

English texts on Librarianship

Master's Degree in Information organisation

[Sélectionnez la date]

Librarianship Department

Unit-1:Public Library : Origin and Growth

1.0 : Objectives

After reading this unit, you will be able to:

- Learn about the growth of public libraries since ancient days;
- Understand the origin and growth of public libraries

1.1 : Introduction

What distinguishes a human being from the animal kingdom is his faculty to think and communicate. It is only the human beings who are curious to know through their imagination and pragmatism from which emerges the knowledge. Before the invention of writing, our knowledge was stored in memory what was called the "oral tradition". A Brahmin who could memorize and recite shlokas in Sanskrit for one Veda was named as Vedic; those memorising two were called Dwivedi, those memorising three were called Trivedi, and those who could recite all the four Vedas were known as Chaturvedi. Vedas were composed in Sanskrit in between 1500 and 2000 BC, the oldest living piece of literature in the world. Then the Devnagri script had not been invented. The Indus valleys script though 3,300 year old was not yet been deciphered. Had the Vedas not been memorized, these would have been lost forever. It was the oral tradition, which saved the Vedas from extinction. Once the art of writing developed, man began to maintain his records on whatever writing material he could lay his hands on, such as clay tablets, papyrus, parchment, metal sheets, cloth and engravings on stone. Real breakthrough came with the invention of paper making and printing which were developed in Europe in the 15th century.

1.2 : Ancient Libraries

Greece had its Golden Age, from 480 to 404 B.C., when Athens was destroyed by Sparta in 404 B.C. During this period flourished the world's top philosophers and thinkers, such as Socrates (469-399), Plato (428-347 B.C.) and Aristotle (384-322 B.C.). Greece excelled in art, (sculptures of human figures, painting, mosaic, and crafts). Greek is the world's second oldest language, (1400 B.C.) after Sanskrit, (1500 B.C.). Greek civilization was superseded by the Roman civilization (founded in 753 B.C.) and it lasted some 800 years up to 410 A. D.

1.2.1 : Libraries in Greek and Roman Times

The ancient "public" libraries in Greece were for use not only by their founders but also by the scholars, students, priests and officials who were permitted to use, their collections for approved studies. In the middle of the sixth century B.C., a large library of books was opened to the public in the city of Athens.

Julius Caesar had the idea of founding a national or a public library in Rome with the greatest possible collections of Greek and Latin books available in manuscript form written on papyrus. He had planned to place C. Asinius Pollio in charge of the library. Caesar was assassinated before he could accomplish this project. It then fell to one of his

successors to do so, and the library was opened in 39 B.C. as originally planned by Caesar.

Rome by the end of the 4th century A.D., was reputed to have 28-30 public libraries. Again, these were not the public libraries of today but were available to those who could and would use them. Rome did have, after all, in the imperial period an increasing number of persons who were literate. There were booksellers as well in Rome and in many larger cities of the provinces. It was also considered fashionable to have books in one's home. As the Roman Empire declined in the West, the libraries also declined, so did book publishing and acquisitions.

1.3 : Public Libraries and Social Change

A student of history of public libraries around the world ought to know that the public library is as much a product of social change as it is the promoter of it. Once public library service is well established and is universalized, its role changes. Instead of being a product of social change, it becomes an instrument of social change. The British experience confirms this phenomenon. The modern public library appeared on the British scene only after the country reached a certain stage of development conducive to the growth of public libraries. We enumerate the movement of below the developments, which were the forerunners of the movement of public library development.

- 1.** England was the first to build up a legal system and a parliamentary government that brought the country to a strong and united nationhood under a liberal monarchy, which reigned but not ruled.
- 2.** It was also the first to become a bastion of parliamentary democracy. King John was forced to sign Magna Carta on June 15, 1215, traditionally seen as guaranteeing human rights against the excessive use of royal power. British Parliament is known as "the Mother of Parliaments", set up as early as in 1295. The Civil War of 1642-52 in England, between Royalists and Parliamentarians, resulted in the victory for Parliament.
- 3.** English language emerged some times in A.D. 1100, called old English, followed by Middle English from then till about 1500 and Modern English from 1500 onwards. It is among the oldest modern European languages and is most widely used internationally. The total output of writings in the English language is the largest among the European languages.
- 4.** After the sacking of Rome by the barbarians in 410 A.D. Dark Ages descended on Europe lasting about 1,000 years from 500 to 1500 A.D. nothing worthwhile could be noticed during this period. Europe woke up after a long slumber in 1500 A.D.

The stimulant was provided by the Renaissance, which occurred between 14th and 17th centuries as the means of education and social change.

The aim of Renaissance education was to produce the "complete man", conversant in humanities, mathematics, and science (including their application in war), art and crafts, athletics and sports, to enlarge the bounds of learning and geographical knowledge: to encourage the growth of skepticism and free thought. It

also encouraged the study and imitation of Greek and Roman literatures and arts. Renaissance generated a large amount of writings, both from translations from Arabic publications and originals.

