

## **BACHELOR OF LIBRARY INFORMATION SCIENCE (B.L.I.Sc.)**

### **BLIS - I: FOUNDATIONS OF LIBRARY AND LIBRARY MANAGEMENT**

#### **SOCIETY AND LIBRARY:**

Kinds of Libraries, Five Laws of Library Science: Library movement in Andhra Pradesh : Library Legislation in India with Special reference to Andhra Pradesh.

#### **PROFESSIONAL ASSOCIATIONS:**

Role of International and National Organizations :ILA, ITALIS, FID, IFLA, APLA Contribution of RRRLF and UNESCO: Library Education in India.

#### **MANAGEMENT PRINCIPLES AND FUNCTIONS:**

Manpower requirements staff formula – Job Analysis

#### **LIBRARY BUILDING :**

Furniture and Equipment : Library Budget: Library Statistics and Annual Reports

#### **CIRCULATION AND MAINTENANCE :**

Circulation Work and methods- Stock Verification and Weeding.

#### **List of Recommended Text and reference books:**

1. Ranganathan, S.R. The Five Laws of Library Science in Bangalore, Sarada Ranganathan Endowment for Library Science, 1993.
2. Singh, Anuradha, Readings in Library Science: 5 Vol.s Set: Jaipur, Print Well, 1996.
3. Mangla, P.B. ed. Library and information Science Education in India, Delhi, Macmillan, 1981.
4. Venkatappaiah, V. Library Legislation in India.
5. Ranganatha, S.R. Library Administration: Bangalore, Sarada Ranganathan Endowment for Library Science, 1983
6. Thompson, James, An Introduction to University Library Administration, 3<sup>rd</sup> Ed. London, Cklive Bingley
7. Krishnan Kumar, Library Administration and Management, Delhi, Vikas Publishing 1993
8. Milta, R.L. Library Administration 4 Th.ed. Metropolitan Book Company Limited 1978.

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**UNIT 1 : SOCIETY AND LIBRARY****Lesson : 1A****PUBLIC LIBRARY****1.1A.0 Objective**

After studying this unit you will be able

- To understand the concept of public library
- To understand the role of public library in development of society

**Structure****1.1A.1 Introduction****1.1.2 Definition****1.1.3 Objectives****1.1.4 Functions and services****1.1.5 Role of Public Library in the Society****1.1.6 Summary****1.1A.7 Self Assessment Questions****1.1A.9 References****1.1A.1 INTRODUCTION**

The province and purpose of the public library is to provide for every person the education obtainable through reading. A public library is one that serves the entire population of community. Everyone in the community, regardless of nationality, race, color, creed, age, sex, status, educational attainments, language or any such considerations as a claim to its services as a matter of right. It is generally established and maintained out of public funds under the mandate of legislation. But there are libraries maintained by private agencies, or registered societies, which extend their facilities to the public and would qualify, to that extent, to be designated as public libraries. Public library service is generally free of charge, but some libraries charge a nominal fee. They are usually referred to as subscription libraries.

**1.1A.2 Definition: UNESCO Manifesto defines a Public Library as a library;**

1. Which is established under "the clear mandate of law";
2. Which is "maintained wholly from public fund";
3. Which levies no "direct charge" (fees) from its users for any of its services; and
4. Which is open "for free and equal use by all members of the community" regardless of race, color, caste, creed, religion, age, sex, nationality, language, status or level of educational attainments.

### 1.1A.3 OBJECTIVES

In his work "Library Manual", S.R. Ranganathan than hails the library as a "Social Institution" and lays down for it the following objectives:

1. It should help the life-long self \_education of one and all;
2. It should furnish up – to – date facts and information on all subjects to one and all;
3. It should distribute, in an unbiased and balanced way, all shades of recorded views and thought to one and all, as a help in discharge of their political functions in respect of local, national, and inter – national affairs;
4. It should contribute to productivity – drive by informing top managements of the latest trends in diverse enterprises, by ploughing back into the minds of researchers, designers, and technologists every piece of relevant new thought, promptly and pin – pointedly;
5. It should provide to one and all a harmless and elevating use of leisure;
6. It should preserve the literary remains of humanity for posterity, as vehicles of culture and as source materials for antiquarian research; and in general
7. It should work for continued social well – being, as the agency in charge of all socialized recorded thought.

Thus a library has educational, informational, political, economic, industrial, cultural, and antiquarian objectives. Sinha Committee placed Public libraries in India as follows:

"In India, the phrase, "Public Libraries" is used in a very loose sense. It is used to denote any library which permits members of the public to use its materials for reference or borrowing on payment of fees or rent."

The Committee said that Public Libraries bridge the gap between the increased number of readers and the increased number of books. This was also stated that Public libraries encourage readers to get into communication with the best minds of the World, give them time to think and rethink and integrate the best of the greatest minds into their lives.

Mr.Ekbote in his book '*Public libraries system*' mentions that the term "Public Library" has a wide connotation and does not mean only a type of Library supported by public funds. Public Library is only one of the several means of access in this regard, the others being libraries of other kinds including the personal or private ones or collection of books.

### 1.1A.4 FUNCTIONS AND SERVICES

Functions follow the objectives. Being a social institution, the public library has to perform multi-faceted functions: but one function remains constant; to provide and service materials for enlarging the mind and dispelling prejudice and ignorance. Its materials are provided:

- To facilitate informal self – education of all people in community;
- To enrich and further develop the subjects on which individuals are undertaking formal education;
- To meet the informational needs of all;
- To support the educational, civic, and cultural activities of groups and organizations;
- To encourage wholesome recreation and constructive use of leisure time.

### **1.1A.4.1 SERVICES**

The services provided by a modern library include:

1. The organization of material to make it easily accessible through shelf – arrangement, classification, and cataloguing;
2. Lending of material so that it may be used at the time and place most suited to the public;
3. Guidance to assist the user to find what he wishes, either the materials immediately at hand or in whatever library may possess it;
4. A program of public information to make its resources not only available but eagerly sought by its community. It includes stimulation of use and interpretation of materials through publicity, display, reading lists, story hours, book talks, book and film discussion, and other appropriate means.
5. The public library, thus, has to serve not only the earnest seekers for knowledge, but also those who are merely gratifying an elementary curiosity, and those who are seeking relaxation and recreation.

### **1.1A.5 ROLE OF PUBLIC LIBRARY IN THE SOCIETY**

In the social context, library's role is never passive; it is ever dynamic. Although the library is primarily an institution designed to serve the reader, its contemporary position in society suggests an active initiation of ideas rather than a passive provision of books. The role of Public library in the society can be explained as follows:

#### **1.1A.5.1 As a Cultural Center**

Library is a product of society for its cultural advancement. Not only do the libraries conserve our culture, but also as agencies of communication they play an important role in its dissemination. Library is the only effective repository of our cultural heritage. It has aptly been referred to as a "live depository of the cultural past that anticipates the future". Conservation of knowledge is basic and fundamental to the library. It should also organize cultural programs like music concerts, dances, dramas, painting competitions for children, exhibition of paintings, etc., and thus enrich the cultural life of its community.

#### **1.1A.5.2 As a Social Agency**

Consistent to its dynamic and changing role, the library plays a vital role in strengthening democracy. Libraries exist, today, for the sake of freedom of thought. It's vital role lies in the creation of thinking people, cultivated men and women gifted with disciplined minds, high intellect and moral caliber, nurtured in a climate of freedom of thought and expression and capable of holding opinions independently arrived at, to shoulder stupendous responsibilities.

#### **1.1A.5.3 As an educational centre**

Public libraries have an important role in supplementing formal education and providing for a life-long and continuing education according to the needs and convenience of individuals. The religious and spiritual leaders, writers and thinkers, poets and priests, artists and philosophers, scientists and technocrats, all regard libraries as great store-houses of knowledge. Even the informed public, though they scarcely know what a public library is and certainly not what it could be, consider it important to the education of the common man.

#### **1.1A.5.4 Informal Education**

Cultivates in individual the virtues of self-help, self-confidence, self-reliance, and initiative. And the most appropriate agency of continuing education for people of all ages is the public library. It serves as a center for arousing and stimulating intellectual curiosity and the desire to learn among people by offering materials and programs to satisfy their desire for knowledge.

The society has a responsibility to increase the number of literate and educated people through appropriate programs. The adult education is "to create an educated mind among the adult illiterate". The public library, with its infrastructure in terms of men and materials, can play an important role in this program. Some of the activities it can organize for this purpose are arranging talks on topics of interest to the different sections of illiterate people, organizing reading clubs at which books will be read out to them, holding exhibitions and presenting educative themes through films, radio, television, etc.

#### **1.1A.5.5 Distance education**

Basically involves self-study for which library support is absolutely essential. Indeed, a strong public library system is the most important element in the infrastructure to be provided for the successful implementation of distance education programs.

#### **1.1A.5.6 As an Information center**

Every library is an information center in the sense that it disseminates the information contained in the books held by it. But the public library should also function as an information center in the sense of providing the information relating to the socio-economic needs of the people. It should stock books relevant to the needs of people engaged in different locations in its area by reading which they will become better informed and educated in their areas of work and will be able to increase their work efficiency.

#### **1.1A.5.7 As a Research Center**

Research is the life-blood of modern society, as our economic standard of living, our culture, and our age of progress depend upon it. The bed-rock of research is information. And it is the function of libraries to disseminate information pin-pointedly, exhaustively and expeditiously. The library offers many types of specialized services to help in the advancement of research in society.

#### **1.1A.5.8 As a recreational center**

Healthy use of leisure is a matter of great importance in community life lest the leisure time should be devoted to negative and destructive activities. By providing books suitable for recreational reading and organizing programs of healthy recreation and entertainment like the performing arts, the public library can play a significant role in meeting this need of the people.

#### **1.1A.5.9 Modern Concept: Service Agency**

For centuries together, the physical care of books is the primary function of libraries. So dominant was the conservation function that the early writers on the organization and management of libraries devoted much attention to the custody of books as physical entities, as

artifacts. The library as a museum fulfilled a social need. The intellectual content of the culture, its scholarship, had to be actively transmitted from generation to generation as well as preserved. Because of the historical necessity the two functions: preservation of books and making them accessible to people who want to read them merely had to coalesce. Hence, today, we take library as a service agency equipped with documents for 'use' as against collection built up for sale, for display, for the pride of possession or for any of the purposes for which books may be assembled. Now – a – days librarianship must be treated as salesmanship and library staff has to act as the canvassing agents for their wares converting library as a service agency. As a service agency, the modern library performs vital functions for the elevation of the society to the study of which we may turn.

### **1.1A.6 SUMMARY**

The functions enumerated above reveal that a public library is a significant institution. It plays an important role in a developing country in particular. The progress of a country depends largely on education, which she provides to the citizen, either through formal or non-formal education. Active and informed participation of the common masses in the country's affairs is essential for a real democratic set-up. A democratic society needs such citizens who are aware of their environment and are well acquainted with the cultural, social, political and economic heritage of the country.

### **1.1A.7 Self Assessment Questions**

#### **Essay questions:**

- Define 'Public Library'. What are the functions of a public library?
- Explain the role of Public library in the society.

#### **Short questions:**

- UNESCO Manifesto.
- Objectives of Public library.
- Services in public library.

### **1.1A.8 REFERENCES**

1. Ekbote, Gopal Rao. Public libraries system. Hyderabad: M/s. Ekbote brothers, 1987.
2. Khanna, J.K. Kurukshetra: Research publications, 1987.
3. Panda, B.D. Hand book of public library system. New Delhi: Anmol publications, 1993.

**UNIT 1 : SOCIETY AND LIBRARY****Lesson :1B****NATIONAL LIBRARY****1.1B.0 Objective**

After studying this unit you will be able

- To understand the concept of national libraries
- Functions of major national libraries of world

**Structure****1.1B.1 Introduction****1.1B.2 Definition and Functions****1.1B.3 Library of Congress****1.1B.4 The British Library****1.1B.5 The USSR Library****1.1B.6 Indian National Library****1.1B.7 Collection****1.1B.8 Services****1.1B.9 Summary****1.1B.10 Self Assessment Questions****1.1B.11 References****1.1B.1 INTRODUCTION**

A National Library as the name suggests, is a library of national status and national jurisdiction. As such it must be established and maintained by the National Government of a country and its services must be extended to all the citizens of the country irrespective of their location. A special feature usually characterizing the collections of a National Library is the preservation of copies of all books, etc., printed in the particular country and, in general, of foreign printed works concerning the latter

**1.1B.2 DEFINITION**

Since national library is a vital phenomenon of librarianship, S.R. Ranganathan ventured to define it as the library having the duty of collecting and preserving for posterity, the literary products of that country. It is the central station for assembling and disseminating thought energy.



## FUNCTIONS

Following are the basic functions, which a national library should perform in its own interests and in order to retain its due place in international network of cultural relations:

- The primary function of the national library is to preserve the literature produced in a particular country, and this function is carried out under the terms of the Copyright Act or the Legal Deposit.
- It acquires comprehensive, representative current foreign literature. It should try to be as international in range of their collections as financially possible.
- It bears the responsibility of publishing a current national bibliography, and also of retrospective national bibliographies where needed.
- It undertakes the publication of catalogues of materials in its possession, and also compiles Union Catalogues of holdings in the country's libraries. It should also establish a Union Catalogue of Manuscripts held in other libraries and archive repositories.
- It sets up a national reference and bibliographical service throughout the country, based on libraries and other organizations, which possess information services. The national center in the National Library should coordinate the system and act as a Clearing House for enquiries to and from similar centers overseas.
- There are certain functions, which are desired from a national library:
- That it organizes inter – library loan system for procuring research materials on national and international levels;
- That it does pre natal cataloguing and classification;
- That it renders reference and information services, and offers reprographic and translation services;
- That it renders book service to the local population; and to the blinds; and maintains Contact Libraries abroad;
- That it standardizes classification and cataloguing codes; and renders technical help to other libraries;
- That it should provide dynamic leadership, aiming at the development of 'systems and procedures' which will make available the total library resources of the nation for the benefit of the whole national community;
- That it receives as 'gratis' collections of personal papers, rare books, and other valuable materials; and distributes duplicates;
- That it should conduct research in the fields of library science and bibliography; also organize professional training;
- That it should provide bibliographic, reference, and information services to their country's parliamentarians, ministers and government departments.
- That it should provide services to the government. Library of Congress is rendering such a service.

Below are described the three large and best known libraries of the world (Library of Congress, U.S.A., British Library, U.K., Russian State Library, U.S.S.R.) and Indian National Library, who have not only compressive collections of the literature of their country, but also very large collections, both historic and current, of the literature of other countries.

### 1.1B.3 LIBRARY OF CONGRESS

The Library of Congress, America's oldest national cultural institution, will be two hundred years old in the year 2000. With generous support from the U.S.Congress, it has

become the largest repository of recorded knowledge in the world and a symbol of the vital connection between knowledge and democracy. Thomas Jefferson is the founder of the Library of Congress. His personal library is the Library's core, and the vast range of his interest determined the universal and diverse nature of the Library's collections and activities. The Library not only provides information and ideas to Congress and the nation; it also sets cataloging and bibliographic standards that are used by libraries throughout the world. It is testing new electronic technologies that will share the Library's collections with schools and research institutions across America and, ultimately, with all the people of America and the world. Today it also is helping parliamentary libraries in emerging democracies of Eastern Europe and the former Soviet Union become effective resources and catalysts of change.

### **1.1B.3.1 COLLECTIONS**

The enormous size and variety of its collections make the Library of Congress the largest Library in the world. True to the Jeffersonian ideal, the collections are comprehensive in scope, including research materials in more than 450 languages and in many media. In 1992, the Library acquired its 100 millionth item. The collections are especially strong in American history, politics, and literature; music; geography; law and particularly foreign law; economics; genealogy and U.S. local history; U.S. public documents; publications of learned societies from around the world; the history of science; libraries and librarianship; and bibliography in all subjects. In addition to the personal papers of American presidents from Washington through Coolidge, the Library's manuscript holdings include the papers of eminent figures, mostly American, in government, the arts, and the sciences.

### **1.1B.3.2 SERVICES**

The Library's mission is to make its resources available and useful to the Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations.

### **1.1B.3.3 PRIORITIES**

The first priority of the LC is to make knowledge and creativity available to the United States Congress.

The second priority of the LC is to acquire, organize, preserve, secure and sustain for the present and future use of the Congress and the nation:

A comprehensive record of American history and creativity;  
A universal collection of human knowledge

The third priority of the LC is to make its collections maximally accessible to (in order of priority) the Congress

The U.S. government more broadly the Public

The fourth priority is to add interpretive and educational value to the

Basic resources of the Library in order to enhance the quality of the creative work and intellectual activity derived from these resources, and to highlight the importance of the Library's contributions to the nation's well being and future progress.

## **1.1B.4 THE BRITISH LIBRARY**

The British Library, national library of the UK, is, as national libraries go, relatively young. Its immediate roots lay in the report of the National Libraries Committee under the Chairmanship of the late Lord Dalton issued in 1969, followed in 1971 by a White Paper

recommending the setting up of a national library for the UK ('the British Library'). In 1972 the British Library Act was passed by Parliament bringing the Library into operation with effect from 1st July 1973. Under the Act the following institutions were administratively combined to form the British Library: the library departments of the British Museum (which included the National Reference Library of Science and Invention), the National Central Library, and the National Lending Library for Science and Technology (the center for interlibrary lending, located at Boston Spa in Yorkshire). In 1974 the British National Bibliography and the Office for Scientific and Technical Information joined the UK's new national library. Two additional institutions subsequently became part of the Library increasing the breadth of its collections: the India Office Library and Records (1982) and the British Institute of Recorded sound (1983).

#### **1.1B.4.1 COLLECTION**

The collection of the British Library has been formed over many years and embraces all known languages. It traces its formal history to the foundation of the British Museum Library in 1753 in which three existing great collections were brought together: The Cotton Collection (which had been bequeathed to the nation in 1700); the Harley Collection and the Sloane Collection. To these was added in 1757 the Royal collection, formed by monarchs of earlier ages, and since then many others. The quality, size and depth of the Library's collection (estimated at above 150 million items) are central to its position as the national library.

#### **1.1B.4.2 FUNCTIONS**

The collection of the BL operates on many levels and with reference to the rest of the library system in the country. At the core it represents the collective memory of the nation by retaining for posterity the intellectual output of British publishing. To assist in this legal deposit legislation ensures that the library is entitled to a copy of all books, journals and newspapers published in Britain. To this core is added purchased research level material from around the world and appropriate unpublished material in different formats.

- Services
- Alerting services
- Inside
- Search and order documents from a database of over 20,000 key research journals, to article title level. Plus, over 16,000 conferences added each year.
- Inside Alert
- Email Table of Contents service, delivering to your desktop within days of publication.
- Patents, STM & business
- Patents Currentscan is a cost-effective, worldwide patent watch service conducted by experienced information officers.
- Free access to our Electronic Table of Contents database to UK Higher and Further Education and English NHS.
- Bibliographic services
- British National Bibliography
- Comprehensive listing of UK books and new serials. Information on new titles up to 16 weeks ahead of publication.
- Data licensing
- High-quality records to complement and enrich your information service or product.
- Standards
- We contribute to the development, maintenance and propagation of cataloguing standards - meaning better, faster, cheaper catalogues.

- Information & research services
- British Library Direct
- Search and order from a database of over 9 million articles directly from this site today
- Document supply  
We operate the world's largest document delivery service providing millions items every year to customers all over the world.

**Electronic delivery**

Fast access to over 100 million items by secure electronic delivery. We give you more choice than any other supplier.

**Family history**

Three new ways we can help with your family history research: use our Newspaper Search Service; Electoral Register Search Service; and India Office Baptisms, Marriages and Burials

**Search Service**

Patents, trademarks & design

We hold patent series that are not available from other sources. Copies are available through our Document Supply service.

**Research Service**

Our researchers can save you time and money by delivering focused information, to your deadline and budget, which will support sustained growth for your business.

Reading rooms

Admissions

Everyone is welcome to visit the Library but access to the reading rooms is by reader's pass for those who need to use the collections onsite.

**Enquiry service**

Contact us with quick enquiries about our Reading Room services and collections

Opening hours

For reading rooms in London (St Pancras and Colindale) and Yorkshire (Boston Spa).

**Other services**

Conference Centre

Hire one of London 's most exciting and original hire for your conferences, meetings and events.

**Images Online**

Get instant access to thousands of images from our collections. Search, order, purchase and download images.

Imaging Services (Reproductions)

High-quality paper copying, microfilming, photographic and digital services from maps, music, printed books, manuscripts, oriental and India Office items.

**Learning**

Resources for teachers and independent learners, to help develop research skills.

**Librarianship**

Services for librarians, archivists, curators and information scientists.

National Preservation Office

Focus for the preservation of and continuing accessibility to cultural heritage materials held in libraries, archives and museums.

Publishing & bookshop

Titles are published under our own imprint and in association with other publishers. Orders accepted from individuals and book trade – over 700 titles in print.

St Pancras bookshop

The first bookshop in the country to focus on the history and making of books.

Open seven days a week.

Online bookshop

Buy any British Library publication, and a range of books and products from other sources.

**1.1B.5 THE USSR LIBRARY****1.1B.5.1 Brief history**

1862-1869 Moscow Public Museum and Rumyantsev Museum

1869-1913 Moscow Public and Rumyantsev Museum

1913-1917 Emperor's Moscow and Rumyantsev Museum

1917-1924 State Rumyantsev Museum

1924-1925 V.I. Lenin Russian Public Library

1925-1992 V.I. Lenin State Library of the USSR

1992-present Russian State Library

In 1862 the first ever public library in Moscow was established in a very beautiful building - Pashkov's House (built by the architect Vasily Bazhenov) - near the Kremlin. Count Nikolay Rumyantsev was a State Chancellor, scientist, and patron of the culture. He gathered a remarkable collection of books, manuscripts, maps and other objects of Russian and foreign culture. He bequeathed his collection to the country to be used for "good education" purposes. Upon his death the collection was moved from St. Petersburg to Moscow and formed the basis of the current collection of the Russian State Library. The initial collection was considerably increased by the donations of Avraamy Norov (the Minister of People's Education), Kozma Soldatenkov (merchant and publisher), F. Chizhov (scientist), Vladimir Odoevsky (music researcher), Vasily Dashkov (director of museums) and many others. Starting from 1862 the Library has been receiving the legal deposit copies of all the printed Publications in Russia. Every day the Library opens to fulfil its mail. In March 1918 the Government of the country moved to Moscow and in 1921 the Library became the main national book depository. With the renaming of the Library in 1925 as V.I. Lenin State Library of the USSR its functions and activities considerably changed. It became the main library of the country.

In 1930 the construction of a new library building (designed by the architects Vladimir Shchuko and Vladimir Gelfreikh) was started.

The building was completely finished in 1960. During WWII the Library was the only functioning research library that was not evacuated from Moscow (apart from some especially valuable collections). In 1945 the Library was awarded the Order of Lenin.

In January 1992 the President of Russia signed the decree on renaming the Lenin State Library of the USSR as the Russian State Library.

**1.1B.5.2 MISSION**

The mission of the Library is to collect, preserve and provide access to the universal collection of documents that reflect human knowledge and are related primarily to Russia and its national interests.

**1.1B.5.3 COLLECTION**

The Library holds a collection of Russian and foreign documents. This collection is unique in terms of its completeness and universal in terms of its contents; its volume today exceeds 42 million items.

The Library's holdings are a combination of large independent collections. The collection of the main book depository containing 26 million items is the largest. It is situated in a 19-storey building. The contents of the collection are invaluable indeed: along with the complete printed repertory of Russia there are numerous private collections of famous Russian scientists, cultural and education workers, and prominent collectors.

RSL has specialised collections of maps, musical scores, manuscripts, rare books, printed art, dissertations, newspapers, and other types of publications and documents. The Russian State Library has a ramified system of card catalogues and card-indices.

**1.1B.5.4 SERVICES**

THE RUSSIAN STATE LIBRARY provides access to its rich book collections for the development of science, culture, and education through a system of catalogues and by organizing various exhibitions.

RSL prepares union catalogues of Russian books, and publishes research and reference bibliographies.

The Library holds regular cultural events with the participation of famous scientists, writers, artists, and actors: presentations of new books, reader conferences, discussions, concerts, and other cultural events for readers and staff.

THE RUSSIAN STATE LIBRARY meets the demand of the society for information, by offering the right to use reading rooms to all citizens of the Russian Federation above 18 years old.

Every day more than 400 new readers of the Library are registered. The reading rooms can accommodate 2103 people and about 4000 readers visit them daily. The readers receive about 32 thousand items, together with necessary library and bibliographic services.

For 140 years various people use the Library's collections. Among them are world-famous scholars and students, thinkers and practical workers, compatriots and foreigners.

The Russian State Library has a Research Department of Culture and Art. It provides informational support of cultural activities in Russia by purposeful search, collection, classification, and analysis of document flows in Russia and abroad.

THE RUSSIAN STATE LIBRARY is a research centre for studies in librarianship, bibliography, and book science.

The specialists of the RSL carry out such large-scale projects as "The Memory of Russia", "Discovery, Recording and Preservation of Historical Books in Russia", "Co-ordination of Rossica Acquisitions for Russian Libraries", "The National Collection of Official Publications", etc.

THE RUSSIAN STATE LIBRARY carries out unique research and practical activities of document conservation and restoration.

THE RUSSIAN STATE LIBRARY has an extensive network of international co-operation in the field of librarianship. It keeps constant contacts with the libraries of various countries and international professional organisations, such as the International Federation of Library Associations (IFLA), International Standards Organisation (ISO), and UNESCO.

The Library Assembly of Eurasia (LAE), which was created following the initiative of the RSL, is functioning with much success, and ensuring constant exchange of information and co-ordination of library co-operation with the other libraries of the Commonwealth of Independent States, in order to preserve their common informational and cultural environment.

## **1.1B.6 INDIAN NATIONAL LIBRARY**

### **1.1B.6.1 Calcutta Public Library (CPL)**

Calcutta Public Library was established in 1836. It was not a Government institution. It was running on a proprietary basis. Every person subscribing Rs. 300/- in one payment or three installments was to be considered a proprietor. Poor students and others were allowed to use the library free of charge for a specified period of time. The then Governor General, Lord Metcalf transferred 4,675 volumes from the library of the College of Fort William to the Calcutta Public Library. This and donations of books from individuals formed the nucleus of the library. Prince Dwarkanath Tagore was the first proprietor of the Calcutta Public Library.

The Calcutta Public Library had a unique position as the first public library in this part of the country. Such a well-organised and efficiently run library was rare even in Europe during the first half of the 19th century. Because of the efforts of the Calcutta Public Library, the National Library has many extremely rare books and journals in its collection.

### **1.1B.6.2 The Imperial Library**

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

### **1.1B.6.3 Amalgamation of CPL and Imperial Library**

Lord Curzon, the then Governor General of India, was the person who conceived the idea of opening a library for the use of the public. He noticed both the libraries -- Imperial Library and Calcutta Public Library -- were under-utilised for the want of facilities or restrictions. So, he decided to amalgamate the rich collection of both of these libraries. He was successful in effecting the amalgamation of Calcutta Public Library with the then Imperial Library under certain terms.

The library, called Imperial Library, was formally opened to the public on 30th January 1903 at Metcalf Hall, Kolkata. The aims and objectives of the Imperial Library, well defined in a Notification in the 'Gazette of India' as -- 'It is intended that it should be a library of reference, a working place for students and a repository of material for the future historians of India, in which, so far as possible, every work written about India, at any time, can be seen and read.' John Macfarlane, the Asst. Librarian of the British Museum, London, was appointed as the first Librarian of the Imperial Library.

After the independence the Government of India changed the name of the Imperial Library as the National Library, with an enactment of the Imperial Library (change of name) Act 1948. and the collection was shifted from the Esplanade to the present Belvedere Estate. On

1st February 1953 the National Library was opened to the public, inaugurated by Maulana Abul Kalam Azad. Sri B.S. Kesavan was appointed as the first librarian of the National Library.

## 1.1B.7 COLLECTION

### Indian Languages Collection

National Library receives books and periodicals in almost all the Indian languages. These are received under the Delivery of Books & Newspapers (Public Libraries) Act 1954. (D.B.Act). Language divisions acquire, process and provide the reading materials to the readers in their respective languages. Hindi, Kashmiri, Punjabi, Sindhi, Telugu and Urdu language divisions maintain their own stacks. Other language books are stacked by the stack division. Language divisions are also responsible to answer the short and long-range reference queries. The library has separate Indian language division for Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu and Urdu Languages. Sanskrit language division also collects and process Pali and Prakrit books. English books published in India are also collected under D.B. Act.

### 1.1B.7.1 English Collection

At present the library has a rich collection of English books and other reading materials in almost all the subjects. The collection is extremely rich in humanities, British and Indian history and literature

### 1.1B.7.2 Foreign languages collections

One of the aims of the National Library is to collect all the books published on India, anywhere in the world and in any language. At the same time it is also collecting a fair collection of reading materials in different languages for the use of the country.

Imperial library had a good number of Arabic and Persian works and few other foreign language books. In 1985 European Languages Division was reorganized and five separate divisions were formed. They are: East Asian Languages Division, Germanic Languages Division, Romance Languages Division, Slavonic Languages Division, West Asian and **African Languages Division** .

The foreign language works are mainly acquired through purchase, Gift and exchange. All the above language divisions are responsible for collection development, collection organisation and information dissemination to the readers in their respective languages. They also maintain their own stacks and provide reading facilities to the readers.

### Rare Books

The National Library has innumerable number of rare books and other reading materials. Earlier, these items were stacked with other books. But, in 1973, a separate Rare Books Division was established to take care of the rare books. At present the books published prior to 1860 are considered as rare books. Along with such materials, manuscripts and microfilms of the library are also stacked in this division. Some other important collections of the library are: Science and Technology Collection, Indian Official Documents, Foreign Official Documents, Newspapers and Periodicals, Maps and Prints, and Microforms.

## 1.1B.8 SERVICES

- Reading Room Services



- Lending Services
- Local Membership
- Membership: There are three types of members:
- Reading room member
- Lending member
- Daily card member
- Outstation Membership
- Inter Library Loan
- Bibliographic Services
- Reprographic Services
- Services for Children
- Training and Guidance

### 1.1B.9 SUMMARY

Almost every country in the world now has a national library, and it has been an encouraging sign to note how quickly many of the new independent countries have realized the necessity of building up essential national collections of books and related materials. National Libraries have additional significance, because they are usually copyright or legal deposit libraries receiving and preserving a copy of all material published in their countries. More than this, they are often the sources of national bibliographies, as well as acting as national agents in the field of international library co-operation.

### 1.1B.10 Self Assessment Questions

#### Essay Questions:

1. Define a National Library.
2. Explain the Indian National Library in detail.
3. Explain the history of The British Library and its functions.

#### Short notes:

1. Language collection of Indian National Library
2. Brief history of Russian State Library
3. Functions of National Library.

#### Explanation:

Delivery of Books Act: It was enacted in the year 1954. According to this Act each publisher in India has to submit a copy of his publication to the national Library, Kolkata; Connemara Public Library, Chennai; Asiatic Library, Mumbai; and Delhi Public Library. In 1956, the Act was amended to include periodical publications.

### 1.1B.11 REFERENCES

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## **UNIT 1 : SOCIETY AND LIBRARY**

### **Lesson 1C**

# **ACADEMIC LIBRARIES**

### **1.1C.0 Objective**

- After studying this unit you will be able
- To understand the concept of academic libraries
  - To understand types of academic libraries and their objectives and functions

### **Structure**

- 1.1C. 1 Introduction**
- 1.1C. 2 School libraries**
- 1.1C. 3 College library**
- 1.1C. 4 University library**
- 1.1C. 5 Summary**
- 1.1C. 6 Self Assessment Questions**
- 1.1C. 7 References**

### **1.1C.1 INTRODUCTION**

The libraries attached to educational institutions like schools, colleges, and universities are called academic libraries. These are the “knowledge laboratories” of the educational institutions they serve. All library activities are directed to meet the daily needs of the academic community. Today the academic libraries form an integral part of the learning process. The functions and services of the Academic libraries are described below:

### **1.1C.2 SCHOOL LIBRARIES**

One of the aims of the Indian Constitution is that every citizen of the Union has the right to receive free and compulsory education up to the age of 14. The objective of this provision is that, for proper functioning of a democracy, every individual should be equipped with knowledge, skill and aptitude to discharge his duties as a responsible citizen of the country. Knowledge is acquired through education. Formal education begins in school, which tries to develop the intellectual faculty of a child and transforms him into a good citizen.

It is of utmost importance that today’s boys and girls, who are the future citizens of the country, are helped to blossom out and meet the needs and the challenges of the country effectively. This is possible only if they receive a sound education, which in turn depends on the existence of a good school library. This fact has since been recognized universally.

#### **1.1C.2.1 Aims**

The aims of a school library are linked with those of secondary education. The literary, artistic and cultural faculties of students have to be aroused for the full development of their personality

and for the enrichment of the national culture as a whole; they have to be provided with practical and vocational guidance to harness their energy and improve their efficiency for contributing towards the national economy; they have to be trained to become economically self-supporting and independent and finally they have to be enjoined to actively participate in the development of the nation and bring about a new social order. To achieve these aims, the mind and body of the school students have to be properly developed.

### **1.1C.2.2 Functions**

A school library is not a substitute for formal education. It is a complement to it, rather it is an integral part of the school. The stock of the library consists of, in addition to textbooks, biographies of eminent men and women, works by intellectuals, reference books like encyclopedias, dictionaries, atlas, maps and charts, magazines, journals, pamphlets, clippings, pictures and other up-dated information media.

The objective of maintaining such materials is to stimulate the intellectual curiosity and capacity of the pupil and reduce his dependence on textbooks alone. The standard of general reading and the level of intellectual curiosity are generally found to be low at the secondary school level and have to be raised by additional reading material. This is the real job of a school library.

The main functions of the library are:

- To acquire and display books and periodicals to meet the varying needs, demands and interests of school students;
- To encourage reading habit amongst boys and girls;
- To provide reading and audiovisual material to supplement the classroom work;
- To provide them an opportunity for life-long and functional education; and
- To train them in the art of selecting the needed material and information in the library and thus make effective use of books and other resource materials.

For the first time, the Secondary Education Commission (1952-53), appointed by the Government of India, with Dr. A. Lakshmanaswami Mudaliar as its chairman drew the attention of the Government and the country to the sad plight of school libraries in the country. The report highlighted the fact that in most schools, no libraries worth the name functioned. The Commission recommended:

Every secondary school should have a well-equipped school library backed by class and subject libraries. This was essential for the efficient working of every educational institution and for encouraging literary and cultural interests in students;

Trained librarians possessing love for books and understanding of students' interests should be appointed in all secondary schools and all the teachers (of secondary schools) be given some training in the basic principles of library maintenance in the training colleges as well as through refresher courses;

Where there were no separate Public Libraries, the school libraries should, possibly, make their facilities available to the local public and all Public Libraries should have a special section for children and adolescents; and

To improve general standards of work in school, necessary steps should be taken to produce textbooks as well as books of general reading of distinctly superior quality than those at present available.

**1.1C.2.3 Services**

The following services are considered essential for having an effective school library:

- It must build up a well-balanced collection of books, pamphlets and audio-visual aids appropriate to the objectives and needs of the school.
- It must make readily available its resources and those of other libraries to pupils and teachers.
- It must recognize children's interest and help them to expand the interests through reading.
- It must help boys and girls broaden their fields of knowledge through use of books.
- It must teach and encourage the use of library tools and materials.
- It must provide assistance in finding instructional materials and share with teachers the guidance and stimulation of children's reading.
- It must relate the school library to the public library and encourage pupils to build personal libraries.

**1.1C.3 COLLEGE LIBRARY**

In the early 19th century, the college education became prevalent in India with the help of missionaries who set up schools and colleges in the country. The college libraries came up along with these as their adjunct. With the passage of time, the socio-economic and political factors made their impact on the society and this changed the very purpose and objective of higher education in the country. This had the impact on the objective and functioning of the libraries attached to the colleges, as well.

**1.1C.3.1 OBJECTIVES**

Being the most important adjunct of the college, the library aims at the realization of the objectives and programs of the college. It strives to transform itself into a working force for generating curiosity and eagerness among the readers and thus helps them make use of the available reading material. The objective of the college library is to supplement the instructions imparted in the class. It aims to serve not only the undergraduate teaching but to function as an independent teaching agency, encouraging and promoting the use of books in ways beyond those suggested or required by the class room.

**1.1C.3.2 FUNCTIONS**

To fulfill its objectives, the college library functions basically to assist and support the study and teaching in the college. It helps to meet the reading needs and requirements of the students as well as the teachers of the college in pursuit of their knowledge.

W.M.Randall and F.L.Goodrich state that to meet the educational objectives of the college, its library has to perform the following functions:

- Makes available to the students books and allied reading material relevant to the courses offered in the college;
- Makes available the books and documents required by faculty members in preparation of their instructional courses;
- Provides supplementary books and reading material to help study and teaching at the college;
- Provides comprehensive selection of authoritative books and documents needed by the faculty members to pursue their research programs;
- Promotes the proper use of the reading material available in the stock; and

- Trains the students in making use of the library properly and derive full advantage out of it, integrating the library with the educational courses.

