of Communications; Encyclopedia of Social Work in India; Encyclopedia of Indian Women, Encyclopedia of Rural Development in India; Encyclopedia of Modern Methods of Teaching; World Press Encyclopedia; The International Encylopedia of Education; Encyclopedia of Mathematics; Encylopedia of Science & Teachnology; etc

Besides the above reference collection the library has a rich and special collection of about women's studies, journalism, sericulture and special education books. A number of other universities' staff and students also utilise library facilities.

26 NEWSPAPER SECTION

This section is well used by staff and students of the college right through the day. The library subscribes to local Telugu newspapers, and national dailies in English. Newspaper clippings file is a new venture begun by the library in 1986. It is a laborious job especially

TABLE 3
Number of Books From 1983 to 1993

S No	Department	1983-88	1988-89	1989-90	1991	1992	Total No of books
1	Computer Applications	679	425	472	210	44	1830
2	Communication & Journalism	521	193	399	155	124	1392
3	Social Work	1533	205	1068	199	79	3084
4	Women Studies	174	233	846	90	107	1450
5	Education	781	376	565	125	45	1892
6	Applicable Mathematics	898	297	268	135	75	1673
7	Sericulture	43	333	169	110	50	705
8	Nutrition & Dietetics	865	88	242	-	-	1195
9	Office Seretonship	110	211	-	-	-	321
10	English	2000	425	859	435	88	3257
11	Telugu	1513	124	1282	480	259	3268
12	Library Science	143	8	65	-	6	222
13	Cartography	67	-	-	-	-	-
14	General	1143	670	483	95	64	2305
15	Physical Education	-	51	95	25	12	183
16	Microbiology	-	208	119	75	29	431
17	Home Science	-	257	223	95	109	684
18	Law	-	316	1041	210	218	1785
19	Music	-	-	33	10	102	145
20	Special Education	-	-	95	15	-	110
	Total	10470	4420	8324	2464	1411	25932

TABLE 4
Expenditure on Periodicals From 1983 to 1993

(in Rupees)

S No	Department	1983-84	1984-88	1988-89	1989-90	1990-91	1991-92	1992-93
1	General	1352	16462	4463	5509	8337	11019	17502
2	Computer Applications	1908	8688	12697	22414	23000	9242	38732
3	Commn. & Journ.	50	11574	12371	11862	12536	17015	10000
4	Social Work	169	4118	7905	9668	14729	21921	17593
5	Education	-	4260	6941	7562	8337	12015	24507
6	Sericulture	28	209	764	1058	5550	3131	2976
7	Home Science	60	1852	6081	20961	21000	22489	26059
8	English	-	520	390	280	300	320	18896
9	Telugu	-	851	390	140	515	8322	23078
10	Applicable Mathematics	-	-	2836	21540	25974	42223	51720
11	Microbiology	-	-	-	5933	8032	11259	12690
12	Music	-	-	-	163	185	209	1089
13	Law	-	-	-	7870	7890	8000	8175
14	Women Studies	-	-	-	639	184	210	12733
15	Physical Education	-	-	-	-	-	-	160
	Total	3568	57182	57477	115299	136732	167530	265900

TABLE 5
Growth of Periodicals Collection From 1983 to 1993

(in Rupees)

S No	Department	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93
1	General	14	31	33	34	34	39	56	57	58	58
2	Computer Applications	4	4	5	5	5	11	11	11	10	10
3	Commn. & Journ.	1	4	10	10	10	18	20	20	18	18
4	Social Work	6	10	11	14	14	17	16	16	18	18
5	Education	-	11	11	13	13	22	25	25	30	30
6	Sericulture	2	2	2	2	2	3	6	6	10	10
7	Microbiology	-	-	-	-	-	-	10	10	12	12
8	Home Science	2	13	14	14	14	18	23	23	25	28
9	Applicable Mathematics	-	-	-	-	-	6	12	12	15	15
10	English	-	3	3	3	3	5	3	3	6	15
11	Telugu	-	6	6	6	6	6	4	4	18	20
12	Music	-	-	-	-	-	3	3	3	4	4
13	Law	-	-	-	-	-	-	12	12	14	14
14	Women Studies	-	-	-	-	-	-	4	4	10	11
15	Physical Education	-	-	-	-	-	4	3	3	4	4
	Total Rs	29	84	95	101	101	152	208	209	252	267

without a separate staff for this section. The important news items are clipped and kept together.

27 CIRCULATION SECTION

This is the most important and busy section of the library. It works from 10 am to 5 pm. The daily issue statistics are maintained and totalled every month and every year for the yearly record.

Table 6 shows that in year 1983-84 the users were less and circulation number was also low as compared with 1992-93.

Our SPMVV staff is utilizing the COPSA (Contents of Periodicals in Science & Techology) service provided by the UGC. Now we are getting 25 journal articles in abstract form for four departments ie, Microbiology, Sericulture, Home Science and Mathematics.

3 CONCLUSION

The SPMVV Library is trying to fulfil the demands put on it. However, the library is facing difficulties due to inadequate space, inadequate staff and other facilities.

TABLE 6
Book Issue Statistics at the Circulation Counter

S No	Subjects	1983-84	1984-87	1987-89	1989-90	1990-91	1991-92	1992-93
1	Computer Applications	2500	7200	6250	3600	4250	4450	4900
2	Communication & Jour.	—	7150	6850	4650	4750	5000	5700
3	Social Work	2850	8120	5250	2950	3500	3750	4500
4	Mathematics	2750	8250	5150	2860	3200	3450	4000
5	Sericulture	2460	7860	4250	2850	3150	3300	3900
6	Nutrition & Dietetics Home Science	2350	7650	4150	5100	5350	5700	6400
7	English	2600	8350	4850	2850	2950	3150	3800
8	Education + Spl Ed.	-	12850	6250	4200	4550	4800	5400
9	Microbiology	-	-	-	5150	5250	5400	5900
10	Law	-	-	-	7250	7150	7300	7800
11	Women Studies	-	100	150	4150	4250	4500	5000
12	Telugu Studies	-	450	850	4200	4350	4470	5250
13	Physical Education	-	50	200	2200	2250	2300	2350
14	General	1500	2220	3580	3350	4250	4500	5000
	Total issues per year	17010	70150	47780	55360	59200	62070	69900

PROFILE OF THE LIBRARY

1	Name of the University	:	Sri Padmavathi Mahila Viswa Vidyalayam
2	Year of establishment	:	1993
3	Area of Library Building	:	2,350 sq feet
4	Stacs (in numbers)	:	40
	(a) Books	:	28,000
	(b) Back volumes of periodicals	:	3,000
	(c) Periodicals subscribed for the year 1992-93	:	283
5	Membership (in numbers)		
	(a) Students	:	820
	(b) Research scholars	:	75
	(c) Teaching Staff	:	160
	(d) Administrative Staff	:	150
	(e) Departments	:	20
	(f) Research units	:	1
6	Budget (in Rupees) (1992-93)		
	(a) Books	:	3 lakhs
	(b) Periodicals	:	4 lakhs
	(c) UGC Grants (in Rupees)		
	(d) VII Plan	:	19 lakhs
	(e) VIII Plan	:	10 lakhs
	(f) SC & ST Cell	:	35,000
7	Timings of the Library	:	8 am to 6 pm

IMPACT OF CHANGING TECHNOLOGIES ON LIS EDUCATION AND TRAINING

*Dr B K CHOUDHURY

1 INTRODUCTION

Around 85 universities in the country are conducting Library Science courses, thereby imparting teaching and training to the pupils who will man the libraries. In the present era, the library is a complex system of information distribution where individuals perform specific, inter-related tasks designed to provide the most needed services to satisfy the potential needs of library users. The complex, varied and pin-pointed requirements of the clientele should be collected, processed and disseminated instantly to quinch the thirst for information. Waves of information are coming to the library in the form of various types of documents and the librarian has to organize and disseminate to users.

Information is regarded as a marketable commodity and it is an essential resource of national development. So, time has now come to think seriously by the library schools how to train the library science graduates to tackle the problem of quick data processing not manually but with the help of machines and other technologies. Simply continuing the age old traditional curriculam, the unlimited potential information needs ever increasing users. However, the recent technological developments in micro-electronics, telecommunication and computers have facilitated effective use of information resources. Computers have made it possible to store and retrieve a large quantity of data and the vastly improved communication technologies have facilitated access to data available in any corner of the world. Hence, training and teaching in the use of computer and communication technologies for information handling should be imparted to the pupils by the library science schools by redesigning the syllabi with the introduction of papers like Information Technology and Systems Analysis etc for the future prospect of library profession as a whole.

2 NEED FOR RESTRUCTURING OF LIS COURSES

Due to exponential growth of published literature, the control of

* Senior Lecturer, Postgraduate Department of Library & Information Science, Sambalpur University, Jyoti Vihar, Burla-768 019 (Orissa).

information and ideas has become more difficult. Computers have enormously increased humanity's power to think and analyze and the telecommunication revolution allows the new knowledge being produced to spread at nearly the speed of light to any corner of the world. Some of the vital factors responsible for reviewing the curricula are mentioned as under:

(i) Enormous growth of non-book materials are competing with traditional print media.

(ii) Substantial development of mass media and telecommunication channels facilitates dissemination of information more widely and rapidly.

(iii) Application of technological tools and systems are new feature in the modern libraries.

(iv) Card catalogues are slowly replaced by the databases and online catalogues. Hence, it is the need of the hour to re-examine the existing LIS courses.

3 IMPACT OF TECHNOLOGIES

All the developments and changes have tremendous impact on the Library Science Schools for redrafting of the existing conventional syllabi so as to impart teaching and training to the products in the use and application of latest technologies effectively in libraries and information centres. With the growing influence of automation and computerization, the procedures in libraries have become much more complex in terms of house keeping operations—acquisition, cataloguing, classification and indexing, generally the circulation system. Importantly, for its long-term effect on libraries and information centres is the availability and accessibility of databases. Atleast potentially, the library is a part of world communication system at the touch of a computer key.

Due to the advent of satellite communication technology and computers, networking is becoming a reality in our country as the mammoth project like INFLIBNET was launched by UGC and followed by local networking system like DELNET, CALIBNET etc in various parts of the country. Besides, collaboration with other global information systems and programmes such as UNISIST, ASTINFO, APPINES, DIALOG have been developed. BARC and ICAR are national input centres for the international databases—INIS and AGRIS respectively.

Moreover, many libraries attached to research institutes, information centres, public and private sector organizations and university libraries require the use of computer and such other machines and electronic gadgets for speedy data processing, management of databases and rapid retrieval of information. Hence, the technological changes forced directly the authorities who are responsible for designing the courses so as to reshape the contents of the syllabi to suit to the immediate and future requirement of the library professionals to perform their jobs more effectively and efficiently.

4 IMPLICATIONS

Due to technological changes, some of the courses need to be recast and the papers like Information Technology (IT) be introduced covering the concept of hardware, software, databases, on-line searching, communication technology, networking etc and the practical skills of working on a computer. These changes have some implications in restructuring LIS courses.

41 CLASSIFICATION AND CATALOGUING

Classification and cataloguing can no longer be confined to a single document, single subject and single access point. To classify documents by keywords taken from thesauri concept of broader, narrower and related terms have to be learnt. The teaching of conventional topics in cataloguing need to be replaced by the new concepts like software packages which have to be catalogued on one hand, and on the other the concept of main heading etc geared to manual searching. The card catalogue will be replaced by databases.

Inspite of impact of IT on classification and cataloguing, the very basic concept of classification and cataloguing still remains same and the products and the librarians must still understand why and how to classify and catalogue the documents—only the methods followed in applying them will change. The librarian may no longer mean DDC or CC numbers, but the Canons and Principles of classification still hold good. Similarly, cataloguing may not be confined to AACR and CCC codes and List of Subject Headings but the concept of different fields will remain same. Punctuation marks of cataloguing codes may be replaced by Field Separators and Fields may be determined by content designators rather than position or indention and in this context Common Communication Format (CCF) has already been devised.

42 REFERENCE SERVICE

Impact of IT on Reference Services is very obvious as the machine can process a lot of information with a faster rate. The librarians would like to assess information according to the needs of the user other than supplying the bibliographies only, because the librarian will be dealing more and more with information rather than the physical format. However, as far as the techinques of evaluatin of reference sources are concerned, the reference sources may not be restricted by book format only, but with IT, query formulation, Boolean logic have to be understood and applied.

43 LIBRARY AND SOCIETY

Likewise the paper `Library and Society or Community' will have to be reshaped as, today, information is being looked upon as a commodity. Right to information and censorship are becoming a major issue. All this is happening because information collection, processing and dissemination have changed drastically due to impact of IT.

44 JOB OPPORTUNITY

Products from LIS schools having knowledge and training in computer and communication technologies will get better job opportunities in Information Centres, Industrial Libraries, Networking Projects and such other public and private sector libraries. If not, they may not be able to meet the required qualifications and training criteria for the specific jobs in these libraries of recruiting agencies, as a result, the non-professionals having knowledge in computer handling and other machines for information processing will be absorbed. Futher, the conventional trained library professionals will be a great setback for the products so also the library schools. Already a large section of them are waiting to get an opening in the job market. The situation is likely to worsen if the present trend of teaching and training continues.

45 COMPUTER COURSES

Active initiation should be taken by UGC and NISSAT with the collaboration of professional bodies and INSDOC to conduct regular refresher courses, special short term courses, orientation programmes at different regions of the country in the use and application of computers in the library operations. Such training will facilitate the teachers in Lib & Inf Sc and the library personnel so as to acquaint themselves with the intricacies of the technologies for speedy processing and dissemination of data and other potential services to the users.

The UGC should take active steps to finance liberally to the LIS departments with the necessary infrastructure to teach new courses. Hence, continuing education has become the major vehicle for ongoing professional development, para-professionals and non-professionals of the libraries also need extra training so that they too can keep up with new developments.

46 RESTRUCTURING OF COURSES

Redesigning of the courses in individual library schools may not be done over night as its effective adaptability depends upon the available expertise and minimum infrastructure facilities. However, where facilities are available, courses like IT, Systems Analysis etc may be taught to the pupils alongwith handling of machines for data processing.

5 CONCLUSION

It is the need of the hour on the part of library science departments to re-examine the existing syllabi and only stress on the underlying understanding of the concepts and competencies of the profession, rather than emphasizing on concrete rules and work methods. This is very much required because technology never stands still, and what is current today becomes obsolete tomorrow. Therefore, the curricula should be restructured and updated to keep pace and withstand the fast changes in technologies which are going to gather greater momentum with the passing time.

Technology brings with it innovations and obsolence and to move with rapid pace shoulder to shoulder, the librarians will require constant updating of their knowledge and capabilities. On the same line, the library science schools must plant their educational programme so as to train their products by a flexible system which can be updated and refreshed when occasion arises for change.

The teachers is library science and the librarians should not grumble to switch to a new system and to adjust and recast their activities in the present changing technological scenario as new technologies can make old services work better and are often not radical changes rather facilitate the librarians to be what they wanted to do better. This future scenario would enforce us to give second look seriously at the existing library education programme in India. The authorities responsible for professional education must identify the future professional trends and needs and prepare practitioners to meet the changed situations.

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IMPACT OF TECHNOLOGIES ON COMMUNICATION AND INFORMATION NETWORKS: INDIAN SCENARIO

Dr (Mrs) D RAJYALAKSHMI*

1 INTRODUCTION

Information or High-Tech revolution is based on a series of truly Faustian technologies, inventions of extraordinary power which are transforming our values and making great demands on our wisdom.

The forms of high technology which are information based are genetics, lasers, nuclear energy and robotics, but when we talk of Information Technology the reference is specially made to smart programmes, or soft software as they are calling it, better interfaces, such as voice processing and graphics, massive lowcost memory, talking filling cabinets, toll free long distances, teleports, smart buildings, truly personal shirt pocket workstations. The main objective is to bring the quality of information and its products and tools under personal control.

Another trigger is Network Organization, how we put things together, from the simplest relationship all the way to the global firm and the family nation states. Networks used to be hard-wired systems like canals and rail roads, highways and powerlines, hierarchical in their structure, limited in their costs and immutable in their geography.

2 IMPLICATIONS OF INFORMATION HANDLING

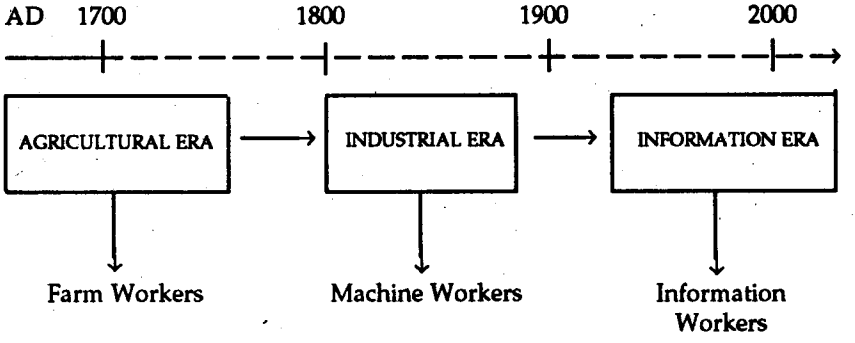
In the information age as the pace of innovation quickens, the information demand and handling have become highly complex areas for information specialists. The part of challenge is in the information required and its dissemination to public domain and to acquire new kinds of perspectives to the information services, any Library/Information centree has to informationize and globalize a process beginning with access to databanks, but no means confined to them.

Automatic transmission will become a central instrument, comprising automatic scanning, identification of specialists and building

* Information Officer DISC, NEERI Nagpur.

files on them. The information specialist enters the province of industrial intelligence and espionage.[1]

Three kinds of information for which the information specialist must assume responisibility, if one has to play a vital role in network organization are:



21 TACTICAL INFORMATION

Tactical information is getting detailed intelligence to the people who need it viz. updates, searches, alerts etc.

22 STRATEGIC INFORMATION

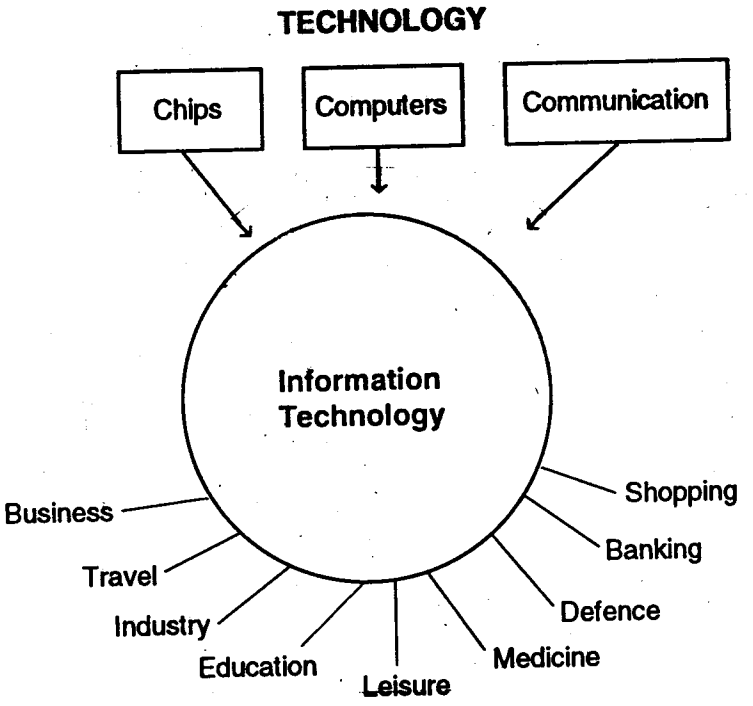
Strategic information deals with trends with technological changes and developments in competitive behaviour. Here the concern is more with knowledge than information, particularly new knowledge, new attitudes, new approaches and new business etc.

23 STRUCTURAL INFORMATION

Structural information is mainly concerned with the changes taking place in host organization and its operating environment and the opportunities these provide. It has to do with the quality of human capital and with the integration of information flows between all the organizations. If the information specialist understands the transformation and technology making it possible, he can provide structural information.

3 INFORMATION TECHNOLOGY

Information technology is often said to be the technology of future. It is some times called as the science of information handling.[2] Information technology arrived with the coming together of three technologies viz microelectronics, computing and communications.



31 MICROELECTRONICS

There are three main electronic devices viz, transistors, capacitors and resistors, all have been used for the last thirty years. Until quite recently (1964) each of these devices were made separately and then wired together to make electronic ciruit, but now a days electronic circuits are all the devices in a tiny wafer silicon in one continuous process, which are called Chips. The science of designing, making and using these chips is called microelectronics.

Memory chips are designed to store data, including computer programmes. These are ROM (Read Only Memory), RAM (Random Access Memory) WORM (better called now-a-days as Write once or Read Many). Between the two extremes of ROM and RAM are PROM (Programmable Read Only Memory). PROM Chips have data recorded on them using a special process. EPROM chips can have their contents changed or erased by exposing them to ultraviolet light (2, p 177).

32 COMPUTING

The second important of the trio of the technologies is computing which is highly influencing networks. The technology of computing involves : designing and analyzing systems, producing software, collecting and coding data, producing clear and readable information developing new hardware and so on.

Computing is slightly older technology than microelectronics. The core of modern computers and electronic switching systems are microprocessors, thousands of transistors, diodes and connecting circuits embedded in thin, small slices of silicon or other substances called chips.

A larger mainframe computers used in industry have far grater capacity than imagined possible few years ago. Modern computer systems contain equivalent of more than 16,000 feet of library shelves. Microprocessors are getting very small at a faster rate.

33 DEVELOPMENT OF COMMUNICATION TECHNOLOGY

Oldest technology of the three is the communications. People have been communicating with each other for centuries. Modern form of communications are often called as telecommunications which involves telephones, television, radio waves and fiber optic cables.

In 1964 Wilbur Schramm's book[4] for UNESCO that made rapid ecconomic and social growth, spurred on by mass media, seem realistic, exciting and relatively simple. When Schramm's book appeared India already had been using rural radio forums for almost a decade to promote improvements in village life. A decade later Indian Government undertook an ambitious programme using a borrowed American Statellite to broadcast directly to television sets to thousands in villages The dazzling space age technology allowed world's largest democracy to reach out its 700 million people with messages of help and hope.

UNESCO's first order based on dependency theory was passed in 1975, decreed that the gap between the wealth of the west and poverty of the third world, the heritage of colonialism, ought to be redressed as a matter of justice by massive transfer of economic resources from the rich nations to the poor.

The second new order was related to communication. Because information was acknowledged to be a new medium of wealth, attention turned towards on a New World Information Order (NWIO). The draft declaration on NWIO was presented to the UNESCO general conference in 1976. The draft called for nations to be responsible for the activities of mass media had a positive responisibility to assist in creation of a new global order.

The International Programme for the Development of Communication (IPDC) was born in 1980 as the one practical outcome of the decade long debate. The original proposal to UNESCO in 1980 was to

make IPDC a clearning house for a wide range of commuication development needs and resources.[3]

The most apparent difference between communication in early 1960's and 1980's was technology. Schramm had written hopefully of the cheap transistor radio and the potential satellites. The transistor of course was made obsolete by even cheaper microchip technology and satellites became a common place.

As long as rapid national development was overriding goal of Third World Countries, a media system that promoted development was the dominant need for 80's.

The 1980's definition of development was different, however, more political, calling for independence of west and often hostility towards the values the west cherished. The new definition of development included a concept of development news.

Western media, particularly the `Big-Four' news agencies from United States, Britain and France had little time for development news and even less for protocol news.

Initially IPDC emphasized regional network to improve the flow of news and other information within the third World and in the few countries without them, national news agencies to play into the international systems.

331 TELECOMMUNICATIONS/NEW COMMUNICATIONS ERA

In the early years of communication development, telecommunications got surprisingly very little attention. It was probably due to the result of a bias toward mass media in 1950's and 1960's. Telecommunication appeared for journalists and economists in terms of cost/benefit ratios and return on investment. By both criteria telecommuncations appeared to be a key to economic and social growth but until recently it was ignored in communication development plans.

Telecommunication networks are the cardiovascular system of any mass media communcation networks, as well as of long distance interpersonal communication. The same channels whether heavy copper lines looped from pole to pole, microwave signals, or pulses bounced off satellite 23,000 miles above the equator, carry news agency dispatches and pictures as well as telex messages and telephone conversation between people. Modern digital circuits carry all such messages at the same time as a stream of tiny packets of 0s and 1s, with-

out distinguishing among text, voice, picture, or news dispatches business messages.

Next to radios and television sets telecommunication is the one aspect of modern communication system for which there is most public demand. A rapid burst of growth in telecommunication seems to come at what the traditional therories of economic development called take off point, where growth accelerates and becomes sustaining.

Telematics forms the basis of Information Age. Todays telecommunication revolution was the marriage of communication technology and data processing technologies. Telematics have gained a wider acceptance, especially since the publication of James Martins book "Telematics Society: Challenge for Tomorrow" (1981).[17]

Four developments underline the communication revoluttion viz Solid State Microelectronics, Digital Transmission, Photonicss or Light Wave Transmission and Software or computer input and programming. There is a fifth category that utilizes these four technologies Satellite Communications, a development that has made transmission of information from distant points virtually instanteneous, reliable and cheap.

332 TELEPHONES

One French expert expected that in 1970 there were about 200 million telephones in the world, by 2000 there may be 2 billion and by 2020 he forecasts a total of 10 billion telephones world wide, more phones than people.

If the telephone network does spread this widely computer terminals will be linked by telephone through out the world to form global computer networks. The number of computer terminals may one day equal the number of telephones.

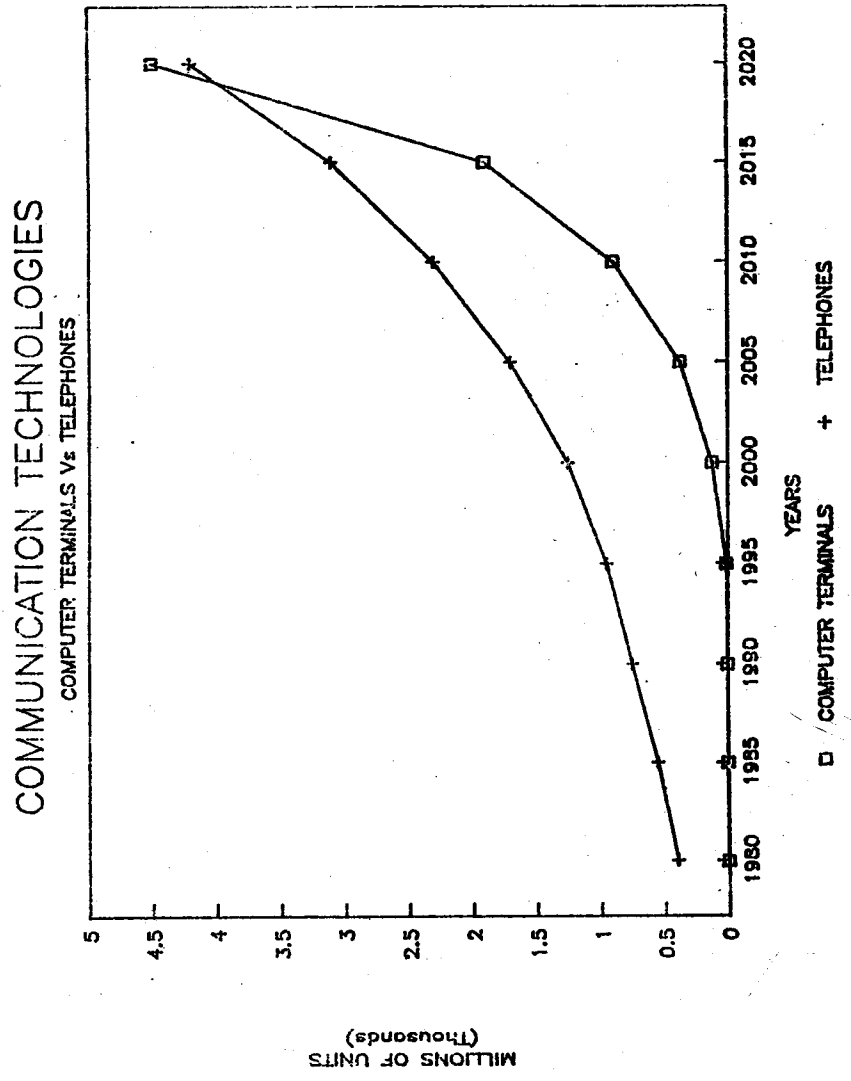
This prediction is shown in the graph Communication technologies beyond 2000.

333 RADIO WAVES

They travel through air at the speed of light and are ideal for sending messages, including messages from one computer to another. Satellites are now used to help the passage of radio waves from one part of globe to another place.

334 COXIAL CABLES

Comprises two wires but its design of a single inner conductor


COMMUNICATION TECHNOLOGIES
COMPUTER TERMINALS Vs TELEPHONES
MILLIONS OF UNITS
(Thousands)
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
1980
1985
1990
1995
2000
2005
2010
2015
2020
YEARS
COMPUTER TERMINALS
TELEPHONES

and a hollow outer conductor with insulating material in between, which enables it to have higher band-width and work at a higher data rates than twisted pair. Coxial cable can also support more devices and can cover greater distances. It can support either Base Band Transmission, providing multiple simultaneous channels. Broad band channels can carry all types of messages eg. voice, data, facsimile raido and television.

335 PHOTONICS (FIBER OPTICS)

Photonics, the transmission of sound or other information by light wave, is the newest technologies of communication revolution. Light wave equipment was mainly based on the use of fiber optic technology. The latest development in communications is optical fibres. This is a strand of glass or plastic which transmit digitally coded signals in the form of pulses of light rather than electrically, by reflection of the tubes internal walls. Optical fibres can carry over 40 billion bits of data every second at the speed of light. The fibres are collected together (pherhaps 24 in all into a narrow cable), which can join one person, business or industry to another, to form a cable network.

The most efficient fibre system in use today consists of 72 pairs of glass fibres bundled together in a cable, which can handle 300,000 simultaneous two way telephone calls. Thousands of miles of glass fibres are in use in North America, Europe and Japan.

336 SATELLITES

With the help of satellite, it is possible to transmit data (signals) around the globe by bouncing them from one satellite to an earth station and then on to another satellite. The radio signals used to carry the calls contain great numbers of channels through multiplexing techniques. Satellite transmissions are cheaper because the data circuits are very much faster and they are shared.

The era of satellite communication began more than 30 years ago, when AT&T launched TELESTAAR, the first working communications satellite to orbit the earth, on July 1962 (18). Shortly before TELESTAR was crippled, a communication satellite developed by NASA (National Aeronautics and Space Agency) for Rca went into operation.

The communication satellite Corporation (COMSAT), a private company was organized in 1963 and authorized by government to act as the US representative in international satellite affairs. The following year INTELESAT, the International Telecommunications Satellite

Consortium was set up. All countries but United States are represented in INTELESAT by government agencies. Two thirds of worlds international transactions now go via INTELESAT Satellite.[19]

Satellite communication is inherently a very high-capacity and high speed .operation matched only by fiber optic transmission. INTELESAT V, the current generation of INTELESAT satellites, has a capacity of 12,000 simultaneous two way telephone circuits and two television channels, using advanced time division multiplexing system.

337 INDIAN SATELLITE COMMUNICATION

The Satellite Instructional Television Experiment (SITE) Programe, which used on ATS-6 satellite lent to India by United states, provided experience in the development, manufacture and operation of direct reception sets.

SITE was followed by Satellite Telecommunciations Experiment Project (STEP), a joint venture of Franco-German symphony satellite in 1977-79. Conneived as a sequel to SITE, STEP was for telecommunications where as SITE has been for television. Development of INSAT-1system started in 1977.

Apple was India's own Satellite, but it was an experimental telecommunications satellite. However Apple was an important step towards self-reliance in building future INSAT class systems.

In 1982 The first generation of Indian National Satellite (INSAT-1A), parked in a geostationary orbit about 36,000 kilometers above the equator the new star in the Indian horizon.

INSAT is a joint venture of India's Department of Space, Post and Telegraph Department, The Mateorological Department, All India Radio and Doordarshan. Therefore, it represents not only a technical innovation for cost effective enhancement of national telecommunications, meterological and mass communication capabilities, but also a major organizational innovation that cuts accross traditional boundaries of government department and agencies.[20]

The three industries Microelectronics, Computing and Communications will form a tripod for information technology Age.

4 TECHNOLOGY AS AN EXCELLENT MEANS OF INFORMATION DISSEMINATION

Computer technolgy has tremendous potential to increase he qual-

ity of information being disseminated. Even though tremendous progress has been made in the development and use of online retrieval services, integrated on line library support software, communication/networking standards and substantial developments are yet to come to reap their full potential progress in these and other areas which will enable both information specialists and novice end users to utilize a wealth of resources unavailable in a non computer environment.

One of the most profound effect of computer on information field is that it provides a delineation of activities that were previously performed unobtrusively, unquantified and often unevaluated. The area where there is a nearly unanimous positive feed back is in the area of broadening information access. Now within two minutes one can be logged on to an inexpensive machine which can access materials exceeding the combined resources of Library of congress and 10 major research collections in US.[7]

At a number of places research is progressing on intelligent gateways, which represent a combination of hardware and software designed to broaden and facilitate access to provide reprocessing capabilities for wealth of existing heterogeneous information resources. Gateways provide guiance and directory function, automated access and accounting functions with optimized telecommunications, a dissemination mechanism, a reprocessing and analysis capability for the information extracted from the largest resources and a stable and secure environment in which to carry out all these activities. In computer science technolgy, the gateway can be said to create virtual information systems, which can be tailored to each user's needs.

5 GATEWAYS

Ease of access is a major characteristic of the Gateway. Gateway can provide access to diverse resources, just as Lockheads DIALOG now offers a wider scope of databases in addition to the bibliographic files. The flexibility of Gateway design allows a single system to support the full range of idiosyncratic needs that arise within a limited user group.

Another recent development involves the integration of Gateway Software with a commercial support package. This system include specialized translators to enable uploading and downloading with automatic format conversion between local and external databases.[6]

The combination of Gateway capability with a local management facility can result in a system which can meet the total needs of a contemporary library or information centre.

51 INTERNATIONAL GATEWAY PACKET SWITCHING SYSTEMS

In this era of information revolution, the importance and necessity of collection, assimilation, indexing, storage, fast retrieval and the level of accent on production, distribution, services and over all efficiency in information technology field with the new telecommunication which has been given its due role in the planning exercises.

52 VIDESH SANCHAR NIGAM LIMITED

India's international telecommunication services since independence in 1947 have been operated by Overseas Communication Services (OCS), a department under Ministry of the Government of India. Since 1896, the OCS has been converted into a fully owned Government of India enterprise solely responsible for the planning operation, maintenance and improving quality services. It has its corporate office in Bombay and Gate way offices at four metropolitan centres Bombay, Delhi, Madras and Calcutta.[5]

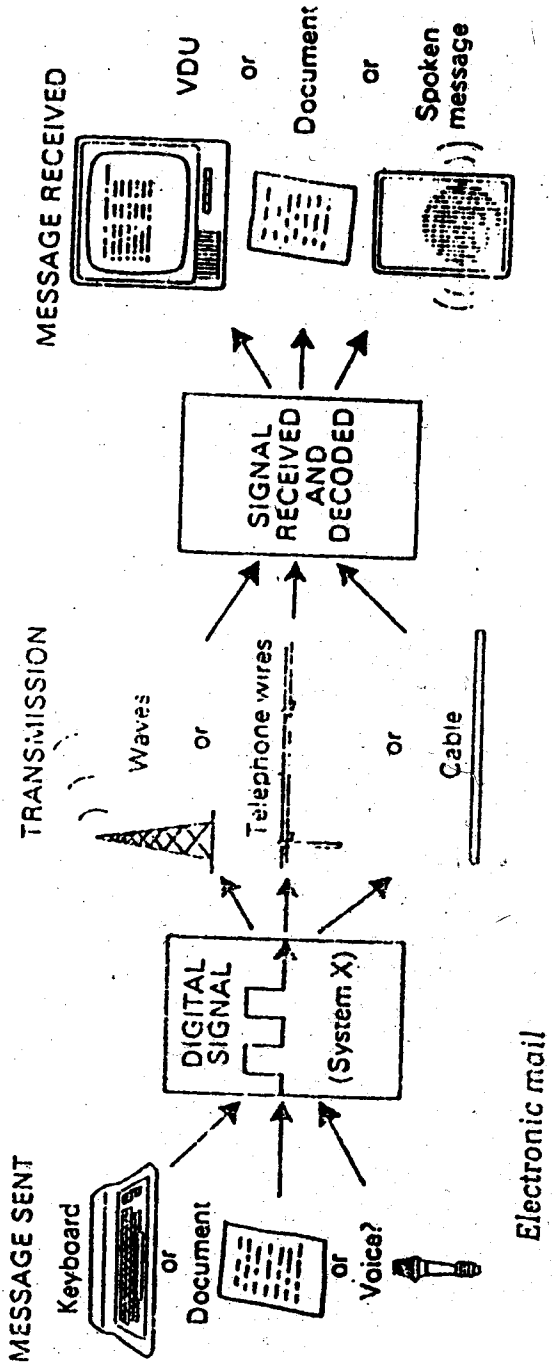
6 ELECTRONIC MAIL

In the evolution of electronic mail systems there were four major advances. The first was telegraph, which was introduced in the early part of nineteenth century. This was the first system to send messages by electronic means. The words electronic mail became registered trade-mark of Western Union. The problem with the telegraph system was that manual code conversion was required to be handled by a human operator. There was also no switching capability.[9]

Teletype system was second generation of electronic mail and had automatic code conversion, with circuit switching and manual variety of switching in which the pieces of pounched paper tape are manually hung on pegboards, available to be used later for further transmission.

Message switching was the third advancement in the series and developed in early sixties as a store-and-formard teletype systems. It became the basis for telex and Twx services. The messages are simply sent from one Telex room to another Telex room, with little capability for helping the user handling of messages, for electronic filling, word processing and so on.

Computer Based Message Systems were introduced in 1970s which provide a variety of end user functions. They allow flexible editing, addressing, general query, retrieval capbilities and connections to databases.


MESSAGE SENT
Keyboard
or
Document
or
Voice?
DIGITAL SIGNAL
(System X)
TRANSMISSION
Waves
or
Telephone wires
or
Cable
SIGNAL RECEIVED AND DECODED
MESSAGE RECEIVED
VDU
or
Document
or
Spoken message
Electronic mail

In 1980s CBMS have become commercially available and have been generally called as Electronic Mail.

At present we are on the threshold of a rich variety of computer based message systems and their extensions.

61 TYPES OF INFORAMATION TRANSFER

* Messages, memoranda, news, items, reminders
* Documents, computer output, textual material
* Graphics, graphic-textual mixtures

The implications of the system are, that electronic mail systems are combinations of electronic and non electronic means employed in concert with understood procedures. There are usually computer programs involved, with protocols that must be followed. A variety of equipments involved in the system, help to tie secretaries and managers to CRI tubes, computers, printers and graphical output equipment.

Switching and sending mail and messages is usually carried by mainframe computers with large memories and complex operating systems. To most users, the EMS is simply the terminal input and output equipment in their offices that is some how connected to information files and other users.

E-mail services can be developed within a corporate communications network or may be largely purchased from outside vendors. The messages may be read on on-line CRI terminals, or delivered as hard copy locally.

The critical capabilities of an E-mail systems centre on transmission speed and the large messages storage capacity available in the central computer. To day most meessages are received on microcomputers. Larger messages may be delivered to the site by means of heavier equipment, or even by courier service or express mail.

62 TYPES OF ELECTRONIC MAIL

* Keyed Entry Networks
* Facsimile Transmission
* Communicating Word Processors
* Computer Based Message Systems

621 KEYED ENTRY NETWORKS

Message-Switching-Store and Forward

Teletype Writer Networks

Telex and Videotext

Mailbox services

Mail Services, such as Western Union Easy Link

622 FACSIMILE TRANSMISSION

* Fax
* graphics

623 COMMUNICATING WORD PROCESSORS

* Microcomputers
* Local Area Network

624 COMPUTER BASED MESSAGE SYSTEMS (CBMS) OR E-MAIL SERVICES

* Micro/Port systems-Automatic Polling
* Inhouse Office Networks
* Local Area Networks
* Intergrated Local Networks
* Interpersonal Message Services (IPMS)

7 INFORMATION NETWORKS : INDIAN SCENARIO

The scenario of telecommunications in India has been changing radically in the past and is expected to continue in the near future. Many experiments have been carried out to evolve systems that would offer voice, data and video services through a mix of satellite links, microwave links and fiber optic cables, radiolinks and wire lines in low capacity range.

* To stimulate the change, a National Telecom Mission has been conceived with many objectives.[10]
* To improve over all telecom activity, accessibility, reliability and services of the present network using existing resources.
* To provide basic satisfactory telecom (voice-Nonvoice) services nation wide.
* To build necessary infrastructure for a single national telematics network to incorporate needs for voice/data of all other sectors of the economic.
* To degitalize India's telecom networks for future ISDN services with digital switching, digital transmission, voice/data/ISSN, CCITT signalling.

* To automate and offer new enhanced voice and data services nationwide like call waiting, automatic ring back, voice mail teleconferencing, data communications, electronic mail/facsimile, videotext and mobile telephones

Several long range initiatives have been taken by various organizations in India taking into consideration the future telecom developments, which can be classified into three categories.[19]

* General network service facilities: NICNET, INDONET & VIKRAM
* Specialized Networks: BTISNET, CALIBNET, CSIRNET, DELNET, ERNET, ENVIS, INFLIBNET, VIDYANET
* Specialized network carrying by and large business data/information

71 GENERAL DATA NETWORKS

A lot of literature has been published in the recent past on Indian network architecture and functioning. The following discussion of networks here is only to emphasize the implications of communication technology on Indian networking and the future prospects.

711 NICNET

Developed by National Informatics Centre, Planning commission Government of India. NICNET cconsists of two components

(a) Master earth station of 13m antenna with a network connected centre, which incorporates host computer interfaces to NEC S-1000, Cyber and other host systems and
(b) A number of micro earth stations and controls which transmit to the satellite.

NICNET comprised initially intra city networking connecting computers and interactive transmit to the satellite.

NICNET comprised initially intra city networking connecting computers and nteractive terminals with a cyber 170/730 system. Later NIC has installed one very large dual processor computer (NEC S-1000 Model 20D) at New Delhi and three very large computers (NEC S-100 Model 10) one each at Bhubaneswar, Pune and Hyderabad. Super mini ND-550, minis, Super micros and LAN clusters are being installed in state capitals. These state capitals will be conneccted with IBM PC/AT compatible systems of respective,district head quarters. The network uses C 200 series micro earth stations installed in all states and district centres with master earth station equipment

MC-200 located in New Delhi. Presently one statllite channel links the master and micro earth stations at remote locations.[14]

NICNET would facilitate transfer of information among the four National/Regional nodes, 32 State/Union territory nodes.[10]

712 INDONET

First Indian Commercial Computer Net Work was evolved by CMC Limited, Hyderabad, in 1986. CMC is the largest IT company modern communication technology in the core sector of the Industrial Infrastructure.

The first phase of INDONET has 3 IBM computers at Bombay, Calcutta and Madras, which forms the backbone of the Network. Additional access facilities are available at Delhi, Hyderabad and Ahemadabad. ACMC is CMC's latest product in messaging systems. It uses advanced store and forward messaging technique in order to give the user the conveniece of Mail Box.[12]

713 VIKRAM

It is the Packet Switched Public Network piloted by Department of Telecommunications, Government of India. It consits of 8 switching nodes and 12 remote access points with its network management centre at Delhi. The Nodes at Bombay, Calcutta, Delhi and Madras and other nodes and access points will be connected by telecommunication system."[11]

The interface standards of the network will be based on x.3, x.25, x.28, x.29, x. 32 and x. 75 (CCITT recommendations).

72 SPECIALIZED NETWORKS

721 BTISNET : (Biotechnology Information System Network)

Department of Biotechnology, Government of India, has set up 10 specialized information centres (DIC) and 19 sub-centres (DISC).[13] It has identified 23 user centres.

BTISNET linking up at present 9 Microvax 1 computers at specialized centres which form the base of the Biotechnology Information System. The architecture of the networking proposes that the DICs would be linked with the nodes of user centres through Department of Telecommunications (DOT), Packet Switching Data Network facility. The entire system will be super imposed on NICNET system taking advantage of powerful computing and satellite communication facilities.

722 CALIBNET & DELNET

NISSAT has taken initiative for the development of these networks to ensure beter utilization of Science and Technology resources available in these libraries through resource sharing.

CALIBNET is envisaged as metropolitan network linking 38 libraries in Calcutta metropolitan area. Each participant library would collect, process and hold information on local computers which are connected with one another through x.25 Packet Switched Network.

Establishment of DELNET has been conceived for about 30 libraries in Delhi.

723 CSIRNET

CSIR has planned to set up a computer communication network for exchange of information among its 40 odd laboratories during the 8th plan. The feasibility study fro CSIRNET was under taken by National Centre For Software Technology (NCST) Bombay. Apart from accessing international databases through NACCDs, efforts are also being done to develop databases on the expertise and sophisticated instruments available in various CSIR units which would be of interest to users out side India also (10).

724 DESINET

It is a proposed bibliography information network for defence. The DESIDOC, Delhi, is taking initiative for implementing the DESINET which will be establishing links with other similar network like NICNET for exchange of information.

725 ERNET

It is a computer and communication network for academic and research community in India, starting with IITs, IISCs, NCST and DOE. ERNET is developing LANs (conforming to IEE 802.3 standard) and a backbone satellite based Wide Area Network (WAN).

This network has a facility of Electronic Mail, File transfer, remote login, database access, bulletin board, etc. Access protocol for WAN will be x.25 and with other networks through x.75 protocol. [10]

726 INFLIBNET

It is a computer communication network of university libraries and bibliographical information centres, setup by UGC.

INFLIBNET proposes a hybrid version of satellite and terrestrial network communication system with a star configuaration for inter-

connecting of nodes. In bound carrier to the central hub would be through satellite and use the slotted alpha technique, while out bound caarrier from central hub to the nodes will use satellite and Time Division Multiple Access (TDMA). Interconnecting nodes in a city will be through a Local Area Network.

727 VIDYANET

It is a proposed communciation/computer network to meet the needs of scientists and research scholars in laboratories and institutions of excellence in the country.

The first phase of VIDYANET is planning to network the institutions computers (CYBER, VAX, DEC etc.) via telecommunication lines and provides its users the facilities like; transfer of files of any types, data, programmes and documents, electronic mail, exchange of immediate messages, access to remote applications, databases and libraries. This network is aiming to provide rapid means of communication by linking computers at various institutions in India and abroad with similar networks like EARN (European Academic Research Network, Geneva) and BITNET a gateway.

8 PROSPECTS FOR THE FUTURE OF NETWORK ACCESS

The new telecommunications technology makes the enhanced information acquisition or dissemination faster than ever before. As the Inegrated Services Digital Network (ISDN) approaches, problems of connectivity and control will be simplified, but vastly more communication products are in the market.

One of the products that is effecting the planning for interaction of LANS is the Super Controller. This device is going to be responsible for least cost routing, alternate routing, network management and control, capacity allocation and management at the digital backbone level.

The international telecommunications network is expanding rapidly and changing profoundly as computers, databanks, televisions and workprocessors are hooked into the international gird Networking, establishing telecommunications links between all these disparate elements and forming the basic aspect of telecommunication revolution.

Microwave relay stations, satellite systems and particularly, fibre-optic cables seem to be the wave of the future.

Many people believe that a massive training effort is needed to

prepare personnel in information society. The day has passed when a single education or skill will be enough to last for a life time of employment.[21]

The revolution in telecommunications brings potential threats, as well as benefits to society, but the process of scientific advance is irreversible. The information age is upon us and we have to learn to cope with the vast changes that lie ahead.

9 CONSTRAINTS FOR NETWORKING IN INDIA

* Information infrastructure has not grown to the required extent for exchange any resource sharing at national and international levels.
* Due to inadequate information most of the queries ar unanswerable, which is because of paucity of funds, documents, problem of space and trained staff.
* Indian institutions still adhere to conventional methods of dealing with Information, even though the expertise to adopt and absorb modern technology is not lacking .
* Dissemination of information to remote and distant places requires effective networking and communication technology.
* Manpower training has to be considered seriously in a developing country like India as complex information processing and dissemination require competent personnel.
* The time lag in implementation of the proposed networks, most of the networks are still in developmental stages only.
* Lack of uninterrupted power supply.
* Foreign exchange crunch for importing proper hardware.
* Wide technology gap between India and developed countries .

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IMPACT OF TECHNOLOGY : CD ROM

M K MOHANDAS*
K C SHET**

0 INTRODUCTION

We are in the midst of an Information Revolution, which has become a part and precisely a fundamental aspect of present day culture. Earlier revolution like Agricultural revolution was evolved over a very long period and Industrial revolution is hardly a generation old. It is moving with tremendous speed and has overtaken all other activities and has become the base of all developmental concepts, planning and progress. The information revolution has brought out interacting changes also stimulated by computers, Remote Sensing, Tele conferencing, Satellite Communications, Robotics, Artifical Intelligence, New Information Storage and Retrievall capabilities, Video Technology and many other developments. Information has thus emerged as a resource which unlike conventional resources is not finite, and tends to accumulate at a rapid rate. As the volume of information increases, efficient means of proccessing are needed since human mind with all its complexity and sophistication cannot cope with the huge quantities of raw data.

Research scholars have to scan several volumes off books and periodicals for their study. Referring to several individual books and painstakingly noting down the information will take several weeks and months. Now with a personal comptuer and CD-ROM disc, all the information needed is available at one's finger tips. For example the "NEW GROLIER ELETRONICS ENCYCLOPEDIA" contains information of 21 volumes in 33,000 articles and about nine million words on a single CD-ROM disc. What is remarkable is that is takes less time to retrieve data from this disc than to find a book and browde through the pages searching for the information. In mintues the computer scans the data contained in 21 volumes of books.

Bibliometric studies conducted in 1950s provided enough indicators to show that literature in almost all fields of science was dou-

**Asst Librarian, Karnataka Regional Engineering College, Surathkal
** Asst Professor, Computer Engineering Dept. Karnataka Regional Engineering College, Srinivasnagar PO, 574157, Surathkal.

bling in less than 12 years time. In Chemistry, the period was even less. During the decennium 1947-56 Chemical Abstracts included 5,43,064 papers and 1,04,249 patents. The number of items included in the next decennium 1957-66 almost trebled to provide a shining example of the unprecedented phenomenon of "information explosion".

Millions of articles are published in serials every year and Abstracting and Indexing periodicals have been produced aand the number of such periodicals has increased to about 2000 alone in 1992. As is evidenced by the vast number of serials published and electronic formats, either On-line or on CD-ROM, continues to grow. The 30th edition of U1rich's International Periodicals Directory 1991-92 includes 2547 serials available exclusively on-line or in addition to hardcopy and 433 serials available on CD-ROM. It contains information on more than 118,500 serials Published throughout the world, arranged under 696 subject headings. More than 6300 serials have been added in this edition.

It is well recognized that for all technical libraries it is not possible to hold all technical journals even in narrowest field of the subjects.

Similar is the case of books, patents, standards, grey literature and other documents published from time to time. The number of such publications is increasing every year. British Books in Print (1991-92) contains records of over 5,50,000 books.

The information explosion, and the rapid growth of litearcy in the third world, made the demand for paper stronger and stronger. At this juncture, specilists started looking for new materials for recording information. Microfilm techniques which initially emerged in 1920, got emminence during World War II, enabling storage of about 800 pages of information on a 100ft. role of 35 mm microfilm. This technique promised not only great reduction of storage space requirement for library materials but also postal charges making the dissemination over long distances cheaper and quicker. Further, developmentof technology gave birth to microfiche with a capacity to store as many as 72 microimages on a sheet of 105 mm x 148 xx film (post card size).

From 1950s onwards the development of computers technology brought in its wake newer nd newer data storage media liike magnetic tape, magetic drum, magnetic disc and so on. The latest arrival in the field is the Optical Disc Technology. In 1978, Optical Video Disc and in 1982 Compact Audio Disc Technology came into the market.

Optical disc technology is a very good example which opened a new horizons for infromation processing, storage and retrieval, as well as for educating and training the users. Optical discs are durable, and high capacity randum access memories.

Presently there are three main types of optical storage devices viz.,

(1) the read only optical disk (CD ROM),

(2) the write once read many (WORM) optical and,

(3) the erasable/re-recordable optical disc.

CD ROM (Compact Disk Read Only Memory) belongs to the group of pre-recorded storage devices and it will be mainly used for mass distribution of permanent information.

In computerized storage media, the storage capacity is measured in terms of bytes. A byte is the measure of the space required to store a character or the space that intervenes two words. A double sided double denssity (DSDD) magnetic disk (floppy) of 5.25 inch diameter and 48 Track Per Inch (TPI) can store 3,62,000 bytes of data, whereas the user storage capacity of an optical disk of 5.25 inch diameter is 550,000,000 bytes (550 MB) and can easily store 2,75,000 (A4) pages.

What is CD-ROM?

CD (Compact Disc) technology is by no means unfamiliar to those who have browsed the record shops in cities. CD Audio discs contain sound whereas CD-ROM contains data. CD technology is based on laser beam. The silvery sheen CD-ROM disc is 120 mm in diameter and has a hole 15 mm in the centre. It is 1.2 mm thick. The information that the disk carries is moulded onto one surface by the laser beam and it is represented by a spiral of microscopical small valleys and planes.

CD-ROM disc needs a special drive, called CD-ROM drive to transfer the data recorded on the disc to human readable form. The CD-ROM drive is connected to a computer, most often to a micro computer. The laser beam, as the CD-ROM disc rotates, reads the data. CD-ROM is a read only memory (ROM) the user can't store his own data or change the data on the disc. The data on disk is in digital form stored at factory premises. It can be a collection of text, graphics and images. The advantages of CD-ROM are huge storage capacity, 2,75,000 pages of text (A4), durability, stardarization and it is easy to access the data.

Advantages

(1) The main attractive feature of optical disk storage is the flexibility of the media. The optical disk can store data in four form viz, (i) Audio (ii) compressed audio; (iii) video; and (iv) compressed video.

(2) High access speeds reaching upto 150 Kbytes/sec.

(3) Permanent store - it can not be erased, scratched or mutilated like a book.

(4) High density storage - can record as much or more than 2,75,000 A4 pages.

(5) Durable - since the drive head does not touch the plate when stanned for retrieval, there is no wear and tear. The drive head will not crash.

(6) Portable - physical portability is excellent and can be mailed in a cover in which the books are sent. Data from CD-ROM can easily be transferred to any other medium like, paper, magnetic disc etc through Personal Computer.

(7) Low cost - production cost is like a book - more copies less cost - if the circculation figure is more than 1000, CD-ROM becomes cheaper than printed book.

1 BOON TO LIBRARY AND INFORMATION SERVICES

One of the most obvious uses of CD-ROM is in the direct replacement of large reference publications, such as directories bibliographics, dictionaries, medical reference books, statistical studies, encyclopedias etc. in libraries.

BiblioFile and Grolier's Electronic Encyclopedia are two well known CD-ROM application out of which BiblioFile is the first coomerically available CD-ROM application. BiblioFile provides the complete library of Congress Machine readable record catalogue (MARC) on three discs. Modern libraries must procure this to keep pace with the modern technology to cater the needs of its user. There are number of Indexing and Abstracting journals on Online databases and are also available in CD-ROM. COMPENDEN PLUS is for Engineering Index, provides comprehensive coverage of the worlds significant engineering and technical literature published in different languages with a coverage of 60,000 to 70,000 periodical articles, technical report, engineering society publication, books, confernce proceedings or individ-

ual confernce papers in engineering or on a related field. Each record includes a conscise abstract with an engineering view point. Approximately 150, 000 records a year in all engineering fields are being incorporatd and updates quarterly. Sceince Citation Index, Krik-Other Encyclopedia of Chemical technology, Inspec (on physics, Electronics and Computers), LISA (citation for literature of Librarianship Information Science and related disciplines), World Patents Index, ERIC (Educational resources Information Centre), ULRICHS PLUS (Ulricchs International Periodicals Directory) on CD-ROM etc. The Librarian may not that 30 volume of the Encyclopaedia Britannica requires abut 100 cms of shelf space, whereas the Encylopedia in CD-ROM requires only about half a centimeter.

CD-ROMs are also available for Lawyers, for example, `Legal Databases' on CD ROM with their enormous legal references and indexed references. For Doctors, OSH ROM, MEDLINE, MEDICAL DICTIONARY etc. which provide worldwide biomedical litrature, Occupational Health and Safety, OSH-ROM is a bibliographic database with abstracts covering toxicology epidemiology, chemistry, industrial hygeine, ergonomics and control technology drugs etc.

There are CD-ROM for Airline, Shipping, transportation Chemical, Hotel industry, Electronics, Food Technology, trade, Broadcasting, Publishing agencies, Government sector, Banking, Insurance, Educational organization etc. for keeping upto date records and information.

2 ECONOMICS OF CD-ROM

It is economical to use this technology in comparison with various other form of storage and retrieval system. for example

(1) Current Content (Sc & Tech)	US$	646.00	for print media
	US$	516.00	CD-ROM
(2) Engineering Index (Dialog)	US$	6800.00	for print media
	US$	6233.00	CD-ROM
(3) Kirk Othmer Encyclopedia	US$	4400.00	for print media
of Chemical Technology	US$	875.00	CD-ROM
(4) Grollier Encyclopedia	US$	850.00	for print media
	US$	299.00	CD-ROM

Price is gradually coming down and CD-ROM medium is expected to emerge as highly competitive and cost effective media, alternative to both paper and microform for storing and publishing. Since there are a number of manufacturers started marketing CD-

ROM the price of the unit has been considerably dercreasing from the last 5-6 years. Keeping the above facts in mind, if the libraries plan to transfer from the older formats to the optical format, the following aspects can be kept in mind.