5. In the 17th century started the European expansion overseas. By mid-19th century, the European powers occupied all the countries of the world outside of Europe, barring 10. But even these were mauled. Britain alone occupied as many as 85 countries, building thereby world's largest empire on which the sun never set.
6. The Industrial Revolution broke out in Britain in 1750. This revolution led to massive urbanization and the emergence of educated and prosperous middle classes, in between the working class and the aristocracy. The sprawling British Empire provided a wide and stable market for the British manufactures and became the purveyor of raw material for the British factories. That brought tremendous wealth into the country.
7. The social reforms programme began in 1906, which improved social status of the working class hitherto neglected.
8. In 1870, the Elementary Education Act was passed which accepted the principle that the establishment of a system of elementary schools was the responsibility of the state.

Earlier, it was left to the church and the voluntary organizations. Secondary education was, however, left in the hands of the fee-charging Grammar Schools or the so called public schools until 1918 when the national system of public education was truly laid as it made public education available to all. The Education Act of 1944 involved a thorough recasting of the educational system. The Minister of Education was given the power to enforce minimum standards of education in terms of school buildings, equipment and qualified teachers. A similar provision was made in the Public Libraries Act of 1944, which we shall presently discuss.

1.3.1 : Higher Education

As in the case of elementary and secondary education, a beginning in the provision of higher education was also made by voluntary organizations. The Balliol University College was established as early as in 1263. Merton College in 1264 at Oxford leading to the opening of the University of Oxford soon thereafter. In 1233, Cambridge University was in place. In the 19th century, the dominance of Oxford was challenged by the rise of the civic universities, such as London, Manchester and Birmingham. The university began to be financed by the central Government through the University Grants Committee, established in 1911 and reorganized in 1920. During the 1960's, many new universities were established popularly known as Red Brick universities. Several of them had a strong scientific and technological bias

1.3.2 : Impetus to Scientific Research

Seventeenth and eighteenth centuries saw flowering of scientific temper in England: The new findings resulting from scientific inquiry during those years marked a major turning point in human history. The Royal Society of London was founded in 1662. Isaac Newton's contribution to scientific research started in 1687 and continued up to 1704. A galaxy of British scientists had been in the forefront in almost all fields. Research

laboratories, institutes and academies were established from 1700 A.D. onwards. The British scientists won a number of Nobel prizes. Most of the inventions made during 1750-1900 emanated from Britain.

1.3.3 : Publishing

The history of publishing in England is characterized by a close interplay of technical innovations and social change, each promoting the other. Publishing as known today depends upon on a series of three major Inventions: namely, writing, paper, and printing, besides one crucial social development, i.e., the spread of literacy.

The invention of printing with movable type is usually attributed to **Johannes Gutenberg**, a German printer (1440-50), after a period of block printing from about 1400 A.D. Gutenberg's achievement was not a single invention but a whole craft involving movable metal type, ink, paper and printing press. In less than 50 years, it had been spread most of Europe, including England, largely by German printers. The mechanization of printing in the 19th century and its further development in the 20th century went hand in hand with an ever-increasing spread of literacy and ever-rising standards of education. It finally brought the printed word to its powerful position as a means of influencing minds and, hence societies.

It was William Caxton, an Englishman who for the first time introduced printing in the country in 1474. Early printing had a profound effect on the development of national language and literature. World's first Copyright Act was passed in England in 1709. It was meant to encourage learning by vesting the copyright in the author for a period of 21 years. The Act protected the interests of those who made their living from writing producing books, namely, writers, printers, publishers and those of the reading public.

New developments of vast potential, particularly after the Second World War, were the book clubs, emergence of paperbacks and mail order advertising and selling. A book club was an association of members who undertook to purchase, usually each month, a book selected for them by a committee of knowledgeable persons. The advantages being that the book in question was supplied at a lower price than that at which it could be purchased in a bookshop. England again was the first to create literary agents in 1875. The agents were of great help to authors, particularly those who were unable themselves to handle their business with publishers satisfactorily.

1.4 : Forerunners of Public Libraries

There were some forerunners of modern public library: such as personal libraries, Parish libraries, Mechanic's Institute libraries, But, ultimately these turned into subscription libraries as they could not survive on their own. Because of abysmally low rate of literacy, largely confined to the priestly class, the number of users of personal libraries was very small. This was the first stage of public library development once printed books became available though in a limited number. As methods of printing improved and better quality paper became available in the market; book printing and publishing became a business to contend with.

1.4.2 : Parish Libraries

There was another class of forerunner of the modern public Library. These were called the parish libraries, which were open both to the clerics and laymen. The books had a strongly religious cast, but there were books of popular nature in the arts and sciences as well as history, biography, and travel. Some of the parish libraries had circulating units as well, sending boxes of books around to the habitations on regular intervals, (forerunners of modern bookmobiles).