### 1.1C.3.3 SERVICES

The library should make easily available to students, faculty members and other members a well - organized and comprehensive stock of books, journals and other library materials. Proper services to readers include the following:

- Reading facilities with direct and open access to library materials on shelves.
- Lending facilities to the readers under fair conditions.
- Reading-cum-text book section for the students.
- Proper and adequate reference and bibliographical services to the readers.
- Instructions in the use of library resources and services and facilities to the users so that optimal use is made of the library.
- Promotion of library use through reading circle, extension services, book exhibitions, browsing corners etc., according to local conditions.
- Fixing of working hours of the library in such a manner that it will be possible for the users to have access to the library materials on the shelves after normal class hours and during holidays and vacation period.
- Inter-library loan services and
- Documentation and reprography services, wherever possible.

**Development of College libraries in India:** During the 20th century, the concept of college library has changed considerably. Emphasis was laid on the educative aspect of the library, treating it to be a fountain of knowledge and information.

The Radhakrishnan Commission (University Education Commission) gave a fillip to the development of the college libraries (as well as other academic libraries) in India. While keeping a note of the inadequacy of the book-stock of the college libraries in the country, the commission strongly recommended that the college libraries should be well-stocked and well-organized with trained staff posted to manage them.

The commission further recommended that the libraries should function for 12 hours and be kept open on all days; open-shelf system should be introduced to enable under-graduate students to select books at their free will, and to go from one stock to another and browse the books in their free time. A highly significant landmark in the development of the college libraries in India was the appointment of a UGC Library Committee in 1957 under the Chairmanship of Dr. S.R.Ranganathan to help develop libraries, their organization and management in the colleges and universities of the country. Some of the important recommendations of the committee were as follows:

The entire finance for the library of a college should be provided by the Commission and concerned State Government together. The Commission and State Government should decide from time to time the proportion in which their respective grants to a college library should be determined. The Commission should not ordinarily withdraw or reduce the grant to a college library even if the state Government fails to provide the corresponding matching grant. The college library fund should be maintained and operated in a separate library account. The college authorities should provide a panel of experts on different subjects to help librarians make final selection of books and other reading materials. Measures should be taken to promote reading habit among students. Reference librarians should be appointed to help the students with sympathy and understanding in selection of the reading materials. Each college

should encourage the formation of a bookshop within its campus through cooperative efforts or in any other manner.

The books having no permanent value may be weeded out once in five years.  
Books worn out by use beyond repairs may be weeded out once a year.

The professional staff of a college library should be appointed in the following grades:  
In a large college with an annual book grant of not less than Rs.20,000, the scale of pay for the librarian should be in grade 2 (Readers' scale) with qualifications appropriate to it.  
In a small college with an annual book grant of less than Rs.20,000, the pay-scale for the librarian should be in the grade 3 (Lecturers' scale) with the qualifications appropriate to it.  
The other staff in a college library should be in the grades 3, 4 and 5 as the case may be.  
A person already in service in a college library without possessing the prescribed qualifications for the post, may be placed in the grade just below the one recommended for the post to which he is assigned. As and when the person leaves the service, his post should be brought in conformity with the qualifications and the scales prescribed for it.

The standards prescribed for the library buildings, fittings and furniture by the Indian Standards Institution should be followed by all the college libraries.

Any proposal for a new library building, fittings and furniture or the extension of the building should be examined and approved by an expert appointed by the UGC.

Another Education Commission (Kothari Commission) was appointed by the Government of India in July 1964, which laid emphasis on the academic libraries. This commission recommended that no new college should be opened without adequate provision for its library in terms of building, furniture, staff and books and journals. It also said that the foreign exchange required by the college libraries should be provided separately by the UGC. Further, provision should be made in the libraries to extend reference service to the undergraduate students.

During the plan periods, the college libraries have made significant progress. They have received comparatively more funds to meet their expenditure on books, journals and staff and building.

### **1.1C.4 UNIVERSITY LIBRARY**

A University stands for truth, reason, tolerance and humanism. It helps in the progress of the universe and thereby adds to the well being of the nation and the people. The fundamental values, which the university aims to achieve, are related to the contemporary changing society. The task of the university is no longer confined to the two traditional functions of teaching and advancement of knowledge.

Relating the importance of libraries in the fulfillment of the objectives of higher education, the University Commission says, "The library is the heart of the university's work, directly so as regards its educational work, which derives its life from research work. Scientific research needs a library as well as its laboratories while for humanistic research the library is both library and laboratory".

### 1.1C.4.1 Functions

The university library is there to strive for the fulfillment of the ideals and objectives of the university. Wilson and Tauber have described the functions of the university as

- Conservation of knowledge and ideas;
- Teaching;
- Research;
- Publication;
- Extension and service; and
- Interpretation.

### 1.1C.4.2 Services

Besides providing the general services like acquisition of required reading material, technical services, binding, photographic reproduction, circulation, reference and information service, inter-library loan services, the university library has to render the following special services:

- Serving as a national library and providing technical and reader's services;
- Mounting special exhibitions;
- Arranging lectures and concepts;
- Operating printing and publishing services and bookstores;
- Conducting library service lectures, workshops; and
- Running institutes and schools of library science.

The University Grants Commission (UGC) was established in 1953 (which became statutory in 1956). This was presided over in the beginning by Dr.C.D.Deshmukh who himself was quite aware of the problems of the university libraries and was too eager to improve their conditions. The first step that Dr.Deshmukh took in this direction was to constitute an ad-hoc Library Committee in 1957 to advise the UGC on the various problems connected with provision of growth of the libraries. This committee was presided over by the veteran library scientist Dr.S.R.Ranganathan. Some of the important recommendations of the UGC were:

Subject to local variation, the grant to the university library books and journals should be given on the basis of Rs. 15 per student registered in the university and Rs.200 per teacher. This should be revised periodically in the light of changes in the cost of books and periodicals. A period of 17 months should be allowed for a proper utilization of the UGC grant.

A library may spend 1/5th of the Commission's grant on books and journals and the staff required for processing the material. The library fund of a university or college should be maintained and operated as a separate library account.

To enable the proper utilization of book funds and avoid the 'rush-purchase', the unutilized portion of the budget amount should not be returned but carried forward to the credit of the library and used later on or included in the next year's budget, in addition to the normal amount sanctioned.

The practice of appointing a person without prescribed professional qualifications even as an honorary librarian should be done away with; and

The professional staff of the library should have designation, qualifications and salary corresponding to those of the professors, readers and assistant lecturers.

The Education Commission (1964-66) was appointed by the Government of India under the chairmanship of D.S.Kothari. This Commission which observed the shortcomings in the libraries, made the following recommendations to improve their conditions:

The heads of the departments and the library staff should cooperate and combine together to draw an integrated plan for library development.

While establishing a new department, college or university, the needs of the library in terms of staff, books, journals and space must be taken into consideration.

The grants of the library should be properly phased over a plan period for utilization.

It is necessary to lay down the physical targets rather than the financial ones.

Use of books by the students and the teachers should be ensured.

The library services should be streamlined. The reading habit amongst the readers should be developed and library standard raised. The traditional belief that a library is a conventional but more or less useless accessory should be eschewed. Although no definite pattern can be set forth for the development of university library programs, some essential requisites are competent staff, adequate collection of properly and carefully selected books, their proper organization and well-planned physical facilities. The essential requirement is the availability of enthusiastic teachers to teach with books and librarians to help convert the library into an intellectual workshop. It is necessary that the book selection should be oriented towards supporting instructions and research. The library should aid the university teachers in keeping abreast of the development in their respective fields of studies and provide the necessary resources of their special interest. The library should provide its services necessary for the success of all formal programs of instructions.

Crossing the boundary of one's specialization, the library should open the doors to the wide world of books that lie beyond the boards of that specialization. The library should bring books, students and scholars together in a manner to encourage the habit of reading for pleasure, self-discovery, personal growth and sharpening of intellectual curiosity. The Commission had suggested about 6.5% of the educational budget as reasonable expenditure on libraries. But this could vary from 6.5 per cent to 10 per cent depending upon the stage of development of each university library. The foreign exchange needed for university and college libraries should be allocated separately to the UGC.

## **1.1C.5 SUMMARY**

In this unit the aims, functions, and services of school, college, and university libraries are explained in detail. The reports of various Commissions on education and libraries support the better existence of libraries in the academic environment, which play a very important role in molding the personality of the student. Academic libraries vary from each other at different levels in many respects, but all are alike fundamentally providing reading material to their users. The better the library the stronger will be the institution.



## 1.1C.6 SELF ASSESSMENT QUESTIONS

### Essay questions

1. What do you understand by Academic libraries? Explain in detail.
2. Write an essay on college libraries.
3. Discuss the role of University libraries in higher education.

### Short questions

1. Functions of a school library.
2. The Kothari Commission.
3. The Radhakrishnan Commission.

## 1.1C.7 REFERENCES

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**UNIT 1 : SOCIETY AND LIBRARY****Lesson : 2****LAWS OF LIBRARY SCIENCE****1.2.0 Objective**

Ranganathan's Five Laws of Library Science are a set of norms, precepts and guides to good practices in librarianship. These laws are also valid guides to practices in the wider area of documentation and information systems and services.

**After reading-this Unit, you will be able to:**

- Explain your activity in library, documentation and information work and services in tune with these guiding principles governed by the Five Laws; and
- Make use of the Five Laws as a set of logical principles to initiate any new activity in library, documentation, information work and services.

**Structure****1.2.1 Introduction****1.2.2 First Law “Books are for Use”****1.3.2.1 Implications of the First Law****1.2.3 Second Law “Every Reader His/her Book”****1.2.3.1 Implications of the Second Law****1.2.3.2 Resource Sharing****1.2.4 Third Law “Every Book Its Reader”****1.2.4.1 Implications - Open Access****1.2.4.2 Implications - Services****1.2.4.3 Implications - The Library Catalogue****1.2.5 Fourth Law “Save the Time of the Reader”****1.2.5.1 Implications - Open Access****1.2.5.2 Implications - Classification and Cataloguing****1.2.5.3 Implications - Charging System****1.2.6 Fifth Law "Library is a Growing Organism"****1.2.6.1 Implications - Book Stock****1.2.6.2 Implications - Readers****1.2.6.3 Implications - Staff**

**1.2.6.4 Implications - Classification and the Catalogue****1.2.6.5 Implications - Modernization****1.2.6.6 Implications - Provision for the Future****1.2.6.7 Implications - Weeding out of Books****1.2.7 Summary****1.2.8 Self Assessment Questions****1.2.9 References****1.2.1 INTRODUCTION**

The Five Laws of Library Science were enunciated in 1928 by the late Dr. S. R. Ranganathan, the Librarian of the University of Madras. Their first formal exposition occurred at the Provincial Educational Conference; held at Chidambaram in December that year. Dr. Ranganathan, after, his education in librarianship in the University of London, School of Librarianship in 1924 and his observation of the working of several libraries in England, had been struggling to discover whether the principles and practices that he observed could be generalized and reduced to certain cardinal principle-s. In other words, he was in search of some principles which could tell us what should be done: in the library field to make library organization; management and operation efficient and universalize its services. These basic principles may also contain, in a latent form, many other practices not known now and which may surface later. The outcome of this line of thinking of 'Ranganathan was the formal enunciation of the Five Laws of Library Science. These laws are:

Books are for use

Every reader his/her book

Every book its reader

Save the time of the reader

The library is a growing organism

Every activity relating to library services has a rationale in one or another of these laws or in all of them collectively. Also, we can examine whether there is anything left undone in a library out of those covered by the laws. The laws, therefore, constitute the philosophical basis for all library work, programs, activities and services. It is significant to note that these laws are valid and could be seen as governing every activity concerning modern information systems and services. When Ranganathan used the expressions "books" and "readers", he naturally meant that books stand for knowledge and information and readers stand for users of library and information services. In modern studies on knowledge and information and all other related expressions, it must be remembered that the carriers and channels of information and knowledge have changed from print to other forms, but all the services are revolving round information and users. The dimensions of services now have expanded widely in scope but the basic philosophy of the service remains very much unchanged. Therefore, these five laws can be restated to suit modern developments in information and library systems to suit the changed contexts. The restated laws are:

- Documents/information are for use

- Every user his/her document/ information
- Every document/information its user
- Save the time of the user
- Documentation/information system is a growing organism

In this Unit, we shall deal with the implications of the Five Laws in conventional librarianship as well as their relevance in the context of modern documentation and information systems and services.

## **1.2.2 FIRST LAW “BOOKS ARE FOR USE”**

You may think that the law "Books are for use" is an obvious and self-evident statement. But it is not. This will become evident if we examine the history of the use of books in libraries. The earlier accent was on the preservation of books rather than on their use. It was the common practice in the medieval monastic libraries in Europe to have books chained to the shelves so that they could be preserved and not get lost in the process of being used. This was only a normal urge at a time when books were difficult to produce. This habit somehow continued even after the invention of printing which facilitated the easy production of several copies of each book. Although isolated examples of reluctance to permit the unrestricted use of books can be occasionally seen even today, the general position is that books are available for use without any let or hindrance. All policies relating to a library should be helpful in promoting the objective of books being put to the maximum use. Let us now examine the implications of this law in library work.

### **1.2.2.1 Implications of the First Law**

#### **a) Location**

The first law has several messages for library work. If you are choosing a library building, you have to keep the message of this law in mind. The message is that it should be located at a central place where it is convenient to reach. It will be a discouragement to people to use books if they have to walk a long distance to reach them. At the same time the location should be as free from noise and other disturbances as possible so that serious study is possible. The location of a public library should be in as quiet a central area as possible. A school library should be located at a prominent place in the school where the students will take easy notice of it, so too a college library. The description of a university library as the heart of the university should be reflected in its geographical location also. The point to be kept in view is the easy accessibility of the library to its users.

#### **b) Library Hours**

Another implication of this law is that the library hours should be convenient to users. Many libraries in our country do not pay heed to this message. School libraries, college libraries and public libraries are particularly careless in this matter, for many of them are kept open when their clientele are engaged otherwise and are not able to visit the library.

#### **c) Library Building and Furniture**

The first law demands that proper attention should be paid to the planning and designing of the library building and to the various items of furniture provided in the building. The building should be functional and at the same time aesthetic. The furniture should also be functional and

attractive'. If the racks on which the books are kept are too high and the books on the top shelves cannot be easily reached, the use of books becomes difficult. The furniture used in children's libraries should be specially designed for children keeping in view the goal of the promotion of the use of books. The furniture should be attractive and comfortable so that users will feel tempted to frequent the library.

### **Staff**

The first law, for its fulfillment, calls for certain qualifications and qualities for the library staff. They should possess the qualifications that would enable them to organise the library efficiently and provide satisfactory services. This would ensure the proper use of books. But more important than formal qualifications are perhaps the personal qualities of the library staff. They should be courteous, cheerful and helpful. "Service with a smile" should be the motto. The staff should always remember that everything that they do in the library is a means towards an end and the end is service to readers. If a potential library user encounters an unhelpful attitude on the part of any member of the staff, he is sure to turn away permanently from the library. The result is that the cause of the First Law is not served. The credibility of the staff, in respect of their knowledge, ability and personal attitude 'to readers; is a crucial factor in the promotion of the use of books.

### **1.2.3 SECOND LAW "EVERY READER HIS/HER BOOK"**

Every reader his/her book is the Second Law of library science. A variant of this law is, "Books for All". This law stands for the mandatory provision of library service to each according to his need. Every reader of a library should have the books he wants. It advocates the universalisation and democratization of library service. In the earlier days only a privileged few belonging to the aristocracy and the upper classes of society were given access to libraries and books. The masses were kept out. But with the advent of democracy, which ensured participation of every citizen in governance, the position drastically changed. Democracy, for its sustenance and survival, needs an educated, knowledgeable and responsible citizenry. So, education and the acquisition of knowledge, through whatever institution possible, became a basic right of all citizens without any distinction whatsoever. Hence the law, "Every Reader His/ Her Book" or 'Books are for all.'

#### **1.2.3.1 Implications of the Second Law**

The second law imposes certain obligations on the state, the library authority of the state, the library staff and the reader.

##### **a) Obligation of the State**

It is an obligation of the state to develop and maintain a library system that is capable of providing adequate library service to all the people, this is preferably. Done through legislation which should make provision for the financial support of the library system and the coordination of the activities of its different units. A goal should be set for the type of library system and services best suited for a society and the legislation should be so framed that it would serve as an effective means for achieving the goal. Finance is always a bottleneck for library development and the aim should be to derive the maximum output in the form of library services with the available limited financial input.

The library system envisaged here through legislation is a public library system which is available for use by all. But a public library system by itself will not be able to make available to every reader the books that he wants. In fact as far as students, teachers and researchers are concerned; its role in fulfilling the Second Law would be marginal. Therefore, the state has also the responsibility of establishing other types of libraries like school libraries, college libraries, university libraries and special libraries.

### **b) Obligation of the Library Authority**

As far as the library authority is concerned, its obligations necessitated by the Second Law are mostly in respect of a) choice of books, and b) choice of staff.

#### **i) Choice of Books**

No library has ever enough funds to buy all the books that it needs. Hence, the need for selection arises. This has to be done judiciously so that the available funds are utilized for the purchase of the most relevant and wanted books. The library should leave nothing undone to ascertain the book requirements of its clientele and accordingly formulate the selection and acquisition policy. In fact, systematic user surveys are conducted by modern libraries to ascertain the book requirements of their clientele in order to frame their policy of selection and acquisition. The methods and techniques of user studies are discussed in detail in Unit 12 of this course. It is enough at this point to know that user studies are important to determine user requirements for books so as to build up a suitable collection in a library. To buy a book that has no suitable or potential demand, in preference to a book that is in demand, is a violation of the Second Law. .

#### **ii) Choice of Staff**

The Second Law, like the First Law, has implications for staff: An adequate and competent team of staff is essential to conform to the Second Law and provide every reader his book. A reader should be able to exploit the entire resources of a library, which are relevant to his needs and in this exercise he has to be actively helped by the staff. In the absence of such help the chances are that he will not be able to locate a good number of books that he wants. Frequently a library finds itself in such a predicament, where users are not served for want of adequate and competent staff. The Second Law dictates that this should not happen and that the library authority should not grudge making provision for the required staff which would eliminate such situations.

#### **c) Obligations of the Staff**

But, it is not enough if the library authority just makes adequate and competent staff available: They have to be constantly conscious of the second law in their work and conduct and be guided by its message.

The Second Law emphasizes the need for a reference service by the staff. Here they have to make an effort to understand their readers and their book 18 their Role in Society

Requirements and help them get the books which they want. There may be several books of interest to a reader in the library, but the user may not be aware of some of them. So book service should not be limited to making available only the books demanded by readers: The Second Law demands that the user be served with comprehensive information of materials of

his interest. Reference service is an effective means of ensuring that the reader gains access to all the books of possible interest to him held by the library.

Sometimes the material and matter of interest to a reader may be contained in a chapter or in a few pages of a book. He may not consider the book as of interest to him and may not look it up in the normal course. Therefore, there is every chance of the reader missing such matter. To avoid such a situation, the library -catalogue should have profuse subject analytical or cross reference entries which would draw the attention of readers to the relevant contents of books in which they are interested.

The word "book" in 'every reader his/her book' also refers to micro-documents like articles in periodicals. In the present context of the massive production of literature in each branch of knowledge and its wide scattering in different sources, searching the relevant literature has become a difficult and complex task. The Second Law demands of the staff give active help to readers to locate and use such literature with the help of tools like bibliographies, indexing and abstracting services, etc.

#### **d) Obligations of the Reader**

The reader also has certain responsibilities cast on him by the second law. It particularly wants him to observe the library rules in respect of loan and use of books. If a reader retains a book beyond the period of loan, he is depriving other readers who may want to use the book. There are readers who misplace book with a view to monopolies their use, tear off pages from books and even steal books. The result is a gross violation of the Second Law. The readers should be made conscious of the consequences of such acts through a programme of instruction in library use or user education as it is now commonly referred to. The Second Law strongly advocates user education programmes in libraries.

#### **1.2.3.2 Resource Sharing**

Even with the best of efforts it will not be possible to make a library self-sufficient. There would hardly be any library that is a capable of ensuring every reader his book. Even the most resourceful libraries of the world like the Library of Congress in Washington and the Lenin State Library in Moscow would be deficient in this respect. These points to the need for resource sharing among libraries. The resources of one library should be available to the other libraries brought into the resource sharing network. This can be practiced at local, state, regional, national and international levels. Efforts are already on for promoting such resource sharing and other cooperative programmes under the auspices of national and international agencies. This is an important step in the direction of satisfying the Second Law. 19 Laws of Library Science

### **1.2.4 THIRD LAW "EVERY BOOK ITS READER"**

The Third Law of library science is "Every Book its Reader". As in the First Law, the approach here is from the angle of the book. Every book in a library should have a chance of finding its appropriate reader and of being used by him. Investment in unused books is a dead investment and a waste. This situation should be avoided.

#### **1.2.4.1 Implications - Open Access**

The most effective way of satisfying the third law is to introduce an arrangement in which the books have a chance of catching the attention of readers. In the open access system this is

possible. In this system, books are arranged in shelves in the classified order and readers have freedom of access to them. In the course of the readers' browsing through the shelves, they may come across books of interest to them the existence of which they may not be aware of. The chances of readers noticing the books and reading them are enhanced by the open access system. The third law, therefore, definitely advocates open access.

To make the open access system work in full conformity with the third law, the staff and readers of the library have certain responsibilities and obligations vested in them. The classified arrangement of books, i.e., the arrangement of books in the order of their relationship with particular subject should be constantly maintained. This means that shelf rectification, i.e., restoring the misplaced books to their correct place, should be done by the staff on a regular basis. They should also provide shelf guides, bay guides, etc., which would guide the readers to their appropriate regions and shelves in the stack room.

Readers also should conduct themselves with a sense of responsibility. They should not try to shelve the books once taken out because in that process they are likely to misplace the books. They should resist the temptation to misplace books deliberately, mutilate or steal books or indulge in other unsocial activities.

Open access, if practiced in a balanced and orderly manner so that its advantages outweigh the disadvantages, contributes to the fulfillment of the third law. '

The advantages of open access to library shelves provide an opportunity to users to get access to other books in the library kept along with the particular book in which the user may be interested. In this process of browsing, he gets, not only more information about books in his field of interest, but also in related fields. The opportunity of browsing is not available to a user in a closed access library.

The disadvantages of open access are that books get quite often misplaced on shelves by readers. This may deny other users the benefit of browsing. Unsocial activities, such as tearing pages from books, stealing or deliberate hiding of books

May cause problems. Although this unsocial behavior of some users can be controlled, it cannot be totally eliminated. However, the advantages of open access, viz., meeting a primary objective of library service, outweigh the disadvantages

#### **1.2.4.2 Implications - Services**

##### **a) Lists of New Additions**

A list of books newly added to the library should be regularly compiled and distributed. This will be helpful in bringing such books to the notice of their potential users.

##### **b) Display of New Books**

The newly added books should be displayed prominently in the library so that they catch the attention of readers and are read by those who are interested in them.



### **c) Book Exhibition**

Periodical exhibitions of books, which have a bearing on topical themes also, enhance the chances of books finding their readers.

Even with the best attention paid to book selection, there are bound to be books remaining unused in a library. This may be partly due to the fact that the books do not come to the notice of readers. So an occasional exhibition of such unused books might prove useful in their catching the attention of readers and in getting used.

#### **1.2.4.3 Implications-The Library Catalogue**

Like the second law, the third law also demands a well designed catalogue, meeting all the approaches of readers through added entries and by reference service. 21 Laws of Library Science

### **1.2.5 FOURTH LAW “SAVE THE TIME OF THE READER”**

Readers coming to the library are busy people and they should not be made to wait longer than necessary to get their needs met. They should get an exact and fast service from the library. If they develop a sense of waste of time in the library, they are likely to avoid coming to the library. In many individuals, intellectual interest may exist only momentarily and, unless it is satisfied at the moment of its existence, it may vanish. Hence, the importance of the law “saves the time of the reader”. The implications of the fourth law are as follows:

#### **1.2.5.1 Implications -Open Access**

Like the third law, the fourth law advocates open access. In libraries where the closed system is practiced, readers do not have access to books directly. They have to stand outside the stockroom and requisition the books they want. The procedure is that they prepare a list of the books they want after consulting the catalogue, and hand over the list to a member of the staff. He may bring some of the books asked for and report the non-availability of others. It may so happen that the reader, on actually seeing the books, may discover that none of them meets his needs. He will have to prepare another list and again wait. This trial and error process may have to be repeated several times and yet his needs may not be fully met. A lot of time is spent in these processes.

There is both objective time and subjective time which are wasted. Objective time is the time actually spent. Subjective time is the time that we feel we have spent. We may have waited for a bus only for ten minutes, but we may feel that we have waited for thirty minutes. That is subjective time. In the closed system, both subjective and objective times are involved. But in the open access system, the reader is engaged in handling and perusing the books himself and he is not conscious of the passage of time. So a lot of his subjective time is saved. If the books are properly arranged and there is no misplacement of books, his objective time is also saved. So, open access is an effective means of satisfying the fourth law.

#### **1.2.5.2 Implications - Classification and Cataloguing**

Proper classification which would bring together books on a specific subject and also related subjects, a catalogue designed to meet the various approaches of readers, a reference service and stack room guides are all basic tools for securing fulfillment of this law. Adoption of

an acquisition system that would ensure the speedy procurement of books and periodicals is also necessitated by this law.

### **1.2.5.3 Implications - Charging System**

An important library operation which was not mentioned in the context of the earlier laws, but which has great relevance for this law, is the loan of books, i.e., the charging system. The earlier practice in libraries was to enter all books lent out in a register and their return to be, recorded in the same register. There are some libraries still following this system. Needless to say, this is a time consuming process and shows that the library is not paying due respect to the fourth law. It is as a result of efforts to simplify this process and to reduce the time involved in the operation that modern issue systems - like the ticket system, photo charging system and computerized charging system have been evolved. In these modern systems there is substantial reduction of time in the issue and return processes which the fourth law strongly advocates.

### **1.2.6 FIFTH LAW “LIBRARY IS A GROWING ORGANISM”**

The fifth law states “Library is a growing organism”. Note that the word used is “organism” and not “organization”. This is significant, for it underlines the characteristics of the library as a living institutional organism.

In a living organism, the growth is of two kinds; viz., child growth and adult growth. Child growth is chiefly characterized by growth in physical dimensions and it is fast and visible. But in the case of adults, the growth is mainly in the nature of replacement of cells. It is a kind of internal qualitative change and growth that may not be visible:

It is important that we do not conceive of the library as a static entity, but as a dynamic growing entity. This has to be kept in view and its implications properly grasped and provided for from the time of the starting of a library so that its growth is not withheld due to lack of forethought and planning.

The basic components of a library are (i) the book stock, (ii) the staff, (iii) the readers, and (iv) the physical infrastructure, i.e., the building, furniture and equipment. When we say that a library grows, what we mean is that each of these components grows.

#### **1.2.6.1 Implications - Book Stock**

Let us first examine the implications of the growth of book collection. In the initial stages, the growth of the book stock including periodicals would be fast. This has its impact on the sizes of the stack room, the catalogue cabinet and the catalogue room and the number of racks for accommodating books. All these will necessarily have to grow in number and/or in physical dimensions. Also, as the book stock grows and the newly added books are interpolated in the classified arrangement, there will be constant movement of books on the shelves. This would necessitate relabeling of shelves periodically. The stack room guides also will need to be periodically replaced by new ones to indicate the correct position of the changed arrangement of books.

### **1.2.6.2 Implications - Readers.**

The readers of the library are also bound to grow especially in a library that functions in keeping with the spirit of the first law of library science. This means that more space will be required.

### **1.2.6.3 Implications - Staff**

Corresponding to the increase in book collection and the number of readers, new services will have to be introduced. Depending on the nature and interests of readers, the services will also have to be diversified. The reference service will have to be intensified. New information services backed by modern technology will have to be introduced. There will be a quantitative increase in administrative work and services and a qualitative diversification of services. These would necessitate an increase of staff at different levels both in the quantitative and qualitative sense.

### **1.2.6.4 Implications - Classification and the Catalogue**

One important implication of the increasing intake of books on a variety of new subjects is that the classification scheme adopted should be hospitable to the subjects: It should not be that subjects of different degrees of depth should share the same class number. If they do, retrieval of books on the same subject would become difficult. The growth factor of a library also points to the need for a catalogue, like the card catalogue, which would permit the interpolation of entries.

### **1.2.6.5 Implications - Modernization**

Libraries, especially the large ones, which grow fast in their size and services, may have to think of computerization of the various house-keeping jobs like the acquisition, circulation, cataloguing, etc., of books libraries.

### **1.2.6.6 Implications - Provision for- the Future**

Another important message of the physical growth of the library is that while planning and designing a library building there should be provision for the expansion of the building both horizontally and vertically. The need for more space often arises much sooner than anticipated and the lack of provision for expansion would block its development.

### **1.2.6.7 Implications - Weeding out of Books**

Reference was made earlier to the development of a library, similar to that of an adult. This development should include weeding out of obsolete and unwanted books and adding new ones which are relevant and useful. Some librarians hold the view that after a stage of development, the number of books weeded out will equal the number of books added. This view gives rise to the concept of a self-renewing library. Although this may not be entirely true, there is no doubt that the rate of growth would come down after a certain stage when the weeding out of books becomes a regular feature.

Weeding out need not necessarily mean the discarding of books. It only means the removal of the books from a library where their relevance has ceased in order to make room for current and relevant books. Such books may be stored where they are available for occasional

use. Different libraries in one area can store such books at a central place. This can be one of the areas of cooperation among libraries.

### 1.2.7 Conclusion

The five laws of library science are the mainsprings from which all library activities emerge. They constitute the basic philosophy of library science and of librarianship. They help us to find a rationale for everything that we do or should do in a library. They keep us constantly alert to the new methods and practices that we should introduce in order that the library may serve its community better. Collectively and severally they constitute a yardstick for testing the validity of everything done in relation to a library. Their potentiality for innovativeness in library and information service is infinite. The five laws have been reinterpreted in the changing context of information. The implications of each law clearly indicate their validity and usefulness in the expanding role of information in national development. The five laws fit into the modern framework of an information society.

### 1.2.8 Self Assessment Questions

#### Essay questions:

- Define Five Laws of Library Science.
- Explain the Second law of library Science.

#### Short questions:

- What are the five laws of library Science?
- Objectives of Five laws of library Science.

### 1.2.9 REFERENCES

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**UNIT 1 : SOCIETY AND LIBRARY****Lesson : 3****ANDHRA PRADESH PUBLIC LIBRARIES ACT****1.3.0 Objective**

- After studying this unit you will be able
- To understand the need and importance of library legislation
- Basics of A P Public library Act

**Structure****1.3.1 Introduction****1.3.2 Structure and Functioning****1.3.3 State Central Library (SCL)****1.3.4 Review of the Act****1.3.5 Summary****1.3.6 Self Assessment Questions****1.3.7 References****1.3.1 INTRODUCTION**

A peculiar situation arose in Andhra Pradesh with the bifurcation of the then composite Madras State in 1955 and the merging of several districts from the disintegrated Hyderabad State. Two Library Acts were in operation in the districts of Andhra Pradesh; one Madras Library Act, 1955, Public Libraries Act 1948 and the other Hyderabad Public Libraries Act, 1955. To remove the anomaly created by the provisions of the two different Acts, a consolidated Andhra Pradesh Public Libraries Act was enacted by the Andhra Pradesh Legislative Assembly in 1960. Earlier it had consulted Dr. S. R. Ranganathan on the issue and so this Act was considered to be an improvement over the earlier two Acts.

**1.3.2 STRUCTURE AND FUNCTIONING****ADMINISTRATIVE SET UP**

At present, the portfolio of public libraries is under the charge of Minister for Higher Education of Andhra Pradesh. The Department of Public Libraries (DPL) is under his overall charge. In the secretariat, the Education Department is taking care of matters relating to Public Libraries (PLs). One of its sections deals with PLs under the supervision of a section officer, assistant secretary, a deputy/ joint secretary and the secretary, Education. As per the

provisions of the APPL Act, 1960, a separate DPL was established on 1<sup>st</sup> January 1961.3. The DPL is headed by a full time Director. The Director controls the activities of all PLs and ZGSs (Zilla Granthalaya Samsthas) in the State in accordance with the provisions of the Act and rules thereof.

### **STRUCTURE OF PUBLIC LIBRARY SYSTEM IN ANDHRA PRADESH:**

The structure of PL system in Andhra Pradesh is in the form of pyramid with the State Central Library (SCL) at the apex and the Book Deposit Centres (BDCs) and Aided Libraries (Als) at the bottom. In between these two levels, there are, from top to bottom, the Regional Libraries (RLs), the City Central Library (CCLs) / the District Central Libraries (DCLs), the Branch Libraries (BLs) and the Village Libraries (VLs).

The Public Libraries in the state may broadly be divided into three categories:

- I. Government Libraries (GLs) consisting of the SCL, the RLs, and the Mobile Library (ML).
- II. ZGS Libraries consisting of CCL / DCLs, the BLs, the MLs, the VLs and the BDCs(Book Deposit Centres).
- III. Aided Libraries (Als) consist of Gram Panchayat Libraries, Cooperative Society Libraries and Private Libraries.

As a result of the enactment of the APPL Act, 1960, a network of PLs has been established in Andhra Pradesh for providing effective and efficient library services.

### **1.3.3 STATE CENTRAL LIBRARY (SCL)**

The SCL, the biggest library in the public library system of Andhra Pradesh, is located at Hyderabad. Earlier known as Asafia State Library, it was established in February 1891 due to the efforts of Sir Syed Hussaini Bilgrami, the then Director of Public Instruction of Nizam's Government. With its rich collection of rare books and manuscripts in Urdu, Persian and Arabic languages it was regarded as a prestigious institution of the Nizam's Government. The Asafia State Library was housed in a building at Abids till 1936. Because of the growth in collection and need for more space, the library was shifted to its present own big building in 1936. An annex building was added to it in 1961.3.

SCL is kept open from 8 am to 8 pm daily with Thursday as the weekly holiday. A unique feature of this library is its Textbooks Section, which functions from 8 am to 12 midnight on weekdays for the convenience of students. It has adopted open access system wherein readers are allowed to go directly to the bookracks and select the books required by them. Apart from reading room facilities, it offers home lending service, reference service, textbook service, photocopy service, etc. It maintains an in-house bindery. It has a strong reference books collection. Another distinctive feature of this library is its Old Newspapers and Periodicals Section where back numbers of these are preserved and made available for reference.

The Social Education Wing of the SCL organizes programs such as lectures, film shows, TV programs, book exhibitions and group discussions at regular intervals. The major objective of this section is to educate people through audiovisual method and to help them in self-education. SCL is also maintaining a separate Children's Section with books, toys and other play materials.

The SCL receives books under the Raja Rammohan Roy Library Foundation scheme and from the Registrar of Publications under the Press and Registration of Books Act.

### **CITY CENTRAL LIBRARY (CCL) / DISTRICT CENTRAL LIBRARIES (DCLs)**

All the districts in the state have District Central Libraries(DCLs). The DCL of Hyderabad district is located at Hyderabad and it is known as the City Central Library (CCL). The CCL / DCLs act as nerve centers of their respective districts. Their functions include, among others, acquisition, technical processing, distribution of books, and furniture, etc., to the BLs, the VLs and the MLs in the district, supervision and annual inspection of the subordinate PIs in the district (except Government Libraries) and organization of extension activities.

### **BRANCH LIBRARIES (BLs)**

Branch Libraries are meant to provide library service in different towns and villages. The BLs in the State function as independent administrative units under the direct supervision and control of the City Central Librarian / District Central Librarian concerned. The functions of BLs include, among others, supervision of the functioning of the VLs, the BDCs and the Rickshaw / Cycle Mobile Libraries working under the in and inspection of Aided Libraries falling in their jurisdiction.

### **VILLAGE LIBRARIES (VLs)**

These libraries, are meant to improve library facilities in rural areas at low cost. These have been established from 1974 – 75 only and are being upgraded as BLs wherever possible. They are kept open for about four hours a day and are placed under the charge of a part – time teacher.

### **BOOK DEPOSIT CENTRES (BDCs)**

These are also known as Delivery Stations and are usually opened along with BLs in villages with a population between 1,000 and 5,000. Most of these centers are housed in schools and one of the teachers is entrusted with the responsibility of manning them. In urban areas, some of these centers are located in prisons, hospitals, courts and factories. The person – in – charge of the BDC borrows about 25 – 100 books every fortnight from the DCL / BL to which it is attached and provides leading service to readers. Occasionally, a couple of newspapers are also provided.

### **MOBILE LIBRARIES (MLs)**

Totally, there are four Mobile Libraries in the Public Library System of Andhra Pradesh. The ML at Eluru, introduced in 1956, is a Government Library and is expected to provide library service in rural areas particularly the agency regions. All the remaining three MLs are operating in the twin cities of Hyderabad and Secunderabad under the control of Hyderabad City Granthalaya Samstha. These libraries aim to supply books to the readers at their doorstep.

### **AIDED LIBRARIES (ALs)**

Besides the Government Libraries and ZGS libraries, a number of Aided Libraries are functioning in the State. These are being managed by gram panchayats, cooperative societies and private voluntary bodies.

## **FINANCE**

The two major sources for library finance are government grants and library cess. The State Government is providing grants to ZGSs towards payment of salaries, wages and pension of public library staff. The APPL Act 1960, provides for the collection of library cess as a surcharge @ 8 paise per rupee on house or property tax collected by local bodies such as municipal corporations, municipalities, gram panchayats, etc. The collected cess amounts are credited to the library funds maintained at government treasuries under department accounts.