(1) Most of the manufacturers of optical products offer discounts on purchase of their system and the interested libraries will be able to purchase sufficient quantities of a particular product to obtain discount, eg Analytical Chemistry.

(2) The capital investment in the Hardware is separate from the investment in the CD-ROM product, because the initial investment for the equipment is sizable,

(3) In comparison to the Online searching, the cost of CD-ROM search is much lower due to its massive use. It is economical and even the library can provide more information to number of users for a paid subscription, where-as each search in Online cost independently, of previous searches,

(4) An individual library can purchase sufficient quantities of particular products, by obtaining discounts, entering into arrangements of networks, thereby able to deliver the products to individual libraries at reduced price,

(5) Periodical budgets can gradually be used for the purchase of CD-ROM products.

3 CONCLUSION

The CD-ROM technology is here to stay as several CD-ROM products are easily available across the continent. There is hardly any topic which is not available in CD-ROM. Even in India several libraries have already acquired CD-ROM based information service. National Information center on CD-ROM (NICDROM) has been established by NISSAT at Bangalore. Organizations like INSDOC, DESIDOC, NIC, NICDROM and many others are getting a large number of databases on CD-ROM. More over CD-ROM has already started figuring in library and information science as well as computer courses being run by various universities and institutions in India.

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LIBRARY ACT BASED LIBRARY SERVICE IN TAMIL NADU: A CRITICAL REVIEW

V E THILLAINAYAGAM*

1 INTRODUCTION

11 INVESTMENT

Library service as an investment in human resources plays an important role among factors which contribute to the cultural, economic, intellectual and social development. This requires a statutory foundation to be effective.

12 MODEL VERSION

To make this realistic, S R Ranganathan (SRR) presented the first draft Model Act Version at the Library Service Section of All Asia Educational Conference held at Banaras in Dec 1930. This version was of compulsory nature in every thing.

13 CHANGED VERSION

Experience in the Bengal legislature about the model version, made SRR to give a changed version by converting all compulsory classes–change of "all shalls into mays" to have easy reception in the State legislatures with the permission of Viceroy in those days.

14 MODIFIED VERSION

A modified version making Local bodies ie, Corporations/Municipal Councils/District Boards - as Local Library Authorities (LLA) was presented to T S Avinasilingam Chettiar by SRR in spite of earlier failures in 1931, 1937 and 1946.

15 MANGLED VERSION

A mangled version creating separate independant LLAs in the place of Local bodies as presented by SRR - came out at the Select Committee stage to accommodate their own persons as and when need arises.

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* First Professional Director of Public Libraries (Retired), 27 Gandhinagar, Cumbum, Tamil Nadu 626 516.

16 INEVITABLE DELAY

Inevitable delay such as - change of State Ministry, drafting, examination, approval and publication of the Rules under the Act postponed the effect of the Act for a long time.

17 MADRAS PUBLIC LIBRARIES ACT

At long last with the publication of the Rules in *Fort St George Gazettee* dated 29.2.1950 brought the Madras Public Libraries Act Into force with effect from 1 April 1950.

18 RULES RUINED

The Rules ruined the very purpose of the Act by declaring that the Director of Public Instruction (DPI) shall be the Ex officio Director of Public Libraries (DPL) and District Educational Officers (DEOs) shall be the Ex officio Secretaries (EoS) for the time being which made the library movement as Cinderella at the hands of Education Departments for the next 22 years from 1950 to 1972.

19 SALIENT FEATURES

To analyse the cause of retardation of the Library Movement, we shall see the following in the order of priority 1) Managerial outlook, 2) Service Personnel, 3) Learning materials, 4) Users of library service, 5) Building, 6) Finance, and 7) Statistics.

Do you know what SRR felt about these things, in connection with library service motto, 'The Best Reading for the Greatest Number at the Least Cost'!

2 RANGANATHAN REMINDED

21 FIVE LAWS

In his own inimitable way, SRR enunciated Five normative principles (1) Five Laws of Library Science - ie, Books are for use; (2) Every reader his book; (3) Every book its reader, (4) Save the time, and (5) Library is growing organization.[6] How are these to be implemented?

22 MANAGERIAL OUTLOOK

Library service is a service to the intellect. Useful and acceptable library service can be rendered only by intellectuals with good academic and professional Library qualifications and experience with a firm attitude towards social change through library service. Only because of these considerations. Erlam Smith, the then DPI in 1993 refused to undertake the work as Ex-officio Director since he had already heavy work to do in 1930s.

23 SERVICE PERSONNEL

Hence only practicing professional librarians can undertake the library service if it is to be effective from the beginning. They should be recruited through State Public Service Commission. The numbers required for such service should be as per the Staff formula/ Designation/Grade/Qualification/Scale of salary etc as enunciated by SRR.

24 LEARNING MATERIALS

The learning materials required for the Public Library System (PLS) should be selected on the basis of actual demand and anticipated demand of users. This shall induce the publishers to bring out standard, subject scatter and suitable materials for voluntary use of the readers. It is possible to centralise purchasing with maximum discount, processing of classification and cataloguing and binding of all the materials needed for the PLS as done in Norway and other countries. These materials should be purchased from the library cess collected.

25 USERS

The library users who frequent the library must consider the librarian as a friend, philosopher and guide and get initiated into the byways and highways of library conventions ie, classification, cataloguing, arrangement of books, rules and regulations of the PLS. This will save the time of users as well as the staff.

26 BUILDINGS AND EQUIPMENT

Buildings, fixtures and fittings should be as per the ISI standards prescribed such as

IS : 1553 - 1960 - Design of Library buildings

IS : 1829 - 1961 - Design of Library furniture

IS : 2661 - 1964 - Design of Litrachine etc.

These buildings should start from cirlces and divisions of Metropolitan cities and come down to District Headquarters, Municipalities, Taluk Headquarters, Panchayat Union Headquarters, Town panchayats and Village panchayats in the order of decreasing population.

The expenditure on the buildings should be met from funds allotted by the Centre to the States and not from the cess collected from the public. Funds accumulated for the learning materials should not be squandered on the buildings for the simple fact of availability of a

site in a village where not even 50 people frequent the library daily on an average.

27 FINANCE

At present Central government is empowered to collect as tax an amount very much larger than what is needed to meet the requirements of abnormal conditions, resulting the taxing powers of State/Local bodies rendered very inelastic. Hence, each State should utilise a part of annual grant received from the Centre and not the library cess accumulated for the non-recurring capital expenditure of PLS ie, buildings, fixtures, fittings etc.

The expenditure on staff should be met from the State funds. The library cess collected from the public should be utilised wholly for acquisition of learning materials required for the public.

28 EXTENSION WORK

Like the radar, the library personnel must moniter and utilise all the possible opportunities for the benefit of the library movement which caters to the needs of the masses as well as the classes.

29 EXPERIENCE EXPLAINED

The experiences of SRR for 30 long years are explained on these under the heading *'How to make the Library Act work'* on 30.8.52 at Patamata[5] while addressing the Andhradesa LLAs before Dr D B Krishna Rao, the then Education Minister of Composite Madras and again on 28/30.4.1982 while addressing the All India Seminar on Public Library System at Bangalore[4] in the immediate presence of Devaraj Urs, the then Chief Minister of Karnataka.

3 DPI AS THE EX-OFFICIO DPL

31 ACT vs RULES

Though the Act stipulated the appointment of a qualified practicing librarian as the Director of DPL, the Rules made non-library qualified personnel: as the DPL/Secretaries of the LLAs for the time being.

The word 'time being' prolonged to 22 years from 1.4.50 to 31.7.72 in spite of opposition from the library profession as well as the public in the interest of the proper library service. Who is responsible for this kind of mischief of word and deed?

32 BUREAUCRACY

The bureaucracy who has no knowledge of the appointment of foreign qualified librarian in William Alanson Borden as the Director

of Libraries Department of Baroda State as early as in 1910 and refusal of Erlam Smith the then DPI of Composite State of Madras in 1933 to work as the Ex-officio DPL, saddled the over worked DPI to deal with the books as they are accustomed to saddle the Revenue Department anything new. What is the alternative.

33 HANDBOOK TO THE ACT

SRR brought out a specific book entitled *'Library Legislation: Hand book to Madras Public Libraries Act, 1953* which gave a detailed description of PLS to be evolved in the State. This was recommended by the DPI in his Memorandum No. 46202/E5/53-4 dated 9.11.53 and by the DPL in his Proceedings Rc No 1036/N/53 dated 24.9.53 for proper use regarding proper library service in the State.[7] What are the reactions of the same?

34 MANAGERIAL OUTLOOK

Barring a few, all those who came to occupy position in the Library Department ie, the DPI as Ex-officio DPL, DEOs as Ex-officio Secretaries of LLAs, Deputy Inspector of Schools as Assistant Sercretaries/ Superintendents and Members of LLAs with no knowledge of proper library service established their own positions in their own way in the name of library service. In fact they tried their best to catch black cats in the closed dark rooms with closed eyes overlooking the managerial outlook of library service.

However, with passage of time, the increasing rate of literacy, the awareness educational out look of the public, the competition of members of LLAs to open new branch libraries in their own areas to accommodate their own persons etc helped the library movement to count about 1500 units with no norms adopted for the purpose by SRR in his *Handbook.*

35 SERVICE PERSONNEL

In the early stages at the instance of R Janardhnam Naidu, the then qualified practicing Librarian of the Connemara Public Library (CPL) who was working as special officer for libraries (SoL) in the Directorate, a few graduates were deputed to take Diploma in Librarianship (Diploma) in Delhi/Madras/Andhra Universities. On completion of their training they became the Librarians in the Directorate and of the District Central Libraries (DGLS). Majority of them left the Department for want of proper treatment/managerial outlook scale of salary etc to make their positions better elsewhere.

In the next stage, a good number of persons, undergraduates who

could not get through the Public Service Commission and other channels entered the services of LLAs with the help of the members of the LLA and Employment Exchange. They had no professional qualifications as there were no proper openings. They were satisfied with what they got in their own place. The Department took no initiative to train them. A few enterprising persons managed to get qualified in certificate in Library Science and moved up in the LLAs with great difficulties.

Their work was more of custodians of a few books rather than service to the readers with free time as there were no supervision to guide in library work.

36 LEARNING MATERIALS

Though the LLAs were vested with powers to purchase, process and serve the same to the readers, there were no norms regarding the acquisition of learning materials on the basis of actual demand, anticipated demand and availability of materials in the book market.

The Chairman purchased the learning materials and distributed the same to the branches. There was no centralised accessioning, processing and distribution of the same. The understanding and discount allowed between the purchaser and supplier decided the matter.

In some places no books were purchased at all. Only newspapers and periodicals catered to the needs of the readers. The reason attributed was the paucity of funds. The library cess and the government matching grant is sufficient only to pay the staff, rent, periodicals. The DPL took no initiative to correct the malaise.

37 USERS

The PLS is effective only at the moment when the three members of the trinity - the reader, the books and the staff are in purposive contact with one another. No attempt is made in this direction for want of direction from the DPL, interest of the library professional and awareness of the people to get their right of a tax/cess payer to avail information, recreation and inspiration. Only the people interested in books, periodicals and newspapers frequented the libraries as users and members.

38 BUILDINGS

The place for the use of learning materials also should be conducive and attract the users of the library. Hence, buildings have to be constructed on modern lines as per the ISI standards. This requires a

systematic attempt. Only a few buildings for DCLs and branch libraries, about 60 units are built for the PLS for want of planning during this period. All other units are housed in rented/free buildings. No attempt was made to get central grant for the building programmes.

39 FINANCE

The primary source of income of LLAs is the library cess levied as surcharge at the rate of 3 paise per rupee of house tax from April 1950 to March 1972.

Under Section 12(3) of the Act, the Government shall contribute matching grant equal to the library cess collected by the LLAs other than Madras LLA.

In addition to this, the Government paid full grants for the maintenance of libraries opened under Five Year Plan schemes.

3A STATISTICS

For want of standardization to furnish the Annual Report regarding the functioning of the MPL Act, it is not possible to assess the progress of the library service during the period of Ex-officio DPL.

However here is an abstract of grant sanctioned and expenditure on library service culled out from the Annual Reports of the Madras Library Association for a few years.[1]

Year	Expenditure	Government grant (Amount in Rs)
1951-52	?	2,71,703
1952-53	?	6,34,210
1953-54	?	6,72,608
1954-55		
1955-56	12,95,951	4,94,463
1956-57	14,18,655	7,82,764
1957-58	18,12,393	5,34,876
1958-59	?	9,99,376
1959-60	21,86,892	6,93,237
1960-61	?	?
1961-62	46,02,966	11,15,420
1962-63	?	10,51,690

4 PROFESSIONALS UNDER THE EX-OFFICIO DPL

41 SELF CONDITIONING

SRR has recorded in his *'A LIBRARIAN LOOKS BACK, 1992* (Page 51-53)[3] that he self conditioned himself while returning after his training at London in June 1925 as follows:

1 Work Chastity,

2 Urge for Library work,

3 Realisation of the Potency of Library service,

4 Realisation of Opportunity for Social service,

5 Application of Opportunity in Library service,

6 Realisation of Opportunity for Research, and

7 Determination of stay in the Library profession.

42 LEARN YOURSELF

Whatever may be the profession one enters, he must self condition himself on the above lines to get name and fame. 'Success comes often to those who dare and act' observed Nehru when he was President of Indian National Congress. What a library professional can do in this regard?

43 MANAGERIAL OUTLOOK

One must study, think, organise and create a positive managerial outlook towards library service irrespective of one's position in the profession. Persuasion and perseverance perform the miracle.

44 SERVICE PERSONNEL

Let us be 'kind and firm towards all' irrespective of their position should become the motto of the service personnel. Library service is a team work. Hence, make each one to take his responsibility for his work and allow him to enjoy the name and fame of his work as in the bee hive.

45 LEARNING MATERIALS

Each must learn first the efficiency and efficacy of the learning materials through books, periodicals and newspapers and make them known to the authorities of the LLAs for acquisition for the benefit of users in the library.

46 USERS

Library staff must welcome the users of the library as salesmen do in the business houses to make them understand the materials they

have for their service. Then they should initiate in the byways and highways of the library conventions enunciated to save the time of the users and staff.

47 BUILDINGS

The existing building space should be made more conducive to the readers. Let us make the users as partners in our pursuit to find out a suitable site, and possible work for construction of library. Once we create the interest in the minds of the readers, everything comes in succession.

48 FINANCE

Library personnel cannot finance. But they can persuade to remit the library cess collected by the local bodies to the LLAs. This will make them to get matching grant from the Government to make the library service effective.

Did we not do this splendid and hard work to get our salary and other benefits from 1950 to 1982 till we were declared eligible to draw our salary from the treasury. Then why we remain silent, submissive and mourn about arrears of library cess touching about Rs 10 crores or so.

49 VETHI

Everybody who is connected with library movement knows that one VETHI (V Thillainayagam) who entered the library profession in 1949 self conditioned himself following the foot-steps of SRR.

SRR himself wrote on 5.3.1970 that VETHI is one of the few earnest library workers in the country. He allows no grass to grow under his feet as the saying goes. It is flattering to find that he has not only gained mastery over my writings on the subject, but has also absorbed their spirit. He relays the ideas with his own equally important traditions to the Tamil reading public. Our Tamil Nadu is indebted to VETHI for all that he does to make our people library concious!

The blessings of SRR made him the first Professional Director of Public Libraries of Tamil Nadu during 1972-82.[10]

5 PROFESSIONAL DIRECTOR OF PUBLIC LIBRARIES

51 SEPARATE DIRECTORATE

The continuous efforts of MALA and public at the instance of SRR and the growing and pressing needs of the effective library service in the State with about 1500 service units with 5000 members of the staff

necessitated the creation of a separate Directorate of Public Libraries in the middle of 1972.

There was also an inkling that the full time post of DPL can be utilised to shunt off the officers of other departments also as and when need arises as the post of Commissioner of State Archives is used.

52 CHOICE OF THE DIRECTOR

The professional qualifications (Diploma in Librarianship of Madras University in 1950, Bachelor of Teaching of Madras University in 1958 and Master of Library Science of Delhi University in 1962), service in the different type of libraries ie, Madras Chintadripet High School for one year, Annamalai University for two years, Directorate of Public Instruction for ten years and Connemara Public Library for ten years, professional activities of organisation/reorganisation/stock verification of the above institutions involvement in the publication of Tamil Nadu State bibliography (TSB)/Indian National Bibliography (INB), coordination work in connection with Press and Registration of Books Act of 1867/Delivery of Books (Public Libraries) Act of 1954, founding of the Institute of Library Science in the CPL to train untrained personnel working in the LLAs, regular writing of articles/books in connection with library service, etc, elevated VETHI to be the First Professional Director of Public Libraries during Aug 1972/Aug 1982. What are his contributions?

53 LIBRARY REORGANISATION COMMITTEE (LRC)

As advocated by SRR for long time to have a Review Committee of MPL Act, to streamline the activities of library service, LRC headed by N Subbarayan Ex-Chairman of the Madras LLA (Ex-Commissioner of Corporation of Madras) was appointed by the Government at the instance of VETHI.

The LRC submitted a comprehensive Report of 444 pages on 22.10.74 with the recommendation to run the library service by the Department of Public Libraries headed by a practicing librarian abolishing the LLAs as they have miserably failed to fulfil the aims of the library service during 1950/1972 under the supervision of Ex-officio DPLS.

54 MANAGERIAL OUTLOOK

VETHI took over the mantle of Professional DPL with 23 years experience as the number one man from 1949 inspite of the fact that

he was to draw less emoluments at one stage than what he would have done as the librarian of CPL as the scale of salary fixed for the post was less than the scale of salary fixed for DPI. He accepted the post for the love of labour to have direct contact with Secretariat in connection with library service.

55 LIBRARY PERSONNEL

To activate the library service at the district level, practicing qualified librarian working in the LLAs as the full time District Library Officers on 3 January 1977 to replace the DEOs who were working as Ex-officio Secretaries during 1950/77 though they were willing to work here on deputation.

The staff of the LLAs (who were on status of Local Bodies Servants) were made Government servants from Aug 1982 which made them eligible to avail all the facilities as any other government servant.

No outsider was allowed to enter to reap the fruits of the new growing department.

56 LEARNING MATERIALS

To obviate the deficiencies in the acquisition of reading materials by the LLAs from 1950 to 1974, a new scheme of Centralised Purchasing of Books (1) Introducing page-price formula, (2) Standardised number of copies in each title (ie, 200/600/1000/1500), and (3) Uniform discount of 25% was introduced by getting Government orders that 25% of the matching grant payable to the LLA will be disbursed in the form of learning materials.

To make this effective, a vigorous campaign to collect the library cess was launched with the cooperation of Local Bodies and Collectors which yielded Rs 689/- lakhs during 1972/1980. This brought equal amount as matching grant from the Government.

Hence, the money to be spent on books increased automatically. Utilising this opportunity about 10,000 titles in Tamil/English covering 25 lakh copies costing about Rs 120 lakh were made available to the LLAs during 1974-82.

The list of books so purchased were distributed to the LLAs with centralised classification numbers with the help of the CPL which speeded the process of publication of TSB.

To arrange new books acquired during this period, 4500 standardised book racks costing about Rs 50 lakh were purchased from TANSIL

and distributed to the LLAs at the cost of TANSIL

57 USERS

To make new books available to the users of libraries, a novel attempt called *Introducing books* was undertaken by each one of the service units with success. About 10,000 meetings were held during 1974-82. The same is being continued even now at the instance of professional minded librarians. In addition to this National Library Week/National Book Week were held in each of the service unit to associate with the users to enrol members.

58 BUILDING

To make the use of books conducive to the readers a building programme was initiated. At first a model library plan was got approved. Subsequently, building programme covering District Central libraries/Circle libraries/Division libraries/Branch libraries in Urban areas was implemented costing about Rs 100 lakh.

59 ADMINISTRATION

To coordinate the work in the different units of PLS, a series of 34 Circular Memoranda were issued during 1976/81 covering Toenham system of administration, collection of cess and sanction of matching grant. Classification and cataloguing District Accession Register/District Membership Register, Inspection, Audit etc.

5A GOLDEN AGE

"The library movement reached its peak hitherto unheard of during 1972/82. Hence, the period of VETHI as DPL is the golden age of Tamilnadu library movement. Hence he may be called as the pioneer/ Father of the library movement in Tamilnadu".

Perhaps this kind of comment on VETHI in 1988 after his retirement by a reputed publisher may console the spirit of SRR who wishes as follows in his letter 21, 73 of 9 Aug 1972 to VETHI

"It looks as if I had been waiting for you (VETHI) to take charge and develop the library personality of Tamilnadu to the standard occupying my wish all these years; may God bless you and help you in serving not only our people, but also giving me the personal joy denied during the last 25 years.[10]

5B STATISTICS

Here under is an abstract of statistics concerning the library activities from 1972 to 1982.

Year	Service units	Staff members	Cost collected Rs. in Lakhs	Expendi-ture Rs. in Lakhs	Stock of books (Lakhs)	No. of members (Lakhs)	No of books (Lakhs)	No. of visitors (Lakhs)	No. of books (Lakhs)
1	2	3	4	5	6	7	8	9	10
1972-73			45.1						
1973-74			58.4						
1974-75	1,456	3,671	53.5	150.3	60.9	5.9	67.8	290.4	106.8
1975-76	1,456	3,809	59.5	152.1	58.6	6.4	71.5	290.8	159..7
1976-77	1,456	3,742	102.8	195.8	61.1	6.8	64.3	296.7	133.5
1977-78	1,456	3,751	127.3	190.4	65.1	7.1	70.9	286.6	136.7
1978-79	1,448	3,284	96.8	328.3	72.7	7.8	70.1	297.9	138.1
1979-80	1,456	3,432	145.9	203.9	79.0	8.7	71.1	297.9	135.8
1980-81	1,456	3,432		212.3	85.0	9.5	72.8	294.9	134.8
1981-82	1,477	2,937		161.0	89.5	9.5	75.8	308.8	152.5

6 OFFICER ON SPECIAL DUTY AS DPL

61 SHAKING OFF THE DUST

VETHI opted for voluntary retirement shaking off the dust of his feet as a man of principle true to *FIVE LAWS OF LIBRARY SCIENCCE*[6] and *GENERAL ADMINISTRATION MANUAL OF TAMILNADU 1971* as he could not compromise with the norms laid down for the centralised purchasing of books, the first of its kind in India, irrespective of the status and influence of suppliers of books.

62 SENSE OF FAIRNESS

When a senior professional moves away, it should be natural to appoint the next senior most practicing librarian as the next DPL. But imp of Vikramaditya appeared once again for want to sense of fairness on the part of the people in power, failure of senior professionals to prove their meddle by their work and qualification, mischievousness of allied departments to send out the unwanted elements from their group in the name of promotion etc, made the misunderstood bureaucracy to resort the strategy of OSD. What is that?

63 OFFICER ON SPECIAL DUTY

Subject to correction, the bureaucracy has got the knack to make or mar a post or an official by using one strategy or the other in the name of Officer on Special Duty (OSD).

Accordingly, the post of DPL–as in the case of Commissioner/ Director of State Archives—came under the administration of 12 non-librarians from 1981-1993 who were shunted from the Department of School Education/Collegiate Education/Non-Formal and Adult Education/Technical Education which are under the administrative control of Education Department in the State Secretariat.[9] What are the results?

64 MANAGERIAL OUTLOOK

Having no knowledge, interest, qualification and service required to guide the library service and shunted out from the parent department, the OSDs feel frustrated. They remain here for the time being looking out for the next opportunity to move out somehow or the other. The kind of unbelongingness has marred the very spirit of library service.

65 SERVICE PERSONNEL

The senior library professionals feel that they are let down in spite of long service and professional qualifications. The new OSDs remain as foreign elements creating no confidence. The much available integration of service personnel recommended by LRL has created more problems than solved due to lack of principled policy for the same which has ended in cases reaching the State Administration Tribunal/Supreme Court. Some disgruntled elements create more problems to make the situation confounded.

66 LEARNING MATERIALS

The well established norms for centralised purchasing of books after long experimentation (as indicated in section 56 earlier) are dismantled for want of proper managerial/professional outlook.

Introduction of Registration fee for submitting book, Book Review Committee/Book Selection Committee with the people who had no experience. Variation in the number of copies to be purchased, no norms, fixation of ceiling price, discrimination in the selection of books, payment of money to the books purchased by DLOs etc have created more problems including corruption than sovled.

67 SERVICE TO THE READER

Increase in the deposit amount, introduction of admission fee/ subscription, non-availability of forms, absence of the librarian regularly for one reason or the other etc pose problems to the users of the library.

Arrangement of books on the shelves in the Accession order against

the accepted norm of arrangement of books by subject, presence of more soiled than the new books on the racks detract the proper use of books by reader.

Most of the new books except a few fiction/story books are not made available to the readers giving some reason or other including loss of books.

Comments of this kind in the latest Annual Report of Raja Rammohun Roy Library Foundation reveal the state of affairs of library service.

68 BUILDINGS

A normal building programme aiming the 'Best Reading for the Largest Number at the Least cost' must start from each Circle/Division of Corporation Cities and come down to the District headquarters/ Municipal areas/Taluk headquarters. The money for the same must be got from the Centre.

Against this established norms, a programme based on the availability of free sites in villages where not even fifty readers frequent libraries with the accumulated library cess to give work to the construction wing of the Department of Technical Education/Public Works Department is not proper.

Instances of small new buildings which could not accommodate even the books available in that service units and vacant space of some new buildings with no books to occupy and no readers to use indicate the sorry state of affairs.

69 FINANCE

Library cess and the matching grant form the basis of library finance to render library service in the State.

News items appearing in the newspapers regarding the arrears of library cess touching Rs 10/- crores or so, does not speak good of the DPL and Local Bodies.

This problem should be tackled first at the level of Secretaries of Education/Finance/Municipal Administration/Rural Development departments in the Secretariat. The decisions arrived at in the meeting should be implemented at the level of Directors of Public Libraries/ Municipal Administration/Rural Development/Examiner of Local Funds Accounts. At the district level Collector/DLO/Regional Director of Municipal Administration/Rural Development/District Examiner

of LFA must set together and plan for the collection of cess with no arrears.[10]

6A LIBRARY IMPROVEMENT CONFERENCE

It is noted with satisfaction that a campaign in the name of Library Improvement Conferences (LIC) has been launched of late to mobilise additional funds for PLS.

Perhaps it is on the analogy of School Improvement Conferences conducted by N D Sundaravadivelu when he was the DPI during 1954/1960.

It is a moot point to be considered whether this kind of campaign is necessary if we collect the library cess properly without arrears and get the matching grant from the government as done during 1972/82.

A true evaluation of the campaign can be measured in the benefit that will accrue in relation to the Time, Space, Energy, Matter and Personality utilised from the side of PLS.

6B STATISTICS

Here is an abstract of Statistics of library expenditure during 1985/89 given on page 183 of *Education through Public Libraries, 1991*.[2] The amount indicated is in Lakhs of Rupees.

	Category	1985-86	1986-87	1987-88	1988-89
1	Cess collected	204.2	222.6	233.4	292.8
2	Total expenditure	496.2	616.2	632.6	767.7
3	Expenditure on Staff	338.4	414.5	413.5	487.2
4	" Books	81.2	55.6	84.1	98.9
5	" Periodicals	11.1	14.3	12.8	23.9
6	" Furniture	16.0	15.4	11.1	14.6
7	" Miscellaneous	49.5	117.0	111.1	141.1

The increase in cess collection and expenditure (total) is understandable. Beyond that one can not find any relation. Expenditure on miscellaneous items is more than that of books requires explanation.

7 PROFESSIONALS UNDER OSDs

71 CULTURE LIBRARY SPIRIT

As indicated earlier in Section 41, library professionals must culture

a library spirit by themselves and so also in the minds of the users of the libraries with optimism irrespective of the attitude of Ex-officio/ OSD DPLs.

72 OPTIMISM

As majority of library staff are becoming professionals of different categories now-a-days, the senior professionals moving through the categories of District library officers/Deputy Directors - must work with optimism to catch the top post one day or the other as the OSDs cannot remain for ever.

73 MANAGERIAL OUTLOOK

It is a moot point to be considered whether the repetition of the format of Annual Reports of the Connemara Library/Department Public Libraries from 1976-77 to 1991-92 without any change is to indicate the honour to the Professional Director in VETHI, or ineffectiveness of the senior professionals working in CPL/DPL or uninterestedness of OSDs to have a charge listening to the suggestions of the professionals.

74 SERVICE PERSONNEL

Senior Professionals working as models-must instill, kindle, appreciate and encourage the spirit of library service in the minds as well as in the work of juniors. The pessimism that prevails now regarding the integration of staff with no exception will disappear once the cases in Tamilnadu State Tribunal/Supreme Court are disposed off.

75 LEARNING MATERIALS

The library staff must take initiative to serve the materials available with them first. Then the readers must be trained by constant touch to ask for better materials as rate payer. Hiding materials by bundling and fearing for the loss of books will not help the profession.

76 SERVICE TO READERS

Opening of libraries in time, making available of the materials to the readers in the classified order on the racks, reception of the users with enthusiasm etc should be the order of the day which requires regular visit and inspection on the part of supervisory staff. Reference service will attract the users more and more.

77 BUILDINGS

Service personnel must make the existing space conducive to the users. If it is not convenient, new rented building can be located by

having purposeful contact with the public. The site for new buildings with local public participation may bring fruit if we try as the Professional Director tried during his inspection of LLAs.

78 FINANCE

The staff in each service unit must help to know the assessment of cess, collection of cess and remittance of cess due to the Department. The facility to draw their salary etc from the treasury should not make them senile and ineffective.

79 INVOLVEMENT OF THE PUBLIC

Library service is a service to the public. As one of the arms of trinity, the public should be involved to induce better service. Influence of people in different walks of life should be tapped profitably by systematic efforts on the part of the staff. Effective reference service with good learning materials will bring success in succession.

The help of Local Library Association and Indian Library Association at the national level will be of immense use towards this end. How can this be achieved?

8 INDIAN LIBRARY ASSOCIATION

81 AUTHORITATIVE ASSOCIATION

Indian Library Association (ILA) (1933/93) in its Diamond Jubilee Year is the authoritative Association covering all aspects of library matters working in Delhi.

82 BOUNDEN DUTY

It is the bounden duty of the ILA to monitor, associate and co-ordinate the acitivities of all kinds with close contact with State associations, Universities and State and Central government to justify its existance.

83 WORK FOR THE ACT

The ILA as and when meets for its annual conferences in different states it must work hard to bring Library Act creating contacts with people in power where there is no Act, as attempted by SRR and others.

84 PERSUASION FOR THE PROFESSIONAL DIRECTOR

When we find a State with Library Act, the ILA must try to persuade the Government to appoint a practising librarian as the DPL by meeting persons responsible for the work. This is a continuous process to be attempted.

85 STATE OF THE ART

To make known the State of the Art of one and all, the ILA must attempt to present a comprehensive Annual Report getting details from the State governments, universities, professional associations and influential individual members of the profession.

86 RELATION WITH GOVERNMENT

The ILA must have a close and constant contact to get detailed reports from the Governments/Departments of Public Libraries/ Universities and others in a prescribed standardised format.

87 PUBLICATION

The reports so received should be verified, tabulated and published as *Year's work in library service in India* and the same distributed to reach each unit covered in the report. Who is to bear the cost?

88 COST GRANT

As the Tamil Nadu State Bibliography for 1964/82 is printed at the Government cost and distributed by the DPL to all service units through District Central Libraries, arrangement must be made to get the expenditure for the same as grant from State/Central Government without exception making them feel that they are the participants in the work.

89 INVOLVEMENT OF THE PUBLIC

To make this effective, each literate of the country should be involved in the library movement by all means available with active work of all individuals, associations of all categories, institutions of different nature etc to make the library work as a national movement with close contact of educational movement.

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LIBRARY AND INFORMATION SCIENCE EDUCATION IN INDIA WITH SPECIAL REFERENCE TO ORISSA

*Dr B PARIDA
**L K BHOLA

0 INTRODUCTION

The foundation of library science education was laid in India in 1911 when Mr W A Borden, an American trained librarian started a short training programme at Baroda under the patronage of Maharaja Sayajirao Gaekwad to create manpower for organising newly established libraries in the princely state of Baroda. In 1915, Mr Asha Don Dickinson, the then librarian of Punjab University, Lahore (now in Pakistan) organised a library apprentice training course of three months duration which later on extended to six months. In Andhra Pradesh training Vijayawada. In the same year a course for the training of the librarians was conducted at Bangalore, under the library development programme, made by the then Dewan of Mysore Mr M Visweswarayya. Madras Library Association conducted summer schools of three months duration for college librarians in 1928 and 1930. Later on, the University of Madras started a full-time Diploma Course for the first time in India in 1931. Andhra University and the Bengal Library Association started training programme for librarians in 1935. The Imperial Library (now National Library), Calcutta conducted a training course leading to Diplma in librarianship in 1935 which was continued till 1945, when the Calcutta University introduced a regular Diploma Course. Since then, a number of unversities in different states and library associations have started variety of courses at different levels.

The first independent Department of Library Science was started in 1945 in the University of Delhi. Dr S R Ranganathan joined to organise this department in 1947. Thus, the University of Delhi instituted the first Degree Course in Library Science leading to B Lib Sc in

* Lecturer, P.G. Department of Library & Information Science, Utkal University, Bhubaneswar - 751004.
* Lecturer, P.N. College of Library & Information Science, Bhubaneswar - 751 013.

1948 as a post Diploma Course. In 1949 M Lib Sc course was introduced in University of Delhi. An inservice training course was started in 1953 for the staff working in various Government organisations. Later on, doctoral studies were introduced in the University of Delhi. The UGC set-up a Review Committee on Library Science in 1961 under the Charimanship of Dr S R Ranganathan to assess and suggest measures to improve the standards of library science education in India and the committee submitted its report in 1965 making several recommendations regarding levels of courses, contents and standards etc.

Thus, by mid-1970s many universities had introduced degree courses in library science.

The Government Polytechnics for Women at Ambala, Bangalore, Chandigarh, Delhi, Jullundar and Rourkela have started post-matric Diploma Courses of two years duration. Indian National Scientific Documentation Centre, New Delhi had introduced a short term course for Asian documentalists in 1963. Later on, it conducted a one year post-graduate course in documentation and reprography leading to Associateship in Documentation and Reprography in 1964. The IASLIC, Calcutta had started a six-month part time-post graduate course in special librarianship. In 1962 DRTC, Bangalore was created under the guidance of Dr S R Ranganathan to impart 2 years training programme leading to Associateship in Documentation and Reprography. The research programme started in the University of Delhi leading to doctorate degree and it was the first to start M Phil course in 1977.

01 PRESENT POSITION

At present 5 universities offer education at (C Lib L Sc) certificate level, 70 centres at degree level (B Lib I Sc), 38 at Master's Degree level and 30 provide research facilities leading to award of doctoral degree. Library Science education through correspondence is also provided by two LIS departments at degree level, one at diploma level and other at certificate level. Since 1987 the Indira Gandhi National Open University had introduced B Lib I Sc course at about 30 centres in India for providing facilities to those working at lower level to improve their knowledge and qualification.

Inservice training courses, known as refresher courses, workshops, orientation programmes, etc on various aspects like computer application, information management, indexing and abstracting techniques, libraries and information centres. In India there is no accreditation

Educational Framework

Name of the course	*Sponsoring Body*
Certificate Course (six to twelve months)	Library Association, University affiliated colleges and University Departments.
Diploma Course (One of two years)	Women Polytechnics and Library Associations.
Degree Course (One year)	University Departments and Colleges.
Master's Degree (One year)	University Departments and Colleges.
M Phil (One to two years) Ph D (Two to three years)	University Departments.
Associateship in Documentation and Reprography (Two years)	Autonomous Institutions (INSDOC, DRTC).
Inservice Training/Short Term Courses	Libraries, documentation Centres, and Professional Associations.

agency like American Library Association's Committee on Accreditation in USA to ensure reasonable standards. However, this has been stressed in the report of the Committee on National Policy on Library and Information System (1986). The UGC Review Committee (1965) has recommended a minimum staff of one Reader and two lecturers for B Lib I Sc course of various universities and colleges. So far a few universities, who have introduced these courses have provided full strength of recommended staff.

The selection criteria for admission to these courses is mainly on the basis of minimum educational qualifications and percentage of marks. But some departments conduct admission test and interview as additional selection criteria.

1 LIBRARY & INFORMATION SCIENCE EDUCATION IN ORISSA

11 GROWTH OF LIBRARIES

Orissa became an independent State in 1936. Its schools and colleges were developed only after independence of the country. At present there are about 2500 high schools, 500 colleges and 5 universities. Each college and university has its own library managed by either trained/untrained librarians. But all the high schools are not having their libraries to cater to the needs of their students and also teachers. School libraries in the State are poorly equipped and manned without fulltime librarians.

The public library system in Orissa is quite discouraging. The state library building constructed during 1960-64 was used as the DPI Office till 1985 and in December, 1986 it was renovated and reorganised. The establishment of District and Sub-Divisional libraries were made since 1977 by the Department of Culture, Orissa and now these are supervised by an Assistant Director (Libraries). In addition to these there are some District Board Libraries and Integrated Libraries. Besides Department of Culture, Orissa and Raja Rammohun Roy Library Foundation, Calcutta are assisting about 1000 village libraries in the state. Further, the libraries attached to the District and Sub-Divisional level Information Centres under the Department of Information and Public Relations (I & PR) extend services to the public. Also, libraries-cum-reading rooms maintained by the Muncipalities and Notified Area Councils (NACs) in the State provide library and information services to their local communities.

Further, there are libraries established by the various departments of the State Government as well as Government undertakings and private registered bodies/industries. Similarly, some of the Government of India organisations have set up their departmental libraries in Orissa. Moreover, some special and research libraries in the state known to make better progress have been closely linked to growth of science and technology, higher education and research and industrial as well as economic development.

12 LEVELS OF EDUCATION

The history of library and information science education in Orissa is related to the library movement in the state which is just little more than two decades. This can be well considered by discussing the level of education, contents of the syllabus, nature of teaching facilities, intake capacity in different institutions, admission criteria and research facilities. However, following kinds of courses in library and information science are conducted by different institutions and organisations in Orissa.

112 DIPLOMA COURSE

The beginning of the library science education started when a post-matric diploma course of two years duration was introduced in the SKDAV Polytechnic for Women at Rourkela in 1967-68 and was conducted by the State Council of Technical Education and Training, Cuttack under the control of Department of Industries, Government of Orissa. This course has become beneficial to many libraries in the State for obtaining trained personnel.

112 CERTIFICATE COURSE

The Board of Secondary Education, Cuttack created an Institute of Library Science in 1974-75 to provide one year postmatric certificate course in library science and this institute was closed from 1976. The Utkal Library Association started on institute of library science in 1978 to impart tutorial instructions to the students for appearing at the post-intermediate certificate course in library science of Utkal University as non-collegiate course. Also, matriculates having five years working experience in a recognised library were eligible to appear in the examination of this course. However, the examination was discontinued by the Utkal Unviversity from 1987. But one year Post-matric certificate course is taught regularly in the College of Library and Information Science, at SMIT, Ankushpur and it is affiliated to Berhampur University since 1984. Its intake capacity as approved by the Government of Orissa and affiliated by the University is 48. This course consists of 4 theory papers and two practical papers carrying full marks of 100.

113 UNDER-GRADUATE LEVEL

Orissa is the first State in India to introduce Library Science as an optional subject in I A and B A stage and to include in the syllabus of its universities. S B Women's College, Cuttack under Utkal University is the first college to continue this course at 4 + 2 and + 3 level having both pass and honours papers like other optional subjects with 16 seats in each class. Following this, Kendrapara College, Chandabali College and Vedavyas College started library science as optional subjects. For the last few years library science has been adopted as a vocational course at the +2 level by the Council of Higher Secondary Education, Orissa on the basis of course contents prepared by the NCERT, New Delhi. So far 8 institutions in Orissa have introduced this vocational course.

114 BACHELOR'S DEGREE IN LIBRARY AND INFORMATION SCIENCE (BLIBISC)

The Sambalpur University has introduced this course since 1976-77 academic session with an intake capacity of 16. The Utkal University has opened B Lib I Sc classes since 1981-82 with 32 seats. This course is also taught in three private colleges of Orissa which are affiliated to three different universities. The Pandit Nilakantha Colledge of library and Information Science, Bhubaneswar is affiliated to Utkal University since 1981-82 academic session with 48 seats. The College of Library and Information Science, SMIT, Ankushpur is an affiliated institution of Berhampur University since 1984-85 session.

The third college is under the control of the Asian Workers Development Institute, Rourkela with 32 seats which is affiliated to Sambalpur University. Thus total seats available in B Lib I Sc course comes to 176. In addition to this Indira Gandhi National Open University has started B Lib I Sc courses in the Bhubaneswar Centre for last four years.

115 MASTER OF LIBRARY AND INFORMATION SCIENCE (ONE YEAR DURATION)

Utkal University is the first University in Orissa to make headway for opening M Lib I Sc course with annual intake of 16 from the session 1983-84. Afterwards Sambalpur University had got the credit of introducing M Lib I Sc to its Post-Graduate Department of library and Information Science with 8 seats. Recently SMIT, Ankushpur has obtained concurrence from the State Government to open M Lib I Sc course from the next session, as an affiliated college under Berhampur University.

116 DOCTORAL STUDIES LEADING TO PH D AND D LITT

Doctoral programmes have been introduced in 3 universities of the State ie, Berhampur University, Sambalpur University and Utkal University. The number of Ph D and D Litt awarded so far by these 3 universities is given in Table 1.

Ph D and D Litt awarded by Universities

Sl No	*Name of the University*	*Registered for Ph D*	*Awarded Ph D*	*Registered for D Litt*	*Awarded D Litt*
1	Berhampur	6	3	Nil	Nil
2	Sambalpur	4	Nil	Nil	Nil
3	Utkal	16	7	2	1
	Total	26	10	2	1

Sambalpur University has obtained financial aid from UGC to sanction scholarships for conducting regular research in Library and Information Science leading to Ph D degree and so far one research scholar has been awarded such scholarship. Now, Utkal University has taken steps to obtain such type of research grants from the UGC.

2 TEACHING FACILITIES

The number of teaching staff in different universities and colleges engaged in teaching and research in library and information science is shown in Table 2.

TABLE 2
Sanctioned Strength of Teaching Staff

Sl No	*Name of the University/ College*	*No of Profe-ssors*	*No of Readers*	*No of Lecturers*			*Total*
				Full Time		*Part Time*	
1	College of Lib & Inf Sc SMIT (Berhampur)	-	1	3	+	1	5
2	College of Lib & Inf Sc, Awadi, Rourkela)	-	(Principal)	2	+	2	4
3	P N College of Lib & Inf Sc (Bhubaneswar)	-	1 (Principal)	2	+	2	5
4	P G Dept of Lib & Inf Sc (Sambalpur University)	1	2	3	+	-	6
5	P G Dept of Lib & Inf Sc (Utkal University)	1	2	3	+	1	7
	Total	2	6	13		6	27

The staffing pattern in the Department of Library and Information Science of different universities is based on the U G C norms subject to the approval of the State Government. These three affiliated colleges have also followed the students/teachers ratio and they have appointed their own teaching staff. The Post-Graduate Departments of Utkal University and Sambalpur University have developed their own seminar libraries in addition to the University central libraries. The Sambalpur University is having a workshop to assist the students in their practical works. But Utkal University has appointed one part-time lecturer from among the Assistant Librarians of Central library to guide the students of library and information science in their practical work. These two departments and also the SMIT, Berhampur have acquired computers to make their students a ware of computer application in library operations. But all these three colleges and departments of Library and Information Science of these two universities fail to procure minimum number of periodicals on

their subjects for higher studies and research.

3 ADMISSION CRITERIA

The main criteria for admission to these two post-graduate courses both BLiblSc and MLiblSc is on the basis of career. Since 1992 Utkal University has determined the minimum eligibility for admission ie, 50% marks in aggregate at the graduation level. But Sambalpur University has used the practice of an entrance test in addition to career for MLiblSc course. However, all these three colleges and two university departments have made reservation for working librarians SC and ST, physically handicapped and also sports candidates for admission to all these courses. The Women's Polytechnic and under graduate colleges usually select the candidates for admission to such courses mainly on the basis of their career.

According to the regulation of these three universities, a research scholar of Ph D/D Litt must have minimum of 50% marks in aggregate in the Master's Degree examination and the duration is minimum of 2 years from the date of registration up to the submission of thesis.

4 COURSE CONTENT

The Post-matric two years doploma course covers some general subjects like English, MIL, and General Studies in addition to theory and practical papers in Library and Information Science. One year certificate course is offered by SMIT, Ankushpur includes 4 theory papers (ie, organisation, administration, classification, cataloguing, reference service) and two practical papers carrying 100 marks each. The NCERT, New Delhi has prepared a vocational course in libraary and information science at the +2 level. This course comprises 1500 marks with 2400 hours of teaching. The Government of Orissa, Education Department had introduced this course at the +2 level in 8 Higher Secondary Schools but since 1992 this course is discontinued. The SCERT, Orissa had constituted a Text Book Development Committee for writting text books for this course in Oriya Language and so far two books have been prepared by this committee. This course has been prepared by this Committee consists of 10 papers and each paper carries 100 marks, which include English, MIL, and Basic Foundation Course alongwith four theory papers and three practical papers in Library and Information Science ie, (1) Organisation and Administration theory and assignment, (2) Classification theory, (3) Classification practical, (4) Cataloguing-theory, (5) Cateloguing Practical, (6) Reference service-theory, (7) Reference-practical.

Utkal University has introduced Library & Information Science at +3 level both as a pass and also Honours subject. The Pass course contains 4 papers carrying 100 marks each are: (1) Fundamentals of librarianship, (3) Cataloguing theory, and (4) Classification and cataloguing practical. The Honours course contains 4 papers in addition to these above 4 Pass course papers of 100 marks each, such as (5) Reference Service, (6) Documentation and information science, (7) Bibliography and book selection and (8) Documentation and reference practical. The duration of examination of each practical paper carrying 100 marks is 3 hours but for each practical paper carrying 100 marks 2½ hours. If a student desirous of taking Library and Information Science as a pass course, he has to choose only 4 papers prescribed for Pass course and in case of Honours, he has to take altogether 8 papers. However, during past few years students of Honours classes of S B Women's College, Cuttack have shown a good result. At +3 level of education a paper on `Information and Society' carrying 50 marks under foundation course and another paper namely `Information and Organisation' carrying 100 marks under Applied/ Ancilliary course has been introduced by Utkal University in order to provide broad based knowledge to every graduate. It would create greater awareness of oneself and of the social, cultural and natural environment.

At the B Lib I Sc Level all the three Universities of Orissa (Utkal, Berhampur and Sambalpur) are now having almost same course content, such as (1) Sociology of librarianship, (2) Library administration and management, (3) Theory of library classification, (4) Theory of library cataloguing, (5) Reference service and Bibliography, (6) Documentation and Information Science, (7) Classification Practical and (8) Cataloguing practical. The practice of preparing records and assignments as a full paper has been discontinued by the Utkal University from 1993-94 session. At M Lib I Sc level the course content of Utkal and Sambalpur University varies to a negligible extent. However Sambalpur University has introduced semester system of examination. The broad outlines of M Lib I Sc course is as follows:

(1) Universe of knowledge, (2) Information processing and organisation, (3) Information systems and programmes, (4) Information Technology and Computer Application, (5) Research Methodology and Management Techniques, (6) Special paper ie, any one of the following (a) Public library system, (b) Academic library system, (c) Law library system, (d) Collection development, (e) Bibliometries, (7) Advanced library classification and cataloguing practice and

(8) Dissertation. Each of these paper carries 100 marks and 4 hours duration in the examination.

5 PROGRESS IN PUBLICATIONS

The librarians and teachers of Library and Information Science in Orissa, have contributed a good number of publications in various conferences and seminars and also in the journals of national and international standard. Moreever, the teachers and librarians have written/edited a number of books. Also a glossary of library science has been compiled and published by the Orissa Bureau of Text Book Preparation and Production, Bhubaneswar. The SCERT, Orissa has taken up a Text Book Development project on Library and Information Science as a vocational subject. A quarterly periodical namely *Journal of Information, Library and Society* is being published from Cuttack. The Department of Library and Information Science, Utkal University has published the annual seminar volumes since 1988.

6 CONCLUSION

During last decade education in the field of Library and Information Science in Orissa has progressed to a sizeable extent. These teaching institutions in the state not only provide educational facilities to their internal candidates but also to the students coming from eastern region of the country. The professionals trained here are occupying good positions in the regional and national organisations. However, there is urgent need to develop the existing infrastructure. In November, 1992 the Utkal University Department of Library and Informaation Science organised 38th All India Library Conference and thus created great public consciousness of Library & Information services and Library Science education. Recently, the courses of both B Lib I Sc and M Lib I Sc of universities in the state modified and the topics like computer application in library operations and information technologies are included just to meet the recent trend of changes in the practice of libraries and information centres. Further, manpower survey in the state should be given priority and training programmes for different levels should be planned according to the needs of different types of libraries. Moreover, adequate financial assistance should be provided by the Universities and other research organisations to the talented scholars in Library and Information Science in order to improve the quality of survey and research. The State Government should provide funds for organising workshops, seminars, refresher courses and inservice training programmes for the teachers of Library Science and librarians for keeping up with the new knowledge and technologies.

LIBRARY DEVELOPMENT : AN OBSERVATION

Dr A K DEV*

0 INTRODUCTION

We will take a glance of post-1947 Library development and take note of some of the most significant differences between man and society, public/universities/special libraries and its employees. The photo-copies of 'close-ups' and sometimes 'long-distance shots of the development of libraries from Kashmir to Kanyakumari, it is revealing a partial picture of human tendency, actions, imperfections in all types of libraries. The style of management in governmental administrative sector for Public Libraries in some States is not worth-mentioning.

With all limitations, national planning for development for libraries lacks in Central Planning Board for the upliftment of change of obsolate structure of Library services. The presence of some associations and organisations do not have full control and supposition on the formal functioning of various components of social actions and interactions. The goals are not earmarked and yet to be assessed. Nevertheless, the tasks for National Planning for Library development emerges out of social and economic stagnation made during all the Five Year Plan period since independence have not been duly regarded as an essential component of social development. This type of un-assessed background focusses a grave shadow on the developmental requirements. Policies, internationally accepted, and nationally intercepted are not equally strong so far as actions relating to uniform development throughout the country as a whole is concerned.

Our prime objects of the National Planning should deal with formulation of national policy for libraries, for Scientific, Technical Information and establishment of National Committees. The objectives of such types of committees, if, at all formed, should develop certain objectives for development. The aims had to be founded before it came into being. The aims should clearly manifest itself the

* Chief Librarian, Utkal University, Bhubaneswar - 751 004.

responsibilities for development in order to bring the change among all types of citizens of the country. The philosophy should be free from all types of hindrances, national and regional. All India pattern for development of various libraries in all States, guidelines on the planning and implementation of national information activities be established. It is also a very important factor for the development that prevailing infrastructure may not be fruitful for achieving desired goals or aims that we have in our mind. Planning of National infrastructure for libraries and other learned institutions is most essential factor of development. Some of the libraries having no such infrastructural facilities could not bring forth the expected results in dealing with research and other high study-oriented activities. In this contexted it may be endeavour, step-by-step for development of policy rather than a list of principles, criteria, and methods.

With these fundamental tasks in view, because of the limitations of information resources in all developing countries, the idea of economic and social development implies/dictates that certain work should be given priorities in the allocation of resources and therefore necessitates complementary investment. We may, mainly divide our goals in two broad divisions: (*i*) Social, and (*ii*) Economical. These two fields cover all activities of human life. Thirdly, general aspect can not be ignored. These goals are not uniform in all countries. These must vary from country to country, depending on quantum of natural resources, the nature of human ability, the skills, availability of capital, the expertise and the human aspirations of our people in general. The selection of goals will depend on the direction to which we will divert our energies for development. The sub-divisions of goals will reveal a formulative addition of various aspects which are broad-based and long-term. These are to be achieved in many different fields at the same time. Since the resources are strictly limited, actions of short term and long term activities in pursuit of these goals have to be made carefully on the basis of priorities.

1 FORMULATION OF PROPOSED NATIONAL POLICY AND ITS DESIGN

The National Policy for Libraries may be defined briefly as to identify information requirements of the country and its availability in a library, and to secure full, prompt, cheap and convenient use. In short, right information, in whatever form it may be, the right reader at the right time," is the motto.

Since work is changing rapidly, the requirements of informations

etc are becoming more sophisticated. The assessment has to be made regularly, revised and updated and national policy has to be amended accordingly. The area, scope and field of National Policy is vast. A country like ours having 84 million of human population can not easily demarcate the requirement and necessity of every one. So much so, the National Policy for Libraries must include (*a*) aspects development of manpower, the education and training of library specialists in order to strengthen the operations of systems and services, which includes provision of the reasonable pay scale equivalent to same category of personnel working in other institutions having equal status, prospectives to attract the genius and talented persons. (*b*) Training of users - it should start from the school/college stage as a part of their curriculum and educating the readers so as to protect and prevent pilferage and loss. Economics, should be maintained in all spheres of actions and interactions. (*c*) The policy should provide all modern technological facilities such as reprographic, computers, facsimile transmission and satellite links. (*d*) Support of research, provision of reliable data for decision making. (*e*) Recurring provision of funds as much as the Library needs for strengthening its resources. (*f*) All these provisions should be made compulsory. (*g*) A cell may be constituted in the Planning Commission consisting of 10 members from various parts of the country. (*h*) It must provide a provision of conferences for the East-West, North-South zone periodically during a year. (*i*) A permanent body with two ex-officio members from the Ministry of Finance and Human Resource Development, Government of India be taken into the body. (*j*) State Education Department be directed to feed up all subsidiary functioning as to pay-structure, planning and execution. (*k*) Last but not the least, Library Science Department be advised to organise state level conferences in order to ventilate the essentiality of requirements for the library in general.

Adult Education Centres be conducted by the libraries of Public Library in co-ordination with State Education Department.

Above all, the policies should include an exhaustive element of planning to ensure as far as practicable rare resources and utilised on priority basis efficiently and without wasteful duplication.

In this concluding paragraph, it may be said that a country like ours must have a dynamic approach to problems of policy and planning from the stand point of complete renainsance in devising a coherent and constructive national policy for libraries and information centres.

A great step forward will only be achieved if leadership is vouchsafed

to the caravan of humanity, which is circling blindly in its efforts to find the way out of present discontents. It is in this matter of leadership that the people of our own country have a high destiny. The twentieth century will die after seven years and four months. The task is principally one of education, cooperation and mutual understanding. The change can be brought out if man wishes to do them. The problem of Man and Himself is not insoluble, but it embodies one special and enormous difficulty, it is not external to man. Each man just strives to subordinate and eliminate the evil within him as to fit himself both to create and to inhabit the Kingdom of God of Earth. This is not a process which can be achieved by violence. It is a process of persuasion. Not only should it be the task of the government to use its influence to keep clearly before mankind the nature of the developmental works towards which the caravan of humanity should direct its course of action, but it should also be its business to oppose the use of stereotyped functionings as a means of changing the organisation of human society. What should be our policies in the times to come, before we pass on and leave the great world spinning "forever down the ringing groups of change." To outline a programme for the next few years is a temptation, but it must be resisted, and for two reasons; firstly, it would be out of place in an article which is concerned with giving salient account of what has been; secondly, it would be impossible in a few pages to set forth in any detail suggestions as to the developmental policies concerning socio-economic problems of our country which would be persued by the Government of India? It is easy to generalize, but in such matters not generalities but practical details are required. Nevertheless, we shall succumb to the temptation to a slight extent by submitting an outline of the nature of the task in front of the people of India in the current of time coming on. We hope this is not far away.

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LIBRARY DEVELOPMENT AND THE SCHOOL PHENOMENON: A HIGHLIGHT ON MANIPUR

Dr RAMANSU LAHIRI*

1 INTRODUCTION

"Nowhere is more representative of what the school is about than the library, an important and well used resource staffed by fully qualified personnel, a facility of high quality, a place of learning where pupils can reveal a sense of responsibility and where they can direct what they wish to do". This is what a school-head reports to the 'governors' in UK where "one begins to recognize libraries as major agents in furthering school aims". Research at Loughborough University, recently completed, reveals that the secondary school libraries, as a result of the national curriculum, have acquired a new status "as central agents of curriculum delivery". Another new element as identified, is that the "collaboration between teachers and librarians in planning subject work" has been established so that "it advances students' ability to handle information" and to "assess the most useful materials". Teachers in the schools, as observed, "value most the helpfulness of the librarian, the libraries atmosphere and its physical environment". On the other hand, school children are mostly happy with "the book stock, the ease with which they could find their way around and the library's role as an information and study base".

Research at Loughborough University on school-libraries, as highlighted above, as just a fresh reminder to us that we could not do what we should have done long before. The purpose of the present paper is to look back to our own situation in India in general and in Manipur in particular.