## **RRRLF SCHEME**

Andhra Pradesh is participating in various assistance schemes of the Raja Rammohan Roy Library Foundation (Kolkata) for the development of public libraries. During 1998 –99 out of sum of Rs.30.63 lakhs which was available to the State Public Library System, a sum of Rs.5,23,888.75 was utilized for the purchase of books for public libraries.

## **WORKING PATTERN**

Public libraries, both under the control of the Government and the ZGSs, are kept open on all working days except on weekly holiday (which is generally any day other than Saturday or Sunday) and gazetted holidays. A daily service of 12 hours duration (8 am to 8 pm) is offered by the State Central Library, the State Regional Library, Guntur, the City Central Library, Hyderabad and 5 Branch Libraries (four in Hyderabad and one in Vijayawada). Generally, the BLs is kept open for six hours daily in break shifts (8 am to 11 am and 4 pm to 7pm).

## **LIBRARY FACILITIES FOR WOMEN, CHILDREN AND STUDENTS**

Public libraries are taking care to serve the reading needs of women through various methods such as provision of separate accommodation (reading rooms) for women, maintenance of BLs exclusively for women's use and for both women and children's use, operating ML services, etc. Library facilities for children (5 – 14 years age group), are being offered by almost all public libraries with a view to encourage reading habits at an early age. To cater to the needs of students, separate textbook sections have been functioning in the State Central Library, City Central Library, and Hyderabad and in some DCLs and BLs.

## **EXTENSION SERVICES**

Apart from offering routine book reading and lending services, public libraries are organizing a number of programmes such as book exhibitions, literary programs, film shows, lectures, etc., with a view to motivate and attract a large number of readers.

## **AUDIT AND INSPECTION**

While the audit the accounts of ZGSs is conducted by the Local Fund Audit Department, the accounts of Government Libraries are inspected by the auditors of the Accountant General's Office. Necessary corrective steps are taken to clear audit objections.

Annual inspection of public libraries and their offices is regularly undertaken. While the Directorate of Public Libraries is inspected by a senior IAS officer, the offices of ZGSs and CCL /DCLs are inspected by the Director of Public Libraries. BLs are inspected by the City / District



Central Librarian concerned. The inspection of VLs, BDCs and AIs is done by a Branch Librarian, who is authorized by the City / District Central Librarian.

### **1.3.4 REVIEW OF THE ACT**

The Andhra Pradesh Public Libraries Act was reviewed within two years of its being passed, at a Seminar in 1963 on 'Organization and Administration of Public Libraries.' Dr. Ranganathan presided over this Seminar. Many deficiencies in the Act were pointed out. The Department of Public Libraries organized two Andhra Pradesh Public Library conferences, one in 1972 and the other in 1974. Many useful resolutions having bearing on the Act were passed at these conferences.

The Government of Andhra Pradesh appointed a Review Committee under the Chairmanship of Sri Gopalrao Ekbote in 1976 to review the working of the APPL Act, 1960, and to suggest amendments to the Act. This Committee submitted its report in January 1977.

Some of the important recommendations of the Ekbote Committee are:

1. The preamble to the Act should clearly specify the objectives of the Act.
2. The Minister-in-charge of libraries should be the State Library Authority with powers of over viewing the functioning of the libraries; take action against the library authorities which do not observe the provisions of the Act; Lay down minimum standards of library service and see these standards are observed; etc.
3. Appointment of professional librarians as the Director. He should be relieved of technical work; he should be entrusted with the work of preparing long-term and short-term plans for the improvement of library service, etc.
4. The State Library Committee should be changed to State Library Council with more representation and with an elected Chairman.
5. There should be more representation to local bodies and education in the Granthalaya Samsthas. The Granthalaya Samsthas should have more powers. The Chairman of the Samsthas should be elected.
6. State Central Library should be developed as a reference and research library. It should introduce centralized processing, special sections for blind, children and neo-literates. It should bring out special bibliographies and catalogues.
7. There should be only 3 regional libraries against the present 6. These should also serve as reference libraries. These should act as a link between Zilla Granthalaya Samsthas and the state Central Library.
8. There should be an increase in the rate of cess to six paise for every rupee of property tax collected. (Note: presently it is 8 paise).
9. Creation of Library Fund with extended levy of cess on sales tax, vehicle tax and land revenue; Government's equal matching grant or 10% of the education budget whichever is higher.
10. Recommended for increase in the number of children's libraries and children's sections.
11. Provision for registration of private libraries with the Director of Public Libraries.

The Government of Andhra Pradesh in principle accepted these recommendations and could not implement them so far, for various reasons.

### **VAVILALA COMMITTEE**

The Government of Andhra Pradesh, appointed a Committee under the Chairmanship of Sri Vavilala Gopala Krishnayya in 1978, to review the role played by private libraries to render

library service, to evolve a system of grant-in-aid to private libraries for their promotion. The committee submitted the report in the same year.

### **1.3.5 SUMMARY**

The 1960 Act is being implemented in Hyderabad city and other districts. The Act was amended during the years 1964, 1969, 1987, 1989, and 1990. The Government constituted Andhra Grandhalaya Parishad on 10-07-1989. The libraries managed by Government, City / Zilla Granthalaya Samsthas, the Local bodies, cooperative societies and voluntary organizations are functioning satisfactorily to the extent possible.

### **1.3.6 SELF ASSESSMENT QUESTIONS**

#### **Essay Questions**

1. Give a detail account of the Andhra Pradesh Public Libraries Act.

#### **Short notes:**

1. Ekbote committee recommendations.
2. Zilla Granthalaya samsthas.
3. Library cess.

### **1.3.7 REFERENCES**

1. Iyer, V.K. Public library systems in India. Delhi: Rajat publications, 1999.
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**UNIT 1 : SOCIETY AND LIBRARY****Lesson 4****LIBRARY LEGISLATION****1.4.0 Objective**

- After studying this unit you will be able
- To understand the need for library legislation
- The history of library legislation
- Model library bill

**Structure****1.4.1 Introduction****1.4.2 Objectives and Functions****1.4.3 History****1.4.4 Model Library Bills****1.4.5 Role of Public Library in the Society****1.4.6 Summary****1.4.7 Self Assessment Questions****1.4.8 References****1.4.1 INTRODUCTION**

A public library is a social institution. It is owned and maintained by the public of its area for the socialization of its books and kindred materials. Socialization means that no charge is made on per-book basis for the books used by readers.

Legislation is as necessary for the constitution of proper supervisory, advisory and administrative machinery as it is for the provision of steady and perennial sources of finance. The library authorities are so constituted that they become responsive to the public. The legislation, thus, saves libraries from becoming pawns in the hands of bureaucracy.

The legislation lays down the structure, ensures its development on an approved pattern, and prevents its haphazard growth following the whims and fancies of politicians and administrators. The legislation sets up the proper government or management of libraries, and ensures that the authorities in-charge of libraries are so constituted that they are responsible for the implementation of the law, and are ultimately accountable to the legislature or representatives of the people. The legislation provides for the financial support on a stable and a progressive basis. These elements – structure, management and finance - , are so important that they should be placed on a firm legal footing. Otherwise, the danger is that they become toys in the hands of administrators.

The UNESCO Regional Seminar of Library Development in South Asia (1960) highlighted the need of library legislation in the following resolution:

This seminar recommends member States to enact library legislation for the establishment of public library based on local taxation with national and state aid to guarantee a basic minimum of funds for public library.

The Report of the Advisory Committee of Libraries ( India, 1959), too, recommended a comprehensive State Library Law because it will bring homogeneous and unified library service to the State and it will ensure statutory recognition of State responsibility for the maintenance of public libraries in the state.

The Working Group of Libraries appointed by the Planning Commission (India) urged the need of library legislation. It was stated, "the Group is unanimous and firm that there is no alternative to library legislation".

### **1.4.2 OBJECTIVES**

The library law should provide the free public library service with the following objectives:

- To house materials giving reliable information and wholesome recreation;
- To organize them so as to promote their use; and
- To stimulate non-readers to be readers and readers to be purposive students.

### **FUNCTIONS**

Five functions of library legislation may be noted:

1. It should clearly define the government's responsibility in the matter of public libraries.
2. Legislation should lay down the constitution and functions of the library authority at national, state and district levels.
3. Legislation should provide an assured basis for library finance. There are two ways of providing a firm basis for library finance:
  - a. A special library cess; and
  - b. Reservation of a certain percentage of the educational budget.
4. Legislation should lay down in outline the structure of the public library system.
5. Legislation should provide for participation of the representatives of the public in the work of the public libraries at all levels.

In a country like India, which is vast in area and which has a population characterized by several linguistic and socio-economic diversities, the library laws should not be rigid, centralized and uniform. They should meet the diverse needs of the States and should be in accordance with the conditions under which the libraries have to function. Moreover, the library laws must be enacted by a legislature competent to enact them and must be in step with the Constitution of India.

#### **What is law?**

The universal problem of defining terms is that the process of defining anything is essentially arbitrary. All law is policy. In library law the policy in regard to libraries is incorporated. Such a law would lay down the structure of authority and ensure such functioning of the organization as to achieve the determined object. It sets up the proper library authority or management of

libraries and ensures that the library authorities would be so constituted that they would be charged with the responsibility of implementing the policy laid down in the Act. The law would also provide for the finances needed to administer the libraries. Thus the infrastructure, administration and finances of a library system are inseparable parts of the library services. They have to be placed on a secure legal footing lest they become play-things in the hands of library authorities. The realization that library legislation is needed to establish a national or State library system has led to the formulation of various proposals for placing the library system on a sound footing.

### 1.4.3 HISTORY

“The public library should be established under the clear mandate of law, so framed as to ensure nationwide provision of public library service”. This statement quoted from the UNESCO Public Library Manifesto issued by the International Federation of Library Association underlines the importance of library legislation and the library movements. It emphasizes the following principles:

- There should be generally applicable and mandatory laws.
- There should be a Central authority charged with the supervising of the implementation of the legislation.
- The legislation – national or State (in a federal State) – should name the appropriate units to be charged with the responsibility of providing a public library service. These units should be the largest possible so as to be able to directly administer a comprehensive and efficient service. Smaller units may be given a measure of responsibility subject to supervision.

Each of the three principles set out by IFLA are important and together they provide a firm legislative basis for the library service.

Factors to be kept in view while enacting a public library law are:

1. Legislation will have to be for ultimately establishing a national library system covering the entire country with State library systems incorporated in it. The law should provide for a free and open-to-all library service.
2. Legislation has to be a decentralized one.
3. The whole structure of a library has to be interconnected. Legislation must provide hierarchical viable units, starting from the block level through that of the State and the country's capital.
4. Legislation must provide for a durable and continuing but progressively rising financial support from public funds, which may include cess, taxes and grants etc. Cess has proved to be inadequate. Multiple tax bases have, therefore, to be provided.
5. Legislation should provide for an independent department of public libraries unattached to any other department including the Education department.
6. The law may provide for a separate Minister for Public Libraries assisted by a Secretary and a Director.
7. The law should provide for linkages between the different public library authorities.

Dr. Ranganathan greatly emphasized the need for library legislation in India. As a result of immense efforts by him the first Public Library Act was enacted in Madras State in 1948. This Act is known as Madras Public Library Act. The second State to have Public

Library Act in operation was Hyderabad State in 1955 known as Hyderabad Public Library Act. In 1960 the Andhra Pradesh Public Library Act was enacted in Andhra Pradesh. As a result of Dr. Ranganathan's effort the Public Library Act was enacted in Karnataka and Maharashtra in the year 1965 and 1967 respectively. The fifth State to have Public Library Act is West Bengal in 1979.

## **1.4.4 MODEL LIBRARY BILLS**

### **MODEL (UNION) LIBRARY BILL**

In 1948, the Government of India appointed a Committee to suggest the possibilities of establishing a National Central library at New Delhi, at New Delhi. Dr.S.R.Ranganathan, as a member of the Committee prepared the Library Development Plan-Thirty year program for India with draft library bills for the Union and constituent States. The Union Bill included in this document was refined and published in 1957 by Ranganathan in his work Five Laws of Library Science. The following are some of the salient features of this Model Act:

- Constitution of a National Library Authority;
- Establishment of a system of National Central Libraries; i.e., National Copyright Library; National Dormitory Library; National Service libraries like National Science Library; National Agricultural Library; National Library for Medicine, National Social Sciences Library and National library for Humanities;
- National Library Committee to advise the National Library Authority;
- Constitution of a National Library Fund; and
- Amendment to Delivery of Books and Newspapers Act, 1954.

### **MODEL STATE BILL**

As mentioned earlier, the first draft of the Model Library Act of Ranganathan was presented at the All Asia Education Conference held in Banaras in 1930. this was amended by him twice – once in 1957 and again in 1972. the salient features of Dr.Ranganathan's Model Library Act are:

1. Provides a system of public libraries for the city, rural and other areas.
2. The Minister of education for the State shall be the State Library Authority. State Library Authority is responsible for providing library service in the state.
3. The State Library Authority shall appoint a qualified full-time State Librarian. The duties of the state Librarian shall be to superintend State Copyright Library, State Dormitory Library; Centralized acquisition and processing work, Control the staff and prepare and submit annual report.
4. The State Library Committee shall advice the State Library Authority on library matters. The Committee shall have the Education Minister as Ex-official Chairman with State Librarian as Secretary. It will have members drawn from State legislature, Universities, Local Library Authorities, Library Associations, library experts, etc.
5. The Department of Public Libraries shall be headed by the state Librarian and shall have staff to assist him.
6. Local Library Authority is to be constituted for each city (City Library Authority) and for each district (District Library Authority).
7. State General Library System shall consist of State Library Service; State Library for the Blind; State Bureau of Inter-Library Loan; and State Bureau of Technical services.
8. Library cess on land, buildings, goods, tax on vehicles, profession, etc, at the rate of 3 paise for every rupee of tax.
9. State Library fund with grants from the State and Union Governments, gifts, funds collected by the SLA and the contributions.

10. City and District Library Funds with cess, grant, contributions, gifts and endowments.

### **MODEL PUBLIC LIBRARIES ACT (1989) OF Dr.V.Venkatappaiah**

Indian Library Association has been taking keen interest in the matter of library legislation right from the beginning. In 1942, ILA circulated the Model Public Libraries Act prepared by Dr.S.R.Ranganathan to all the provincial governments. After independence, at its Nagpur conference it resolved to request the Government of India to introduce library legislation. It cooperated with the Government in circulating the Model Bill of 1963 and discussed the same in detail at its Patna Conference in 1964. In the year 1978, it organized seminar in Delhi on library legislation. In 1981 a seminar on "A second Look at the library legislation in India" was held in Hyderabad. At the request of the Indian Library Association Dr.V.Venkatappaiah, Chairman, Central Sectional Committee on Public Libraries of the ILA drafted the Model Public Libraries Act in 1989. This was discussed at a Seminar held in New Delhi on 14<sup>th</sup> February 1990 organized by ILA in collaboration with RRLF.

The salient features of this Model Act are:

1. It has a well built preamble.
2. Minister for Libraries shall be the Head of the State Library Authority.
3. State Library Council shall advise the Government on library matters.
4. Department of Public Libraries shall be headed by a qualified Director.
5. Establish State Libraries and Regional Libraries for reference and research.
6. Constitution of City / District Authorities.
7. Establishment of:
  - a. State Planning Board,
  - b. Staff Welfare Board,
  - c. Board of Library Education,
  - d. State Book Development Council, and
8. Adult Education
9. Grant-in-aid to private libraries.
10. Library cess and equal matching grant from State Government
11. Provision of public enquiry on any irregularity.
12. Copyright books in the District Central Library of the region as well as at the State and National level.
13. Employees' services to be treated as State service. (Ref: Notes)

India has a rich tradition of public libraries. Kings, queens, Mathas, temples and universities maintained all these libraries. Only during 18<sup>th</sup> and 19<sup>th</sup> centuries enthusiastic young men voluntarily came forward to start public libraries for the benefit of common man. Added to this, the social political conditions, printing of books on popular subjects in vernacular languages paved the way for the spreading of public libraries in India. At the beginning public libraries were started to cater to the recreation of the people. During the freedom struggle public libraries played a vital role in creating awareness in the common man. With the frame work of library legislation a concept of Public Library system has been developed which comprises a network of public libraries at different levels, freely available to all, catering to the general and more specialized needs of the members of the community.

### **STATE LIBRARIES ACTS:**

- 1945 Kolhapur Public Libraries Act (merged in Maharashtra state)
- 1948 Madras Public Libraries Act
- 1955 Hyderabad Public Libraries Act (merged in AP public libraries Act)

- 1960 Andhra Pradesh Public Libraries Act
- 1965 Karnataka Public Libraries Act
- 1967 Maharashtra Public Libraries Act
- 1968 Manipur Public Libraries Act
- 1979 West Bengal Public Libraries Act
- 1989 Kerala Public Libraries Act
- 1989 Haryana Public Libraries Act
- 1993 Mizoram Public libraries Act
- 1994 Goa Public Libraries Act
- Orissa Public Libraries Act

### **1.4.5 SUMMARY**

Library legislation ensures systematic development of libraries and helps in having a fairly good financial backing. It helps in having a network of public libraries at various levels, in having a bibliographical control of literature generated in the State, in recruiting qualified and competent library personnel, and in providing specialized service to the entire cross section of the society.

### **1.4.6 Self Assessment Questions**

#### **Essay questions**

1. Give an account of the need for library legislation and the principles involved in it.
2. Explain in detail the Model State Bill drafted by S.R.Ranganathan.

#### **Short questions**

1. Public Libraries Acts of different states.
2. Salient features of Model Act of Venkatappaiah.

### **1.4.7 References**

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## **UNIT IV : LIBRARY BUILDING**

### **Lesson 3**

# **LIBRARY BUDGET, STATISTICS AND ANNUAL REPORTS**

## **STRUCTURE**

- 4.3.1 Budgeting and Financial Control**
- 4.3.2 Budgetary Control**
- 4.3.3 Concept of Budgeting**
- 4.3.4 Purpose of Budgeting**
- 4.3.5 Types of Budgets**
  - 4.3.5.1 Revenue and Expense Budgets**
  - 4.3.5.2 Time, Space, Materials and product Budgets**
  - 4.3.5.3 Capital Expenditure Budget**
  - 4.3.5.4 Cash Budget**
  - 4.3.5.5 Sheet Budget Balance**
  - 4.3.5.6 Zero –Base-Budgeting (ZBB)**
- 4.3.6 Planning Programming Budgeting System (PPPG)**
- 4.3.7 Dangers in Budgeting**
- 4.3.8 Variable Budgets**
- 4.3.9 Types of Cost**
- 4.3.10 Traditional Non-Budgetary Control devices**
- 4.3.11 Non-Budgetary Methods of Control**
- 4.3.12 Four Categories Reports**
- 4.3.13 Hierarchical information Structure**
- 4.3.14 Work Analysis**
- 4.3.15 Block Diagram**
- 4.3.16 Flow Diagram**
- 4.3.17 Flow process Chart**
- 4.3.18 Decision Flow Chart**
- 4.3.19 Gantt chart**
- 4.3.20 Operations research**

### **4.3.1 Budgeting and Financial Control**

Libraries, information centers and documentation centers are almost universally service agencies of educational institutions. As such they practice financial planning and procedures followed by this parent organization. A number of states have laws requiring state libraries and public libraries to prepare budgets. Rudimentary budgets in the form forecast of expected annual revenues and expenditures have been increasingly used by libraries of all types since budgeting for public service came into standard practice.

### 4.3.2 Budgetary Control

Management control process ensures that what ought to be done is done in time and detects when it is not done. Budgetary control is an important factor of the management control process. Management control is a subject of study of inters disciplinary in nature involving Economics, Commerce, Psychology, Sociology, Statistics, Computer Science and Systems Engineering. Although the basic nature and purpose of Management control do not change a variety of tools and techniques have been used over the years to help the managers. Some of tools are traditional and some represent new generation. Budgets are widely used traditional device for managerial control.

### 4.3.3 Concept of Budgeting

Budget becomes a means for adding together the various plans and also set important standards, in-order to measure the planning progress. According to koontz and others :”Budgeting is the formulation of plans for a given future period in Numerical terms” as such Budgets are statements of anticipated results in financial terms”. This it is found that budgetary control is a system of controlling costs.

### 4.3.4 Purpose of Budgeting

Library budget correlate planning and allow authority to be delegated without loss of control. Budgets permit librarians to see clearly what capital will be spent by whom and where and what expense, revenue and units of physical input plant will involve. The main objectives of budgetary control are

1. To combine the ideas of all levels of management in preparation of budget
2. To Coordinate all the activities of the business;
3. To centralize the Control
4. To decentralize responsibility on to each manager involved
5. To act as a guide for management decisions when unforceable conditions affect the budget;
6. To plan and control income and expenditure so that maximum profitability/benefit is achieved.
7. To direct capital expenditure in the most profitable benefiting direction.
8. To provide a yardstick against to which actual results can be compared.
9. To show management where action is needed to remedy a situation.

### 4.3.5 Types of Budgets

Dr. Seetharama identifies the following lists of various types of budgets. They are

1. On what budget
2. Formula budget
3. Unit cost budget
4. Lumsum budget
5. Programme budget
6. Operating budget
7. Capital budget
8. Balance sheet budget.

Knootz and others identified the following types of budgets:

1. Revenue and expense budgets

2. Time, space, material and product budget
3. capital expenditure budgets
4. cash budgets
5. balance sheet budget
6. Zero base Budgeting (ZBB)
7. planning programming budgeting Systems (PPBS)

#### **4.3.5.1 Revenue and Expense Budgets**

Libraries spell out plans for revenues and operating expenses in monetary terms. They deal with individual items of expense such as staff, personnel, Rent, power, stationeries and many other items.

#### **4.3.5.2 Time, Space, Materials and product Budgets**

Many budgets are better expressed in physical terms than in monetary terms. They deal in physical quantities rather than in monetary quantities. This type of budgeting is more effective for computerized Data Bases and Automated libraries.

#### **4.3.5.3 Capital Expenditure Budget**

Capital expenditure budget outline specifically capital expenditure for plan and equipment's, inventories and other items. Investment and plan equipment's usually require a long period of recovery from expenses and hence capital expenditure budget suit long range planning.

#### **4.3.5.4 Cash Budget**

Cash budgets simply forecast of receipt and disbursement against which actual cost experience is measured. It performs the most important single control of a business. The availability of cost to meet obligations is the first requirement. cash budgeting shows availability of excess cash, thereby making possible planning for investment of surpluses.

#### **4.3.5.5 Sheet Budget Balance**

They forecast the states of assets on libraries. The items under this type must be budgeted in various degrees of detail for different items.

#### **4.3.5.6 Zero –Base-Budgeting (ZBB)**

This method of budgeting requires librarians to justify every item of the expenditure proposed, as though it is a brand new project. Its aim is to pinpoint, Priorities eliminate unnecessary expenditure and unproductive activities. The idea behind this technique is to divide the programmes into packages regarding goals in budgeting to look at previous periods. The major advantage of this technique is that it plans each programme afresh.

#### **4.3.6 Planning Programming Budgeting System (PPPG)**

It is basically means for providing a systematic method for allocating the resources of the library in a most effective way to meet its goals. by concentrations goals and programmes in the light of available resources. It emphasizes the assessment of costs against benefits.

Steps involved in the preparation of Budget:-

1. Fore cost covering departmental activities in physical terms are prepared by individual librarian's wing the planning cycle outlined previously.
2. Top management checks the compatibility of all departmental fore costs to ensure, for example:

The fore cast for production and stock levels ties up with those for sales, labor and machine capacities. Compatibility with overall organizational objectives is also checked.

3. Individual forecasts are expressed in financial terms using organizational and economic guidelines and with the assistance of the company's financial accounts. Decisions may be taken at this stage to remove factors such as machine capacities which may limit the scale of activities, with due regard to the cost and benefit of doing so. Decisions also may be made not to proceed with certain activities.
4. Individual forecasts are scrutinized by top management or by the budget committee. The master fore cast is compared with organizational objectives, and a decision made as to whether it is acceptable.
5. The matter fore cast received formal approval and each departmental fore cost then becomes a budget representing the formal policy of the department and becoming an instruction to members of the department.

### 4.3.7 Dangers in Budgeting

Budgets are used for planning and control sometimes they may feel to perform their function properly and the organization may not achieve their goals. The possible danger involves are as follows.

1. **Over budgeting:** Over budgeting denotes spelling out minor expenses in detail which may deprive a needed item of its due budget allocation.
2. **Over riding enterprise goals:** Overriding enterprise goals denotes a situation where the budgetary goals are made more important than enterprise goals. Many a time's authorities cut down allocations for important items in order to have a surplus budget.
3. **Hiding inefficiencies:** Sometimes the budget may become an Umbrella for the management to hide under false statistical figures come to the support of managers to cover their inefficiencies and pressure them as ask for more funds.
4. **Rigidity:** Budgets should usually must able to fore see fluctuation. Many a time the estimation may exceed or fall bellow when it comes to actual. If there is no provision for an unprocessed revision in a budget the goals may not be achieved. Because of the above dangers S.M. Principles propose the concept of variable budgets.

### 4.3.8 Variable Budgets

They are based upon an analysis of expenses items to determine how individual cost should vary with the volume of output. Budgeting depends mostly on the cost varying in types.

### 4.3.9 Types of Cost

Usually costs are categorized as follows.

1. Fixed Cost: Fixed costs are those costs that do not change with small changes in the volume of production or operations.  
Example: payroll.
2. Variable Cost: Variable costs are costs that change with small changes in the volume of production or of operations.  
Ex. Journal Subscriptions
3. Direct Costs: Direct costs are entirely staff costs both professional and non-professional involved in service activities of the libraries.
4. Effective Budgetary Control: Effective budgetary control depends upon the support of the top management active participation of managers, availability of standards and availability of ready information.

### 4.3.10 Traditional Non-Budgetary Control devices

These are many traditional non-budgetary control devices which may be related to and used with budgetary control.

A few among them are

1. Statistical data
2. Special reports and analysis
3. The operational audit and
4. Personnel observation.

### 4.3.11 NON-BUDGETARY METHODS OF CONTROL

Management Information System:- MIS is one of the most important non-budgeting control system. MIS helps to manage the resources more effectively and effectively in a more complex environment; thereby it facilitates the control process. Information is considered as a valuable product which constitute as one of the most important inputs since the continuous flow of information acts as catalysts for negative entropy in any type of system. Information consists of classified and interpreted data which enables the managers to take efficient decisions.

So, information is one of the powerful controlling agent which has to be processed in a rights way and provide information to the right person at the right time this process of information has to be done by a computer system which maker the processing more quickly and accurately than by any manual system.

The term MIS can be defined as a formalized computer based system which consists of group of people and data processing equipment which will select, store, process and retrieve data to reduce uncertainty in decision making by providing information to the right person at the right time . In other words the specific objective of MIS is to produce information for the various management functions such as planning, organizing and controlling the major activities of any organizations.

### 4.3.12 FOUR CATEGORIES REPORTS

The information produced by MIS can be grouped under four categories namely

- 1) Exception reports,
- 2) Demand reports
- 3) Predictive reports and models
- 4) Scheduled listings

- 1) Exception reports are utilized for monitoring the performance of the organization and focuses on those items that require human intervention and control. Exception reports are generally produced when a problem occurs due to the violation of standards or policies which demands a special attention by the managers.
- 2) Demand reports are prepared only on request and such reports are utilised to solve certain unforeseen problems. It will be of more specific nature about a particular field.
- 3) Predictive reports are used mostly for carrying out the managerial functions effectively. They usually involve models which are utilized as aids for planning and decision making process.
- 4) Scheduled listings are computer out puts which are often widely distributed. These listings may be voluminous and any information processed can be got by these listing which are often needed by managers for scrutinging

### **4.3.13 Hierarchical information Structure**

The most unique feature of MIS is to provide information for different management levels. That is it has to provide information in a hierarchical pattern which is required by the three classic decision levels namely top level management, middle management and first live managers.

The information provided for top level management should be utilized for a long range strategic planning process. It consists of more external information with a wide scope. That is it constitutes more external information or environmental data, such as economic conditions government policies, taxes, consumers tastes and action of competitors etc.

Whereas the middle level management are concerned with both the external and internal information. They require information which is useful for effective tactical planning of their own units. That is they require detailed information about the supply of raw materials, finance available, marketing conditions, manpower available production cost etc. Information needed at the first line managers are more of internal in nature since they are engaged in the operational and processing decisions. The information provided to them should be highly detailed and accurate on weekly basis and it consists of routine transactional data and working documents which helps to maintain a record of inventory balance and book keeping.

The creation of MIS requires the skills of a variety of specialists. It has to be designed and implemented by a joint team effort of managers and information system analysts. It consists of four stages namely preliminary survey stage, conceptual stage, a detailed design stage and a final implementation stage. Before the final implementation, a training program for managers and MIS operators is important. Another important factor is that the computers data base of MIS requires constant update and revision of input to make the information more precise and accurate. It should be remembered that MIS is only a component of the total set of control mechanisms in the organization and its major objectives is to provide information to run the organization effectively.

### **4.3.14 Work Analysis**

Work analysis techniques were originated from the practice of SM which are basic tools for analyzing the jobs and identifying the problematic area or the causes for the deviation from the standard. There are varieties of work analysis techniques which are generally represented in a diagrammatic manner and they can be categorized under the following types:

1. Block diagram
2. flow diagram
3. flow process chart
4. Decision flow chart
5. Gantt chart

The above charting techniques are very popular among business organization and widely used by systems analysis. These techniques are utilize for simplifying a complete process by dividing it into several logical steps and sequencing them in a proper order these effective management techniques have been neglected by most of the librarians.

### **4.3.15 Block Diagram**

The Block Diagram provides an overview of an operation. It is the most elementary form of work analysis which indicates the relationship among various units or activities of an organization.

The symbols used are a combination of boxes and connecting lines with arrow which denotes the direction in which the work in a system flows. The boxes can be drawn either in a rectangular or square shape. But the line should not intersect with each other and they should be drawn in a straight line without a curve. The best example of Block Diagram is the organizational chart which shows a diagrammatic representation of the organizational staff structure with its hierarchical and lateral authority. Another example of Block Diagram, showing the work flow of library circulation

The diagram shows the various functions of circulation section and indicates connections between the activities. This block providing a very clear picture of the major activities and the arrows represent the flow of work.

### **4.3.16 Flow Diagram**

A Flow Diagram provides a two dimensional scale model of a work area. It is a graphic representation of people, material furniture and the movement of men and material. This technique is utilized as an aid to study the present set up of a work area and rearrange it in a better way. In preparing a Flow Diagram a sketch of the wrote area should be drawn to scale and it would represent the layout, the materials by symbols and the movement should be indicated by lines with arrows. Each line indicates multiple trips which should reflect the actual frequency of movement. This is generally represented into two diagrams, showing the area before analysis and another diagram showing after analysis.

They represent the number of travels made by the reference librarian while he attends the reader. He first goes to the reader, find out what he wants goes and checks with the catalogue retrieves the book from the rack and gives it to reader. If the readings tables and racks are not arranged, i.e., not in a proper manner then the distance traveled by the reference librarian will be more. If they are arranged in a systematic manner then the distance covered by the reference library will be reduced to a great extent. The movement should be calculated by the distance covered and time taken. This method is based on time and motion study which facilitates conservation of emergency by reducing unnecessary movements and increases the efficiency.

### 4.3.17 Flow process Chart

A flow process chart identifies each task by means of graphic representation and narrative description standard symbols are used with the flow process chart which indicates each type of activity. The chart consists of symbols activity description distance covered and time taken. Further it also gives the details about subject charted, whether it is a present or proposed method and the date etc.

The diagram illustrates a flow process chart of the shifting process with the symbols. The distance covered and time has not been noted in this example but when it is actually done in a real situation, it has to be noted down. That is, the distance traveled would be measured in feet or meters. Similarly the time taken to carry out each activity should be noted down either in minutes or hours or days. The flow process chart should not be designed to a process which involves many alternative course of action.

### 4.3.18 Decision Flow Chart

The decision flow charts are widely utilized by computer analysts but one can also chart procedures that are independent of any computer activity.

This decision Flow Chart is very effective technique in taking decision. Decision making process for particular problems can be charted with a member of alternatives finally choosing best alternative.

Various symbols are utilized by the computer analysts and managers in preparing this flow chart.

The standard symbols are utilized in the given example. While charting this flow chart a few rules should be followed. Each chart should have a logical starting and ending or stopping point. All questions must be answerable by either Yes or No. Descriptions should be brief and clear. Any statement should be represented in a triangular shape boxes. The arrows are the connecting lines and they show the flow of the system. The branch flows to the right or to the left according to the process. The flow charts can be easily updated and useful training tool for taking effective decisions. Decision flow chart finds a solution for delayed binding process of periodicals

### 4.3.19 Gantt chart

Gantt chart was devised by Henry L Gantt which is helpful in planning a complex process and managing it. It shows the relationship between the work and time spent on the job. In this method a project is broken down into separate tasks. For each task, the requirement for the completion of the task is estimated which is shown within a pair of brackets. These brackets are called as mile stones since one bracket indicate the starting date and the other indicates the end of the task. As and when the task is completed everyday it is indicated in the chart bylines. The lines are actually darkened to show how much each task has been completed. If the task is not completed within the estimated period then it is indicated in the chart by not darkening the lines. That is the shaded portions within the brackets indicate accomplishment of task and the blank space within the brackets will show that the task is behind the schedule the modern techniques such as PERT and CPM were developed only on the basis of Gantt chart.



**Net work Analysis-PERT & CPM:** The two major network techniques are PERT and CPM. PERT stands for programme Evaluation and Review Technique and CPM means the Critical Path Method. Both the techniques were developed independently around the same period that is in 1957 and 1958. PERT was first developed by US navy, specifically for planning and controlling the Polaris missile programme. This technique helped the project director to keep track of hundreds of thousands of individual tasks of the project. CPM was developed by DV Pont in order to control complex industrial projects. Though the two network analysis are similar in many aspects there are certain differences which are explained below.

1. PERT is used to plan and control a new project and it is more useful in research and development project.
2. CPM was used generally to plan and control a project in which some experience has already gained by developing a similar project. For example it is used in the planning of construction of multistoried buildings or big bridges etc.
3. In PERT only probabilistic time is developed and CPM the deterministic time developed. Further in CPM the critical path to complete a project is calculated.
4. Critical path is the longest route taken or the maximum time taken to finish a project
5. Both in PERT and CPM the time is estimated on the basis of three different timings. PERT is event oriented and CPM is activity oriented. CPM cautions by showing the critical path to finish a project while PERT allows periodic review and evaluation of a project.

#### Steps involved in translating a programme into PERT and CPM network.

The project should be decided and the activities involved in the project are identified. Each activity should be broken down into individual tasks. The activities and the events should be drawn in the form of a chart. Events are represented in circles. The activities are indicated by arrows. Events should be numbered and activities should be represented by alphabets. Events and activities are connected in a logical sequence to show the flow of job. For each activity the time taken is estimated by using a formula.

#### Symbols used in PERT and CPM

- Events O : A event is a finished task. Each event should be numbered.  
 Activity : Involves time and it should be represented by alphabets.  
 Dummy activity : Activity which does not involve time.  
 Merge Event : When two or more activities are required to complete an event it is Called merge event  
 Burst Event : In an event gives rise to two or more activities, simultaneously it is Known as Burst Event.

#### Display of an Event

Event numbers should allow gap between the numbers so as to insert any event in between two events i.e. they should be numbered as 10, 20, 30, 40, and so on.

T{E} = Earliest finish (time event)

T L = The latest allowable time event to finish

ATC = Actual time completion of event,

Milestone: The starting and ending point of a particular project is called a mile stone which represents event number T/E, AT C and /TL formula used in calculating the time:

$$te = \frac{a + 4m + b}{6}$$

te: Earliest time or expected time

a = optimistic time or ideal time  
4m= reasonable or most likely time  
b= pessimistic time

These two network analysis are very popular in industries and other complex organization. But there two techniques are not popular in the field of library Science. They can be applied in starting a new computerized service or moving the library building from old building to a new building or in planning and construction of new library building etc.

### **4.3.20 Operations Research**

The concept of operation research was developed at the beginning of world II to solve military problems. The term itself implies that it is a method applied to solve the military operational problems.

In general OR technique can be defined as a scientific method which provided mathematical models or some logical means to cope up with the problems in controlling the complex organization. It can also be considered as a quantitative technique which helps to reduce the elements of a complex problem into mathematical equivalents and solutions are recorded by manipulating those elements. Thus OR Technique is used as an effective decision and which reduces the risk involved in decision making process and avoids wastage of resources

**UNIT 2 : PROFESSIONAL ASSOCIATIONS****Lesson 1****PROFESSIONAL ASSOCIATIONS IN INDIA****2.1.0 Objective**

The feature of this unit is to introduce you to some national associations functioning in the evolving field of Library and Information Science in India.

The professional associations selected for study here are:

- Indian Library Association (ILA);
- Indian Association of Teachers of Library & Information Science (IATLIS) ;
- Andhra Pradesh Library Association (APLA);

**Structure****2.1.1 Introduction****2.1.2 Indian Library Association (ILA)****2.1.2.1 Objectives****2.1.2.2 Organizational Structure****2.1.2.3 Activities****2.1.2.4 Publications****2.1.3 Indian Association of Teachers of Library & Information Science (IATLIS)****2.1.3.1 Objectives****2.1.3.2 Organizational Structure****2.1.3.3 Activities****2.1.3.4 Publications****2.1.4 Andhra Pradesh Library Association (APLA)****2.1.4.1 Objectives****2.1.4.2 Organizational Structure****2.1.4.3 Activities****2.1.4.4 Publications****2.1.5 Summary****2.1.6 Self Assessment Questions**

## 2.1.7 References

### 2.1.1 INTRODUCTION

Professionals in the field of Library and Information Science in our country have formed various associations to strive for the common good and professional development. Like any other professional association, these also serve as a forum for exchange of ideas, know-how and professional experience. Conferences, Symposia, workshops, etc. are conducted to make this possible. Training classes are held and journals are published by these associations.

### 2.1.2 Indian Library Association (ILA)

Shri Ayyanki Venkata Ramayya has been instrumental in establishing the Indian Library Association (ILA) on November 19, 1919. It has held a series of conferences across the country and initiated the library scenario.

#### 2.1.2.1 Objectives

The main objectives of the association are:

- To develop library movement and improvement of library services in the country;
- To promote library science education, improvement of training facilities and accreditation of library schools;
- To promote bibliographical studies and research in library science;
- To provide a forum for the exchange of concepts, experiences and know-how by holding conferences, workshops and seminars;
- To establish of libraries , documentation centers and assistance in their maintenance;
- To promote library legislation both at the center and the state;
- To affiliate with national and international organizations with common objectives and cooperation with the state and other library associations for promotion of library services in the country;
- To work for the betterment of status, salaries and service conditions of library personnel in the country;
- To publish from time to time, various bulletins, periodicals, books and directories for dissemination of information as well as for realization of the declared objectives of the association;

#### 2.1.2.2 Organizational Structure

ILA is administered by 3 tier structure: a General Body, a Council and an Executive Committee. This structure is assisted in the day-to-day administration by as many as 13 sectional committees.

#### 2.1.2.3 Activities

##### ILA and Government

Right from the beginning, ILA has been interacting with the Government at the Center and the States, pushing for legislation enabling the rapid development of libraries and the library movement in the country. ILA has always been of the view that suitable legislation would strengthen the library movement in the country and take it along the path of development. ILA

was instrumental in circulating throughout the country, a draft of The Model Public Libraries Act in 1942. Again, it was the ILA which requested Dr.V.Venkatappayya to prepare a Model Act, in the year 1989.

ILA submitted proposals for the development of libraries during the 7<sup>th</sup> Five Year Plan period. The Planning Commission passed it on for consideration, to its Working Group on "Modernization of Library Services and Informatics".

In collaboration with other professional bodies, the ILA submitted a memorandum to the Fourth Pay Commission, urging uniformity in the cadres and levels of library personnel working in various different departments of the Government of India. On the initiative of the ILA, the Government of India appointed a Committee to prepare a National Policy on Library and Information Systems.

#### **ILA and Consultancy Projects**

Starting from the year 1984, the ILA has been offering its consultancy services to libraries. Its inaugural assignment was to assist in the technical processing of the huge collection of the Lal Bahadur National Academy of Administration, Mussorie. Later, the ILA processed 3 different collections of the Indira Gandhi National Centre for Arts, New Delhi during 1988 and 1989.

#### **ILA and International Activities**

ILA is affiliated to the International Federation of Library Associations and Institutions (IFLA), as well as the Commonwealth Library Association (COMLA). On the whole, ILA has been continuously, very active in the international scenario.

#### **ILA and Continuing Education**

From the year 1986, ILA has been conducting continuing education programs for library professionals. Workshops have been held under this program, financially supported by NISSAT / Department of Scientific and Industrial Research, Government of India.

#### **ILA and National Library Week**

The National library Week is celebrated from 14<sup>th</sup> to 20<sup>th</sup> of November every year. It coincides with the Foundation day of ILA. It also coincides with the birthday of Pandit Jawaharlal Nehru who was well known as a great lover of books.

This week helps in focusing the attention of the people on various nation-building activities of the libraries. These festivities serve as an incentive and catalyst for the library profession and enables them to carry the message and mission of libraries with renewed vigor among the masses of the country.

#### **ILA and Awards**

The P.V.Vergheze Prize is awarded for the best article published in the ILA Bulletin every year. ILA Vedanayaki Fellowship is given the best qualified woman student of B.L.I.Sc. Course in the country each year.

The Abburi –Shriyali Research Award is presented for the best research work carried out in the field of LIS, every alternate year.

#### **2.1.2.4 Publications**

The following are some of the important publications undertaken by ILA:

1. Library Bulletin (1954-1964);

2. Indian Library Association Bulletin (1965- );
3. ILA Newsletter (1984- );
4. Directory of Indian Libraries;
5. Directory of Learned Periodicals in Asia;
6. Union Catalogue of Periodical holdings in the South Asian Libraries;
7. Libraries Book Selection by S.R.Ranganathan;
8. Fifty Years of Librarianship in India;
9. ILA Membership Directory;

### **2.1.3 Indian Association of Teachers of Library & Information Science (IATLIS)**

At a meeting of the teachers of library science held on December 19, 1969 during Sharada Ranganathan Endowment Lectures at DRTC, Bangalore, Prof. P.N. Kaula, convenor of that meeting, expressed the need for an association of teachers Library Science in India. Such organizations have been in vogue in other countries for long.

Consequently, at end of that meet, the Indian Association of Teachers of Library Science was formed, with an ad-hoc committee comprising of Dr.D.B.Krishna Rao and Prof.P.N.Kaula as its Chairman and secretary, respectively. Later, it has been renamed as the Indian Association of Teachers of Library and Information Science or IATLIS in the year 1985.

#### **2.1.3.1 Objectives**

The primary objective of IATLIS is to promote LIS education and training in India particularly for quality LIS education in the constantly changing information environment.

More specifically, the Memorandum of Constitution of the national association following as the objectives:

- To promote the exchange of ideas on education in LIS;
- To promote research in education in LIS;
- To promote publication of books and periodicals on LIS education;
- To hold conferences, seminars and colloquia for the development and propagation of ideas of education in LIS;
- To offer consultancy service on education in LIS;
- To promote the welfare of the teachers of LIS in India;

#### **2.1.3.2 Organizational Structure**

A duly elected Executive Council oversees the functioning of the Association. 11 office bearers and 6 other members elected by the general body constitute the Council. The general body meets annually. The tenure of the Office Bearers and Executive Council is 2 years.

Membership of this association is divided into 4 categories: Life Members, Ordinary Members, Institutional Members and Associate Life Members. Membership is open to the teachers of LIS, Staff of recognized libraries, students and others interested in library science education and research.

#### **2.1.3.3 Activities**

1. IATLIS and Awards
2. IATLIS has been actively promoting the concept of librarianship by offering awards. It honors the best teachers by awarding IATLIS -Motiwale Best Teacher Award for an Indian teacher in LIS, once every 2 years.

3. IATLIS – Smt. Ratna Laxman Rao LIS Best Woman Teacher / Professional Award is awarded one year to a Woman Teacher and the next year, to a Woman Professional.
4. IATLIS has also instituted an annual endowment lecture in memory of late Dr.A.Tejomurthy, a former General Secretary.
5. IATLIS and Conference / Seminars
6. IATLIS has been very active in conducting major Conferences and Seminars. The Foundation meeting was held at Bangalore in 1989 and national seminars have been held annually.
7. Several conferences were held. The subjects covered at these, included:
  - a. Teaching methods;
  - b. Relevance of LIS education to the changing needs of the country;
  - c. Use of audio-visual aids in LIS teaching;
  - d. Reconstruction of LIS curriculum;
  - e. Infrastructure facilities for LIS schools;
  - f. Themes for continuing education;
  - g. IT and its impact on LIS Education and Library Management;
  - h. Fifty years of LIS Education in India;
  - i. Internet Era and Assessment and Accreditation of LIS Schools;
  - j. Changing Dimension of LIS Education;
  - k. Manpower Development for Information Management in a Competitive Environment;
  - l. Globalization of LIS Education;

#### **2.1.3.4 Publications**

The following are the chief publications of IATLIS:

- IATLIS Communication (Quarterly);
- Research in LIS in India: A Bibliography of Ph.D., M.Phil. and MLIS Dissertations;
- Who is who among LIS Teachers in India;
- Directory of LIS Schools in India;
- 33 Years of Annals of Library Science & Documentation: Cumulative Index;

#### **2.1.4. Andhra Pradesh Library Association (APLA)**

Born as a conference of the library organizers of the then Andhra Desa in 1914, this association has taken 2 different names before adopting the present name of Andhra Pradesh Granthalaya Sangham (Andhra Pradesh Library Association, APLA) in 1957 after the state of Andhra Pradesh was formed.

Before the state of Andhra Pradesh was formed, this association was known, first as Andhra Desa Grantha Bhandagara Sanghamu and later, as Andhra Desa Granthalaya Sanghatamu (ADSA). This association has been unique and a pioneer in various aspects of librarianship in our country. Library and Freedom Movements ran con-currently in Andhra Pradesh. Consequently, many prominent individuals have been at the forefront of both the movements.

##### **2.1.4.1 Objectives**

The aims of the association can be enumerated as:

- To work for the growth of the library movement, spread of social education and development of the Telugu Language and culture among the Telugu people, wherever they maybe;

- Establishment and maintenance of libraries, social education and information centers, and languages and cultural institutes;
- Conducting conferences, tours, and exhibitions;
- Publication;
- Training of librarians and social education workers;
- Implementation of the Andhra Pradesh Public Libraries Act;
- Establishment of branch associations;
- Promotion of library science and Telugu language;

#### **2.1.4.2 Organizational Structure**

Currently, the Association is governed by a General body and an Executive Council. These two bodies are advised by the President of the Association. The Executive Committee is elected by the General Body. The four types of membership in vogue are: Honorary Membership, Patrons, Life Membership and Ordinary Membership. Both individuals and institutions can opt for membership of this association.

#### **2.1.4.3 Activities**

- APLA and Promotion of the Library Movement
- Rural libraries were used to promote the movement. These rural libraries served as centers for social education, cultural renaissance and political awakening. Opening of children's and women's wings went a long way in promoting the movement.
- Library pilgrimages were very unique concepts used to spread the habit of reading among the rural folk. A group of library workers would move on a bicycle and tour a set of villages, carrying books which could be issued and read.
- Water borne travelers were provided with boat libraries, the first instance in the world.
- You may be surprised to know that the Association sent some books and periodicals for the soldiers of Andhra Desa camped in South Africa during the Second World War.
- We may conclude by saying that if something could be done to further readership, it was done by APLA, and in many instances, before others did the same.

#### **APLA and the Government**

APLA relied heavily on state legislation to further their movement. The Madras Public Libraries Act of 1948 (MPLA) was the first legislation on libraries in India. After discussing the issues, the Association deposited before the Select Committee of the Legislature on the Bill.

Even when the MPLA and the Hyderabad Public Libraries Act were merged to enact the AP Public Libraries Act of 1960, APLA took a keen interest. In fact, the Association was represented on the Sub Committee that dealt with the subject. Through resolutions and editorials and articles published in Granthalaya Sarvaswam, the Association has influenced the Government in shaping the provisions of the Act.

#### **APLA and Library Education**

As early as 1920, APLA has engaged itself in conducting various training courses relevant to the library movement. Initially, it conducted 2 professional courses: (1) 30 day Granthalaya Pravesika, an introductory course for the entry-level library worker and (2) 3 month Granthalaya Visharada that covered advance subjects. With the passage of time, the Association has started conducting approved certificate courses in Telugu and English Media.



Moving with the times, APLA has started conducting short term courses in Computer Applications, enabling the application of IT to Library and Information centers.

### **APLA and Conferences**

- From time to time, the Association conducts conferences at various places, mostly rural locations in the state.
- Taking stock of the existing position in the field, these conferences pass resolutions shaping the next plan of action. Seminars and exhibitions are conducted, drawing new readers. Library workers are honoured for their contribution to the furtherance of the movement.
- The Nizam Government ruling Hyderabad State passed restrictions in the form of “Gasti Nishan” banning the establishment of libraries and conduct of meetings. Taking this as a trespass on the intellectual rights of the people, the ever active APLA expressed its protest.
- The erstwhile Madras Government proscribed the famous social novel “Malapalli”. APLA was up in arms and passed a resolution condemning the hasty and unwarranted decision of the Government.

#### **2.1.4.4 Publications**

The following are some of the chief publications of APLA:

- Granthalaya Sarvaswamu, the official organ of the Association (1915- ) with brief gaps during 1921-27 and 1930-33, currently a monthly;
- Paturi Samsarana Sanchika (1987 Nov.), a special issue of Granthalaya Sarvaswamu;
- Iyyanki Satajayanti Sanchika (V 51, N 4), a special issue of Granthalaya Sarvaswamu;
- APLA Platinum Jubilee Special Issue of Granthalaya Sarvaswamu (V 75 N 1);
- APLA Golden Jubilee Special Issue of Granthalaya Sarvaswamu (V 50 N 1);
- Association’s publications on adult education and library science (4 Volumes of Granthalaya Pragathi, 5 Volumes of Granthalaya Vyasalu);
- Satavasantha Sahiti Manjeeralu, 6 Special issues during 2000-2003;

### **2.1.5 Summary**

An attempt has been made in this Unit, to introduce you to some national associations functioning in the dynamic field of Library and Information Science in India. 3 institutions selected are The Indian Library Association (ILA), The Indian Association of Teachers of Library & Information Science (IATLIS) and The Andhra Pradesh Library Association (APLA).

Professionals of our country have taken several path-breaking steps in the way librarianship can be propagated. Several firsts are credited to our professional organizations. Water borne reading rooms, books and sending periodicals to our soldiers stationed in far away South Africa are a couple of examples of the vision of our professional associations. Just like any other professional association, these have also conducted Conferences, Symposia, workshops, etc. to enable exchange of ideas and experiences. Holding training classes are held and publication of journals is other tasks undertaken by these associations.

As early as the year 1919, Shri Ayyanki Venkata Ramayya, a true visionary, was instrumental in establishing the Indian Library Association (ILA) to develop the library movement and improve the library services in our country. Accreditation of library schools was added to the

agenda of this prominent association. Legislation and standardization are also well supported by ILA. Initiatives taken by ILA prompted the Government of India to appoint a Committee to prepare a National Policy on Library and Information Systems. On the international scene, ILA has been in active collaboration with IFLA and COMLA. The association has been conducting continuing education programs for the professionals, with financial support from NISSAT / Department of Scientific and Industrial Research, Government of India. ILA highlights the celebration of the National Library Week. The association has also initiated several awards.

The Indian Association of Teachers of Library & Information Science (IATLIS), another prominent Professional association, founded in 1969, was the brainchild of Prof. P.N. Kaula who saw the need for an association of teachers Library Science in India. The IATLIS has primarily strived to promote LIS education and training in India for quality LIS education in the ever-changing information environment. IATLIS has been regularly presenting awards to achievers in the field. Several major Conferences and Seminars have been conducted.

The Andhra Pradesh Library Association (APLA) was born as a conference of the library organizers in the state as early in 1914. This association has been unique and a pioneer in various aspects of librarianship in our country. This association has contributed extensively to achieve its chief objective of working for the growth of the library movement, spread of social education and development of the Telugu Language and culture among the Telugu people, wherever they maybe. APLA has been at the forefront of legislation in this field and has helped to implement the Andhra Pradesh Public Libraries Act; The Association has a General body and an Executive Council, both advised by the President.

APLA has used rural libraries to promote the movement. These rural libraries abounded in becoming centers for social education, cultural renaissance and political awakening. Library pilgrimages were undertaken. Boat travelers were provided with floating libraries. It would not be out of place to say that if something could be done to further readership, it was done by APLA, and in many instances, before others did the same. The Association conducts approved certificate courses and short term courses in Computer Applications.

### **2.1.6 Self Assessment Questions**

1. Explain the objectives and activities of ILA.
2. Referring to the activities of APLA, bring out the Association's objectives.
3. Write a note on IATLIS.
4. Write a short note on the structure of ILA.
5. Write a short note on the publications of APLA.

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**UNIT 2 : PROFESSIONAL ASSOCIATIONS****Lesson 2****ROLE OF INTERNATIONAL & NATIONAL ORGANISATIONS****2.2.0 Objective**

The endeavor of this unit is to introduce you to some international and national organizations operational in the spread of Library and Information Science. This will be done by explaining the structure and activities of the organizations involved.

The international organizations selected for study here, are:

- International Federation for Information and Documentation (FID);
- International Federation of Library Associations and Institutions (IFLA);
- United Nations Educational, Scientific and Cultural Organization (UNESCO);
- The national organization selected for study here, is:
- Raja Rammohun Roy Library Foundation (RRRLF);

**Structure****2.2.1 Introduction****2.2.2 International Federation for Information and Documentation (FID)****2.2.2.1 Objectives****2.2.2.2 Organizational Structure****2.2.2.3 Activities****2.2.2.4 Publications****2.2.3 International Federation of Library Associations and Institutions (IFLA)****2.2.3.1 Objectives****2.2.3.2 Organizational Structure****2.2.3.3 Activities****2.2.3.4 Publications****2.2.4 United Nations Educational, Scientific and Cultural Organisation (UNESCO)****2.2.4.1 Objectives****2.2.4.2 Organizational Structure**

### **2.2.4.3 Activities in Library and Information Services**

### **2.2.4.4 Publications**

## **2.2.5 Raja Rammohun Roy Library Foundation (RRRLF)**

### **2.2.5.1 Objectives**

### **2.2.5.2 Organizational Structure**

### **2.2.5.3 Activities**

### **2.2.5.4 Publications**

## **2.2.6 Summary**

## **2.2.7 Self Assessment Questions**

## **2.2.8 References**

## **2.2.1 INTRODUCTION**

The field of Library and Information Science has seen several international organizations working. These generally develop co-operation and mutual help among the nations of the world for the overall development of library and information systems. This is made possible by exchange of concepts and experiences which are regularly generated by the professionals in this knowledge-rich field.

Most of the active organizations are professional, non-government entities. Like any other professional organization, they hold conferences, seminars and workshops with brain storming sessions. They play an advisory role and impart technical assistance in execution of important projects. Bringing out relevant publications also plays a major role in such an organization's activities. Such organizations have helped to evolve standardized procedures in the field.

Three international units are discussed briefly, in this unit to bring out their stellar role in the development and promotion of library and information services.

## **2.2.2 International Federation for Information and Documentation (FID)**

The International Federation for Information and Documentation (FID) was founded in 1895 at Brussels in Belgium by two lawyers Paul Otlet and Henri La Fontaine. However, it was initially named as The International Institute of Bibliography. In 1985, this Federation was renamed as International Federation for Documentation (FID). The next year, it took the present name of International Federation for Information and Documentation. However, the acronym, FID has continued to be identified with this august federation.

### **2.2.2.1 Objectives**

The chief objectives of the Federation can be broadly stated as:

- To bring together at the international level and to co-ordinate the activities of organizations and individuals concerned with or interested in documentation;

- To develop the study and organization of documentation and to evolve standardization where possible;
- To create an international network of documentation;

#### **2.2.2.2 Organizational Structure**

The policies of FID are evolved at the General Assembly of national and international members. Such a meet is held once every alternate year. The Assembly is composed of national members, 3 international members and representatives of the nearly 250 affiliates. The headquarters is located at The Hague.

The executive committee is headed by a President who is assisted by a permanent Secretary General and a handful of senior officers.

A council of elected national delegates of the General Assembly is responsible for implementation of the Assembly's declared policies.

To enable the execution of its policies worldwide, the Federation has constituted 3 area-wise Commissions:

- FID / CAO Commission for Asia and Oceania;
- FID / CLA Commission for Latin America;
- FID / CAF Commission for Africa;

Each Commission can appoint its own relevant committees in the areas of: Research, Classification, Linguistic, Documentation, Education and Training, Study of User Needs, etc.

#### **2.2.2.3 Activities**

The major activities of FID can be divided as below:

##### **FID and UDC**

UDC or Universal Decimal Classification has been a primary responsibility of FID from its inception. The necessary revision is entrusted to FID / CCC, the Central Classification Committee. 31 international committees and experts in different subjects assist CCC in the revision work taken up time to time. A sub-committee on mechanization has prepared a machine-readable file of the full UDC schedule. This is available for reference at the federation's secretariat at the Hague.

##### **FID and BSO**

BSO or Broad Systems of Ordering was initially developed for UNESCO's UNISIST Program. It is a classification scheme enveloping the entire field of knowledge. It was published and updated under the title – Broad System of Ordering Schedule and Index in the year 1978. It consists of nearly 6,000 subject codes and captions.

FID, Regional Commissions and International Committees

FID co-operates with IFLA, UNESCO, International Council of Archives and the Technical Committee of International Standards Organization (ISO / TIC)

FID and its regional commissions conduct sessions once every two years at different parts of the world.

### **FID and India**

Right from 1948, India and FID have been in active co-operation. Dunker Duyvis, then the secretary General, FID, invited Dr.S.Ranganathan, the father of Library Science in India for many meets.

INSDOC is a national member of FID. The third International Conference on Classification Research was organized in Bombay (currently Mumbai) in the year 1975. India was the host of the second Regional conference on Classification Research in 1985.

The year 1998 saw our country hosting the 49<sup>th</sup> FID Conference and Congress in New Delhi.

#### **2.2.2.4 Publications**

Right from its inception, FID has been busy bringing out various publications.

Some of the major publications to have come from FID are:

- Universal Decimal Classification;
- Seventy Years of FID – A Bibliography;
- Curriculum Development in the changing world;
- FID Directory (Bi-annual);
- FID News Bulletin (Monthly);
- R & D projects in Documentation and Librarianship;

### **2.2.3 International Federation of Library Associations and Institutions (IFLA)**

The International Federation of Library Associations and Institutions (IFLA) was initially called “The International Library and Bibliographical Committee” and set up in 1927 at Edinburgh, Scotland. Came 1929 and this organization was renamed as “The international Federation of Library Associations”. The present name was adopted in the year 1976.

IFLA has its head quarters at the Hague in Netherlands.

#### **2.2.3.1 Objectives**

The federation has declared various objectives encompassing the field of library and information science. Briefly, these are:

- Promotion of international understanding, co-operation and discussion, research and development of all aspects of library and information service activity;
- Promotion of continuing education of library personnel;
- Promotion of a front to represent librarianship in matters of international interest;
- Development, promotion and maintenance of guidelines for various types of library activities;

### **2.2.3.2 Organizational Structure**

A council, governing board, the executive committee and a professional committee make up the organizational structure of this federation.

#### **The Council is the supreme authority of the IFLA.**

The governing board is responsible for the management and policy making of IFLA. The Board is headed by a president. The president, a president-elect, 10 directly elected members and 9 indirectly elected members constitute the Board. Up to 3 members can be co-opted. This board meets at least twice a year. One of these occasions will coincide with the time and place of the annual IFLA general Conference.

The executive committee has executive responsibility for the day to day running of the federation. Normally, this committee has 6 members on it. A professional committee ensures co-ordination of the functioning of all constituent units of IFLA. Normally, 14 members sit on this committee. Like the executive committee, this committee also meets at least twice a year and one of these meets coincides with the annual general conference of IFLA.

### **2.2.3.3 Activities**

The major activities of IFLA can be divided as below:  
IFLA and UBC

UBC or Universal Bibliographical Control Program a major activity of the IFLA. In 1974, an office for this program was established at London. IFLA has succeeded to a large extent in standardization of various bibliographic descriptions – standardizing the forms, headings, machine readable bibliographic data, etc.

#### **IFLA and ISBD**

IFLA has developed and published the International Bibliographic Description for Monographic publications, ISBD (M) in the year 1974. The basic rules for monographic material were framed and included in the second issue of Anglo American Cataloguing Rules, AACR2. General International Standard Bibliographic Description, ISBD (G), developed by IFLA is expected to serve as the basis for the bibliographic description of all types of publications in various media.

#### **IFLA and UAP**

In the year 1973, IFLA took up the “Universal Availability of Publication (UAP)” program. The aim of this unique program was to provide information on the availability of published material in whatever form in a seamless manner.

#### **IFLA and MARC**

IFLA realized the need for and the importance of the Machine Readable Cataloguing (MARC) and launched an international program for the development of fresh computer and communication techniques. It is expected to meet the present day requirements of computer based information retrieval activities of libraries across the world.

### **IFLA and Developing Countries**

The growth and development of libraries in developing countries has been of special interest to IFLA. To this end, IFLA has constituted the special division of Regional Activities. This division deals with the problems of developing countries in the field of library and information science. Library matters concerned with third world countries have been dealt with, by the Working Group on Developing Countries established in the year 1972.2.3.

### **FLA and Co-Operation with Institutional Organizations**

IFLA has been keen in collaborating with several international organizations such as UNESCO, FID, ICA and ISO, to name a few.

### **IFLANET**

In keeping with the times, IFLA has launched IFLANET in 1993. This provides a round the clock, through the year platform for internal communications and as a source of information to the public.

#### **2.2.3.4 Publications**

The following are the chief publications undertaken by IFLA:

- IFLA Annual;
- IFLA Directory (every alternate year);
- IFLA News (Monthly);
- IFLA Journal (Quarterly);
- International Cataloguing and Bibliographic Control Journal (Quarterly);
- International Standard Bibliographic Descriptions – ISBD (M) for Monographs and ISBD (S) for Serials;

### **2.2.4 United Nations Educational, Scientific and Cultural Organization (UNESCO)**

Established on 4<sup>th</sup> November 1946, UNESCO is a specialized agency of the United Nations, with its headquarters in Paris. Promotion of peace is the chief objective of this august body. It is an international organization furthering the cause of development of emerging nations.

#### **2.2.4.1 Objectives**

The objectives of UNESCO are:

- To promote international intellectual co-operation;
- To promote development through operational assistance to its member states;
- To promote peace among human beings;
- To assist its member states in the development of their documentation and library services;

#### **2.2.4.2 Organizational Structure**

UNESCO functions with a General Conference, an Executive Board, a Secretariat, Co-operating Bodies and Regional Offices. The General Conference is comprised of representatives from Member States. It meets every two years to determine the policies and main lines of work



of the Organization. The Executive Board meets twice a year to ensure that decisions taken by the General Conference are implemented.

#### **Director General**

The Director-General is the executive head of the Organization.

#### **Secretariat**

The Secretariat is composed of international civil servants based at Paris Headquarters and in Field Offices. It implements the Programme following the Medium-Term Strategy (2002-2007). Through intensive external relations and cooperation with civil society, the Secretariat amplifies UNESCO's action worldwide.

#### **2.2.4.3 Activities in Library and Information Services**

##### **Public and Other Libraries**

UNESCO strives for the improvement of the public library system and assists in the establishment and improvement of University and National libraries. This assistance reaches the beneficiary by way of seminars, grants, technical know-how and publications.

UNESCO has published the Public Library Manifesto in 1949. This has been revised first in 1972 and next in 1994.

##### **Scientific and Documentation Centers and Global Information Systems**

INSDOC and PANSDOC, the National Scientific and Documentation Centers of India and Pakistan respectively, have been established with help from UNESCO. A pedagogical documentation center has also been set up in Cuba for the benefit of Latin America. Other contributions of UNESCO include National Information Systems (NATIS) and World Scientific Information System (UNISIST). The UNESCO has also established an International Information System on Research in Documentation (ISORID). This system has ably collated the information on research activities in documentation, libraries and archives conducted at different institutions all over the world.

##### **Professional Training**

To overcome the shortfall of trained personnel in the developing countries UNESCO has established training schools for American libraries at Dakar in Senegal, West Africa and Kampala in Uganda, North Central Africa.

##### **Book Promotion**

UNESCO has created "Regional Book Promotion Centers". Shortage of suitable books in vernacular languages has been overcome by virtue of this project. Four centers were established at Tokyo, Yaoundi, Cairo and Bagota.

##### **International Co-operation**

UNESCO co-operates with FID, IFLA and ICA in conducting conferences, seminars, workshops and training classes, as well as publishing professional material for the library profession.

#### **2.2.4.4 Publications**

Owing to the myriad functions of UNESCO, it publishes several works. However, some of the important publications relevant to Library and Information Systems are:

- Copyright Bulletin (Quarterly)
- UNESCO Journal of Information Science, Librarianship and Archives Administration (Quarterly);
- UNISIST Newsletter (Quarterly);
- World Guide to Library Schools and Training Courses in Documentation, 1981;

#### **2.2.5 Raja Rammohun Roy Library Foundation (RRRLF)**

The Raja Rammohun Roy Library Foundation (RRRLF) is a national organization, established in 1972 at Calcutta (Kolkatta). It is now an autonomous body, fully financed by the Ministry of Culture, Government of India.

##### **2.2.5.1 Objectives**

The following are the stated objectives of RRRLF:

- To promote library moment in the country;
- To enunciate a national library policy and to help build up a national library system;
- To provide financial and technical assistance to libraries;
- To provide financial assistance to organizations, regional or national engaged in the promotion of library development;
- To publish appropriate literature and to act as a clearing house of ideas and information on library development in India and abroad;
- To promote research in problems of library development;
- To advise the government on all matters pertaining to library development in the country;

##### **2.2.5.2 Organizational Structure**

The Foundation is headed by a Chairman who is assisted in administration by a Director and 20 other members. These members could be officials and non-officials. Minister of Culture is the Chairman of the foundation. The director and members are subject specialists or persons of outstanding achievement. The foundation functions in each state and Union Territory through the State Library Committee.

##### **2.2.5.3 Activities**

###### **Funding Schemes**

The Foundation releases financial aid, both of matching and non-matching nature to any public library in the country, Approved activities for assistance is: upgrading the library in any form, holding seminars, construction of library buildings, etc.

###### **Promotional**

The foundation has undertaken several promotional activities for qualitative improvement of library services. Preparation of National Policy on Library and Information System has the foundation play a major role.

### **Research Projects**

Besides carrying on research projects on public library and allied subjects, the Research cell renders advisory and consultancy services whenever required.

### **National Agency**

Besides being a funding body, the foundation also functions as a national agency for co-ordination, monitoring and developing the public library services in the country.

#### **2.2.5.4 Publications**

While the foundation has brought out a number of publications, the significant among them are:

- Indian Libraries: Trends and Perspectives;
- Raja Rammohan and the new learning;
- Directory of Indian Public Libraries;
- Granthana, Indian Journal of Library Studies (bi-annual);
- RRRLF Newsletter (Quarterly);
- Annual Report;
- Books for the Millions at their Doorsteps (Information Manual);

### **2.2.6 Summary**

International and one Indian organizations, have been introduced in this unit: International Federation for Information and Documentation (FID), International Federation of Library Associations and Institutions (IFLA), United Nations Educational, Scientific and Cultural Organization (UNESCO) and Raja Rammohun Roy Library Foundation (RRRLF). The co-operation and mutual help among the nations for development of library and information science and systems has been possible because of several such organizations.

These professional, non-government entities hold conferences, seminars and workshops with brain storming sessions. Their advice and technical assistance has helped in execution of important projects.

Bringing out relevant publications and evolving standardized procedures are the other important functions of these organizations.

Though working with differently declared objectives, there has always been a common denominator among these organizations – development of all aspects of libraries and librarianship.

FID has been active in coordinating the activities of organizations and individuals concerned with or interested in documentation, evolving standardization where possible. UDC has been a primary responsibility of FID from its inception. The federation has developed a classification scheme, BSO for UNESCO's UNISIST Program. FID co-operates with IFLA, UNESCO, International Council of Archives and the Technical Committee of ISO.

IFLA has constituted the special division of Regional Activities, dealing with the growth and development of libraries in developing countries. IFLA has keenly collaborated with several international organizations: UNESCO, FID, ICA and ISO. In keeping with the times, IFLA has launched IFLANET in 1993, providing a round the clock, through the year platform for internal communications and as a source of information to the public.

In keeping with its motto of generating peace, UNESCO has been very active in the field of Library and Information Science, striving for the improvement of the public library system as well as University and National libraries. Seminars, grants, technical know-how and publications have been used by UNESCO to reach out. Publishing the Public Library Manifesto in 1949, revised in 1972 and 1994, has served the library community of the world very well. Unesco's "Regional Book Promotion Centers" have helped to combat shortage of suitable books in vernacular languages at Tokyo, Yaoundi, Cairo and Bagota.

The Raja Rammohun Roy Library Foundation is an autonomous body functioning under the Ministry of Culture, Government of India and concerned with the Public Library Movement in the country. This foundation functions in each state and Union Territory through the State Library Committee. The foundation has undertaken several promotional activities for qualitative improvement of library services, including the preparation of National Policy on Library and Information System.

### 2.2.7 Self Assessment Questions

1. What is FID? Discuss its objectives and chief activities. List some of their important publications.
2. Explain the relevance of Raja Rammohun Roy Foundation to the public library movement in India.
3. Compare the objectives and activities of IFLA and FID.
4. Write a short note on UNESCO activities.
5. Write a short note on IFLA activities.
6. Explain the objectives of RRRLF through their schemes.
7. Write a note on the role of IFLA and FDI in standardization of library procedures.

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**UNIT 2 : PROFESSIONAL ASSOCIATIONS****Lesson 3****LIBRARY EDUCATION IN INDIA****2.3.0 Objective**

This Unit takes you through the various aspects of LIS Education in India.

**Structure**

- 2.3.1 Introduction**
- 2.3.2 Evolution of Library Education**
- 2.3.3 Scheme of Library Education**
- 2.3.4 LIS Study and Course Content**
- 2.3.5 Infrastructure for Library Education**
- 2.3.6 Continuing Education Programs**
- 2.3.7 Issues in and future of Library Education**
- 2.3.8 Summary**
- 2.3.9 Self Assessment Questions**
- 2.3.10 References**

**2.3.1 INTRODUCTION**

Manpower adequate in number and training ensures the development of libraries the world over. The Indian scenario is no exception. There is a proliferation of courses available right from the entry level to post-doctoral study.

**2.3.2 Evolution of Library Education**

After the USA, India has the highest number of library science schools. 94 years have gone by, since the LIS schools movement started in India, with W.A.Borden, an American librarian, being called to organize a library system in the state of Baroda by Maharaja Satyajirao Gaekwad in 1912.2.3. The first University level course in the country was a 2 month course in Library methods, conducted by A.D.Dickenson on behalf of Punjab University, Lahore (now in Pakistan) in the year 1915.

The initiative taken by Dr.S.R.Ranganathan led the Madras Library Association to start a regular training course in the year 1929. Later, in 1931, the Madras University took over and reintroduced the course as a Post Graduate Diploma. From 1960, this course has been imparted as Bachelor of Library Science (B.Lib.Sc.)

Andhra University was another front-runner in this field and introduced a training program on the lines of the Diploma of Madras University in the year 1935. The 1940's was a decade when many universities introduced library science in their curricula. Library schools were established all through the 1960's, 70's and 80's with increasing speed. Now, Library Science is a course on the curricula of even open universities and it can be said that there hardly exists a University in India that does not carry Library Science on its curriculum.

### 2.3.3 Scheme of Library Education

Library Science Education is available to the high school educated student at the entry level, as a certificate program of 3 to 6 months duration and to the full-fledged professional at the apex level, as a Ph.D. program.

An undergraduate can opt for the Diploma in Library Science spread over a period of 6 months. The certificate and diploma programs are offered by several sundry institutions and organizations in the country.

A Bachelor's Course in Library and Information Science is offered by any Universities and a few professional bodies. The duration of a bachelor's course is just 1 year. Though named as a Bachelor's course, B.L.I.Sc. is a post-graduate program, entry being open to the general graduates. Some schools have a system of admission tests or interviews.

A Master's Degree is offered after success at the B.L.I.Sc. program. The Master's Program is also of 1 year duration. Some schools require you to have some post-qualification professional experience for admission to the Master's Program.

A Ph.D. or research program is offered at the top of the academic ladder. M.Phil Courses are also available between the Master's Program and the Doctorate. Beyond the Doctorate, Post-doctoral program is also offered.

A detailed table (Table 3.1) given in the facing / next page lists the various courses available for study in LIS education in our country. The duration of each course, the sponsors and minimum qualification prescribed for entry are also shown in the table. This table further indicates the duration and overall objectives of each course.

#### LIS Education in India:

Course	Conducted by	Admission requirements	Duration	Objectives
PhD.	University Departments	A Master's degree in Library Science. At some universities, it is M.Phil, whereas in some universities a pre-Ph.D. Viva voce examination is conducted to test the ability of the student. Certain universities have a system of admission test for both M.Phil and Ph.D.	2 to 3 years	
M.Phil.	University Departments	A Master's degree in Library Science with second division	1 to 2 years	

		usually insisted upon by many universities		
Associate ship	Autonomous institutions	Master's degree in any discipline; degree in LIS; or degree in Engineering, Medicine, etc with 2 years experience in a special library. Selection test and Interview prescribed.	1 to 2 years	
Master's degree	University Departments	Degree in LIS and an admission test in prescribed by most of the library schools. A few schools also prescribe few years professional experience as an essential requirement	1 to 2 years	An advancement of Bachelor's Programme
Bachelor's degree	University Departments	Degree in Arts/Science commerce or their equivalent certain schools have in addition, a system of admission tests or interviews	1 to 3 years	Similar to that of Diploma course
Diploma	Women's polytechnics; Library associations	Matriculation/Senior Secondary SSLC/SSC/10 <sup>th</sup> Class	1 to 2 years	To give the student a comprehension of the theoretical foundations of LIS.
Certificate	Library associations, University affiliated colleges & institutions	Matriculation/Senior Secondary/10 <sup>th</sup> /SSLC, with 55% to 45% of marks.	2 to 6 months or 1 year part time.	To expose the student to the elements of library science to be practised in library.