2 WHY OF SCHOOL LIBRARY?

Ranganathan has found four aspects behind the necessity for setting

* Assistant Professor, Department of Library & Information Science, Manipur University, Imphal - 795 003.

up school libraries. From the angle of education these aspects are: (*i*) Beginnings of universal education; (*ii*) Equality; (*iii*) Sociological pressure and (*iv*) Inevitability of mass teaching. Adding to these ideas, it is to be said that the school library, if properly organised, can make a sound educational base for any individual. The library culture from the beginning can make any one to be more inquisitive about the things and happenings surrounding the human life. Inquisitiveness leads, any one to be more informative. Desire for information insists individual to be more knowledgeable about the information-sources. To know the information sources, individual shall have to know proper handling of the information sources.

A habit started from the tender age usually never loses. Habit of using library material from the early stage becomes an integral part of life at later age. The 'what-where-how' phenomena of information-world can never then make anyone wilder or confuse or can never claim time for wate. Further, the libraries support many broaden school aims, such as promotion of equal opportunities, positive attitudes to learning and responsible behaviour. And, finally, a confident, decisive and information-literate citizens born.

3 THE NEW EDUCATION POLICY (1986)

The school education, as it is claimed, has been given a prior emphasis in the New Education Policy (1986) through the principles of 'distance education ('Open School')', 'operation black-board' and 'model schools viz, the Navodaya Vidyalaya's'. While the objective of the first one is to solve the problem of out of school children, both non-starters and drop-outs through 'the non-formal education stream', the second one is 'being undertaken throughout the country as a part of the school improvement programme' and third 'takes care of providing open avenues of quality education to the masses' through establishing 'Navodaya Vidayalaya in every district in the country'.

But the virtual omission of any reference to the role of library in the policy document has invited severe criticism from various academic corners. "While there is a proposal to launch operation-blackboard, no one considered the possibility of launching operation-library"—reacted sharply by the President, Indian Library Association. 'No progress at the level of college and university library system is conceivable without strengthening the school library system'—he

continued. The dimension of the criticism was so strong that it led the Chairman of the 'Committee on National Policy on Library and Information System, Department of Culture, Ministry of Human Resource Development', to convey the resentment to the Hon'ble Minister of Human Resource Development in his Interim Report dated March 8, 1986, adding: "The aim of universalisation of elementary education can hardly be realised without providing necessary library facilities to the children. Interest in and love for books have to be instilled in the impressionable minds of the children. Library services, rightly planned and catered, can efficiently supplement the work of teacher."

4 THE COMMITTEE ON NATIONAL POLICY ON LIBRARY AND INFORMATION SYSTEM AND THE SCHOOL LIBRARY

School libraries in general and rural school libraries in particular need to be organised in such a manner so that "they should be able to cater to the needs not only of the concerned students but also of the general public of the area". During school hours, it will remain open exclusively for the students but before or after school time, the collection can be used by other users of the locality. Therefore, a local agency network (LAN) in small scale among the school, Adult Education Centre, Community Resource Centre, Local libraries and Club libraries can be set up to use each others resources.

"Library may effectively prevent the possible slippage of literates and neo-literates into illiteracy". A school library can be active in implementing this idea, in case it is properly organised and nurtured.

The Committee intends to see the School library "as Community Resource Centre which will be a confluence of formal and non-formal education", and at the Panchayat level which should be expanded to accommodate several different interests and agencies at work, like self-government, public health and adult education". The Committee also desires to "turn it into an information centre" which "may well use audio-visual packages to bring information to the villagers". The Committee expects that the model schools may provide the lead in planning and setting up model libraries in the schools.

41 THE RECOMMENDATIONS OF THE COMMITTEE

(*i*) Children should be introduced to the pleasure and importance

of books at an early age. They must know the library and they must be helped by the library even if they are no longer in the stream of formal education.

(*ii*) No school should be established without a library and a properly qualified librarian.

(*iii*) Primary schools where such facilities cannot be provided should share the resources of the community library. In areas where the community library does not exist the primary school be so developed as to serve as the base of the village library.

(*iv*) There should be an agency at the state level for proper development of the school libraries of the state and a national agency for co-ordination at the national level. The national agency should maintain a data-base on Indian School libraries and devise norms for them.

5 THE MANIPUR : AN OUTLINE

Knowledge about certain aspects of Manipur seems to be necessary to understand the school education system in the state. This evergreen oval-shaped valley in the middle of parallel rows of hill ranges of 700 to 2000 metres above the sea level lies in the eastern most corner of India. The total area of the state (8 districts) is 22,327 sq km (3 valley districts 2,238 sq km and 5 hill districts 20,089 sq km) inhabited by a population of 18,26,714 out of which 13,20,866 are from rural areas and 5,05,848 from urban. Nearly 44 tribal groups (mostly Christian) constitutes 30% of the total population. According to 1991 census, the percentage of literacy to total population is 49% (male 58.24%, female 39.40%, rural 44.76%, urban 60.11%). The per capita budgted expenditure on education in the state during 1989-90 was Rs 318.18 (All India Rs 145.95) and percentage of budgeted expenditure on education on total budget (Revenue) was 21.41 (All India 19.41).

51 THE SCHOOLS IN MANIPUR

There are nearly 4,350 recognised schools in various categories in the state. Besides there are Central schools, Sainik schools, Public schools, 6 Navadaya schools and some other schools run by various missionary groups. The categories, enrolment, and other aspects of the schools are highlighted in Table 1.

Table 1
Status of Schools (as on September 1990)*

Category		No.	Enrolment	Percentage of trained Teachers	Teacher pupil ratio	Pacca building (**)	Free text books (**)
I	Primary (I-V Classes)	3,227	2,65,170	64	40	61	39 schools (430 students)
II	Middle (VI-VIII)	693	78,700	31	14	14	13 schools (311 students)
III	High (IX-X)	400	46,700	31	19	NR	NR
IV	Higher Sec 10+2 pattern	30	3,910	47	25	NR	NR

* Source: Selected Educational Statistics, 1990-91, GOI, Ministry of Human Resource Development.

** NCERT 5th Study 1986 (NR - Not recorded).

Table 2 shows the recent figures of the school going children at the age group between 6-14 years (both male and female).

Table 2
School Going Age Groups (As on 1-3-91)*

(In hundred)

	6 - 11 yrs			11 - 14 yrs		
	Persons	Male	Female	Persons	Male	Female
Total	2,356	1,204	1,152	1,184	599	585
SC	30	15	15	15	8	7
ST	641	328	313	322	163	159

Source: Selected Educational Statistics, 1990-91, Ministry of Human Resource Development, GOI.

It has already been stated that the SC and ST communities constituted nearly 30% of total population. Naturally, the turnover of the children from these communities to the school-enrolment is not small. Table 3 demonstrates the number of school-going children belonging to the SC/ST communities

Table 3
Turnover of the Children Belonging to SC/ST: 1987-88

Category	Unit	SC Total (Boys+Girls)		ST Total (Boys+Girls)	
Primary	Number	3,122	(1564+1558)	86,429	(47,406+39,023)
Middle	"	955	(456+499)	15,263	(8,595+6,668)
High/Higher	"	629	(313+316)	8,014	(4,685+3,329)
PUC	"	524	(336+188)	4,100	(2,537+1,563)

Source: Statistical Abstract of Manipur, 1989.

The Government expenditure on schools (Table 4) is bare minimum.

Table 4
Government Expenditure 1986-87 ('000 Rs)

Category	Recurring Exp	Non-recurring Exp
Pre-Primary	86	-
Primary	1,26,090	8,021
Middle	62,479	1,256
High/Hr Sec	1,19,540	5,182

Source: Statistical Abstract of Manipur, 1989.

From the above data, it is expected that one can derive some idea about the schools and school-going children of Manipur. However, the data cited above cannot throw any light over the library system prevailing in these schools. No such record is available at present which can confirm the situation. The reports of two small surveys, as noted below, however, may reveal some aspects of school-libraries in the state.

52 A SURVEY OF SCHOOL LIBRARY SYSTEM IN MANIPUR

A small survey was conducted by the students of Library and Information Science of Manipur University during May-June 1990 to obtain a first hand knowledge about the library system prevailed in the schools and colleges of the state. Individually, equipped with questionnaire, the students visited various schools and colleges in and around the capital city Imphal. Because of their urban characteristics, these schools and colleges, as the students apprehended, 'are supposed to be in better position'. But unfortunately, the students were disappointed very soon, particularly when they had encountered some of the schools. To their utter surprise, they did not find anything to be noted regarding library system in most of the schools. They were, however, satisfied after experiencing the system of some of the 'A' grade schools like the Central School (run by Central Govt), Sainik School, Public School, Navadaya School and some of the missionery schools. But in most of the other schools, they found, the concept of library was totally missing, though 'most of the libraries have some collection but without room, librarian, furniture, any fixed time for consultation or use and without any fixed budgetary allotment.' The annual budget of one of the fortunate Higher Secondary Schools, as they recorded, was 'only Rs 300/- which comes from the State Government'.

54 MULA SURVEY FINDINGS

During same time (June-July 1990), another survey was conducted by the 'Manipur Unemployed Library Association (MULA)' under the supervision of its President. The Association members surveyed 181 High Schools, 27 High Secondary Schools, 28 Colleges and 62 Government Departments and found similar situation as observed by the former team. The MULA President brought the matter to the notices of the Speaker, Chief Minister and his other fifteen Cabinet colleagues (including Education Minister) of the State and Leader of the Opposition separately through his representations dated July 09, 1990 and July 18, 1990. The MULA President in his representations, appealed for creating and filling up the posts of the librarians in the respective institutions. Since, they 'have not yet opened libraries in true sense of the term', The President concluded that the '181 High Schools, 27 Higher Secondary Schools, and remaining Schools and Colleges (outside the survey) are badly needed resuscitation in the interest of education and well balanced academic life'.

54 THE PRESSURE GROUP

The positive aspects, however, should not go unnoticed in the regular demands of some professional and non-professional organisations for opening library in every school of the state. The two most important of such organisations are very active on this matter.

(*i*) The Manipur Library Association (MALA), prime mover for the enactment of Manipur Library Act 1988, has always been making it an issue for setting up libraries in school. It has regularly been submitting representations to the Education Minister, secretaries and other government administrators and drawing notices of different political groups, intelligentia and commonalty through various meetings and discussions for setting up an efficient library system in public and academic level (right from the school range).

(*ii*) The Manipur Language Development Society (MALADES), a body working for the development of Manipuri language in and outside the state and a principal motivator acted behind the inclusion of Manipuri language in the 8th Schedule (20 Aug, 1992), has also recognised the impact of the school libraries for 'the rapid growth of Manipuri language' which 'depends on its active use by the people of different places'. It has, therefore, been enthusiastically and actively sponsoring the issue for opening 'Manipuri medium schools and libraries wherever Manipuri speaking people are permanently settled'.

6 CONCLUSION

The 'Operation Black Board' of the New Education Policy has proudly recorded the list of 'Essential Facilities at the Primary Stage' which includes 'Reference Books - Dictionaries, Encyclopaedias; children books (at least 200), Magazines, Journals and Newspapers for teachers and children' under the 'Books for Library' heading. The number of schools providing such facilities in the state are yet to be known. But the stark reality is that the school children sitting at improper classroom with impoverishment dare to dream for a library with encyclopaedias, dictionaries, magazines, new fresh books and newspapers. Thus, Chattopadhyaya Committees slogan for 'no library no school' which echoes 'the recommendation of the Secondary Education Commission (1952-53), remains still unattended and unimplemented in many of the cases, not only in Manipur but in other parts of the country as well.

Now, in the backdrop of recent enactment of the Manipur Public Libraries Bill 1988 (The President of India has signed the bill on 9th

June, 1993) and constant insistence of the pressure groups, it is to be looked forward to when, how far and in what form the fruit of library movement reaches to the school children in the state.

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LIBRARY LEGISLATION IN ORISSA: WHAT, WHY AND WHEN?

S C JOSHI*

1 INTRODUCTION

Education being a necessary concomitant of a democracy, the founding fathers of our Constitution have not left a space to "right to education" in Fundamental Rights when they drafted a Constitution for a democratic system wherein education, knowledge and information are essential pre-requisites. Some express about the 'right to education' that it has been given under Article 41 under Directive Principles of State Policy within the limits of the State economic capacity and development. Article 45 further states that the State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, free and compulsory education for children until the age of 14 years. Even after 45 years of independence unfortunately, we are still a country of about 70% illiterates. It is therefore, essential that 'right to education' should be one of the Fundamental Rights in our Constitution, which should have its corollary in the Directive Principles for adopting a national library and information policy in the country leading to the establishment of library and information system in each State and at the national level.[1]

2 WHAT ?

The term legislation means the preparing and enacting of laws. In other words it is sometimes used to apply to municipal ordinances and to the rules and regulations of administrative agencies passed in the exercise of delegated legislative function.[2]

In other context, library legislation is an Act to provide for the establishment, maintenance, and development of effective public library system and the organisation and development of a comprehensive rural and urban library services.

3 WHY?

Library is a social institution par excellence with the demand of the people. The basic objective of the library is to inform, educate,

* Assistant Librarian, Technical Library, Research & Control Laboratory, SAIL, Rourkela Steel Plant, Rourkela-769011.

and entertain the people. To perform these objectives of a library, the libraries are to be planned in a systematic manner and to achieve this purpose, a comprehensive Library Act is necessary to regulate and guide the entire library system just like a social legislation enacted to regulate social change of the society in the desired directions.

It is infact that Library Act is a precondition for better growth of library. Also a sound library legislation can provide adequate facilities including initial grants for the establishment of library network. Library Legislation is necessary to promote the development of libraries by protecting them against the vagaries of the financial grants and timidity of administration. It is the aim of the nation to provide universal literacy and mass education through formal and informal education. Libraries provide support to formal education and very effectively contribute for the spread of education and enlightenment through informal schooling, which justifies for the need of library legislation. Without the legislation mandate, the government in the State cannot be made aware of this main responsibility where mass illiteracy looms large, though the Directive Principles of State Policy do contemplate a free and compulsory education to every child.

It is against this background of the need for library legislation, that a study in retrospect is made to trace the state of affairs of library legislation in India.

4 LIBRARY LEGISLATION IN INDIA

As per the twelfth entry of the State List in Seventh Schedule of the Constitution of India, it is the responsibility of the State Government to make provision for Public Library Services and accordingly, it falls within the domain of the State Government to implement Library Laws for their respective states.

Out of 25 States and Union Territories, Public Library Laws/Acts have been enacted in some of the states which are appended below for ready perusal.

States	Particulars of the bill	Year of enactment
Madras (Tamilnadu)	Madras Library Bill with 30 years Development Plan	1948
Andhra Pradesh	a) Hyderabad Library Bill with 30 years Development Plan	1955

	b) Andhra Prades Library Bill with 30 years Development Plan	1961
Mysore (Karnataka)	Mysore Public Library Bill	1965
Maharashtra	Maharastra Public Library Bill	1979

Besides, Manipur becomes the sixth State in the country to present the Public Library Bill and included her name in the list of States having Public Library Law. The Manipur Public Library Bill was passed on 01.08.1988 in which Manipur Library Association has played a crucial role for preparation of the bill.[3] State coming next for implementation of Library Act is Kerala which achieved distinction on passing the bill on 23.02.1989 and by giving the Act to itself.[4] Due to the joint efforts of Haryana Library Association and Indian Library Association, Haryana Public Library Bill was passed in 1989, which is a milestone in the Public Library Movement in North India, and by implementing this, Haryana becomes the first State in North India.[5]

5 LIBRARY LEGISLATION IN ORISSA

Population and Literacy

Considering the literary percentage of Orissa which is 26.12, the Public Library Act in Orissa is very much essential. After the integration of Orissa (1936), ie after a lapse of 56 years, the literacy percentage in Orissa happens to be the lowest in the country and it may be due to lack of proper literacy facility.

51 PUBLIC LIBRARY MOVEMENT

Library Science and Planning of Public Libraries is a modern subject which requires scientific planning in view of the large number of libraries coming up and the increasing reading habit of students and general mass of educated people in the libraries all over the state; hence a legislative enactment has perhaps become very urgent. Some district and state level associations stated below were formed.

District	Particulars	Year of establishment
Ganjam	Ganjam Library Association	During 1930's
Bolangir	Bolangir Library Association	1950 (dissolved)
- - - -	Orissa Association of Academic & Public Libraries	1974
——	Orissa College Library Association	1978

Apart from this, other parallel associations like, Library Congress of Orissa (LCO) and Orissa Library Association (OLA) have been formed. Association like Gramya Granthagara Sangha also exists to look after the interest of village public libraries. All these associations failed in achieving their aims and objectives. The main reasons for failure may be attributed due to lack of trained professionals in the state, lack of organisational capacity and leadership, and professional spirit among the professionals.

Besides, there may be some other factors which are held responsible for slow progress in library movement in Orissa; they are

- Social and Economic conditions,
- General Education, and
- Library Science Education.

It is well experienced that Public Library Service cannot be effective without library legislation. It also assures for the establishment, maintenance and development of libraries. So far as the library legislation in Orissa is concerned, our State Government is not so vigilant to enact such an Act for the progress of library services. The Utkal Library Association (ULA) submitted a draft bill called "Public Library Act for Orissa" in March 1974 which has been stored in the cold storage of the concerned department of the State Government. After a lapse of 9 years, to draw the attention of the State Government, again, the Department of Library and Information Science, Sambalpur University organised a three-day state level conference on "Public Library Planning in Orissa" at Jyoti Vihar in collaboration with the Department of Tourism, Sports and Culture, Government of Orissa from 4th to 6th March, 1983 with the object of finalising the Draft Act of Public Library in Orissa and finally drafted and submitted a revised draft bill to the State Government after a thorough discussion over the bill by the library experts and eminent educationists for three days. The concluding session was held on 6th March 1983 at Haldane Hall of Orissa University College of Agriculture and Technology, Bhubaneswar for having a better interaction and understanding with the legislators and Government officials for enactment of Public Library Act/Law in Orissa. It is understood that the bill is under active consideration of the concerned departments till now. Once again after a lapse of more than 8 years a state conference on "Library Legisation for Orissa & UGC pay scales for College and University Librarians" was held at Bhubaneswar on 2nd October 1991 with a purpose to

request the Government of Orissa for implementing Public Library Act/Law in Orissa for maximum utilisation of library resources.

6 SUGGESTIONS

1 The State Government should enact a Law though legislation as concept of a welfare state for betterment and development of Public Library Service, which is required for present enlightened communities and the socio-cultural development of the state.

2 The library legislation should be enacted in the state for better organisation and development of Public Library System in a systematic manner both in urban and rural areas.

61 WHEN ?

Due to the rapid price increase of books, periodicals and newspapers, it is not possible on the part of poor and middle class people to purchase the same for reading and to acquire new knowledge. Since the pecuniary condition of most of the people of Orissa does not permit to read valuable books by purchasing, the library is the only place for those people who want to read books. But the number of public libraries is very small in Orissa.

The Central Government is providing books in regional languages to village libraries of various States through Ram Mohun Roy Library Foundation. But in comparison to the proportionate population of all States of the country, the number of village libraries in Orissa is very small. It is because of the lack of Library Movement in our state. Our Government has not yet passed Library Legislation/Act.

In 1979, when the neighbouring State West Bengal passed the Legislation/Act, the then Education Minister had declared in the Legislative Assembly that atleast one thousand libraries will be opened this year and the West Bengal Government should see that atleast two village libraries are opened in each block. The number of village libraries in West Bengal within 10 years has reached to ten thousand. For this there is a separate Ministry for Library Department. The Government of West Bengal has been giving lump sum budget provision for purchase of books, construction of library buildings and furniture. By appointing a well educated young person as librarain and less educated person as Assistant in each library, employment has been provided to thousands of unemployed educated young persons. Out of this expenditure, some portions are also borne by the local panchayats. In this respect, the Government of Tripura has gone one step ahead.

The Government of Tripura encourages the book publishers by not accepting concession from them to enable them to prosper in printing more books.

The Central Government is financing crores of rupees for Adult Education to eradicate illiteracy. The assumptions that by opening Adult Education Centres and teaching the adults only a few letters are not sufficient in the field of education. They may forget the alphabets which they are imparted. And for that, being secured first position in Adult Education, more emphasis has been given on library movement in Maharashtra for development of Adult Education. The success of Adult Education planning is very closely associated with the library movement. Our government may also work out to the village library planning to utilise the grants in a proper manner received from the Central Government for Adult Education. For this, first the library legislation/Act is required and according to that Act/Law, a special ministry is necessary for establishing village at Block level.[7]

Our government has passed and implemented number of social Acts/Laws to solve various social problems in the state. But it is indeed surprising to note that our state government has not yet implemented such Act/Law for the development of Public Library System. Out of 25 states including union territories in our country, the states like, Tamilnadu , Andhra Pradesh, Karnataka, Maharashtra, West Bengal, Manipur, Kerala, Haryana and Mizoram have passed and implemented Library Act/Law in their respective state for the establishment, maintenance and development of effective Public Library System and the organisation and development of a comprehensive rural and urban library service. Here the question arises, when will Library Legislation/Act will be passed and implemented in Orissa.

7 CONCLUSION

It seems that strong pleas repeatedly being made by the library profession through Library Associations do not have response till now. The pressure from the public is totally inadequate. The library profession should take steps to build up public pressure, which the government cannot ignore. The profession should create a lobby in the legislature. The elected representatives seem to be indifferent because collection of library cess may not be a popular measure. The legislators should be convinced of the long term benefits of public library service to develop human resource potential of Orissa. Various interested groups should collectively prevail upon the Government of Orissa to take up public library development down to village level by enacting

library legislation as a firm commitment in the Eighth Five Year Plan. Orissa being a welfare state, the popular government is expected to carry out this progressive measure without further loss of time so that Orissa may become the tenth state in the country to have library legislation for growth of education in the State in the near future.

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LIBRARY MOVEMENT IN GUJARAT

Ms URMILA A THAKER*

1 INTRODUCTION

The Gujarat State has great heritage of public library movement. Maharaja Sayajirao Gaekwad III of Baroda State was the pioneer of the library movement in India. He has done many pioneering and marvellous works for library movement in Baroda State as well as in India.

Many papers and books have been published on the history of library movement in Gujarat from the very beginning to 1960. So, I have not included that matter in my paper. I have simply discussed the present situation in Gujarat.

2 PHYSICAL SET UP

The Gujarat State came into existance on 1st May, 1960. It is in western part of India. It comes as 7th rank in India according to its area. Its area is 1,96,024 sq feet. Total population of Gujarat is 4.11 crores as per census of 1991. There are 19 districts, 184 talukas, 216 town and 18275 villages.

3 LIBRARY SET UP

When we see the number of libraries in Gujarat we should believe that the library movement and development in Gujarat is dyneamic. But it is also true that there is disparity in their development. Because in some areas, there are number of libraries and in some, there is no library at all.

The break up of different libraries is given in Table 1.

There are 6351 village libraries, which is considered good for library development. But there are 18275 villages. Thus 60% villages are without libraries.

* Department of Head of Lib & Inf Sc, Sardar Patel University, Vallabh Vidyanagar-388120

Table 1

	Types	*Numbers*
	Government Libraries	
1	State Central Library, Baroda	01
2	District libraries	17
3	Other Government Libraries	04
4	Women Libraries	02
5	Integrated Libraries	02
6	Taluka Libraries (with tribal areas)	36
	Grant-in-aid Libraries	
1	State Central Library	01
2	City Libraries	21
3	City Branch Libraries	28
4	Town Category-I Libraries	125
5	Town Category-II Libraries	205
6	Village Libraries	6351
7	Children Libraries	49
8	Women Libraries	67
9	Special Libraries	6

4 RULES FOR GRANTS

In 1960, public libraries were governed by four different grant-in-aid rules. In 1961, uniform grant-in-aid rules were approved by the government and made applicable to all the grant-in-aid libraries in the State from 1st April, 1964. These rules were again revised and made applicable in the states from 1st April, 1974. These rules were also revised in 1989. Today all libraries get their grant as per 1989 rules.

The rules of 1964, 1974 & 1989 are given in Tables 2, 3 and 4.If they don't get contribution from the society they don't get grant. If they get less donation, they get less grant. So the position of the public library is weakened. This means these libraries will close down in the future.

Table 2
Rules 1964

	Library	*Population more than/ more over*	*Grant Rs.*	*Approved expenditure*
1	City Library	More than 50,000	8,000	50%
2	City Branch Library	50,000 & more over 25,000 per one	2,000	50%
3	Town Category-I	25,000 to 50,000	2,000	50%
4	Town Category-II	7,000 to 25,000	15,000	50%
5	Village Library Category-I	-	100	60%
6	Village Library Category -II (Trible Backward)	-	-	
7	Women Library		500	662%
8	Children Library		150	75%

Table 3
Rules 1974

	Library	*Population*	*Grant Rs.*	*Approved expenditure*
1	City Library	More then 50,000	16,000	75%
2	City Branch Library	50,000 & more over 25,000 per one	4,000	75%
3	Town Category-I	25,000 to 50,000	4,000	75%
4	Town Category-II	7,000 to 25,000	3,000	75%
5	Village Library Category-I		500	75%
6	Village Library Category-II (Tribal Backward)		250	75% 100%
7	Women Library		1,000	75%
8	Children Library		150	75%

Table 4

Rules 1989

	Library	*Population*	*Grant Rs.*	*Approved expenditure*
1	City Library	More than 50,000	40,000	75%
2	City Branch Library	50,000 & more over 25,000 per one	15,000	75%
3	Town Category-I	25,000 to 50,000	12,000	75%
4	Town Category-II	7,000 to 25,000	8,000	75%
5	Village Library Category-I		1,500	75%
6	Village Library Category-II		Full	100%
	(Tribal Backward)			75%
7	Women Library		3,000	75%
8	Children Library		2,000	75%

All the expenditure (recurring and non-recurring) of the Government libraries is given by the State Government. Its amount is estimated nearly Rs 120 lacs per annum.

All grant-in-aid libraries get grants as per 1989 rules. Its amount is estimated to Rs 200 lakh. Therefore, Gujarat Government spends Rs 320 lakh every year for library development. Libraries which satisfy certain requirements laid down by the Government are being given grant-in-aid. The State Government pays grant annually to each library in the scheme as much as the library can collect through independent sources such as donation etc. On the other hand, the percentage of approved expenditure is also more important. Both rules are for all the libraries except tribal and backward areas get 100% grant.

5 EIGHTH FIVE YEAR PLAN (1990-95)

Library provision has been made under the Eighth Five Year Plan. The Working Group has suggested to spend Rs 5.12 crores under this Plan. It is as under :

51 TRIBAL AND BACKWARD AREAS

In Seventh Five Year Plan nine Taluka libraries had been established.

Under this Eighth Five Year Plan, there is provision to establish 30 Taluka libraries in tribal and backward areas. For this purpose estimated expenditure is Rs 66 lakh.

52 MOBILE LIBRARIES

Under this plan there is provision to establish, every year three mobile libraries, making the limit of total fourteen mobile libraries in the districts. For this purpose they have estimated to spend Rs 65 lakh.

53 REPOSITORY BOOK CENTRE AT MAHESANA

Under this plan one repository book centre will be established at Mahesana. All the out-dated books will be collected from all the public libraries and it will be preserved at this centre. For this purpose estimated expenditure is Rs 12 lakh.

54 DISTRICT LIBRARY, AHMEDABAD DISTRICT

From Nineteen Districts, except Ahmedabad District, all the districts have a District Library. Under this Eighth Five Year Plan, there is provision to establish a district library at Ahmedabad, along with a mobile library. For this purpose estimated expenditure is Rs 22 lakh.

55 LIBRARY BUILDING

Eleven District libraries and Eighteen Taluka libraries have their own library buildings. Under this plan, there is a provision to construct four District and eight Taluka library buildings. For this purpose there is a provision of Rs 80 lakh.

56 FURNITURE AND FITTINGS

For Library furniture and audio-visual facilities, there is a provision of Rs 15 lakh under this plan.

57 READING MATERIALS

Under this plan, to purchase reading materials for 58 Districts and Taluka libraries, there is a special provision of Rs 45 lakh.

58 RAJARAM MOHUN ROY LIBRARY FOUNDATION

For the development of the libraries, Rajaram Mohun Roy Library Foundation is giving grant from Fifth Five Year Plan. This foundation gives as much amount as given by the Government. For this purpose, under this plan, there is a provision of Rs 8 lakh.

59 VILLAGE LIBRARIES

To-day there are 6300 village libraries in Gujarat. Under this plan

there is a provision to establish 200 village libraries in each year, making the limit of a total of 1000 village libraries within the plan period. For this purpose estimated expenditure is Rs 10.00 lacs.

591 REFERESHER COURSES, SEMINARS, CONFERENCES, CORKSHOPS, LIBRARY EDUCATION

For the above purpose under this plan, there is a provision of Rs 12.00 lacs.

5911 Directorate of Libraries

Under this plan, there is a provision of Rs 12.00 lakh, to make the Directorate office more active. There is also a provision of Rs 50.00 lacs for other libraries.

5912 Computerisation

Under this plan, there is a provision of Rs 77.00 lakh for computerization at Gandhinagar and Baroda State central libraries.

In short, under this plan, all the aspects of library development and services are covered.

6 MOTIBHAI AMIN LIBRARY AWARDS

Gujarat Government has started two best library awards in the memory of the Late Motibhai Amin. Each award consists of cash award and a certificate of appreciation. One award is for library in urban area and the other for the library in rural area. But these awards are only for grant-in-aid libraries.

7 GUJARAT STATE LIBRARY DEVELOPMENT ADVISORY BOARD

Gujarat Government had appointed an Advisory Board in 1986, for the development of library movement in Gujarat. The functions of this Board are as under :

To make library development policy

To plan library activities

To give advice for grant's problems

To organise book purchase system as well as to select books in bulk purchase.

To solve any other problem of libraries.

8 LIBRARY ASSOCIATIONS

Gujarat Pustakalaya Mandal (established in 1949) and Granthalaya Seva Sangh (established in 1970) are two recognised library Associations in the State.

Gujarat Pustakalaya Mandal works mainly in rural areas while Granthalaya Seva Sangh works for the development of library services in all types of libraries in Gujarat. It organises conferences every year at various places in Gujarat.

91 LIBRARY AS AN AGENCY

Gujarat Vidyapith library is also serving as a public library as well as academic library. It also works at present as an agency for library movement and development in Gujarat. It is a computerized library. It organises refresher courses, workshops, seminars for the working librarians.

Another public library, M J Library is also working as an agency for library movement and library development in Gujarat. Its major role is to create library approach in society and to develop reading habit in children.

92 SEMINARS, CONFERENCES, WORKSHOPS, TRAINING PROGRAMMES ETC

ILA conference was organised in 1985 at Baroda, IATLIS conference was organised in 1990 at Rajkot.

Gujarat Granthalaya Seva Sangh organises seminars on different topics on libraries. About 200-250 librarians and experts take part from all over Gujarat. Granthalaya Seva Sangh has organised seminars from 1976 to 1993 in different cities, towns and villages.

Gujarat Pustakalaya Mandal also organises seminars, conferences, workshops at Taluka level. It emphasises the village libraries.

93 LIBRARY EDUCATION

To make library services easily available, librarian and other staff should be trained. There is certificate course conducted by the Government and for higher education. Eight universities are conducting BLISc course and 6 universities are conducting both BLISc & MLISc courses. Sardar Patel University, Vallabh Vidyanagar had started M Phil programme in 1991-92; but now it is discontinued. There is no facility for PhD in Gujarat.

94 LIBRARY LITERATURE

There are two journals ("Pustakalaya" and "Granthalok") published in Gujarati language. Recently, one more journal "Granthalaya Sanskriti" has started. There are 85 books published in Gujarati language for Library and Information Science Education.

95 ATTEMPTS FOR LIBRARY LEGISLATION

The sun of library movement rose in Gujarat. But Gujarat is still without library legislation. The people of Gujarat are craving for such a Bill since 1964. Twenty nine years is too long a period to wait for such statutory provision. In this Ranganathan Centenary year some enthusiastic; persons have tried much for library legislation in Gujarat.

96 CONCLUSION

In conclusion the establishment and development of public libraries can prove successful only if it is backed by State Library legislation. On the other hand there is no such library movement. Earnest devotion is required from the librarians and authorities. There is great need of leadership for the library movement and development in Gujarat.

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LIBRARY MOVEMENT IN INDIA : A HISTORICAL PERSPECTIVE

G SURYA RAO
G BABU RAO

1 THE NEED FOR LIBRARY MOVEMENT IN INDIA

Library movement is a struggle for library development. Library development presupposes the existence of cultural and literary traditions. From early times India is known for its rich cultural and literary heritage. The library movement is the conscious establishment and maintenance of a network of libraries to bring knowledge to people. It aims at the establishment of an integrated national library system with many cultural, political, economic and educational functions. The widening of the library service as a means of self-education as well as instrument of mass education is the hall mark of the concept of today's library movement. For this matter it is to mobilize public opinion and persuade the Government to foster free public libraries. The emergence of nationalism and the advent of freedom movement have brought with them a tremendous upsurge which fosters an irresistible desire to have libraries.

11 LIBRARIES IN ANCIENT AND MEDIEVAL PERIODS

Since ancient times India has been the home of great scholars and famous centres of learning at places such as Taxila, Nalanda, Udantapuri, Vallabhi, etc, with well-stocked libraries. We have evidences of the existence of libraries in Buddhist monasteries during the ancient period, palaces of kings and temples and even in the houses of rich people. During the Muslim period many great libraries were established. It is said that Emperor Humayun established an Imperial Library at the Agra Fort. So also, Akbar's Library had an enormous collection of extraordinary value. The oldest library surviving in India is the Tanjore Saraswati Mahal Library which was established in the 16th century by the Telugu Nayakas who ruled Tanjore. It consists of number of manuscripts mainly written in Telugu script besides printed books.

* Deputy Librarian, Andhra University Library, Visakhapatnam.

** Assistant Librarian, Andhra University Library, Visakhapatnam.

2 LIBRARIES IN MODERN TIMES

The history of the library movement can be traced back to the advent of the Britishers into this country. In fact, the rise of European establishments in the 17th and 18th centuries gave an impetus to the library movement in India. The libraries which were established in the 18th and 19th centuries survive till today.

The East India Company in India had its libraries in its factories at Hooghly and in Bombay towards the end of 17th century. In course of time the English officers established small libraries in the localities where they were residing. These were more or less club libraries intended for recreational reading.

In the year 1784 Sir William Jones founded the Asiatic Society of Bengal with a library. Its initial collection consisted of library collection of Tipu Sultan. In the same way the library of the Asiatic Society of Bombay came into existence in 1804.

Gradually at Calcutta and other Presidency towns the need for public libraries was felt for recreative reading. As a result, the public libraries of the Dalphian Society in 1811, the Madras Library Society in 1812, the Calcutta Library Society in 1818, the Bombay General Library in 1830, and the Calcutta Public Library in 1835 came into existence. Thus, by the middle of 19th century the three Presidency towns of Bombay, Calcutta and Madras had their public libraries. These were established by the active support and initiation of Europeans. But the use of these libraries were limited to a few individuals belonging to higher strata in the society. Therefore, they can not be called public libraries in the fullest sense. Nevertheless, the library movement received a great impetus in Bengal with the establishment of a good number of libraries from 1851 onwards.

The Madras Public Library was established in 1860 by Jesse Mitchel. In 1896 it was named as "Connemara Public Library," after the name of Lord Connemara, the Governor of Madras during 1886-1890. In 1950, this library became the State Central Library and under the Delivery of Books (Public Libraries) Act of 1954 as a depositary library with a status of National Library.

The Khuda Baksh Orieneal Public Library was started some time in 1876 at Patna. It has a rich collection of Arabic and Persian manuscripts in addition to a large number of printed books. Presently, the management of the Library has been taken over by the Government of India.

In 1891 the "Imperial Library" was opened intending for the use of the Government officials. In 1902 this library was merged with the Calcutta Public Library which was started in 1835. The Imperial Library was declared as national institution and was opened to the public in 1903 by Lord Curzon. Ultimately, in 1948 it was renamed as National Library of India.

By the end of 19th century a number of libraries were established in all the three provincial capitals and in many district towns. Even some of the princely states like Indore, Travancore, Cochin had public libraries in their capitals. Also, the local young men in their zeal to spread education started subscription libraries in the urban and suburban areas throughout the country.

The beginning of the 20th century saw a new turn in the library movement of this country. A great event took place in 1920 in the Princely State of Baroda. The then Maharaja Sayaji Rao Gaekwad III initiated for the first time a state-wide plan for setting up rural and urban libraries. During his visit to USA he was very much impressed by the library system of USA. He invited WA Borden, a teacher in the Deway's School of Library Economy, for the organization of a statewide library system in Baroda State. This generous measure of Sayaji Rao made him the father of popular library movement in India.

In fact the Baroda experiment gave a great momentum to the library movement all over the country. Andhra region was the first to follow the example of Baroda with the efforts of the people like Iyyanki Venkataramanayya, Sri Venkatanarasimham, Gadicherla Harisarvottamarao and others.

Gradually, in other states also, libraries began to develop. In 1890 the Punjab Public Library, which was the first well known library in Punjab, was set up at Lahore.

Since Independence the Library movement has been making commendable progress. Many library enthusiasts like Dr S R Ranganathan of Madras, Iyyanki Venkataramanayya of Andhra, Kumar Munindra Deb Rai Mahasai of Bengal, Sant Ram Bhatia of Punjab and others started to invigorate the development of libraries and achieved some success.

3 DEVELOPMENT OF ACADEMIC AND SEPCIAL LIBRARIES

Besides the development of public libraries, the academic libraries in universities its and colleges were also developed. The university

libraries were started with the establishment of universities in Bombay, Calcutta and Madras in 1857. Today, we have about 190 university libraries in our country. Though the conditions in the university libraries are not so good but with the appearance of the University Grants Commission in 1951 there is considerable improve-ment in these libraries. But the image of many college libraries is very poor.

The special libraries like the Library of the Geological Survey of India, the Indian National Scientific Documentation Centre (INSDOC), The National Social Science Documentation Centre (NASSDOC), Delhi, Small Enterpreneur National Documentation Centre (SENDOC), Hyderabad, the Defence Scientific Information and Documentation Centre (DESIDOC), Delhi and other special libraries and information centres were established after 1950s and all these have been rendering good services in documentation and information services.

31 THE ROLE OF GOVERNMENT OF INDIA IN THE DEVELOPMENT OF LIBRARIES

The Government of India has been taking an active part for the cause of library development in the country. In 1951 the Government of India started the Delhi Public Library System in collaboration with UNESCO as a pilot project on an experimental basis for the development of libraries in Asia.

Beginning from the First Five Year Plan in 1951 the Planning Commission of India has been making provisions in the Five Year Plans, for the development of public libraries. With the result many State Central Libraries, district libraries, with a network of town and village libraries, came into existence.

In 1972 the Raja Rammohun Roy Library Foundation was established with an object to promote and support library movement in this country. The main programme of this Foundation has been book assistance to the public libraries. Since its inception many public libraries have highly benefitted.

The Government established the "National Information System for Science and Technology" (NISSAT) in 1977 as an integrated multi-tire national system for the development of Science and Technology. Under this programme various sectoral centres such as National Information Centre for Leather and Allied Industries (NICLAI), Madras; National Information Centre for Drugs and Pharmaceuticals (NICDAP), Lucknow; Food Science and Technology Information Service, Mysore;

National Information Centre for Machine Tools and Allied Products (NICMAP), Bangalore etc, were instituted.

The Ministry of Human Resource Development set up a committee in 1985 to formulate a 'National Policy on Library and Information System.' As a follow-up action, the Department of Culture set up an Empowered Committee in 1985. The Planning Commission set up a Working Group on Modernization of Library Services and Informatics for the Seventh Five Year Plan (1985-90). The Steering Group on Science and Technology and Environment was established during the same period.

During the Eighth Five Year Plan period (1990-1995) an Information and Library Network called as "INFLIBNET"in the country has been created. The aim of this project is to develop a national network of libraries and information centres in universities, colleges, R & D organizations etc, in India. The Working Group on INFLIBNET taking due note of the proposed National Policy on Library and Information Systems has already started working in this direction.

4 LIBRARY LEGISLATION IN INDIA

Library enthusiasts feel that library legislation guarantees establishment, development and maintenance of libraries with necessary financial support. The origin of library legislation can be traced back to the year 1808 when the Government of Bombay registered the names of libraries which were to be given free copies of books published from the "Funds for the Encouragement of Literature". This is considered as a significant date in the history of library legislation in India. Yet the enactment of the first library legislation was associated with the year 1867 when the Government passed the "Press and Registration of Books Act" compelling every publisher to supply a copy or more to the respective provincial government free of cost. In turn the Provincial Government published a list of these every quarter. However, the provisions of the Act were not implemented strictly.

In 1902 the Imperial Library Act was passed to merge the Calcutta Public Libraary, with the Imperial Library and to declare it as a national institution.

A real start was made by outsstanding workers to have library laws from 1930 onwards. The poineering part was played by Dr S R Ranganathan. He drafted a 'Model Library Act' and presented it to the first All Asia Educational Conference held in Banaras in 1930. He

presented another bill in the Madras Legislature in 1933 with no success.

Another library enthusiast and a member of Bengal Legislative Assembly, Sri Kumar Munindra Dev Rai Mahasai of Bengal drafted a library bill on lines of Dr S R Ranganathan's 'Model Library Act'. He introduced the bill in Bengal Legislature in 1931 which was rejected.

Thus, all the efforts to obtain library laws met with little success during the British rule. But soon after they left the country, the library enthusiasts worked vigorously and apparently with some success.

Dr Ranganathan drafted still another bill and this was approved at the Fifth All India Library Conference held at Bombay in 1942. This bill was passed in 1948 in Madras Legislature with the help of Mr Avinasalingam, the then Education Minister of Madras. In fact this Act become the first library act in this country.

Dr Ranganathan prepared draft bills for other states like the Madhya Pradesh, Uttar Pradesh, Delhi, Jammu and Kashmir, Kerala, Travancore and Cochin. He even prepared "Union Library Bill" which he presented to the National Central Library. But all his attempts became futile.

The Government of India passed the Imperial Library Act in 1948 to change the name of the Imperial Library as National Library of India. In 1954 it passed the Delivery of Books (Public Libraries) Act. Under this Act every publisher has to send a copy of each book published by him to the National Library at Calcutta, and also to each of the three public libraries at Bombay, Delhi and Madras. Thus this Act laid the foundation of national book deposition in the country. Later in 1956 this Act was amended to include newspapers also. With the passing of the National Library of India Act in 1976 the administration of the National Library was given to the National Library Board.

In 1955 the Hyderabad State passed the Hyderbad Public Libraries Act with the initiation and drive of Mr K M Ujjalakumar and Mr Gopalarao Ekbote. The next achievement was the Andhra Pradesh Public Libraries Act of 1960 with the formation of Andhra Pradesh.

The Government of India set up the Advisory Committee for Libraries in 1957. The Committee recommended for union legislation for the development of libraries. But the government has not taken

up any union legislation in this regard. However, in pursuance of the recommendations of the Advisory Committee of 1959 the Ministry of Education of the Government of India drafted a "model public libraries bill" in 1963 which was revised in 1965. The bill was then circulated to various state governments for its enactment. It requires the State Government to establish, maintain and develop adequate library services in their respective states.

Subsequently, 'public library acts' were passed in a few states like Mysore in 1965, Maharashtra in 1967, West Bengal in 1979, Manipur in 1988, Kerala and Haryana in 1989 and Mizoram in 1993. On the whole there is not much progress in the matter of library legislation.

5 LIBRARY ASSOCIATIONS IN INDIA

The objectives of library associations are to promote library legislation and thereby to develop public libraries; and to work for the improvement of the status and salaries of library professionals. To spread the library movement in our country several states have formed library associations.

In 1914 a Conference of Andhra Desa Libraries was convened at Vijayawada. As a result of it the Andhra Desa Library Association worked with a missionary zeal. It conducted library pilgrimages. It introduced "boat libraries". Since 1957 this Association came to be known as Andhra Pradesh Lbrary Association.

With efforts of leaders like Iyyanki Venkataramanayya an All India Library Conference was held in Madras on 14th November 1919. In this conference the All India Public Library Association was formed at national level with its headquarters at Vijayawada. The Indian Library Association adopted this date for celebrating the National LibraryWeek every year. The Association held many conferences in different parts of the country from 1919 to 1934 mostly along with the Indian National Congress so that the political leaders and the freedom fighters could be involved in the library movement and thereby to intesify the library movement.

In Punjab, Mr Asa Don Dickinson arranged a get-together of the librarians trained by him and advocated the need for a library association. As a result the Punjab Library Association came into existence in 1916. But very soon it became defunct for any practical purpose. However, this association was revived in 1929 by Sri Sant Ram Bhatia.

Many Library Associations came into existence one after another.

In 1927 the Bengal Library Association was started. In the following year (1928) the Madras Library Association was started. Dr S R Ranganathan was the key person for the activities of the Madras Library Association. The Association was producing a large amount of library literature.

Thus, the regional library associations throughout the country are too mumerous and have too many activities for the promotion of library legislations and for the development of libraries in their respective regions.

The year 1933 marked a great milestone in the history of library movement in this country. In that year an "All India Library Conference" was held at Calcutta with a view to establish Indian Library Association. The Indian Library Association was born on 13th September 1933, with Dr M O Thomas, as its first President.

6 LIBRARY EDUCATION IN INDIA

The first training classes in Library Science were started in 1911 at Baroda by W A Borden, a Library Science Teacher of USA who was brought by Maharaja Sayaji Rao Gaekwad. Under the guidance of Borden systematic training classes for Librarians and Library workers were conducted for the first time. Another centre for training librarians was started in the Punjab University, Lahore, by Asa Don Dickenson another American, around 1915. He wrote the first book on Library Science entitled "Public Library Primer" which was published in 1916 in India.

The Madras Library Association started certificate course in 1929. Until 1933 before opening of library science courses in universities, library training classes had been organised by the regional library associations. Since 1937, the Madras University started one year training programme for graduates. In 1941 the Benaras Hindu University started diploma course. Gradually the Library Science Schools and the Departments of Library and Information Science in universities have been increasing in number.

Simultaneously, all these institutions have changed their programmes from offering diploma courses into Bachelors and Masters Degrees in Library and Information Science. At present many of the universities have introduced programmes leading to M Phil and PhD degrees in Library and Information Science.

The curriculums offered in these library science courses have almost

revolved round the traditional library functions like classification and cataloguing, organisation and administration, bibliography and bookselection.

It is clear that the contents of these courses have a little relevance to the present day needs of library and information manpower as they do not contain topics on computer and their applications in library and information field.

7 CONCLUSION

On the whole the progress in the development of libraries in our country has been very slow. Many factors like the social, political and economic conditions of the people, and their literacy rate etc, contribute for the progress of any social institution and so also in the case of development of libraries. India is predominently an agrarian country with people poverty stricken with a low rate of literacy. It is therefore natural that the growth of library consciousness among the people is slow. Now that the Government has taken some measures to remove illiteracy by Constitutional amendments in matters of education, things may improve in the years to come.

Although there are several library associations in India, their activities are far from satisfactory. In order to make them function more effectively, regional consolidation of these associations into single units, more professional orientation, and greater cooperation between the national and regional library associations are required.

A new orientation is to be given to the existing curriculums offered in library and information science education according to the needs of the day by integrating in the courses the use of modern 'information technologies', such as computers and other electronic gadgets. There is an urgent need to establish a 'National Accrediting Agency' so that uniform pattern of progress in the curriculums can be maintained throughout the country.

Despite many advantages of library legislation, many states still lagged behind in making library laws. The main drawback in the way of effective library legislation is the inclusion of the subject "Education" in the "States List" in the Constitution. But with the recent amendment of the Constitution, "Education" is brought into the "Concurrent List". Now it is possible for the Central Government to pass a country-wide library legislation for the development of libraries. It is therefore suggested that a National Public Library System may be provided through central legislation.

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LIBRARY MOVEMENT IN PUNJAB : ROLES AND OUTLOOK

Dr SEWA SINGH*

1 INTRODUCTION

The committee on National Policy on Library and Information System in its report on National Policy on LIS stated that "Library and information sources are vital for all sectors of national activity".[1] This statement clearly recognises the need for libraries as "the essential ingredients of a civilized society, they come into being to meet certain recognized needs and these needs determine their forms, purposes, functions, programmes and services; and certain conditions–economic, technological, scientific, geographical, cultural and social–encourage their development...".[2] The libraries in the social context, maximise the social utility of the reading material they acquire for the benefit of the individual and then of the society, as in universal education, industrial development, social emancipation, etc.

Indian society has recognised the need and importance of libraries, but are like Johny-come-lately because we could not develop an integrated library network during the post 46 years of independence.

2 PUNJAB STATE

The state of Punjab is spread over the geographical area of about 50,000 sq kms. About 98 per cent of the villages are now linked with metalled roads. It is a densely populated state with 401 persons per sq km as against the all India average of 217 persons. The Punjab state is divided into 14 districts (two of them created recently), 110 towns, 10 cities, 118 blocks, and 12, 342 villages (inhabited).[3] The total population of Punjab as per the 1991 census stands at 2.02 crore showing a decennial growth rate of 20.26 per cent which has decreased by 3.63 per cent as compared to the previous decade.

* Reader, Department of Library & Information Science, Guru Nanak Dev University, Amritsar 143 005.

There has been a significant increase in the literary rate of Punjab during the last decade. It stood at 57.14 per cent in 1991 as compared to 40.74 per cent in 1981.

The high rate of literacy can be linked with a large number of educational institutions. It has four universities (including one in Chandigarh (UT), about 220 colleges (including Chandigarh), and thousands of schools at different levels of education.

Though about 70 per cent of population is engaged in agriculture and allied areas, yet the state of Punjab is moving fast towards industrialisation, particularly in the field of small scale industries.

Again, Punjab is considered to be the most prosperous state in India with the highest per capita income.

3 LIBRARY MOVEMENT IN PUNJAB

31 NINETEENTH CENTURY

311 ROLE OF GOVERNMENT AND INDIVIDUALS

The Punjab Public Library, Lahore, one of the oldest libraries in the undivided Punjab, was set up in 1884, but was formally opened on December 31, 1885 by Sir Charles Aitchison, the then Lieutinent Governer of Punjab.[4] This library was set up to cater particularly to the needs of English and the natives with backgrounds of English education in that part of the country.

312 ROLE OF POLITICAL AND SOCIAL MOVEMENTS

During the 19th century the political and social movement initiated in Punjab gave much fillip to the spread of education and created social and political awareness among the masses. These movements in turn helped in the establishment of libraries in the state.

32 TWENTIETH CENTURY

321 ROLE OF PEOPLE

3211 The dawns of the 20th century saw the establishment of more libraries in Punjab. People of Punjab played a remarkable role in setting up of educational institutions as well as libraries. One such example is Dayal Singh Majithia, who turned a carnegie of the Punjab. He initiated many public welfare works in the state. He founded many schools and colleges in the area to spread education among the people. He also founded a newspaper earlier which is still being published from Chandigarh, and is quite popular upto Delhi. It was

he who set up Dayal Singh Public Library in Lahore in 1908 for the benefit of the commoners.

3212 Sir Ganga Ram was another philanthropist who set up Sir Ganga Ram Commercial Library in Lahore in 1921 with the aim to provide library services to banks, business and commerce, industry, etc. As such this library was a unique contribution from its founder.

3213 Lala Lajpat Rai, a great freedom fighter from this part of the country, who realised the need and importance of library in everyday life of an ordinary citizen, established a library called Dwarka Dass Library in Lahore in 1921. After partition of the country, and also of Punjab, this Library was established at Shimla, from where it was shifted to Chandigarh where it is now housed in its own spacious building.

3214 Another notable individual has been Dr M S Randhawa who provided much needed impetus to the library movement at the time of independence of India by helping in the establishment of panchayat and rural libraries in the Punjab of India. Subsequently, he opened more libraries in hospitals and jails where, he felt, these are much more required. Similarly, in some of the municipal libraries were opened Children Sections which soon became an attraction for the young ones. The efforts of Randhawa for the development of libraries in Punjab were commendable, and the contribution has been immense.

3215 There have been some individuals who could be called as library enthusiasts, which included persons like Dr Ganda Singh, the famous Sikh historian, who helped in the establishment of a couple of good reference libraries. These libraries acquired material on history of the Punjab, and Sikh history. They served as good reference libraries.

3216 More individuals in the post independence period included scholars like Shamsher Singh Ashok, S S Amole, Prof Teja Singh, Sohan Singh, etc.

322 ROLE OF LIBRARIANS

3221 The role and contribution of AD Dickinson of the United States, who came to Punjab at the invitation of the Punjab University, Lahore, has been immense. Though he stayed here for a very short time, yet he did commendable job of organising the University Library, giving library training to unqualified working librarians, etc. He published the famous Punjab Library Primer for the use of librarians; and above all he laid the foundation of the Punjab Library Association in 1916. During his short stay, Dickinson contributed substantially to

the library movement in Punjab, by way of introducing Dewey Decimal Classification, open shelf system, and many new innovations in improving the library services. Thus after Baroda, Lahore became the Mecca of librarians.[5]

3222 Soon after Dickinson left, the library movement in Punjab collapsed into what might well be described as "defunct enthusiasm",[6] and the activities of the Punjab Library Association came to a halt upto 1929. Rattan Chand Manchanda, the then Librarian of the Hailey College of Lahore invited a group of college librarians in 1929 and formed a Librarians' Club. The Club then revived the activities of the Punjab Library Association as well as their efforts to boost the library movement. They sponsored the Seventh Session of the All-India Public Library Conference in December 1929 at Lahore, which proved to be a great success.

3223 In the post-independence period, many more librarians joined the library movement. These include S R Bhatia, G L Trehan, B S Gujrati, Dr Jagdish S Sharma, Dr R L Mittal etc. S R Bhatia's contribution has been immense as he started *Indian Librarian* in 1946 when *Modern Librarian* ceased publication.

323 ROLE OF LIBRARY ASSOCIATIONS

The first ever organization of the librarians in the state of Punjab has been the Punjab Library Association which was set up in 1916 by the strenuous efforts of Asa Don Dickinson. In its history of 75 years now, it has witnessed many ups and downs. It remained in its slumber soon after its birth; was again revived in 1929 by some enthusiastic librarian; the partition of country again gave it a severe set back. Another split came in its activities in 1969 when a splinter group came out and revived the Association which functioned upto 1977. Thereafter, it entered into litigation and the fate of the Association was hung in balance. However, it was again revived in May 1989 by some enthusiastic library professionals.

The Association had initiated a number of professional activities from 1930 to the partition of the country. In order to give a boost to library movement in Punjab, it organised four to five library conferences, and one such conference was presided over by Dr M O Thomas, Librarian, Annamalai University during 13-15 April 1933 at Lahore.

Another contribution of the Association (PLA) was to start a professional journal *Modern Librarian*, published quarterly from Lahore since 1930 and continued upto 1945. It published articles by S R Ranganathan also.

The Association brought out a series of about 30 booklets in its "Library in India Series", which helped in giving a fillip to library movement among the literate section of the society.

The PLA organised a number of book exhibitions/book festivals. At every library conference, a book festival was also organised where people representing different walks of life participated.

Besides the PLA, the group representing the college librarians in Punjab, unfortunately came out and formed their own organisation called Punjab College Librarians Association. This group has been closely working with the state College Teachers Union.

324 ROLE OF GOVERNMENT

As a result of the activities of the PLA, and the enthusiastic response it got from all the enlightened citizens, the Government became alive to the question of library development in the state. The Punjab Government set up a Central Library Committee and some District Library Committees in 1950. The Central Library Committee is overflowing with official members, and the representation of the library professionals is not adequate. This Committee was set up to:

(a) coordinate and systematise the existing public libraries run by various departments of government and local bodies;

(b) lay down policy with regard to organisation and maintenance of libraries;

(c) select books and periodicals for various libraries in the state;

(d) advise government on such specific problems as may be placed before the Committee; and

(e) advise government on various steps for further promotion of library movement in the State.[7]

The Committee organised a Library Seminar in 1974 in collaboration with the Language Department, Punjab at Patiala in which library professionals participated to discuss ways and means to boost library movement further.

The Committee, however, failed to deliver the necessary goods. It could not initiate and cultivate much needed library movement in this well educated and rich state.

The Punjab Government has set up 11 District Libraries so far. It has also set up a number of municipal libraries, block level libraries,

village librareis, etc. But all these could not be integrated into a library system. The government also failed to enact a library legislation for the development of public libraries in Punjab, umpteen efforts of the PLA in this direction, notwithstanding.

325 ROLE OF LITERARY SOCIETIES

The Jallianwala Bagh massacre which took place on 13 April 1919 in Amritsar, and the subsequent political, social and religious movements gave birth to some literary societies for the promotion of Punjabi literature. A couple of these literary societies set up during 1920s had done, in addition to their main aims and objectives a commendable job of helping the establishment of libraries to preserve books and other reading materials.[8] Through these libraries they could muster the support of people of one section of the society, and communicate their message.

These literary societies also set up some printing presses for the publication of literature and promote the cause of various movements.

Some philanthropists gave money for the construction of library buildings. Thus the literary societies had some indelible mark of print on the library movement in Punjab.

326 ROLE OF RELIGIOUS SOCIETIES

Similarly, some of the religious societies set up during the 19th and 20th centuries played significant role to spread awareness among people of various communities . These societies also, interalia, set up libraries as part of their activities. The Muslim League, Arya Samaj, and the Shiromani Gurudwara Prabandhak Committee, among others, set up some good libraries in various parts of the Punjab state.

327 ROLE OF SIKH HISTORY SOCIETY

In 1945 was established 'Sikh History Society' at Amritsar with the blessings of Princess Bumba Sugherland, the grand daughter of Maharaja Ranjit Singh. In its first meeting, the Society decided to set up a "Sikh Reference Library" for collecting all relevant material at one place so that scholars of history could use the material for their researches. It was also decided that it will be a 'Reference library' only,[9] and no books etc will be issued out to any member. The library will collect written books, records, declarations, deeds, printed books, ancient photographs, paintings, coins on Sikh history and Sikh states, warrior uniforms, costumes, arms and armaments, etc. The Society also decided to appoint a young/graduate Sikh librarian who will be

sent for training in librarianship anywhere.[10]

This 'Library', which is located in the Golden Temple, was unfortunately destroyed in the Operation Bluestar in June 1984; and most of its valuable rare books and manuscripts and other records were burnt. However, efforts have been made to resurrect it, so that it could continue to serve as a centre of learning for the scholars.

327 ROLE OF VOLUNTARY AGENCIES

Some voluntary agencies have come forward for the noble cause of opening libraries in some pockets of urban and rural areas of the Punjab state. They contributed their own bit towards creating a sort of library awareness among the people. But as ill luck would have it, these libraries suffer from paucity of funds, lack of staff to man the libraries and reading rooms, and inadequate buildings to house the libraries. They also do not have sufficient items of furniture for the readers.

328 ROLE OF LIBRARY SCHOOLS

The library schools set up for the training of librarians have in their own way contributed towards generating library movement. The first library training classes in the erstwhile Punjab were organised in 1916. The product of this school played a significant role because it was mostly these people who constituted the Librarians' Club and helped in reviving the activities of the Punjab Library Association. This school at the Punjab University Library, Lahore continued to play its role upto 1947 when partition took place. In the post-independent Punjab the first library school was set up, again at the Panjab University, Chandigarh, in 1960-61.[11] This library school was followed by two more schools in 1969 and 1973 respectively at the Punjabi University, Patiala, and Guru Nanak Dev University, Amirtsar. Collectively, these three library science schools produce 80 librarians with first degree (ie, B Lib & Inf Sci); and about 35 librarians with Master's degree in library science. They also have PhD programme for those interested in research activities.

These trained librarians have been contributing much by propagating the role of libraries in society, democratic set up, industrial development, agricultural techniques, spreading literacy, formal education, etc.

329 ROLE OF BOOK TRADE

The publication of books in Punjabi, Hindi, Urdu, English, etc in Punjab from the different printing presses of various publishers have

been helping in spreading awareness at different levels in various segments of the society since long. More books created desire to read which led to the demand and establishment of more libraries in Punjab. And once there are more libraries these will automatically generate additional demand for books on different subject areas. The publication of books by the book trade have greatly helped in the development of libraries all over.

4 OUTLOOK OF PEOPLE

During the last four decades or so there has been advancement of education through various educational institutions set up at various levels. This increased awareness among people about education and its potentialities as well as the role of libraries in education, both formal and informal. The change in outlook of people helped in the establishment and development of libraries not only in Punjab but also in the country as a whole. People have developed a soft corner for libraries and library professionals which was less visible hitherto. At present people invariably talk of the library as a source of information; it is at least true among the literate and educated people of the society.

5 CHANGE IN OUTLOOK OF GOVERNMENT

There has been visible change in outlook of the Government both at the National and State level. The indefatiguable efforts of the Punjab Library Association, and those of the erstwhile leaders of the profession, coupled with the support from the various societies and men of letters, the library movement can be said to have taken a firm root. It is now well on its way to progress. The Government of Punjab, soon after independence, set up a Central Library Committee, District Library Committees, Central State Library, Municipal libraries, Block libraries, and even Village/Panchayat libraries in rural areas of Punjab.

The State Government prepared a plan under which every District Library in the state was to open five Branch libraries in the rural areas falling under the administrative control of the respective district.[12] There has been yet another scheme according to which each District Library was to be provided with a mobile van library to cater to the needs of the five Branch libraries. If these schemes and plans prepared by the government are implemented, there remains no iota of doubt that the library movement will turn out to be a real movement of the people.

6 FUTURE STRATEGIES

Though there has been considerable growth of libraries in Punjab,

yet their development can be termed as lop-sided. The libraries in cities and towns, it seems, are better equipped in terms of resources and facilities than those located in the far flung rural areas.

In view of the increasing importance of libraries as resource centres in all round development of individual's personality, socio-economic development of the society at village, state, and national level, there is every need to further improve the existing library services in Punjab. For the upkeep and maintenance of libraries, some suggestions are offered which should be followed as the futher strategies.

61 For establishing an integrated library system, library legislation is considered an essential tool. Library legislation will provide a legal base to the state authorities to set up libraries in rural areas, cities and towns, and work towards their sustenance. All these libraries should be integrated into a network.

62 The library professionals, with their leaders, must endeavour to lobby with the government, the legislators, and the public so that they could also advocate the cause of library development. The library movement may be initiated and people from all walks of life be involved so as to make it a "people's movement."

63 The National Literacy Missions and the Jan Shiksha Nilayams should be linked with the libraries to make them more successful missions. This will help in achieving literacy as well as network of libraries.

64 For the development of libraries in Punjab, a separate and independent Directorate of Libraries should be set up to administer and manage the libraries, particularly the public libraries. The Directorate should be headed be a professionally qualified Director.

65 It has been seen, and experienced that the library associations can play significant role in the establishment and development of libraries. The Punjab Library Association should, after its revival in 1989, play more positive and constructive role in this regard in the times to come. It should generate necessary atmosphere for public awakening and awareness. The PLA should resist the temptation of playing puppet to some vested interests who donot want anything more than to jeopardise the efforts it has been trying to make.

66 The Indian Library Association at the meetings of the JOCLAI should make it obligatory for the regional/state library associations to clearly spell out their course of action, and mobilise the support of

people, the literary, academic, historical and other societies.

Although there are no Carnegies and Rockfellers in the state of Punjab, yet it is hoped that friends of the library movement in the State and in other parts of the country will come forward to sponsor this cause and make our plans and programmes realised in this last decade, as the Indian Library Association completes its Sixty Diamond Years.

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LIBRARY MOVEMENT IN RAYALASEEMA IN ANDHRA PRADESH : A NEW LOOK

Dr P KAMAIAH
Mrs G SAROJINI PAUL

0 INTRODUCTION

The literature pertaining to the library movement in Andhra Pradesh written by different people is concentrated on the Public Library Movement only. But the library movement includes the development of Academic libraries, Special libraries and Library Science education as well. It also depicts the personalities who contributed to the cause of the library movement. Hence, this paper presents the growth and development of Public libraries, Academic libraries, Special libraries and Library Science education in the four districts of Rayalaseema in Andhra Pradesh.

This paper is divided into six sections, namely Public Library Movement, Academic Library Movement, Growth of Special Libraries and the development of Library and Information Science (LIS) education, the growth of Library Association and personalities who contributed to the growth of the library movement in Rayalaseema.

1 PUBLIC LIBRARY MOVEMENT IN RAYALASEEMA

(a) Anantapur District

The development of the library movement in the district is closely associated not only with the historic national struggle in pre-independent India, but also with the series of adult literacy campaigns organised from time to time. The earliest of the reading rooms in the district was the one established at Anantapur in 1883. This was followed by a newspaper club started at Penukonda in 1884. The other notable things are the newspaper club at Kambadur started in 1893 and the Edward Coronation Reading Room at Dharmavaram started in 1893 which

* Deputy Librarian & Head, Library and Information Science, S K University, Anantapur (AP).
** Research Scholar & Librarian, Govt Junior College for Women, Dharmavaram, (AP).

are reported to continue even now. The Edward Coronation Reading Room which is now called 'Kalajyothi' had celebrated its centenary year in 1992.

From 1912, the Panchayat Boards came forward to start libraries and reading rooms in the District. The earliest among them was the one started at Veldurthi in 1912 and in 1913 at Lepakshi, in 1915 at Enumoladoddi, in 1916 at Cholasamudram and in 1919 at Hindupur, etc. Later the District Board started a Library at Anantapur in 1928. Then from 1929 onwards, the Municipalities came forward to maintain libraries in the district. The first among them was the Hindupur Municipality which took over the existing public library in 1929-30, and in 1938, the Tadipatri Municipality opened a Free Reading Room and Public Library. Later in 1947-48 the Anantapur Municipality established a couple of Reading Room-cum-Libraries. In 1961 the Guntakal Municipality started two libraries, one for adults and another for children in 1963.

In pursuance of the Madras Public Library Act 1948, the local library authority, Anantapur, was constituted in 1950 for the purpose of starting the District Central Library. Later the Andhra Pradesh Public Library Act 1960 enabled the public library system to increase its branch libraries, etc in the district.

As in July 1993, there were 70 branch libraries including the Municipal libraries taken over from Dharmavaram and Anantapur Municipalities during 1991 and 6 village libraries under Zilla Gradalaya Samstha of Anantapur. In addition to these, there are 11 aided libraries maintained by private organisations in the district.

(b) Chittoor District

The Library Movement in Chittoor District is not much notable from the point of view of public libraries organisd by private bodies. However, its history reveals that the first reading room and library was opened as far back as in 1870 in Madanapalle Town under the name of the American Mission Free Reading Room and in 1880 under the name of American Mission Free Reading Room at Chittoor. Also, mention could be made of the Hannan Library Association in 1917 at Narayanavaram and the Theosophical Society Library at Chittoor.

It was with the enactment of the Madras Public Library Act of 1948, which was later replaced by the Andhra Pradesh Public Library Act 1960, that the library movement received a considerable impetus in the District of Chittoor. It was on 14-08-1952 that the District Central

Library was started and today it has 66 Branch libraries, 2 Children's libraries and one Women's library, apart from four village and aided libraries. Now this public library system is serving 21, 54, 559 readers in the district.

(c) Cuddapah District

The library movement of this district is also intimately connected with the national movement and a series of adult literacy campaigns. The establishment and development of libraries and reading rooms, mostly done by private enterprises was strengthered by the efforts of voluntary organisations like the Ramakrishna Samaj (1917), the Theosophical Society of Cuddapah and Arya Vyasya Samaj of Proddutur (1919). It is, however, on record that the first village library called "Saraswathi Village Mandiram" was reported to have been started in 1889 at Pulivendla. In 1923 at Vallur a library known as 'Seetharama Chandrika Library' was established and later it was merged with Brown Library at Cuddapah.

The District Board started a district library at Cuddapah during 1930-31 and during 1939 and 1947 some major panchayats like Nandaluru, Jammalamadugu, Badvel, Pulivendala and Rajampet started libraries for the public. The Andhra Pradesh Public Library Act 1960, created a landmark in the growth of the library movement in the district. It resulted in the opening of the District Central Library in 1950. In July 1993 it had 50 branch libraries, 2 children's libraries, and one women's library. In addition to these, there are 10 village libraries, 119 aided libraries functioning in the district and serving about 16,35,170 readers. The Municipalities of Cuddapah and Proddutur also established Reading Rooms in 1956 and these are run even today.

(d) Kurnool District

A well-organised library movement is of very recent origin in Kurnool District. As per history, the first Reading club was opened as far back as 1864 in Kurnool town under the name of the Book Club of European Gentlemen. During 1883 and 1900 library-cum-reading rooms were started at several places like Markapur, Alur, Adoni, Nandyal, Pyapali, Yemmiganur and Kosigi. Also, in 1883 a Reading Room at Nandyal and in 1899 the Sri Venkatakrishna Nilayam Reading Room at Markapur were opened.

As was done in other districts, the library movement received considerable impetus after the enactment of the Madras Public Library Act 1948, which was later replaced by the Andhra Pradesh Public

Library Act 1960. The District Central Library was established in 1950. In July 1993, it had 58 branch libraries, 1 children's library and 5 village libraries. In addition to these there are 10 aided libraries and 4 book deposit centres. There are also 7 municipal reading rooms in the district.

2 GROWTH AND DEVELOPMENT OF ACADEMIC LIBRARIES

The library movement also includes the growth and development of libraries attached to universities, colleges and schools. The study reveals that the libraries attached to schools in four districts are not worth mentioning in the library movement. However, the residential schools are taking initative to develop libraries. Also, only a few college labraries are having good libraries in Rayalaseema. Notable among them are the S V Arts College, Sri Padmavathi Women's College, S G S Arts College and S V Oriental College maintained by T T D, Tirpathi. Also, B T College Library, Madanapalli; Osmaina College Library, Kurnool; Satya Sai Institute of Higher Learning; Women's College Library, Anantapur; Government Arts College Library, Anantapur; Governmment Arts College Library, Cuddapah. These colleges are having good collections and they are serving the academic community of the respective colleges.

The university libraries established in Rayalaseema are important in the history of the library movement. In Rayalaseema, there are 5 independent universities and two constituent colleges of two other universities. All these are having well established libraries. The details are mentioned below.

1 *Sri Vekateswara University Library, Tirupati:* It was established in 1954. The collection in July 1993 was 2,85,009 books and it was subscribing to 300 current periodicals.

2 *Sri Padmavathi Mahila Viswavidyalaya Library Tirupati:* It was established in 1983. It has a collection of 22,500 books and was subscribing to 209 current periodicals in July 1993.

3 *Rashtriya Sanskrit Vidyapeetha Library, Tirupati:* It was founded in 1961 as Kendriya Sanskrit Vidyalaya and declared Vidyapeeth on 16 November, 1987. In July 1993 it had 40,000 books; 4,800 manuscripts and 800 research journals in its collection.

4 *Andhra Pradesh Agricultural University Regional Library, Tirupati:* It was started on 7th July, 1963 with a collection of 533 books at S V Agricultural College Library. Later Regional Library was established

on 11th August, 1982 with a collection of 34,488. It has a collection of 41,984 books, subscribes to 199 current periodicals and has 2,387 theses.

5 *Sri Krishnadevaraya University Library, Anantapur:* It was established as a PG Centre Library during 1967-68 and became a University Library in 1981. Starting with 1,411 books it has now 77,287 columes and it subscribes to 270 current periodicals.

6 *JNTU College of Engineering Library, Anantapur:* JNTU College of Engineering Library as a constituent college of JNTU Hyderabad was established during 1948. It serves 2,070 teachers and students. Today it has 40,000 volumes including back volumes of journals and subscribes to 60 current periodicals in the engineering subjects. Now the library has shifted to its own building in 1993. Shortly, it is going to introduce computerised library services.

7 *OTRI (Oil Technological Research Institute) Library, Anantapur:* OTRI Library was founded on 25th August in 1949. On 1st April, 1985 it was handed over to JNTU. This institute is older than most of the National Laboratories under CSIR. It is the only institute in India solely devoted to R & D in Science and Technology of oils. It has 126 books only on oil technology and 10,000 back volumes of journals on oil technology. It is purely a Research Library.

8 *Sri Satya Sai Institute of Higher Learning Library, Prasanthinalayam:* It was founded in 1981 as a deemed university. It has three campus libraries and each campus is having a book collection of about 30,000 volumes.

3 GROWTH AND DEVELOPMENT OF SPECIAL LIBRARIES

The growth and development of Special Libraries are worth mentioning in a study of the library movement in Rayalaseema. Important and unique special libraries are the Sri Venkateswara Oriental Research Institute Library, Tirupati and Sri Venkateswara Central Library and Research Centre, Tirupati. The details are as follows:

(i) *S V Oriental Research Institute Library, Tirupati:* The Tirumala-Tirupati Devasthanams, started the Oriental Institute in 1939 in order to build up a special collection in Indology and manuscripts in Sanskrit, Tamil and Telugu languages. Later it was handed over to S V University in 1956. The collection of this library comprises 14,000 palm leaf manuscripts, 4,500 paper manuscripts, 30,000 volumes of monographs and journals on Indology. This institute also publishes a journal "SVU Oriental Journal" (Bi-annual). So far 29 volumes of

journals and 26 books have been published by this institute. This library is mainly meant for research in Sanskrit and indology. This library is considered as one of the important manuscripts libraries in our country.

(ii) *Sri Venkateswara Central Library and Research Centre, Tirupati:* First it was named as Sri Venkateswara International Sanathan Dharma Library and Research Centre. It was established under the control of the coordinator of a religious educational centre in the year 1980 by TTD. It was built up around a collection of 6,000 books during 1980-82 which rose to 25,000 books in July, 1993. The collection comprises of only Religions, Philosophy, Vedas, Upanishads and Puranas. There is special collection of palm leaf manuscripts and also rare religious books. On 29th April, 1993 this library was shifted to its new builiding which was constructed at a cost of Rs 1 crore. This library is going to be the International Religious Library and Research Centre in near future, occupying an important place in the world.

4 GROWTH AND DEVELOPMENT OF LIBRARY AND INFORMATION SCIENCE EDUCATION

Imparting of library science education is a part and parcel of library movement in our country. Therefore, mentioning the growth and development of LIS education in this part of Rayalaseema is an important aspect of the library movement in Rayalaseema.

(a) *Department of L I S of S V University, Tirupati:* The S V University library took the initiative to start CLISc. Course in the year 1971 and in the year 1974-75 BLISc. Course was started. It was in 1984-85 that MLISc Course was also started. Now the University offers M Phil and Ph D also.

(b) *Department of L I S of S K University, Anantapur:* The University initiated the CLISc. Course in the year 1981-82 and BLISc in 1984-85. The MLISc Course was started in 1990-91. the University also pioneered the starting of MLISc summer course for inservice candidates as self funding course during 1991 summer for the first time in the country. It also introduced M Phil in 1990-91 and PhD in 1992-93. Another unique course introduced by this University is M Phil/PhD Summer programme for inservice candidates under self funding programme for the first time in the country. This University also gave affiliation to start one private college for Library Science to offer BLISc. Course from 1993-94.

(c) *Rayalaseema Institute of Library Science, Cuddapah:* A private management with the permission of the Director of Public Libraries,

Andhra Pradesh established the Rayalaseema Institute of Library Science at Cuddapah. It is running the CLISc course since 1991.

5 LIBRARY ASSOCIATIONS IN RAYALASEEMA

The Zilla Grandhalaya Samsthas of Anantapur District, Chittoor District, Cuddapah District and Kurnool District have their library employees associations meant for the benefit of employees of ZGS of each district. Till recently there is no Association to serve the needs of the library profession of the whole of Rayalaseema.

In 1993 the Rayalaseema Library Professionals' Association was established in Anantapur (Regd No 203/1993). 50 life nembers have been enrolled so far. It is established with an object of developing the library movement in Ryalaseema and to serve the library professionals to raise their status and to fight to create job opportunities for the unemployed youth in the library profession.

6 PIONEERS OF THE LIBRARY MOVEMENT IN RAYALASEEMA

Important peraons who contributed to the Library Movement in Rayalaseema are very few. Notable among them are (1) Sri Gadicherla Hari Sarvothama Rao, (2) Sri K Raghava Reddy, (3) Sri R Sreepathy Naidu, (4) Sri Amaladinne Gopinath, (5) Sri Battula Venkatarami Reddy, (6) Dr Peripydi Kamaiah.

(a) Kurnool District

(a) Sri Gadicherla Hari Sarvotham Rao was born on 14th September 1883 at Kurnool and got primary education at there. He got his MA from Madras University in 1906. He was attracted to Adult Education and Library Movement. He played an important role in the establishment of the Andhra Grandhalaya Sangam in 1914. He served as the President of this Association in 1934. He propagated the idea of establishing libraries and reading rooms in the nooks and corners of the state. He provoked thought on the importance of the library movement in the Andhra Desa Library Conference held in 1944, 1946 and 1950 in Telengana regions. He was of the opinion that Adult Education and the establishing of rural libraries should go together and both of them are one unit. He started writing books for adults from 1913 and published many. He died on 29th February 1960. He is remembered as an important source in the library movement in Andhra.

(b) Sri Mutchukota Venkata Ramiah was better known as

"Grandhalayam Tataiah", a teacher started Andhra Grandalayam at Kurnool during Independence period incurring expediture from his own pocket and served the public.

(c) Sri J Mahaboob Saheb a teacher had started 'Azad Grandalayam' at Rangapuram, Dhone Taluk in 1946 and later this library was taken over by the ZGS, Kurnool and converted into a village library.

(b) Chittoor District

(a) Sri K Raghava Reddy was born at a village near Chittoor town. He was educated at Christian College, Madras during 1931-37 and was trained in Library Science in England during 1947-48. While he was studying at Christian College, he served as Assistant in the Cannemara Public Library. He was appointed as Inspector of Schools and served during 1941-47 in Andhra Pradesh. Later, he worked as Assistant Director of Public Libraries under the Education Department. During that period he succeeded in deputing the untrained librarians working in public libraries to undergo training in librarianship during 1954-55 and at a stretch he sent 40 librarians to Andhra University to undergo Certificate Course in Librarianship. It was in January 1967 that he was appointed as the First Director of Public Libraries separating it from the Education Department in Andhra Pradesh. He was given extension of one year even after his reitrement considering his yeoman service to the library movement in Andhra Pradesh. He retired from service in January 1969. After retirement, he was appointed as a Special Officer to study the feasibility of starting a central library and constituent college libraries in the Andhra Pradesh Agricultural University in May 1969. Later on 6th January, 1971 he was appointed as Development Officer at S V University and he started the CLISc. Course at S V University on 1st May, 1971 and the BLISc course in 1973 and left S V University on 31st March, 1974. As Development Officer at S V University, he took initiative to start study centre (Text-book Library) at SGS Arts College for the first time with UGC assistance for the benefit of college and university students residing in Tirupathi town and it was opened on 2nd October, 1971. He was instrumental in starting BLISc course at Osmania University also.

Besides being a member of the National Library Committee, Calcutta; National Board of Libraries, Delhi; National A V Educaton Committee, Delhi; he was Secretary, State Library Committee for 5 years. Whatever position he held, his main objective in life appears to have been to make people library conscious for which he was honoured by universities and governments. The library profession remembers him

forever for his contribution to the development of public library system as well as library profession and library science education in the State of Andhra Pradesh.

(b) Sri R Sreepathy Naidu started his career as the Librarian, District Central Libracy, Chittoor in 1955. He joined the SV University Library in 1957, served as Assistant Librarian and Head of the S V University Library from 1966 to 1976 and became University Librarian and retired in October 1988. He took the initiative to start the Department of LIS and succeded in 1974. He organised four national level conferences and seminars and three regional level seminars and one summer course during his librarianship. He visited East Germany in 1980-81 and UK and USA in 1986. He was a member of the Ekbote Committee and also of several other state and university level committees in Andhra Pradesh. He contributed his mite to the development of LIS education and for spreading library consciosness among the citizens of Rayalaseema. A distinguished university librarian, he helped modernize library services, education, and curriculam and gave the library at S V University a recognizable professional touch. Now he is serving as Special Officer for establishing and organising the International Religious Library maintained by TTD, Tirupati (SV Central Library & Research Centre).

(c) Anantapur District

(a) Sri Ammalladinne Gopinath hails from Anantapur District in Rayalaseema. He joined the library service as Grade-III librarian in the public library department in 1956. He retired from the service as Grade-I librarian in July 1992. Realizing the value of the library movement and the need to accomplish grass-root level educational uplift, he contributed in a unique manner to the starting and development of private and rural libraries like the Beluguppa Aided Library, Yellanuru; Mudigubbas rural libraries, to mention just a few. An enlightened member of the library profession, Sri Gopinath was actively associated with welfare work and was the Regional Secretary and President of the Andhra Pradesh Zilla Grandhalaya Samsatha Samastha Employees Association respectively. He was the Secretary of the Anantapur District Writers Association from 1975 to 1980 and was the President of the Anantapur Kalaparishad. He is author of five books, three of them are Grandhalaya Prachralu (Telugu) service. Apart from participating in a number of seminars and conferences, Sri Gopinath has organised with great zeal a number of commemoration celebrations by way of showing the public the landmarks in the history

of a library's struggle for survival and recognition. Besides this, he has a sense of humour which carries him through and which has earned for him the title "Hasya Rathnakara". His untiring enthusiasm for propagating the cause and ideas of a library, needs to be duly recognised and rewarded.

(b) Sri Bathula Venkatarami Reddy considered as one of the pioneers of the library movement in Andhra Pradesh in general and Anantapur District in particular, was born on 1st July 1932 at Isuralla Palli in Ooty Taluk in Anantapur District. By profession he is a teacher. Following in the footsteps of Gadicheral Harisarvotham Rao, he started "Sri Sarada Nikethan Mitramandali Grandalayam" and is organising it even now. He served as a member of Library Committee of ZGS from 1973 to 1983. He also served as the Joint Secretary of Andhra Pradesh Library Association. In due recognition of his service for library growth and development in the district, he got the "Ayyanki Award" in 1981 and the Best Librarian award instituted by Kalajyothi, in 1991. Also, he got the "Best Teacher Award" of the Government of India in 1982. He wrote several articles and reports on library problems and library movement especially in Andhra Patrika and Andhra Jyothi dailies which recognised him as one the best correspondent in Telugu. He also gave several Radio talks on libraries. He has impressed the public as one of the persons who has dedicated himself to the cause of libraries' growth and library movement in the District.

(c) Dr Peripydi Kamaiah belongs of Tirupati in Chittoor District. He started his career as an untrained Assistant at S V University library where he served from October 1962 to May 1965. Later he became the first Librarian of NBKR Science & Arts College, Vidyanagar and served from June 1965 to March 1967. He then joined as the first Librarian of SV Oriental College, Tirupati in April 1967 and built a collection of 22,000 volumes in Telugu, Sanskrit and English languages. Later, he served as Assistant Librarian and Deputy Librarian at Sri Krishnadevaraya University (since March 1979). Since 1984 he has been the Head of the Department of LIS at Sri Krishnadevaraya University. He started CLISc in 1981; BLISc in 1984, and MLISc in 1990. He is a poineer and is instrumental in starting LISc. Summer Course for inservice librarians for the first time in the country. He also took the initiative for introducing M Phil/PhD Summer Course for working librarians for the first time in the country to encourage research among young librarians working in Junior and Degree colleges. While contributing to the expansion of the Sri Krishnadevaraya University Library and its modernisation, Dr P Kamaiah has

strengthened the cause of professional education in Library and Information Science by offering a number of courses meant to promote professional competence among working Librarians. He is also the founder of the Rayalaseema Library Professionals' Association which serves the library professionals of the four districts of Rayalaseema. He is an active member in particular, in all library activities of the District as well as in the state and the country. He attended 41 seminars/ conferences organised in the country. He is the author of three books and has published 25 articles. He organised the 32nd ILA Conference and also a national seminar on Ranganatha during the Birth Centenary Celebrations. He is a life member of ILA, IATLIS, AP Library Association. He has given an academic thrust to library services and the cause of the profession by urging librarians to be aware of the modern concepts of dissemination and accumulation of knowledge.

(b) Cuddapah District:

(a) Sri C P Brown established his library for research in Telugu at Cuddapah during 1922-29 and did yeoman service for the development of library awareness among the people at Cuddapah. Later, this library was extended with a library building spending about Rs 9 lakhs. Now it has 7,000 volumes of important documents of research value. Today, it is being looked after by Sri Janamaddi Hanumashastry, a well known pandit and freedom fighter.

(b) Sri Polepalli Venganna Shetty (Raja) is also to be remembered in the library movement of Cuddapah District as he established at his cost a library at his village Valuru under the name "Seetharam Chandrika Library" in 1923 and a Reading Room in 1930. Later it was merged with C P Brown Library at Cuddapah.

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LIBRARY SERVICE WITH LIBRARY CESS OR WITHOUT LIBRARY CESS

L VENKATESWARA RAO*

1 LIBRARY LEGISLATION AS MANDATORY

The UNESCO Manifesto which was formulated in 1949 and revised in 1972, states "Public library is concerned with the refreshment of man's spirit by provision of books for relaxation and pleasure, with the assistance to the student, and with provision to update technical, scientific and sociological information. The public library should be established under clear MANDATE OF LAW, so framed so as to ensure nation wide provision for public library service".[1] Even before the publication of this document by UNESCO, efforts were there in India for library legislation from 1931 onwards. After series of attempts, Dr S R Ranganathan was successful in getting the Madras Public Libraries Act passed in 1948 and implemented in 1950.[2] Afterwards, there were series of Library Acts passed in the States of Andhra Pradesh (1960), Karnataka (1965), Maharashtra (1967), West Bengal (1979), Manipur (1988), Haryana and Kerala (1989) and so on. This year (1993), Mizoram has passed the Act.

2 FINANCIAL SOURCES

The implementation of the Act needs money. This money is to be generated from the funds raised from the public, and grants from the governments. Any way systematic generation of funds on a sound legal base will help for the systematic and smooth functioning of public libraries. The existing Acts show a few channels for raising resources.

1 *Levying library cess, with a matching grant from the State Government.* Madras and Hyderabad Acts suit this example.

2 *Levying library cess without matching grant from the State Government.* In lieu of matching grant, Government of Andhra Pradesh is meeting the establishment charges of the Zilla Granthalaya Samasthas, ie, District Library Authorities. Really, this is a great help, because the establishment charges now-a-days are constantly

* Librarian, P G Centre, Sir C R R College, Eluru 534 006, Andhra Pradesh.

increasing and touching 80 to 90% of the expenditure in an organisation.

3 *No library cess.* In the State of Maharashtra, the Government shall after due appropriation, contribute to the Library Fund every year, a sum not less than twenty five lakh rupees.

4 *No library cess.* In the States of West Bengal and Manipur the State Governments will release grants for the maintenance of libraries or for any specific purpose connected with the libraries or social education from State exchequer.

5 Besides the statutory provision the library authorities in a District or State may get special grants from the following agencies:

(*i*) Government of India;

(*ii*) State Government;

(*iii*) Raja Rammohun Roy Library Foundation;

(*iv*) Local bodies, co-operative societies and endowments;

(*v*) Voluntary organisations and philanthropics.

6 In addition to the above notified resources the library authorities may generate income from the following resourses:

(*i*) Overdue charges from the borrowers;

(*ii*) Loss of books - cost collected from the borrowers;

(*iii*) Receipts from Zerox copies;

(*iv*) Rents on space accommodation;

(*v*) Interest on investments etc."[3]

3 LIBRARY CESS

Out of the above mentioned sources, library cess is found to be a dependable source of income for the maintenance of public library system in the State. In India, Library Legislation is in force in nine States; and in four States there is provision for library cess.

1 Tamil Nadu–five paise on property tax or house tax;

2 Andhra Pradesh–eight paise on property tax or house tax;

3 Karnataka–three paise on lands, buildings, entry of goods into local areas for consumption, use or sale on vehicles, on professions, trades, callings, and employments;

4 Kerala–five paise on building tax or property tax.

In Haryana Act there is a provision for library cess, but the Government is to decide about its rate.

31 WHY LIBRARY CESS?

It is obligatory on the part of the Government to provide library service to the public like free education, medical services etc. But, we have borrowed the method of collecting a separate fund for library service from Britain. Library cess means additional taxation on the public. Now-a-days majority of the public are feeling that they are over burdened by heavy taxation. In India the percentage of literacy is just above 50%. So, if half of the people are illiterate, it is not desirable to levy library cess on the illiterates also and spend the same for the benefit of illiterates. In India, we have not yet thought of providing library service for the illiterates. If library cess is to be collected from the illiterates, it is obligatory on the part of the District Library Authorities to provide library cess. In India, Maharashtra, West Bengal, Manipur, Mizoram are not collecting library cess, but providing library cess.

32 WHAT IS NEEDED?

It is really surprising that West Bengal Government is spending about Rs 15 crores per year for providing public library service, without collecting single paise of library cess from the public. The States like Andhra Pradesh, Tamil Nadu, Karnataka etc which are collecting library cess do not exceed their budget provision for more than 10 crores in a year on this account. Whether we collect library cess or not, what is really needed is commitment on the part of the Government to provide library cess to the public without any obligation. In fact, public library service is a service for the poor and a service for the common. For such a service, the Government should give top priority. Then only the public library will play the role in practical demonstration of democracy's faith in universalization of education as a continuing and life long process, in the appreciation of the achievement of humanity of knowledge and culture.

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MADHYA PRADESH LIBRARY ASSOCIATION

Dr A TEJOMURTY*

1 OBJECTIVES/FUNCTIONS OF LIBRARY ASSOCIATIONS

Different associations have different functions to perform. But in general, the functions remain almost the same. Library associations have an important role to play in the promotion of librarianship as a profession. Some of the important objectives of a library association are:

(*a*) To work for library legislation;

(*b*) To unite all people engaged or interested in library and information profession;

(*c*) To promote library service and the interests of the profession;

(*d*) To conduct book exhibitions, lectures, seminars etc;

(*e*) To work for the betterment of the profession and the working conditions of the librarians;

(*f*) To publish library and information science literature;

(*g*) To conduct studies and research for the advancement of library and information science; and

(*h*) To work for the standardization of classification schemes and catalogue codes.

2 MADHYA PRADESH LIBRARY ASSOCIATION

In Madhya Pradesh, a library association exists, for the namesake. It is called "The Madhya Pradesh Library Association". Its registered office is situated in Bhopal, the capital of the State. As per the constitution "the main office of the Association may, however, be located at any other branch office of the Association for such period as may be

* Reader, Deptt of Library & Information Science, Vikram University, Ujjain 456 010 (MP).

determined by the Executive Committee from time to time. The year of the Association shall be the same as the calender year.

21 AIMS AND OBJECTIVES

The aims and objectives of the MP Library Association are as follows:

(1) To promote the establishment of a comprehensive library service in the State of Madhya Pradesh;

(2) To promote library legislation for the State of Madhya Pradesh;

(3) To publish or to promote publication of library material;

(4) To convene library conferences, seminars, symposia etc;

(5) To conduct library science training courses, refresher courses etc;

(6) To promote reading habits among the people of Madhya Pradesh; and

(7) To co-operate with the library associations in other states and the Indian Library Association, and similar library organisations.

22 MEMBERSHIP

222 INDIVIDUAL

There shall be the following classes of individual membership with the subscription shown against each.

Patron	Without obligation by way of subscription
Benefactor	A single payment of Rs 300/-
Donor	A single payment of Rs 100/-
Life member	A single payment of Rs 30/-
Ordinary member	Rs 5/- per annum

223 INSTITUTIONAL

There shall be the following classes of institutional membership with the subscription shown against each.

Library	Rs 15/- per annum
Other associations	Rs 25/- per annum
Library associations	Regional (Divisional) or District or City, with an affiliation fee of Rs 25/- only.

A library association affiliated under clause 62 shall be deemed as a branch of the Madhya Pradesh Library Association while preserving its own entity and shall function accordingly.

An affiliated association shall be entitled to nominate members on the Council of the Association in the proportion of one to fifteen members of its own membership, but in no case this number will exceed five. (Fraction will be rounded off for the purpose of calculation).

The members of an affiliated association shall *ipso facto* be the members of the Madhya Pradesh Library Association, and shall have the privilege of an individual member except election to the Council.

The privileges of the individual member shall be:

Eligibile to be elected to any of the offices, viz, the Council and the Executive Committee of the Association, as provided for in the constitution.

Such other privileges as may be decided upon from time to time by the General Body of the Association.

3 AUTHORITIES

The following shall be the authorities of the Association:

1 General Body

2 Council, and

3 Executive Committee

31 GENERAL BODY

The general body shall consist of all the members, and shall ordinarily function through its meetings. There shall be at least one meeting of the general body in each year, which shall be called the annual general meeting of the association. Twenty members or one-tenth of the total membership of the association, whichever is less, shall form the quorum for the meeting of the general body.

The general body shall

(1) have the power to amend the constitution;

(2) elect the members of the Council specified in clause below;

(3) consider to adopt the annual report and the audited statement of accounts together with the audit report;

(4) pronounce its views on questions of policy;

(5) consider such resolution as may be tabled by members and placed before it by the Council; and

(6) pronounce its views on the by-laws adopted by the Council.

All the general meetings shall be convened by the General Secretary under the direction of the Council, giving a clear notice of 15 days. All the general body meetings shall be presided over by the President of the Association. In his absence one of the Vice-presidents nominated by him shall preside.

32 THE COUNCIL

The Council shall consist of:

(1) Five representatives of individual members elected from amongst themselves at the general meeting of the general body;

(2) Five representatives of institutional and library members elected from among themselves at the general meeting of the general body provided that if the number of library and institutional members is not greater than five, all the five representatives shall be deemed elected; and

(3) The nominated members of the affiliated associations.

321 MEETINGS

The Council shall meet as often as may be necessary, but atleast twice in a year, once within a month before the annual general meeting of the general body, and other within a month after the general meeting. Ten members shall form the quorum for the meeting of the Council.

322 PRIVILEGES

The Council shall:

(1) elect the president, two vice-presidents, general secretary, treasurer, two joint secretaries, and four members of the executive committee;

(2) consider, adopt and place the annual report before the general body;

(3) consider, adopt and place the audited annual statement of amounts together with the audit report before the general body;

(4) consider and adopt the annual budget;

(5) convene library conferences, seminars etc, and organise training courses, book-fairs etc;

(6) consider and adopt by-laws; and

(7) manage and administer funds and property of the Association.

323 COMPOSITION

The Executive Committee shall consist of:

(1) the president

(2) the two vice-presidents

(3) the general secretary

(4) the treasurer

(5) the two joint secretaries; and

(6) four members as elected by the Council.

The rules of the Association provide for other routine powers and responsibilities of the Executive Committee, for example, managing and administering the funds and property of the Association; sanctioning of the expenditure according to the budget approved by the Council; consider the annual report and transmit it to the Council, etc.

4 OFFICE BEARERS AND THEIR FUNCTIONS

The president, vice-presidents, general secretary, treasurer, and joint secretaries of the executive committee shall be the office-bearers of the association.

The office-bearers shall continue in office for two years, and can be re-elected.

An interim vacancy among the office-bearers shall be filled up by the Council.

In the absence of the president, the vice-president nominated for the purpose by the president, or in his inability the other vice-president shall act in place of the president, and shall exercise all the powers of the president.

The general secretary shall maintain the membership register; maintain the minutes of all the meetings; attend to the correspondence of the Association; draft the annual report and frame the budget in consultation with the joint secretaries and treasurer; and do such other work as may be allotted by the Executive Committee.

5 AMENDMENT TO THE CONSTITUTION

The constitution or any of its clauses can only be amended in the

special general meetings of the General Body, specially called for the purpose.

No amendment shall be valid unless it is passed by two-third majority of votes of the members present in the meeting.

6 CONCLUSION

Though the Madhya Pradesh Library Association exists in name, for all practical purposes, it is a defunct body. It has not been successful in getting a public library law for the State. Though certain efforts at library legislation have been made in the State, no concrete progress has been made. It is gratifying to note that on March 28, 1991, Professor Brij Mohan Mishra, Speaker of the Vidhan Sabha, Madhya Pradesh, announced that the government is going to enact a public library legislation very shortly. He was speaking at a function of the Indian Library Association.

The Madhya Pradesh Library Association is not totally representative. There is another association, viz, Madhya Pradesh College Librarians Association. The membership of the Madhya Pradesh Library Association is quite poor, in comparison to the total number of institutions. There are eleven universities, about 650 colleges, more than 3000 higher secondary schools, and about 35 polytechnics in the State. All these institutions carry the post of librarians. There is a provision for B Lib Inf Sc training in six towns. Looking at this, the output of library science graduates in Madhya Pradesh per year is very high. In fact, now there is a glut. Absorption has reached almost to nil these days. The output of library science graduates in Madhya Pradesh per year is very high. Considering all this, it is deplorable that there is no library association, worth the name, representing the whole State. Professional problems remain unsolved. It is a matter of regret to say that there is no professional leadership in the State. It become imperative that serious efforts should be made to reorganise and consolidate the Madhya Pradesh Library Association.

MADHYA PRADESH NEEDS LIBRARY LEGISLATION

Dr G D BHARGAVA*
Dr B S NIGAM**

1 INTRODUCTION

The destiny of India lies in the next century depending upon the quality of educated, enlightened and patriotic citizens. The quality of life of the average individual can be raised only when the opportunities available are made full use of and access to information is within the easy reach of the people. The philosophy of providing information to one and all is an outcome of the various trends that came into existence in 70's of the twentieth century. The developing countries faced with various problems of development of the various sections of society have tried to think of formal and non-formal education to the people.

The society of the future has often been described as 'the learning society'. The economic and social problems pose for learning new skills and developing new attitudes towards work, life, leisure and recreation. This gives rise to continuous learning and adjustments to ever-changing demands. Technological developments continue to determine the change over from manual work to intellectual work.

The value of information as an important and crucial factor in the social and economic development and progress of a nation is increasingly recognised in the present decade than ever before. There is a growing acceptance of the theory that the western societies are swiftly drifting towards a post-industrial society, which is basically an 'Information Society'. Whereas the means of production and land are the strategic resources in the industrial and pre-industrial society, the information is the strategic resource as a means of power in the post-industrial society. Thus the pivotal role of information affords a splendid opportunity to the various types of libraries to expand their scope of activities and contribute substantially to national development.

In the light of the above developments, non-formal and informal education can play a vital role through the libraries. Library can become a venture where educated, neoliterates, literates and others irrespective

* Ex-Professor and Head, Department of Library & Information Science, Vikram University, Ujjain.
** Reader, Makhanlal Chaturvedi National University of Journalism, Shahpura, Bhopal, 462016 (MP).

a venture where educated, neoliterates, literates and others irrespective of caste, creed or colour can discuss and even think of solutions to the various problems. Libraries have a very basic role to play in the dissemination of information. They serve the nations by providing the constant flow of information, so crucial to both national and international developments. A well-stocked and properly managed library is an important and vital feature of informal and self education.

2 LIBRARY SERVICE

The four great agencies which are available to make the citizen into a reasonable and thinking individual are school, library, radio and press. Library is capable of extending its services and usefulness to all groups and shades of opinion in the community, irrespective of age, religion, profession, sex, political conviction and economic levels. No other institution can perform such a wide range of service to the entire population of an area. In fact, the potentialities of a country's libraries, particularly of its free public libraries, from the point of view of educational and sociological significance to the people, are second only to the system of formal schooling.

3 LIBRARY LEGISLATION IN MADHYA PRADESH

Few regions in India are more interesting than Madhya Pradesh - literally meaning central region, situated in the heart of India. Intersected by meandering rivers and dotted with hills and lakes, this region has delicately varied natural settings and great beauty. Comprising of what were formerly Madhya Bharat, Bhopal and Vindhya Pradesh, together with a large portion of the state hitherto known as Madhya Bharat. The present Madhya Pradesh state was formed on November 1, 1956. This highly interesting region exhibits interesting peculiarities in its picturesque costumes, spoken languages and customs.

Ever since Ashok was Governor at Ujjain, on behalf of his father, and even earlier, the region, now known as Madhya Pradesh, has been an important centre of Indian art and culture. It has a great tradition in literature and perennial learning and this tradition has continued, unbroken through the ages.

4 PHYSICAL SET UP

Madhya Pradesh is the biggest state of India covering an area of 4,43,452 sq kilometers (with 14% of the total area of India). It is surrounded by seven States Uttar Pradesh in north, Bihar in the north-east, Orissa in the east, Maharashtra and Andhra Pradesh in the

south, Gujarat and Rajasthan in the west. It has a total population of 6,61,36,862 (with 7.84% of the total population of India) with 43.45% literacy. Madhya Pradesh has eleven revenue divisions and forty five districts.

5 LIBRARY SET-UP

Curiously enough, this land of learning and cultural heritage has been lying inactive and dormant for the past few decades. The varied types of people, residing in heterogeneous places do need constructive reading material made available to them through a network of integrated library system. However, no single department in Madhya Pradesh is responsible for public library service. Currently, three state departments- Education, Panchayat Raj and Information and Publicity - are providing library services, in some form or the other, but without any co-ordination or integration. In addition to this, there are private public libraries in almost all the major cities of Madhya Pradesh. Academic institutions like universities, colleges (including Medical and Engineering), polytechnics, and higher secondary schools have their respective libraries, getting annual grant from the state government for the development and maintenance of their libraries.

The breakup of different categories of libraries functioning in the State of Madhya Pradesh is as under:

1	Regional Libraries	5
2	District Libraries	42
3	Information Centres	6
4	Private Public Libraries	80
5	Gram Panchayat Libraries	15800

All these libraries are independent, isolated units, rendering library service with their limited resources.

6 EFFORTS OF DR S R RANGANATHAN

In 1948, Dr S R Ranganathan submitted a Draft Public Libraries Bill to the then Education Minister of Madhya Bharat Shri Gokhle. He promised to introduce a Bill shortly on the basis of this draft bill. But very soon his portfolio was changed and no action could be taken.

In 1951, Ninth All India Library conference was held at Indore. At this Conference, the matter of Library Act was discussed and necessary steps planned in this connection. In 1952, Frank M Gardner was invited from England. In his 'Report of the Libraries of Madhya Bharat', Gardner laid emphasis on the Library Act in the State. His views/

suggestions were discussed at various conferences and seminars, yet nothing could be achieved.

7 MADHYA PRADESH LIBRARY ASSOCIATION

In 1956, after the reorganisation and integration of the then existing Unions of Madhya Bharat and Vindhya Pradesh and Class 'C' State of Bhopal, a composite State of Madhya Pradesh was formed.

In 1957, Dr S R Ranganathan was invited by Vikram University, Ujjain, as a Visiting Professor for the newly established teaching department of Library Science. During his visit, Dr Ranganathan formed the Madhya Pradesh Library Association (MPLA) In view of the successive failures of putting library movement on firm basis in the state, Ranganathan persuaded the then Governor of MP Shri H V Pataskar, to become the President of MPLA. Under his Presidentship, the MPLA started active work.

Necessary data was collected and assembled to work out a Library Development plan for M P. It was a difficult task as the state had just then been formed by amalgamating areas taken from different administrations. However, a Draft Library Bill was prepared, approved by the MPLA and forwarded to the care of the government. No concrete action was taken on this Draft Bill. The secretarial process being unresponsive the Bill could not make its way through and it got pigeonholed in the process.

In 1968, the Seventeenth All India Library Conference was held under the auspices of the University of Indore. At this conference, the need for Library Act in the state was reiterated through the resolutions. MPLA was authorised to take concrete steps in this direction. Consequent to this, in 1970, yet another Draft Public Libraries Bill for MP was prepared and presented to the then Education Minister, Shri Jagdishnarain Avasthi. The Bill was vetted by the Ministries of Education, Law and Finance at various levels. However, all these efforts were in vain. In the year 1974, the association mustered up strength and pursued the matter more doggedly with the Education Minister. He, however, parried the matter and deferred the Bill for sometime more.

8 JANTA REGIME

In 1977, Janta Party came out victorious and formed the Government in MP with Shri Omprakash Rawal as the Minister of State for Education. In this capacity, Shri Rawal attended the first conference

of MP Public Libraries Association held at Burhanpur in December, 1977. As suggested by him, a Draft MP Public Libraries Bill was presented to the Government in 1978. Soon after, Shri Rawal was ousted from Ministry.

91 LAW COMMISSION

The Draft Public Library Bill, presented to the Government in 1978 was passed on to the Law Commission, constituted by the MP Legislative Assembly. The Commission comprised of eleven members of the Legislative Assembly with former Justice P V Dixit as its Chairman. One of its member, Shri Kanhaiyalal Dungarwal, showed keen interest and laid stress on the need for library legislation in the state.

The Law Commission finalised the Draft of the Bill and submitted it to the Law Department. In its preamble, "the effective media for acquiring knowledge and proliferation of culture. Consequent to this, it is the duty of the State Welfare that the development of Libraries should be based on co-ordinated planning and adequate funds be made available for the establishment, organisation and development of public Libraries. To achieve this, there is a need for Library Act in the State of MP."

The recommendations of the Law Commission gave impetus to the library movement in the State. During second conference of the Association held at Bhopal in January, 1980 the then Governor of MP Shri C M Punacha addressed the delegates. The then Education Minister made a declaration for the presentation of the Library Bill in the ensuing session of the Legislative Assembly. Unfortunately, shortly after this the Government was out of power.

92 CONGRESS REGIME

The Library movement was brought to life once again after the formation of the Congress Government in the State. In January, 1981 the third conference of the Association was held at Indore. Fortunately, the trio comprising of the then Education Minister, Law Minister and the Chief Minister graced the occasion and addressed the conference. All of them emphasised the need for the Act and assured to present the Bill in the coming Budget Session of the Assembly. This assurance, however got involved in the bureaucratic cobweb for a long time and nearly a year passed without achieving anything substantial in the matter of library legislation.

In March 1982, at the fourth conference of the Association, the State Law Minister, Shri Krishnapal Singh, attended the Conference with a copy of the Draft Bill and declared. "As a Law Minister, I wish to inform the delegates that this Bill would certainly be presented in the next session of the Assembly".

This declaration created happiness among the Library personnel and the well-wishers of the library legislation in the State. The Association, till date, keeps its struggle and has been reminding the Education Ministry of the early and effective enactment of library legislation in Madhya Pradesh.

93 FEATURES OF DRAFT MP PUBLIC LIBRARIES BILL 1978

The Draft Public Library Bill envisages a structure for the libraries in the State. It spells out details of an organisational set up conducive to efficient management and functioning of libraries in the State of MP. The Bill contains seven chapters and one appendix, detailing the existing pattern of libraries in the State. The main features of the Bill are as under:

931 PROVISION OF INTEGRATED LIBRARY SERVICE

The existing library services organised by the Education Department and the Panchayat and Social Welfare Department do not have co-ordination at any level. Under the proposed Bill the libraries under these departments will be organised under one department, thereby ensuring economy in expenditure. The Bill would ensure easy library service at the village level.

932 ORGANISATION OF STATE LIBRARY COUNCIL

For the implementation of the Bill, the State Government would organise the State Library Council consisting of sixteen members as under:

1 Education Minister

2 Education Secretary

3 Three MLAs nominated by the Education Minister

4 Panchayat and Social Welfare Secretary

5 Local Self Government Secretary

6 Six members nominated by the State Government from amongst the persons with special knowledge or practical experience or

interested in the organisation, development and administration of libraries and library service.

7 President and one member, nominated by the Government of the State Library Association; and

8 Director of Libraries.

933 ORGANISATION OF DIRECTORATE OF LIBRARIES

For the direction and control of the library service in the State, the Directorate of Libraries is to be established. The Director would be a qualified library science person. The Directorate will consist of the Director and such officials as are appointed by the Government. The Director would be responsible for the planning, organisation, administration and development of public libraries and public library system.

934 ORGANISATION OF LIBRARY MANAGING COMMITTEE

The Bill specifies that it will be the duty of every city Corporation, Municipality, Janpad, Panchayat and Gram Panchayat to establish library (ies) and organise library service in their areas as planned and approved by the Director of Libraries. For the successful execution of this, there is to be a library meanaging committee at each level consisting of four members. The expenditure of the libraries is to be met out of the local revenue collections and grants released by the State Government.

935 ORGANISATION OF LIBRARY FUND

The Bill provides for the organisation of library fund by the State Government for the organisation and administration of library service in MP. The library fund will have:

1 State Government grant of Rs 50 lakhs per year;

2 Three per cent surcharge on the property tax as the library cess;

3 Grants from the Central Government;

4 Donations and grants for the library fund;

5 Other sources. The library fund will be under the control of State Library Council.

936 REPORT AND INSPECTION

The Bill provides for the inspection of public libraries by the Director

or any official authorised by him. The Director will prepare the annual report of the working and progress of the public libraries before April 30 and submit it to the State Government with a copy to the State Library Council. The Council will then prepare the final report on the working of the Directorate and submit it to the State Government.

94 CONCLUSION

The brief review and a critical estimate of the various provisions made in the Public libraries Bill brings home a number of points for consideration:

1 The proposed ill lacks in ensuring integrated library ser- vice- State Central Library; Regional Central Libraries; and District Libraries;

2 The Bill makes provision for the State Library Council as the autonomous body whereas it should only be an Advisory body and the responsibility of organisation and administration of library service should be the responsibility of the State Government.

3 The Bill has not made any provision for the membership of a library science expert in the library managing committees at various levels.

With all honest and concentrated efforts, by the leaders of the library profession, are being effectively made with the active support of a few enlightened political leaders and well wishers of library service, the shortcomings in the Bill are being rectified. Determined leadership leadership, relaxed bureaucratic attitude and conducive political atmosphere offers promise for the future. A little amount of goodwill from the State Government can ensure library legislation in Madhya Pradesh as the 10th state in the country.

It may however, be added that the ultimate strength of the nation depends upon the individual citizen. Let no one minimise the significance of the solid contribution of an individual to the common goal. If each individual, library professional and well-wisher of library movement decides to do his/her duty where he/she is placed, something concrete can certainly be achieved. The sooner it is done the better it is.

We are reminded of the wise saying of the illustrious Rabindranath Tagore "who will take up my work", asked the setting sun. Hearing this question, the earth remained silent like a picture. There was an earthern lamp which said, "Lord, I will do what little I can".

Let every individual citizen of Madhya Pradesh, resolve to provide whole hearted co-operation in evolving the right kind of technique for the early passage of Library Bill and thereby fulfill the cherished dream of late Dr S R Ranganathan.

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MANAGEMENT INFORMATION SYSTEM IN LIBRARIES: AN OVERVIEW

SUNIL KUMAR*

0 INTRODUCTION

Management of organization, whether it is profit oriented or non-profit oriented, has become complex and information is the core realm in management that helps at the strategic planning level as well as operational level to take decision for achieving the organizational goals and objectives. The developments in communication facilities, sophisticated hardware, readily available software and reduction in the cost of designing and installation of computerisation information System (CMIS). However, the concept of Management Information System (MIS) was always there in a rudimentary form and still many organisations maintain some records and statistics for use in the organisation in a manual setup. Libraries are no exception to it and almost all libraries keep some records. However, the introduction of CMIS would facilitate effective utilisation of resources in Library and Information centres and library manager would be in a better position to serve their clientele. In this paper MIS has been used in the context of CMIS.

1 NEED OF MIS

The need of MIS in library is felt due to the following :

(a) Increasing demand of library services;

(b) Rising cost of a document;

(c) Limited financial support;

(d) Management of personnel;

(e) Providing timely, accurate and uptodate information when it is required.

The MIS would increase access to information about the organization at finger tips and can produce uptodate statistical report for proper managment. For example, MIS related to circulation data can

* Documentation Officer, National Institute for Enterpreneurship & Small Business Development Library, NSIC - PDTC Campus, New Okhla Industrial Estate, New Delhi-110020.

give detailed report on active users of the library; subject wise; status wise; highly used collection of the library subject wise; users need and deficiency; if any, monthly, yearly issue and return work etc. These bits of information can be effectively used in developing library collection, teaching library use to passive users, demand for new circulation staff based on work-load and even adjustment of lost books record.

2 CONCEPT OF MIS

As information is the core of the MIS, an understanding of it would enhance the understanding of MIS. "Information is the product of the meaningful processing of data which enables an individual too gain knowledge in order to be able to make a decision."[1] Therefore, information is a meaaningful data whereas data has no intrinsic meaning in itself. Data is raw information and information is the aggregate of facts or data organised in a systematic manner.

Since 1950's MIS has been known by various names. These are:

(a) Information for Management.

(b) Computer based Information System (CIS).

(c) Decision Support System (DSS).

(d) Transaction processing system etc. However, MIS and DSS are used interchangebly.

21 MIS *vs* DSS

"MIS is a reporting technique, manual or automated, which provides the key members of an organization with data used in its operation."[2] Whereas, according to Walter Kennevan, "A management infromation system is an organised method of providing past, present and projection information relating to internal operations aand external intelligence. It supports the planning, control and operational function of an organization by furnishing information in the proper time frame to assist the decision making process."[3] Ahituv and Neumann have provided a useful summary of MIS characteristics viz (a) it rely to some extent on computer technology; (b) based on human decision; (c) dependent on integrated database; (d) model base which contains programs that organize, manipulate and process the information; and (e) communication network that provides quick inter-active conduit between the manager and the components of the system.[4] In other words, MIS is a structured method of providing information about the operations of any organization that includes

information gathering, processing and analysis for decision making. It provides regular updating information such as monthly, yearly reports with statistical analysis. ``DSS, however, are used in a more interactive fashion; the manager interrogates the system for specific information when it is required; he uses the system to analyse data sets and tries different models of the decision situation in terms of the consequences of alternative decisions. The DSS is able to simulate the organisation, to show how it would respond to different changes in the variables which are under managerial control and to give an assessment of the likely outcome of every possible choice. Decision maker formulates the problem, identifies its salient characteristics, chooses the relevant data sets, analyses the models and evaluates the results."[5] Thus, the difference is only in using both the systems.

DSS are of three types (a) structured, (b) semi-structured, and (c) unstructured. Structured DSS are for the lower level manager, eg circulation statistics, fine control etc. It provides rudimentary information with manipulation of data to aid higher level management. Semi-structured DSS are used in the decision of service requirements, starting of the new service and modification of existing services in the library. Unstructured DSS are used for staffing, budgeting, financial control, etc in the library. At this level, senior manager is responsible for over all policy decision work.

Recently, the phrase DSS has become popular. It is described as the evolutionary step after MIS. For this purpose, MIS must be defined narrowly as the automating of routine and structured tasks is to support decision making. It must encompasses current thought on DSS. ``MIS support decision making in both structured and unstructured problem environments.