It may be mentioned here that distance education has been quite a popular mode of study for individuals interested in LIS. Currently, 9 universities in the country offer distance education programs in LIS. Distance education includes education through various means: home study, study through correspondence, open learning, off-campus study, etc.

### 2.3.4 LIS Study and Course Content

#### Certificate and Diploma in Library Science Course

With 3 papers, Annamalai University has the least number of papers in our country for the certificate course. At the higher end, we have Gujarat University with 8 papers. At most universities, this figure is 5 or 6. Classification, cataloguing, reference / information service and library administration form the theory taught through this course. Practical work in libraries and documentation centers is also prescribed. The Sinha Committee, UGC's Ranganathan

Committee and the Ekbote Committee in Andhra Pradesh suggested differing course contents at different points of time. The diploma course contents are more or less the same, with more stress on the concepts and practices.

### **B.L.I.Sc. Course**

5 or 6 theory subjects are included along with 2 or 3 practical papers for this post graduate program, spread over one year. The theory and practice of classification and cataloguing forms the bulk of this program. Some universities earmark some marks for internal assessment.

The UGC Review Committee (1965) approved and recommended the syllabus drawn up by Ranganathan for B.L.I.Sc. Program. Over the years, some changes have been incorporated in the content and scope. Changes have also taken place in the scheme of allocation of marks for the purpose of evaluation. Many schools have added the elementary concepts of Information Science to the traditional content of cataloguing, classification and management. The Curriculum Development Committee of the UGC (1992) came out with a scheme of 6 core subject papers and a choice of 2 electives from an assortment of 16. Changes would have to be made periodically in the curriculum of B.L.I.Sc. to ensure that the changing needs of manpower are addressed.

### **M.L.I.Sc. Course**

5 to 7 theory subject papers and 2 or 3 practical papers are included in the Master's Program. In addition, a dissertation is a requirement at some universities. Broadly speaking, the Universities in the country have adopted the curriculum put forth by the UGC Review Committee. The variation between various library schools is visible in the matter of information science topics. The subjects studied in the Master's program are mostly the same as those at the Bachelor's Program, the respective content being advanced. As expected, various subjects related to computer applications have found their way into the curriculum at some universities. Another overall review of the curriculum is due to be undertaken.

Though M.L.I.Sc. is a 1 year program, some library schools offer it as a 2 year integrated program. The general program recommends 2 elective subjects out of 6 in addition to 5 core subjects.

### **Associateship in Documentation and Information Science (A.D.I.Sc.)**

DRTC, Bangalore offers the 2 year Course of A.D.I.Sc. The first year of the course is devoted to theory and practice. During the second year, the student has to complete an approved research project and prepare a dissertation on it.

### **Course in Information Science**

This is a 2 year study program, drawing the library science student through the nuances of Information Technology and its application in a library professional's daily life. Here, the first year instruction consists of 9 papers and 1 elective subject. Every student has to undertake a dissertation in the second year.

### **M.Phil Program**

As recommended by the UGC, the curriculum is divided into the first part with 3 subject papers and second part which is a dissertation. It more or less conforms to the overall pattern of M.Phil programs in other subjects at various universities.

- Ph.D. and Post Doctoral Study



- Generally, at each university, the rules and regulations governing similar programs in other subjects are applied to these programs also,

### **2.3.5 Infrastructure for Library Education**

The chief components of infrastructure required for the successful conduct of LIS courses are: well-trained faculty, students with the right aptitude, good teaching methods and relevant and state-of-the-art teaching aids.

#### **Faculty**

Before 1960, the faculties in library schools were mostly part-time teachers. Most of these teachers drew more on their experience rather than their educational qualifications. There were several instances of the university librarian being the head of the library teaching department. Similarly, some of the library staff members were also on the faculty of the University's School of Library Science.

However, the advent of the 60's saw a sea change in this scenario. Now, about 90% of the schools have full time teachers as head of the department. According to a 1986 study, the teacher-student ratio was 1:12.

The UGC Review Committee came out with their recommendations on the faculty requirement of library schools. It was determined that a school offering B.L.I.Sc. program needed to have 1 Reader and 2 lecturers. The M.L.I.Sc. program could be extended by a school employing 1 professor, 2 Readers and 4 lecturers.

Later, in 1982, the UGC Panel made certain recommendations. These were endorsed by Curriculum Development Committee (CDC).

- a. A school conducting the B.L.I.Sc. Program to a batch of 40 or less students should employ 1 Professor, 1 Reader and 3 Lecturers. For the addition of every 10 students or part thereof, 1 teacher should be added.
- b. In case the same institution runs both B.L.I.Sc. (for 40 or less students) and M.L.I.Sc. (for 15 or less students) programs, a faculty strength of 1 Professor, 2 Readers and 5 Lecturers is recommended. For every additional strength of 5 or part thereof in the M.L.I.Sc. Program, 1 additional teacher is advised.

#### **Students**

The UGC Panel of 1982 also commented on the aptitude of students as an essential ingredient of successful instruction in the field of LIS. Fresh graduates with no relevant experience or exposure and in many instances, without the needed aptitude created a stumbling block. So, an aptitude determining admission test and interview were suggested. The need to attract meritorious students by offering scholarships and fellowships was also mentioned. The CDC has also taken note of these observations. It was also advised that the student strength should be correlated to the manpower needs of the region, strength of the faculty, level of the course and the physical infrastructure available.

#### **Teaching Methods**

Though the expository or classroom lecture method is traditional, it is still relevant and is being continued. But, such classroom teaching is also being supplemented by demonstration,

dialogue and discussion, commentary, study groups and talks. Study tours are also being organized to enable the students to learn by observation. It is felt that role play and practical work in true-life situations would go a long way in improving the quality and effectiveness of instruction in LIS.

### **Teaching Aids**

Modern aids to instruction such as all forms of audio-visual equipment, the computer and Internet, slide projectors, discs, radio and television should be utilized regularly in the teaching of LIS. Experienced professionals should be invited to speak to the class, thus supplementing the classroom interaction.

### **2.3.6 Continuing Education Programs**

Studies conducted by various committees and commissions were unanimous in declaring that continuing education is essential in every professional field and library science is no exception. Seminars, workshops, refresher courses and specialized courses are held from time to time and these serve as continuing education. Both the teachers of LIS as well as the professionals working in the field have benefited from these initiatives.

In the formative years of the library movement in the country, several individuals were employed with little or no formal education in library science. The need for upgrading their qualification was well recognized in the late 60's and early 70's. This led to such individuals improving their qualifications and skills.

With the advent of the Computer and Internet, several institutions, professional associations and organizations interested in the improvement of librarianship in this country, have been introducing IT related refresher courses.

Teachers of LIS have been well served by the Academic Staff Colleges established by the UGC. The UGC has also held summer and winter courses and workshops on IT applications for the teachers of LIS.

### **2.3.7 Issues in and future of Library Education**

The chief issues facing the field of LIS today are adequate and quality manpower, adequate training, infrastructure and budgetary spending. Accreditation is another major issue in LIS education in India.

- Manpower Training and Planning
- Availability of qualified and experienced teachers is a challenge in this constantly developing field of LIS.

Edwards and Silver say: "the need to establish recruitment levels and number of promotions, anticipate redundancies and avoid unnecessary dismissals, allow for proper training and development and provide for the organizational infrastructure, argues well for manpower planning to enable the organization to make best use of one of its most valuable resources in accordance with its goals."

It is necessary to ascertain and forecast accurately, the number and purpose of future manpower requirements in the field. It should be the endeavor of the schools to develop manpower with high levels of performance, skill and capacity. Transfer, promotion and succession policies are issues pertinent for the development of libraries.

The future of library science manpower will be centered round automation. It will not be limited to the simple aspects of computing. The future library professional will have to study and master the intricacies of managing large data bases. It will be Information Management in the true sense of the word.

**Infrastructure**

Physical infrastructure in terms of area of reading space and quantum of collection will always be issues in this field. Next important aspect is the latest computer systems and High-Speed Internet connectivity. The latest and most useful databases will have to be procured from time to time. Connectivity with relevant national and international networks will be a priority for the LIS School of tomorrow.

State-of-the-art teaching aids will boost the capabilities of an LIS School.

**Budgetary Spending**

Today, Information Science is become obsolete at the quickest rate. Hence, updating is a daily activity and this is a costly affair. Budgetary spending becomes an issue. Budgets support only a fraction of the real requirements of a library professional. Increase of budgetary support is essential.

**Accreditation**

Accreditation has always contributed to increased quality and universal acceptance of any institution.

The following issues support the need for accreditation of LIS Schools in India:

1. For acceptance in other countries where accreditation is prevalent;
2. To standardize LIS education in the country, thus achieving uniformity and meeting the Information needs of the nation;
3. To minimize variations in course content including core subjects and the optionals.
4. To subject all the schools to uniform revision policy pertaining to course content;

**2.3.8 SUMMARY**

This Unit deals with various aspects of LIS Education in India. Strength and training of levels of manpower determine the development of libraries in the country. From entry level to post-doctoral study, many courses are available in LIS Education.

W.A.Borden, an American librarian, pioneered the library system in the country, in 1912.2.3. The Punjab University conducted the first University level course in Library methods, under the direction of A.D.Dickenson in the year 1915. Advised by Dr.S.R.Ranganathan, the Madras Library Association started a regular training course in the year 1929 and this was in 1931, taken over by the Madras University took over as a Post Graduate Diploma. From 1960, this course became Bachelor of Library Science (B.Lib.Sc.) Andhra University introduced a training program similar to the Diploma of Madras University in the year 1935. Between 1940 and 1990, many universities introduced library science in their curricula. Currently, Library Science is on the curricula of several regular and open universities.

With varying qualification requirement, Library Science Education is available as a certificate course to the high school educated student at the entry level, to a post doctoral study to the seasoned enthusiast. Besides the regular and open Universities, other institutions and organizations including professional associations are offering certificate and diploma programs

in LIS. Some schools have a system of admission tests or interviews for determining the aptitude of the student opting for B.L.I.Sc. Distance education has been a popular mode of study in LIS, with 9 universities in the country offering this.

A Certificate or diploma course in LIS has 3 to 8 papers with most schools opting for 5 or 6 papers. Subjects taught include Classification, cataloguing, reference / information service and library administration, with prescribed practical work in libraries and documentation centers. Thee Sinha Committee, UGC's Ranganathan Committee and the Ekbote Committee in Andhra Pradesh suggested differing course contents at different points of time. At the B.L.I.Sc. Course, 5 or 6 theory subjects and 2 or 3 practical papers are taught, with the theory and practice of classification and cataloguing forming the bulk of the program. At many schools the elementary concepts of Information Science have been added. The Curriculum Development Committee of the UGC (1992) came out with a scheme of 6 core subjects and a choice of 2 electives from 16.

For the Master's program, some universities require a dissertation in addition 5 to 7 theory and 2 or 3 practical papers. The subjects studied in the Master's program are mostly the same as those at the Bachelor's Program, with advanced content and the addition of computer applications being a feature.

Associateship in Documentation and Information Science (A.D.I.Sc.) offered by DRTC, Bangalore and A Course in Information Science are other important courses in LIS. The M.Phil, Ph.D and Post Doctoral studies in LIS follow the same pattern as in other general subjects.

Having full-time teachers in LIS is an important issue for the present day schools of LIS. According to a 1986 study, the teacher-student ratio was 1:12. The UGC Review Committee came out with their recommendations on the faculty requirement of library schools. According to the UGC Panel of 1982, the aptitude of students is an essential ingredient of successful instruction in LIS. An aptitude determining admission test and interview were suggested along with the need to attract meritorious students by offering scholarships and fellowships.

Classroom teaching is being supplemented by demonstration, dialogue and discussion, commentary, study groups and talks. Modern aids to instruction such as all forms of audio-visual equipment, the computer and Internet, slide projectors, discs, radio and television should be utilized regularly in teaching LIS. Talks by experienced professionals will also supplement the classroom instruction.

Like in any professional field, continuing education is essential in LIS. Seminars, workshops, refresher courses and specialized courses held from time to time, serve as continuing education. Issues facing the librarian today are adequate and quality manpower, training, infrastructure, budgetary spending and accreditation, with the future of LIS manpower centered round automation. The future library professional will have to master the management of large data bases. Obtaining the latest computer systems and High-Speed Internet connectivity, the latest and most useful databases, connectivity with relevant national and international networks will be a priority for the future LIS Schools. State-of-the-art teaching aids will always be sought. Accreditation ensures quality and universal acceptance of an institution.

### **2.3.9 Self Assessment Questions**

1. Write a note on evolution of Library Education in India.
2. Attempt an essay on the scheme of library education offered in India.

3. Write a short note on the course contents of Certificate, B.,L.I.Sc. and M.L.I.Sc. programs offered in India.
4. Listing the elements of infrastructure, bring out the role they have in providing effective LIS education in India.

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## **UNIT 3 : LIBRARY MANAGEMENT PRINCIPLES AND FUNCTIONS**

### **Lesson 1**

# **LIBRARY MANAGEMENT PRINCIPLES AND FUNCTIONS**

## **STRUCTURE**

- 3.1.1 Introduction**
- 3.1.2 Planning**
- 3.1.3 Organizing**
- 3.1.4 Staffing**
- 3.1.5 Directing**
- 3.1.6 Coordinating**
- 3.1.7 Reporting**
- 3.1.8 Budgeting**
- 3.1.9 Profit & Non-profit Organizations**
- 3.1.10 Role of the librarian as a Manager**
- 3.1.11 Conclusion**

### **3.1.1 INTRODUCTION**

Management is a complex process. But it is easier to understand if it is described as a series of separate process or functions. some management scientists refer the management functions as principles also. The management functions are grouped under four main activities namely planning Organizing leading and controlling. But the grouping of these functions differs with different authors. Hence Fayol mentioned the business operations into Six activities, all of which were closely dependent on one another. These activities are technical, Commercial, Financial, Security, Accounting and Managerial. Fayol felt that the last activity namely the managerial functions were the most neglected aspect of business operations o he focussed on this managerial activity. He defined management in terms of five functions namely Planning , Organizing , Commanding, Co-ordinating and Controlling. His ideas about the functions of management were adopted by Luther Gullick and Urwick and they grouped the managerial activities under seven headings to which they assigned an acronym called P O S D C O R B.

The word POSDCORB' stands for the following seven functions:

- P- Planning
- O- Organization
- S- Staffing

D-	Directing
Co-	Coordinating
R-	Reporting
B-	Budgeting

Functions of Management in Libraries: Management involves achieving the organization's goals. Organizations like museum and library are very essential because they store and protect the most of the important knowledge that our civilization has gathered and recorded. The knowledge which is recorded and preserved serves as a bridge between past, present and future generations. The success of a library depends on achieving its objectives effectively. The major objective of the library is to meet the intellectual needs of the society which greatly demands on how well the library is managed. so it is a vital factor that a librarian should be well versed with the concept of management functions.

### 3.1.2 Planning

Fayol defines planning as devise or course of action that will enable the organization to meet its goals. Planning is the fundamental step of management. Planning is the fundamental step of management. Planning involves choosing a course of action to achieve the objectives effectively. It is concerned with decision making . A plan can be considered as a detailed method which is formulated before hand to achieve certain goals or to do something.

#### Need for planning in Libraries

Planning is needed to solve the problems created by the following.

1. Quantitative growth of publication
2. Diverse and complex nature of the user's demands
3. limited resources

Further planning is necessary to anticipate and avoid problems in future and to identify better and effective methods to achieve the goals.

(Novelty and creativity): Planning involves adoption of new methods and forecasting. For this sound knowledge is essential in all aspects of library. Creativity and imagination is very essential for a librarian to think ahead of future and devise a course of action.

### 3.1.3 Organizing

Organizing means as the process of organizing or the work allocation among the members in an organization. It involves job description or detailing of work, division of labour and coordination of work. Detailing of work or job description means, the activities of the organization which are directed to achieve the goals, should be described in a detailed manner.

### 3.1.4 Staffing

Stoner (1978) defined staffing as the management function that deals with the recruitment, placement, training and development of organization members. The most important resources of an organization are its human resources. A library is no exception to this aspect. The work of library personnel has become more and more complex in the recent years.

The most critical job of a librarian is to select, train and develop the library personnel to fulfill the complex test effectively.

### **3.1.5 Directing**

Directing involves leadership which can be defined as the process of directing and influencing the test-related activities of group members. One of the major tasks of a librarian is to direct some of the activities of the employees. That is the librarian should be capable of making the subordinates to obey his commands willingly.

### **3.1.6 Coordinating**

A librarian can achieve effective coordination by using only two mechanisms Viz., the managerial hierarchy interdepartmental communication. Managerial hierarchy, allows the superiors or the manager to exercise their authority. This can be done only through the process of Communication. Stoner defined communication as the process by which people attempt to share the meaning via the transmission of symbolic messages. The librarian like the manager of any other organization should be able to communicate effectively with the staff. The librarian and superiors can make use of the communication pattern as an effective motivating coordinative factor among the employees of the library.

### **3.1.7 Reporting**

Reporting means the authorities are informed about the progress or regress of the work by the subordinates. In libraries a periodic report of the work carried out in each section should be submitted to the librarian such report will be very helpful for the librarians to wrote the annual report of the library.

An annual report prepared by the librarian will be submitted to the higher authorities which will be included in the annual report of the parent body. Thus the process of reporting follows the chain of commands of an organization in the upward direction. The reporting procedure of an organization should be based on sound policies. These reports can be used as the measuring units of the effective functioning of a library. The reports should be based on factual data collected from the various statistical records and dairies from each section of the library. The process of reporting when it is guided by proper and sound principles will not only help to evaluate the progress but will also serve as a motivating factor. The report will reveal the achievements or the turnover of the work of the employees by which they derive job satisfaction and sense of belongings but a periodic and methodic reporting will be achieved only by proper training of the employees, otherwise , employees may dislike The process of periodic reporting and they may try to avoid it due to fear. This can be rectified by proper training and good interpersonal relationship among subordinates and superiors. Reporting is one of the most important and at the same time a difficult job of the manager, since the poor turnover of the work will reflect his inefficiencies of management.

### **3.1.8 Budgeting**

Budgeting is one of the most important controlling measures of an organization. It is one of the most important functions of the management and it can be used as an effective tool to achieve a give no objective. Budget can be defined as a formal statement of financial resources. It is an estimation of income and revenue for coming year expenditure.

Budgeting is a process which needs a keen attention and effective forecasting by the librarian. The libraries are not revenue fetching departments more over they are spending institution. However our libraries follow the old tradition of allocation of funds in advance, and the librarian should spend the amount before the end of the financial year and at the same he should not exceed The budget. Most of the Indian libraries invariably operate with an



insufficient budget. These restrictions make the process of budgeting very complex and the librarian often struggles to meet both the ends.

A budget can be used as an effective administrative tool for supporting the librarian's argument for more funds. Further it also reflects on the growth of the library every year. Planning library budget needs foresight and efficiency. Concept of Management and Organization:

The concept of Management is a complex phenomenon which is considered as a basic and significant process to guide an organization to achieve its objectives effectively. Though it is an age old phenomenon, the importance of this concept has been greatly dramatized recently in the study of social sciences. The various functions of management like planning organizing, staffing leading and controlling etc have proved to have a great influence over the human behavior in the organization concerned.

In science a specimen in a particular species can be studied on the basis of the research study carried and a generalized conclusion and inference can be drawn pertaining to the whole species. But this procedure cannot be adopted in studying human behavior pattern since each individual react differently in an organizational set up due to various personal and organizational environment.

(the major questions posed by number of management scientists is that weather management is an art, or science or a process. It is neither just an art or science or process)

Management process; the management can be looked upon as a

1. Process by which managers formulate, direct and operate organizations with co-ordinative human effort to attain predetermined objectives.
2. Management is a process concerned with planning, executing and controlling the activities of an enterprise
3. Management is concerned with evolving workable plans which are then put into action resulting in certain consequences which have to be observed and evaluated and constantly compared with objectives prescribed in the plan. This cyclical process can be described as to management process.

The need for clear understanding of the concept of management and for a frame work of related theory and principles was recognized long back by early pioneers of management school of thought like chuster Barnard, Henry Fayol, etc. This need has been increasingly felt by the modern managers of all types of organizations. Especially the managers of non-profit organizations are more concerned about managing their enterprises since those organizations are different from the profit oriented organizations

### **3.1.9 Profit & Non-profit Organizations**

Organizations are nothing but an organized body. Similar to the stages of a biological organism, any organization has several stages in life cycle and it has similar characteristics of an organism. It has growth, development, maintenance of equilibrium for its survival for both profit and non-profit oriented organizations.

The most important characteristic which differentiates the non-profit organization from the other profit seeking enterprises is their major objective. Generally the major objective of the non-profit

organizations is “service” where as the major objective of the other type is “profit”. Here again , the service rendered by various non-profit organizations are different in nature which is based on their major objectives which is based on their major objectives, which is based on their major objectives, which can be grouped under the following categories.

<b>Organizations</b>	<b>Objectives</b>
1. Hospitals	Maintaining a Healthy Society.
2. Academic Institutions	Imparting Education
3. Prisons	Rehabilitation of Criminals
4. Religions Institutes	Promoting Spiritual and moral behavior
5. Social welfare organizations	Social uplift-ment
6. Associations and clubs	providing entertainment
7. Museums	promoting Art & Culture
8. Police	Preventing crimes
9. Libraries	Improving the knowledge

The above list shows the various service oriented organizations. Though they are all service oriented, the objective of each organization differs with the other and this difference contributes to the uniqueness of each organization.

#### **Library as a Non-Profit Organization:**

Libraries have certain characteristic features and functions, which differentiates them from other type of organizations.

When a profit organization fails to show a profit. It indicates that the organization is leading towards a crisis, where as in libraries there is no such indicator. Libraries are spending institutions and their financial requirements are met by grants provided by various funding agencies.

It is a known fact that library is a growing organism but generally the financial resources are not increased proportionately to its growth which tends to build up a slow financial crisis, which cannot be defected at an early stage by the authorities. This failure of attention to the slow financial crisis, which cannot be defected at an early stage by the authorities. This failure of attention to the slow growing crisis of the library is mainly due to the fact that any library is considered only as a part or sub system of an organization. For example a public library is a part of the government, academic library is a part of the academic institution and even a special library like research library is only a part of the research institution. So libraries being a “part” of a whole system the authorities usually concentrate their attention on the problem of a whole system. It is quit natural that the part i.e. subsystem eg; Library receives only less attention.

Thus the problems of libraries are treated as secondary, when compared with the problems of the whole organization.

Further the funding body of the public library is the government and this adds to its problems. When academic libraries and research libraries depend heavily on government funds, which leads to the involvement of politicians and the allocation process inequitably becomes a political affair. The change in the political conditions and policies will definitely reflect on the financial allocation for the libraries which leads to a very inconsistent flow of funds. Naturally, the progress of the libraries is greatly affected when they struggle for their existence

by cutting down the expenditure drastically to cope up with the inadequate and inconsistent flow of financial resources.

Free service is another factor which contribute to the uniqueness of the library so the services of the library are intangible, which makes the evaluation of a library difficult. To make the matter more complex, the objectives of the libraries are not well defined in most of the libraries, and no definite set of standards are established to measure the various types of services provided by the libraries. And there is no way to check whether the objectives of the library are achieved or not. This drawback is one of the major response which make the authorities unaware of the slow set back in the progress of the library.

To put it in a nutshell, the library being a non-profit free service oriented organization in a very disadvantage position when compared with any other organization. this demands for a very prudent and efficient librarian with great management skills to run or operate the library smoothly inspite of its turbulent situation.

### **3.1.10 Role of the librarian as a Manager**

A librarian should not only possess fundamental knowledge of management concepts, theories and principles but he should be always aware that the library is a “people” oriented institution. That is he should know how to achieve the objectives of a library efficiently through his staff members. He should be capable of utilizing the maximum potential of his staff members for providing maximum satisfactory services for the users of the library. This task of managing the personnel of the library demands a unique talent with a combination of formal and informal leadership qualities. The librarian should possess a sound knowledge about the ways and means of motivating the staff of the library to meet the complex information requirements of the users.

The role of a librarian as a manager has been increased in multidimensional aspects, due to the changing environment of the libraries. The modern society is now undergoing through an information revolution due to the information explosion. Information now considered as a powerful commodity with full of potentialities which can be utilized for both creative and destructive purposes.

### **3.1.11 Conclusion**

Instead of supplying the right book to the right reader, at the right time the slogan is not changed to the right information to the right person at the right time, in right format, for the right use. Though the libraries are still basically print oriented organizations the present electronic age is slowly heading toward paperless society as forecasted by F.W. Lancaster, which makes the libraries to replace conventional printed books by electronic media in the form of discs, tapes, CDs and microfilms etc. The librarians should collect organize, store, retrieve and disseminate the information. For this he should be well acquired with the latest skills and knowledge about the new technological innovations (like photocopying machines, computer) and telecommunication network etc.

As a result the electronic age has slowly changed the concept of library from just a store house to “Information Centre” and the fast changing role of the librarians from the mere custodian of books to “information Manager or information Scientist has been welcomed by the librarians as fully fledged sophisticated profession which definitely improves their image in the present society.

## **UNIT 3 : LIBRARY MANAGEMENT PRINCIPLES AND FUNCTIONS**

### **Lesson 2**

# **MANAGEMENT THEORIES: SCHOOLS OF MANAGEMENT**

## **STRUCTURE**

### **3.2.1 Introduction**

### **3.2.2 Autocratic School of Management**

### **3.2.3 Classical School of Management**

### **3.2.4 Neo Classical School of Management**

### **3.2.5 Personnel Management**

#### **3.2.5.1 Human Resource Planning**

#### **3.2.5.2 Recruitment**

#### **3.2.5.3 Selection**

#### **3.2.5.4 Induction and Orientation**

#### **3.2.5.5 Training and Development**

##### **a) Off- the –job training**

##### **b) On the job training**

#### **3.2.5.6 Performance Appraisal**

#### **3.2.5.7 Promotions, Transfers, and Separation**

### **3.2.6 Conclusion**

## **3.2.1 INTRODUCTION**

The history of school of Management thought can be traced from as early as 13 Th. Century B.C. many ideas relating to management was found in the Egyptian papyri and roman Empire records. Similar records were also found in chine. It is evident from Kautilya's Arthasastra that quite advanced principles of administration have been in practice in ancient India.

Management history can be generally grouped under the following major headings which come under different periods. The different periods show how the management principles had changed from primitive methods to latest modern principles they are

1. Autocratic and Beurocratic School of management

2. Classical school of management
  - a) Scientific School of management
  - b) Organizational school of management
3. Neo classical School of management
  - a) Human relations school of management
  - b) Behavioral school of Management

### **3.2.2 Autocratic School of Management**

In this school the work was extracted from slaves. For example some of the wonders of the world like Egyptian pyramid and China wall are the evidences of autocratic cracking their whips and extracting work from the slaves. so the only management principle used at this stage was only fear of punishment. Apart from these autocratic the priests of church were, also able to extract work by using the "Fear of God" Here the major principle used was fear of punishment and power completely centralized.

### **3.2.3 Classical School of Management: This can be divided into two schools**

- a) Scientific School of management
- b) Organization School of management

#### **a. Scientific School of Management**

Frederick Winslow Taylor is usually called as father of Scientific Management. The others who contributed to his school were Robert Owen and Charles Babbage. Owen improved working conditions in the factory reduced hours of work for employees and raised the minimum working age of for children.

Charles Babbage is probably remembered for his intention of a mechanical calculation and later he invented an Analytical machine with the basic elements of modern computer. He was refereed as the Father of the Computer. He introduced division of labour and developed scientific principles to guide the activities of a manager.

The fundamental scientific principles of Taylor can be summarized as follows:-

- a) Applications of scientific principles instead of 'Rule of Thumb'
- b) Harmony of group action, instead of discard.
- c) Achieving cooperation instead of developing individualism
- d) Working for maximum output, rather than restricted out put.
- e) Developing the potentials of the workers and the prosperity of the organization in general

His basic objective of scientific management was to carry out more work in an effective manner. On the basis on his time and motion studies he invented number of mechanical tools like pullies and high speed cutting tools etc which reduced the fatigue of the workers and saved their time. so that they can increase the production. The second element of Taylor's principle was a new salary payment plan which proved as an incentive for the workers. He established a standard and the workers who surpassed the standard, they received more salary.

The attention of Taylor was focused on production, efficiency and the prevention of waste. Because of this focus the approach was considered as 'Mechanistic' without any concern for the people an employ was considered as 'Rational Economic man' who was primarily motivated by economic needs Further it was also assumed that an employee would

not be inclined to do the work, unless the Carrot and Stick approach of reward and punishment was used as a regulator. Further Taylor expected the employees to be very obedient and loyal to the organization without expecting any wider role in their profession and simply carry out the orders. Henry L Gantt strongly supported the ideas of Taylor and developed the famous.

Gantt Chart: Which was considered as the forerunner of such modern techniques as PERT (Program Evaluation and Review Technique). The Gantt chart helps to plan for a complex schedule, by recording the time taken to complete each step of a job and also the time taken to complete the whole project. Lillian Gilbert also supported the Taylor's time and motion study. Gilbert concluded that it is not the monotony of work that causes dissatisfaction among the workers but the management lack of interest in the workers.

### **a) Classical Organizational School of management**

The failure of human concern in the approach of scientific management led to the introduction of classical organizational theory of Fayol Which was based on 'Management Centred' philosophy.

The French industrialist Fayol divided the activities of an organization into six categories, viz., Technical (production), Commercial (buying and selling), financial (revenue and expenditure), security (protection and safety), accounting (statistics) and managerial.

Fayol regarded that the managerial activity involves five basic functions, viz., planning, organization, commanding, coordinating and controlling.

Further he was also focus for his fourteen principles which are very essential even today for running an organization smoothly. They are summarized as follows

1. Division of work
2. Authority and responsibilities
3. Discipline
4. Unity of Command
5. Unity of direction
6. Subordination of individual to general interest
7. Remuneration
8. centralization
9. Scalar Chain
10. Order
11. Equity
12. Stability of Tenure
13. Initiative
14. Esprit de Corps

His principles were also applicable in political, religions and military organizations etc.,

### **3.2.4 Neo Classical School of Management**

a) Human relations school of management: This school of management was emerged with the experiment conducted by Ellen Mayo in the Electric Howthorne plant. The major discovery of his experiment was that the special attention causes the workers to increase their efforts and production and this phenomena was known as the "Howthorne Effect" he found that

the social environment of employees created by the Employer has a great influence on productivity.

- b) Behavioral School of Management: This school was developed by Abraham Maslow, Herzberg, Chris Argyris and McGregor. Herzberg and Maslow models are somewhat similar, certain contrasting features are also found in them. Maslow's basic needs emphasize physiological needs whereas Herzberg focuses on job conditions.

Argyris believed that people wanted to be treated as matured person but most of the organizations restrict the activities of The employees of a larger number by rules and regulations which makes them feel immature. Employees while trying to restrict their activities within a confined environment, they automatically become passive. Later, even if the authorities allow greater autonomy to employees, they will remain passive and incapable of taking any initiative and depend on authorities for instructions. Herzberg developed, a two-factor model of motivation which are called as hygiene factors or maintenance factors and motivational factors. According to his motivational factors such as achievement, responsibility, recognition, advancement etc., Responsibility and growth are related directly to the job itself. These motivators are job centered and they relate to job content. The hygiene factors such as company policy, quality of supervision, relation with subordinates, Pay, job security working condition, Status etc are essential to maintain a reasonable level of satisfaction in employees.

Mc Gregor's theory X and theory Y are based on alternative assumptions about employees. Theory X is based on a set of traditional assumptions about people which assumes that most people dislike work and they avoid it if possible. It also points out that they have little ambitions and authorities can extract work only on the basis of fear of punishment.

Theory Y suggests that people are not lazy and the work will become natural for them, if proper environment is provided. They will have self control and self direction to achieve that organizations objectives. So Mc Gregor suggests that there are two sets of Managers suggests that there are two sets of managers who view people in these positive and negative assumptions called "Learned Helplessness"

Abraham Maslow identified 5 different levels of human need. Which can be placed in a hierarchical levels. He considered that the needs have certain priority. As the primary needs are satisfied, a person seek to fulfill the secondary higher level needs. According to Maslow human needs which motivate the employees are placed in five levels as shown in the figure.

The first level need involves basic survival in a real work. Having satisfying the basic needs, people want some assurance that these basic needs are a must in future also. This need is met in organizations by permanent job policies and pension schemes. ( safety and security needs) The other three needs namely social needs, esteem needs and self actualisation needs are higher order of needs. According to Maslow, man is a social animal Therefore, his need for social recognition should be met in the working situation and also when he is away from the work. The fourth level need emphasizes the value of the person, that is a person should feel that he is worth or his status should be recognized. Self actualization work as a challenge and accomplish it to satisfy their own inner urge.

#### **Applications of Various Schools of Management in Libraries:**

Number of authors in library science compared the characteristics of each management school of thought with the climate of libraries and discussed the similarities, Evans considered that

Scientific Management School of thought started influencing library management from 1937 and he labeled 1937 to 1955 as Scientific period, be, because, after 1937 a number of doctoral dissertations were produced in developing countries applying the scientific principles in libraries.

### **3.2.5 PERSONNEL MANAGEMENT**

During the past few years the concept of personnel management has attracted considerable attention from the researchers in library science. As a result there is a gradual increase in the research activities in this concept, in library science which lead to a considerable output of research publications but in India personnel management is consider only as a peripheral topic in library Management and it has not yet been regarded as an independent and significant phenomenon. Though a considerable attention has been paid by the researchers in library science regarding this concept, it still remains a complicated process when it comes to the practical management of the personnel in any library system.

This complicated process can be defined in brief as the management of human resources of an organization. The complexity of personnel management in libraries are due to several reasons such as, discrepancies in designations and prescribed qualifications for each type of designation and lack of established standard to evaluate the performances of staff etc. The major cause for these problems is the lack of definite and uniform personnel policies in libraries. Each library system has its own policies which differ with other library systems. Unless a librarian is well versed with the good principles of personnel management, he will not be able to make use of the full potential of the human resources of the library. Unfortunately most of the librarians are not fully aware, that psychological behavioral and motivational aspects of the employees have a great influence over their performance of duties. So, a librarian must be able to understand behavioral and motivational pattern which reflects the functioning of the library. For this the librarian should have a sound knowledge about the principles underlying an efficient personnel management.

The major objective of personnel management is to secure, retain, utilize and develop an adequate staff to run the library efficiently. It is a continuous procedure which involves a series of steps which are as follows.

#### **3.2.5.1 HUMAN RESOURCE PLANNING**

A librarian should able to provide optimum effective service to the users with minimum resources and facilities available this task can be achieved by librarian, only by a proper planning of human resources available in the library. Human resources planning can be accomplished after a careful consideration of the following aspects.

- a) Growth of documents
- b) Increase in the number of users
- c) Their complexity of information demands
- d) Introduction of a variety of new services to meet the complex demands of the users
- e) Working hours
- f) Layout of the library building
- g) skill of the existing staff and training
- h) Vacancies in various categories of employees
- i) Training progammes



After collecting the data about the above mentioned factors, the member type and qualities of employees which are required to perform the functions of libraries, should be determined. This process involves forecasting the future needs of the library. In other words, librarian should be able to estimate approximately as to how many staff is needed to perform the specific duties, not only the one which satisfies the present situation but also the future demands of the library. Human resource planning and forecasting is a complex procedure which involves

- a) job analysis and
  - b) Job Description
- A) Job analysis means developing a written statement of the content and location of each job on the basis of division of labour. The division of labour emphasizes in breaking down a task into several constitute, operation. Division of labour leads to specialization and departmentalization specialization is resulted when a person acquires special skill in a particular task either by experience or by training, where as departmentalization means several tasks are grouped into individual jobs which in turn can be grouped into units or subsystems. These subsystems with their respective designation of the staff is usually represented in an organizational chart.
- B) Job Description: The written statements of the jobs at the operative level is called job description. All these factors which are mentioned here should be clearly described in the staff manual of the library.

### **Determination of Number of Staff**

Dr. S.R. Ranganathan has grouped the library staff under three categories namely professionals, semiprofessionals and non-professionals. According to him the professionals should have a Degree in library Science and Semiprofessionals should possess a certificate in library Science and non-professionals are the staff who carry out The clerical jobs. The qualifications of these staff have been changed at present according to the latest orders of the government.

The above mentioned three different categories of staff can be interpreted in the modern management concept as three levels of management. The three levels of management indicate three categories of staff namely, top management, middle management and first line managers or supervisions. In libraries the top management consists of the library Authority and the librarian, The middle management constitute the Deputy Librarian where as the first line managers are assistant librarians who are in-charge of various sections of the library. Assistant librarian has under his control, professionals and semi-professionals who carry out the jobs at the operating levels. One of the methods to determine the numbers of staff at operating levels is to calculate man hours man hours mean the time taken by a person to finish a particular job in a given period of time. From this it can be determined as to how many individuals are needed for a particular job.