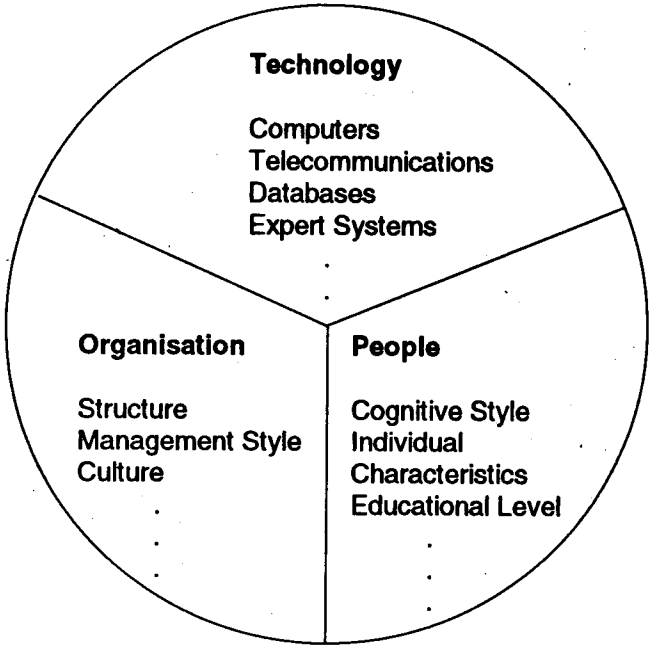
- MIS support decision-making at all levels of the organisation.
- MIS are intended to be woven into the fabric of the organisation, not standing alone.
- MIS support all aspects of the decision making process.
- MIS are made of people, computers, procedure, databases, interactive query facilities, and so on. They are intended to be evolutionary/adoptive and easy for people to use.[6]

3 COMPONENTS OF MIS

Technology, organization and people are the three important components of MIS. Technology comprises computer systems, hardware,

telecommunications, software and database along with their specific sub-technologies. Organizational aspect is expressed by the organisation's structure, its management styles and culture reflected in the existing application software and database content. The people includes the members of the organization who will work with the system or who will be affected by it. The system match the user's level of knowledge, their psychological and cognitive needs of an individual.[7] It can be best presented in Fig 1. During development of a MIS, these three components have to be clearly identified and clear set of rules to be programmed for implementation and use.

Fig 1
Components of MIS



Source: ZWASS, p 20

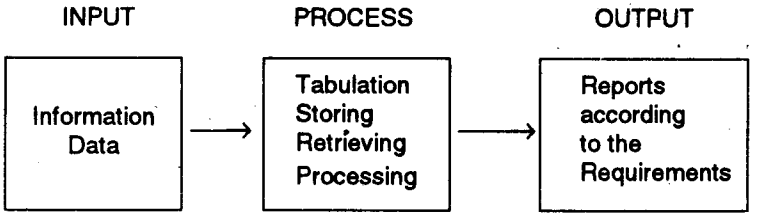
4 FUNDAMENTALS OF MIS DESIGN

System design requires: (a) the analysis of information input data which are to be processed into information output documents; (b) the reduction of any manual handling to flow charts, decision tables; and (c) the logical analysis of decision making tasks. At the same time, the

resulting system must be sufficiently flexible to furnish information that is not regularly required. Other consideration is the time and money needed to design a new system and to put it into operation. This new system must be compatible with the requirements of future consideration.[8]

Cost consideration is the major aspects of MIS. It must have a reasonable cost compared to its worth. The economics of information systems require constant balance between value of the information carried in the system and cost of designing and operating it.[9] Thus, MIS generally consist of outer environment; an input model, a process model and output model. It may be presented aas in Fig.2.

Fig 2
Model of MIS



Environment

Hamburg and his co-workers mentioned that in the library, information can be obtained from the four sources in the total library management information system as follows:

`` - The population that the library serves (users-non users);
- The library service and its operations including staffing, acquisition and so on;
- Interactions between the library and its users (such as lending, reference, queries etc; and
- The remainder of society. This includes information on other libraries and on any parent organisation."[10]

41 PREQUISITES FOR MIS

The prerequisites for designing a MIS are as follows[11]:

(a) Be able to handle voluminous data;
(b) Perform complicated processing of data and multi-dimensional analysis;
(c) Confirm validity of data and transactions;
(d) Provide speedy search and retrieval;
(e) Have mass storage capacity; and
(f) Communicate with any destination in its purview on time.

42 STRATEGIES FOR SUCCESSFUL IMPLEMENTATION

For successful implementation of MIS the following approach is required:[12]

(i) To be aware in advance of what can go wrong. System designers need to have interpersonal skills and appreciation of the psychology of systems implementation.
(ii) To manage the implementation process in a systematic and senstive manner that an outline proposal is first prepared till it has been installed. Several tools have already been developed to aid the process. Programme evaluation and review technique can be very well applied to library projects.
(iii) To involve the system users in designing the system and so on.

5 EMERGING TRENDS IN INDIAN LIBRARIES

Today, a number of libraries are using different types of software packages for automated transaction processing system. In the library environment, to do the work effectively, different modules viz, acquisition system, serial control system, circulation system, etc have been developed and implemented by using different language eg, COBOL, Pascal etc. There is a trend towards use of CDS/ISIS for designing and development of bibliographic databases. On the other hand, some ready made library software packages such as Lib Sys, Lib Info, Libra, Sanjay, DELMS etc, are also being used in many libraries. However, no software has, at present, a separate module for MIS that can provide all relevant data to a manager from one place, though some of these packages do provide distributed MIS separately in all the modules, such as circulation, serial control etc.[13] Hence, there is a need for desginging MIS that culd help the library manager.

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NATURE AND USE OF LIBRARY HISTORY

R RAMAN NAIR*

1 INTRODUCTION

When one is proposing to spend much time reading and writing library history it is only simple and reasonable to be asked: Of what use have your studies been? There is no simple answer and the question will also take us to a more basic question: What is library history?

In history of libraries we are concerned particularly with the purpose and content of libraries and with the social background which produced them; in consequence we become involved in the history not only of scholarship in its narrower sense, but of human civilization, culture and literacy.[1]

Three particular achievements marked the first appearence of human civilization in early times. One was gathering of men into cities with all social organization that belongs to urban life. Another was the growth of the religious idea expressed by means of holy places which served to bind the urban population into a unit. A third was the development of the human communication with which man has conquered both time and space.[2]

Mans' conquest of time by the art of writing enables him to hear the words of his forefathers through untold generations and to speak to his children in generations to come. His conquest of space carries his words over land and sea so that a scientist at Trivandrum can discuss his problems with a scientist in Tokyo or seek information support for his research from a librarian in New York, a tourist in Varanasi could chat with his family in Frankfurt and the farthest east could talk to the farthest west. Where indeed man travels in the wide world, the written word can travel too and the only effect this modern science has had on this marvel is to increase the speed at which a message travels. The history of libraries is in brief the history of man's conquest of space and time.[3]

* Librarian Grade I, HH the Maharajas' College for Women, Trivandrum 695 014.

2 LIBRARY'S ROLE IN DOING HISTORY

No civilization got entirely destroyed. Some previous achievements have survived all the vicissitudes of rising and falling states: the knowledge of the making of fire and light, the wheel and other basic tools, language and writing, agriculture and the family, social organization, and the use of teaching to transmit the lore of the family and the race. These are the elements of civilization and they have been tenacioulsy maintained through the perilous passage from one civilization to the next. They are the connective tissues of human history and are maintained through time and transmitted by institutions or groups that collected, organized and preserved recorded knowledge for the advancement of society. These institutions gradually came to be known as libraries or library system.

If education is transmission of civilization, we are unquestionably progressing. Civilization is not inherited, it has to be learnt and earned by each generation anew. If the transmission should be interrupted for one century, civilization would die and we should be savages again.[4] Transmission of civilization is mainly transmission of knowledge. So all advanced civilizations consider expenditure of wealth and toil for collection, organization, preservation and dissemination of information as their finest achievement. This has been done excellently in the ancient world which as a result contributed the geniuses of antiquilty.

The heritage we can now more fully transmit is richer than ever before. It is richer than that of Pericles, for it includes all the Greek flowering that followed him, richer than Leonardo's, for it includes him and the Italian Renaissance, richer than Voltaire's, for it embraces all the French Englightenment and its ecumenical dissemination.[5] If progress is real despite our whining, it is not because we are born any healthier, better, or wiser than infants were in the past, but because we are born to a richer heritage, born on a higher level of that pedastal which the accumulation of knowledge that is our heritage which led to the invention of recording knowledge and in the birth of the library which is to collect, store and disseminate the whole accumulated knowledge of society for its members.[6]

3 PROBLEMS OF LIBRARY HISTORY

Historical study of libraries and librarianship has been encumbered by a number of problems which at least make that study disfunctional: problems of definition of history, of its relationship to the social sciences, of its place in education for librarianship, of its values and uses and

the way in which history is done. Historical study in all fields of human activity faces these problems.

Definition is the principal problems. It is central to others. The use of history, its ascribed values, the way in which it is done all derives from definitions of history.[7] As history has been defined by all kinds of persons there are thousands of definitions, most contradicting each other. But an ultimate definition is yet to be done.

4 DEFINING LIBRARY HISTORY

Dictionaries will define history as a narrative, a systematic and methodical record of past events. This suggest two interpretations to library history; that it is a story and that it is a form of knowledge methodically and systematically arranged as scientific knowledge is. Library history is something more than a summary of evidence about the past: it is an analysis and an interpretation for the present.

The word 'history' is derived from Greek which means; enquiry, research, exploration or information.[8] Aristotle defined history as an account of the unchanging past thereby holding that it is an account and the past is by its nature incapable of change. Ernest Brnheim suggests that history is a science which investigates and presents in their context of psychophysical casualty the facts determined by space and time of the evolution of men or their institutions in their individual as well as typical and collective activity as social beings or institutions. It is a science because it embodies systematised knowledge based on realities. The main job of library history is also to search, investigate and explore these facts with the intention of presenting them in their proper context. But the more important task is to explain their casuality, find out the root of the problem, examine the issue in its depths and interpret the phenomenon from the origin to its final end. The origin lies in the combination of mental and material factors determined at a particular point of time and in a particular place. The facts that are thus investigated relate to the progress or change in the position of man so far as his individual activity is concerned. Bernheim's definition has touched on all fundamental activities of historical pursuit.[9]

Two fundamental principles can be identified in most of the definitions of history. One is of history as a past which is known and needs only to be explained. The other is history as a method of study. In the former it is assumed that history is a finite entity presented by the past. It means historian does not make history. The second principle is exactly opposed to that view in the assumption that only historians make history by writing it. This viewpoint entails a characterisation

of library history also as a way of learning or as the creation of a usable past.

5 NATURE OF LIBRARY HISTORY

The affairs of man and the systems and institution he builds up are constantly in motion. Library systems are no exception. Consequently there has been a radical change in recent years as to the proper nature and scope of library history. In the past it was merely a catalogue of events serialised in a descriptive manner. We have now to study library history in a critical and scientific way.

Historical activity involves three diffrent types of functions which should be performed simultaneously. The first is to get at the truth to know the entire past as it actually happened, and to be sure that solid facts are at hand. The second job is to interpret the facts, to assess, to evaluate and to explain their significance. The third task is to present them clearly.[10]

The standard of values which a historian applies to his study of the past is determined by the general, social philosophical, religious and economic ideas of his age. So, it becomes necessary for library history also to be rewritten from time to time. The past events are to be revalued in the light of later development and new ideas.[11]

Some historians think that history repeats itself whereas others refute this ideas. But both are partly true. History repeats itself in the sense that things to the world are the same all the time but the ways are different every time. The forces that influence the human mind and shape, the course of action are uniform all over the world. They indicate that the events that occur are not merely in an order of time and sequence but also have a link in a chain of cause and effect and are related to one another in a systematic and permanent manner. Although historical events do not occur in the same order and in the same place, they have a basic unity, and conform to a pattern which is basically discernible on closer study. In the absence of this basic unity, historical laws could never have been drawn. As history is related to man and as man is helpless at the hands of his own nature, the actions that follow would have a common pattern. A study of the history of the library movement in any part of the world can indicate this. Likewise in the pages of history we always discern the operation of the same values repeated again and again.[12] Theory of occultations in evolution is related to thing. Status of library profession in different periods of history can be cited as good example for this.

Those who oppose the view that history repeats itself contend that change is the law of nature and even if apparently two events seem alike, they are not really the same. If historical events are repeated the problem of growth, development and progress would not arise. But the truth, is history does not repeat itself in the sense that historical facts are not identical. It repeats itself in the sense that similar facts do occur.

Evaluation, assessment and verdict are all very vital ingredients of history. A library historian would also be failing in his duty if he is indifferent in drawing proper conclusions. History can be used to interpret the past with the intention of predicting the future.[13] Thus the nature of history is very complex.

6 APPLICATION OF PRINCIPLES

By now in all fields of human activity it has been well established that history is not merely a descriptive catalogue of past events, but is a critical and scientific study of the past developments in that field. But still library history suffers from the rigid limitations of many centuries of conventional chornicling which were only quantitative descriptions and the foundations of library history and not history in any enlightend modern sense.[14] As an exception recently we find in James Thompson, Kathryn McChesney etc champions of its liberation into full dignity of recognition as an expression of social forces. With them we can believe a new phase has dawned for the study of library history.

Library history should enable those in the field to respect the antiquity of our calling, to appreciate the gradual advance and sometimes decline of various movements and systems and to base our future on sound foundations. We can take advantage of past experience and learn from the mistakes of others instead of repeating them.

So long as the timespan covered by libraries and the rules and laws related to that institution that it must follow that the main principles of library movements are now exceptionally well established.[15] Only the most ignorant individual would in professional terms set out to reinvent the wheel.[8] Conversely, it also follows that any person active in library field even in apparently the most contemporary situations will always benefit from a return to earlier principles.[17] It is after all a fact that we base our lives on previous experience, and can predict our future only on the basis of past performance. All good workers appreciate that they stand on the shoulders of other. They are grateful

for what their most primitive predecessors have done and could perform their own tasks more intelligently and efficiently if they had studied the stages in the development of their art.[18] Lawrence Thompson goes as far as we consider library history as an invaluable aid to future generations in their attempt to avoid errors of the past.[11]

While it remains true that librarians must build upon the experience of their own past, it is unfortunately equally true that the development of libraries has not been some kind of evolutionary process whereby these have grown better and better. Some primitive predecessors were very much more effective in what they did than many of their successors and it is not only from the errors of the past that the librarian can learn, but from the neglected and unacknowledged triumphs also. It appears often as not that our predecessors in their own terms knew the true path. This viewpoint is expressed very clearly by DM Norris. The term history suggests rather an evolutionary or gradual development, but such is not the case with knowledge dissemination systems. The ancient were proficient in the art as we are today, but their methods were different.[20] So it is throughout the ages and therefore it is not a history, but a survey of the different concepts, systems and rules.

7 OCCULTATION IN EVOLUTION

A more perceptive view of the historical analysis of library systems and concepts is offered by E A Savage in his theory of 'occultations'. Observing that since the technology of library systems is limited and narrow, an enthusiastic liberarian diligently searches for new ideas, but rarely discovers any.[21] The open shelf is the oldest of ideas. The chief concepts of library technology undergo periodical occultations. They emerge again, the brighter for the eclipse and shine upon us for a time and fade again into obscurity. We loose ideas, regain them, fight against them, yield to them and forget them once more.

The professional status assigned to librarians during various periods can be taken as a good example for the theory of occultations. In the ancient world librarianship was considered an esteemed profession. In Alexandria great scholars like Aristophanes and Callimachus headed the library established in third century AD by Ptolemies. The Government was totally aware of the importance of information for the benefit of the people. Result was that the quality of teaching - learning process and life was of a higher level at that time than we could think of in the present days. In the educational institution of ancient Kerala only great scholars were appointed as librarians.[22] The collections were mostly specialised collections and the librarians were

expected to be thorough with the thought content of the documents kept in the library. So only the best teacher of a subject was considered for the position of librarian to manage a collection specialising on that topic. The copper plate of King Trailokyamalla the Chalukian ruler tells us the dignified and honourable position the librarians had in the educational institutions of his period in eleventh century AD. Qualifications, status, service conditions and salary of librarians in ancient India were equal to that of teachers in the medival period.

The importance which our ancestors gave to the library services supporting education and research contributed to the academic excellance of those times. Our research works could never attain the quality of books written during those ancient days. For centuries afterwards library services were pushed back into unimportant position in educational institutions. Staff who was not fit for any other work was posted for managing libraries in educational institutions. But again during the second half of the present century government realised the importance of libraries in education. University Grants Commission has recommended higher academic qualifications and status for librarians again bringing them at par with teachers as in our ancient days. Eventhough many could not digest this attitude, UGC considers the quality of library professionals an important factors in improving the quality of higher education very much like the quality of teachers.

8 ANALYSIS OF LIBRARY MOVEMENT

Some recent library histories done in India applied the scientific methods and attitudes about library history and traced out the waxings and wanings of at least the major principles which have characterised library systems and library legislation in India. Good principles are seen to be good principles on the basis of comparative analysis and factual evidence. Like this bad principles are equally and similarly identified. In a study on Kerala's Library movement we find that in Kerala the movement for library development has followed too far a wrong path which is an odd twist given by an organisation, a dominant force which led the movement. Everywhere it is a remarkable fact that despite current and former occultations the essential principles of library movements emerge unambiguously and uncontrovertibly from our long history.[23] For a healthy and useful growth, library development should follow directions of proved advantage.

91 LIBRARY AND SOCIETY

Library being a social institution, the development of libraries and the traditions, customs, rules and laws related to it are inextricably

related to the social and cultural development of man. In all the phases of socio-cultural development of man library; the knowledge disseminating institution was present. The success of an institution that serves the community depends on three main factors; it must have purpose and its objectives clearly established, it must have a sound administration to determine its priorities and the method of putting them into practice and after the methods have been agreed they must be put into effect by capable and conscientious executives.[18] The survey of the history of library development in Kerala also indicates the existence and evolution of these factors in all ages. In socio-cultural development there have been different ages and libraries likewise have developed through different ages.[25]

92 LIBRARY DEVELOPMENT IN KERALA

In the analysis of the historical evolution of library systems and customs, traditions and laws related to that in Kerala is was recognized that there were five roughly divided overlapping periods or phases.[26] Social conditions and formats have changed over these periods but not the basic function of libraries to collect preserve and disseminate the knowledge accumulated by society to its members for the ultimate benefit of the society.

In Kerala during the first phase this basic function was actively present and access was provided to all members of society without any restrictions. In the second phase Kerala came into contact with western ideas of education and libraries. Influenced by British administrators and as a part of educational reforms, States established and maintained public libraries, and made rules, orders and laws required for them. In the third phase people became aware of the possibilities of this institution in political and social reform and as a result a people's library movement took birth. Government while continuing its own library development activities supported the people's movement and both got inspiration from each other. In the fourth phase the peoples library movement which is headed by political and social activists who had no interest or expertise for development of library and information systems on scientific lines, structured the movement into an organization very much like a strong political party.

In the beginning of the fifth phase the State came into contact with the research and development on library and information dissemination system going on in India and abroad. State accepted its responsibility for the establishment of library and information system for the people and attempted to establish such a system. Here the people's movement

came into conflict with the government. The vested interests of the organization; Kerala Granthasala Sangham that headed the people's movement resisted the government's attempt for reform and intervention in the field it wanted to dominate. This delayed for more than four decades government's moves to enact a library legislation in Kerala.

Due to people's indifference and ignorance about modern library systems and their possibilities, and wide support obtained by the Kerala Granthasala Sangham against Government through its mass appealing programmes, government was forced to make a conciliation with this movement. Result was enactment of a defective library legislation in Kerala.

921 SEQUENCE AND EXTENT OF PHASES

The conceptual phases found in Kerala are not clearcut chronological divisions. Existence and development of a particular concept cannot be divided by clearcut chronological boundaries. The same phase may continue to exist in some aspects or places even after the birth of the next phase. Each phase may overlap the other at both ends. In Kerala even after the government has initiated the fifth phase the Kerala Granthasala Sangham remained in the fourth phase and opposed the fifth phase.

Human society has never shown uniform development. There have been focal points or areas of rapid growth while other parts of the country remained relatively stagnant. So the different regions may not be under the same phase at a time. For example when we take India as a whole; the fifth phase starts in 1930 when S R Ranganathan introduced the Model Library Act at the All Asia Educational Conference convened at Benaras. The system suggested by him was far advanced than any library system existing anywhere in the world at that time. But in Kerala the phase starts in 1947 when the State requested S R Ranganathan to prepare a library bill and development plans for Kerala. Some other States still continue in the earlier phases.

93 BARODA'S LIBRARY SYSTEM

In Baroda the fifth phase was present from 1900 immediately after the second phase, and it reached its excellence when the Maharaja Sayaji Rao Gaekwad III built up an elaborate public library system for his people. The Maharaja, an enlightened ruler had in 1906 initiated a scheme of compulsory primary education, the first government in the country to sponsor such a progressive measure. He was of the opinion

that the State aided free public libraries are absolutely essential for continuing education. Money spent on few years of compulsory primary education would go waste unless there is an adequate provision for follow up work as a life-long process.[27] Only free public library service can keep masses literate after their formal education is over. Maharaja linked up primary education with a free public library system as a matter of rule.

The library movement in Baroda started in 1906 when primary education also was made free and compulsory. Maharaja invited Mr W A Borden, an American Librarian in 1910 to introduce a scientifically organized library system. With the assistance of Borden, the Maharaja established the State Central Library and a planned network of free public libraries throughout the State. A separate department of libraries was also established. He introduced open access system for all libraries. First library school was started in 1910 by Borden to train the professionals required for running these libraries. A library science journal was also started in 1912. The results of these activities are visible even today in these regions. Even today 85 per cent of the people of Baroda have library facilities. Study of these periods in Baroda can surely help the educational planning of any region..

Maharaja was very much like S R Ranganathan, a man ahead of his time and our time also. It took exactly 42 years of struggle in this modern world for Kerala to enact library legislation. Even then it could not envisage a system as efficient as Baroda did in the beginning of the century. But after Sayajirao Gaekwad, Baroda was forced to return to an earlier phase which we can identify as the third one, which continued its usual course. Baroda is a good example for the theory of occultations.

94 USE OF LIBRARY HISTORY

If history teaches us anything it is that life is a constant succession of turning points, each in some sort a legacy of the past and none of them more decisive in reality than any others.[28] Library history helps us to understand how the library and information dissemination systems developed. It links the present with the past and enables us to see how man has discovered better information systems and the infinite possibility that exists now for the collection, storge and dissemination of information. So library history is the quintessence of our experience in the field and it makes us wise by teaching us what is good so that it may be adopted and what is so that it may be avoided.

Library history has one main function to perform. It is to offer

broad principles and generalisations of historical truth. Cicero called history a vital magistrate who passes the verdict according to the cancon of truth and reason.

History offers a mental discipline which helps to meet new problems soberly and intelligently. A knowledge of the past as to how man has suffered because of his mistakes may help humanity to correct itself and thus library history can fulfill pressing needs in the field.

History promotes the power to imagine circumstances and conditions other than our own. A wise man learns from his own experience, but a wiser man learns from the experience of others too. History tells us that human progress has been made possible through three important factors; skill, organize himself into societies and through cooperation and by having right ideas and beliefs man has marched on the path of progress. By adopting the same principles we can reach better situation in which information access will be easy, efficient and full for every one.

Library history is essential if we are to understand current library situations and technology, and how all has come to be what is now. Also, library history offers us a contrast which enables us to appreciate the present systems by a study of the past. Before we begin to understand or improve any system or idea the first thing we have to do is to find out the history of that system or idea. The present is the child of the past and has grown out of the past. Existing library systems like our present social, political and economic conditions are the result of factors that precede them. So a knowledge of what has happend in the past is essential if we would progress into the future, avoiding the mistakes of our predecessors, adopting methods that have proved successful and pursuing paths that have been blazed for our guidance with the object of extending them further towards our goal.

95 CONCLUSION

Among the historians of libraries and librarianship in India, there has been a tendency to work from the first definition of history, to view events of library development as closed and finite phenomena which may accumulate in the passage of time but which will not change. Public library service in India has been studied usually as a social development with emphasis on the factors contributing to the movement for library service rather than on the order in which events occurred or the specific advances were made. The order of events and advances does much to define the nature of movement; but it can be ignored in a study in which assumed order is known. Similarly,

the search for causes of the public library's origins is much simplified if it is assumed that the history of an institution is known and needs only to be explained in the light of some interpretive theory for the causes to become clear. Large number of histories of libraries and librarian-shop in India may be judged as having failed to meet the authors' purposes. The concept of history as a reduction of what is known leads to interminable sequences of summaries of the record of particular institutions. The other definition of history is liberating. The concept of history as a way of learning opens opportunities for expanding ones' knowledge of any subject. Rather than a search for a pattern; the historical study of a subject may be demonstration of variations from patterns. The history of public library movement in Kerala which we cited as an example illumines a characteristic of history as a way of learning; one which springs from a live concern, deals with life, serves life, for there is apparent in it the national and social movements and the concern to demonstrate it to the public library movement and the function of the peoples' library movement as a training ground for political leaders.

History as a way of learning also can expand the students' knowledge beyond the confines of a discipline, a profession or an institution. History of a library reflects clearly the history of the community it serves. It is important for students of librarianship that there are no more than a few such studies of this development. The lack may be attributed in part to the supposed relationship between history and the social sciences. History is neither a social science nor a humanity, but the study of a subject by analysis of its record..

The subject of historical enquiry into a profession is the profession itself. It is necessary to discount the idea of history as a science. For nearly one and a half century, librarians have admonished to use history as an instrument to gain an understanding of the sociological beginnings of the library movement; to develop wisdom, to prevent mistakes, to solve practical problems, and to find new purposes for the library. History as a study of the profession, record may assist in the development of the necessary understanding, but only in the minds of the librarians who are free from the past. We will be free from the past when we understand that is history - the study of the record from the past - we serve our purposes, not the past.

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people. And such participation in turn is possible only when they "understand and can relate the life in their surroundings to life of the nation as a whole." Yes, understanding which can come only from education and learning and an increased consciousness of what is desirable and what is not for the individual and society at large. "To live is to grow (develop) and to grow is to change... changing the level of consciousness may be understood as the process of learning" said Marie Schustar. So learning and education are the underpinnings of development and change.

But in the last four decades education and learning–more so libraries and self-education–have not received the attention they deserved. This resulted in-

1 The lackadaisical and casual expansion of formal education becoming obese and ineffective;

2 The formally educated having no proper institution to help them update their knowledge and information after school/college/university life;

3 Around 45% of the 87 crore population which in absolute terms works out to about 450 million people, still remaining illiterate;

4 Scare resources being frittered away on unremunerative (in terms of social benefits) programmes;

5. Corrosive consumerism and acquisitive ambience, eroding the national and patriotic consciousness of individual citizens;

6 Adult education and formal education programmes run on bureaucratic lines having failed us, and educationists now frantically in search of alternatives, promoting "distance education" as the penacea of all ills, the library as an agency of self-learning, logically emerging on the centre-stage. A backdrop such as this surely projects the imperatives of revival of the library movement.

3 ROLE OF DIFFERENT GROUPS AND INDIVIDUALS

31 LIBRARIAN

The library's social functions broadly being identified as:

(i) A social apparatus transferring memory of the humankind to the consciousness of living individuals, transcending the space-time bind (Pierce Butler);

(ii) Pursuant thereto, to acquire, handle, store, control, retrieve,

disseminate and interpret information and knowledge contained in a variety of print and non-print media, and

(iii) A switching system to connect the user with other people, other places and other systems (R S Taylor) in the context of the massive explosion in information, communication, space and satellite technology.

We perceive a manifold increase in the librarian's responsibilities. It is best put in the words of R S Taylor who described the present day librarian as–

"Modern generalist concerned and knowledgable about print, sound, and image, about formal and informal communication systems. In short he must become more sophisticated about processes of communication,, in contrast to artifacts of communication." In addition he has to be something of a psychologist to know his users, their tastes, attitudes and aspirations. Further, in bracing himself to educate the community and publicize the library's services he has to "organise a well-planned closely pursued, uninterrupted publicity." (Dr S R Ranganathan). A campaign of the kind like all other similar campaigns, has two aspects, namely

(a) the intra-library activity, and

(b) extra-library activity

The first is to cover all organizational activities within the library and second to include exhibits inside and outside the library, lectures, tours into interior villages and towns, talking to people at their door step etc, distribution of theme-related bibliographies at all conferences and seminars, workshops, group discussions, readers' fora, organisation of author-reader confabulations and so on. It could also include meeting influential men and groups, legislators, politicians, professionals etc, to build up a powerful lobby or pressure group with enough clout to carry out the library movement's set objectives.

32 LIBRARY ENTHUSIASTS

Library enthusiasts are a group of people who are imbued with an ache and urge to serve the community working at the cutting edge. They are like the advance guards in a war-front who go out to reconnoiter and scoutout for weaknesses and disabilities in the enemy ranks before an attack is launched. Their servics would be of singular importance in the publicity campaign launched to educate people as part of the library movement. It must be admitted that they are people

endowed with special skills enabling them to approach people in town and villages, mix with them, read their minds, elicit information regarding their tastes, attitudes and interests, their proclivities and predelections. These faculties help them to work themselves into the hearts of the people and gently and unobtrusively instigate their curiosity and sense of enquiry, and to orient them to accept the variety of the services rendered at the library as a community centre. Therefore, they should be considered an inalienable, integral segment of the library movement.

33 GOVERNMENT

1 It is the part of the duty and work of all library activists to pursuade and educate state governments and union government to realise the importance of libraries as agencies on self-education in the fast-changing social milleu. It becomes an essential part of the government's duty as representatives of the people and charged with the responsibility of fulfilling the hopes and aspirations of the people, to organise an effective, hierarchical structure of libraries, delineating the role and functions of specific service-units at different levels in the hierarchy, providing for coordination of services within the structure as also cooperation with other service-units, horizontally, in other systems at the respective levels. It will also be a part of the governments' obligation to provide for appropriate fundiing for the entire structure of libraries at state and national levels and to ensure not only its continuity but also for its periodical review and upgrading from time to time. It is now agreed that a well-knit network of libraries' service reaching into the remotest corner of a village can be secured through appropriate legislation which in turn will help to exclude arbitrary executive action and incidence aberrations.

2 Government's which are committed to provision of compulsory education of the people and to ensure a well informed democratic society have a responsibility to ensure that libraries obtain books at cheaper rates. To this end in view governments can abolish sales- tax on books, a practice which prevails in most of the advanced countries.

3 Government should also assist in the free-flow and exchange of books, periodicals and other reading materials at concessional postal rates.

34 LIBRARY SCHOOLS

Library schools should not be contented by imparting education only in the narrow field of library and information science theory. In addtion, they should also undertake to initiate candidates into the

ways of working with people conducting public, relations and methods of social work, so that with the peculiar conditions obtaining in our society today candidates could be adequately equipped in promoting library service among the rural population in the countryside. Library schools will also have to undertake periodical review of their curricula not only to update latest developments and knowledge in library and information science but also liaise with working librarians and library enthusiasts to obtain some kind of a feedback on the progress made by the new generation of librarians (who pass out of the schools) in respect of the field work undertaken to popularise the concept of library as self-education agency. The feedback so obtaind would help them to brush-up existing techniques and to sharpen skills as also devise or innovate new ones in the work among people in society.

35 ADULT EDUCATION AND CONTINUTING EDUCATION PROGRAMMES

During the last 45 years we have noticed that the old methods of promoting adult education have not yielded satisfactory results. Government and adult education agencies had therefore to devise new methods of penetrating the viel of indifference and apathy noticed among the people. The union and state governments have come up with new innovative programmes like the *national literary misson* and *akshara jyothi* etc. There are also agencies or non-governmental agencies like the 'Bharata gnana vignana samithi' and similar organisations which have also mobilised themselves to go deep down into the midst of the people and arouse their curiosity and inculcate in them a sense of urgency to educate themselves. A number of "innovative devices", apart from regular training classes, like group discussions, film shows, promotional lectures, street plays etc in interior towns and villages have been undertaken to popularise the theme. This has resulted in considerable spurt in the number of people being concerned with the idea of adult education. It is here that the librarians also could step in and tell the people as also the adult education agencies, that the library can assist them as a backup resource centre for all their efforts and also as a centre of literacy once these voluntary agencies move over to fresh areas of work. In fact the library can be presented as a centre for all adult and continuing education activity.

36 LITERARY SOCIETIES

Literary societies or organisations of writers, poets and playwrigths and artists, have also a role to play in promoting library movement. Librarians and other library activists working among the people come

to know of the tastes, aptitudes and the informational and intellectual needs of the people. The knowledge so gained could be shared with the authors and litarary societies who could then be encouraged to produce quality material which would attract people, make them to read and lift cultural life of the people to higher levels. Librarians can also play a helpful role in bringing authors, and poets etc face to face with select groups of intelligent readers which would help authors to gain first hand knowledge of the kind of product that people need. Local librarians can also organise occasional triangular interface between author, librarian and reader to get better insights into the requirements of the literary output needed by members of society. The foundations of the intellectual activity of the local library can thus be strengthened.

37 VOLUNTARY AGENCIES

In a traditional society like ours set on the path of development, such development is bound to be uneven for some time to come. Such a society consists of (a) the historically deprived and dispossessed sections which are in need of compensatory accommodation, (b) sections subjected to gender discrimination, (c) regional imbalances and (d) ethnic and cultural differences which have to be handled with care so that they could be united with the mainstream of life. Apart from govt sponsored efforts a number of non-govt organisations take up their cause and work for their betterment. In our democratic society we have also organisations taking up the cause of (i) human rights, (ii) the rights of women, (iii) organisations working for the different kinds of handicapped in society. More often than not, these organisations work in isolation with inadequate information about existing working conditions of the particular group, their needs and the means of bettering their conditions. It is here that the library and the library activists can be of assistance to them as a backup resource centre for information and knowledge. They need the library and the library needs them to promote the need of self-help and self-education. The two have to work in concert so that together they can secure for the people a better quality of life.

38 BOOK TRADE

The book trade and other agencies that deal in non-print media have a critical role to play in the educational sphere of our life. Librarians and library activists can liaise with the book trade and related agencies to secure more attractive, durable and quality books and other reading material at reasonable cost not inconsistent with the interests of the trade. Constant consultation between the two will help in the book

trade gaining first hand knowledge of the needs and requirements of an area or group so that they could produce and present quality material in such areas and help the people in acquiring a more comprehensive and well-rounded intellectual personality.

Such a more deep-going and comprehensive and integrated approach to self-education and libraries in cooperation with the voluntary agencies and book trade and all others working to secure a better intellectual life will help revive the library movement and not only recapture the old rythm of the library movement of the yester-years but also lift it to higher levels of activity. Only such a fortified libary movement can secure for our people the kind of intellectual insights which will go to create a self-confident, self-reliant and learning society of the future.

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NEED FOR NATIONAL INFORMATION PROGRAMME FOR INDIA'S NATIONAL PARKS AND SANCTUARIES

MADAN S RANA*
S K MUKHERJEE**

0 INTRODUCTION

Information is being considered as an important national resource for its development. Every sphere of human development is linked to some form of information use. The science of wildlife management which strives to harmonize the relation between man and wildlife owes its development to researched information emanating from all over the world. However a wide gap has been noticed between the quantum of information and its use probably due to a very high rate of information growth, proliferation of established disciplines into subdisciplines and cost escalation of material and service. In Indian context, the problem is acute due to resource constraint and lack of trained manpower. Therefore, to meet the gorwing requirment of information of varying user agencies within an environment of resource constraint where individual or user agencies either do not have accessibility to the advance and appropriate information or do not have financial capabilities to procure and develop a system of inromation storage and retrieval. Setting up of a National Information Centre for India's Protected Areas (National Parks and Sanctuaries) (NICIPA) at Wildlife Institute of India (WII) can be the apt solution.

In 1987, WII initiated the setting up of a computer based national wildlife database. The main objective of the database is to provide updated assessment of the conservation status of biological regions, vegetation types, individual animal species and the network of protected ares in the country. It provides information on the management status, vegetation types and species presence/absence in the 66 national parks and 421 sanctuaries in India. With the increasing demands from scientists, researchers, managers and planners efforts are

*Librarian, Wildlife Institute of India, Chandrabani, PO Box. 18, Dehradun-248 001.
**Senior Faculty Coordinator

on to provide valuable scientific information to a wide variety of users. Direct linkages with the National Information Centre (NIC) and protected area managers are being established to provide rapid exchange of information. The bibliographic database at WII already holds more than eight thousand referencces on fauna, flora, socio-economic and other conservation issues and serves as an important source for literature search. The database is also linked to a mapping package Auto CAD and is able to provide species distribution maps.

Thus, whie incorporating the existing facilites of WII, the NICIPA shall additionally provide both the preservation and transmission of information. As an information system it shall be a two way process and as such will have two parts - input and output. The input part would have continuous flow of new documents, which shall be analysed as they are received; classified and catalogued/indexed. The output part would consist of search and retrieval of information from the local facilities. If the required information is not available locally, it would be provided from external National/International sources for the benefit of the users.

1 PROTECTED AREA NETWORK IN INDIA

Concepts of conservation advocating wise sustainable use of earth and natural resources in India are enshrined in the Vedas and Upnishads which are many thousand years old. In the recorded history the protection of animals, fishes and forests dates back to 252 BC, the time of Emperor Ashoka, whose directives still preserved in the pillar edicts prescribed measures for protection of all living beings including wild animals and birds. The practice of setting aside sacred areas as sanctuaries as distinct from exclusive hunting reserves, is even older in tradition and has been continued in many widely different cultures to the present day (Mackinnon and Mackinnon, 1986). In the reccent time scale, in response to pressure upon areas of wilderness a sanctuary for waterfowls was established in Vedanthangal (Tamil Nadu) in 1898 and the first national park in the sub-continent was established in 1935 in the then United Provinces, called the Hailey National Park which was subsequently renamed as the Corbett National Park in Uttar Pradesh.

The network of protected areas in india comprising national parks and sanctuaires has steadily grown. From 10 national parks and 127 sanctuaries covering about 25,000 Km^2 in 1970 i.e before the enactment of the Wildlife (Protection) Act (1972), the network has grown to 66 national parks and 421 sanctuaries covering 132, 134 Km^2 in

1990 which is 4% of the India's geographical area. This network is presently under review for a further quantitative and qualitative expansion of the basis of the recommendations of the Protected Area Network Report (Rodgers & Panwar, 1988). Upon implementation of these recommendations, the Protected Area Network would comprise 780 areas totalling 183,574 Km^2 or 5.6% of the geographical area. The number of national parks would go up substantially to 147 with 48,068 Km^2 or 1.5% geographical area. The sanctuaries would increase to 633 with 135,5056 Km^2 4.1% geographical area. The new National Forest Policy (1988) empahsizes environmental security, conservation of biological diversity and compatible but prioritized meeting of the needs of biomass dependent people living in and around forests.

2 NEED FOR NATIONAL INFORMATION PROGRAMME

Although information is considered as a vital resource for the nation's development, yet a gap between the quantum of information generated and its dissemination renders information inadequately used. The proliferation of research activities in various protected areas has opened up avenues for genuine exchange of information through libraries. It is often felt that many researches on the smae subject are being conducted simultaneously in different parts of the country. Many a times it results in duplication of works as the information available at one part of the country is not readily available in other part. There is a need to avoid such duplication in research. There are not enough good libraries dealing with wildlife matters in India and there is a lack of coordinated information exchange apparatus which prohibits scientific information from reaching to a different institutions quickly. These informations are also required for preparing managment plans, and minor and major developmental project planning.

3 NATIONAL INFORMAITION CENTRE FOR INDIA'S PROTECTED AREA (NICIPA) : ROLE OF WILDLIFE INSTITUTE OF INDIA (WII)

31 WILDLIFE INSTITUTE OF INDIA (WII)

WII was set up in 1982 under the Department of Environment and Forestry by including the erstwhile Directorate of Wildlife Research and Education in FRI, Dehradun and the Crocodile Breeding, Management and Training Centre at Hyderabad. Its one of the primary responsibilities is to train in-service personnel of the state forest departments and wildlife wings, in the field of wildlife management by

conducting a number of short term and long term courses. Apart from this, the institute started its post graduate degree programme in 1987-88 with the introduction of an M Sc course in wildlife science. The Institute is also conducting a training programme for central govt. civil servant and defence personnel and NGOs. Moreover, WII is conducting and coordinating applied wildlife research and evolving relevant techniques suited to Indian conditions.

311 WII LIBRARY & DOCUMENTATION CENTRE (WII L&DC)

Academic work and training at the Institute is backed by a rapidly growing library service comprising text and reference books, journals, reprints and doucmentation facilities. It has been primarily designed to function as the centre of learning resources within the framework of the Institute's mission. The library operates with the following obejectives:

(i) To acquire, process and maintain all relevant literature concerning wildlife, ecology, environment, conservation and other related fields from all over the world.

(ii) To meet the needs of faculty, reserach personnel, diploma trainees, certificate course trainees and WII staff.

(iii) To respond effectively, to the needs of the outside researches, NGO's, other government departments, universities etc.

Since its incception with an initial collection of about 2500 books and 40 journal titles, the library has continued to march towards its goal of acquiring a collection of wildlife literature and its allied subjects to serve the needs of research and training programms. The total collection of WII L&DC as on March 1993 stood at 12,000 books, 5,300 research papers and 2,000 volumes of various journals and 7,000 maps. THe library currently receives 206 national and international journals and continues to obtain back volumes off important titles. Most of the journals relate to Wildlife, environment, ecology, forestry and conservation.

312 COMPUTERIZATION OF WII L&DC

The WII L&DC is following the Universal Decimal Classification scheme (UDC) for book classification. For computerization of library & documentation activities, the project was started from April 1991 and was completed in May 1992. The WII L&DC has developed its own databases viz, Book database & Reprint database by using CDS/ ISIS package. The Common Communication Format (CCF) format

was used for feeding the data. Currently, these two databases are in use.

SPECIFICATION OF THE COMPUTER USED BY WII L&DC

(1) PC/AT -286 @ 12Mhz
2MB RAM
80MB Hard Disk Drive
1.2MB Floppy Disk Drive (5.25 inch)
CGA Card with 14 inch monitor

(2) PC/AT-386 @ 16Mhz
2MB RAM
80MB Hard Disk Drive
1.2MB Floppy Disk Drive (5.25 inch)
1.44MB Floppy Disk Drive (3.5 inch)
CGA Card with Colored Monitor

(3) 132 Column Printer (speed 240 cps in draft mode)
Model : TVSE/MSP-45

(4) Two 0.5 KVA online UPS

(5) CD-ROM (Make Hitachi)

313 SERVICES RENDERED BY WII L&DC

Apart from the usual lending and refernce services, empahsis has been placed on the provision of documentation and information service to keep thhe faculty, researchers, students and others well abrest of current development in the field of wildlife science and its allied branches.

The centre provides a variety of library and information services to its users. These services can be broadly categorized as follows:

3131 Reference and Interlibrary Loan

Reference services provided by WII L&DC are qualitatively as well as quantitatively different from similar services provided by other libraries:

(a) Collection of latest relevant material for use by researchers.
(b) Preparation of bibliographies on demand and some time in anticipation.

If a particular document is not available in the library, that document is provided by asking for it on loan from other libraries. Additionally, we also have an account for Rs 5,000/- with INSDOC for

getting photocopies of research articles, as part of the photocopying service provided by INSDOC to the research institutions.

3132 Abstracting and Inexing

Recently a need for an abstracting service was felt as no abstracting service currently exists in India and overseas exclusively covering Indian wildlife literature. This work has already been undertaken by the WII L&DC. At present the library has a sizeable number of reprints of research articles on wildlife and conservation and most of these reprints are being donated by our facculty and research scholars. These reprints have been indexed and computerized.

3133 Bibliography

WII L&DC has bibilographies on different subjects. Many are the result of requests made by the faculty members of WII. The library also offers a compiled series service of bibliographies in diverse areas of wildlife science. The bibliographies compiled so far are:

(1) Interpretation and Conservation Education,

(2) Wildlife Management; and

(3) Zoo Management.

3134 Reprography

The most widely used method of reprography in the modern libraries and for information retrieval is xeroxing or photocopying. The reprographic unit was set up in the library to meet the urgent requirement of users for photocopies of important articles, newspapers and extracts from books. The members from other institutes can also avail of the reprogahic service on nominal charges.

3135 Retrospective Search

CD-ROM (Compact Disc Read Only Memory) was installed in WII L&DC in Feb, 1991. At present the following diskettes are available on CD-ROM.

(1) Wildlife and Fish Worldwide

(2) Biological Abstracts (BA)

(3) CAB Abstracts on CD-ROM

3136 Press Clipping

Recently the press clipping service on wildlife conservation and related matters has also been started as Institute is getting 12 news-

papers and 30 popular magazines regularly.

3137 Current Awareness

The current awarenes service is provided by WII L&DC. The institute is bringing out a list of additions to the WII L&DC in Institute's Newsletter and WII Article Alert Service which is issued monthly. The Article Alert Service was started in Oct 1990 to channel new items and current information from the latest periodical articles received by WII L&DC for the attention off the faculty members. Photocopies of the articles are sent to the respondents.

314 FUTURE PLANNING

3141 Exchange Service

The library will set up an exchange relationship with leading national and international organizations to provide the required information at short notice.

3142 Online Access to International Databases

Most of the International databases are now available in computer readable form. These databases can be accessible online through the communication network. The WII is planning to setup a communication network, which will provide On-Line access to different databases.

3143 Library Networking

Since geological information is an essential ingredient for research and training activities in WII, we have planned to exploit the capabilities of the computer system in disseminating this information stored in our library. Only computerization of the library is not sufficient to achieve this goal. The databases developed by the library should be made accessible to the users from their rooms. Keeping this in view, it has been decided that the Library will be hooked up with Institute's Local Area Network. This would connect offices of the faculty with the library database. Apart from this, ten terminals will be installed within the library premises.

3144 Envis-wild

The Environment Information System (ENVIS) was set up by the Ministry of Environment and forests in Dec. 1982. The main objectives of ENVIS are the collection, collation, storage, retrieval and dissemination of environmental information to decision makers, policy makers, planners, scientists, engineers, environmentalists, research

workers and the general public all over the country. Till now, ENVIS has identified 13 centres in different areas of environment such as pollution control, toxic chemicals, Eastern Ghats, environmentally sound and appropriate technologies, biodegradation of wastes, desertification, estuary, mangroves, corals and lagoons, media and environment, renewable energy and environment, Western Ghats and biodiversity etc. At present there is not a single centre exclusively covering wildlife conservation. The infrastructure available at WII L&DC could, certainly be recognised as an information centre of ENVIS on wildlife conservation.

32 NICIPA

The WII being a national institution with a mandate to impart training to the field managers and conduct research in wildlife, requires to assume a key role in linking libraries of various states and institutions of repute and to act as a nodal agency for exchanging information with the users all over the country. The libraries, that are being developed in protected areas often lack latest information due to fund constraints. Furthermore, vital information generated locally remain confined to the region as they don't find ways to reach out to a larger audience. Such information could be of national and international importance. Therefore over the years, almost all the state governments, many protected areas and research institutions have felt the need of the coordinated information exchange programe. It is in this context that a linkage is envisaged between the WII L&DC and protected areas through national and state level institutions to facilitate the use of latest scientific information for managment purpose. The WII L&DC have potential to become the National Information Centre for India's Protected Areas (NICIPA). The broad objective of such a centre will be:

(a) To maintain an up-to-date record of protected areas in the country and researches conducted there (National Wildlife Databse has already taken up this task).

(b) To provide documentation and information service to:

- The WII
- The protected areas all over the country
- The Institutions engaged in nature conservation research in the country and abroad
- University and colleges

- Individual scholars working in related areas.
- NGOs etc.

(C) To provide efficient and reliable means of resource sharing:

- Access to National and International databases.
- Document delivery service.
- Manpower training.

321 NICIPA'S WORK PLAN

- It will act as national repository of all national wildlife related literature produced in India and on India. A copy of these will be preserved here.
- It will acquire, process, preserve, retrieve and disseminate all relevant world literature, in all languages on protected areas and wildlife research by integrating and coordinating the existing services and facilities in the country.
- It will serve the nation readership through normal aand special library and information services, like circulation, reference, photocopy, documentation etc.
- It will help individual libraries in their information needs.
- It will cooperate with other national information centres like NISSAT, INSDOC, ENVIS and NASSDOC etc.
- It will cooperate with international organisations like the IUCN, WWF, SACEP, USF&WS, INFOTERRA etc.
- It will be organized essentially as a service centre.
- It will identify the information need of biologists and managers for protected areas and wildlife research by user survey.
- It will plan for computerized network on protected areas for India.
- It will compile catalogue of periodicals about the holdings of various libraries.

322 SERVICES

The NICIPA would be consisting of large central facility in the WII Library and Documentation centre. Cooperation from the libraries of different protected areas and other related institutions with the

WII L&DC would be necessary for succesful functioning of this. The NICIPA will offer the following services:

3221 Current Awareness Services (CAS)

The aim of this service is to keep researcher abreast with the latest information on the topics of their interest. This service would be offered by way of circulating:

(a) List of new additions

(b) Current contents of journals

(c) List of review publications

(d) Newspaper clipping, and

(e) Notice of confernce, seminars, workshops etc.

3222 Selective Dissemination of Information (SDI)

This service is almost similar to that of CAS with the difference that it is more extensive in scope and besides including literature it also includes literature published earlier.

3223 Translation

The value of translation, especially of research papers, cannot be overlooked. The NICIPA will provide translation facilities of foreign language papers into English to the users. Initially this service can be started by procuring translated articles from INSDOC and other organizations.

3224 On-going Services

The information about current research projects in various organizations on protected areas in India will be collected, processed, stored and made available to the users. These data will be in computer readable form and updated regularly.

3225 On-line Access to International Databases

Many bibliographic databases are now available in computer readable form. These databases aer acccessible on-line through telecommunication network. It is proposed to setup a computer terminal from NICNET, which will provide On-line access to databases (available with vendors in developed countries). The WII has made a proposal for establishment of statellite phone and E-mail.

3226 Preparation of Database

The NICIPA is proposed to have a computerized bibliographic

database of all documents pertaining to information about protected areas in India and other related fields. It will include statistical information of protected areas in India e.g. status (national park/sanctuary), latitude, longitude, state, flora and fauna, endangered species (animal/plant), exotic and endemic species, wetlands etc. It will collect, store and process all information pertaining to the above for retrieval.

3227 Indexing and Abstracting

It will provide indexing and abstracting services on areas pertaining to wildlife science and related areas, contained in journal articles, research reports, unpublished papers and theses.

3228 Consultancy

It can offer consultancy services in organizing information service and providing guidance for setting up a library and doucmentation cell in areas where such facilities do not exist.

3229 Exchange

It will setup exchange relationship with leading national and international organizations to provide right information at right time.

4 CONCLUSION

The facilities available at the WII L&DC with modern equipment, like computer sytem, CD-ROM drive etc. for the promotion of specialized information retrieval services constitute an ideal setup for establishment of NICIPA in India. Once WII has been developed as the NICIPA, sub centres could be identified on the basis of the protected area nework (Rodgers and Panwar, 1988). In this report India has been divided into different biogeographic zones such as the Trans-Himalayas, the Himalayas, the Indian Desert, the Semi Arid Zone, the Western Ghats, the Deccan Peninsula, the Gangetic Peninsula, North East India, the Island and the Coasts. Ideally one national park/sanctuary from each biogeographic zone or headquarter of the state wildlife office can be designated aas NICIPA's sub centre. Besides the institutions like BNHS, AMU, IIS, IIPA, SACON, CEE can also be linked with the NICIPA to facilitate exchange of information between all user agencies involved in the service of conservation of India's wilderness.

It is high time that some concrete steps are taken to lay a strong protected areas information base in India.

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PERCEPTION OF TULIPS (TATA UNISYS LIBRARY INFORMATION PROCESSING SYSTEM) AS A USER

Ms VANDANA RANJAN*

1 INTRODUCTION

TULIPS is a fully integrated and automated library software package which takes care of each and every minute details of all the library functions. This package has been developed by Kutumba Rao of TUL Bangalore Marketing Branch. It was his intense dedication, immense patience and untiring diligence which ultimately brought forth this brilliant software package for the library environment. Kutumba Rao devoted a long span of time after office hours working out the problem of data handling and solving the riddle of ISRS information storage and retrieval. Trying to work out the best possible solution, he started the work on mainframe 1100/2200 Series, then due to certain unprecedented circumstances switched over to microcomputer system and finally achieved perfection in supermini U-6000 of Unisys.

2 SOFTWARE ENVIRONMENT OF TULIPS

TULIPS runs on Unix operating system. It has been developed using powerful and widely popular RDBMS namely Oracle.

1 Unix Operating System Level SVR3 or SVR4

2 RDBMS namely ORACLE Version 6.0.30 which includes transaction processing options viz.

SQL * Forms

SQL * Plus

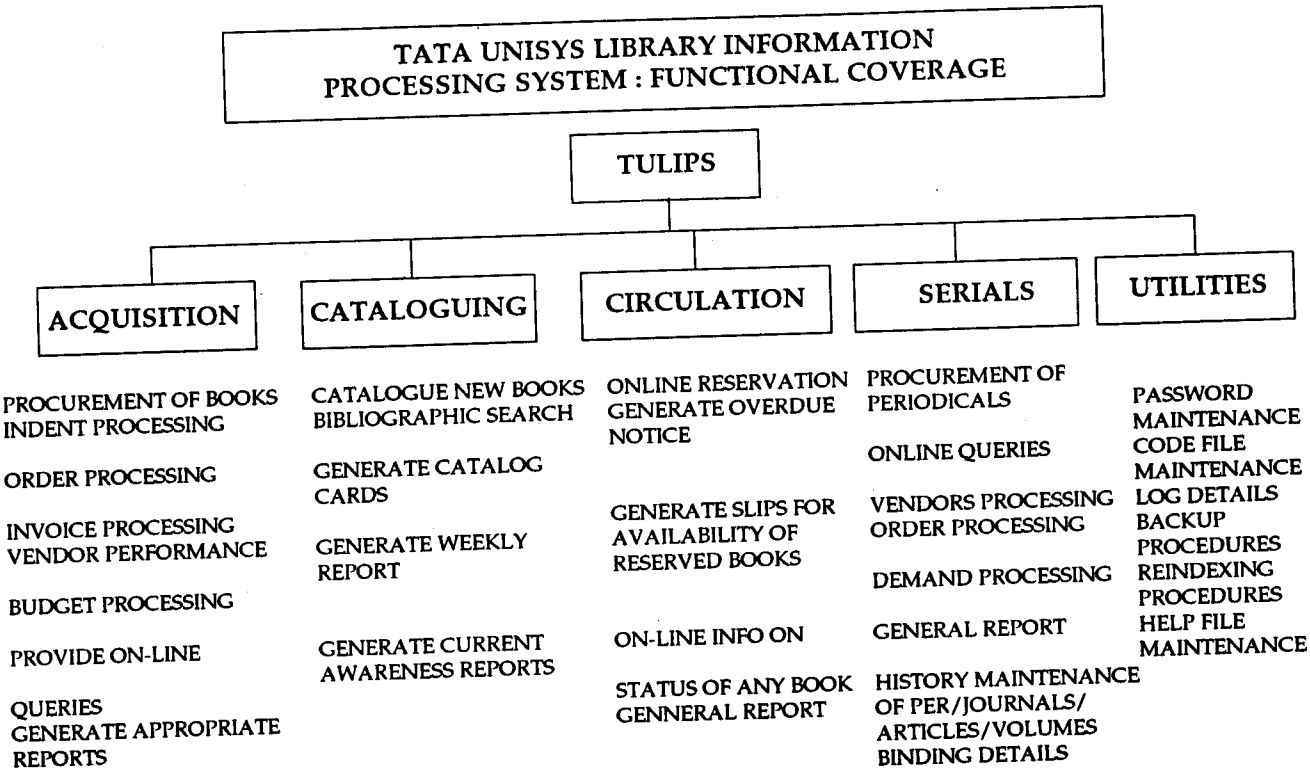
PRO * C

TULIPS is an ideal library information processing system which can relieve all the worries of the Librarian regarding scattered information, improper track of information as well as the routine business transactions with vendors, publishers etc. It provides optimal storage structure, efficient access methods and multiple users access facility.

Figure 1 reveals the various library functions covered by TULIPS.

*Librarian, Tata Unisys Ltd, K-36A, Saket, New Delhi.

Figure 1


TATA UNISYS LIBRARY INFORMATION PROCESSING SYSTEM : FUNCTIONAL COVERAGE
TULIPS
ACQUISITION
CATALOGUING
CIRCULATION
SERIALS
UTILITIES
PROCUREMENT OF BOOKS
INDENT PROCESSING
ORDER PROCESSING
INVOICE PROCESSING
VENDOR PERFORMANCE
BUDGET PROCESSING
PROVIDE ON-LINE
QUERIES
GENERATE APPROPRIATE
REPORTS
CATALOGUE NEW BOOKS
BIBLIOGRAPHIC SEARCH
GENERATE CATALOG
CARDS
GENERATE WEEKLY
REPORT
GENERATE CURRENT
AWARENESS REPORTS
ONLINE RESERVATION
GENERATE OVERDUE
NOTICE
GENERATE SLIPS FOR
AVAILABILITY OF
RESERVED BOOKS
ON-LINE INFO ON
STATUS OF ANY BOOK
GENNERAL REPORT
PROCUREMENT OF
PERIODICALS
ONLINE QUERIES
VENDORS PROCESSING
ORDER PROCESSING
DEMAND PROCESSING
GENERAL REPORT
HISTORY MAINTENANCE
OF PER/JOURNALS/
ARTICLES/VOLUMES
BINDING DETAILS
PASSWORD
MAINTENANCE
CODE FILE
MAINTENANCE
LOG DETAILS
BACKUP
PROCEDURES
REINDEXING
PROCEDURES
HELP FILE
MAINTENANCE

3 FEATURES OF TULIPS

Multiple Users Access: As TULIPS runs on Unix operating system it provides multiple users access facility at the same moment of time. Hence, it saves time as well as provides more flexibility.