### **3.2.5.2 RECRUTIMNET**

The second step I personnel management is recruitment . Recruitment is the process by which the library recruits the staff needed for the library. the process of recruitment has been explained in the following manner. The major step in this process is to as certain how many posts are vacant vacancies in libraries may arise due to various reasons such asretirement resignation, promotion, transfer and dismissal etc. I certain cases new posts may also be created. The new posts which are created must be approved and sanctioned by the authorities

of library. If a new post is sanctioned the qualification and scale of pay should be fixed after getting the approval of the authorities. If an already existing post is to be advertised then the qualification and scale of pay should be revised if necessary. The policy of recruitment differs from one library system to another. Promotion for higher posts are given for the internal candidates in government organization and the same policy is adopted in certain government and public libraries.

But some libraries do not follow The practice of recruitment from within the library. In some libraries recruitment for higher posts are considered on the basis of seniority. Though this is a good practice some other criteria such as higher qualification and a fixed number of years of experience should be prescribed for the recruitment to higher posts.

The next stage in the process of recruitment is to advertise the posts in newspaper and other mass media such as T.V. and Radio etc. The employment office also can send a list of eligible candidates for recruitment. The advertisement should provide a complete details about the designation required qualification and experience etc. Apart from this the advertisement should also give specification about the mode of application and the last date of receipt of the application. Once the last date of receipt of the application. Once the last date of receiving the application is over, the application should be scrutinized and sorted out according to the different posts advertised. The selection committee should be appointed and the interview cards should be sent or dispatched to eligible candidates.

### **3.2.5.3 Selection**

Selection procedure involves interviews and tests. The candidates are interviewed by the selection committee and the committee members should try to predict the capabilities of the candidates to be selected. In some cases certain tests are necessary to ascertain the skills or the specialized knowledge required for a particular designation. The tests to be conducted may vary from a written test to an aptitude test. The interviews and tests are very essential to ascertain whether a right man is selected to a right job. There is a saying in the personnel management field as ' Misplaced man runs the organization' This saying is very aptly applicable as far as top posts are concerned. The selection committee must be very alert while selecting a person for a top post and they should never allow their views to be influenced by any political pressure or their own prejudice. The selection committee must realize that the fate of the library is entrusted in their hand, they should be very careful so as to select the persons who will work sincerely and commit themselves to the progress and development of the library.

### **3.2.5.4 Induction and Orientation**

A new recruit will naturally feel bewildered in a new environment even if he/she is well qualified. Hence effective induction and orientation of the candidate to new environment will reduce the anxiety and make the candidate familiar with the job condition and the co-workers. Generally in libraries when a new recruit came the candidate is directly taken to his/her seat and asked to start the work after explaining the duties briefly this is not a good start for any library professional. The new candidates must be introduced and oriented on the following aspects.

1. Their work routine and responsibility
2. Review about the library history and its major objectives
3. The various types of services provided by the library
4. The type of users and their demands
5. library rules and procedures

6. Schemes of classification and cataloguing code used in the library.
7. The general routine of various sub-units branches of library.
8. The staff structure of the library
9. Employees rights and benefits
10. they should be introduced to all the staff of the library.

Induction and orientation is very essential in any library system and it helps to build up cooperation and improve interpersonal relationships among employees.

### **3.2.5.5 Training and Development**

However an employee is qualified or experienced training is essential to make him understand the particulars and job condition of the library. A proper training of an employee according to the job requirements of the library. Further proper training of the employee will lead to discipline and more systematic ways of doing things which will result in the efficient functioning of the library. But training experienced employees often proves to be troublesome since their resent being asked to change their established ways of doing things. So, training process should be started as soon as a new employee has been appointed in the library. Training ensures quality in work and it makes aware of an employee where exactly he stands and his contribution to the progress of the library. There are a variety of training process that a library employee can undergo, which can be described under the two headings namely

- a) On the job training and
- b) Off the job training

#### **a) On the job training**

Means a new recruitment undergoing training in the actual work situation, which includes job rotation and internship or apprenticeship. During the period of internship and apprentice ship an employee undergoes training under a highly skilled co-worker. This method is well suited for training the new employees. Job rotation method facilitates the employees to work in all the sections for a period of time, which enables them to acquire experience in the overall routine of the library.

#### **b) Off- the –job training**

Means the employee undergoes training outside the actual work conditions. The object of this method is to avoid the on the job pressures that might interfere with the learning process. This method includes, class room lectures seminars and film shows etc. This method is based on educational training and the employees will learn by observation.

Above all these the employees should be given opportunities to learn about the various working conditions and routine of different types of libraries by allowing them to visit other library. Such Educational visits broaden the outlook of the employees to a certain extent and motivate them to improve their own skill.

### **3.2.5.6 Performance Appraisal**

Judging the performance of subordinates accurately is not an easy taste for anyone who is responsible of staff performance appraisal. And it is still more difficult task to convey the judgments to the subordinates without hurting their feelings. The person who is in-charge of personnel should have a humanitarian approach while evaluating the employee would realize that the basic motive of performance appraisal is to help and guide the employees to improve

their skills and not just to criticize and hurt their feelings. Blunt criticism will make the employees more defensive and it will lead to strained relationship among superior and subordinates.

A personnel manager should understand that performance appraisal is a continuous process of feeding back the employees about how well they are performing their jobs and not a constant criticism or controlling procedure. This process will be more effective, if it is done informally and systematically. Informal appraisal includes a periodic review of the superior about the performance of an employee which should be done in a more casual and friendly way to indicate whether a particular work has been performed well or performed poorly.

Formal and rigid appraisal is considered as ineffective and leads to certain problems. There is a possibility of employees getting victimized by the personal conflicts among superiors and subordinates. It has been understood from the various studies conducted on this aspect that biased appraisals are not only due to color, race or religion but also other personal characteristics such as age, qualification, style of clothing, economic and social conditions and political viewpoints etc. So to avoid such complications the performance appraisal should be based on goals or standards which are formulated mutually by superior and subordinates. There should be periodic free discussions between superior and subordinates to ease any tension and to understand each other's problems in performing the job. Such periodic discussions will surely ensure a better practice of performance appraisal and further improve the communication process in the libraries. Performance appraisal will become a welcoming practice if it is followed by some rewards for the best performances. Law performance should be improved by some corrective measures, such as additional training and refresher's course etc.

### **3.2.5.7 Promotions, Transfers, and Separation**

Promotions should be based on a well established procedure since it is the major incentive for motivation of employees it is extremely important that any library should follow a fair practice regarding promotions without any prejudice or biased views. It should be based on merit, experience and qualifications, since just promoting on the basis of numbers of years of service put in by the employee will lead to lethargy and apathy. When there are no promotion chances, special considerations should be shown to pay more incentives.

Transfers have advantages and disadvantages it can be used to provide employees job experience but sometimes it can be used simply to move an inefficient or corrupted employee to an insignificant place.

Demotion means a transfer or a promotion to a less insignificant position and irresponsible positions but some employees will not mend their ways even after demotion. Such persons in private organizations are generally dismissed or suspended. But such dismissal and suspension cannot be made in libraries unless a person is proved guilty of some serious offences.

Separation includes, retirement and death which proves to be very painful at times the unexpected death of an employee may deprive of a earning member in a family. So many organizations follow the practice of offering some job to one of the members of the bereaved family.

### **3.2.6 Conclusion**

A personnel manager in a library should be gifted with certain qualities such as keen sense of justice, real interest in the welfare of the subordinates. Judgment and commonsense,

tactfulness and coverage etc will help the personnel manager in helping his subordinates at all levels. Apart from these qualities, straight forwardness and sympathetic approach will help a personnel manager to win over his subordinates. Above all the librarian should be a philosopher and guide to his subordinates.

## **UNIT 3 : LIBRARY MANAGEMENT PRINCIPLES AND FUNCTIONS**

### **Lesson 3**

# **LIBRARY PERSONNEL**

### **3.3.0 Objective**

- After studying this you will be able
  - To understand the personnel requirement in libraries
  - To assess the staff requirement.
  - Job analysis

### **Structure**

#### **3.3.1 Introduction**

#### **3.3.2 Ranking, Duties & Grading of the Staff**

#### **3.3.3 Job Analysis**

#### **3.3.4 Condition of Service**

#### **3.3.5 Recruitment, Selection and Training**

#### **3.3.6 Recruitment and Qualification: Estimation**

#### **3.3.7 Staff strength**

#### **3.3.8 Bibliography**

### **3.3.1 INTRODUCTION**

The Staff, the books and the readers make up the fundamental trinity of a library. The success of a library largely depends upon the persons who are responsible for the effective use of a good collection of books in the hands of the readers. A library having good collections cannot render best service to its readers without efficient and trained personnel. Thus for the fulfillment of desired objectives of any library sincere and organized human effort is essential. The basic aim of the library staff should be to place the right book in the hands of the right readers at the right time. They should ensure that no reader who requires from documents should go without it. According to Clara W. Herbort, "The organization of a library is, therefore, of fundamental importance in the consideration of personnel administration. It is the house in which the members of a like profession live and should partake of the characteristics of a happy home. It should be well regulated, smooth running, cooperative, comfortable in which each member of the staff may find his rightful place".

The personnel programme of a library aims at the securing of adequate and efficient staff in order to carry out the overall objectives of library organization. The staff management policy of different type of libraries will be influenced by their nature of services but their basic guiding principles will be the same. There is an absolutely essential need for a set of guiding

principles which will assist the librarian or the personnel executive of a library in the formation of personnel policies, procedures and programmes as well as in the solution of personnel problems.

The personnel policy of a library includes the ranking and grading, job analysis and job description, condition of service, recruitment, selection and training and strength of the staff.

### **3.3.2 Ranking, Duties & Grading of the Staff**

The entire staff structure of library usually consists of certain ranks of employees of different grades. The "ranking" of employees is determined according to the type of works they perform, in other words, it relates to the number of posts at each level. The "grading" of the staff is made according to different classes of personnels basing on their salaries and wages. The first requirement in getting the best out of a library staff is to make as clear-cut a separation as possible between professional and semi-professional work, as it will not economical to burden professional employees with non-professional duties or vice-versa. So all the employees in a library are divided into three categories-professional, semi-professional and non-professionals.

The professional staff is engaged in performing professional duties whose minimum qualifications should be graduation with at least one year training in library and information science leading to post graduate degree or diploma. The semi-professional staff of a library consists of employees who perform library routine and techniques under the guidance of professional staff and they have received alternatively training in library science. Also some none professional (clerical) and unskilled workers are appointed to perform certain library works.

### **3.3.3 Job Analysis**

As our modern library is complex affair it becomes very necessary to define the duties and responsibilities of the library staff working in different sections. Therefore, an analysis shall be made embodying a general description of level of work and the responsibility of each grade or level of work. A detailed job analysis of each section of a library also needs to be attempted so that each member of the staff knows what he is supposed to do and what is expected of him. In deciding on the grade of the post, the general level of work and responsibility for a particular post should be laid down. Thus it can easily be determined what, specific duties appropriate to each post, and what qualifications, knowledge, skill and aptitudes are necessary to perform the job.

### **3.3.4 Condition of Service**

Service condition is an essential ingredient of staff management. It includes such matters as hours of work, service regulations, pension, retirement and resignation policies and procedures, policy relating to educational and welfare facilities. Conditions of service in state and central government managed libraries both public and academic are laid down on a state or national basis. In order to related the salaries of the staff to their work performed and responsibility attached the chief librarian or the Director of Libraries must use his professional knowledge to assess these. Also through joint consultation or negotiation between staff and management, the gradation, working conditions and scales of pay of the library personnel should be determined.

### 3.3.5 Recruitment, Selection and Training

The recruitment policy of a library is planned considering the nature of its services. Thus the recruitment policy of a public library differs from a school or college or University library or from any special and research library. Hence the, recruitment of the library staff should be made by certain tests like aptitude test, personality test, interest test, intelligence test, etc. The tests are necessary and helpful in assigning the right job to the right person so that he can be able to develop his interest as a scholar, cultivate a real intellectual awareness and assist the research scholars, teaching staff and students to save their time to bibliographic search and information retrieval.

The recruitment of library staff should be proceeded by job analysis and job description. An analysis should be made to decide the number of posts required, types of jobs to be done, to specify the responsibilities implied in each job and to determine the qualifications required by a staff member to enable him to do the job satisfactorily. The minimum basic and professional qualification should be laid down for each job.

As per the Report of the Library Committee of the University Grants Commission, India, the academic qualifications of the Library staff should be at par with those of the Professors, the Readers, the Lecturers and the Tutors. Apart from general academic qualifications of a high order the librarian and his professional staff should also have professional qualifications of an equally high order.

#### Recent U.G.C' Qualifications for the Librarians:

The U.G.C. vide its letter No. F.1-9/89 (CPP-I) dated 20 February (1990) has revised the minimum qualifications for appointment to the post of University Librarian, Deputy librarian, Assistant Librarian/College Librarian & Documentation Officer as follows.

#### 1. Librarian: (University) / Professor

Rs. 16,400 420-20900-500-22400)

- (i) Master's Degree in Library Science/Information Science/Documentation with at least 55 per cent marks or its equivalent grade and a consistently good academic record;
- (ii) One year specialization in an area of Information technology/Archives and Manuscript keeping. Master's Degree in an area of thrust in the institution; and
- (iii) At least ten years as a Deputy Librarian in a University Library or fifteen years experience as a College Librarian.
- (iv) Evident of innovative Library service and organization of publishes work.

Desirable: M.Phil/Ph.D degree in Library Science/Information Science/Documentation/Archives and Manuscript keeping.

#### 2. Deputy Librarian/ Associate Professor

(Rs. 12,000 – 420 – 18,300)

- (i) Master's Degree in Library Science/Information Science/Documentation with at least fifty five per cent marks or its equivalent grade and a consistently good academic record.
- (ii) One year specialization in an area of Information technology/Archives and Manuscript keeping or Master's Degree in an area of thrust in the institution.
- (iii) Eight years experience as an Assistant University Librarian/College Librarian and
- (iv) Evident of innovative library service: published work and professional Commitment.

Desirable: M.Phil/Ph.D degree in Library Science/Information Science/Documentation/Archives and Manuscript keeping.



### 3. Assistant University Librarian/College Librarian/Documentation

Officer/Assistant Professor

(Rs. 8,000 – 275 – 13,500)

- (i) Qualifying the national level test conducted for the purpose by the UGC or any other agency approved by the UGC.
- (ii) Master's Degree in Library Science/Information Science/Documentation or an equivalent professional degree with at least fifty five per cent marks or its equivalent grade plus a consistently good academic record;

(OR)

Master's degree in Art/Science/Commerce or equivalent degree with at least fifty five per cent marks or its equivalent grade with Bachelor's degree in Library Science/Information Science/Documentation or an equivalent professional degree with at least fifty-five per cent marks or its equivalent grade plus a consistently good academic record.

### 3.3.6 Recruitment and Qualification: Estimation

Recruitment to the posts of Assistant Librarian, Deputy Librarian and Librarian in the Universities shall be on the basis of merit through all India advertisement and selection provided that Assistant Librarians who fulfil the criteria prescribed herein after will be eligible for promotion to the post of Deputy Librarian. Recruitment to the posts of Librarians in colleges shall be on the basis of merit through all India advertisement and selection.

The minimum qualifications required for appointment to the posts mentioned above will be those prescribed by the U.G.C. from time to time (i.e. minimum 1<sup>st</sup> or Second class Masters Degree on a subject with 1<sup>st</sup> or 2<sup>nd</sup> class Blib.Sc. degree or 1<sup>st</sup> or 2<sup>nd</sup> class B.A./B.S.c/B.com, with 1<sup>st</sup> or 2<sup>nd</sup> M.Lib.Sc. degree as per U.G.C recommendation of 1974 prescribed for initial appointment to the post of Assistant Librarian in Universities and Librarian in colleges for the whole country).

As in the case of recruitment of Lecturers in Universities and colleges, only those candidates who besides fulfilling the minimum academic qualifications prescribed for the post, of Assistant Librarian in Universities and Librarian in colleges have qualified in a comprehensive test, will be eligible for appointment to these posts. Prior to 1974. the minimum qualification for the post of Lecturer in Library Science was 1<sup>st</sup> or Second Class Masters's degree in any subject with 1<sup>st</sup> or Second class Bachelor's degree in Library Science which was also the prescribed qualification for the post of Assistant Librarians in Universities and Librarians, in colleges. From 1974, the minimum qualification for the post Lecturers in Library Science was M.Lib.Sc. with 55 per cent of marks of B+grade, prescribed by the U.G.C. but the minimum qualification for the post of the above categories of the Librarian was not changed. Since the minimum pay scales of the Lecturers and Librarians are the same as per the Govt. of India, (Notification No. F. 1-21/87-U-1 dated. 22.07.1988, Ministry of Human Resources Development) the minimum qualification for the post of Librarian of the above category should be fixed at Masters degree in Library Science with 55% marks or B+grade. Relaxing the qualification to M.A., B.Lib.Sc. with 55% of Marks is a good step of UGC.

Candidates who, at the time of their recruitment as Assistant Librarians in Universities and Librarian in college possess M.Phil or Ph.D degrees in Library Sc./Documentation Archives and manuscript keeping will be sanctioned one and three advance increments respectively in the scale of Rs. 2200 – 4000.

**Promotion to Senior Posts:**

Every Assistant Librarian in a University and a Librarian in a College who is in the scale of pay of Rs. 2200 – 4000 will be placed in a senior scale of Rs. 10,000 – 18,300 if he/she has completed 8 years of service after regular appointment;

Every Assistant Librarian in a University and a College who has been placed in the senior scale will be eligible for promotion to the post of Deputy Librarian in a University and College Librarian in the selection grade in the scales of pay 12,000 – 18,300 if he/she has completed 8 years of service in the senior scale; provided that the requirement of 8 years will be relaxed if his/her total service is not less than 16 years.

The selection and appointment of library staff should be done very carefully because much of the success of the library staff member on the job in a library depends upon skillful personnel administration. The staff of the library should be well organized so that each member can contribute his highest abilities and skills to the cooperative effort. The usual method of selections either by open advertisement or through the Employment Directorate for the posts and prescribing the qualifications, experience and scales of pay. The head of the library or the principal librarian should be selected through a high power selection committee consisting of Library experts. The librarian should be the person chiefly responsible for personnel administration and he should select committee. The suitable candidates should be called for an interview and the selection committee should prepare a panel of names in order of merit of performance so that, if the candidate placed at the top does not accept the job, an offer is sent to the next one. Thus the appointments to the different posts are made on the recommendation of the selection committee which should be very fair and honest.

After appointment, the library needs to ensure that new staffs are trained in their duties and that other staff improve their activities, so that they become more efficient and may qualify for promotion. The existing staff should be trained in the use of new appliances and machines like computer, photocopier, microfilm reader, electronic stencil cutter etc. Training may be imparted through (a) apprentice system, which equips the trainee with a practical knowledge of actual library work; (b) in-service training for those who are selected for promotion may also be required to take additional courses in library and Information Sciences or if they are in non-professional positions, to attend the library science courses over a particular period of time; (c) Under study method which enables an employee to work under another trained experienced employee; (d) study tour which provides scope for an educational visit to big modern libraries; (e) extension lectures, workshops, refresher courses, seminars, conferences and meetings.

For the purpose of training in librarianship or library and information science education, schools, colleges and departments are established either by Government or by the library associations. The training for the semi-professionals is a undergraduate course where as the training for the professionals should be of the University standard and a postgraduate course, leading to BLISc (Bachelor of Library & Information Science) and MLISc (Master of Library & Information Science) degree.

**3.3.7 Staff Strength**

The strength of staff of a given library depends on the size of its collections of books, periodicals, manuscripts and other documents, scope of its service to the readers at different points, hours of opening, processing systems, the financial support, the number of types of readers served, etc. According to L.R. Wilson and M.F. Tauber in a University Library the size of staff apparently bears a definite relation to the number of volumes added annually, the

number of students and faculty members served, the teaching and research programmes of the University, the number of departmental libraries operated, the teaching and research programmes of the University, the number of departmental libraries operated, the number of service desks maintained and the nature of the internal organization of the library.

The University Grants Commission of India appointed in 1957 a Committee under the Chairmanship of Dr. S.R. Ranganathan to advise the U.G.C. about the development of libraries and their organization. The Committee has laid down a staff formula to determine the size of the staff for different sections of a University or College Library on the following basis:

**1. Book Section:**

(The selection, ordering and accessioning of purchased as well as donated books). one person, having a bearing on the research work

a) In progress in the University). for every 600 volumes added in a year.

**2. Periodical Publications Section:**

(The ordering, weekly receipt, preparation and display of current periodicals, their accumulation and preparation for binding on the completion of volume).

a) One person for every 500 current periodicals taken.

**3. Documentation Section:**

(The preparation of the documentation list and of the abstracts of relevant articles in current periodicals, having abstracts of relevant articles in current periodicals

a) One person for every 1000 entries prepared in a year.

**4. Technical Section:**

(The classification and the cataloguing of books)

a) One person for every 2,000 volumes added in a year.

**5. Reference Section:**

(Helping the students, the teachers, the research workers, in the choice of books, articles in periodicals appropriate to their interest at the moment, providing both short and long range references).

a) One person for every 50 readers, other than the users of the text book collection in a day.

**6. Circulation Section:**

(The charging and the discharging of books needed for study by the readers all through each day)

a) One person for every 1500 hours for which one wicket gate of the library has to kept open in a year.

**7. Maintenance Section:**

(The maintenance of the books and the periodicals in the current sequence on the shelves, the maintenance of the gangway guides, the bay guides and the shelf guides in the stock room in order to facilitate open access, the daily replacement of the books returned by the readers from time to time during the day and the preparation of books for repairs and binding week after week)

- a) One person for every 6,000 volumes added in a year, one person for every 500 volumes to be replaced in a day and one person for every 1,00,000 volumes in the Library.

#### **8. Administrative Section**

(The usual office functions such as accounts, budget, correspondence work, steno typists, work and maintenance of buildings, fittings and furniture)

- a) Minimum one Library accountant, one steno-typist and one correspondence clerk.

#### **9. Supervisory Section:**

One librarian and one Asst. or Dy. Librarian for two shifts for Supervision, organization, and solving the different problems cropping up in the work of different sections.

#### **10. Unskilled Staff:**

One cleaner for every 30,000 volumes in the Library, one attendant for every 6,000 volumes added in a year, for every 500 current periodicals taken, and for each of the shifts in the circulation sections, besides unskilled and the semi-skilled workers normal to any institution.

Also the committee recommends for the provisions of staff for leave substitute. Normally a person works only for about 250 days in a year and avails weekly holidays, notified holidays, monthly holidays, casual leave, medical leave and earned leave. But a University Library should be kept open on all the days of the year except a few national days. Therefore, provision should be made to appoint staff on leave vacancy at the rate of one month in a year for each member in certain essential sections like the circulation, the Reference and the Supervisory.

The staff formula for the public library as recommended by Dr.S.R. Ranganathan is as follows:

#### **1. Book Section:**

One person for every 6,000 volumes added in a year.

#### **2. Periodical Section:**

One person for every 1,000 periodicals currently taken.

#### **3. Technical Section:**

One person for every 2,000 volumes added in a year.

#### **4. Maintenance Section:**

One person for every 1,500 volumes newly added in a year and one person for every 50,000 volumes in the library.

#### **5. Publication Section:**

Minimum one artist.

#### **6. Administrative Section:**

Minimum one library accountant, one steno-typist, and one correspondence clerk.

#### **7. Reference Section:**

One person for every 50 readers using the library in a day of the year

#### **8. Circulation Section:**

One person for every 1,500 hours for which one wicket-gate of the library has to be kept open in a year.

#### **9. Supervisory Section:**

One Librarian and two Deputy Librarians in the State Central Library and one Librarian and one Deputy Librarian in each city Central Library and District Central Library.

**10. One or more semi-professionals in each City Central Library and**

District Central Library to have charge of sending out books to branch libraries.

Dr. S.R. Ranganathan in his book "Library Administration" 2<sup>nd</sup> edition has also recommended the following staff formula which may be applied with adjustments and additions to different types of Libraries:

- Let:*
- A = Number of volumes accessioned in a year
  - B = Annual budget allotment in rupees.
  - D = Number of periodicals documented in a year
  - G = Number of gate-hours for a year (counter gate).
  - H = Number of hours the library kept open in a day.
  - P = Number of periodicals currently taken.
  - R = Number of readers per day.
  - S = Number of seats for readers.
  - V = Number of volumes in the library.
  - W = Number of working days in a year
  - SB = Number of persons in book section
  - SC = Number of persons in circulation section.
  - SL = Number of persons as librarian and his deputies.
  - SM = Number of persons in the maintenance section.
  - SP = Number of persons in periodicals section.
  - SR = Number of persons in reference section.
  - ST = Number of persons in technical section.

Formula recommended for staff of the different sections coded above:

$$\begin{array}{ll} SB = A/600 & SM = A/3,000 \\ SC = G/1500 & SP = P/500 \\ SL = HW/1500 & SR = (R/50) W/250 \\ ST = (A+40D)/200 & \end{array}$$

(a) Formula for Total Professional Staff:

$$SB + SC + SL + SM + SP + SR + ST$$

(b) Formula for Non-Professional Skilled Staff:

$$\{3(A+20D) + 2(G+3P) + 2W (H+6) [R/50]\}/3,000 + B/30,000 + (S/100).$$

(c) Formula for unskilled staff:

$$\begin{aligned} & SB/4 + SC/2 + SL + SM/4 + SP/2 + SR/8 + A/20,000 + \\ & D/500 + B/60,000 + (S/100)/4 + V/30,000. \\ & = \{27A + 2(B+120D) + 40(G+3P) + 30,000(S/100) + \\ & 4V + 2W (40A+3) (R/50)\}/12,000. \end{aligned}$$

On the basis of the above staff formulas, the total strength of various categories of staff required by the different types of libraries can be assessed and the approximate expenditure can be calculated. Also Dr. Ranganathan has recommended to utilize half of the funds provided in the annuals budget of a library for its staff salary.

**Duties of the Staff:**

In the academic libraries, the librarian and his staff should make themselves familiar with the wave front of knowledge in which research is in progress. They should serve the staff with

the nascent thought expeditious, exhaustively and pinpointedly. They should keep close touch with the progress of class room teaching programme and in collaboration with the teaching staff of different subjects should plan for the students to pursue, preparatory, parallel and follow up study by mobilizing the resources of the library. Also they should specialized in the bibliography of different subjects for book selection just to build a balanced book-collection in close-correlation with the current and future of research workers and students. Thus the Library staff should render their services to the research workers, teachers and students.

Generally the staff of a modern library has many duties to perform but the most important one being the way in which information is channelised to the staff members. This is done through staff manuals containing standing instructions, occasional memoranda dealing with day to day changes and regular staff meetings to pass on information to all the employees of the library. The staff of a Library should perform their duties in order to achieve its objectives. The main aim of a library is to utilize its resources to the best advantage of its readers. So the staff should investigate the reading interests and needs of the readers. They should attend sincerely to the technical and processing work such as classification, cataloguing, documentation, circulation, preservation and maintenance of the reading materials. They should extend their special services to the children and youths. The other important duties of the library staff are – Ordering and Accessioning of Books and other documents, processing payment of bills, salaries and sanction of leaves of the staff members, initiation and filing of correspondence, maintenance of staff records, the preparation of budget, annuals reports, committee reports and proceedings, assembling statistical data, checking and certification of accounts.

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## **UNIT- 4 LIBRARY BUILDING**

# **LIBRARY BUILDING**

### **Structure**

#### **4.1.1 Introduction**

#### **4.1.2 Role of the Librarian**

#### **4.1.3 Functions and Activities of Library Building**

#### **4.1.4 Planning and Construction of Library Building**

#### **4.1.5 References**

### **4.1.1 INTRODUCTION**

The term Library has been derived from the Latin word “Librarian” which means a house of books and other written documents stored. Due to the advent of knowledge and progress of science, the concept of library as a store house of books or documents has been changed. Part of our Socio, Economic, Cultural and Educational activities. Dr. S.R. Ranganathan has aptly felt that “Libraries are not mere store houses by they are rich springs from which knowledge flows out in order irrigate the wide field of education and culture”.

A good and sophisticated modern library is a social institution, which cabers the recorded knowledge to the users in the form of books, periodicals, manuscripts, cartographic materials, film strips, tapes, floppies, CD’s etc., irrespective of their class, sex , age, and religion. A modern library is primarily designed to select, collect, organise, preserve, and distribute books and other reading materials to its users. Library buildings house library collections of various kinds, chiefly books and other printed matter, seating accommodation and other facilities for library users. Before a library building is constructed a right type of planning is necessary for its efficiencit run. Planners of a library building requires thorough understanding of needs of the users, objectives and functions of a library mistakes made at this stage could prove to be externally serious. A library planned for closed access would be unsuitable for open access. Where as a library planes for open access will also serve for closed access.

It is always suggestible that the library committee should appoint a library building planning committee consisting of the librarian, an architect, building supervisor, a representative of the library committee, a representative from the governing body and one or two representation from the users.

### **4.1.2 ROLE OF THE LIBRARIAN**

The librarian who is capable of delivering the goods. He will be expected to do the spade work necessary for planning and equipping the library. He will prepare a note on ‘ Library building programme explaining the Authority. An experienced librarian would be in a position to translate his knowledge concerning library needs into written statement of instructions. This draft is extremely useful for planning and designing a library building.

### 4.1.3 Functions and Activities of Library Building

The main aim of the library building should be able to cater the following functions and activation.

- a) Provision to run the technical operation of the library effectively.
- b) The provision for efficient and rapid generation of library production.
- c) Provision for comfortable reading halls for the users for their study.
- d) Provision for research carrels for research scholars.
- e) Provision for main stock.
- f) Separate provision for Net library.
- g) Provision for Computer & Xerox rooms.
- h) Provision for Retiring rooms.
- i) Provision for Exhibition and Display of New arrivals.
- j) Provision for Reference & Documentation collection.
- k) Separate provision for gents and ladies toilets.
- l) Provision for drinking water.
- m) Provision for binding section.
- n) Provision for librarian room, deputy librarian room, library committee room and working facility for the other library staff etc.
- o) Provision should be provided for future expansion of the library according to the 5<sup>th</sup> law of Library Science i.e. Librans is growing organism.

### 4.1.4 PLANNING AND CONSTRUCTION OF A LIBRARY BUILDING

The process of organization of library starts with the planning of its building. In irrespective of big or small, luxurious or plain, broad or tall, the library building must primarily functional and it must suit the purpose of which it is planned and created. It must be built in keeping with the cultural need and taste of the local community but not merely as an architectural show piece for visitors. Hence J.P. Boyd has rightly stated, since a library is the cultural centre of a community, it has to render some specific services to the community. A library building has to be designed keeping in view its functions. The cardinal principles of library building planning, therefore, should be based on simplicity, efficiency, economy, flexibility, functional usefulness and the avoidance of monumentality.

The planning of a new library building must begin with the site. The location of the library must be in a central place easily accessible to all users. The site of the library building must provide easily maximum natural light on all sides, adequate air space, free from danger of fire through adjacent buildings, a reasonable measure of calmness and adequate space around it for future extension.

After selection of a good site construction of library building should be well planned. The planning of a library building becomes an important function of modern librarianship. As the efficiency in the work of a library is assessed by the nature of its resources and the service it renders to its readers. The building which houses the materials also plays a vital role in extending efficient library service. So an ideal modern library must combine both function and design and it should be functionally efficient and economical. Therefore, the planning of the library building is very essential. Before finalisation of the plan by the architect, the librarian must be consulted as a specialist in the field or a statement of the requirements of library prepared by the librarian known as programming, must be taken into account. The three



important steps in planning a library building, i.e. programming, preliminary planning and working drawings can be possible through collaboration between the architect and the librarian.

According to Dr. S.R. Ranganathan a good and functional library building should be designed for open access system. It should be convenient for readers and practicable for staff. The building must distinctively look and be a library with decent exterior appearance and accommodate all internal arrangements with scope for future expansion. In designing a modern library the following factors must be taken into consideration:

- 1) It should be planned to accommodate some essential section such as-Acquisition, Technical, Circulation, Reference, Periodicals, Documentation, General Reading Room, Research Rooms, Special Reading Room's Browsing Room, Children's Wing, Auditorium or Lecture Hall, Exhibition or Display Hall, Binding Room, Record Room, Committee Hall, Librarian's Room, Staff work rooms, stack rooms, Toilets etc.
- 2) It should be planned to observe economy of operation and maintenance.
- 3) It should be planned especially for the kind of work to be done and the community to be served.
- 4) The plan should be suited to probabilities and possibilities of growth and development, in future,
- 5) It should be planned for n easy access to the building and comfortable use of books and other reading materials. Therefore, it should be located as centrally as possible and should be at ground floor level.
- 6) Its interior decoration and arrangement should be colourful and attractive. Its exterior should have a glass front facing the road just to enable the public to see the interior of library building.
- 7) Its reading room and stock room should have the benefit of natural ventilation and light.

The Library building is a vital ingredient in extending library services and attracting many readers. Its resources and requirements will determine its size and the arrangement of different sections. In a small library all these sections will be close together on one floor. But in a big library these sections will remain far apart from each other in proper places spread out in two or three floors. However, small may be the building, the space allotment must be in keeping with the strength of the staff, readers and the size of the book collection according to the present needs and the possible future development.

Therefore, the provision of space requirements is vital in the planning of library building. Mainly the following four broad areas alongwith their allied and subareas are identified as common service areas in a library:

- a) Circulation Area which includes:
  - (i) Stock rooms or halls.
  - (ii) Charging/Discharging counter.
  - (iii) Public Catalogue (s).
- b) Reader Activity Area which covers:
  - (i) Reading room (s)
  - (ii) Microform reading room/ facility for Internet browsing
  - (iii) Research cubicles/study carrels.
- c) Study Activity Area which includes:
  - (i) Acquisition Section

- (ii) Technical Section
- (iii) Reference Section

d) Other Areas which includes:

- (i) Librarians/Senior professionals rooms.
- (ii) Space for library staff
- (iii) Seminar room
- (iv) Binding section
- (v) Reprography section

The interior planning of a library should be functional and it should be equipped with necessary furniture. The equipment for different sections of a library must be appropriate and held their smooth functioning. A well equipped modern library must include these following items of furniture and equipment:

Bookshelves, Book trolley, chairs, tables, charging desk, staff desks, charging tray, book supporters, vertical files, Card catalogue-cabinets, cub-boards, type-writers, exhibition cases, guide cards, catalogue cards, borrowers; cards, small book trucks, phonographs, record players, staff lockers, microfilm reader, atlas and dictionary stand, periodical racks, display cabinets, newspaper stands, shelf indicators.

These furniture and equipment should be convenient, comfortable and durable. These should conform to certain standard specifications. The Indian Bureau Standard and University Grants Commission have made certain standard specifications for library furniture and fittings.

According to some experts in library planning in preparing a budget for a new library building at least eight per cent should be allocated for furniture and equipment in addition to the building.

The different sections of a library should be equipped with the essential furniture:

- a) The acquisition section has to be equipped with tables, chairs, steel almirahs, accessioner's table, order file or trays.
- b) The technical section has to consist of classifier's table, cataloguers' table, chairs and card catalogue cabinet with trays. The catalogue cabinets manufactured from wood or steel are necessary for the storage of cards. These are available in varying sizes from four to seventy-two trays. Each tray is made of either wood or steel for cards measuring 7.5 X 12.5 Cms. The card cabinets should be placed on stands (60 Cm. Height), and the overall height of the cabinet should not be more than 2.2.3.5 metre (eye level). This will accommodate six vertical rows of drawers of 12.8 (W) X 7.8 (H)X40(L) Cm. Dimension. The standard size tray of a card cabinet can accommodate 1,000 cards. A metal rod which passes through the punched holes in cards is provided to keep the cards in order. The steel card cabinet usually manufactured in units of two or four trays. The catalogues' table consists of a number of drawers. The self list cards arranged in systematic order in these drawers.
- c) The circulation section must be equipped with charging desk, charging trays, sorting shelves, counter chairs etc. A circulation or charging desk consists of counter space to hold the trays of the charging system. The size of the counter space depends upon the use and it should have surfaces at least 18" wide and its height from floor should be 32". In a big library charging and discharging counters may be separates. The charging trays

are generally 25" wide and 18" long. In the circulation counter shelves are required for the sorting of returned books and reserved books. The library assistants who work at the charging desk need counter high chairs to seat. Normally the counter is designed for two persons to work at a time. Adequate knee space is provided at places where the library staff sit and work. The length and design vary considerably to suit the specific need of the library. Some of the common designs are rectangular L-shaped, U-shaped, etc. The counter is invariably made of wood, and usually have hard wearing top made of decolum or similar material.

- d) The periodicals section should be well equipped with reading tables, chairs, periodicals racks, periodicals display board etc. wooden or metal tables and chairs can be used. The height of the table should be 30" from the floor and a table of 36" x 60 inches should have comfortable sitting accommodation for four readers. The height of the chairs should be 18" from the floor. The periodical racks and display boards for housing journals should be made according to the specifications of the Indian Bureau Standards or University Grants Commission.

Periodical Display Racks are mainly of three types:-

- (i) Pigeon hole type: Usually it has two parts, one is cupboard in the bottom and other pigeon holes at the top. Overall height and width are 225 cm X 180 cm. Depth is 30 cm. In the pigeon hole portion and 45 cm. In the bottom cupboard part. Each unit will 36 journals in the pigeon hold part. The back issues of the same are stored in cupboard part.
- (ii) Step type: In this type periodicals are displayed stepwise, each step being 5 cm. Deep and 15 cm. High. Length of the rack is normally 90 cm. There may be 4 to 5 steps and on each step 4 to 5 journals can be displayed.
- (iii) Inclined type: It is a box type rack with five or six horizontal shelves, covered by hinged wooden plank with an inclination of 30 degrees to the self plank. Depending on the design, shelves can be partitioned into pigeon holes, each pigeon hole being provided with individual, hinged wooden plank. The bottom edge of the inclined plank has a wooden head to rest the journal. The back issues are stored in the shelf space behind the inclined plank. The overall size of a rack is 195 or 225 cm. (H) X 90 cm. Or 120 cm. (W) X 45 cm. (D). Each display rack can accommodate 20 to 25 journals.

e) The furniture of stock rooms mainly consists of book selves which should have uniform measurements, good appearance, durability and sufficient strength to bear the weight load. The measurement to a Unit shelf is 36" wide 8/10" deep and 84 inches high for single space shelving and twice of this depth for double faced shelving (i.e. 90 cm. In wide, 195 cm in height, and 25 cm, or 50 cm. In depth). Also each unit has seven shelves. A liner foot of shelving space can take about 7 to 8 books of average size, thus accommodating in a unit shelf about 125 to 150 book. A number of unit racks can be joined together to make a long row. Each shelf or panel has two brackets on right and left side, inserted strongly to the shelf ends. The sliding book stopper and back rest fitted to the groves of indivisual shelf ensure upright positioning of books.

Skeleton Book Rack is a cheaper type book rack. Its basic structure is four slotted angle iron stands assembled with a shelf at the top and one at the bottom. There can be any number of shelves in between depending on the height of the rack and also the requirement of the

Library. The bottom self is usually placed at a height of 15 cm. Width of the self is generally 90 cm. And the depth can vary from 15 cm. To 45 cm.

- a) The reading room both general and special should be equipped with tables and chairs as per the specifications made for periodicals section. If the reading hall is small and provides for collective reading facilities, the tables may vary in length. Also for individuals reading in separate cubicles or research rooms, the required tables may be of different shape and size. However, the table should appear smart and the chairs provided should be portable and comfortable and fixed with rubber tips to avoid screening noises at the time of moving. The standard size of chairs should be of time of moving. The standard size of chairs should be of 32 ½ inches in height, 24 ½ inches in wide the and 24: in length.

#### **4.1.5 REFERENCES**

- 1 G. Lyle, Administration of the college library (New York: H.W. Wilson, 1961), p. 386.
- 2 Godfrey Thompson, Planning and design of library buildings. 2nd ed. (London: Architectural Press, 1977). p. 223.
- 3 R.D. Rogers and D.C. Weber, University library administration (New York ; H.W. Wilson, 1971), p. 351,

**UNIT- 4 : LIBRARY BUILDING****Lesson : 2****LIBRARY FURNITURE AND EQUIPMENT****STRUCTURE**

- 4.2.1 Introduction**
- 4.2.2 Furniture and Equipment**
- 4.2.3 Selection and Acquisition**
- 4.2.4 Standards and Specifications**
- 4.2.5 Book Shelves**
- 4.2.6 Book Supporter**
- 4.2.7 Catalogue Cabinet**
- 4.2.8 Library Chairs**
- 4.2.9 Library Tables**
- 4.2.10 Circulation Counter**
- 4.2.11 Periodicals Display Rack**
- 4.2.12 Book Display Case**
- 4.2.13 Book Trolley**
- 4.2.14 Library Equipment**
- 4.2.15 References**

**4.2.1 INTRODUCTION**

The term Library has been derived from the Latin word “Librarian” which means a house of books and other written documents stored. Due to the advent of knowledge and progress of science, the concept of library as a store house of books or documents has been changed. Part of our Socio, Economic, Cultural and Educational activities. Dr. S.R. Ranganathan has aptly felt that “Libraries are not mere store houses by they are rich springs from which knowledge flows out in order irrigate the wide field of education and culture”.

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other facilities for library users. Before a library building is constructed a right type of planning is necessary for its efficient run. Planners of a library building requires thorough understanding of needs of the users, objectives and functions of a library mistakes made at this stage could prove to be externally serious. A library planned for closed access would be unsuitable for open access. Where as a library planned for open access will also serve for closed access.

It is always suggestible that the library committee should appoint a library building planning committee consisting of the librarian, an architect, building supervisor, a representative of the library committee, a representative from the governing body and one or two representation from the users.

## **4.2.2 FURNITURE AND EQUIPMENT**

The question of library furniture and equipment should also be taken up simultaneously along with the consideration of the general layout and the different types of accommodation for books, readers, and staff. In a building as specialised as that of a university library, the needs of furniture and equipment of individual departments should be given careful attention so that the readers and staff experience ease, comfort, convenience and efficiency in their work. The library building in itself takes many years to get planned, designed and built yet there is a tendency to delay the selection and the ordering of the furniture and equipment which makes the library get going. Consequently, the furniture is not ready when the building is complete. It is the principle of simultaneity which is being pleaded here so that the occupation of the library building does not get delayed.

The inventory of basic furniture and equipment for a university library may include book shelves, catalogue cabinets, reading room tables and chairs, counters; staff works desks, filing cabinets, store wells, various office machines, etc. The non-book materials call for the induction of microfilm and microfiche readers, projectors, gramophones, tape-recorders, reprographic equipments etc. Some items of the furniture, fittings and equipments like the multitier book racks; circulation counters etc. are fixed, and may be treated as built-in furniture and equipment. To the second category belong the loose or movable equipment like the chairs, tables, desks, catalogue cabinets etc. Though movable yet these items may be considered as reasonably permanent. To the third category of equipment belong items like typewriters etc. which have a limited life and have a tendency to wear out through use. The possibility of addition or deletion or replacement of such items is very high with the increase or decrease in the quantum of workload.

## **4.2.3 Selection and Acquisition**

The following factors<sup>1</sup> may be taken into account in the selection and acquisition of furniture and equipment for the library:

1 Flexibility of arrangement is desirable. Built-in furniture and equipment such as catalogue cabinets, exhibition cases and loan desks should be avoided as these are not easily moved or expanded in the future.

2 Whenever it is possible, book shelving should be standardised so that the parts are easily interchangeable and other equipment as well as furniture should also be purchased in groups of uniform sizes. Tables, chairs, counters and desks lend themselves to such treatment.

3 Comfort, beauty and variety are important in the selection of furniture and equipment, but these need not be divorced from economy of maintenance.

4 Comfort, durability and variety should be sought in furniture especially, although the quality of durability should apply generally to equipment as well.

5 Colors and materials should be so coordinated as to provide an attractive and inviting atmosphere in harmony with purposes of the library.

The selection of furniture is directly related to its intended function and location within the library. It must fit the environment and achieve a character suitable for the purpose it serves. Therefore, it must be selected by the right person. Thompson<sup>2</sup> is of the opinion that the librarian should always choose the shelving, catalogues, and technical equipment and the architect should choose the chairs and tables, because these are the wares with which he is concerned throughout his professional life. In the matter of selection of furniture, mutual consultation is perhaps even more important than the decisions as to who makes the choice. The architect chooses tables, but the librarian is vitally interested in their stability, wearing quality of the tops and so on ; similarly the librarian chooses the catalogue cabinets but the architect is very much concerned with the shape, material and colour because of their effect on the interior design and the cost. If for reasons of economy or the design, the architect recommends the purchase of furnishing from a single proprietary range, the librarian must inspect every item in that range before agreeing. As furniture and equipment commonly account for between ten to fifteen percent of the total cost of the library building, this is obviously not a matter to be treated lightly.

Since furniture and equipment are very important and an integral part of a university library building, general policies to their regards should be agreed upon at fairly early in the planning process. Metcalf recommends the appointment of a library furniture and equipment selection team which should consist of one member of the university administration someone looking after the building maintenance, the librarian, the architect, the interior designer, a representative of the building planning committee, and a consultant.

But the situation is quite otherwise in India. There is no convention of engaging consultants even for planning library buildings. To convince the university authorities on the question of engaging consultants for furniture and equipment appears to be quite an uphill task. Recently, when the construction of the new library building of the Jawaharlal Nehru University was partially completed, the librarian advised the university to invite a consultant for furniture and equipment. So efforts were made to engage a furniture consultant from the National Institute of Designs (Ahmedabad) but their consultancy fee was too high for the university to agree and thus the librarian had no alternative but to seek the assistance of university engineer in the selection and acquisition of furniture and equipment.

#### **4.2.4 Standards and Specifications**

After years of continuous tests, trials and experience, the librarians, the architects and the interior designers have been able to develop certain standards and specifications for library furniture and equipment. There are many obvious advantages of having furniture of standardized dimensions in a library. The risk of its proving uncomfortable, unfunctional or useless is avoided. Functional efficiency is secured with ease and convenience and with least ado on the part of the library administrator.

Indian Standards Institution has done pioneering work in bringing out specifications for library furniture. Its standard IS: 1829 (1961) *Specifications for library furniture and fittings, Part I: Timber* was issued in 1962.2.3. It covers only a few items of furniture and that too not all of their aspects. It was revised in 1978. The dimensions of different items of furniture have been modified and the size and shape of the control region altered, for optimum utilization of space. The specifications for classifier's table and accession table have been deleted. The second standard IS: 1829 (Part II) (1977) *Specifications for library furniture and fittings, Part II: Steel* was adopted in 1977 and deals exclusively with the steel furniture required in the library. There is a great need for a comprehensive standard for library furniture as we find in other developed countries. It is learnt that the National Institute of Designs has done a considerable good work in designing functional library furniture but it has not been published as yet.

The United States Federal Supply Service has established the following comprehensive standards for individual items of library furniture:

- 1 AA-B-001596A: 1974 *Bookcase : Wood (general)*
- 2 AA-B-00540C : 1974 *Bookcase : Sections, base and top steel (contemporary style)*
- 3 AA-B-001922 : 1975 *Bookcase : Steel, no sectional (contemporary style)*
- 4 AA-B-551D : 1973 *Book-ends : Steel*
- 5 AA-B-605A : 1973 *Box, filing, steel*
- 6 AA-B-6060 : 1971 *Box, filing, wood*
- 7 AA-L-00300/1(3) : 1972 *Library furniture : Bookcase*
- 8 AA-L-00300/3A : 1972 *Library furniture : Catalog card cabinet*
- 9 AA-L-00300/4(2) : 1970 *Library furniture: Straight and rotary chairs*
- 10 AA-L-003005(2) : 1970 *Library furniture : Charging modular units*
- 11 AA-L-00300/6(3) : 1972 *Library furniture : Charging pedestal desk*
- 12 AA-L-00300/7(2) : 1972 *Library furniture : Display and news paper racks*
- 13 AA-L-00300/8A(1) : 1970 *Library furniture : Book truck*
- 14 AA-L-00300/9(2) : 1970 *Library furniture : Atlas and dictionary stands*
- 15 AA-L-00300/11A : 1972 *Library furniture: Chairs, and settees, upholstery*
- 16 AA-L-00300A/Gen : 1972 *Library furniture : Metal and wood*
- 17 AA-L-00300BA : 1973 *Library furniture Storage and display, single-tier shelving*

International Organization for Standardization has also issued standard ISO : 5970 : 1979 *Furniture, chairs and tables for educational institutions including libraries.*

## 4.2.5 Book Shelves

Just as the reading room space is determined by the needs and the number of the readers, similarly shelving space is determined by the needs and size of books.-Books are of various thickness and size and most of them are bound and very few unbound. The average space occupied by a book multiplied by the approximate number of books added usually in millions serves as the coefficients in determining the length of the shelving space. This shelving space can be converted into the number of shelves, and the number of shelves into the size of stacks rooms. Almost every library makes a saving by having cheaper shelving in closed stacks areas. Where appearance is of less importance, except in the case of some special hard wood book cases with glass fronts, the architect today is less likely to have shelving fabricated to his own design. Many a manufacturers these days offer more versatile and low cost library book shelves than any that can be specially made to order. Usually, there are two types of materials used for the construction of shelves—wood and metal. Wood is again of two types, soft wood and hard wood. Soft wood can



be the cheapest material for the construction of shelves. Some university libraries in India are having a few soft wood shelves but soft wood has a tendency to absorb moisture and lose its shape on drying. Hard wood may be preferred for its warm and natural appearance and elegance as also it can be cut to fit corners more easily than metal. The only drawback in wooden shelving is in its prone-ness towards becoming a greater fire hazard than metal. Wooden shelves are in use at Madras and Delhi university libraries. Wooden shelves have yielded place to metal shelves these days and almost all libraries in the world today are using steel shelves in their stacks. Three types of steel shelves are available in university libraries in India—open skeleton type with sides and back-strips ; closed type with sides and backs closed with sheets ; and side closed type, where only the sides are closed with sheets. The manufacturers make standard shelves conforming to the specifications of the Indian Standards Institution which are as follows:

Unit Book Rack	Height	Width	Depth
Wooden Double-faced	2200mm	2200mm	450mm
Wooden Single-faced	2000mm	3200mm	300mm
Steel Double-faced	2175mm	1840mm	460mm
Steel Single-faced	2175mm	1840mm	230mm

The distance between the lowest shelf and the floor level in steel shelves is 100mm. Generally, 350mm centre-to-centre distance is adopted for shelves. The load-bearing capacity has been set at 60 kgs per steel shelf and 40 kgs per wooden shelf.

Two types of shelving have been recognized—case type (also called panel type or standard type) and bracket type. The case type is perhaps the most common and refers to a design having backs, tops and ends panels' slotted usually for the full depth of the case. The shelves, which slide in and out of the slots in the side panels, are designed to lock in position when properly inserted. The case type is preferred for its neater and more finished appearance in the overall design as against the somewhat stripped down effect of bracket type shelves. Opposed to the rather box like appearance of case type shelves, others prefer the more modern appearance of the bracket type.

For making a choice between the two types, adaptability for different needs is the most important consideration. Library managers and shelves manufacturers are in general agreement that the bracket is much more flexible of the two styles. Case type stacks are designed to accommodate shelves of only one depth in a given unit, *i.e.*, an eight inch section of case type stack will accept only eight inch shelves. A major advantage of bracket stacks is the ease with which a shelf, either partially or fully loaded with books, can be moved from one location to another as are found in the Madurai University Library. Bracket as well as case type stacks are available in single-tier and in multi-tier. Multi-tier installations consist of two or more levels of shelves in which each level support the weight of those above. The compact book shelving which is becoming increasingly prevalent in western countries, can save significant operating and capital sums, possibly ranging from sixty to seventy five percent of the costs of conventional housing. Falling in line with the libraries in the West, the librarians in India may also consider the adoption of compact shelving for future university libraries in India.

#### 4.2.6 Book Supporter

It has been experienced that the shelves will seldom be completely full in open access system, and rows of books will tend to fall sideways. So some form of book support is needed to keep them in vertically standing position. These can be of metal, wood or plastic and can

stand independently on the shelves, being moved along as books are inserted or removed. It has been realised that these supporters should be at least half inch in thickness, and should be rounded : wire or very narrow metal supporters tend to get between the pages of books when they are placed on the shelves in a hurry. In most of the Indian university libraries such thin supporters are widely used on the shelves. Efforts should be made to replace these with the ones which are at least half inch thick and rounded.

### 4.2.7 Catalogue Cabinet

The overall height, width, and depth of the catalogue case, its card holding capacity, its stand, the modes of labelling, its aesthetic features as well as its functional requirements should be clearly defined by the librarian to its fabricator. Regarding the overall measurements, Thompson suggests the following dimensions for catalogue cabinets for standard 5x3 cards:

Width of drawer	150 mm (6 inches)
Height of drawer	100 mm (4 inches)
Length of drawer	375 mm (1 foot 3 inches)
Depth of cabinet	450 mm (1 foot 6 inches)

The height of drawers from the floor level, for convenience of users should be 750 mm (2 feet 6 inches) at bottom to (1350mm) (4 feet 6 inches) at the top of the cabinet. The Indian Standards Institution has prescribed specifications of 36 tray, 30 tray, 24 tray and 20 tray catalogue cabinets. The dimensions are as follows :

No. of trays	Length	Stand	Body	Depth
36	1090mm	710mm	670mm	455mm
30	1090mm	840mm	560mm	455mm
24	1090mm	840mm	455mm	455mm
20	915mm	840mm	455mm	455mm

Delhi University Library has adopted the ISI 36 tray wooden catalogue cabinet. Panjab University Library uses 24 tray olive green steel catalogue cabinet. The wooden 36 tray catalogue cabinet of Punjab Agricultural University Library has been specially designed. Guru Nanak Dev University has 24 tray wooden catalogue cabinets. In other university libraries, there is an assortment of various types of catalogue cabinets.

### 4.2.8 Library Chairs

The reading room chairs in the university libraries need special attention. The librarian's contribution is confined to providing information about the use to be expected, the categories of readers who will use them, and the atmosphere of the reading room. The university librarian should carefully inspect samples of all the chairs proposed, preferably on the type of floor on which they will be used. These should be selected for comfort and easy maintenance. For sustained use, upholstered armchairs are generally considered more comfortable than those without arm-rest.

The reading room chair should be so designed that the reader can find comfort sitting in different positions. The seat should be 450 mm (1 foot 6 inches) from the floor at the front sloping down to 425mm (1 foot 5 inches) at the back. It should never be so high that the feet dangle and weight rests on the thighs. The seat should also not be slippery. The chair back provides essential support to the lower thoracic vertebrae, the weakest part of the spine, *i.e.*, extending from 175 mm (7 inches) to 350 mm above the seat. This support, if sloped back at above 100° - 110° from the horizontal, takes some of the weight of the body and enhances

relaxation when reading. For providing strength to the seats of the reading room chairs, there should be a box-frame or similar reinforcement under the seat. For convenience in cleaning, the reading room chairs should have rounded surfaces and washable plastic covers for seat, back and arms. For quietness, the legs should be shod with rubber or leather pads. The chairs should harmonise in shape and colour with the interior design of the library, and for this reason, it should be selected with the help of an interior designer.

There are various types of chairs needed for varied library processes and according to these processes, the library chairs fall into five types. The first type of chair is just a seat for writing. At its minimum, this consists of a seat only, soft if possible, *i.e.*, a padded stool, since the sitter seldom needs to lean back when writing but rather support himself with his left arm on the table. The second type of chair is used for office purposes and should allow both hands to be free. The typist, unlike the handwriter, cannot support himself with left arm on the table. For this reason complete support must be given to the sitter's back, and hence the need for specially designed typist's chair, which contributes greatly to the comfort and, therefore, to the output and accuracy of the worker. The third type of chair is meant for short period reading in the lending departments and staff offices. To save expense, a simple chair without arms is recommended. But it is quite necessary to provide a chair with sharp-edged, bars across the back, however, decorative. These, though neat in appearance, grind the bones of the spine persistently.

The seat should slope down slightly towards the back, so that this is about half an inch lower than the front. The fourth type of chair provides seat for reading in completely relaxed comfort. The really deep-arm chair, of elephant size and extreme comfort, belongs to the home and not to the library, mainly because it takes up so much space. Such deep-arm chairs are hardly to be seen in Indian university libraries. The fifth type is the round-back reading room chair, designed by Ranganathan. It has a history behind it. For the Madras University Library, Ranganathan was not happy with the reading room chairs as designed by the manufacturers of furniture and equipment in Britain or United States. Therefore out of his own experience, he suggested changes in the design to suit Indian situation. The resultant product has an Indian quality about it. For designing of this chair, he compiled demographic data taking into consideration the height, weight, girth and other physiognomic characteristics of the clientele of Madras University Library. This chair intended for long sittings and taking of notes from books had to be made comfortable for the average user of the library. There is usually no uniformity of design in the reading room chairs in the university libraries and the largely used variety is that of plastic cane wooden arm-chair. Indian Standards Institution specifies the following Essential dimensions of wooden chair.

Height of seat	430mm (1 foot 5 inches)
Effective depth of seat	450mm (1 foot 6 inches)
Seat slope	between 2" to 3" from front to back
Width of seat	450mm (1 foot 6 inches)
Arm-rests	The minimum distance between the arms should be Not less than 460 mm (a little more than 1 foot 6 inches)

The distance of the elbow-rest above the effective seat height should be 200 mm (8 inches). The arm-rest may have a seat-back of 75 mm (3 inches) from the front edge of the seat. The height of back-rest should be 450 mm (1 foot 6 inches).

### 4.2.9 Library Tables

The library tables should be designed most carefully to fit the measurements of the human body and the needs of the readers. These come in various shapes and sizes. It is customary to have tables to be 750 mm (2 feet 6 inches) high. Seating along tables is roughly estimated 750 mm (2 feet 6 inches) linear per reader. A double-sided table should be 1200 mm (4 feet) wide. Such tables in many cases are equipped with a partition plank in the middle. In most of the university libraries in India, there are long tables in the general reading room so that maximum number of readers could be accommodated. Reading tables can take the shape of -individual carrels with full or partial dividers and individual desk with or without railings. Carrels may be constructed in blocks of two to eight. Such types of tables are usually provided to research students and the faculty members.

The reading room tables of the Panjab University Library (Chandigarh), Panjab University Extension Library (Ludhiana), Punjab Agricultural University Library (Ludhiana) have been specially designed with individual lighting arrangement and a partition to enable two readers to study undisturbed at any time. While Punjabi University Library (Patiala) has provided newly built reading tables with a partition (having provision for keeping books vertically) to seat six readers at a time.

Library tables by necessity of their use in different contexts vary in size. According to Rogers and Weber<sup>3</sup> for a simple note-taking, a surface providing six square feet is normal. For use in consulting government documents, manuscripts, etc., a surface of eight to ten square feet is needed, and this is the minimum desirable for assignment to students undertaking research papers or theses. For use in consulting art books, atlases etc., a surface of twelve to fifteen square feet is needed. Indian Standards Institution has prescribed separate dimensions for reading room table and study table. For reading room table, ISI has recommended that the size of the reading room table should be 900 mm x 600 mm (3 feet x 2 feet) for single and 2400 mm x 600 mm (8 feet x 2 feet) for three readers. The height of the table top should be 750 mm (2 feet 6 inches). The minimum knee-hole space per reader should be 750mm (2 feet 6 inches) deep, 650 mm (2 feet 2 inches) high and 600 mm (2 feet) wide. The foot-rest, either in the form of a fixed rod or as a separate pipe should be provided at the height of 150mm (6 inches) from the floor. The individual study table should have the same dimensions as the reading room table for a single reader. It may have additional provisions for side drawers with locking arrangement and shelf space for keeping documents on the top of the table with lighting arrangement.

### 4.2.10 Circulation Counter

The circulation counter generally serves the following purposes:

1. To provide space for registration of readers, charging and discharging of loan records, space for keeping returned books and area for the access of book trolley for the removal of these books.
2. To ensure that incoming and outgoing traffic of borrowers flows freely and without the two stream crossing.
3. To arrange access for staff at the issue counter to nearby work rooms.
4. To provide control over the exit from the library without making too formidable a barrier between readers and books.

5. To ensure supervision of adjoining reading rooms.

During the course of survey of the various university libraries, it was found that the circulation counters of the libraries of Delhi University, University of Rajasthan, Panjab University, Haryana Agricultural University, Punjabi University, Punjab Agricultural University, Kuruke-shetra University, Jawaharlal Nehru University, Guru Nanak Dev University etc. are meeting the requirements of the above services. The staff at the issue counter often works under pressure and may be sitting or standing, while at slacker times they may need to do other routine jobs. For these reasons every comfort and convenience should be provided. The front of the desk should be at least four feet 1000 mm (3 feet 4 inches) high and the top at least 450 mm (1 feet 6 inches) wide. Behind this, there should be a lower area of table height 750 mm (2 feet 6 inches) at which staff may sit.

### 4.2.11 Periodicals Display Rack

By nature, the user of periodicals wants to be able to spot a periodical by its characteristic cover and to cast a quick eye over the latest arrivals. Therefore, current issues of journals should be conveniently displayed in the periodicals reading room. The best display solution is vertical, tiered display rack against the wall. But this uses much precious wall space. In most of the university libraries in India, there are mainly three types of periodicals racks. The first type is full height rack with slanting shelves as we find in the university libraries of Panjab, Rajasthan, Punjab Agricultural University etc. Here the wooden shelves of the rack are either fixed or moveable on hinges. This variety has the advantage of providing space for storing the loose back issues behind the shelves. Another advantage is that the whole periodical is visible while on display.

This rack is usually single-faced so that it can be used against a wall or two racks can be used back-to-back if desired to serve as double-faced rack as is done at the Punjab Agricultural University Library. The second type of rack is an old method of display of periodicals. It is generally three to four feet high and three feet wide. There are built-in 'stairs' on which periodicals stand. While on display, only the upper portions of periodicals are visible. In some cases elastic spring wires are used to keep periodicals erect. The only disadvantage of this type is that periodicals which are smaller in size get sunk and are often invisible and the larger ones often bend over. Such types of racks are being used at the university libraries of Delhi and Rajasthan. The third type of display rack has been prescribed by Indian Standards Institution. This type of rack consists of 25 compartments in five rows. Each compartment is 265 x 345 mm (10 feet 1/2 inches x 1 foot 2 inches) in size and is fitted with display shelf having a handle cum label holder. Its overall dimensions are as under:

Height	1910 mm (7 feet 6 inches app.)
Width	1435 mm (4 feet 9 inches app.)
Depth	405 mm (1 foot 4 inches app.)

Such types of racks are being used at Guru Nanak Dev University Library, Punjab University Library, and Meerut University Library.

### 4.2.12 Book Display Case

To stimulate interest among the readers about books, the university library must provide a browsing area located as near the traffic as possible for an effective display of

new arrivals of books. It should have special type of lighting and display cases. The display area should be equipped with book stands and supporters.

### **4.2.13 Book Trolley**

Books, periodicals and other reading materials in the library have to be transported from the reading rooms and circulation counters to the stacks rooms, from book order department to the cataloguing department, from cataloguing department to book display area or the stacks. It has been experienced that it is convenient and economical to transport books from one place to the other in a book trolley rather than carry them manually. Various types of trolleys are available for such purposes. According to ISI specifications, the wooden trolley shall have two pairs of sloping shelves and one flat bottom shelf for books of large size. The height of the trolley shall be 750 mm (2 feet 6 inches). The trolley shall be fitted with four rubber tyres ball-bearing wheels: one of the swiveling types at each end and two of the fixed type in the centre.

### **4.2.14 LIBRARY EQUIPMENT**

The equipment required for different sectional office rooms includes suitable chairs, tables, filing cabinets of pamphlets, maps, and other office-records, which can be prepared in standard specifications according to need of the Library. Also the library having a binding section, micro film unit should procure necessary machinery and equipments. Other essential equipments and fixture like fans, lights, water coolers, and wall clocks are required to be fitted in proper places throughout the building according to the needs and conditions of a library. The standard institution of different countries has made their codes to provide guidance to architects and librarians or library authorities in designing the library building, fittings and furniture.

Various types of equipment that are generally found in a library can be categorized as follows:

- a) Filing equipment such as: Card catalogue, Roll dex, Kardveyer ( sold by Remington Rand in India), vertical filing cabinets, Pamphlet boxes (made of cardboard, wood, metal or plastic), Microforms drawers/cabinets, Microfiche steel cabinets, Slide boxes, Technical drawing cylinders of steel cabinets.
- b) Record keeping equipment such as : Kardex supplied by Remington Rand of India) for Journal control system, Linedex for periodicals section.
- c) Microform Reading equipment such as : Microfilm reader, Microfiche reader, Slide projector.
- d) Copying equipment: Photocopying machine of Xerox machine, Micofilming Machine.
- e) Non-Conventional Indexing and Filing equipment: Termatrix ( For sorting coded cards mechanically), Filmsort (Some non-conventional systems combine the filing and indexing usually utilizing film copies of documents), Rapid Selector or Filmorex ( for indexing and filing a large file of documents).
- f) Miscellaneous Supplies and Equipment such as: Electric Stylus, Revolving stands, Bulletin boards, stool or Ladder.

### **Some Suggestions**

Most of the university library planners in India insist on spending the entire available money on the construction of library building only and leaving little for furniture and equipment. The library buildings of Kashmir University, Guru Nanak Dev University and Himachal Pradesh University have been designed on such an ambitious scale that not much

money was available to provide them with proper and matching furniture and equipment. Therefore, it is suggested that at least the university librarians must see that there should be planned and phased development of the library buildings, and in each phase provision for adequate furniture is essentially made. It has been also noticed that the furniture and equipment found in most of the university libraries in India is based in a large measure on western models without taking into consideration the local variations. Since most of the Indians are used to cross-legged sitting or in a somewhat reclining position, the furniture to be designed ought to take these factors into consideration. The type of facility to be provided in the library should match the comfort to which most of us are used at home. National Institute of Designs, (Ahmadabad) may be entrusted with the job of designing sturdy, durable and comfortable furniture for university libraries in India keeping in view the local needs and conditions of various regions of the country.

#### **4.2.15 REFERENCES**

- 1 G. Lyle, Administration of the college library (New York: H.W. Wilson, 1961), p. 386.
- 2 Godfrey Thompson, Planning and design of library buildings. 2nd ed. (London: Architectural Press, 1977). p. 223.
- 3 R.D. Rogers and D.C. Weber, University library administration (New York ; H.W. Wilson, 1971), p. 351,

**UNIT V : CIRCULATION AND MAINTENANCE****Lesson 1****LIBRARY CIRCULATION WORK****STRUCTURE**

- 5.1.1 Introduction**
- 5.1.2 Functions**
- 5.1.3 Vigilance at entrance and exit**
- 5.1.4 Registration of Members**
- 5.1.5 Charging and Discharging Work**
- 5.1.6 Charging of Overdue**
- 5.1.7 Issue of Reminders**
- 5.1.8 Reservation of Books**
- 5.1.9 Lost or Damaged Books**
- 5.1.10 Maintenance of Records**
- 5.1.11 Maintenance of Jobs**
- 5.1.12 Inter-Library Loan**
- 5.1.13 Property Counter**
- 5.1.14 Miscellaneous Jobs**
- 5.1.15 Conclusion**
- 5.1.16 Further Readings**

**5.1.1 INTRODUCTION**

Circulation section especially circulation desk is regarded as the centre of activities in the library. Majority of the users have to deal with staff of the circulation section. Therefore, the treatment of staff towards users would, greatly contribute towards the public image of the library.

**5.1.2 FUNCTIONS**

A circulation section may carry out the following functions:

- (i) Vigilance at entrance and exit
- (ii) Registration of members, renewal and withdrawal of membership
- (iii) Issue, return and renewal of books
- (iv) Charging of over dues
- (v) Issue of reminders for overdue books



- (vi) Reservation of books
- (vii) Work relating to books-lost or damaged by users
- (viii) Maintenance of records
- (ix) Maintenance of statistics
- (x) Inter-library loan
- (xi) Property counters
- (xii). Miscellaneous jobs.

Circulation of books for home use represents a major service pro-vided by a library. However, in a reference library, lending of books would not be permitted, therefore reference library is not supposed to perform circulation function.

### **5.1.3 VIGILANCE AT ENTRANCE AND EXIT**

The staff of the circulation section has to maintain vigilance at entrance and exit of the library. Their approach should be humane. They should be courteous, strict and friendly but not offensive. The work of vigilance becomes difficult in an open access library.

### **5.1.4 REGISTRATION OF MEMBERS**

If a person wants to enroll himself as a member, he will be given an application form to fill up. After completing the formalities, he will be registered as a member. Once the period of membership expires, his membership would be renewed. If a user wants to withdraw his membership, then circulation section would take necessary steps in this regard.

### **5.1.5 CHARGING AND DISCHARGING WORK**

In case a user wants to borrow a book, this will involve charging work. Work relating to return of books is referred to as discharging work. Renewal of loan would form part of discharging work.

### **5.1.6 CHARGING OF OVERDUE**

If the book returned is overdue, then the user would be asked to drop the overdue charges in the conscience box or deposit the amount with circulation section. Conscience box is a locked box with slit in the lid to drop coins or notes with a glass top. In this case, no accounts need to be maintained separately. The box can be opened later, the amount collected and deposited.

### **5.1.7 ISSUE OF REMINDERS**

Depending upon the policy of the library, reminders may be sent for overdue books.

### **5.1.8 RESERVATION OF BOOKS**

In case, a user reserves a book which is on loan, the same would not be reissued to the person who got it issued in the first instance. When a user who had reserved the books calls for bespoken (reserved) books, then after satisfying about the identity of the person, he would be issued the book.

### **5.1.9 LOST OR DAMAGED BOOKS**

Occasionally a user may lose or damage a volume. In the former case, he would be requested to replace the copy. In the latter case, the book would be got repaired and the user would be asked to pay the charges.

### **5.1.10 MAINTENANCE OF RECORDS**

The circulation section would be expected to maintain records for membership, loan of books, overdue, money charged for lost books and damaged books, gate register (contains name, address, status, remarks and signatures of the users visiting the library) and tickets lost.

### **5.1.11 MAINTENANCE OF STATISTICS**

At the end of the day, total up the statistics for number of members registered / renewed / withdrawn; number of books issued subject wise; number of books reserved; number of persons, who visited the library. The kind of statistics to be collected would depend upon the policy of the library.

### **5.1.12 INTER-LIBRARY LOAN**

Inter library loan may be the responsibility of circulation section or reference section.

### **5.1.13 PROPERTY COUNTER**

In case users are not allowed to bring personal belongings then these can be kept at the property counter. Staff member may give a token for safe keeping of belongings.

### **5.1.14 MISCELLANEOUS JOBS**

Sometimes, circulation section is allotted additional functions such as shelving of books, reference service etc. Very often combining of certain functions may take place due to lack of staff or small size of operations.

### **5.1.15 CONCLUSION**

Lending service or circulation for home use is a major function This service must be properly organized so that the users do not have to wait at the circulation desk beyond a reasonable waiting time. Similarly other functions should also be carried out efficiently.

As majority of the users would have to deal with circulation section, therefore it is essential that staff working in this section must be courteous and helpful but should deal firmly with offenders taking human point of view. Circulation section is one section where pressure of work would vary a great deal. Therefore, if found necessary, extra hands should be provided to deal with any such requirement.

### **5.1.16 FURTHER READINGS**

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2. R. Northwood Lock, ed., Manual of library economy, London, Bingley, 1977.
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## **UNIT V : CIRCULATION AND MAINTENANCE**

### **Lesson 2**

# **CHARGING SYSTEMS**

## **STRUCTURE**

### **5.2.1 Introduction**

### **5.2.2 Choice of a Charging System**

### **5.2.3 Ledger System**

### **5.2.4 Dummy System**

### **5.2.5 Indicator System**

### **5.2.6 The Browne System**

### **5.2.7 Newark Charging System**

### **5.2.8 Conclusion**

### **5.2.9 Further Readings**

## **5.2.1 Introduction**

Users like to read at home. Therefore, they would like to borrow books for reading at home. This brings forth the question of finding a suitable method for issue and return of books. Such a method is called a charging system or circulation control system. Charging systems exist in a great variety. These have undergone many changes during the recent years. Earlier charging systems consisted of ledger systems, dummy systems, indicator systems, temporary slip system and card system. Later systems include photographic, mechanical, marginal punched card and computerized charging systems. In India, ledger system and card system are prevalent.

## **5.2.2 Choice of a Charging System**

A charging system should be able to provide the following answers:

- (i) Who has borrowed a particular volume on loan? When is it due?
- (ii) Which and how many books subject-wise have been borrowed on any date?
- (iii) Which books are due on any date?
- (iv) How many books were returned on any date?

The charging system to be chosen should be the one which takes least possible time in issue and return of books. It should also be economical in terms of staff, money and materials.

## **5.2.3 Ledger System**

A register is maintained. Each borrower is allotted one or more pages and an index to the names of borrowers is given at the beginning or end of the register. At the top of the page,

name of the borrower and his address are given. This is followed by columns for date of issue, accession number, call number, name of author, title, edition, signature of the borrower, due date and date of return.

A small library having a small number of borrowers would find this system useful.

### 5.2.4 Dummy System

Dummy system uses a dummy as a substitute for a book on the shelf when it is issued to a user. The name of the user, call number and date of issue are given on the cover of the dummy used for the purpose.

### 5.2.5 Indicator System

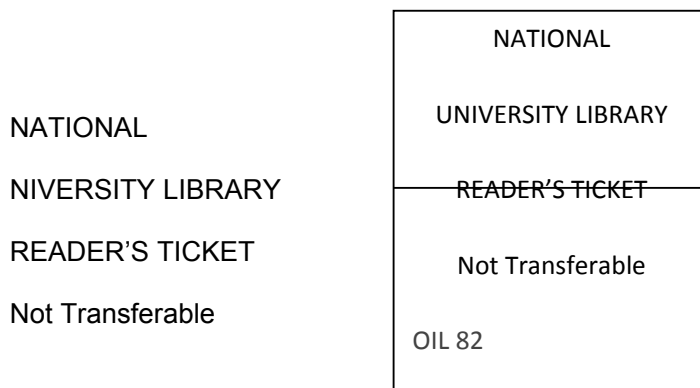
In this system, a large wooden frame having many pigeon holes is made use of. Blocks or pegs representing books issued out are put into the pigeon holes. At each end of such an insert, call number of the book is written. One end has blue background and the other red. Red indicates that book is out. The charging is done by means of a ledger. This system is useful for a close access library.

### 5.2.6 The Browne System

**Identification of the User.** The user is issued a reader's ticket made in the form of a pocket. He is given as many ticket as many books he is permitted to borrow at a time. Details of membership number, user's name and address are recorded on each reader's ticket.

#### Book Preparation

A book card with details about the book (call number, accession number, name of author, title, edition, year of publication) is put in A blank pocket inside the book cover.