Integrity/Security: It has a wonderful security mechanism. It provides three levels of security namely

1 Unix level User identity

2 TULIPS level Group identity

3 Oracle level Password

Among these three levels of security the TULIPS level security is the most powerful, because it determines the limit of accessibility to the system. This security device not only ensures the accuracy and authenticity of information but also prevents unauthorised use of the system.

Speedy and Quick Reterieval of Information: Another quite appeling feature is the speedy access and retrieval of information. Being run on Unix operating system which is quite powerful TULIPS is capable of giving very fast quick reliable results.

Dynamic Editing Feature: It provides highly dynamic and extensive editing features eg, there are 50 titles by a particular author and over a certain period of time one realises that there is some error in the author name. One needs to edit just one single entry manually, the rest 49 entries will get edited automatically.

In the same manner the system takes care of duplicate entries as well. In case the author and title entry match with a previous entry the rest of the details are automatically entered while doing data entry, thus it saves unnecessary wastage of time and energy.

Features of Key Term Search: For key term search TULIPS provides quite enhanced feature of prefix and suffix both. It gives the facility of truncation of key term at any point.

Soundex Feature: Apart from this it also provides soundex feature search facility. Here the system makes a check over similar sounding words irrespective of the correct spelling, hence even if the word is misspelt, one gets the results. Suppose one requires to know about xerox but by mistake makes a query for Zerox, inspite of the spelling mistake since both the words have a similar sound the system will do an efficient search and retrieve all information available on xerox.

The package provides word processor facility as well which takes care of all the official correspondence work etc. For efficient and skillful use of this feature one requires the rudimentary knowledge of Unix.

Bar Code System: TULIPS has a built-in feature of the BAR CODE LIBARY SYSTEM. Hence, with a few accessory tools like scanner etc. one could convert over to BAR code system, which provides the most efficient and speedy IRS information retrieval system.

Future Plan: The futuristic approach is to convert TULIPS into MARC format so that it conforms to international standards and can be used worldwide. Another goal is conversion to PC environment to make it universally available.

4 CONCLUSION

TULIPS meets all the demands of the users as well as the library professionals. It offers a convenient, comprehensive and user friendly service. TULIPS can realize the ultimate aim of the librarian of providing precise and speedy access to information to the users.

PRESERVATION AND CONSERVATION EDUCATION IN INDIA: TODAY AND TOMORRROW

Dr B RAMESH BABU*

1 INTRODUCTION

Education for librarianship in any country can be planned realistically only in the light of its libraries, existing and contemplated. In addition to this, one must always bear in mind such relevant factors as the state of society, cultural and economic and the readiness and ability of the nation to support a programme of library education and to absorb its products. Librarianship, in modern times, is undergoing significant changes in outlook, functions, range and types of services, and in methods and techniques. These changes in librarianship and social conditions and requirements have affected materially the scope and nature of library education.

2 CONCEPT OF PRESERVATION AND CONSERVATION

The field of librarianship indicates four main areas of activity namely:

(a) Collection of materials appropriate for libraries

(b) Organisation of the collection

(c) Preservation and conservation of the materials, and

(d) Dissemination of information.

Out of these, preservation and conservation of information materials is an important aspect of librarianship and it is rightly termed as "The Divine Library Function". It entitles a variety of activities. It is a simple phrase used to define a complex set of activities, processes, and functions required to maintain a library collection in usable condition.

Preservation includes all those activities that prolong the life of library materials or their content. Conservation refers exclusively to the physical treatment of individual items. Defined in the widest

* Lecturer, Deptt of Lib & Inf Sc, Univ of Madras, Madras-60005

sense, the terms `preservation' and `conservation', encompass means of treating damaged materials and means of replacing or reformating materials too damaged for treatment.

To quote, Lisa L Fox, ``The field of preservation is moving forward rapidly in a great many areas as the porfession seeks simultaneously to raise the consciousness of librarians and the public, to provide better education and training, to stimulate the development of programmes at all levels and to define this still embryonic field."[1]

3 OBJECTIVES OF LIS EDUCATION IN RELATION TO PRESERVATION AND CONSERVATION

The development of a policy for education and training programme for LIS requires:

(a) determination of objectives in national terms; and

(b) assignment of priorities to these objectives.

One of the objectives of LIS education as stated by John Dean[2] reads as: ``To produce personnel capable of handling a variety of problems arising in different kinds of libraries and information centres".

In the light of the above, it directly or indirectly stresses that, any library adminstrator interested in the sound administration shall have proper knowledge of scientific basis, techniques and procedures involved in the task of preservation and conservation. As a matter of fact librarians are much concerned with this most perplexing and unyielding problem. Increased activity in preservation has emphasised the need for education and training in this field.

4 IS THERE ANY NEED FOR PRESERVATION AND CONSERVATION EDUCATION?

In relation to any profession, its education programme aims at developing manpower competence to perform professionship is `preservation and conservation' of information materials. The knowledge of specialised facets of this subject do not form a separate course or paper in any of the library schools except with a few exceptions. On the other hand, there is a considerable concern, particularly, on some of the `new programme' of LIS to be introduced at various levels, at the cost of this most essential aspect of LIS education/librarianship. As a matter of fact, the LIS personnel shall be trained in theoretical aspects of preservation and conservation, so as to manage library collection. Moreover, survival of any library depends on this most important task.

In recent seminars both at National and International levels, there has been a greater emphasis on the `preservation and conservation of library materials. National policy on library and information system has also emphasised the need and importance of this subject. Hence, there is need to study this branch of knowledge.

5 RECOMMENDATIONS OF THE NATIONAL SEMINAR

The National Library, Calcutta organised a national seminar on "Conservation of Library Materials" during 21-22 January 1985. This seminar in its series of recommendations relating to preservation aspects, had also stressed the need to develop education in preservation and conservation. The relevant sections of the recommendations[3] are:

"That Departments of Library and Information Science and of Museology and professional bodies engaged in teaching of the subjects and in issuing degrees/certificates of competence should incorporate practical conservation work and laboratory assignments along with theoretical training as integral parts of their teaching and training schemes."

"That scope for introducing full scale specialization in conservation work at a Master's degree level be immediately explored in postgraduate centres of Library and Information Science and Museology".

6 NATIONAL POLICY ON PRESERVATION AND CONSERVATION

The National Policy on Library and Information Sytem has emphasised the concept of preservation and conservation in the following sections.[4]

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

"An effective programme should be adopted for the conservation, documentation and exploitation of the valuable resources"

"Government should take steps to create a national awareness of the urgent necessity to preserve the nation's cultural heritage".

The above provisions in the National Policy are stressing the need for preservation and conservation education.

7 LITERATURE ON PRESERVATION AND CONSERVATION

The field of preservation has grown and matured substancially in

recent years. It has excited considerable interest both within and outside the library world. This interest has reflected in an increasing rate of publications in the last one decade on preservation related topics. The various issues of ``Library Resources and Technical Service (LRTS), contain annotated bibliographies, projecting the growth of literature on preservation and conservation. Some of them are listed here under:

BYRNES (Margret) Preservation of library materials in 1982, LRTS 27(3); July 1983; pp 287-314.

FOX (Lisa L) A two-year perspective on library preservation: An annotated bibliography, LRTS 30(3); July 1986; pp 290-318.

MONTROI (Carla J). Library Preservation in 1986", An annotated bibliography, LRTS 31(4); Oct 1987; pp 365-386.

LONGSTRETH (Karle). The preservation of library materials in 1988: A review of the literature, LRTS 33(3); July 1989; pp 217-226.

LONGSTRETH (Karle). The preservation of library materials in 1989: A review of the literature, LRTS 34(4); Oct 1990; pp 455-465.

WATT (Marcia A) ``The preservation of library materials in 1991: A review of the literature, LRTS 36(3); July 1992; pp 333-338.

The above references reveal as to how literature on preservation has been generated and reaching to the status of an academic discipline for study and research. The literature in the bibliographies listed emphasises the following aspects:

Nature and scope of preservation of library materials
Scientific research on preservation
Development of standards and guidelines
Commerical library binding
Conservation treatment and repair procedure
Education and training: reports and resources
Preservation of non-book materials
Preservation programmes: case studies, planning, and implementation.

8 PRESERVATION EDUCATION IN USA AND UK

The emergence of preservation as a major library concern has led to the need for many more trained preservation administrators. While librarians, archivists and many others are well aware of the need for

education in preservation, it is a theme that is still repeating.

On the international scene, there is an increasing trend towards preservation education in library school curricula. Education in this area shall be both formal and informal. Apparently, there has been an increase in the number of courses in preservation and related areas in British schools. Of the 15 library schools in Britian, 13 offer some conservation and preservation instruction.[5] The annual conferences of Association for Library and Information Science Education (ALISE) (UK) focus the need to integrate preservation into all areas of library school curricula. In the United States and Canada, 29 library schools are offerring courses on preservation.[6]

9 PRESERVATION EDUCATION IN INDIA

The present state of formal education in preservation and conservation in India is apparently poor. It will not be any travesty of truth, if we say that education in this subject is practically non-existent, and neglected in almost all the library schools with one or two exceptions. To quote Ratcliff, "They deal with some of those issues which are today recognised as crucial to library health and essential to the preservation of knowledge, but which at the beginning of this decade, found virtually no place in library school curricula or indeed in the professional library conscience."[7] A general outline is only imparted either at bachelor's in "Library Management" or at master's level in "Academic Library System". The students are not exposed to the subject in depth.

911 INSTITUTIONS OFFERING TRAINING FACILITIES IN PRESERVATION AND CONSERVATION

(a) The University of Madras, Institute of Correspondence Education has introduced a separate paper on "Preservation and Conservation of Information Materials" at MLISc level,[8] the first of its kind in India since 1989 onwards. However, with the reorganisation of MLISc syllabus from 1993-94 this paper has been dropped in order to accommodate newly emerging disciplines of information technology.

(b) Jadavpur University, Calcutta offers a course on this subject as a part of its two-year's integrated MLISc course

(c) The Gandhigram Rural Institute (Deemed University), Tamilnadu is offering a course on 'Preservation and Conservation of Archival materials' as a part of PG Diploma in Archives and Documentation Management.

(d) Indira Gandhi National Open University (IGNOU) has an elective paper on "Preservation and Conservation of Information Materials" at MLISc level.

(e) National Archives of India, is conducting a twelve months diploma course in this subject.

(f) National Library of India, Calcutta is imparting training in conservation since 1984.

92 INFRASTRUCTURE NEEDED FOR TEACHING THIS SUBJECT

Since the increased activity in library preservation has emphasised the need for education and training in this field the teaching and instruction programme must be well planned. The following are some of the requirements for offering this course.

(a) Teacher with specialisation in the subject is needed. Mere textbook knowledge is not sufficient to teach this subject.

(b) Practical knowledge with various aspects of preservation is needed. For this purpose, persons who are working as conservators or in similar positions may be drawn for delivering extension lectures that facilitate in moulding the student's mind to alert and in widening the ideas about the subject.

(c) In addition to the lecture-cum-discussion methods, seminars, group discussions, case studies, and audio-visual menu may be exploited. These methods will provide a strong basis for original thinking and help each student to understand problems inherent in the subject.

(d) Inter-discipline collaboration may also be considered as an effective means. Persons associated with fields like reporgraphy, printing technology, archival administration may be encouraged to take part in the teaching programme of this subject. For details please look into the Appendix.

93 TASK AHEAD

From the foregoing paragraphs one can say without any reservation that offering this subject as a part of LIS education is of utmost importance. The time is ripe for an institute for preservation education to assure both instructors and curricula to meet the needs of future librarians.

Library schools should, therefore, make an objective approach to the problems of designing a curriculum so as to make its educational

and training programmes really meaningful in the context of present day needs and services of the library and information centres in this country. A proper co-ordination and balancing in the curricula between the so-called conventional courses and the new areas of information technologies has to be achieved in order to prepare a competent professional manpower for the present as well as future needs. This, in turn, would facilitate the library and information professionals to discharge their professional responsibilities in the present `Information-based Society'.

To quote, Marica A Watt, ``An even greater challenge lies ahead as we learn to care for and work with the newer technologies. If we can rely on the past as indicator, then we can be assured that people will continue to share their thoughts and practical experience in preservation for years to come"[9].

Let us hope that education in this area will soon spread in our country. The more this education, the more protected and preserved will be our rich cultural heritage.

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2 DEAN (J). Planning Library Education Programmes, London: Andre Deutsch, 1972; p 22.

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4 NATIONAL POLICY on Library and Information System, CLIS Observer, 4(3-4); 1987; p 135-140.

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APPENDIX

MODEL SYLLABUS

Preservation and Conservation of Information Materials and Archival Administration

I Concept of Preservation and Conservation. Need, purpose and scope.

II Early writing materials and ancient conservation measures - a brief historial analysis.

III Nature and scope of different types of information materials: Palmleaves-manuscripts - Paper (Hand made and Machine made paper) - Non-book materials; Audio-vidio records. Micro records - and Optical and Electronic records.

IV Enemies to Information materials: Physical, Environmental, Chemical, and Biological factors causing damage.

V Methods of treatment. Protection of library building; Chemical and Physical methods of preservation; Insect control; Fumigation - care of leather bound materials - treatment of paper against fungus acidification, brittleness etc. Treatment of various types of non-book materials.

VI Binding: Binding materials, types, processes of standard binding - Specifications for library binding; mending and guarding processes - lamination.

VII Reprography: Types, processes of reprography in relation to preservation - micrographics as corollary to preservation

VIII Archives: Nature, purpose and scope, principles and techniques, management. Study of National Archives of India and other states; Archival institutions, Study of National Libraries and Museums with reference to preservation and conservation.

PUBLIC LIBRARY DEVELOPMENT IN GUJARAT: AN APPRAISAL

Dr K H SHUKLA*
N N SONI**

1 INTRODUCTION

A Library is more than a collection of documents. It is a reservoir of man's spirit through which we preserve and perpetuate the dreams and achievements of humanity. It sustains our national character to bring informal education to all citizens. It encourages new dimensions of thought and understanding. It launches young minds on their first voyages through the vast sea of knowledge.

Without the total eradication of illiteracy, the provision of public libraries will be of little use. At the same time both are much interdependent in the sense that the eradication of illiteracy is persuable only through the active participation of public library system. It is needless to say that a considerable share of the task of eradicating illiteracy has to be shouldered by the public libraries. Public libraries in developing countries have special responsibilities towards illiterate and neo-literates. Public libraries must make a special effort to reach the disadvantaged people. They require information for their survival. For the growth and development of a modern society, communication of knowledge has become increasingly important. Keeping in view the objectives and goals of a developing society, the disadvantaged people need to be paid greater attention, so that they can gain a rightful place in the society.

In the map of India, Gujarat took its present position on May 1st, 1960. Prior to it, it was a part of Bombay State. Gujarat has nineteen districts and having 255 cities and towns and 18,275 villages. As per 1991 census, Gujarat is having population of 41,174,060 as against India's total population of 843,930,861. The literacy rate of Gujarat is 60.91 per cent as against 51.5 per cent of the whole country. The rural urban ratio in Gujarat is 65:35 as against the country's ratio of 74:26.[1]

* Lecturer, DLIS, Gujarat University, Ahmedabad 380 009.
** Librarian, Arts & Com College, Vaso Dist. Kheda (Gujarat).

2 EARLY HISTORY OF PUBLIC LIBRARIES IN GUJARAT

Prior to making the study of existing public libraries in Gujarat it would be more appropriate to have a bird eye-view on the history of development of public libraries in Gujarat.

21 AREA OF FORMER BOMBAY STATE

The first significant year in the development of public libraries in Gujarat and in the country as a whole in the year 1808 when bombay State Government initiated and proposed to register libraries. By the end of 19th century several towns had their independent libraries which came into existance with the help of Europeans, scholars, writers and social workers of the respective towns.

Another important feature is the appointment of the Fyzee Committee by the Bombay State in 1939, which submitted its report in 1940. Although, its recommendations were not implemented till 1947. Owing to its recommendation the network of public libraries was established in Gujarat. Although this committee did not recommended compulsory library legislation, but recommended permissive legislation to authorise Municipality or Local Board to levy a special tax if they so desired to raise money for libraries.[2]

22 BARODA AND OTHER PRINCELY STATES

In the year 1910 Baroda State launched a public library movement with the establishment of a Library Department to look after the progress and maintenance of public libraries. Mr W A Borden during his tenure of three years planned a comprehensive network of libraries, founded a State Central Library at the apex, four Divisional libraries, 45 town libraries and more than 1000 village libraries. These were also connected with traveling libraries and visual instruction branch for the illiterate mass of the remote area. Mr Borden also established first library training school at Baroda in 1912 and started a library journal entitled 'Library Miscellany' which ceased in 1919.

221 PUBLIC LIBRARY SYSTEM IN BARODA STATE

The history of the public library movement shows that Baroda was the first territory not only among the princely states, but also in whole of India to provide universal compulsory, free primary education and supported free public library system. By its provision of free library facilities to all citizens of the state, Baroda enjoyed a unique distinction not only among the other states of India but among its province also. One may even go further and claim that along with

England and the United States of America, Baroda occupies a position of leadership in the extension and efficiency of its library services[3]. Mr Borden integrated all libraries into one chain of a system in which library facilities were made available in the state. For every 22.5 sq km there was one library in the state[4].

For the effective management of the library services in the state, Library Department comprised of two sections, the Central Library at Baroda and the rural areas called as country sections.

Rules for the establishment and maintenance of public libraries were also laid down. To make public libraries establishment easier 1/3 of the total expenditure of the library was shared by the society and popular contributions and equal amount of contribution given by the state government and local self government (Panchayat).

In the Baroda state the evidence of Local Area Network (LAN), Resource Sharing and Inter Library Study facilities were found operative. The Central Library Board was constituted to co-ordinate the secretariat and the Huzur Political Office library. Bibliographical co-operation had made more effective library services at the local level, and the concept of inter library study facilities were in existence in Baroda State, which helped in minimizing inter library loan at local level and promote maximum utilization of library resources. The then Central Library, the Oriental Institute Library, Baroda College Library, Huzur Political Office Library and Secretariat Library were implementing inter library study facilities[5].

23 SAURASHTRA

Prior to the merger of the Saurshatra region into Bombay state, there were about 500 princely states in this region. The then rulers of the princely states had established public libraries in various state capitals. the ruler of the Bhavnagar State had executed a trust of One lakh rupees for the establishment and maintenance of public libraries in the State. The late Shri Meghjee Pethraj, who might well be called as Carnegie of Saurashtra, had donated a huge amount worth of rupees Four lakhs for the establishment of libraries in Saurashtra, and about 800 village libraries were opened and a scheme of circulating library came into being.

24 KUTCHH

Kutchh region has remained backward as far as the library movement is concerned. There are only 17 public libraries in this region.

3 PUBLIC LIBRARY SYSTEM IN GUJARAT

The public library of to-day, however, is considered to be an intellectual power house, which strives to fulfill and to meet the educational, cultural and informational needs of the public through reading materials. Long back Kenyon Committee (UK) (1927) wrote that, "the public library is no longer regarded as a means of providing casual recreation of an innocent but somewhat important character, it is recognized as an engine of great potentialities for national welfare and as an essential foundation for the purpose, progress in education and culture without which no people can hold its own in struggle for existence"[6]

5 SALIENT FEATURES OF EXISTING PUBLIC LIBRARY SYSTEM IN GUJARAT

Even without library legislation in the state, Gujarat is far more ahead than any other state of India in the field. In certain matters Gujarat stands first among the states where library legislation exists. Gujarat is having an independent Directorate of libraries under the direct control of Ministry of education.

For the effective development of public libraries in the state, entire state is administratively divided into seven regions (Divisions). They are Ahmedabad, Bhavnagar, Kutchh, Mahesana, Rajkot, Surat and Vadodara. Each region is headed by Assistant Director of Libraries who has responsibilities of the development, maintenance and supervision of Government District, and Taluka libraries.

LIBRARIES

Government Libraries	*Grant-In-Aid Libraries (GIA)*
Central Libraries, Baroda (1)	City Libraries (32)
State Central Library, Gandhinagar (1)	City branch Libraries (68)
State Central Depository Centre, Mahesana (1)	Town Category - I (302)
District Libraries (17)	Women Libraries (101)
Taluka Libraries (42)	Children Libraries (91)
Mobile Libraries (7)	Village Libraries (6458)
Women Libraries (3)	

The Central Library (Baroda), State Central Library (Gandhinagar), State Central Depository Centre (Mahesana) (SCDC) and GIA city

libraries are under the direct control of the Director of Libraries. Where as Government district libraries, Taluka libraries, Mobile libraries and Women libraries and GIA city branch libraries, Town category I and II, Women libraries and Children libraries are controlled by the respective Assistant director of libraries of a region. Village libraries are being looked after by the respective District Primary Education Officers of districts.

Perhaps, Gujarat is the first state in the country to establish State Central Depository Centre (SCDC) at Mahesana in 1991. Its major functions are as under:

(1) To collect weeded out and unused reading materials from the libraries of the state.

(2) To preserve collected reading materials and to prepare bibliographies to assist researchers.

(3) To make reproduction of rare books by using non-book materials.

(4) To collect all rare literature in non-book forms.

(5) To collect and preserve manuscripts available in the state.

(6) To act as document delivery center and promote inter library loan.

Government of Gujarat is continuously revising its GIA rules. The latest GIA rules came into force on 1st April 1989, in which government has committed to revise existing GIA pattern every five years. State government also have made the provision to award late Motibhai N Amin Library Award and a best library certificate. This competition is held every year, in which government gives cash award to the library and respective librarians (Table 1).

TABLE 1

Category of Library	*Amount of Award*	
	Library	*Librarian*
City Library	Rs 5,000	Rs 5,000
City Branch and Town Cat I	Rs 4,000	Rs 4,000
Town Cat II	Rs 3,000	Rs 3,000
Women and Children	Rs 2,000	Rs 2,000
Village	Rs 1,000	Rs 1,000

6 DEVELOPMENT OF PUBLIC LIBRARIES IN GUJARAT

An attempt has been made to highlight and to focus the development of public libraries in the state. Even in the absence of library legislation in state the picture of libraries is found encouraging. Table 2 provides the development of public libraries. The number of books, circulation, average, daily users and total expenditure have been presented. These figures do not include village libraries, so far as number of books, circulation and average daily users are concerned.

TABLE 2

DEVELOPMENT OF PUBLIC LIBRARIES BOOKS, CIRCULATION & EXPENDITURE IN GUJARAT

Year	*No. of Public Libraries*	*No. of Books*	*No. of Book Issued*	*Everage daily users*	*Total Expenditure*
1960	3476	16,85,440	14,35,898	44,314	6,75,132
1970	4465	19,05,915	20,83,994	54,987	12,79,925
1980-81	6133	26,92,037	28,57,534	65,445	53,08,500
1981-82	6315	30,48,285	32,88,890	73,288	59,83,550
1982-83	6553	35,43,898	37,89,591	82,308	72,92,500
1983-84	6640	40,50,003	45,39,171	8,45,308	93,64,000
1984-85	6747	54,00,307	46,96,565	9,69,227	1,35,36,497
1985-86	6845	55,91,489	49,94,468	11,57,986	1,38,52,443
1986-87	6932	57,04,974	51,22,998	12,13,441	1,42,51,443
1987-88	7008	59,35,125	52,52,405	14,09,545	1,46,79,008
1988-89	7060	60,81,650	53,45,610	16,50,000	1,80,04,635
1989-90	7191	61,72,540	54,69,720	17,90,000	2,01,05,350
1990-91	7250	62,48,470	55,42,130	18,55,550	2,10,07,450

Table 2 reveals that after the establishment of Gujarat State, within three decades number of libraries have increased more than two times. Similarly, number of books have increased by more than three times. Surprisingly, this increasing figure in number of books indicates that although the prices of books during last decade have been increased tremendously, yet this has not affected collection development in public libraries in Gujarat. It seems that Gujarat has taken some effective measures to come out from this economic recession in collection building.

While evaluating expenditure in 1960 it was only Rs 6,75,132 whereas

in the year 1991 total expenditure of public libraries in the state was Rs 2,10,07,450. It reveals that although the total expenditure has been increased by more than thirty one times but number of libraries during the same period of time has only doubled. These figures indicates that although, Gujarat has progressed in the field of public libraries but there is imbalance in relation to increasing number of libraries and increasing total expenditure towards public libraries in the state. When libraries are the spending institutions, Government should take effective measures to resolve the imbalanced growth in public libraries in the state.

7 GOVERNMENT AND GIA LIBRARIES IN GUJARAT

Gujarat is fortunate to have the in built heritage of public libraries in the state when the public library movement in the country was not existing. With the result on 31st March, 1991 Gujarat was having 7250 public libraries in the state. Out of which 73 Government Libraries, 32 city libraries, 68 city branch libraries, 118 Town-I libraries, 302 Town-II libraries, 101 Women libraries, 91 Children libraries, 6458 Village libraries and 7 are mobile libraries. The detail of public libraries spread over in the state is given in Table 3.

Looking to the above table number two it is clear that the districts of old Baroda state are having good number of libraries than the other district of the state. It shows that the development of public libraries during pre-independence in the princely state of Baroda was swift in creating awareness among the people about the benefit and need of public libraries in the society. It may be the reason of the dedicated library workers of those days, who gave a slogan "where there is a school there should be a library".

After independence when seven-five year plans have been completed and we have entered into eighth five year plan, yet the development of public libraries in the state is not that much encouraging compared to the development of public libraries in the old Baroda State.

It reflects that after independence, the Government has not taken effective measures for the development of public libraries in the state, when the role of the public libraries as supporting agencies in implementing the adult education programme and also in National Literacy Mission, is not enough recognized.

8 PUBLIC LIBRARIES IN AREA AND POPULATION

Table 4 is based on the population data available in provisional

TABLE 3
GOVERNMENT AND GIA PUBLIC LIBRARIES IN GUJARAT

Division	*District*	*Govt Lib*	*City Lib*	*Brail Lib*	*City Br Lib*	*Town Cat I Lib*	*Town Cat II Lib*	*Women Lib*	*Children Lib*	*Village Lib*	*Total*
AHMEDABAD	Ahmedabad	2	1	1	19	6	11	8	7	115	170
	Kheda	1	4	-	4	9	94	23	15	812	962
	S Kantha	6	1	1	-	6	15	2	2	161	194
Total		9	6	2	23	21	120	33	24	1088	1326
VADODARA	Vadodara	7	2	1	10	9	13	10	11	1183	1246
	Bharuch	7	1	-	1	5	5	2	5	271	297
	Panchmahal	3	2	-	-	6	5	8	6	975	1005
Total		17	5	1	11	20	23	20	22	2429	2548
SURAT	Surat	9	1	-	10	6	5	5	2	438	476
	Valsad	4	2	-	-	4	7	1	1	306	326
	The Dangs	1	-	-	-	-	-	-	-	-	1
Total		14	3	-	10	10	12	6	3	744	803
RAJKOT	Surendranagar	5	2	-	2	7	4	1	2	43	66
	Rajkot	3	6	1	7	6	16	1	2	29	71
	Jamnagar	2	-	-	1	7	1	2	2	84	99
Total		10	8	1	10	20	21	4	6	156	236
BHAVNAGAR	Bhavnagar	4	3	-	10	6	9	7	3	508	550
	Junagarh	2	1	1	1	10	8	1	1	2	27
	Amreli	2	-	-	-	10	6	4	6	85	113
Total		8	4	1	11	26	23	12	10	595	690
MAHESANA	Mahesana	3	4	1	2	8	74	23	22	895	1032
	Gandhinagar	3	-	-	-	-	9	-	-	41	53
	Banaskantha	6	1	-	1	8	17	3	4	498	538
Total		12	5	1	3	16	100	26	26	1434	1623
KUTCHH	Kutchh	3	1	1	-	5	3	-	-	11	24
Grand Total		73	32	7	68	118	302	101	91	6458	7250

population census of India 1991 series 7 in which persons up to age of 6 years have been treated as illiterate.

It is worth mentioning here that, during pre independence period in old Baroda State library, facilities were available at every 22.5 sq km[8], whereas looking into Table 4 it is clear that at present there is a library on an average at every 27.04 sq km and every 2,933 literate people in the state. Thus these figures are not encouraging one in comparison to the old Baroda State.

81 STATE LIBRARY DEVELOPMENT ADVISORY BOARD

To have the balanced growth of library service in the state, Government of Gujarat has formed a State Library Development Advisory Board covered by Education minister and other 18 members secretary. This board provided expert opinion and assisted state government in the development of public libraries in the state. This board was established in 1986 but due to antiquary result, it ceased in the year 1989.

9 FINANCE

Government of the Gujarat gives 100% grant for the following libraries which are also known as Government Public Libraries.

States Central Library	1
Central Library, Baroda	1
S C D C	1
District Libraries	17
Taluka Libraries	42
Mobile Libraries	7
Women Libraries	3

Over and above government gives grants to public libraries run by various trusts or local self government. For GIA purpose Government has categorised public libraries as depicted in Table 5.

TABLE 5

Category of Library	*Population*	*Maximum Grants*
City Library	More than 50,000	Rs 40,000
City Branch Library	Every additional 50,000	Rs 15,000
Town Cat-I Library	25,001 to 50,000	Rs 12,000
Town Cat-II Library	5,001 to 25,000	Rs 8,000
Village Library	Up to 5,000	Rs 1,500
Women Library	-	Rs 3,000
Children Library	-	Rs 2,000

TABLE 4

PUBLIC LIBRARIES IN AREA (SQ KM) AND PER LITERATE PERSON IN GUJARAT

District	*Area sq km*	*Population*	*Literacy libraries*	*No of per lib*	*Area sq km lib persons*	*Lib per*
Ahmedabad	8,707	47,88,820	30,21,100	170	51.22	17,771
Amreli	6,760	12,51,454	6,32,909	113	59.32	5,601
Banaskantha	12,703	21,58,378	6,92,543	538	23.61	1,287
Bharuch	9,038	15,42,696	8,08,548	297	30.43	2,722
Bhavnagar	11,155	22,87,751	11,08,594	550	20.28	2,016
Gandhinagar	649	3,93,475	2,93,826	53	12.25	5,544
Jamnagar	14,125	15,45,188	7,74,824	99	142.68	7,827
Junagarh	10,607	23,92,372	12,42,462	27	392.85	46,017
Kutchh	45,652	12,45,967	5,45,589	24	1902.16	22,733
	*12,771			*53.13		
Kheda	7,194	34,37,487	19,46,546	962	7.48	2,027
Mahesana	9,027	29,29,153	16,16,492	1,032	8.75	1,566
Panchmahal	8,863	29,48,489	10,66,447	1,005	8.82	1,061
Rajkot	11,203	25,09,142	14,52,247	71	157.79	20,454
Sabarkantha	7,390	17,58,036	8,82,905	194	38.09	4,551
Surat	7,657	33,91,202	16,87,551	476	16,09	3,545
Surendrnagar	10,489	12,04,611	5,49,114	66	158.92	8,320
The Dangs	1,764	1,43,490	53,651	1	1764.00	53,651
Vadodara	7,794	30,73,357	16,84,420	1,246	6.26	1,359
Valsad	5,244	21,72,992	12,02,627	326	16.09	3,689
Total	1,96,024	4,11,74,060	2,12,65,395	7,250	Average 27.04	2,933

91 CONCLUSION

The effective way in which the libraries have been developing and taken care of by the state agencies, even though the financial support is not enough, the need for library legislation becomes necessary, if the directorate of libraries of Gujarat State takes enough initiative to uplift the conditions of public libraries in the state in general and library personnel of GIA public libraries in particular.

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PUBLIC LIBRARY DEVELOPMENT IN INDIA : NEED FOR PROFESSIONAL ATTENTION

Dr J N GAUTAM*
SATYANANDA MANDAL**

0 INTRODUCTION

It is a pity that despite the public library movement, efforts have neither been able to contribute effectively to the socio-economic development of the illiterate population upto the level of expectation, nor have reached the literate people at large as expected. Public library services add very little to eradication of illiteracy in India. Movement for pay, power and status of public librarians have received results to some extent in some provinces. But services of public library, particularly in rural areas, are yet to draw attention and esteem of the larger part of the population for whom there is more to offer.

1 SOCIETY

A total view of social system is needed instead of viewing each of them separately for problem solving. "Society is a system of usages and procedures, of authority and mutual aid, of many groupings and divisions, of controls of human behaviour and of liberties. It is the web of social relationships and is always changing."[1] The objective enquiry into the system can help to identify the economic, political and cultural problems and the needs concerning with particular population.

2 SOCIETY AND PUBLIC LIBRARY

Public library can be perceived as a subsystem of a society. It has system elements like staff, technology, documents, etc. "The public library is for the public; it is founded upon a philosophy which embraces the concept of free access to information, the entitlement or social right rather than the privilege."[2] Public library as a subsystem should have interactions with society, the social environment.

* Asstt Librarian-cum-Lecturer, Jiwaji University Library, Gwalior (MP).
** Department of Library & Information Science, Vidyasagar University, Medinipur (WB).

3 INDIAN SCENE

About 70 per cent of Indian population lives in villages, while majority of that population is under poverty line and in general, literacy rate is less than 50 per cent. In 1961 in India 24 per cent of population could read and write and in 1981 literacy rate was less than 37 per cent. However, in the fruitful sense, literacy does not refer to simple reading or writing of word or words.[3] Even a large part of literate population seems to be non users of public library services. In general illiterate people are not conscious about the existence of public library services. Majority of public library users receive services for recreation purpose instead of education or problem solving with a sense of collective development.

In the case of Karnataka, it is estimated that out of 87 literate people only one uses public library services.[4] It means that to solve daily life's problems people depend on information coming out from interpersonal contact. In general, "people in the community are yet to realize the benefits of public library service as well as any local advice to solve their day to day problems. They mostly depend on interpersonal means to meet their information requirement.[5] So, public library is in the sad state of its utilization or in other words, is in the sad state of its presentation to the public.

4 GROWTH AND DEVELOPMENT

It may be stated here that growth and development are not synonymous. Physiological science says that in some cases growth is injurious to health, but development is a different concept, which always refers to improved condition. One may observe economic growth with respect to production of commodity but in a democratic society without proper distribution of the commodity among the users and proper use of the commodity one can not accept the concept of development.

With regard to public library in India, it is almost growth that one may think. "The generative force for a public library movement was absent in the Indian society as a whole. Public libraries existed only in name but the public librarians as a distinct community of professionals did not, even as such. But the situation was otherwise with the academic and special libraries, although the number of those which existed could be counted at finger's end. In the circumstances the professional leadership of the movement was, naturally, composed of the librarians of the academic and special libraries, who happened to be the 'social

elites' in the profession. The picture has not changed much during the course of the last seventy years and library movement in India is still now an affair of all but that of the public librarians. It is in the composition and character, rather class character and the class psychology of the leadership is to be traced one of the major untold reasons for the comparative prosperity of the academic and special libraries and their librarians on the one hand, and that of the poverty of public libraries and the public library movement on the other."[6]

Social welfare implies a social change towards social development, on the other hand extending social mobility of individuals. So, in this process, development helps to change peoples' attitudes, values and habits in their lives.

The improvement of living conditions depends upon the extent to which development measures are catering to the needs of the people. In the context of library service, communication is an important attribute of social welfare and developmental programmes. Communication process consists of certain characters, such as, perception, attitude, verbal behaviour, non-verbal behaviour, etc. The awareness of information, management of information and use of information should be established in effective way in the process of development.

5 PROFESSIONAL ATTENTION

Since professional attention is essential for qualitative and quantitative aspects of performance, effective functioning of the system with realising users' objectives, problems and prospects; some points, in particular, with respect to professional attention may be stated here.

In India diversity is evident in race, religion, language and culture. Without facing this reality one can not interpret the needs of the user, actual and potential. People who receive or will receive service, are not only changing, but the evolving, adapting, and continuous changing process is also with library profession. The profession should know

1 how to make community survey;

2 how to establish public relations;

3 the needs of the public;

4 communication situation;

5 how to link public libraries and literacy organizations;[7]

6 how to establish co-ordination of public libraries;

7 to the extent possible, how to make service appropriate to the information seeking approach of a region;

8 how to make public aware of the services, a public library offers;

9 how to develop user education;

10 how to use different media according to need.

A community has to be understood through its media. A medium presents message, bears information and on the other hand it is a message, a culture.[8] In a region, where high illiteracy rate exists, it is a matter of concern that how media can be employed in rendering service to the illiterate people. Public library as a media centre will not only be able to make real and vivid the subject it wants to present but will reach large illiterate population in the country. The use of audio-visual materials, however, is not only for them, with the increase of education, it will be used more and more for many purposes.[9] So, there is a need of manpower development in a multi-media direction.

The profession will not only know the signs and sounds of the region concerned, but will provide information about the library services and guidance or instruction signs to aid the users. Since meaningful existence of public library depends on its utilization, meaningful presentation of instruction to the use of service should not be neglected.

6 CONCLUSION

Though there are many factors that are associated with public library services, the professional attention itself can contribute much to the development of public library. Perhaps the profession should consider first its own area, i.e., professional performance to make effective and appropriate service to the need.

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PUBLIC LIBRARY FINANCE IN GUJARAT : AN ANALYSIS

K J MAJMUDAR
Dr K H SHUKLA

1 PUBLIC LIBRARIES IN GUJARAT

Even in the absence of library legislation in the state, Gujarat is far more ahead than any other state of India in the development of public libraries in the state. For the effective development of the public libraries in the state, the entire state has been divided into seven administrative regions (Divisions). They are, ahmedabad, Bhavnagar, Kutchh, Mahesana, Rajkot, Surat and Vadodara. Each division is headed by Assistant Director of Libraries (ADL), with the responsibilities of the development, maintenance and supervision of Government Libraries, and GIA city branch, town category I & II, women, children libraries of a division. The village libraries are under the control of respective District Primary Education Officers of the respective districts.

Libraries

Government Libraries	*Grant-In-Aid (GIA)Libraries*
Central Libraries, Vadodara (1)	City Libraries (32)
State Central Library, Gandhinagar (1)	City Branch Libraries (68)
State Central Depository Centre, Mahesana (1)	Town Cat-I Library (302)
District Libraries (17)	Town Cat-II Library (302)
Taluka Libraries (42)	Women Libraries (101)
Mobile Libraries (7)	Children Libraries (91)
Women Libraries (3)	Village Libraries (6458)

11 DEVELOPMENT OF PUBLIC LIBRARIES IN GUJARAT

Gujarat is fortunate to have the inbuilt heritage of public libraries in the state when the movement of public libraries in the country did not exist. With the result on 31st March 1991 Gujarat was having 7250

* DLIS, M S University of Baroda, Vadodara - 390 002.
** DLIS, Gujarat University, Ahmedabad - 380 009.

public Libraries in the state. Out of which 73 were Government libraries, 32 were city libraries, 68 were city branch libraries, 118 were Town category-I libraries, were 302 Town category-II Libraries, 101 were Women libraries, 91 were Children libraries, 6458 were village libraries and 7 were brail libraries.

2 IMPORTANCE OF LIBRARY FINANCE

Library is a spending and ever growing institution where finance plays a significant role in the organization and management of a library. Public libraries have to purchase reading materials, make the materials available to users, also to purchase furniture and equipment, maintain building and employ qualified and experience staff. For all these public libraries should be assured of regular and adequate finance. The importance of library finance can be measured in relation to following aspects.

1 To plan a collection development programme.
2 To ensure effective services to users.

3 SOURCES OF GIA PUBLIC LIBRARY INCOME IN GUJARAT

Following are the major sources of GIA Public Libraries income in Gujarat.

(a) Grant-In-Aid from State Government
(b) Donations and gifts
(c) Subscription
(d) Other sources.

31 GIA PATTERN : HISTORICAL BACKGROUND

When Baroda State was merged into Bombay state in 1949, the grant-in-aid (GIA) rules prevailing in the state, automatically ceased, and the new GIA rules were enforced to govern and maintain the libraries located in Baroda state.

Although, the Saurashtra and Kutchh States were also merged in to Bombay State, but the GIA rules for the libraries in these states remained in force until the formation of Gujarat state in 1960. The grants were given to the libraries of Saurashtra at the rate of 1:1 ratio, irrespective of maintaining limits of grants by the state. Thus to develop and to maintain public libraries in Saurashtra State was the equal and joint responsibility of the state and the society, whereas in Kutchh 1/3 of the total expenditure of libraries was given as Grants. The financial assistance for the development of public libraries in the Baroda State was very low and inadequate from the very beginning[1].

311 BOMBAY STATE

The GIA rules for the Bombay state were framed on the basis of Fyzee Committee's (1939-40) recommendations. Accordingly the libraries were categories as under:

	50% of the previous year expenditure and maximum of
(1) Regional libraries	30,000/-
(2) District libraries	6,000/-
(3) Taluka libraries	3,000/-
(4) Town libraries	2,000/-
(5) Village libraries and	100/-
(6) Children's libraries	100/-

The GIA rules had badly affected the prevailing Women libraries of old Baroda State because these rules are found silent about GIA rules for women libraries.

After the formation of Gujarat State it was found difficult to administer the libraries of the State with various GIA rules. From 1st April 1964 Government of Gujarat introduced new uniform GIA rules for public libraries vide resolution Nos LIB 1062-J dated 18th December 1963. There rules have been presented in Table 1.

TABLE 1
1964 GIA Rules for Public Libraries in Gujarat

CATEGORY	*GRANTS 50% of the admissible expenditure of previous year and maximum of*
1 City libraries	Rs 8,000/-
2 City Branch libraries	Rs 2,000/-
3 Town libraries (Category I)	Rs 2,000/-
4 Town libraries (Category II)	Rs 1,500/-
5 Village libraries	60% of the admissible expenditure of previous year and maximum of Rs 100/-
6 Women libraries	66.6% of the admissible expenditure of previous year and maximum of Rs 500/-
7 Children libraries	75% of the admissible expenditure of previous year and maximum of Rs 150/-

Besides recurring grants, Government of Gujarat has also framed rules to provide special assistance to GIA libraries as non-recurring grants in 1970 vide resolution No LIB/1069-13517-70-B dated 19th April 1970.

GIA rules of 1964 were further revised in 1974 vide resolution No LIB/1066-II-79369-B dated 10th April 1974, in which the classification of categories of libraries remained the same as it was in 1964 except one change in the categories of village libraries bifurcated into two, one village having population upto 1000 and second category of village libraries having population 1001 to 5000. According to these revised GIA rules libraries may get grant at the rate of 75% of admissible expenditure incurred in the previous year subject to maximum amount of grant as per its categories (Table 2).

TABLE 2

Categories of GIA Libraries	*Maximum Amount of Grants*
City libraries	Rs 16,000/-
City Branch libraries	Rs 4,000/-
Town libraries (Cat-I)	Rs 4,000/-
Town libraries (Cat-II)	Rs 3,000/-
Village libraries (Cat-I)	Rs 500/-
Village libraries (Cat-II)	Rs 250/-
Women libraries	Rs 1,000/-
Children libraries	Rs 300/-

These revised GIA rules of 1974 have provided arbitrary treatment to village libraries in relation to women libraries and children libraries because upper limit for these two categories of libraries were found more than the village libraries (Cat-I) & village libraries (Cat-II) because they are less than the village libraries. Over and above when government is committed to provide equality to the women but this equality should not be at the cost of the masses. ie, village libraries.

The criteria for admissible expenditure is divided into two:

(1) 35 per cent of total expenditure for the reading materials, and

(2) Remaining 65 per cent includes salary & wages, rent of library buildings and other miscellaneous expenditure.

312 EXISTING GRANTS-IN-AID PATTERN IN GUJARAT

The GIA of 1974 have been revised vide resolution No GTL-1184-9053-B dated 26th October 1989 with effect from 1st April 1989. These GIA rules of 1989 have the provision to evaluate GIA rules at every five years. There is a provision of non-recurring grant of 2 per cent of capital expenditure for maintenance. For recurring grants 35 per cent of total expenditure has been made for reading materials and 65 per cent for salary and wages, rent of library buildings and other items.

These rules also emphasize to appoint qualified staff to run efficiently and effectively public libraries in the state and its norms are also provided. But there is no provision of adequate finance for trained professional staff. Yet these GIA libraries in the state are performing better, in comparison to government public libraries in the state.

TABLE 3
Category of Libraries

Category of Libraries	*Designation*	*No of Posts*	*Working hours of a Library*
City	Librarian	1	12 hours a day
	Asst Librn	1	
	Lib Clerk	2	
	Peon	2	
	Sweepers (Part time)	1	
City branch	Asstt Librarian	1	8 hours a day
	Library Clerk	1	
	Peon	1	
	Sweepers (Part time)	1	
Town (Cat I & II)	Asstt Librarian	1	8 hours a day
	Peon	1	
	Sweeper (Part time)	1	
Children & Women	Library clerk	1	7 hours a day
	Peon	1	
	Sweeper (Part time)	1	
Village library	Rs 75/- per month		

The percentage of admissible expenditure of previous years remain unchanged but for tribal and backward area the percentage is raised to 100 per cent, subject to maximum amount of grants fixed for each category (Table 4).

TABLE 4

Category of Libraries	*Maximum amount of Grants*
City	Rs 40,000
City branch	Rs 15,000
Town (Cat-I)	Rs 12,000
Town (Cat-II)	Rs 8,000
Women	Rs 3,000
Children	Rs 2,000
Village	Rs 1,500

32 EXPENDITURE ANALYSIS

At attempt has been made to collect data about the nature of expenditure towards public libraries in Gujarat. Directorate of libraries has published its annual report of 1989-90. On the basis of this detailed analysis of expenditure it has been made to study the trends of public library expenditure with a view to make suggestions at the time of revision of existing GIA pattern in the state. Table 5 provides category of libraries, number of libraries, total Government expenditure, expenditure on reading materials, salary and wages and other expenditure and gross expenditure towards public libraries in Gujarat.

TABLE 5
Government & GIA Public Libraries Expenditure Analysis

Category of Library	*No of Lib*	*Total Govt Expenditure For Lib*	*Expenditure on Reading Materials*	*Expenditure on Salary & Wages & Other Exp*	*Gross Expenditure*
Govt Lib	65	75,20,250 (33.82)	20,06,540 (26.68)	55,13,710 (72.32)	75,20,250
City Lib	36	14,25,550 (6.41)	10,04,500 (52.84)	8,96,233 (47.16)	19,00,733
City Br Lib	55	8,21,400 (3.69)	4,02,400 (36.74)	6,92,800 (63.26)	10,95,200
Town (Cat-I)	116	13,60,500 (6.12)	9,15,650 (57.47)	8,98,350 (49.53)	18,14,000
Town (Cat-II)	282	22,38,000 (10.06)	7,10,825 (23.82)	22,73,175 (76.18)	29,84,000

TABLE 5 (Continued)

Category of Library	*No of Lib*	*Total Govt Expenditure For Lib*	*Expenditure on Reading Materials*	*Expenditure on Salary & Wages & Other Exp*	*Gross Expenditure*
Women Lib	91	2,65,750 (1.02)	1,65,400 (46.67)	1,88,933 (53.33)	3,54,333
Children 77	77	94,150 (00.42)	61,630 (49.09)	63,903 (50.91)	1,25,533
Village Lib	6469	85,10,450 (38.27)	38,08,450 (44.75)	47,02,000 (55.25)	1,13,47,266
Total	7191	2,22,36,650	90,75,395	152,29,104	2,71,41,315

Note: Figures shown in paratheses represent corresponding percentage.

33 DONATION AND GIFTS

Donations and gifts are another source of income to the GIA public libraries. They may be general or specially designated for a specific purpose. It should be considered as permanent and adequate source of income, as financial demands of libraries are recurring in nature. Whereas donations may not be so. There are two main drawbacks to donation & gifts. One is declining purchasing power caused by inflation, other is that donations act as an excuses for the government to fail to provide additional fund from either sources.

The donation and gifts may come from variety of sources eg, private, individuals, charitable trusts, local self government (panchayat and muncipalities), banks and other social organizations.

Library expenditures are recurring in nature. This income can be best used for capital expenditure of a library like construction of a library building, furniture, and equipment and other capital expenditure. Usually donations and gifts are not offered for recurring expenditure.

34 SUBSCRIPTIONS AND FEES

The public libraries manifesto of UNESCO which was declared in 1972 emphasized that public library services should be free for one and all. Even then the Directorate of Libraries has recommended to accept subscription and fees to the GIA libraries. It seems that Government of Gujarat is not believing in implementing the UNESCO's

manifesto for GIA public libraries.

There are two types of membership fees charged by the GIA public libraries in the state.

1 Life membership
2 Annual membership

In many of GIA libraries capital funds are raised through life membership fees. However, most of the libraries do not collect any subscription from the readers.

35 OTHER SOURCES

Usually this income is very little in relation to other sources of income. It is also known as miscellaneous income, which includes interest on deposited money, sale of waste paper, fines collected from the users as over-due charges, rent income from subletting part of library premises. Among other sources of income in GIA public libraries some libraries have their own shops, houses, which they lend and generate handsome amount as income and with this help many public libraries are found self-sufficient. Although this practice is not healthy but there is no alternative to it.

4 CONCLUSION

It may be concluded that the Government of Gujarat should make suitable provision while financing for libraries so that both libraries maintained by the Directorate of Libraries and the GIA Libraries may get sufficient funds to maintain themselves. For running the GIA libraries efficiently and effectively, qualified staff should be employed and there should be enough provision for their salaries etc.

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PUBLIC LIBRARY SYSTEM AND SERVICE IN ORISSA

Mrs M SAMANTARAY*
Dr P K RATH**

0 INTRODUCTION

Orissa extends from 17° 49' N to 22° 34' N lattitude and from 81° 27' E to 87° 29' E longitude on the Eastern Coast of India. It is surrounded by the States of West Bengal on the north east, Bihar on the north, Madhaya Pradesh on the west, Andhra Pradesh on the south and Bay of Bengal on the east. Orissa was separated from Bihar and became an independent State from 1st April, 1956. The Capital was situated at the historic city of Cuttack and afterwards shifted to the ancient temple city of Bhubaneswar. The foundation of the capital city of Bhubaneswar was laid down by Pandit Jawaharlal Nehru on April 13, 1949. Orissa is unilingual where Oriya language is spoken by 85% of the total population and rest of the population speak various tribal dialects.

1 ADMINISTRATIVE UNITS

For the purposes of administration, the State is divided into 27 districts and 3 Revenue divisions. The 27 districts are further sub-divided into 58 sub-divisions, 147 Tahasils, 314 Blocks, 30 Municipalities, 72 Notified Area Councils (NAC) and 50,972 villages in the state.

2 POPULATION AND LITERACY

The total population of the State is 3,15,12,070 and the break-up of population into rural and urban areas is 2,72,79,615 and 42,32,455. The rata of literacy is 48.55% against the national average of 52.11%

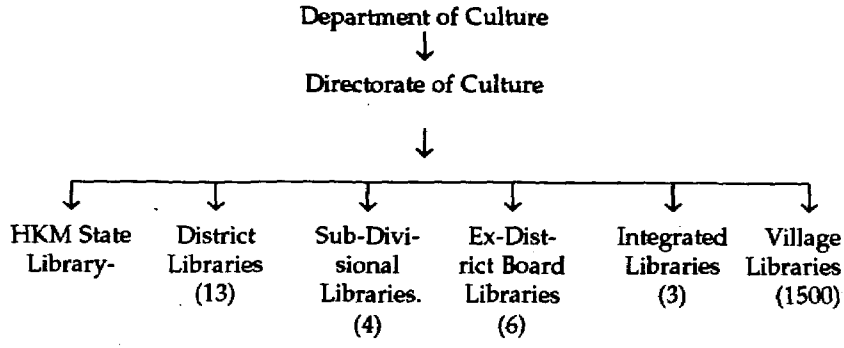
3 PUBLIC LIBRARY SYSTEM AND SERVICE IN THE STATE

31 ORGANISATIONAL STRUCTURE

Public libraries in the State are administered and maintained by the Department of Culture. The organisational structure of the public

* Asst. Librarian, Orissa Sacretariat Library, Bhubaneswar-751 001.
** Lecturer in Library & Information Science, IGNOU, New Delhi-110068.

library system is given below.



Under the Directorate of Culture, the HKM State Library is headed by a professional Director whereas the other District/Sub-divisional/ District and Integrated/Village Libraries are headed by an Assistant Director of Library.

32 PUBLIC LIBRARY SERVICE

321 STATE LIBRARY

The State Library which was established in the year 1967 and at present named after an illustrious son of Orissa as Harekrushna Mahatab State Library is headed by a Director and assisted by 8 Librarians and 23 Assistant Librarians. State library being at the apex of the public library system in the State is primarily a "Research and Reference" library to promote research on all aspects of the State-politico-socio and economic. The services of the library are divided into three services divisions namely.

1) Administrative Service Division
2) Readers Service Division.
3) Technical Service Division.

The library is having a total collection of 86,000 books, and subscribes to 145 current periodicals and magazines. It caters to the needs of 6,000 members spread all over the State and is kept open from 8 am to 8 pm.

3211 Bhubaneswar Public Library (BPL)

This library is a lending library and functions as a branch of the State Library. The collections of this library are the part and parcel of the State Library. The objective of establishing such a library, which is

separate from State Library is to develop in due course into a large city library system, with a branch in every part of the city. It will also in future open a branch in the local jail to ward the inmates away from crime and supply braille books to the blind all over the State. BPL also offers special facilities to the students, preparing themselves for the State and the Central Government competitive examinations by opening a section called "Career Development Section". Both HKM State Library and Bhubaneswar Public Library are functioning in a common building, with common staff and under common financial control of the Director of HKM State Library.

322 DISTRICT AND SUB-DIVISIONAL LIBRARIES

Before 2nd October 1992, there were 13 districts having 13 district libraries. Since the number of districts increased to 17 from 2nd October, 1992 and 10 more new districts further increased from 1st April, 1993 making a total of 27 districts at present. The Government is now making necessary provision to 14 new district libraries in the newly created districts. From 1984, the Government has opened four sub-divisional libraries. Most of the district and sub-divisional libraries are housed in rented buildings and manned by one Library Assistant, one Attendant, one Watchman-cum-Sweeper.

323 EX-DISTRICT BOARD AND INTEGRATED LIBRARIES

There are six erstwhile Ganjam Ex-District Board Libraries and three integrated and memorial libraries. Each library is manned by the same number of persons as in the case of District Libraries. These libraries are established at Angul, Sakhigopal and Barapali.

The oldest Government public library established after independence is the "Integrated Library" located at Angul town of Dhenkanal District. It was established in 1955. Now it functions with 19 depository centres by bicycles and it caters to the needs of the school students of Angul Municipality Area. There is another type of public library in the State namely "Memorial Libraries". Gangadhar Meher Library at Barapalli town of Sambalpur district and Panchasakha Memorial Library at Sakhigopal Town to Puri District were established in 1972 after the memory of the above eminent persons. To commemorate 2500th birth anniversary of Bhagaban Mahavir, Mahavir Library was established in Dhenkanal Town in 1975 by the Department of Public Relations and Cultural Affairs as per the directions of the Government of India.

Besides the above Government managed public libraries, there are

1500 rural libraries, which get State/Central Government and RRPLF financial assistance from time to time in the form of book assistance, construction of library building, assistance towards development of Rural Book Deposit Centres and Mobile Library Services, Organisation of Seminars, Workshops, Training Courses (Orientation/Refresher), assistance towards storage and display of books, purchase of TV-cum-VCR sets, assistance to Children's Libraries etc.

324 OTHER DEPARTMENTS RENDERING PUBLIC LIBRARY SERVICE

3241 Department of H & UD

Besides the Department of Culture, which is considered as the real department of rendering public library servie, Department of Housing and Urban Development also maintains library-cum-reading room under its Municipalities and Notified Area Councils (NAC). Out of the total 102 Municipalities and Notified Area Councils, 39 Municipalities and NACs maintain library-cum-reading room facilities.

These libraries are not manned by any professional staff but day-to-day jobs are assigned to either a Class-III or Class-IV staff or a person on consolidated pay of the concerned municipalities or NAC. The average collection of each library-cum-reading room is 500-10,000. But a good number of newspapers and magazines are subscribed to keep the local users well informed.

3242 Department of Information and Public Relations

Department of Information and Public Relations maintains Information Centre-cum-Reading room to aquaint the local public with regards to the plans, policies, programmes of the government and provide them with required information in the form of books, journals, magazines, reports, reviews, annuals and Five-year plans as well as various policy decisions taken by the State Government. These information centre libraries form a part of the public library service. There are at present 69 Information Centres-cum-Reading rooms located in all the 58 sub-divisions and other cities/towns of the State.

4 FINANCE

The Department of Culture which is solely responsible for establishing and maintaining public libraries in the State is having the

following annual budget provision for public library service. This includes RRRLF financial assistance through Department of Culture, for the last three years.

Year	Non-Plan	Plan	RRPLF assistance	Total (Rs in lakhs)
1990-91	17.58	48.95	10.00	76.53
1991-92	20.59	39.21	10.00	69.80
1992-93	15.62	45.24	13.00	73.86

Besides the Department of Culture, the other two departments namely I & PR and H & UD. Too have a provision of Rs 45 lakhs and 20 lakhs respectively for their Information Centre-cum-Reading room service during 1992-93.

Thus, the total expenditure on public library services in State comes to Rs 1,38,86,000 in the year 1992-93 with a per capita expenditure of Rs 0.44 paise.

5 LIBRARY LEGISLATION

In order to stremlining the public library system and service in Orissa, several library associations, societies, professional bodies and individuals are constantly pursuing the State Government for early enactment of Public Library Act in Orissa. Taking into consideration the models of public library bill submitted by the above bodies and individuals the Department of Culture, Government of Orissa has taken up this issue seriously for early enactment of public Library Act in Orissa.

6 CONCLUSION

Public library service in the State can only be strengthened with the co-operation of the public as well as Government. Library legislation which is intended to give a legal framework alongwith adequate financial support to run the public library services smoothly and effectively shall definitely serve as a catalyst to the economic growth of the State and raise living standerds of the people. Shri C P Vashishth while delivering the Presidential Address on the occasion of 38th All India Library Conference held at Bhubaneswar on November 21, 1992 too had emphasised on this aspect of rural library service.

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PUBLIC RELATIONS MODE FOR VITALISING PUBLIC LIBRARY MOVEMENT IN INDIA

K PADMA SANKARA RAO*
T V PRAFULLA CHANDRA**

0 INTRODUCTION

Public relations (PR) is one of the most neglected areas in Indian Public Libraries (PLs). Apart from ritual celebration of national library week and a few other national days with stereotyped programmes, a majority of PLs do not make any conscious and deliberate effort to build up a positive image, to mobilise public opinion in their favour and to attract more number of readers. Moreover, they do not have staff who are trained in PR and competent to plan and implement PR campaigns. Apart from absence of good PR, various other factors such as lack of political will, absence of library legislation, insufficient grants, inadequate attention to modernisation, non-introduction of innovative services like Community Information Services (CISs), General Information Service Terminal of National Informatics Centre (GISTNIC) services, etc, inadequate patronage and non-assertiveness on the part of general public, and non-maintenance of professional standards have all contributed to the dull image of PLs. The rich and varied cultural heritage of India, as embodied in its variety of document collections-books, periodicals, manuscripts, etc is neither organised and arranged properly for the present use nor preserved with adequate care for posterity. There are thousands of PLs, spread throughout the length and breadth of our country with invaluable collections, which are languishing for want of proper professional attention and finances. There is a growing sense of apathy even among the general public regarding PLs. This was not the situation in the pre-independence years when PLs contributed eminently and eloquently not only to our struggle for Independence but also to various social movements of that time.

* Librarian, State Central Library, Government of Andhra Pradesh, Afzalgunj, Hyderabad.

** Professional Assistant, Ramesh Mohan Library, Central Institute of English and Foreign Languages, Hyderabad, 500 007.

1 THE PROBLEM

Even 46 years after attainment of Independence, we have failed to

- adopt a national policy on LI system.
- enact library legislation in most of the states and union territories. Only nine states, namely, Tamil Nadu, Andhra Pradesh, Karnataka, Maharashtra, West Bengal, Manipur, Kerala, Haryana and Mizoram have enacted PL legislation so far.
- modernise atleast State Central Libraries, Divisional Libraries, City Central Libraries and District Central Libraries so as to equip them to handle innovative information services and improve efficiency of their operations.
- build up linkages between different types of PLs operating at various levels - state, district, town, village for optimum resource sharing. Also, no linkages have been developed between PLs and academic or special libraries.
- evolve a national network of PLs.
- prepare bibliographical reference tools such as union lists, union catalogues, etc for collection of most of the PLs.
- offer useful and innovative information services such as CISs and GISTNIC. Most of our PLs are still offering only traditional services such as lending of books, textbook service, reference service, etc. Recently, GISTNIC terminals have been installed in a couple of PLs. But, according to Mr C S R Prabhu, Project Coordinator, GISTNIC, the terminals in PLs are the least used. Most of the time they are under lock and key.
- encourage donations from philanthropists for the development of PLs.
- involve voluntary organisations actively in the promotion of PL movement.
- raise people's consciousness for the promotion of PL services in the country.
- create legislative lobbies for taking up the cause of PLs in Parliament/State Legislatures. We hardly hear any questions being asked in the Parliament/State Legislatures on matters relating to PLs.

- form Friends of Libraries associations for PLs and enlist their support.
- utilise the variety of media-print, electronic, etc for projecting the problems, needs, achievements and rich collections of our PLs. News reports/articles relating to PLs are rarely seen in the newspapers/magazines.
- establish cooperative linkages with other educational bodies such as schools/colleges/distance education centres/open university study centres, etc for collection, development and optimum utilisation of services.

The above list is not comprehensive; it is just an illustrative one to give an idea of the sorry state of affairs in our PL system. Most of these problems could be effectively tackled by an imaginative and enterprising leadership of LIS professionals with the help of PR techniques. If we are to vitalise our PLs and re-launch PL movement in the country, then we have to go in for a massive, well-planned, national-level PR campaign utilising multi-media approach.

2 PR PLANNING

Frank Jefkins, a well-known international authority on PR, states that PR "consists of all forms of planned communications, outwards and inwards, between an organisation and its public for the purpose of achieving specific objectives concerning mutual understanding." (1) He has given a six-point PR planning model consisting of the following steps:

21 Appreciation of the situation or communication audit;

22 Definition of objectives;

23 Definition of public;

24 Choice of media;

25 Budget;

26 Evaluation of results.

21 APPRECIATION OF THE SITUATION OR COMMUNICATION AUDIT

In this preliminary stage, the current image of the PL is identified and the degree of hostility, negative attitude, disinterest or ignorance among public about it, is assessed. This stage helps us not only to plan future PR campaigns but also to evaluate them so as to have an

idea whether they had the desired impact or not on the target public. A large number of techniques are available for appreciating the situation: complaints from readers, news reports on public libraries in media, meetings with users, annual reports, circulation trends, opinion/attitude/awareness surveys, brainstorming sessions, surveys (personal/telephone/postal), etc.

22 DEFINITION OF OBJECTIVES

For the success of any PR, formulation of objectives(s) in clear terms is a must. Objectives can be derived from the first stage, namely, appreciation of the situation or through discussion with senior and experienced members of library staff. Definition of objectives helps both in PR planning and its evaluation at a later stage. Some of the objectives for PR campaigns of a PL can be:

- raise the awareness level of various categories of users about the variety of services offered by the PL.
- highlight the uniqueness and value of the rare collections in the PL.
- motivate the prospective donors to contribute money, land, buildings, document collections, etc for the growth and development of the PL.

This second stage involves

(*i*) identification of all possible objectives; and

(*ii*) establishing priorities among the identified objectives keeping in view factors such as their relative importance, time needed for realisation, feasibility, availability of budget, target audience, etc.

23 DEFINITION OF PUBLIC

In PR terminology, 'public' refers to groups of persons who form the target audience. These groups may be small or large. In case of PLs, the public may be:

(*i*) actual users, potential users (non-users), government departments/officials, members of the Parliament/Legislative bodies, intellectuals, media persons, authors, publishers, booksellers, members of various library committees (managing, book selection, research, purchase, etc),

(*ii*) members of the library staff, suppliers of equipment and services, potential donors, professional associations (ILA, IASLIC, etc), political leaders, etc.

PLs may not be able to cover all these publics simultaneously. They may have to list out various publics with whom they want to communicate and maintain PR and fix priorities taking into consideration the limitations of time, money and resources.

24 CHOICE OF MEDIA

In the present time, a wide variety of media are available for PR. Public librarians should have an idea not only about the various media available, their merits and demerits but also about the changes in the media scene. The various media available for PR are:

(*i*) newspapers (national, regional and local), magazines, professional journals, reference tools (directories, yearbooks, etc);

(*ii*) exhibitions, print material (information brochures, book marks, letter-heads, etc), sponsorships, direct mail, orientation programmes, competitions, house journals, notice-boards, time-tables, direct advertising, etc.

25 BUDGET

PLs have to provide adequate funds for PR programmes. While budgeting, provision should be made for various items such as salaries of PR staff, office expenses, advertisements, photography, preparation of audio-visual aids, documentaries, exhibitions, printing, equipment (TV, VCR, projectors, etc), vehicles, TA, DA, etc. Budgeting helps to know the cost of a PR campaign and the type of campaigns that could be taken up with the available funds. In addition, it enables us to limit the expenses within budget allocations.

26 EVALUATION OF RESULTS

A number of PR research techniques are available for the evaluation of the impact of PR campaigns. Some of them are noted here. *PR audit* attempts to critically and comprehensively study the PR programmes of a PL. This is done by eliciting the views of internal and external publics. *Communication audit* examines internal and external communication channels used by the PL for its organisational communication. This is done through readership studies, content analysis and readability surveys. *Social audit* attempts to find out the social performance of the PL, that is, whether it is performing its social welfare role properly. Social welfare role of a PL can take the form of encouraging employment of physically handicapped persons in the library, dissemination of health information, etc. *Evaluation research* measures the effectiveness of a specific PR programme in

terms of its planning, implementation and impact. *Environmental monitoring* tries to identify trends in public opinion and social changes that are likely to affect the functioning of a PL.

3 PR MEDIA FOR VITALISING PUBLIC LIBRARY MOVEMENT

A number of PR media are available for PL professionals to vitalise public library movement in the country. They are outlined below.

31 PRESS

The Press, which includes newspapers and magazines at the national, regional and local level - offers immense scope for focussing on the problems of PLs and mobilising voluntary donations and resources for their development. Major public libraries should make it a point to maintain good relations with the local reporters and editors, and ensure that the library events are properly reported and focussed upon. Apart from holding press conferences, these libraries can supply the Press with 'backgrounders', feature articles, news reports, etc and ensure that the PL is alive in people's minds. LIS professionals should write extensivley in the popular Press and build up momentum for the revitalisation of public library movement in the country.

32 ELECTRONIC MEDIA (RADIO AND TV)

These are very useful to highlight the rare books, non-book collections such as palm-leaf manuscripts, art works, etc.

33 AUDIO-VISUALS

PLs can prepare documentary films, slides, video films, etc for user education.

34 EXHIBITIONS

PLs can either organise themselves or sponsor exhibitions on the occasion of special days/weeks such as World Health Day, National Library Week, etc.

35 PRINT MATERIALS

PLs can utilise this medium to motivate prospective donors to support library activities through donations, scholarships, etc. Post card campaigns could be launched to enlist support for library legislation, establishment of new libraries, etc. PLs can publish information brochures on their resources and various services offered by them.

36 SPOKEN WORD

PLs can organise lectures/seminars/user education programmes

to help users to exploit the library resources.

37 SPONSORSHIP

PLs can sponsor programmes of commercial organisations/industrial establishments/other government departments. Care should be taken to see that sponsorships are socially relevant, desirable and compatible with its (PL's) objectives. Sponsorship may take the form of organising competitions, offering free meeting space, free library support services, etc.

38 HOUSE JOURNALS

In PR, house journals are considered as one of the most important media of communication. It is sad that except for lists of additions, many PLs do not bring out any newsletter reporting their activities. House journals serve as valuable tools to maintain contact with not only internal publics (library staff, administrative staff, etc), but also with external publics (such as users, non-users, prospective donors, etc) of PLs. In the absence of house journals, the outside world does not know what these PLs are doing. PLs can bring out house journals reporting recent developments, appointments, new services, gifts, rare-books, etc.

39 MISCELLANEOUS

In addition to the above, a number of other media such as notice-boards, time-tables, guided tours, direct advertising, book marks, etc are available to the PLs for practising PR.

4 EXAMPLES OF PR PLANNING

In this section, a draft plan of two possible PR programmes which could be taken up by RRRLF/ILA/IASLIC/any major PL are outlined. These plans are based on the six-point PR planning model of Frank Jefkins discussed in section 2.

41 ADOPTION OF THE NATIONAL POLICY ON LIBRARY AND INFORMATION SYSTEM

411 SITUATION

Although it is over 46 years since we have attained our Independence, we do not have a National Policy on LI System. In the absence of such a policy, the growth and development of libraries, particularly the public libraries, is adversely affected. In October 1985, the Government of India constituted a Committee on National Policy on Library and Information System (CONPOLIS) under the

chairmanship of Prof D P Chattopadhyaya. A report entitled *National Policy on Library and Information System - A Presentation*, prepared by this Committee, was submitted to the Government of India on 30 May 1986. Later, the Government of India set up an Empowered Committee, with Prof Chattopadhyaya as the chairman, to evaluate the policy document and prepare an action plan. This Empowered Committee submitted its recommendations in March 1988. But, till date, even after over five years, the Department of Culture of the Ministry of Human Resource Development, Government of India has not yet placed the National Policy on Library and Information System (NAPLIS) before the Parliament for acceptance and implementation. As a result, the NAPLIS is yet to see the light of the day.

412 OBJECTIVES

To mobilise support for the adoption and implementation of NAPLIS.

413 *Publics:* All Members of Parliament, top officials in the Ministry of Human Resource Development, GOI, eminent persons in the field of arts, media and literature.

414 MEDIA

The print media is the best and economical one for this campaign. A detailed 'backgrounder' can be prepared highlighting the present state-of-the-art of Indian libraries and underlining the need for adoption and implementation of NAPLIS for their proper growth, development and modernisation. These 'backgrounders' could be mailed to all MPs with a request to raise this issue in the Parliament.

Also, eminent persons in the fields of media, arts and literature could be briefed and requested to lend their support in the form of issuing press statements, contributing articles, bringing pressure on the MPs, Ministry of Human Resource Development, etc for the adoption of NAPLIS.

Another useful method is to invite the Minister of Human Resource Development, Government of India, to any national LI conference and request him to make a policy statement on NAPLIS.

415 BUDGET

Cost of the above PR campaign is very small as only print media is being used. The major cost is towards preparation, printing and desptach of 'backgrounders' on Indian PLs. Any national library association could easily afford to launch it from its own funds.

416 EVALUATION

The degree of success of the campaign could be evaluated on the basis of:

- whether the issue of adoption of NAPLIS is raised in the Parliament by the MPs.
- whether any articles/press statements from eminent persons in the fields of media, arts and literature have been published in the print media.
- whether there is any progress in the process of finalising, adoption and implementation of NAPLIS.

42 INTRODUCTION OF COMMUNITY INFORMATION SERVICES IN A DISTRICT CENTRAL LIBRARY

421 SITUATION

There is an urgent need to provide Community Information Services (CISs) in our PLs so as to help the common man to

- take correct decisions on various matters affecting his life.
- take advantage of the various welfare programmes launched by the Government of India and state governments.
- keep up-to-date on various items of general information.
- participate in the process of nation-building.

CISs have mainly three components, namely, public policy information, local information, and information and referral. If CISs are provided through Indian PL network, then they (PLs) are likely to become much more popular and useful.

422 OBJECTIVES

(*i*) To make the general public in the target area aware of the introduction of CISs in a DCL.

(*ii*) To highlight the computerised on-line information services available through GISTNIC terminal.

423 PUBLICS

General public in the catchment area and key government officials.

424 MEDIA

A multi-media campaign is required for the above.

The campaign can include:

(*i*) *Information brouchures:* On what CISs are provided to the general public by the DCL and how to use them. The contents of the GISTNIC database could be focussed upon and explained. These hand-bills could be given either to all library visitors or distributed widely throughout the city/town at important cross-roads, theatre, markets, etc.

(*ii*) *Press conferences:* Reporters of all local newspapers could be called for a press conference and requested to publicise the CISs through the columns of their newspapers.

(*iii*) GISTNIC mobile terminals mounted on mini vans could be taken to various locations in the city/town and demonstrations on how to use GISTNIC database could be arranged.

(*iv*) *Sponsorships:* Leading industrial establishments and business groups could be requested to sponsor competitions for students based on the information contained in CIS files and GISTNIC database. Such competitions would encourage active use of these services and raise their awareness levels.

(*v*) An *exhibition* of CISs provided by the library could be organized both for the general public as well as government officials. The government officials of various departments such as health, education, employment and social welfare could be invited to send to CIS section of the PL details of any information of prospective use to the common man promptly and comprehensively.

425 BUDGET

The whole PR campaign could be conducted on a self-financing basis by charging a nominal fee for each item of information provided. There is a tendency in the Indian society to under-value what is given as free. To prevent misuse of these services and to make them self-sufficient, all the information services should be priced, but at a nominal cost within the reach of the poorer strata of the society.

426 EVALUATION

An evaluation of the impact of this PR campaign could be done from

(*i*) the number of users of CISs and GISTNIC terminal.

(*ii*) the number of items of information contributed by different government departments.

(*iii*) the awareness level of the target population regarding these information services.

5 ROLE OF RRRLF

One of the important and primary objectives of Raja Rammohun Roy Library Foundation (RRRLF), the national funding agency for PLs, is 'to promote library movement in the country'. RRRLF can act as the national coordinating agency for planning PR programmes in PLs at all levels throughout the country. It may constitute a PR Committee and a PR Cell in the RRRLF headquarters to take care of this work. In consultation with State Library Planning Committees/ representatives of state governments, it can prepare a national PR plan for vitalising PR movement in the country.

It may not be feasible to introduce PR on scientific lines in all PLs at a time. A beginning could be made with State Central Libraries (29), Divisional Libraries (30), City Central Libraries (14) and District Central Libraries (392). RRRLF could prepare guidelines for the planning, implementation and evaluation of PR programmes for PLs. It could take care of the broad national issues relating to PLs such as adoption of NAPLIS, introduction of CISs in PLs, enactment of library legislations, etc and launch its own PR programmes at the national level. In this task, the national associations such as ILA, IASLIC, etc may also be involved. At the state/regional/district level, the respective State Central Libraries, Divisional Libraries/City Central Libraries/District Central Libraries could be given the freedom to organise their PR campaigns but conforming to the guidelines issued by the RRRLF. Care should be taken to see that these libraries are staffed with professionals who are trained and experienced in PR work.

Inaugurating the World Book Fair at New Delhi, Mr Arjun Singh, Union Minister for Human Resource Development, GOI, announced on 1 February 1992 that a very organised and comprehensive programme for launching library movement in the country would be presented to the Parliament soon.[2] He stated that library movement has to be encouraged in every nook and corner of the country in the context of book promotion and adult education programme launched by the GOI. But, even after a lapse of one and half years that programme has not yet been announced by the GOI.

For the proper development of PLs in the country, there is an urgent and imperative need to launch PL movement on a national scale. In this task, PR has a vital role to play. In fact, it is no exaggeration

to say that the success or failure of the PL movement depends on the PR campaign(s) launched in support of PLs.

A few priority areas where PR campaigns could be launched are suggested below:

- Adoption of National Policy on Library and Information System.
- Constitution of a National Commission on LI services.
- Enactment of library legislation by various states.
- Introduction of GISTNIC services in PLs.
- Formation of 'Friends of Libraries' associations in PLs.
- Augmentation of finances for PL development during the VIII Plan.
- Modernisation of PLs and their structuring into a national network.
- Encouragement of donations of money, land, buildings, books, etc for PLs.
- Prompt remission of library cess collected by the local bodies to the PLs.
- Preparation of public for the introduction of fee-based services in PLs in view of all-round financial crisis and to make them self-sufficient.

6 CONCLUSION

It is true that every member of the PL staff, in a way, is a PR practitioner. Their day-to-day interactions with library's publics are an important part of PR work. Orientation courses should be conducted for PL staff to enable them to improve their PR skills and techniques. This itself is not enough for the present times characterised by a highly dynamic external environment, which is throwing up new problems, threats, challenges and opportunities day after day. There is need for formulating a coordinated plan of action for PR activities in PLs. The time is ripe for a national body such as RRRLF to take up this task. It is hoped that with the cooperation and involvement of various groups such as governments, professionals associations, LIS professionals, eminent library enthusiasts, etc, we can effectively utilise the PR techniques to vitalise our PL movement and bring back its lost glory.

PLs can no longer afford to ignore PR if they have to build bridges

of understanding with their various publics. PLs should strive to raise the awareness level of various publics about PLs' vital role in catering to the educational, recreational, cultural and other social needs of the society. This could be done only through regular and sustained communication utilising PR techniques. If we have to enlist peoples' participation and support in PL movement, then we have to launch a national PR campaign for the same. It is no exaggeration to say that one of the major causes for the failure of PL movement in the country is lack of planned PR on the part of PLs.

As Frank Jefkins rightly points out, PR strives to transform a negative situation characterised by hostility, prejudice, apathy and ignorance into a positive achievement characterised by sympathy, acceptance, interest and knowledge through building bridges of understanding. Any perceptive observer of Indian PL scenario is most likely to feel that our PLs are, no doubt, placed in a negative situation. It is our sacred duty to see that these institutions - the vehicles of our cultural heritage–are properly projected, appreciated, supported and utilised. In this Herculean task, PR is likely to be our invaluable ally.

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RANGANATHAN - AN INNOVATOR OF LIBRARY LEGISLATION

S L PAHUJA *
S P GOYAL**

0 INTRODUCTION

India has produced some great scholars during the 20th century and late Dr S R Ranganathan was one of them. He appeared on the scene like a radiant luminary nearly in the third decade of 20th century. He was a legendary figure, a master innovator, and greatest of the many great librarians of the world.

He was the first Indian to realise that effective library service to the general public could be provided only through governmental efforts and on the basis of a law. He gave shape to his ideas by drafting library bills for several states including centre. For the first time in 1925, Ranganathan contemplated the establishment of public libraries on legal basis, as before this public libraries functioned as stray institutions under private management. Owing to his efforts the government of four Indian states passed and enacted library legislation in their states. As regards library legislation in India it has been purely a Dr Ranganathan's mission. His contributions in this regard are given below:

1 RANGANATHAN'S CONTRIBUTIONS

(i) In the year 1930 he presented a draft Model Public Libraries Act for India and presented the same in the Library Services Section of the First All Asia Educational Conference held at Banaras. The genesis of Library Legislation in India can be traced to this Model Act. He tried to enact Public Libraries Act in the then Bengal, Madras and Bombay provinces in the thirties, but failed due to the opposition of the foreign rulers on the grounds that resources were not available for undertaking the responsibility.

* Assistant Librarian, University Library, CCS Haryana Agricultural University, Hisar 125 004.
** Dy Librarian, CCS Haryana Agricultural University, Hisar - 125 004

(ii) In the year 1942 he again drafted Model Library Bill and presented the same in ILA Conference at Bombay.

Besides, the Public Libraries Act, he suggested the enactment of a Union Libraries Act for developing a system of National Central Libraries. Ranganathan is reported to have submitted a memorandum along with draft Union Library Bill to a committee of the Ministry of Education in 1948.

This memorandum and draft bill was published by University of Delhi with a title "Library Development Plan: A thirty year programme for India". In his book "Five Laws of Library Science. Ed 2, published in 1957 he again emphasized the issue. His Library Development Plan was also published in 'Library Science with a slant to Documentation' in the year 1964 and copies were passed on to legislators of various states. The Model Union Libraries Act also formed part of the seminar on Public Library System, 1972 and it was included in his book 'Public Library System'. In this Act Ranganathan had recommended a system of

National Central Libraries, viz

National Copy-right Library,

National Dormitory Library,

National Service Library,

National Seafarers Library, and

National Department of Libraries,

A National Committee of Libraries,

A National Librarian and a National Library Fund.

In his opening address Ranganathan said, "A Union Library System is absolutely necessary as something which binds together and supplements the resources of the Library systems of each one of the constituent states. It has also some specific function in the context of today. A Union Library Act is necessary to make the Union Government discharge these functions efficiently."

He also submitted plans for states of Madras, Madhya Pradesh, Bombay, Uttar Pradesh, Hyderabad, Andhra Pradesh, West Bengal, Kerala, Assam, Delhi, etc. It is only due to his untiring efforts that the following states enacted library laws:

(1) Madras was first in all the states and it passed Madras Public Library Act as early as 1948. The Act has since been renamed as

Tamilnadu Public Libraries Act.

(2) Hyderabad Public Libraries Act was passed in 1955 but became defunct due to its merger with Andhra Pradesh in 1952.

(3) Andhra Pradesh Public Libraries Act was passed in 1960 substituting both the Madras Public Libraries Act and the Hyderabad Public Libraries Act. In its essential features the Andhra Pradesh Public Libraries Act has followed the Madras model, but the Act also partially remedied the defects of the Madras Public Libraries Act in so far as it incorporated an element of tighter supervision over local library authorities.

(4) Ranganathan's ideas on library legislation found full manifestation in the Mysore Public Libraries Act, 1965. For, in Mysore the Government took the initiative and set up a committee under the chairmanship of Ranganathan for drafting a Public Libraries Bill. The Mysore or Karnataka Public Libraries Act is a vastly improved Act which removed most of the defects of the Madras and Andhra Pradesh Acts.

(5) The Maharashtra Public Libraries Act, 1967 made a vital departure from the Ranganthan's model, primarily because it does not contain any provision for library cess and it lays more stress on the development of public libraries through the system of grant-in-aid.

(6) As regards Madhya Pradesh the first attempt was in 1957 by Madhya Pradesh Library Association as per guidance of Dr Ranganathan when he came to Ujjain as a Visiting Professor in Vikram University in 1956.

Almost all the public libraries Acts in force have been either drafted by Ranganathan or influenced by his Model Act. This is his major contribution for the development of Public Libraries in India.

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ROLE OF PUBLIC LIBRARIES IN ADULT EDUCATION

Mrs NEELA J DESHPANDE*

0 INTRODUCTION

According to UNESCO's latest estimate in 1990 there were 948.1 million illiterates aged over 15 years in the world. That is 26.5% of total population. The number of illiterates in developed countries was estimated in 1990 at 31.5 million or less than 5% of the population above 15 years of age. The number of illiterates grew approximately 59 million between 1970 and 1985. Since 1985, the number has remained stable:

38.5% in 1970;

26.5% in 1990;

21.8% in 2000 (by extrapolation).

Of course, the illiteracy rate differs between third world countries, between regions, between cities and rural areas, between groups of populations and above all between men and women.

According to the 1991 census the literacy percentage in the country (excluding age group 0-6) was 52.11% (43.36% in 1981); 63.86% among males and 39.42% among females, of the states and territories, Kerala and Chandigarh have the highest rate.

Percentage of Literacy Rate 1951-91

Year	*Persons*	*Males*	*Females*
1951	18.33	27.16	8.86
1961	28.31	40.40	15.34
1971	34.45	45.95	21.97
1981	43.56	56.37	29.75
1991	52.11	63.86	39.42

Source : Census of India, 1991 provisional population totals

* Reader, Dept of Library & Inf Sc, University of Poona, Pune - 411 007.

In spite of the improvement in the literacy rate, the number of adult literates over 14 years age was over 424.26 million in 1981. Adult education is, therefore, being accorded a high priority; it formed part of the minimum needs programme under the seventh five-year plan (1985-90). The National Literacy Mission aims to cover all illiterate persons in the age group 15-35 by 1990.

1 ADULT EDUCATION

Adult education is defined by Liveright as "the process whereby persons who no longer (or did not) attend school on a regular and full time basis, undertake sequential and organised activities with a concious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes or for the purpose of identifying and solving personal or community problems."[1]

Bertelson defines it as "any learning experience designed for adult irrespective of content, level and method used."[2]

As per UNESCO document the term: 'Adult education' denotes "the entire body of organised educational process, whatever content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualification and bring about changes in their attitudes or behaviour in the two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development".[3] It states that whole educational process comes under adult education, it is clear that an adult tries to achieve knowledge related to education. Whereas Ansari[4] comments that adult education should be 'FREE', 'F' denotes flexibility, 'R' denotes relevance, 'E' denotes equality of opportunity, last letter 'E' indicates equality with former system.

Adult education is not merely good in itself, it means to an end, namely to achieve valuable socio-economic goals of securing a satisfying and meaningful life, liberation of man's creative talents and freedom from all bondages. This liberation leads to improvement in one's environment, his development in all aspects and as a member of the community to which he belongs. In some countries adult education programme starts from a particular age level. For example, adult education programme in India starts from the age of 15 years.

The scope of adult education is as wide as life itself. Its requirements

are somewhat different from those of the normal school system. It depends upon the support, it receives from several agencies, particularly the universities and public institutions and libraries.

2 HISTORY OF ADULT EDUCATION IN INDIA

In the puranic era epics like Ramayana, Mahabharata and others were the main sources of adult education. Many poets devoted their lives to spread knowledge through entertainment. Besides this religious activities developed through tamlilas, kirtna, dance, drama, theatre and so on. Rabindranath Tagore trained a number of young people for working in the field of adult education.

In 1948, Central Advisory Board planned various schemes of adult education. Adult education was named as social education by Maulana Kalam Azad, the first Education Minister. During 1975-76, a new project Non Formal Education Programme for the age group 15-35 was launched. In the fifth plan adult education was replaced by 'Adult Literacy'.

The Janata Party government chalked out National Adult Education Programme (NAEP). Since 2 October 1978 NAEP emphasised the following objectives:

(*i*) Imparting literacy skills to persons belonging to the economically and socially deprived sections of the society,

(*ii*) Creating an awareness in helping them to overcome their helplessness and to achieve self-reliance, and

(*iii*) Raising their functional capabilities in their occupations and skills of managements to their own advantage as a group.

Since 1980, work based curriculum was given top priority and education of the weaker sections of the community was laid emphasis. Our Government formulated a comprehensive programme known as National Literacy Mission (NLM) in the field of adult education. It is one of the seven national technology missions and aims at imparting functional literacy to eight crore illiterates in the 15-35 age group by 1995.

There are 513 projects under the central scheme of Rural Functional Literacy Projects (RELP) besides 852 projects under the State Adult Education Programmes (SAEP) whereas 454 projects under RELP have 300 Adult Education Centres each, the remaining 49 have 100-200 centres. Similarly, SAEP projects have 100-300 adult education centres.

Voluntary agencies are playing all important role in creating environment conducive to literacy and also actually imparting literacy. At present, about 628 voluntary agencies are implementing this programme by running over 45,433 adult education centres and 2,355 Jan Shikshan Nilayams (JSNs) under mass programme of functional literacy, about 10 lakh students in universities, colleges and schools, non-student youth and volunteers from other organisations are participating in the mission.

Over 30,000 Jan Shikshan Nilayams have been sanctioned for providing facilities of post-literacy and continuing education so that neo-literates do not relapse into illiteracy.

Sixteen films on literacy were produced by the Directorate of Adult Education and distributed to state resource centres. Several other such full literacy projects are in the process of being formulated and are expected to be taken up for implementation.

3 CONTENTS OF ADULT EDUCATION

Coles suggests the following contents for Adult Education:

(*i*) General education

A proposed ladder; each step being self contained part. At the basic level the content will focus on literacy and numeracy further up the main components will be:

Language

Number, (Mathematics)

Living skills (Science)

Civil and Social studies

(*ii*) Vocational training

Provision of all forms of vocational and professional training as required.

(*iii*) Civic and Social Education

Civic Education

Family Education

Role of Education and leadership training

Community Development

Cultural pursuits

Individual interests.[6]

Mohanty suggests the following five types of Adult and Continuing Education programmes for universities:[6]

(*i*) Part time programme

(*ii*) Short professional courses

(*iii*) General education of adults (literacy)

(*iv*) Development of adult education as a field of study

(*v*) The training of adult education.

No doubt if the adult education programme included all the elements cited above in the contents it will defiantly achieve self reliance and raise their occupations and skills of management to their own advantage. Since 1980, work based curriculum was given top priority and education of the weaker sections of the community was emphasised upon.

4 THE ROLE OF PUBLIC LIBRARIES IN IRADICATING ILLITERACY

In 1987 the United Nations decided to declare 1990 as International Literacy Year. Illiteracy has been considered a problem first and foremost for the third world. By so doing, the literacy year became of global importance and hidden problem was made visible.

The pre-conference seminar entitled "Public libraries against illiteracy" was held in Paris/Massy, August 15-19, 1989. The seminar was designed with the following goals:

"- to bring together information on public library efforts against illiteracy around the world,

- to provide an opportunity for the participants to share experiences in the field with colleagues from other countries,

- to explore ways in which more public library activities can be planned to expand illiteracy projects,

- to develop series of resolutions for actions by IFLA to ensure the future growth of public library efforts in the struggle against illiteracy".[7]

Public libraries have dispensed the printed word and promoted greater use of print and non-print materials. It is readily agreed by educators and librarians that illiteracy is a community-wide problem of great social and political concern. Nevertheless, each and every community and government organization can have an individual and

critical impact on the total solution to this problem.

Working in a multifaceted environment in providing educational, information and cultural materials to people of all ages, the public library becomes a natural bridge in linking literacy and reading at all levels of achievements.

Recognising public libraries as key factors in resolving the issue of illiteracy is crucial to the success of any community wide literacy programme. For libraries to have a meaningful impact in this effort, educators, social workers and librarians themselves must understand the various roles each play, and work together in a partnership to help improve literacy levels.

As public libraries approach the issue of their role in the literacy campaign they must first determine the scope of the problem and their contribution to a solution.

Whatever the conditions, public libraries should not deny the problem of illiteracy, but try to identify the problem and the extent of it,

- new literates relapsing into illiteracy due to irrelevant curricula, lack of trainers, lack of reading materials for follow up,
- scarcity of at fordable literature,
- lack of adequate library service,
- lack of reading habit,
- inadequate funding to train enough personnel and develop relevant curricula etc,
- duplication of efforts, due to the fact that the responsibility is scattered among several government and non-governmental bodies and not co-ordinated on a permanent basis by a suitable structure,
- lack of skill in management of resources,
- need for even young children to be required to work in order to meet basic economic needs.

There are great risks that these groups very soon will relapse into illiteracy. Special attention should, therefore, be paid as how to help the new literates remain literate. The eradication of traditional mass literacy is a question of formal and non-formal mass education. To keep the neoliterates literate is very much a question of provision of

adequate reading material. Here, the public library can play a very important role. Hence, the need for continuous supply of proper reading materials for the neoliterates public libraries should actively seek to develop a collection of non-print items in audio and video formats. Films have a great appeal for every type of reader and effective means of communication and mass education. Films have a technique of representing every subject in the educational field more graphically than books. The public library should acquire the non-book material for attracting the attention of the people to the library.

The commercial book market might not always be aware of the needs of the population with reading difficulties. The public library should analyse the material could be attractive to the population with reading difficulties, call attention to the problem and encourage publishing of easy to read material.

41 BOOK DONATION PROGRAMMES

- The lack of books and other reading materials in certain parts of the world effectively prevents the promotion of literacy.
- Libraries could by co-operation improve the distribution of the surplus books of areas where they are urgently needed. This could be done by establishing book donation programmes or by training librarians.
- Very close co-operation must be established between the donating organization and the receiving library.
- Guidelines should always be established to avoid frustrating elements.
- Public libraries could also encourage indigenous publishing by the provision of copying equipment and other facilities.
- Adult education centres after completion of implementation of their programmes must donate their literature to the public libraries.

Through such books and other materials donation programmes, public libraries can satisfy the need for continuous supply of proper reading materials for the neo-literates.

42 PROGRAMMES OF ADULT EDUCATION

The Government must constitute a separate agency in the state public library to take up activities in the post literacy part of adult education towards the process of life-long education.

The state librarian should be responsible for supervising and carrying out all the adult education activities all over the state. He may delegate the supervising powers to regional librarians.

For promoting adult education in the state the Government may

1 Involve the public libraries in the National Literacy Mission programme.

2 Raise the community awareness about the illiteracy problems.

3 Sanction grants to city/districts library authorities for conducting various Adult Education programmes in their respective areas.

4 Constitute a state Book Development Council for the production of books etc for Adult Education and manuals for instructors and learners, and

5 Publicise the literacy programmes.

Libraries must not work in isolation but must set up forms of co-operation with various bodies such as:

- Schools and Adult Education,
- Study organizations,
- Local groups and societies,
- Mass media such as local radio stations, local press and TV.

A survey was carried out by B Y Deshmukh.[8] In his questionnaire a question was asked to enquire whether library is participating in the Adult Education programmes. It was observed that none of the public library was associated with such type of activities. But 91% of libraries were ready to accept such type of co-operative programmes.

For carrying out effective co-operative programmes between public libraries and Adult Education centres in developed countries Helen Smith provided six categories of services:[9]

(*A*) Supplying

(*B*) Planning

(*C*) Advising

(*D*) Training

(*E*) Informing

(*G*) Doing

For updating the knowledge of staff and librarian, public library authorities should provide necessary facilities.

43 NECESSARY CONDITIONS FOR SUCCESS

First of all it is important to define the problem and establish very clear objectives for future action. It should also be considered which institutions/organizations are necessary to co-operate with in order to succeed. It should also be stressed that:

- libraries must have conscious approach to the problem,
- libraries must develop channels of information which is working in such a way that it reaches those to whom it is aimed in an effective and worthwhile form. Library must

(*a*) maintain a central source of information about the Adult Education or activities being offered by the Adult Education agencies and informal groups in the communities,

(*b*) maintains an information service about films and other audio-visual resources available to community groups,

(*c*) maintain a service to provide information about individuals in the community who are willing to speak to or work with community groups as resource people,

(*d*) promote and publicise to the community, the library's young and Adult Education services and activities which the library provides alone or in co-operation with other Adult Education agencies and community groups.

5 CONCLUSION

The whole nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age group. The central and state governments, political parties and the mass organizations and educational institutions must commit themselves to the mass literacy programme of diverse nature. It will also have to involve on a large scale, teachers, students, youth, voluntary agencies, employees etc. Public libraries cannot by themselves solve the problem of illiteracy and the complexity of eradicating it. But the public library can play an important role in co-operation with other institutions/organizations working in the field. Public library must not ignore these problems but rather try to estimate the size and character of the difficulties and analyse how the public library could participate in the Adult Education programme.

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ROLE OF STATE AND CENTRAL GOVERNMENTS IN PUBLIC LIBRARY DEVELOPMENT IN INDIA

RANJAN SINHA THAKUR*
M A GOPINATH**

0 INTRODUCTION

Public Libraries have growth to be a public necessity for the development of individual and the society as a whole. Public libraries have to meet the needs of every strata of society. Enhancing role of knowledge obtained through public libraries in socio-economic development of the nation is well known. Apart from a few states and union territories, large part of our country is yet to develop good public libraries. This paper attempts to study the role of government in the promotion of public libraries in India. It presents a chronology and spatial feature of public libraries through government efforts.

1 ROLE OF CENTRAL GOVERNMENT

The Government of India constituted the National Central Library Committee in 1948. Dr S R Ranganathan presented for consideration of this committee a draft Union Library Bill with a 30 year development.

The transformation of the former Imperial Library into the National Library of the country (1948), the establishment of the Delhi Public Library with the assistance of UNESCO (1951), the passing of the Delivery of Books Act in 1954, amended to cover periodical publications in 1956, all these constituted acts of great foresight of the young Government of Free India. The Central Government has also been making efforts to start a chain of libraries through its Five Year Plans. The Sinha Committee appointed by it in 1957 favoured introduction of library legislation in all the states. As a follows up of the recommendations of this committee the Union Government set up in

* Documentation Research and Training Centre, Indian Statistical Institute, RVCE Post, Bangalore 560 059.
** Documentation Research and Training Centre, Indian Statistical Institute, RVCE Post, Bangalore 560 059.

1959 a committee, under the chairmanship of Dr M D Sen, to frame a model public libraries bill. The committee submitted its report with a model bill in 1962. In 1963, the Union Government circulated the draft library bill widely among the states and library associations. In spite of all these efforts except nine of the 22 states and all the 9 Union Territories are without library legislation so far.

Under the Five Year plans, the Planning Commission, Government of India has included library development. In the first five year plan (1951-56) the objective was to set up a National Central Library, a State Central Library in each state, along with a network of circulating libraries consisting of deposit stations and mobile vans in villages. By the end of the plan period, there were nine state central libraries and about 100 district libraries.

In 1954, Government of India passed the Delivery of Books (Public Libraries) Act. The same was amended in 1956 and included newspapers. Under this Act, every publisher is obliged to send book or newspaper published by him to the National Library at Calcutta as well as to each of three public libraries at Delhi, Bombay and Madras.

During the second Five Year Plan (1956-61), an amount of Rs 140 lakhs was provided to the states for library development. The objective of the plan was to establish district libraries.

In 1957, Advisory Committee for Libraries was set up by Government of India under the chairmanship of K P Sinha. The committee submitted its report in 1958. It recommended 25 year library plan, levy of cess of 6 paise in a rupee on property tax. It suggested Government of India to contribute matching grant equal to cess collected by a state, each state should enact State Library Act and Government of India should enact Central Library Act. However, no action has been taken on these recommendations to a large extent. On the recommendations of the Library Advisory Committee in 1959, the Ministry of Education, Government of India, took the initiative to draw up a "Model State Public Bill". In 1967 Government of India passed the Press and Registration of Books Act.

During the 3rd Five Year Plan, the goal was to cover the entire country by means of a network of central, state, district, branch village and mobile libraries. The working group set up by the Planning Commission set a target of setting up of a network of libraries, reaching up to village level having a population of 2000.

In Five Year Plans, there was provision for improvement of librar-

ies and some progress has been made. States have established state central libraries, large number of district libraries and quite a large number of rural libraries have been set up.

The year 1972 was the year of celebration of the bicentenary of Raja Rammohun Roy. The Government of India decided that a Library Foundation carrying library service to the towns and villages should be the best homage to the memory of Raja Rammohun Roy. Thus, the Raja Rammohun Roy Library Foundation was established with its headquarters in Calcutta, to promote and support library movement in the country. It has played a significant role in the growth and development of public libraries in India by providing grants for purchase of reading materials, and for construction of library buildings. Recently, it has taken active part towards formulation of draft "National Policy on Library and Information System". Since its inception in 1972 till March 1986, the Foundation received total grants and contributions of Rs 607.64 lakhs, out of which Rs 382.19 and Rs 225.45 lakhs were accounted for by the Government and the State Governments, respectively.

National Adult Education Programme (NAEP) was inaugurated by the Ministry of Education and social welfare (Govt of India) on 2nd Oct 1978. The programme did not succeed because of the half heated efforts.

A Planning Commission Working Group was constituted to give a report on modernisation of library services and informatics for the 7th Five Year Plan 1985-90. The report has been submitted.

In 1985, a Committee on National Policy on Library and Information system was appointed by the Government of India, Department of Culture, to advise the government on the formulation of national policy under the chairmanship of D P Chattopadhyaya. The report of the Committee was submitted to the Minister of Human Resource Development, Government of India, vide letter of May 30, 1986.

During 1988-89, Central Government and State Governments allocated the following funds for public libraries:

State governments	Rs 31,71,70,516
Central government	Rs 6,76,84,000

2 ROLE OF GOVERNMENTS: STATE WISE

Gujrat

Under the chairmanship of Shri A A A Fyzee, Library Develop-

ment Committee was appointed by the Government of Bombay which can be called a landmark in the library movement in the state. It suggested a network of libraries for the whole province comprised of a central library and regional libraries. The scheme was to be implemented in stages at a cost of Rs 13 lakhs and was implemented only in 1947 that too partially.

Saurashtra state had then participated in a centrally sponsored scheme for "improvement of library services" and "integrated library services". Under the schemes, Government established five district libraries in spacious and functional building of their own.

At present a regular functional Directorate of Libraries with the Curator of Libraries as the Head exist in the state. It has four divisional offices with four Assistant Curators of Libraries to look after urban areas. The Curators of Libraries of the state prepared a detailed scheme of unification of grant-in-aid rules in 1961. These rules were sanctioned by the government in 1963 giving effect from April 1, 1964. The rate of grant was to be 50% of the expenditure but in 1974 this was revised to a ceiling of 75%. During 1984-85, Government spent Rs 15 lakhs towards development purpose for taluka libraries. During the Seventh Five year plan period (1985-1990) an outlay of Rs 225 lakhs had been proposed for total public library development. Now the government grant to each aided public library comes to 75% of its annual expenditure and the government libraries are fully funded by the government.

Now there are government run State Central Libraries at Gandhinagar, Ahmedabad, Baroda which serve as the legal depository libraries of the state under the Delivery of Books Act 1954.

Gujrat State Government has instituted Public Library Awards in the memory of Late Motilal Amin. Gujrat Government spends Rs 146 lakhs for public library system. Out of this about Rs 41.43 lakhs are given to grant-in-aid libraries. Rest in spent for government run libraries and running the administration of library system in the state.

In addition, there are 17 district libraries at each of the district headquarters, and 30 taluka public libraries, in all the taluka headquarters in the tribal areas. The Government bears the financial as well as administrative burden by establishing taluka libraries in tribal and backward areas of the tribal taluka headquarters to have such government-run library.

Maharashtra

In 1946 Rao Bahadur S K Bole, a nominated non-official member of the Bombay Legislative Council, introduced in the Council a Private Bill, (XXIV of 1936), styled as the "Bombay Presidency Public Library Bill."

In 1957 the Maharashtra Granthalaya Sangha prepared and circulated widely a draft Library Act for the state. This Act was revised in 1965 and again widely circulated. Ultimately in 1967, the Maharashtra Government placed on its statute book the "Maharashtra Public Libraries Act" (Act No XXXIV of 1967), which came into force from 1st May 1968 and public library development in the state began to take shape.

In 1976 Nihar Ranjan Ray Committee appointed jointly by the Central and the State Government to look into the problems of the central library, has recommended very strongly that the State Government should forthwith build a functionally planned, independent building for housing this State Central Library.

The Government of India had circulated a draft Library Bill in 1964 as a result of the recommendations of Library Advisory Committee appointed by the government in 1957. This bill was drastically criticized by the professionals at the All India Library Conference held at Patna. This made the government to make certain modifications but not the changes in the basic structure of the Bill as was suggested at the conference.

Since 1973 books worth Rs 30 lakhs have been received through the RRRLF, for distribution to various libraries.

Kerala

In 1947 by S R Ranganathan through Sir C P Ramawamy Iyer, the then Diwan of Travancore and Shri Panampalli Govind Menon, the then Education Minister of Cochin State tried to introduce library bills in these states, but without success. A significant development took place in 1959 when the then Chief Minister, E M S Namboodiripad invited Dr Ranganathan to draft Library Bill and development plan for that state, but with the dissolution of the Communist Ministry, this attempt did not become fruitful. Later, the governments also assured the people of proper enactment of a Bill for the establishment and organization of a public library system in the state.

The only outcome of this was that the Kerala Government published his report in 1968.

In 1991, the Kerala Government passed the Kerala Public Library Act, but still it has not been implemented.

The Trivandrum Public Library, which was upgraded as the State Central Library in 1829 after the formation of Kerala State is the only library directly run by the Kerala State Government. It is headed by the state librarian. The state librarian plays an advisory role to the government.

There are about 5000 libraries affiliated to Kerala Granthasala Sangham. These libraries received grant-in-aid from the government. Besides, they get assistance from Raja Rammohun Roy Library Foundation.

Uttar Pradesh

Dr S R Ranganathan submitted to Dr Sampurnananda, the then Chief Minister of UP, a draft bill with a 30 year plan for UP in 1946. The government only published the report in 1949. In 1958, Dr S R Ranganthan again met Dr V V Giri, the then Governor of UP and on his advice handed over a revised Library Bill to Dr Sampurnananda for introducing the same in the UP Legislative Assembly as an official Bill, but for some reason or the other this Bill could not be enacted. In 1972 the government appointed a committee with the Education Minister as Chairman to go into the working of the libraries and submit a draft bill.

In 1975 public libraries at Allahabad were taken over by the government. Now 62 voluntary public libraries get grant from the government.

Kashmir

Shri P N Kaula presented a draft bill and a 30 year development plan to Shri Sheikh Abdullah, the Chief Minister, in 1951. Later the State Directorate of Libraries prepared a draft bill in 1966, but the matter rests there. In 1975 government appointed a committee with Dr M S Randhwa, as Chairman to go into the working of development of libraries to make recommendations in the matter. The report of the committee is pending before the government.

Bihar

The Government of Bihar started a network of public libraries in 1950. A draft for Bihar Public Libraries Act was prepared and submitted to the Government of Bihar in 1973 which was presented by

R S P Singh at the request of the government. It was re-submitted in 1978 and further revised and submitted in 1979.

Punjab

In 1950, a Central Library Committee and District Library Committees were appointed by the Punjab Government. Mr G L Trehan submitted a memorandum to the government for library legislation. A draft library bill was also prepared by the Law Department of Punjab Government and was submitted for the consideration of the Central Library Committee.

The Punjab Library Association submitted a memorandum to the Chief Minister, Punjab in 1972 for enacting suitable public library legislation. Very recently, the government has shown some interest on this front.

So far as the finances are concerned during the first five year plan period, 1951-56 the Punjab State got Rs 3,61,110 as its share from the grants sanctioned by the Union Government for establishment of district libraries. Another amount of Rs 10.92 lakhs was earmarked by Punjab Government during 1951-56 for improvement of public libraries in the state. During the second five year plan Rs 18.5 lakhs were allocated for public libraries. During the third five year plan only Rs 2.22 lakhs were sanctioned. During fourth five year plan, a sum of Rs 3.20 lakhs was sanctioned for establishment and improvement of district libraries.

During 1986-87, libraries received Rs 4,00,000, in addition, the state received from the Foundation Rs 10,000 each in 1984-85 and 1985-86 for preservation of books for organizing a seminar and public library service.

Orissa

After the creation of separate province in 1936, the state government made some efforts to establish libraries in the state. By the year 1947, the Public Relations Department had established reading rooms at each district headquarters.

During Fifth plan period, a post of Assistant Director for Libraries was created under the Directorate of Sports, Tourism and Culture to look after the establishment of a network of public libraries in the state. As a result, district libraries have been set up at the headquarters of each district. Ex-district Board libraries have been taken over by the government. Some city central libraries have been established

in some agency areas like Rairanagar and Kalahandi. The village libraries are being supported by funds from the State Raja Rammohun Roy Library Foundation and the state government. During 1984-85, a sum of Rs 10,27,000 was spent by the government on public libraries including the State Central Library. During the Seventh plan period, proposal has been made to set up sub-divisional and local level libraries.

The Utkal Library Association submitted a draft bill for Public Library Act of Orissa in March 1974. The concerned departments of the state government are yet to take any positive decision. To draw the attention of the state government again, the Department of Library and Information Science, Sambalpur University organized a three-day state conference on Public Library planning on Orissa during 4-6th March, 1983 and submitted a revised draft bill to the state government, after a thorough discussion over the bill by the library experts for three days. It is being stated that the draft bill is under consideration of the government.

Goa

The Government of Goa, Daman and Diu under their order No De/Acad-II (SF)/D-2/488/9148 dated 14-12-1978 had constituted a State Level Expert Committee to suggest was and means to improve library facilities existing in this territory with Shri K S Deshpande as the Chairman of the committee. The committee submitted its report in January, 1980, which was published by the Government of Goa in 1984. The report has 50 recommendations which include Free Public Library through 5 tier structure with

1 State Central Library at the apex

2 District Libraries

3 Taluka Libraries

4 Village Libraries

5 Mobile Libraries

The report also advocates complete liberalisation within a decade through library legislation from the day of the recommendations.

On 20-5-1982 the government set up a State Library Advisory Board under the chairmanship of Lieutenant Governor, Shri K T Satarwala. It was due due to his efforts that the Expert Committee Report was published. Goa spends only Rs 27,35,000 on public libraries

ie, 0.6% of its Education Budget. Besides the government of Goa contributes Rs 20,000 towards RRRLF organization and in returns gets sum worth Rs 40,000. The government also gives grants to libraries run by private initiative. The grants are very meagre. The libraries of category I get Rs 10,000, category II Rs 8,000 and category III Rs 5,000. The village libraries get Rs 1,000 each.

Madhya Pradesh

In 1948, S R Ranganathan submitted a draft Public Libraries Bill to the then Education Minister of Madhya Pradesh, Shri Gokhle. He promised to introduce a Bill shortly on the basis of this draft bill. But very soon his portfolio was changed and no action could be taken.

Aided by Ranganathan, Trivedi and Khan again drafted a library bill and forwarded it to government through the Madhya Pradesh Library Association in 1959, but with no luck. In Madhya Pradesh, academic institutions like universities, colleges, polytechnics and higher secondary schools have their respective libraries, getting annual grant from government for the development and maintenance of their libraries.

Again in 1970, a draft public library bill was submitted by G D Bhargava, Shri V S Moghe, Shri S C Diwedi and others.

As suggested by the then Chief Minister, Shri Omprakash Rawal, a draft MP Public Libraries Bill was presented to the government in 1978. Soon after Shri Rawal was ousted out of the Ministry.

The Draft Public Library Bill presented to the government in 1978 was passed on to the Law Commission, constituted by the MP Legislative Assembly in 1980. The Law Commission finalised the draft of the and bill submitted it to the Law Department.

The library movement was brought to the life once again after the formation of the Congress government in the state. In January 1981, the third conference of the association was held at Indore. In that conference, the then Education Minister, the Law Minister and the Chief Minister emphasised the need for the Act and assured to present the Bill in the coming Budget Session of the Assembly. This assurance, however, got involved in the bureaucratic cobweb for a long time and nearly a year passed without achieving anything substantial in the matter of library legislation.

In March 1982, at the fourth conference of the Association, the State Law Minister, Shri Krishnapal Singh, attended the conference

with a copy of the Draft Bill and declared, "As a Law Minister, I wish to inform the delegates that this Bill would certainly be presented in the next session of the Assembly." The Association till date has kept its struggle on and has been reminding the Education Ministry for the early and effective enactment of library legislation in Madhya Pradesh.

West Bengal

In 1958 during the Bengal Library Association conference at Nabawip, Dr S R Ranganathan presented a draft bill on the public library service. He met Dr B C Ray, the then Chief Minister. Although, Dr Ray was sympathetic, he did not proceed to promulgate such law. Even with the presidentship of late Shri Saila Mukherjee, the then Finance Minister of the State Government, the Bengal Library Association was not able to make any headway. Before Assembly elections, every political party was approached to include library legislation in their election manifestos.

In 1967 the United Front Government was in favour of enactment of library legislation. Unfortunately, in its short life it could not proceed in this direction.

At the time of independence, there were nearly 5,000 public libraries managed by the common people, in different districts of West Bengal. After independence, the state government took some programmes for development of public libraries from the second plan period onwards. As a result, following 762 Government-controlled and sponsored public libraries were established until 1977, when the Left Front came to power in West Bengal

(*a*)	State Central Library	1
(*b*)	District Libraries	20
(*c*)	Sub-divisional/Town Libraries	37
(*d*)	Rural/Area Libraries	701
(*e*)	Central Libraries	3

The government-controlled and sponsored public libraries at that time were severely affected by financial crisis. By the end of 1976, the state government used to spend approximatley 67 lakh rupees annually for development and maintenance of public libraries. A very small part of this amount was spent for purchase of documents. For example, rural/area libraries, numbering 701, received no grant for

purchase of books. They got grant for staff salaries and annual grant of Rs 600 for contingency expenditure. Town/Sub-Divisional and District Libraries received a meagre grant of Rs 1800 and Rs 3000 respectively for purchase of books every year. There were no grants for purchase of periodicals, furniture and for preservation of library materials to any of these libraries.

The Left Front included the demand for library law in its election manifesto of 1977. After assuming power Left Front Government constituted an Expert Committee to draft a Public Library Bill for enactment. This Committee was constituted of persons who were connected with library movement for many years. A draft bill was prepared and after certain modifications it was enacted in 1979. West Bengal became the fifth State in India to have the Library Law. This Act was further amended in 1982 and 1985. The Left Government not only enacted Library Act, it also created the post of the Minister of Public Library Services. Gradually, massive investment in the form of government grants to implement the schemes, providing organizational structures to maintain library services, establishment of new libraries, organizing book fairs at the state and district levels etc are the indications of its sympathetic attitude.

The following amounts were allocated by the Left Front Government during the last eight financial years:

1979-80	:	Rs 2,26,46,000
1980-81	:	Rs 4,01,00,000
1981-82	:	Rs 4,28,40,000
1982-83	:	Rs 4,66,39,000
1983-84	:	Rs 5,00,26,000
1984-85	:	Rs 5,50,00,000
1985-86	:	Rs 7,50,00,000
1986-87	:	Rs 9,28,13,000

During 1986-87, the government also gave special grants of about Rs 6 lakhs to non-government, non-sponsored public libraries for purchase of books.

Andhra Pradesh

Andhra Pradesh has a glorious past in the field of library move-

ment. The library movement which originated during the freedom struggle laid sound foundations for the development of various types of libraries, especially public libraries after independence. This is because of library consciousness of the people, the government's interest and involvement in the development of libraries and the active participation of the professionals at all levels have also contributed for the emergence of this encouraging picture.

Due to the untiring efforts of Justice Gopalrao Ekbote and K M Ujlambkar, the Hyderabad Public Libraries Act, was passed in 1955. When in 1956 the states were recognised the Telangana area of Hyderabad was added to the new State of Andhra Pradesh which had come into existence on 1st October 1953. Thus, Andhra Pradesh had inherited two library acts–the Madras Public Library Act and the Hyderabad Public Libraries Act, 1955. In April 1960, therefore, a new Act called the Andhra Pradesh Public Libraries Act (Act VIII of 1960) by the Andhra Pradesh Legislative Assembly replacing these two acts was passed. With a view to further strengthening the library movement in the state, the Government of Andhra Pradesh appointed a 14-man Committee in February 1976 under the chairmanship of Justice Gopalrao Ekbote again to review the working of the above Act and suggest amendment to it, which submitted its report in 1977. Another committee was headed by Shri Vavilala Gopala Krishnayya, which submitted its report in 1978. While the government has accepted the recommendations of these committees, the implementation has not been satisfactory. The number of different types of public libraries at the end of 1984 was 4078 (government libraries 8, Zilla Grandhalaya Samastha libraries 1739 and aided libraries is 2331). In Andhra Pradesh, government libraries are fully financed by government and the ZGS libraries are getting an equal amount as matching grant as per the Act. The state government in 1975 had agreed to provide the benefits of other local bodies to the employees, by which they got all the benefits equivalent to state government employees. At the same time the government had not agreed for provincialization of their services, yet the present status is almost equivalent to provincialization. The government is also considering to amend the Act suitably to provincialize the services.