A date- label or date slip is pasted inside the book on the fly leaf (a page facing the back or front card board cover of the book). Call number and accession number are recorded on the date slip.

## Charging

The book card is taken from the blank pocket and inserted into the reader's ticket to form the charge. The due date is stamped on the date slip. The charge is filed in an issue tray behind date due for return. Behind each guide, the further arrangement is by call number.

## Discharging

When the user returns the book, the book card is located by means of date on the date slip and other book identification details. If the book is overdue, the fine is charged. The reader's ticket is given to the user and book card is inserted in blank pocket.

## Reservation

Libraries very often permit borrowers to request for books on loan. Signals are inserted in the appropriate charges. When a reserved book is returned, it is not Reissued. It is kept separately and the user who has reserved it is informed to get it issued from the library.

## 5.2.7 Newark Charging System

### Identification of the User

The user is issued a borrower's card. Details regarding borrower's name, address, registration number, date of expiry, signatures of the borrower are given. In addition columns for due date, date returned are given.

### Book Preparation

A book card with details about the book (call no., name of author, title, accession no.) along with columns for date due, borrower's name or signatures, registration number is put in the blank pocket inside the book cover. Sometimes column for borrower's name/ signatures is omitted.

A date slip is pasted inside the book on the fly leaf (a page facing the back or front card board cover of the book). Call number, accession number, date of release, along with rule for Overdue charge and columns for due date are given.

## Charging

The user presents the book to be issued along with the borrower's card. The staff member puts due date stamp on borrower's card, date slip and book card. The borrower's registration number is put down on blank line of book card. The user is asked to put his signatures on the book card against his registration number. The book and the borrower's card are handed over to the user. The book card is kept in the charging tray behind the concerned due date guide. Behind each due date guide book cards are arranged by call number. In a close access system, book cards are filed by call number and call slips (this slip is filled by user to call the book from close access) arranged by due date. This double record is helpful in finding quickly to whom the book has been issued.

### **Discharging**

The user presents the book at the return counter along with his borrower's card. The staff member ascertains the due date and call number from the date slip. Next he locates the book card from the cards lying in the charging tray behind due date guide. He stamps the date of return on borrower's card and puts his initials. The due dates on book card and date slip are cancelled by a pencil or a pen or canceling stamp. If the book is overdue, the user is asked to pay fine. The borrower's card is returned to the user. The book card is inserted into the book pocket. The book is sent to the sequence of returned books.

### **Reservation**

Signals are inserted in the appropriate charges. When a reserved book is returned, it is not reissued. It is kept separately and the user who has reserved it is informed to get it issued from the library.

### **5.2.8 Conclusion**

Lending service or circulation for home use is the main function performed by the circulation section. Therefore, choice of the charging system becomes of great importance. The charging system should be such that it is able to meet the local requirements (such as users, objectives of library and volume of transactions) as effectively as possible. In the Indian context, Browne charging system with its simplicity of operation and having good deal of flexibility seems to be quite appropriate. If necessary, modifications can be made to suit the local requirements.

### **5.2.9 FURTHER READINGS**

1. R. NORTHWOOD LOCK, ed.. Manual of library economy, London, Bingley, 1977, Chap. 10.
2. S. R. RANGANATHAN, Library administration, 2nd ed., London, Asia Publishing House, 1960, Chap. 26.

## **UNIT V : CIRCULATION AND MAINTENANCE**

### **Lesson 3**

## **STOCK VERIFICATION**

### **STRUCTURE**

#### **5.3.1 What is Stock Verification?**

#### **5.3.2 Need**

#### **5.3.3 Aims**

#### **5.3.4 Advantages**

#### **5.3.5 Disadvantages**

#### **5.3.6 Methods**

##### **5.3.6.1 Accession Register**

##### **5.3.6.2 Loose Sheets Listing Accession Numbers**

##### **5.3.6.3 Check Cards**

##### **5.3.6.4 Numerical Counting of Books**

##### **5.3.6.5 Book Cards**

##### **5.3.6.6 Sample Stock Verification**

##### **5.3.6.7 Application of Computer**

##### **5.3.6.8 Shelf List**

#### **5.3.7 Comments**

#### **5.3.8 Frequency**

#### **5.3.9 Closing of the Library**

#### **5.3.10 Auditors**

#### **5.3.11 Loss of Books**

#### **5.3.12 Conclusion**

### **5.3.1 What is Stock Verification?**

Strictly speaking it is meant to ascertain that all the books acquired by the library can be accounted for. Thus in a narrow sense it means physical check-up of the documents on record. However, from professional point of view, stock verification should not be equated with physical verification of stock. It is concerned with 'maintenance and shelf rectification of stock.'

### 5.3.2 Need

Books will be lost, mutilated and misplaced. Lost books should be written off. Those books, which are important and in heavy demand would have to be replaced. The damaged books would have to be repaired. In case too many books are found to have been lost, mutilated and misplaced, then steps would have to be taken to improve the situation. This shows the need for stock verification.

### 5.3.3 Aims

Aims of stock verification are to:

- (i) Prepare the list of lost books;
- (ii) Find out about misplaced books and take them out for correct placing;
- (iii) Determine the physical conditions of the books and locate those requiring repair;  
and
- (iv) Locate books requiring correction work and those which can be discarded.

The analysis of data referred to above would indicate the type of books which are in great demand.

### 5.3.4 Advantages

**The advantages of stock verification are:**

- (i) A list of lost books can be prepared and books written off. Catalogue can also be updated. A librarian can take steps to replace important books and those in demand.
- (ii) In case, loss of books is higher than normally expected then adequate measures can be taken to reduce the losses in future. If found necessary, negligence can be pinpointed on the staff.
- (iii) Loss of books in different subjects indicates the degree of their popularity. This can be helpful for book selection purposes.
- (iv) Old editions and books not in demand can be weeded out.
- (v) Misplaced books can be replaced in their proper places.
- (vi) Mutilated books can be picked for further action. Damaged books in need of repair can be sent for the purpose.
- (vii) Reference staff doing stock verification can get an opportunity to know books in the collection. This can enable them to improve service to the users.
- (viii) Before stock verification takes place, dusting and cleaning of books would have to be done. This is certainly a positive point.

### 5.3.5 Disadvantages

**The disadvantages of stock verification are:**

- Many of the libraries either completely close down the library or curtail their services. This is not desirable from the point of users.



- Very often cost of stock verification is higher than cost of lost and mutilated books.
- In some libraries, during stock verification, borrowed books are recalled for physical verification, thus causing hardship to users.
- Above list of advantages and disadvantages shows that there are overwhelming advantages. Records can be updated, collection can be updated and services to the users can be improved.

### 5.3.6 Methods

The following methods can be used for stock verification:

1. Accession register
2. A register containing accession numbers
3. Loose sheets containing accession numbers
4. Check cards
5. Book cards
6. Numerical counting of books
7. Sample stock verification
8. Application of computer
9. Shelf list

#### 5.3.6.1 Accession Register

In this method, the accession register is taken to the shelves. One person calls out the accession numbers of books on the shelves and another ticks the same accession number in the accession register by means of a pencil. At the end of this operation, a list of untraceable books is prepared. An effort is made to trace the missing books. This method is time consuming and rather cumbersome. It leads to spoiling of the accession register.

Register Listing Accession Numbers

A separate register is prepared containing the following columns:

Accession No.	1981	1982	1983	1984	1985	Remarks
1						
2						
3						
4						
5						
6						

The register is taken to the shelves. One person calls out the accession number from the book, another person tick marks the relevant column against the particular accession number. After this item on loan, items sent for binding, etc. are ticked in the register. At the end of the operation, a list of untraceable books is prepared. Later, an effort is made to trace the missing books. This is a time consuming method and is not recommended for large libraries. Here only two persons can do stock verification at a time. This is a great handicap.

### **5.3.6.2 Loose Sheets Listing Accession Numbers**

Instead of using a register, loose sheets can be used. On each sheet consecutive accession numbers are written down. A single sheet may contain 100 accession numbers. Multiple copies can be produced so that a number of persons can do stock verification at a time. An accession number called out is crossed out in the sheet. Accession numbers of books available are consolidated on a master list from all the sheets. The numbers, which have not been crossed represent untraceable books. This method is better than the use of 'Register listing Accession Numbers'. It takes less time. It has been found useful for libraries having collection upto 50,000 volumes.

### **5.3.6.3 Check Cards**

Here book cards of 5 X 7.5 cm are used. Each rack or almira containing books is given a serial number or a symbol. For each book a check card is prepared, recording the accession number and location symbol. After writing out cards for all the books on shelf and on issue, these are arranged accession-wise. Missing accession numbers are noted and list of lost books is prepared. Duplicate accession numbers written on books can be checked by this method. This method has been found useful by small libraries, which do not maintain a shelf list.

### **5.3.6.4 Numerical Counting of Books**

This involves mere counting of books lying on shelves and those on loan. This number deducted out of total stock based on accession register would lead to number of books lost. On knowing the average cost of a book, one can calculate the cost of lost books.

### **5.3.6.5 Book Cards**

The book cards are taken out from book pockets. These are arranged accession numberwise. Thus a list of missing numbers is prepared. List of missing books is compiled with the help of accession register. Handling of fifty to sixty thousand book cards is a tedious job. Book cards can also get misplaced. Later these are arranged by call number and put back in the book pockets.

### **5.3.6.6 Sample Stock Verification**

In this method a few sections are chosen on the basis of sampling method (statistics) for stock verification. This gives us figures for annual rate of loss on average basis.

### **5.3.6.7 Application of Computer**

The accession numbers of books available on the shelves, on loan, binding sequence, etc. are recorded on loose sheets. These numbers are punched on punched cards. The data is fed into the computer along with listing of accession numbers of books entered in accession register. The computer output consists of missing accession numbers. This method was tried in Delhi University Library System. The success of this method depends upon the accuracy of those writing accession numbers on sheets and punching accession numbers on punch cards.

### 5.3.6.8 Shelf List

#### Assumptions

In the application of shelf list for stock verification, it is assumed that the shelf list is (/) on cards, (ii) the shelf list is up to date and accurate in terms of details and arrangement, (iii) shelf rectification has been already done, (iv) call numbers given to books should be individualizing ones and should be given correctly on the back of each book.

#### Routine

(a) First of all decide about the day's quota of checking. Take out the shelf card trays corresponding to the quota.

(b) First check with the charged tray. One person reads out the call numbers from the range of cards belonging to day's quota. The other person should turn the shelf list card of corresponding books through a right angle in its plane in clockwise direction so that the call number goes up. At the end of checking with charged tray only cards corresponding to books on loan would remain standing.

(c) (i) Take the shelf card trays to shelves corresponding to day's quota. Before shelf checking starts, shelf rectification of the books in the concerned region should have been done. Books just returned at circulation counter should also have been shelved at proper places

(ii) One person reads out the call number from the back of the book on shelf and another tally the shelf register cards lying in normal position. If the other person comes across a card whose call number has not been read, provided the card is in the normal position, then the same is taken out and placed in the investigation box. Experience will show that reading of the book number alone is enough in most cases. This will save time. Once day's quota has been finished, replace the trays and at this stage bring cards lying on their smaller side into normal position. (iii) Shelf cards lying in the investigation box need investigation. It is to be noted that one should not worry about shelf cards and corresponding books lying in temporary sequences, such as binding sequence, correction sequence etc.

(d) For investigation, one should check with books just returned, books lying in the reading hall, books in the hands of users, books misplaced lying on other shelves, charged cards (these could have been misplaced). Shelf cards for books traced later should be put back in shelf list trays.

(d) Once investigation has been done, then prepare a list of untraceable books and report to the Librarian, and

(e) On the basis of the report, action on missing volumes can be taken. Some volumes would have to be replaced, others to be written off. If loss is too high, then adequate measures to reduce loss would have to be taken.

#### Modification

The above description is based on Ranganathan's work.<sup>2</sup> One modification has been applied in libraries. In the shelf list card one column is added for year of stock verification.

For shelf list cards belonging to books traceable, tick mark ( ) or initials can be put against the year.

### **5.3.7 Comments**

Ranganathan's method can be used without closing the library and curtailing the services. The method is such that it can be used by small as well as large libraries. It can be done according to frequency as decided by the library. Those regions of shelves, which are prone to greater losses, can be subjected to stock verification more frequently. If necessary, on the basis of stock verification report, such books can be transferred to reserve section. This method is such that stock verification can be carried out by a number of persons at a time as portions of shelves to be checked can be allocated to different persons. The operation is done quite speedily. Stock verification by shelf list is considered by some as the best method. For its success, it is essential that 'stock verification and stock rectification should be combined into a single process'.

### **5.3.8 Frequency**

In a small library, it is generally possible to carry out stock verification once every year. However, in a large library, it is neither feasible nor necessary to do stock verification every year. In a large library, it should be a continuous process, combining shelf rectification and stock verification into a single process. Regions of shelves, which are more prone to loss of books, should be subjected to more frequent stock verification. This is especially true about a main sequence in open access containing popular material. Opposite is the case for books in close sequence.

In practice, small libraries normally do stock verification once in a year. Other libraries have adopted the practice to verify the entire collection every two or three years. However, university libraries do not follow a fixed pattern.

### **5.3.9 Closing of the Library**

During stock verification, many libraries are closed down completely. This is not desirable. The work of stock verification should be organized so that library services are not affected as far as possible. Use of shelf list for the purpose provides a method of stock verification, which can be carried out without closing the library.

### **5.3.10 Auditors**

Ordinarily Indian Audit will not be satisfied unless the library stock is completely physically verified by outsiders. However, due to pressure from library associations and professional organizations, audits in general are beginning to accept the point of view that the position of library book stock is somewhat different from other stores.

### **5.3.11 Loss of Books**

Very often, librarians working in small libraries have to face harassment due to loss of books. Occasionally, a librarian may be asked by the authorities to make payment from his salary for the loss of books suffered by the library. This is something highly undesirable.

Loss of books in an open access library is inevitable. Permissible loss should be 3 books for 1000 annual issue. The authorities should write off loss of books. In case the loss is higher than permissible limit then there would be a need to investigate the matter. Causes for higher loss should be determined and steps taken to improve the situation. If the confides of the library staff are suspect, then necessary action should be taken against them.

### **5.3.12 Conclusion**

From above, it should be clear that stock verification is essential in a library. Normally, small library can do it once in a year. This may not be feasible and necessary in a large library. A large library should carry it out on continuous basis. As far as possible, stock verification should be done without closing the library or curtailing the library services.

## **UNIT V : CIRCULATION AND MAINTENANCE**

### **Lesson 4**

# **WEEDING THE COLLECTION**

## **STRUCTURE**

- 5.4.1 Introduction**
- 5.4.2 Need for Weeding**
- 5.4.3 Guidelines for Weeding the Collection**
- 5.4.4 Weeding Policy**
- 5.4.5 Planning Your Weeding Approach**
- 5.4.6 Schedules and Records**
- 5.4.7 Setting Goals and Priorities**
- 5.4.8 Weed as You Go**
- 5.4.9 Using Computers to Weed**
- 5.4.10 Setting the Stage**
- 5.4.11 Gathering Materials**
- 5.4.12 Defining Your Criteria**
- 5.4.13 Updating the Catalogue**
- 5.4.14 Level of Weeding out**
- 5.4.15 Criteria for Discarding**
- 5.4.16 Maintaining the Collection**
- 5.4.17 References**

### **5.4.1 INTRODUCTION**

Weeding the library's collection is an essential part of a library's collection development and maintenance; it helps to ensure a current, useful collection. It can be a difficult, even painful, process for some but the weeding process is respectful to the library's mission and its service to the public. Weeding a library is like weeding a garden; one looks over everything and carefully selects those things, which need to be removed. In a library, weeding is a shelf-by-shelf and book-by-book review and withdrawal of certain books in a library's collection. Weeding can be either scheduled regularly or irregularly, as the need arises, or can be constantly ongoing. Weeding (also known as deselection) is an essential, though difficult, element of collection development that ensures the library's materials are useful and accessible. Every library's print collection is limited by the space available to house it, and collections should change over time to reflect changes in the community and in the library's goals. Weeding is a

periodic or continual evaluation of resources intended to remove items that are no longer useful from the collection.

### 5.4.2 NEED FOR WEEDING

Weed the collection for many reasons, the most pressing of which is that we are simply out of shelf space for new books. Other reasons include the necessity to keep the collection up-to-date and to keep the information available as accurate as possible. Another reason is that, as the curriculum changes, the collection need to evolve along with it, in order to adequately support it.

When libraries do not weed regularly or consistently, customers have trouble finding interesting and relevant materials. Removing outdated or worn-out items makes the collection more visually attractive and more inviting to users. Patrons trust the library to supply information that is easy to find and up-to-date.

All of these are positive factors from the customer's point of view. For the librarian, weeding has additional advantages. It finds the gaps in your collection so that you can make new purchases with confidence and creates space for those materials. Paradoxically, weeding is a good way to increase circulation by drawing attention to materials that had previously been overlooked.

- To maintain a current, accurate and useful collection;
- To make the best use of space;
- To improve the appearance, appeal and browsability of the collection
- To check for materials that need repair or replacement;
- To get feedback on the collection's strengths and weaknesses.

### 5.4.3 GUIDELINES FOR WEEDING THE COLLECTION

Written guidelines to help in the weeding process are developed by the professional library staff. Here are the weeding guidelines:

What to remove:

1. Duplicates
2. Superseded editions of which we have the latest
3. Outdated materials

Examples:

- Computer Science older than 5 years (except UNIX, Open VMS, Cobol, Fortran)
- Science after 10 years except History of Science, Botany and Science
- Biographies
- Technology and Applied Science older than 5 years
- Library Science after 10 years except for theory and history
- Occupational Guides, resume guides, etc. older than 5 years
- Financial Management and Real Estate guides older than 5 years, except Sylvia Porter and Adam Smith, etc.
- Travel books older than 10 years
- Health, Medicine, Nutrition and Drugs older than 5 years.

- Psychology older than 10 years (not including Biography, History of Psychology, and Psychological Theory)
  - Physical Education older than 10 years
4. Vanity press materials in Religion and really old outdated materials
  5. Textbooks
  6. Badly damaged items (be sure to check on replacing them)
  7. Atlases older than 10 years
  8. Materials which no longer support the curriculum (e.g. German texts except classics)
  9. Materials from other libraries
  10. Best sellers older than 10 years other than authors still publishing that are not part of our curriculum
  11. Books not checked out in more than 10 years.
  12. Incomplete Series (either order the missing volume or delete the set)
  13. Social Sciences needs to be weeded heavily
  14. Study prep guides (GRE, MCAT, etc) older than 5 years

### **Books Never Weed**

1. Methodist history and theology unless duplicated or in a new edition
2. Regional materials (history, literature, geography, economics, art, music, etc.)
3. Authors on the faculty
4. Classics in each field
5. Core materials in each discipline
6. Literary classics
7. Primary sources
8. Works deemed to be of historical value by the library professional staff

## **5.4.4 WEEDING POLICY**

This section discusses the importance of having a weeding policy, the rationale behind weeding, some reasons it is difficult to weed, practical information for use in planning or conducting weeding, and options for the materials you remove. When considering weeding in your library, keep in mind that every library is different; every library has unique priorities and problems. Not every suggestion or guideline for weeding in this section will fit your library, so feel free to adapt as necessary.

### **The Importance of a Weeding Policy**

Weeding can be one of the most controversial aspects of collection development, and a carefully prepared and fully documented policy on weeding (as part of your overall collection development policy) can lessen or alleviate some misunderstandings. A weeding policy can't replace individual judgment or common sense, but it will make your actions more understandable to the public. Consult the Collection Development Policy section in this site for more information. Some examples of weeding policies as part of collection development policies include the Brownsville, Texas public library, and the Washoe Library in Nevada. Another example of a weeding policy and procedures for implementing it can be found at the Hamilton Public Library's site. If you haven't already spent some time evaluating your collection and your community while writing your collection development policy, it's a good idea to do so before beginning a weeding project. Knowing what is wanted and needed by your customers makes it easier to decide what should or should not remain in the collection. The Community Needs



Assessment and Collection Assessment sections of this training site offer suggestions for conducting these evaluations.

### **5.4.5 Planning Your Weeding Approach**

Probably the most well known weeding method for public libraries is the CREW method: Continuous Review, Evaluation and Weeding. Most of the information contained in this discussion of weeding is drawn from this method or modifications of it. Another method, developed by Stanley Slot, is based on research indicating that the best predictor of future use is past use (circulation). If you prefer a method that uses formulas, you may want to consider this one for your library. Weeding and Currency has a short bibliography on weeding. More information on implementing weeding procedures can be found at [Weed It!](#) For an Attractive and Useful Collection, an excellent, concise site. You should keep the following in mind when you are planning your approach to weeding:

### **5.4.6 Schedules and Records**

Most libraries will benefit from a complete weeding once a year. If this seems too daunting, start by scheduling individual sections and expand your plan as you establish a routine. Keep records of your progress to reduce overlap. Plus, a concrete measure of your progress keeps your morale high.

### **5.4.7 Setting Goals and Priorities**

Some areas are obvious targets. When your shelver says, "I just can't get one more book on that shelf," weed it soon. Tackle one small section at a time and complete it before you start the next one. You will need more effectively and you won't get frustrated as easily. Keep in mind that weeding is a process.

### **5.4.8 Weed as You Go**

Examine materials as they are returned to the circulation desk. Set aside damaged and obviously outdated materials so that they can be evaluated. As you move through the collection, keep an eye out for weedable materials.

### **5.4.9 Using Computers to Weed**

If your library is automated or will be automated, the computer system can aid in the weeding process. However, to be very useful the system must have been in use long enough for materials to be entered in it and for circulation records to accumulate (usually one to three years). You should be able to get the following information from your system: latest checkout date for items currently being circulated, date each item was added to the collection (accession date) and previous checkout dates for items not currently circulating.

If your system can provide this information, print out two lists: all items that have and have not circulated in the last three years. Each list should include author, title, barcode number, publication date, last circulation date and number of copies for each item. Divide the lists by subject category and use it as you would use a catalog drawer. This process will probably take longer than a non-computerized process, at least until all the items in the collection have been entered into the computer. As the weeding process becomes more streamlined it will become faster. (*CREW manual* 1995, pp. 29-30)

After you have planned your approach, you can start your weeding project by setting the stage (completing final preparations), gathering materials needed for the weeding project, and defining your weeding criteria.

### 5.4.10 Setting the Stage

Each section should be shelf-read before you begin to weed it. Try to choose a time to weed when the library is closed or likely to be empty so that you can wear comfortable clothes and maximize your efficiency (i.e. minimize distractions and interruptions).

### 5.4.11 Gathering Materials

Using a book truck, gather some weeding supplies, including:

- Circulation records and shelf list
- Slips indicating a weeding decision (retain, mend, discard, etc.)
- Some sort of place marker - a piece of cardboard or a book wrapped in bright paper
- A notebook and pen to record your stopping place, ideas for displays and new purchases.

### 5.4.12 Defining Your Criteria

The following criteria should be considered for each item in your collection. You will probably make decisions based on some combination of these criteria - that is, an item should probably not be discarded based on meeting only one of these criteria. The CREW method uses an acronym, MUSTIE, to indicate when an item should be removed from the collection. MUSTIE stands for:

- Misleading and/or factually inaccurate;
- Ugly (worn out beyond mending or rebinding);
- Superseded by a new edition or a better source;
- Trivial (of no discernable literary or scientific merit);
- Irrelevant to the needs and interests of your community;
- Elsewhere (the material may be easily borrowed from another source).

Additional weeding criteria include:

**Condition:** If a book is in poor condition, it may be considered for removal depending on your ability and willingness to mend it. Problems to watch for include a broken spine, fragile or brittle paper or bindings, bent corners, torn or missing pages, defaced pages or covers, insect or mildew infestations and books that are just plain worn-out.

**Age:** Evaluating an item's usefulness based on its age is a tricky issue, especially for books. In truth, most old books hold very little value (monetary or otherwise) in a public library. Library customers generally prefer new books, regardless of content. Some questions to ask when considering age as a reason to withdraw an item: Is the book so fragile that it can't withstand normal library use? Does this item have local historical value? If so, perhaps it should be given to the local historical society. (If your library serves as the town's archives, you'll probably consider housing those materials separately from the regular circulating collection anyway.)

**Frequency of Use:** When was the last time an item circulated? How often is it used in the library? If you want to keep the item, perhaps it could be moved to a more visible or attractive location.

**Multiple Copies:** Sometimes you will discover that you have many more copies of an item than you realized. Perhaps some of them were donated copies, you have several different editions of the same work, or it was a very popular subject or best-seller that has fallen into decline. Does your collection contain material that provides better, more current coverage? Extra copies are often excellent candidates for book sales, trades or donations.

**Currency/Accuracy:** When evaluating currency, the key issue is relevance. History books may not be especially current, but if they are still relevant they should be kept. Materials on computers, law, science, technology, health and travel on the other hand, need to be current to be useful. For example, if your health guides don't discuss AIDS and other disease prevention issues, you will need to remove them and update your collection. Other items likely to be out of date quickly are travel guides, atlases, subjects that change frequently such as college entrance exams, guides to elected officials and anything related to fashion or fads. Fiction can become outdated, too. Bobby Goes to the Sock Hop will probably not set afire the hearts of today's teenagers. Another issue to consider is appropriate coverage. Since society is constantly changing, what was an accepted view of minorities or women years ago might be considered inappropriate today.

In addition to using MUSTIE and the weeding criteria stated above, we have compiled additional weeding considerations for each section of the *Dewey decimal classification* and other typical collection categories. For extensive coverage by Dewey numbers including formulas for evaluating use and condition, consult the *CREW Manual*. For a different perspective, try Rosanne Cerny's 1991 article in *School Library Journal*. Another article with a school library approach and more tips by Dewey section is located at "Weeding": Reassessment of Library/Media Collections.

000s - General: Replace at least one set of encyclopedias every five years. Circulate older sets for no more than eight years. Try to get an encyclopedia yearbook every year. Materials on computers are seldom useful after three years.

100s - Philosophy and Psychology: Popular psychology and self-help books can quickly become outdated. More scholarly works on psychology should be replaced after five to eight years.

200s - Religion and Mythology: There can be a high turnover in books by popular religious leaders. Does your collection reflect the interests of your community? Try to have something current on each of the major religions.

300s - Social Sciences: Replace almanacs in the reference collection after two years. Circulate older volumes no more than three to five years. Law, government and education materials are often used for school reports and debates, so they may have historical value. However, it is very important to remove outdated statute information. Be sure your collection is balanced and current, especially for controversial topics.

400s - Languages: Foreign language and English as Second Language materials may wear out very quickly; you may need to replace books in this category frequently.

500s - Pure Sciences: Basic, historical works on science such as Darwin's *On the Origin of Species* should be retained. However, new science discoveries, theories and techniques can make an outdated collection look very strange and will destroy your credibility with technophiles. Scientific materials are continuously being updated.

600s - Applied Sciences: Medical discoveries are constantly being announced and older materials may be very misleading or even dangerous. Popular culture thrives on fads. Try to keep up to date on what's "hot" and toss what's "not." Materials on collector's items should be kept, as should repair manuals for cars and appliances.

700s - Arts and Recreation: Histories of art and music should be kept until they wear out. Other areas should be evaluated for their currency.

800s - Literature: You probably have multiple copies of classic literary works. Keep the most recent edition that's in the best condition, as well as criticisms of classic writers. It's a good idea to check discards against reading lists from local schools.

900s - History, Travel and Geography: History books should be evaluated for demand, factual accuracy and interpretation. A balance of perspectives is ideal. For travel and geographical materials, don't keep anything older than two years unless it has a significant amount of background or history information that you can't get anywhere else. An outdated travel guide is probably less useful than current periodical information or materials from the Web.

**B - Biography:** It's easy to accumulate multiple copies of popular biographies and autobiographies. Generally, you won't need them all, especially those that are poorly written. Keep up with new releases on enduring personalities (especially political and historical figures) and keep biographies with literary value.

**Adult Fiction:** This is another area prone to multiple copies that are good for book sales. Works with enduring appeal should be kept, along with single copies of past best-sellers.

**Young Adult and Children's Fiction:** Watch for outdated topics, oversimplified or abridged classics when the original is appropriate for age and reading level, and multiple copies of series books. Replace worn out classics. Young adult fiction should be less than ten years old. With so many varieties of picture books on the market, your collection should be chosen on the basis of good stories and illustrations. The CREW Manual advises against flimsy bindings and trite cartoon-based books.

**Young Adult and Children's Non-fiction:** Consider these materials using adult criteria, but look for inaccuracy and oversimplification. "Something" is not better than nothing if what you have is outdated or inaccurate.

**The Reference Collection:** Weeding the reference collection requires some special considerations, especially as more reference collections include electronic resources. Use of printed materials is more difficult to determine since most reference works do not circulate, but you may be able to tell how often a book is removed from the shelf. Use of computer resources can also be tracked. Most of the criteria for removal remain the same as for circulating collections, with the possible exceptions of use and currency. Some sources are considered reference "classics" and may be valuable for many years. Others (especially scientific, medical and technological works) may be quickly outdated. Many reference works are issued in revised editions, and previous editions can usually be removed. Dictionaries are an exception to this

rule, particularly unabridged versions. Another exception is any new edition that supplements rather than replaces an older edition, such as quotation books.

**Audiovisual Materials:** Non-print media should be weeded on a regular schedule just like print materials, although it can be harder to judge content and quality without spending a great deal of time watching or listening to each item. Keep in mind that non-print materials can be difficult to borrow through interlibrary loan. Other issues to consider when evaluating non-print materials include format and condition. Is the format still available? If not and the material is not replaceable, you may want to investigate transferring unique materials to current formats (i.e., transfer records to cassette tapes). Watch for broken cases, missing pieces, poor sound or visual quality and scratched or warped records (if you still have them!), tapes or CDs. Records should be weeded as they become damaged and popular titles replaced with cassettes or CDs. Tapes that become twisted should be discarded. Some audio book sources can replace a damaged tape at low or no cost. Language tapes (and manuals) should be replaced if possible. Videocassettes should be examined for wear after 100-150 circulations; they will probably need to be replaced after 200-250 showings. Compact disks are relatively sturdy, but they can be chipped, cracked or scratched. If you circulate computer disks, be especially wary of computer viruses that can be transmitted via disk. Disks can be demagnetized easily, and floppies can be bent or otherwise damaged.

**Arizona Materials:** This is one area where you will probably want to weed lightly, with an eye for new editions or updated information. Keep as much as you can, depending on the scope and size of your library and the presence or lack of a local historical society. Local history, materials by local authors or with local settings, memoirs, directories and oral histories should not be weeded.

**Vertical Files:** It is especially important for vertical file materials to be current; be sure to date all items as they are added to the file and weed thoroughly at least once a year.

**Magazines and Newspapers:** Keep local papers at least a year. If possible, transfer them to microfilm and keep forever! Photocopies on acid-free paper are an acceptable substitute for microfilm; the originals will deteriorate rapidly. If a magazine has research value, try to keep the last five years. Otherwise, only the current year should be kept.

Once you have completed weeding a section, you will have to decide what to do with the items you have identified as problematic. Most small libraries are not able to build new facilities or store items indefinitely; often there will not be funds available to replace an item immediately. You will have to decide whether an item should be kept, replaced or discarded.

Some items will be easy to decide to keep. Others may not be so clear-cut. If you decide to keep something but you think it should probably be weeded during your next inspection, indicate on the title page why you kept it. Perhaps you know there will be an updated edition soon, or you anticipate that interest in a topic will soon die down. Try to resist the temptation to keep everything

Mending an item may be a good choice if it would be difficult or expensive to replace or has some unique value to the collection. However, repairing a book requires an investment of time and money.

If you decide to discard an item, you have to decide how to dispose of it. Your weeding policy must address the disposal issue clearly and confidently. There are really only three options: destroy it, give it to someone else, or sell it.

- **Sell It:** This is the best option for useable items. The public usually appreciates the opportunity to buy a "favorite" volume. It does take time to organize a sale (annual or ongoing) and space to store items, so this might be a great project for your Friends group or a dedicated volunteer. If there is a second-hand or out-of-print book dealer in your area, you could try to sell some of your materials in return for future credit. Clearly mark all discards.

- **Give It Away:** This option has the advantage of allowing the community to "recycle" materials. Use common sense and tact when choosing this method. If it's too badly damaged for your library, will someone else appreciate receiving it? Nevertheless, your extra copies or something that doesn't fit in your collection might be greatly appreciated by other libraries, religious/civic groups or non-profit organizations such as Goodwill. To trade materials with other Arizona libraries, try the state listserv. Marilyn Mader has some creative suggestions for recycling materials through schools. It may be possible to recycle magazines, catalogs, newspapers and copy paper in your community.

- **Destroy It:** This option should be reserved for items that are unsalvageable and cannot be sold or given away. If you must choose this method, be discreet. Even though you have established a weeding policy, carefully evaluated the item's status and made a considered judgment, it still looks bad for customers to discover "perfectly good" books in the dumpster behind the building. Be prepared to calmly explain your reasoning (and be able to back it up with policy and examples) if this should happen.

### 5.4.13 Updating the Catalogue

Don't forget this essential step! It would be very frustrating for a customer to find the "perfect" item in the catalog and then discover it had been weeded months before.

### 5.4.14 Level of Weeding out

That will depend on the library, its collection, and how long it has been since the collection was weeded. However, to give you a general guideline, "In Service to Iowa: Public Library Measures of Quality (3<sup>rd</sup> ed) says "Every item in the library's collection is evaluated for retention, replacement or withdrawal at least every three years to determine its usefulness according to the library's collection development policy. Three percent or more of the collection is withdrawn each year."

Three *In Service to Iowa* measures relate to weeding (all these measures are Tier II requirements):

- Every item in the library's collection is evaluated for retention, replacement, or withdrawal at least every three years to determine its usefulness according to the library's collection development policy. Three percent or more of the collection is withdrawn each year.
- The library's collection is up-to-date. Three percent or more of the collection is added each year.
- Turnover rate. Turnover rate is the average circulation per item owned. Turnover rate is computed by dividing total annual circulation by total holdings. Figures for holding should reflect both cataloged and uncataloged items except for periodical holdings.

A	B	C
3.3.0 or more	2.0-2.9	2.2.3.3.0-2.2.3.3.9

### 5.4.15 CRITERIA FOR DISCARDING

In general, the following criteria should be used in weeding out undesirable materials. These criteria are presented as guidelines, rather than as laws or an infallible formula. It is important that librarians apply them with judgment while carefully considering their school's curriculum, collection and clientele.

**Record of use** - If an item has not circulated in five years. Shelf-time periods (i.e., the length of time the book or item remains on the shelf between circulations) that reflect a declining or non-existent pattern of use. Remember that seasonal, monthly or some similar patterns of use exist in school libraries and these patterns must be taken into consideration when establishing shelf-time cut-off periods for weeding. Many consider the shelf-period criterion to be accurate, valid, and by far the best since it does not reduce circulation.

**Currency of content** - If the subject matter is out-of-date, factually inaccurate, or no longer relevant to the educational program; if illustrations are outmoded or perpetuate sexual, racial, or cultural stereotypes.

- Has the material been superseded by better or more up-to-date material, even though it is only a year or two old?
- Has the curriculum changed to the point where the material is no longer pertinent?
- Is it obsolete in content, style or theme?
- Is the approach no longer appropriate (word choice and style of writing of a generation or two ago leave today's youngsters guessing instead of helping them to understand). If it no longer appears in standard listing, such as ESLC, Standard Catalog for Junior High, etc.

**Technical quality** - For non-print media, if visuals are poor, faded, off color, or scratched; if black and white, has it been superseded by a clear color edition? If sound reproductions are faulty or inferior. Are projectors or other necessary equipment for utilizing the media readily available and in good working order? Or is the required equipment obsolete?

**Physical condition** - If it is worn, torn, soiled or generally ragged; if pages or parts are missing. If the pages have very fine print or yellowed paper (classics with such make-up have no place on school library shelves).

**Dispensability** - If it is a duplicate copy where multiple copies exist of a title that rarely circulates or if it duplicates materials no longer needed in the collection. If it is a textbook which is no longer useful for reference purposes.

**Duplicates:** Evaluate on the basis of demand. Duplicate copies of high demand books should be kept as long as the demand persists. If they wear out before the demand subsides, they should be replaced, budget permitting. When the demand does decrease, the number of duplicate titles should be reduced, but at least one copy kept. The unneeded extra copies can be added to the used book sale.

Unsolicited and unwanted gifts: Any titles that do not fit the collection development guidelines should never make it into the collection. The official policies for gifts should make this clear and be repeatedly shared with the

### **5.4.16 MAINTAINING THE COLLECTION**

These suggestions come from a survey of the literature and from actual, practical experiences in weeding libraries. They are offered as hints that might be helpful. Individual discretion and judgment should be exercised in their use.

In selecting for purchase, consider each new title or acquisition in relation to the total collection, and consider the possibility of discarding one already in the collection. If a new title supersedes an older one, withdraw the older material when the new is received. The exception might be to retain such items as atlases, almanacs, etc., to use for instructional purposes. While not useful for information, out-dated materials of this type retain usefulness for students learning how to use such tools. However, such materials should be stored out of sight, and used only for instruction. Use inventory time as an opportunity to identify titles to consider for weeding. Replace weeded books if their content is still significant. Use remote storage for "if-y" materials and observe their shelf-time periods while your final decision is pending.

### **5.4.17 REFERENCES**

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