Karnataka

At the Karnataka Library Conference held in 1958 at Dharwad, a resolution was a passed to have library legislation in the state as suggested by Shri B V Baliga, the then speaker of the State Legislative

Assembly. Shri Baliga, who was also the President of the MYLA and its patron and Dr S R Ranganathan were the main force behind the legislation. The sagacity and earnestness of the then Education Minister, Shri S R Kanthi were instrumental in getting the bill passed without delay, and it became an Act on 22nd April, 1965, known as the Mysore Public Libraries Act. Its nomenclature was changed as the Karnataka Public Libraries Act in 1973. This act is responsible for the creation of an independent Department of Public Libraries in the State Government. To run the Department, flexible financial provisions were made in the Act. The State Bureau of Copyright Collection started functioning on 21st December 1968.

The government of Karnataka had made a provision in 1987-88 budget for opening libraries down to the mandal level. The state government is funding 3% of revenue collection of the District. In Sixth plan outlay Rs 16.50 lakhs was sanctioned by the government, the Seventh plan outlay of the Department of Public Libraries is Rs 5 lakhs as assistance to voluntary organizations, Rs 26 lakhs for 5 mobile libraries, Rs 21.5 lakhs for 250 book delivery stations, Rs 14 lakhs for 100 branch libraries, Rs 2 lakhs for 5 city libraries, and Rs 43 lakhs for 40 library buildings.

The Karnataka State is participating in the Raja Rammohun Roy Library Foundation's programme since 1973-74.

Tamil Nadu

In 1946, Dr Ranganathan submitted the draft Bill to the Minister of Education, Shri Avinasillingam Chettiar. In 1947, the Government modified this draft, which was in itself weak and was rendered all the more weaker by further modifications. This was introduced in the Legislature in 1948 as a Government measure and was referred to a Select Committee. The Bill was passed as Madras Act XXIV of 1948 which was assented to by the Governor General on January 29, 1949. This Act was published in the Fort St George Gazette on February 8, 1949. The Library Act came into force from 1 April 1950.

The Tamil Nadu Government is giving full support for the development of public libraries in the state and is giving a matching grant. In addition, an equal amount of library cess collected in a district is given to the local library authority of that particular district. Public libraries staff is getting all the benefits as available to state government servants.

Rajasthan

Rajasthan, which came into being in 1949 after merger of 22 princely states, had some medium and small public libraries even before independence. In 1953-54, there was a reorganization of the public library setup under the overall responsibility of the Education Department.

The Government of Rajasthan sanctioned a sum of Rs 1.1 lakh in 1986-87 towards establishing three district libraries which were without libraries. During 1985-86 a sum of Rs 41.52 lakhs was sanctioned by the government for public library services. After re-organization of the library set up, all libraries were made free public libraries and the state government took up all the responsibility for meeting their expenditure from State's education budget.

Rajasthan does not have any Public Library Act. A draft bill which was prepared in 1972 has been kept pending, though assurances are made now and then for enactment of legislation. A proposal for creating a separate Directorate of Libraries is also under consideration by the government for implementation.

Jammu and Kashmir

In 1963 government framed rules and regulations named as the J & K Library & Reading room rules. After realizing the importance of public libraries the Government of Jammu & Kashmir vide its order No 1867 GD of 1975 dated 18th Sept 1975 appointed a committee with Dr M S Randhwa as Chairman to go into the working of the Department of Libraries to make recommendations in the matter. The report of the committee is pending before the government.

There are two Central libraries at Srinagar and Jammu. The State Central libraries, District and Tehsil libraries are all managed by the government. The state participates in the programmes of Raja Rammohun Roy Library Foundation.

Delhi

Delhi Public Library had its origin in a resolution passed at the General Conference of UNESCO held at Paris in Sept 1949. It required that a pilot project for public libraries be established in a Member State as a part of the campaign for the spread of fundamental education.

The Government of India invited UNESCO to start this project in India and Mr E N Petersen was deputed by UNESCO in November 1949 to draw up an agreement with the Government of India in this

connection. A provisional agreement was signed between UNESCO and the Government of India in February 1950 which was ratified by the General Conference of UNESCO held at Florance in May 1950.

The Delhi Library Board was constituted by the Government of India on February 7, 1951 No F 43-43/50 BI of even date. Delhi Public Library was inaugurated by the Prime Minister Jawaharlal Nehru under the Presidentship of the Education Minister Maulana Abdul Kalam Azad on 27th Oct 1951.

In 1964 Prof P N Kaula and Dr S R Ranganathan drafted a Library Bill and the Development plan for the Delhi State called then Part-C State, which was accepted by the Government.

In 1981, the Government of India designated the Delhi Public Library as fourth recipient depository library under DB Act.

Haryana

In this state there is no organized library system at present. Upto 1985 there were only 6 government libraries in the state.

CONCLUSION

Even after 45 years of independence, public libraries in India have not made much progress. Only in a few states of India some attempts have been made by State Government to develop public libraries, though there are many limitations in those programmes. In most of the states of India the inadequate, unorganized and scattered public libraries have been left to the care of some voluntary workers. Recommendation of the Advisory Committee on Libraries and the Planning Commission Working Group on Libraries, both appointed by the Union Government and different proposals of Dr S R Ranganathan for development of public library system in India have been ignored. In India, public library development is a state subject. The state governments are responsible for legislation, finance, development and administration of public library system in their jurisdiction. The Central Government though concerned with growth of public library system, plays mainly a promotional role and acts in this regard, through the Raja Rammohun Roy Library Foundation.

1 National Library and Information Policy

The library and information services play a very important role in socio-economic development of the country. Though there is a demand for a national policy on library and information services, it has

not yet been formulated during the last 45 years. The Chattopadhyaya Committee has recommended integrated approach to National Policy formulation for public libraries.

2 ***Recommendations on Advisory Committee for Libraries not Implemented***

The Government of India appointed an Advisory Committee for libraries in 1958 to review library situation in the country and to recommend measures to be adopted for improvement of library services. The committee made some valuable recommendations. But until now these recommendations have not been implemented.

3 ***Negligible Expenditure for Library Service and Functioning of Raja Rammohun Roy Library Foundation***

A critical review of the functioning of the foundation will reveal that it spends much less than a paise per capita for public library service. The foundation, which is dominated by government officials, is functioning like a crippled body for want of funds and proper imagination.

4 ***National Education Policy and Library Services***

The Government of India as recently circulated a document on national education policy. The policy statement reflects an attitude which, if implemented, will do great harm to our education system. Its advocacy for privatisation of education shirking the responsibility of the state to provide education to the citizens, it plays for so called 'model schools' in each district submerging the entire nation into illiteracy, is absurd proposition to delink degrees from job and many other propositions are derogatory ideas from the standpoint of mass education. The document has uttered not a single word about the importance of public library service. No programme of universalization of elementary education, adult education and non-formal education will be successful unless a free-integrated public library system is developed for retention of newly acquired literacy and for further expansion of acquired education. The document is altogether silent on all these vital issues of mass education.

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SCHOOL AND PUBLIC LIBRARY SYSTEM WITH SPECIAL REFERENCE TO RAJASTHAN

Dr S D VYAS*

1 SCHOOL LIBRARY

Few years back when NCERT had conducted the Third All India Educational Survey it was reported that there are 5,89,031 recognised schools in the country out of which 59% schools have no libraries, and 9% have only 500 books in their collection. These facts are an eye opener which show that our school library system is still in bad shape. The role of public libraries is equally important, and should function in such a way that their collection supplements school libraries. Public and school libraries both are basically national resources. Our efforts are to see that the utilization of these libraries is made.

Indian Library Association had suggested in 1986 in its document 'National Policy on Library and Information System' that the school libraries shall act as community centres in off hours.[1] There is need to have co-operation among school and public libraries. Rajasthan is still far behind many states in literacy. We have to make a serious attempt to tackle the problem. The state governments will have to revise their priorities. Unless their is strong public opinion for a good cause, governments do not move. It is the people who can force the government for a public library system.

UNESCO wants that the developing nations pay their attention to the literacy problem. U N Assembly declared 1990 as International Literacy Year. Our state and central governments are aware of the task, but still there is no development. S R Ranganathan's call for free public library system through public library acts is the only solution to the problem.

2 CO-ORDINATION AMONG STATE AND CENTRAL GOVERNMENT AGENCIES

There is a need to co-ordinate activities among the various agencies of the state and central government engaged in literacy programmes.

* University Librarian, Banasthali Vidyapith, Banasthali 304 022.

However important agency for the education of the people is the public library. This is a missing link. Unless public libraries are involved into literacy programmes there can be no worthwhile progress. Public libraries should be given responsibility of the education of the people. The centre of all literacy activities with schools, Adult Education Department, National Service Scheme, Health Department, Voluntary organization etc. The aim is to educate the masses for their better living, education and participation in the nation building. It is a positive sign that the above agencies now feel concerned for people's education, health, environment and agriculture. The State Government must see that it creates a supervisory body to co-ordinate the above agencies. Such a body should call a joint meeting to seek co-operation. It will monitor the progress regularly, and brief each other about the programmes.

3 PUBLIC LIBRARIES IN PANCHAYATI RAJ SYSTEM

If the state government fails to enact Public Library Act, another way is to approach political parties about the usefulness of public library system. In 1988-89 the Central Government gave a slogan of revitalizing and strengthening Panchayati Raj system and hence brought 64th amendment in the Constitution. The Panchayati Raj system can help in developing public library system. Under this system the rural libraries will get a better deal. Unless we have public libraries network at village level, the overall efforts of public library system would be futile. Rajasthan had adopted Panchayati Raj System in 1953 in which there were provisions for maintenance of public libraries and reading rooms at every Gram Panchayat, Panchayat Samiti and Zila Parishad.[2]

4 LIBRARY DEVELOPMENT IN RAJASTHAN UNDER 7th PLAN

During the last four decades the public library system in Rajasthan has undergone superfluous and marginal changes. There has been no perceptible change in the public library system except that their names have been changed from Regional Libraries to Divisional Libraries and headquarters from Bikaner to Jaipur. This has rather created more confusion.

There is not much development visible in 7th Plan period. There was a proposal to establish 50 Tehsil and 30 Branch Libraries in addition to few Branch Libraries already existing. There was also a proposal to open 50 city Reading Rooms in different cities for every 25,000 population. The state government is silent on such issues concerning the education of the people. Development of public library

system in the 7th plan is still not clear. There are 24 District Libraries (as against 30 Districts), only nine Tehsil libraries (as against 340 Tehsil libraries). We have no information about the role of Raja Rammohun Roy Library Foundation in the development of public libraries in Rajasthan. The impression is that there is hardly any library expansion for the last three decades. The total plan outlay for public libraries was allocated Rs 683.85 lakhs. The state government had allocated Rs 128.8 lakhs for the development of school libraries in the 7th Plan. How far we could achieve the targets is yet to be evaluated.

5 LIBRARY LEGISLATION IN RAJASTHAN

When Rajasthan Library Association was established in 1962 the issue of library legislation was raised. Since then many attempts have been made by the Association, but with little success. The State government gives excuses of financial constraint for development of libraries as well as an account of natural calamities. The state bureaucracy and the Ministers remain preoccupied with their own priorities, and they hardly bother for library legislation.[3] The state government spends 12 paise per capita on public libraries which is better than other states. The present situation is not favourable legislation. The state government had constituted a committee of libraries under the Chairmanship of Prof S N Srivastava to revise the earlier Draft Bill. This committee had already submitted its revised proposals of the Rajasthan Public Library bill to the state government in 1991. Under present circumstances, there is no hope of its implementation because of the President's Rule in the State.

6 NATIONAL POLICY ON LIBRARY AND INFORMATION SYSTEM DOCUMENT 1986

The above policy document 1986 recommended the following:

(1) 6% of the state budget be spent on education 6% to 10% of education budget be spent on libraries.

(2) If the states have problem in implementing public library legislation, they can take Model Public Libraries Bill for implementation.

(3) School libraries should have co-ordination with public libraries or school libraries should function as public libraries in off hours.

(4) Public libraries at State and District level should have books in Braille and books for children also. There should be a separate corner for children in public libraries.

(5) There should be resource sharing among public libraries.

(6) State library networking should be created.

(7) Each State enacts state library legislation.

(8) RRRLF should co-ordinate and assist in the development of public libraries.[4]

It is necessary that action should be taken on each point mentioned above. Generally recommendations and resolutions passed by the conferences and associations are not taken seriously by the government. Promises are made at the time of national or international seminars, which are forgotten once the conferences are over.

7 PUBLIC LIBRARIES AND ADULT EDUCATION

It has been criticised in the past that adult education programmes were launched without active co-operation of the public and school library system. It is the public libraries that should lead the society in serving their information and educational requirements. Unfortunately Rajasthan is not lucky as its public library system is extremely poor. There are hardly any public libraries in rural areas. Pressure is being built upon the State government for public library system by press, and by holding seminars, conferences and lectures. The people also have become aware of the need. A young generation of librarians have come forward to be the torch bearers of public library services.

8 CONCLUSION

The Union Human Resource Development Minister, Shri Arjun Singh said while inaugurating 58th General Conference of the International Federation of Library Association and Institutions at Delhi in August 1992 that the Government of India will implement a report on the national policy on libraries and information systems. He further said that a systematic development of the infrastructure of libraries shall integrate our library and educational programmes and activities with the existing library and information system at all levels. These will be implemented in next five years.[5] The above move was also supported by ILA Seminar held at Bhubaneswar in 1992, but we are skeptical about its implementation because time involved is too long to wait.

Indian Library Association Seminar 1992 had passed its resolution considering public libraries as disseminators of information. It was resolved that the Government of India should establish a network of public libraries as an extension of NICNET to collect as well as disseminate useful information to the public, authentically and expeditiously.

Today there is a need to have a co-ordination and sharing of information and resources by the Central and State Government agencies. National Literacy Mission (NLM) and District Institute of Education and Training (DIET) should jointly build up the local Community Centre Libraries (CCL). The Ministry of Rural Development has a plan to build up one community centre in every Panchayat (100,000 centres estimated) during the 8th Five Year Plan. Let us hope that these are fulfilled.

Department of Culture and Ministry of Rural Development have agreed to provide library services at each of these Rural Community Centres. Because our rural schools are not equipped with libraries, it would be necessary to establish links between the schools and the community centres of Panchayat. These centres can play an important role in Adult Education Programmes as well.[6]

Although the above statements have been made in the national perspective by the Central Government, but these have to be implemented in the states. The co-ordination among various agencies can bring revolutionary change in the public library system in the states. To leave everything related to the people's education to the state government alone was a serious mistake. The Central Government must intervene and provide funds to the state government for this. Education being a state subject does not mean that the Central Government is not concerned for the people's education. The Central and State Governments are equally responsible for the people's education.

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SOME LESSONS FROM THE SIXTY YEARS HISTORY OF ILA

P S G KUMAR*

0 IMPORTANCE OF HISTORY

History is very much a science. From the history, we can make emperical generalisations and even we can evolve some fundamental laws which can guide us in charting the course of the future. Some of the mistakes committed earlier can be identified and care can be taken to avoid their recurrence.

01 IN THE CONTEXT OF ILA

Study of the history of ILA helps us to identify the mistakes, problems and limitations. Such an identification helps us to rectify the mistakes, solve the problems and overcome the limitations.

In the following paragraphs, an effort has been made to identify and elaborate the problems the ILA had faced in the past and lessons we can learn for bettering the things in future.

Some of these have a general and wider implication and application.

1 WHO SHOULD HEAD THE ASSOCIATION?

At the First All India Library Conference held in 1933 in Calcutta, while giving the reasons for the formation of a new Association, the Secretary of the Conference mentioned that the All India Public Library Association which was in existence since 1919 was dominated by non-professionals and there was a need for an association for the professional librarians. But, he himself preferred to have a non-professional as president of the Association for long. The non-professional president was mere ornamental.

Lesson 1: A professional body should be headed by a professional.

2 WHO SHOULD HAVE THE CONTROL OVER THE AFFAIRS OF THE ASSOCIATION?

As mentioned earlier, in the beginning, the president of ILA was

* Head, Department of Library & Information Sciencs, Nagpur University, Nagpur 440 010.

more ornamental than instrumental. The secretary was running the whole show. It was almost a one man affair. When a professional become the president of the Association, he started taking interest in the affairs of the Association. But the then framework and constitution prevented the president from having a control over the affairs of the Association. It was in 1949, when the constitution was changed, the president got the power to control the affairs of the Association.

Lesson 2: The president should have a control over the affairs of the Association.

3 COOPERATION BETWEEN THE PRESIDENT AND THE GENERAL SECRETARY

In 1944, when the newly elected president wanted that a letter from the president should be included in each of the issues of the quarterly *Library Bulletin* of the Association, the then secretary tried to avoid publishing them on some fallacious reasons. The president was kept away from the Executive Committee! There was no co-operation between the president and the secretary during the period 1944-47.

Lesson: There should be a close cooperation and understanding between the president and the General Secretary.

4 SHIFTING OF THE HEADQUARTERS

The office of the ILA was located in the Imperial Library, Calcutta till 1949. Thereafter, it was shifted to Delhi. It was brought back to Calcutta in 1954. In 1964, the office was once again shifted to Delhi and it was made the permanent headquarters.

Frequent shifting of the office is not at all good for any association.

Lesson 4: The office of the ILA should remain in Delhi for ever. If necessary a small office be set-up for president or Secretary when they stay outside Delhi.

5 TERM OF OFFICE

Two year tenure for president is too short a period to translate his plans into action. For an association like ILA, where planning and shaping is still needed in a big way, the service of dynamic leadership is much wanted. If a person is doing good work, why should he not be given one more term?

The profession is mature enough to decide as to whom they should

give a second term and whom not.

Lesson 5: A person elected as president should also be permitted to hold the office for two terms.

6 DUTY BOUND TO ATTEND MEETINGS

It has been the experience that many of the members elected to the Council seldom attend the meetings. The ILA is not a position to meet the travel expenses for those who have to come from a place outside Delhi. But what prevents those from Delhi itself?

There are a few who have been fighting for years together, getting elected but failing to attend the meetings.

Lesson 6: The membership of the Council be cancelled for all those elected persons who fail to attend two consequent meetings of the ILA Council *without giving reason.*

ILA should meet travel expenses of an elected Council Member at least once in a year.

7 NOMINATION FEE

If you study the last few elections, you will find some people contesting the election every time. Some of them are getting defeated every time they contested. But they file nomination every time when there is an election. What could be the reason? Do they want their name to be in circulation without any expense? Some are contesting for the president, Vice-president and Council Membership *ie,* to all the posts for which elections are announced. Such candidates who are not serious of the election should be discouraged.

Secondly, it is costing ILA about Rs 30,000 or more for conducting the election. This amount is increasing every time.

Lesson 7: Charge some fee for each nomination.

My suggestion is for charging a fee of Rs 500 for each nomination for the post of president, Vice-President and General Secretary; and a fee of Rs 250 for each nomination for Council Membership.

8 PUBLICATION PROGRAMME

The professional organ of the association should help in toning-up the services and provide general awareness among the professionals, rather than an organ for the publication of research findings. If the association can afford to publish a separate research journal, it will be

a welcome feature.

Lesson 8: Make *ILA Bulletin* more informative than enlightening.

Publications are one of the major sources of income. ILA gets about 35% of its budget through publication programme.

Lesson 9: Enlarge the publication programme.

Irregularity in publication defeats its very purpose. The value of currency and timeliness of information is known to us better than any one else.

Lesson 10: Publications are to be brought out timely.

91 ALL SUB-COMMITTEES SHOULD BE SUBSERVIENT TO ILA

We have the latest example before us. An 'Organising Committee' was formed by ILA for the IFLA-92 General Conference. This committee which later styled as 'Indian Organising Committee', started disowning ILA.

We must therefore, see that, this type of problem never crops-up in future.

Lesson 11: All sub-committees appointed by ILA should be subservient to ILA.

92 CREATING PROFESSIONALISM

As per Unesco statistics, there are more than 60,000 libraries in India. Of these at least 10,000 libraries are of considerable size with professionally qualified librarians.

The effective membership of ILA is just around 1,800.

We look to ILA when there is a problem with regard to pay-scales, promotion, parity of pay, etc. Otherwise the ILA does not come to our mind.

ILA office-bearers are also responsible for this situation. They should not only bother about running the office of the Association, but also, go nearer to the professionals.

Lesson 12: Create professionalism among individuals.

93 FINANCIAL DISCIPLINE

In the bye-laws, it has been clearly stated that the Association should maintain two special funds - Life Membership Fund and Building Fund. It appears that these could not be properly maintained due

to hike in expenditure over income.

Further specific rules should be framed in budgeting, accounting, disbursement, powers of the Treasurer, Secretary and the President in financial matters, etc.

Lesson 13: Sound and detailed policy by formulated with regard to financial management of the Association.

94 FOLLOW-UP TO RESOLUTIONS

The General Body, Council and Executive Committee are passing several resolutions and taking suitable decisions from time to time.

At the conferences, seminars, etc also, several resolutions are adopted.

We have no knowledge as to what action has been taken on these resolutions.

Lesson 14: The action taken on a resolution of a body should be reported to the concerned body to the extent possible in writing before the next meeting.

95 LIBRARY

As per constitution there is a librarian, who is regarded as an office-bearer of the Association. He is being appointed regularly. But is there a library?

To the best of my knowledge, there is none.

Lesson 15: A Library need to be created immediately and we should enrich the same so that it will serve as a good reference library.

96 CONCLUSION

These are some of the lessons, I think, we should learn from the 60 years history of ILA. Members of ILA, particularly, the seniors in the profession, should give us many such lessons, so that the Association may function effectively, efficiently and smoothly.

UNIVERSITY LIBRARY DEVELOPMENT IN ASSAM : A STUDY IN THE CONTEXT OF FIFTH LAW OF LIBRARY SCIENCE

Dr RAJANI KANTA BARMAN

1 INTRODUCTION

11 DEVELOPMENT OF THE HIGHER EDUCATION.

Prior to the advent of the British rule, there was no proper development of higher education is Assam. As such there was no climate for growth of library services.

The higher education in Assam began with the establishment of Cotton College in 1902 at Guwahati. Prior to this, the students of Assam had to proceed either to Calcutta or Dhaka for higher education. In absence of any other University in the region, Calcutta University used to cater the needs of Post-graduate education of the people of Assam.

12 BIRTH QF GAUHATI UNIVERSITY (GU)

Gauhati University was set up by virtue of GU Act of 1947 which started functioning from 26th January, 1948. With the establishment of the Gauhati University, the higher education took a new turn in the state. College education began to spread very rapidly. Along with the higher education, the library services began to grow in the affiliated institutions of higher education. Along with the other departments of teaching, the Library was also set up under the personal care of Vice Chancellor, K K Handique. At present the University library is named after him and known as K K Handique Library (KKHL).

By 1960, the State had the distinction of having thirty four colleges whereas in 1948, there were only four. With the increase in the number of affiliated colleges, their libraries too began to grow.

13 GROWTH OF DIBRUGARH UNIVERSITY (DU) AND ASSAM AGRICULTURE UNIVERSITY (AAU)

In 1965, Dibrugarh Univesity (DU) the second University of Assam

* Senior Lecturer, Dept of Library & Information Sc, Gauhati University, Guwahati-781 014 (Assam).

was set up at Dibrugarh to cater the needs of people of upper Assam. Again in 1969, another University namely Assam Agricultural University (AAU) was established to spread agricultural education and research. Along with the Universities, their libraries were also established. The libraries received full patronage at the initial years of their development. Recently, the Library of DU has been renamed as Sahityarathi Lakshminath Bezbarua Library (SLBL).

The AAU is a multicampus University. At present there are two campuses at Jorhat and Khanapara having two full-fledged libraries. The Central Library is located at Jorhat the Headquarters of AAU. Though there are three recent constituent colleges of the AAU, these have been excluded from the purview of the study. Besides, there are fourteen Research Stations under AAU which are maintaining departmental libraries without library staff. So, these are not included in this study.

2 ROLE OF UNIVERSITY LIBRARY

The University plays a significant role in the development of the society. The main function of any University is to seek and cultivate new knowledge by way of research and extend higher education to the youth, to encourage academic investigations to the problemss of the society for advancement of civilization. The University Library plays an important role in the achievement of this obejective.

All the education commissions and committees have put due emphasis on the role and importance of University Library (UL). Rdhakrishan Commssion (1948) rightly called it, 'Heart of University'. It plays a great role in the dissemination of knowledge scattered in different sources of knowledge preserved in the library. Besides, usual teaching at graduate and postgraduate levels, the University also gives due emphasis on research. So, the UL has to cater the needs of students, teachers and research scholars. Research without active support of UL can't be thought of. Apart from that, effective teaching and learning can't take place without library support. In fact without a well organised library, no University can claim to be functioning normally. This may be better explained in the words of the University Grants Committee's Report of Great Britain (1921) which said 'The character and efficiency of a University may be gauged by its treatment of its Central Organisation, the library. We regard the fullest provision for library maintenance as the primary and vital need in the equipment of University.[1]

3 FIFTH LAW OF LIBRARY SCIENCE AND ITS RELEVANCE

31 FIVE LAWS AS PILLARS OF LIBRARIANSHIP

Dr S R Ranganthan, the Father of Library Science in India, propounded a set of solid and scientific laws to guide the Librarians throughout the world in organisation of their libraries. These laws which are commonly known as *Five Laws of Library Science* were first published in a book form in 1931 by the Madras Library Association. Of course, Dr Ranganathan conceived these ideas during his initial years of his experience (1924-28) at Madras University. Since then, these laws are getting international recognition as Founding Pillars of Librarianship. Now-a-days these laws are regarded as classic in the field of library science.[12]

32 OBJECTIVES OF THE STUDY

It is generally accepted by all that the UL plays a great role in achieving the aims and objectives of the parent organisation. Teaching and research being the major objectives of the University, it should give due importance towards constant growth and development of its library. The fifth law of library science which claims the library as growing organism needs to be studied carefully. Growth is vital to any living and active organism. It has its own far reaching consequences. The library as a growing organism grows in multidimentional directions such as documents, readers, staff, space and finance etc. Hence, it is necessary to analyse this growth to see whether it is balanced or not. In this paper a humble attempt has been made to throw some light on the multifarious growth of the different organs of the libraries attached to the three universities of Assam. The study is confined to the UL's GU, DU, and AAU (both campuses). It covers the period 1970-1992. The growth in respect of collection, personal, readers, space (building), finances and services offered to the readers are taken for study.

4 METHODOLOGY

Survey method supported by personal interview was adopted for collection of data. To make the data more authentic, personal visits were made to all the UL and Administrative offices of the Universities during the last part of July 1993.

The data collected were analysed with statistical methods to arrive at conclusions.

41 LIMITATIONS OF THE STUDY

Despite utmost attempts it has not been possible to gather some

important relevant data as the UL's do not maintain library statistics properly. At AAU, the situation is beyond imagination and there is nothing like 'Annual Report' which is considered to be an authentic record of University's progress during a year.

5 LIBRARY AS GROWING ORGANISM

Growth is the symbol of dynamism. It is natural and accompanied with development. Every public organisation is a growing one. Library is no exception. But UL has a special feature. Because, it is considered as Heart of the University. So, the growth of the heart which is very sensitive part of the entire body of the University should be taken utmost care so that the growth is healthy and a balanced one.

6 THE DIFFERENT SUB-ORGANS OF THE LIBRARY-HEART AND ITS INTER RELATIONSHIP

61 DIFFERENT SUB ORGANS

If we accept the library as heart, the following will be the suborgans of the heart.

611 DOCUMENTS

612 STAFF

613 READERS

614 SPACE

615 FINANCE (BUDGET)

616 READERS SERVICES.

The above sub-organs may be diagramatically represented with the help of a square and two diagonals (Fig. 1)

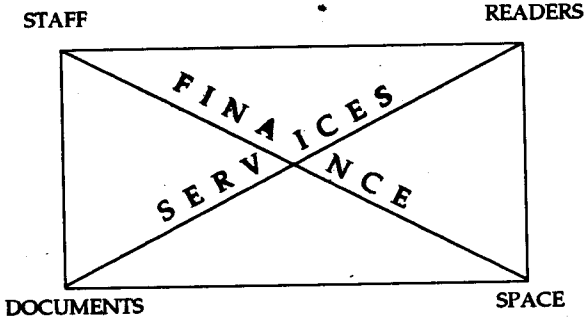


Fig 1 Sub-organs of a Library

Here, the four sides represent four foundation pillars such as Documents, Staff, Readers and Space. Then there are too diagonals representing finance and services. These two diagonals are the hidden strength which are holding the four pillars upright. These may be called the life lines of the library. Because, if the finance is not adequate, it will jeopardise the entire square. Similarly, if the service is not adequate, it will soon loose its credit from the acadamic circles and ultimately its very existence will be difficult.

62 INTER-RELATIONS OF THE SUB-ORGANS

The above sub-organs are so inter-related that growth and development of one has tremendous affect and impact on another.

For example, growth in student enrolment impacts over growth of readers. Growth in the number of teaching departments increases the number of teachers and also research activities. All these have implications on collection growth. The information explosion leads to increased number of documents. The demands for new documents continue to put pressure on the library finance. On the other hand increased number of documents necessiate more staff. Thus, the combined growth of documents, readers and staff necessitates more space for accommodation. The expansion of building again necessitates for additional staff which affects the library finances. It is thus seen that the impacts and resultant impact lead to the sub-organ Finance which is the most important among the sub-organs. So, utmost care should be taken in planning the finances of the library. It is this sub-organ which regulates the other sub-organs. This calls for preparation of sound budget for the library as it may make or mar the entire programme of development. So, adequate and timely supply of finance is prerequisite for smooth growth of the library. This needs proper planning at the highest level of administration and keen interest of the University authorities.[3] But, regrettably this aspect is very often either ignored totally or given a low priority by the University authorities. As a result, inadequate and delayed flow of funds is found by the librarians. This ultimately results in malfunctioning of the library. Of course, this is the national problem in the field of library development.[4]

7 GROWTH IN THE UNIVERSITY LIBRARIES OF ASSAM

In the light of the above discussions, let us see the present trend of growth in the ULs of Assam.

71 GROWTH IN DOUMENTS

From Table 1 it is seen that the annual addition of documents in KKH Library during 1972-92 is 5662, in SLBL 4645 and in AAUL 3986. There is a wide variation at the growth pattern but it is quite normal in view of the different years of establishment leading to different stages of development of the universities.

Table 1
Growth in Documents

Name of the Library	*Year*			*Average Annual growth during 72-92*
	1972	*1982*	*1992*	
KKHL (estd 1948)	1,23,735	1,90,076	2,36,938	5,662
SLBL (estd 1965)	47,000	1,10,366	1,39,899	4,645
AAUL (estd 1969)	1510	61,916	89,205	3,986

Still, the annual addition of KKHL is much below the expectation. It may be mentioned here that Jayakar Library of Pune University (established in 1949) had an average annual addition of 10,763 during the same period. Even, Jadavpur University established in 1955 had annual addition of 10,212 for the year 1982-83.[5]

711 GROWTH IN PERIODICALS

The growth in the subscription of current journals in the Universities has not been uniform. KKHL used to subscribe 830 journals during 1970 which fell to 621 in 1983, while Pune University during 1982 subscribed 1674 journals and Jadavpur subscribed 1208 journals during the same period. The number somehow rose to 849 in 1988 but unfortunately, it fell down drastically to 362 in 1991. For a University with 33 teaching departments, this small number of journals is alarming (Table 2).

Table 2*
Growth in Current Periodicals

Library	*1970*	*1983*	*1988*	*1991*
KKHL	830	621	849	362
SLBL	400	613	722	547
AAUL	NA	150	NA	441

* Both foreign and Indian

In SLBL, we find a good trend. Its subscription rose from 400 in 1970 to 722 in 1988 but ultimately it also showed a decline when the number fell to 547 in 1991. Thus, within a peirod of four years 225 journals were discontinued.

IN AAUL the number of journals was 150 in 1983 which rose to 441 in 1991. Of course, from the discussion with Chief Librarian and Dy Librarian of AAU, it is understood that there might be drastic fall in the number of journals of AAU by 1993-94, as the funds for this purpose have not been released during the last two years. Besides, the devaluation of rupee and steep rise in the subscription of foreign journals has added fuel to the fire.

72 GROWTH IN STAFF

From Table 3, we can see that there has been a quantitative and reasonable growth of library staff in all the ULs. During (1980-92) staff in KKHL is 26, in SLBL 13 while in AAUL it is 28.

Table 3
Growth in Staff

Library	*1980*	*1986*	*1992*	*Growth During 1980-92*
KKHL	42	52	68	26
SLBL	24	32	37	13
AAUL	44	63	72	28

* Both professionals and non-professionals.

There is, however, a slight increase in personnel at AAUL in comparison to KKHL. This may be due to creation of two new posts of Documentation Officers and two new posts of Deputy Librarians in the two campuses. Besides, the establishment of three new constituent colleges under AAU has contributed a lot to this growth. This is only quantitative growth. But so far as the professional growth or qualitative growth is concerned the position is very bad. Most of the staff in KKHL have no continuing education for last 20-30 years. They need more training facilities and all types of incentives to acquire professional expertise in their respective fields.[7]

73 GROWTH OF READERS

Analysis of the Table 4 reveals that there is uniform average annual growth of readers in ULs. The rate of growth is however small. This may be due to lack of proper academic environment in the state as a whole (Table 4).

Table 4
Growth of Readers

Library	*1980*	*1983*	*1992*	*Average annual Growth (1980-92)*
KKHL	2513	3423	3681	97
SLBL	763	1000	1480	60
AAUL	729	914	1427	58

* Includes UG, PG students, Research scholars and Teachers.

The rate of growth in KKHL is 97 per year, in SLBL it is 60 while at AAUL the number is 58.

74 GROWTH IN SPACE

Space is one of the most important variable in the library services. Much depends on this sub-organ as it is directly linked with growth of documents and readers. Whatever be the budget of the Library, there will be growth in documents, growth in students. So it is beyond contradiction, that there will be impact of these factors on accommodation. It is more so in case of old library like KKHL which is about forty five years old. But from Table 5, it is seen that the present double storeyed building having an area of 44,719 sq ft (completed during 1962) remained unexpanded. But during this period the library shows a growth of 1,82,283 doucments, 11 new teaching departments and more than 1300 students.

Table 5
Growth in Space*

Library	*1973*	*1992*	*Growth during 1973-92*
KKHL	44,719 sq ft	44,719 sq ft	Nil
SLBL	10,320 sq ft	33,570 sq ft	More than 3 times
AAUL	14,130 sq ft	42,010 sq ft	Almost 3 times

*Since March 1962, as per University Engineer's Building Register.

In SLBL and AAUL, a reasonable growth is noticed ie, from 10,320 sq ft to 33,570 sq ft and 14, 130 sq ft to 42,010 sq ft, respectively. In other words, these two libraries record a growth in space about three times in twenty years. Unlike KKHL, SLBL and AAUL conform to the fifth law. Consequently, we find acute space problem in KKHL. Of course, recently, an extension for about 4350 sq ft has been undertaken with the UGC matching grant of Rs 7.5 lakhs though this will not solve the acute problem.

715 GROWTH IN LIBRARY FINANCE

Finance plays an extra-ordinary role in the overall growth and development. Not only for further development but to maintain the status quo, none can deny the smooth flow of funds. So, the University budget should contain adequate provision for library expenditure. While preparing the budget for libraries the authorities should give due attention to the growth in literature students, teachers, opening of new departments, increasing number of research scholars. Besides, spiral rise in the prices of documents, devaluation of Rupee, recommendations of several National Commissions and Committees should also be taken into consideration.[8] In the light of the above, if one glances at Table 6, a gloomy picture appears.

Table 6
Growth in Library Finance (Both Plan and non-plan)

Library	*Amount in Rupees**					
	1982/83		*1986/87*		*1991/92*	
	Lib Exp	*Univ Expd*	*Lib Exp*	*Unv Ex*	*Lib Exp*	*Unv Exp*
KKHL	6,05,145	2,23,61,967 (2.43%)	13,86,619	4,69,65,061	24,72,317	10,50,71,410 (2.35%)
SLBL	8,36,000 (81-82)	1,60,45,000 (5.2%)	11,68,000	2,19,68,000 (5.3%)	16,07,000	7,18,63,700 (2.2%)
AAU	16,06,237	1,16,67,655 (13.7%)	NA	NA	61,88,000	24,06,66,145 (2.5%)

NA = Not Available.

* *Source:* Budgets, Annual Reports, Annual Accounts of respective universities for corresponding years.

Figures in brackets indicate % of total expenditure of whole university.

KKHL used to spend 2.43% of the entire budget for the University

in 1982-83, which rose to 2.95% in 1986-87, but fell to 2.35% in 1991-92. Similarly, in DUL in the budget for 1981-82, there was a provision of 5.2% of the total budget for its library which fell down to 2.2% in 1991-92. A similar picture is also seen in AAUL when budgetary provision was very good (13.7%) in 1982-83 but unfortunately it fell down in 1991-92 to 2.5%. All these are against the recommended budget ie, 6.5-10.5% of National Commissions and UGC Library Committee of 1957. This dampens the spirit of the Fifth Law of Library Science.

76 GROWTH IN READERS' SERVICES

Library is a service oriented institution. It has to render quite a good number of services depending on the nature of the library, finance and manpower etc. Generally, ULs offer services as enlisted in Table 7. Most of these are traditional while only a few of them are modern library services.

All the ULs are rendering traditional services. There has been no visible impact of modernization. Rather, the traditioinal services which were offered a few years ago are being gradually stopped.

Table 7
Growth in Services Offered by ULs

Name of Service	*1980*			*1992*		
	KKHL	*SLBL*	*AAUL*	*KKHL*	*SLBL*	*AAUL*
1 Circulation	Y	Y	Y	Y	Y	Y
2 Reference services	Y	Y	Y	P	Y	Y
3 Reading Room	Y	Y	Y	P	B	Y
4 Bibliography	Y	Y	Y	N	Y	Y
5 Xeroxing	Y	Y	Y	N	N	N
6 Translation	N	N	N	N	Y	Y
7 Documentation	N	N	N	N	P	Y
8 CAS/SDI etc	N	N	N	N	N	Y
9 Microfilm	Y	Y	N	N	Y	Y
10 Online Search	N	N	N	Pr	Pr	Pr
11 Users' Orientation	N	N	N	N	N	Y
12 ILL (Resoruce sharing)						
13 Opening hours (HPW)	Y 60	N 72	Y 72	Y 49	Y 54	Y 72

HPW - Hours Per Week; Y - Yes; N - No; B - Better; P - Partial; Pr - Proposed.

761 PARTIAL REFERENCE SERVICE AND READING ROOM FACILITIES

From Table 7 it is seen that reference service in KKHL which was full and uptodate in 1980 became partial in 1992. This is due to outdated and obsolete reference tools. Most of the reference tools procured durign 1970's have lost their usefulness. Librarian of KKHL admitted this drawback but expressed helplessness due to financial crunch. Of course, SLBL and AAUL have not yet suffered in this aspect.

Regarding reading room facilities also, again it is KKHL which suffered a lot. The setback started in 1982 when the Reading Room for teachers and research scholars was used for housing the gifted books of Prof K K Handique (about 8000 books on Indology and other Western languages). No doubt, the collection is an invaluable asset to a library, yet the teachers and research scholars are not happy at the withdrawal of this facility. Besides, other facilities such as adequate light, air etc are also diminishing year by year. Thus, instead of increased facility, the existing ones are being reduced gradually. In SLBL and AAUL status quo has been maintained even in some areas and some extra facilities have also been provided.

762 DECLINE IN READERS' SERVICE

It is seen from Table 7, that out of thirteen enlisted services, the KKHL offers only seven services including 60 (HPW). The number declined to five including two partial ones in 1992. Similarly, the library hours also reduced from 60 HPW to 49 HPW. Xeroxing service, which saves the time and labour of readers is getting worse day by day in all the ULs. Personal visit to all be ULs reveal that the xeroxing service was in suspension since last 8-10 months due to paucity of funds for maintenance. In all, the seven xerorx machines in the ULS were found in "Not Working" condition. Interestingly, no librarian knew when their machines were likely to be made working.

SLBL which offered only six services in 1980, recorded a slight improvement by 1992. It offers now eight services as shown in the table. Similarly, in AAUL, the services have been increased from seven in 1980 to twelve in 1992. It now offers all the services except xeroxing. It has also started users' orientation course which is vital for maximum use of library resources. Besides, AAUL is the only library where the working hours are seventy two per week.

763 PLAN FOR MODERNISATION

To keep pace with technological development and universal adoption of information technology (IT), it has become an urgent need for the

ULs of Assam to think over it. For efficient and excellent performance the adoption of IT is a must. Besides, in the days of economic recession, there is no alternative to resource sharing. Plan for computerisation will certainly change the field of resource sharing besides helping in routine works.[9] Unfortunately, upto the end of 1990's there were no proposal for modernisation or adoption of IT in the ULs of Assam. However, it is a matter of pleasure that with the beginning of computerisation. Now, they are well convinced about the effectiveness of computerisation. Accordingly, they have already proposed to install computer in the near future especially in KKHL.[10] It is expected with the computerisation, all the ULs will be able to share their resources effectively and a Local Area Network (LAN) will develop. Thus, in course of time, LAN will be able to strengthen UGC's INFLIBNET Programme.[11]

8 FINDINGS

From the above discussion, one can draw the inference that the main cause of malfunctioning of the ULs is the haphazard and unplanned growth. This haphazard and unhealthy growth has taken place in different sub-organs of the library heart. Though, there is increment in documents, readers and staff, yet there has not been any increase in library finance. The growth in space is also not sound.

This imbalanced and unhealthy growth has created a chaotic situation in all the ULs of Assam. The continuous decline in the library budget has proved that the Fifth Law of Library Science has become almost irrevalent in ULs. Non receipt of adequate budgetary support may be well compared to irregular supply of blood to the heart of living organism. Thus, the heart is suffering from Heart Disease and the body ie, the University is becoming weak day by day leading to academic starvation. If this disease is not cured or controlled in the initial stages, certainly it will turn more complicated and ultimately destroy the whole heart leading to the collapse of the entire body and the effectiveness of the University will be vanished.[12]

91 CONCLUSION

The multi-dimensional growthof the libraries should be periodically reviewed so as to make it a balanced one, otherwise, there is a possibility of its collapse. Finance, the important factor, needs utmost care in planning. As per national standard, atleast 6.5-10% of the entire budget of the University should be set aside for the library purposes. Besides, in view of acute financial crisis and the inability of UGC to

support research programmes of Universities, steps should be initiated to mobilise resources from other agencies such as OIL, ONGC, Tea companies, Refineries etc. Resource sharing should be streamlined by adopting computer technology. Besides, the UGC scales of pay which are yet to be implemented should be implemented without further delay to inspire the professional librarians. Professional staff of KKHL should be allowed to participate in workshops/seminars/conferences/ refresher courses etc to make them more productive and responsive. Special budgeted provision should be made in KKHL on the line of SLBL and AAUL. The university librarian should be given decision making powers in the administration of library without any undue interference from outside. Besides, his advice should be given due weightage. Then only, there will be dynamism on the part of librarian's style of functioning and the libraries will be able to meet the challenge of time.

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WOMEN LIBRARIES IN GUJARAT: SOME OBSERVATIONS AND SUGGESTIONS

Dr K H SHUKLA*
KRINA THAKER**

0 INTRODUCTION

A modern public library is meant to offer opportunities to one and all, to help them develop according to their own capacities and taste and to help them to become better citizens. Women library is a part of public library system providing special opportunities for women to develop themselves. Women libraries are the nucleus of institutional base for educating women.[1] Women library is a rock on which the new social and economic life of women can be constructed. To provide a sound base for new construction resent women libraries of Gujarat need to undergo qualitative improvements.

Broadly speaking, education is the only means for the development of the society, culture and the nation. But though there is a continuous growing trend in female literacy, the absolute number of female illiterates is alarmingly increasing. Are these women prepared to face the challenges and fight for their rights? It needs their awakening. Awakening is possible through education and consientisation. Consientisation unlocks the "culture of silence" in which women live due to prolonged oppression.

1 NEED OF WOMEN LIBRARY

National Education Policy 1986 has laid stress on "Education for women's equality and up-liftment". Women libraries in Gujarat can prove effective tool to fulfill that motto. It will remove limits of their achievement in the field of employment, training, utilization of health facilities and exercise of their legal rights to avoid their exploitation and achieve the status.

2 HISTORY AND GROWTH OF WOMEN LIBRARIES IN GUJARAT

History of the women libraries in Gujarat goes parallel with the

* Lecturer, DLIS, Gujarat University, Ahmedabad.
** MLIS Student, Gujarat University, Ahmedabad.

history of library movement in Baroda. The first, women library of India and Gujarat was established in the year 1907. Since then it has grown in number as well as in services. Women libraries are recognized as separate category under the public libraries by Government of Gujarat.

Baroda and Gondal state took the lead in imparting compulsory primary education. Due to this, girls started taking education. But in prevailing social conditions, women were reluctant to use freely the educational institutions or public organizations as these were frequently visited by men. The 'Purdah' system was largely responsible for this situation. All public institutions were obliged to make special arrangement for the women by providing special facilities for a veiled population. The situation was same in India as well as in Baroda.

Right from the establishment of Library Department in Baroda, efforts were made to spread knowledge among women folk through town libraries, viz,

(*i*) Once a week, areawise, books were distributed to women at their homes.

(*ii*) In some places, the libraries kept closed for a day for men and were open only for women.

(*iii*) To maintain separate section of useful books for women.[2]

Gradually, women started taking more interest in these activities and it resulted in demand for separate women libraries.

Year 1907 was the milestone in the history of women libraries of Gujarat. In the month of November, a special women library was opened in Baroda City in a locality where the women in 'Purdah' could visit without any hesitation. A lady librarian with knowledge of Gujarati was appointed to manage it. It was attached to the state education department and was administered under the direction of the inspectors of girls' school. In August 1914 it was amalgamated in to the Central Library of Baroda. During that time there was one ladies organization in the city. One lady librarian used to attend their Saturday meeting and used to take along with her some books, stereoscopes, pictures and household games. It aroused the demand for monthlies. The services became popular among the women. During 1917-1918 the total books circulated among women of Baroda City were 9,303 out of which 2,309 books were circulated through women libraries.[3]

Table 1
Growth of the Women Libraries in Gujarat
(1949 - 1992)

Year	No. of Libraries
1949 to 1965	34
1966 to 1989	88
1990 to 1992	101

Table 1 shows the growth of women libraries since the periods of Bombay state. There is striking rate of increase in libraries during the periods of 1966 to 1989, ie, 158 per cent, and 39 per cent of increase rate within the short period of 3 years. It seems that library development was slow in Bombay state but the new liberal rules for recognition of women libraries and payment of grant-in-aid since 1964 in Gujarat have very positively affected development of libraries.

Administratively entire Gujarat State is divided into seven divisions for the development and control of public libraries and women libraries of the state. They are as under:

Table 2
Divisionwise Growth of Women Libraries

Name of Division	No. of Libraries	Percentage
(1) Ahmedabad	33	32.68
(2) Vadodara	20	19.8
(3) Surat	6	5.94
(4) Meshana	26	25.74
(5) Rajkot	4	3.96
(6) Bhavnagar	12	11.88
(7) Kutchh-Bhuj	-	00.00

From Table 2 it is clear that Ahmedabad, Vadodara and Mehsana division together share more than 80 per cent of total women libraries in Gujarat. While Kutchh division has not a single women library, which is still very backward the region of Gujarat. Only Rajkot and Bhavnagar divisions have Government women libraries situated in Rajkot, Bhavnagar and Amereli.[4]

3 WOMEN LIBRARY MANAGEMENT

The women libraries in Gujarat were established as institutions for women's education. They were direct consequence of awareness and financial help on the part of local residents of concerned villages and towns of old Baroda state.

In the beginning, it was a voluntary act and as such there were no particular rules and regulations for the constitution, administration and organizational set up. However, the Government realized the importance of separate women libraries and started grant-in-aid for establishment, building, library collections etc.

In order to provide uniformity in administration, the library department gave ordinance:

(1) To appoint advisory committee composing five members who are active and interested in women library plus secretary and chairman.

(2) To make provision for life or yearly membership for women. The executive committee including secretary and chairman should be appointed from amongst members only. They will be free to run library independently with the help of advisory committee.

(3) Whenever there is a dispute between advisory committee and executive council, the final authority to take decision is the library department.[5]

31 PRESENT SCENE OF WOMEN LIBRARY MANAGEMENT

At present all the women grant-in-aid libraries are registered under Societies Registration Act or Charity Commissioner, if it is managed through public trust. They have to be approved by Director of Libraries, Gujarat Government.

The administration work is taken care of by managing committee. In some libraries, they have separate Library committee apart from Managing Committee. In all the libraries, these committees comprise of representative women members of the Library. The number varies from 5 to 15. The Committee has chair-person, secretary and other members. Usually, the secretary has powers and authority about day to day functioning of library.

311 FUNCTIONS OF WOMEN LIBRARY COMMITTEE

Generally, Committee of women library has to perform following functions:

(*i*) General management of Library.

(*ii*) Planning and preparation of Library budget, audit and annual report.

(*iii*) To appoint library staff.

(*iv*) To establish general policies for use of Library, book circulation, book collection etc.

(*v*) To plan out various extension activities and arrangement of programmes.

32 LIBRARY PERSONNEL

The clause 13 of grant-in-aid rules, states that women libraries have to appoint, qualified and experienced personnel in library, as recom-mended by Director of Libraries. Class III and Class IV, employees are to be appointed according to current standards of Government of Gujarat.

Women libraries can appoint following categories of Library personnel.[6]

Category of Staff	Minimum Working Hours
1 Library clerk	7 hours per day
2 Class IV employee	- do -
3 Part time sweeper	- do -

It is observed that except Government libraries, none of the other libraries fulfill above mentioned requirement. These libraries remain open for three to four hours every day and have part-time library person and sweeper.

321 QUALIFICATIONS

Government rules are silent about the qualifications of the librarian in women library. As a result, the librarian in women libraries are found with very low academic and professional qualifications. Although in the Government women libraries the minimum qualification for a library clerk is Certificate in Library Science.

Table 3
Professional Qualifications of Librarians

Qualification	Percentage of Libraries
Trained	25.65
Untrained	69.25
Not available	5.10

Looking into Table 3, we can say that in 69.25 per cent of women libraries, they have librarian without any professional training in library science. 25.65 per cent of libraries have trained librarian. Out of which two libraries have librarian with B Lib Sc degree and one library with M Lib Sc degree. Other libraries have librarians with Certificate in Library Science.

322 PAY SCALE

Like qualifications, there are also no rules for pay scale for the women library personnel in the state. As a result, librarians are given lump sum amount as a salary.

Table 4
Pay Scale of Librarians

Qualifications	Percentage of Libraries
Up to 100	17.95
101 to 299	48.70
More than 300	12.85
Govt Pay Scale	10.25
Not available	10.25

Table 4 indicates that almost 90 per cent of librarians are getting very low salary, ie, 3 to 10 Rupees per day. Only 10 per cent of librarians are getting Government Pay Scale of Rs 1,200-2,040. The financial deficiency has affected the staffing of women libraries. Though Government has specified about staffing pattern, libraries are not able to fulfill the requirement. The women libraries appoint unqualified and part time person on lump sum salary. As a result standard library services are not provided to the readers because librarians have neither knowledge nor the interest for it.

4 COLLECTION IN WOMEN LIBRARIES

All the women libraries acquire books from publishers or booksellers. So far as, popular magazines and newspapers are concerned, they are subscribed through local vendor.

Table 5 provides the size of collection of books in women libraries in Gujarat.

Table 5
Book Collection

No. of Books	Percentage of Libraries
Up to 2000	55
2001 - 5000	30
Above 5000	15

Table 5 indicates that, 55 per cent of women libraries have book collection limited to 2000 volumes only. While 30 per cent women libraries have collection between 2001 to 5000. Only 15 per cent libraries have collection of more than 10,000 volumes.

The Grant-in-aid rules are major constraint for collection development. According to rules, 45 per cent of total expenditure should be spent on reading material. Government grant for women library is subject to a maximum of Rs 3,000 and 45 per cent of it means only Rs 1,350 which can be spent in a year for purchase of reading material. Looking to the price in reading materials, library would hardly be able to add few volumes in its collection.

Table 6
Periodical Collection

No. of Periodicals	Percentage of Libraries
Up to 10	69.25
Above 10	30.75

Periodical collection includes periodicals subscribed or received as gifts. Out of 101 women libraries 69.25 per cent libraries receive on an average 10 periodicals. While 30.75 per cent libraries receive more

than 10 periodicals. Standard library collection requires well planned book selection policy and necessary funds to purchase books. Women libraries are lacking both the things as a result book collection is poor in quantity as well as quality in most of the libraries.

There are annual reports, seminar papers, conference proceedings on women issues and newsletters of women organizations which should be made available to each and every women library of Gujarat through some centralized agency.

5 LIBRARY SERVICES

This is most important area which needs high level attention. Following observations need consideration:

(1) Most of the libraries remain open for few hours in a day. Instead they should remain open for seven hours, so that housewives, women of every class, working women and students can visit at their convenience.

(2) It is observed that many women lack interest in library. The possible reasons are:[7]

   (*i*) Ignorance of library service.

   (*ii*) Prejudice or misconception about libraries.

   (*iii*) The lack of interest for reading books.

To attract the women for the use of library, publicity is important. Library should undertake the following publicity measures:

   (*i*) House to house promotion.

   (*ii*) Speaking to a group.

   (*iii*) Mass media publicity like TV, radio and newspapers.

   (*iv*) Exhibitions.

   (*v*) Celebration of special events.

   (*vi*) Annual reports.

(3) Women library is visited by women of all ages, all levels and all categories. There should be special sitting arrangement and book arrangement so that women can comfortably use them. The reading tables and chairs should be of low level because they are more comfortable for women. The cupboards and racks of small size are advisable.

(4) There should be a children corner attached to a women library so that mothers coming with their children can spend more time in library while children are busy in playing or reading.

6 SOURCES OF LIBRARY INCOME

Finance is main constraint in healthy development of women libraries in the state. The quality of library staff, collection, buildings, services etc, directly depends on income resources of library. The limit of Government Grant up to Rs 3,000 is perhaps biggest lacuna in the development process.

The public libraries have been categorized according to population of the places in which they are located. It is noticed that many of women libraries are located in place with population more than 5,000. These libraries should be treated at par with Town Library category I and II and should be eligible for equivalent grant of Rs 12,000 and 8,000 respectively.

With the present grant of Rs 3,000, libraries are not able to meet the expenses of reading materials, qualified staff and other services. In such condition, the libraries only with their own financial resources are working well while other libraries solely depend on Government grant.

Following are the major sources of Library income:

Grant-in-aid by State Government

Donations and gifts

Subscription and membership

Other sources.

The city library, City Branch library, Town Library category I and II and Village Library are admissible for the grant of Rs 40,000; 15,000; 12,000; 8,000 and 1,500 respectively. The grant for Women Library is limited to only Rs 3,000, whether it is established in city, town category I or II, or village. Hence this provision is found to be arbitrary treatment towards women libraries in the state.

7 WOMEN LIBRARY BUILDING

71 SITE

The selection of site for women library is very important because location plays vital role in fulfillment of its functions. The two factors which affect the use of library by women are safety and time. The

library should be located in areas where women can go alone safely. Library is still a luxury for many women. The women have to literally steal the time to visit the library. This is particularly very true in small towns and villages. The library should be within the reach of these women where they can go in little time. Ideally a library should be centrally located so that it is easily accessible to women residing in different areas. If possible, it should be set up in serene surrounding insulated from din and dust and outside disturbances and nuisance. The other points that merit attention are (*a*) good elevation, (*b*) adequate space for future expansion, (*c*) good soil condition.

72 WOMEN LIBRARY BUILDINGS IN GUJARAT

Baroda was the only state with remarkable women library facilities. They had separate grant-in-aid rules for constructing a library building, which promote library building activity in the state. Local people had to raise fund and Government as well as Panchayat used to contribute special fund of Rs 4,000 every year especially for construction of women library buildings.

Amreli, Navsari and Patan were first among the towns having constructed their own building for women library at the cost of Rs 21,000; 27,000 and 21,000 respectively. In villages, Vaso was first one to have its own library building. Upto the year 1938, there were 17 women libraries in the state, out of which 16 libraries were situated in independent buildings.[8]

Women libraries built up during the year 1930 to 1945 reflect the architecture of that period. Some of the libraries have tiled roof and wooden ceiling.

Table 7
Library Building

Library Building	Percentage of Libraries
Ownership	74.35
Rented	10.25
Situated with Public Library	15.40

In the survey, it is found that almost 75 per cent of libraries have their own buildings. Of course, the credit goes to the library movement of old Baroda State, where special grant-in-aid rule were prevailing for the construction of library building. About 15 per cent libraries

are connected with public libraries, where women libraries are situated either on another floor or on the same floor but in separate room.

8 CONCLUSION

It is observed that there are wide imbalances and inadequacies in the development of women libraries in finance, collections, library staff, building, services etc. There is no single women library in area of Kutchh, Dang and Banaskantha. These are backward areas of Gujarat.

It is suggested that Government should take initiative to establish women libraries and special provision should be made for their maintenance and development. These libraries should be considered as a tool to eradicate illiteracy among women folk.

Looking into the status of women in the Indian society and the efforts made by the Government and other agencies reflect that there is an urgent need to have some agencies which can play vital role in the upliftment of the women status in the society. There is no hesitation in accepting the effective way of uplifting women status through education only. One can not separate education and libraries. They are like twin sisters, hence women libraries can also play vital role in educating women and to make them aware about their importance of existence in the society.

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