In mid-80's appeared circulation libraries which were strictly profit-making enterprises. Anyone could borrow books from these libraries for a specified period on rental basis. Besides, there were libraries for the workers, known as Apprentices' libraries, and Mechanics' institutes.

1.4.3 : Social or Subscription Libraries

In end of the 18th century when more books were available in the market, the buyers of books realized that it would be cheaper to establish subscription or social libraries than buying books of their own for personal reading. A group of people would cooperate to establish such Libraries by raising the admission fee and paying annual subscription and cash deposit for the safe return of books or buy shares as if in a company. The idea was to share the use of books among the members of such libraries and outsiders on payment of a small fee.

These libraries were dubbed as elitist and unegalitarian in character as their use was confined to those who could afford to pay for them. Since the use of these libraries was confined to their members on payment, such libraries could not be termed as public libraries (as we understand them today).

Libraries in Scandinavia

After the UK and the USA came the Scandinavian countries in terms of coverage and use of public library services. The greatest growth in public library services took place in Scandinavia in the 9th and 20th centuries. The special feature of the Scandinavian public library systems have been:

- 1.** Strong influence of Anglo-American librarianship.
- 2.** A long history of government legislation and support.
- 3.** Development of public library systems based on regional central or county libraries.
- 4.** Extensive inter library-lending system.
- 5.** Creation and growth of the library service bureau.
- 6.** Construction of many new and imaginative library buildings.
- 7.** Compensation to the authors for the use of their book in libraries.
- 8.** Provision of library services to special groups through outreach activities.
- 9.** Involvement in arrangement and provision of cultural events.

1.5 : Summary

The unit discusses the origin, growth and development of libraries in general and public libraries in particular by establishing the fact that public libraries served as an instrument of social change. A clear description of evolution and growth of libraries have been discussed right from ancient times to the present day. The unit described in detail: a) Ancient libraries, b) public libraries and social change, c) fore runners of public libraries.

UNIT 2 TYPES OF LIBRARIES AND THEIR FUNCTIONS

Structure

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2.3.2 Public Libraries

2.3.3 Special Libraries

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2.8 Answers to Self Check Exercises

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2.11 References and Further Reading

2.0 LEARNING OUTCOMES

This Unit gives an overview of library types and the functions libraries perform so that library resources and services are easily accessible to the users for retrieval and use.

After reading this Unit, you will be able to:

- λ describe the genesis and growth of libraries;
- λ identify the features of the different types of libraries;
- λ describe their distinct functions;
- λ give illustrative examples of libraries.

2.1 INTRODUCTION

In Unit 1 of this Block, you have been exposed to general level understanding of what libraries are, why they are invaluable and important to the society, in particular to institutions engaged in education, life-long learning, research, culture, recreation and entertainment.

In this Unit, we will discuss the origin and growth of various types of libraries and learn about factors that have contributed to their growth and developments. Starting with a discussion on types of libraries, followed by types of library models, this Unit introduces you to their functions, document resources that users need and the unique services that libraries offer.

2.2 GENESIS AND GROWTH OF LIBRARIES

In Unit 1, a few important points about libraries, having invaluable implications to their growth and development, were mentioned. These are:

i) Societal institutions constantly undergo transformations as societies advance. In this transformation process, new societal institutions get formed or the existing ones get refined or expanded; and

ii) Libraries being societal institutions and being very much an integral part of societal growth and development they too get transformed or new off-shoots of them appear.

In this Unit, we shall briefly state the factors that caused the changes in western societies and to which changes all societal institutions had responded including libraries. These are:

λ Cultural, literary and intellectual revolution (Renaissance) and religious reforms (Reformation) in the 15th and 16th centuries had brought about remarkable changes in societies in Western countries.

λ Almost simultaneously, search for new knowledge through research in science and their applications to technology had resulted in a number of inventions and discoveries.

λ Synchronising with this period, industrial revolution had started with the introduction of steam engine in England that gave a tremendous spurt to industrial growth and development.

λ Colonial powers were able to acquire enormous material resources with the colonial occupations of western countries in Asia, Africa and America

All these important historical events had given rise to multitude of new ideas and thoughts in literature, political philosophy and had contributed to improve economic and social life. With the invention of movable type printing, almost at the same period of time book publishing started in a big way. Books were published in large numbers and circulated;

books became tools of information dissemination and started disseminating new ideas and thoughts among the intellectual classes. Slowly these new ideas and thoughts

percolated down to the ordinary people. These developments put together had brought

about significant changes in the lives of the people in western European countries. Societal

institutions responded to these changes, made advances in their functions and activities. Libraries too responded; in order to meet the changing needs and expectations of the

society they started making their facilities and services accessible to the peoples.

2.3 TYPES OF LIBRARIES

2.3.1 Academic Libraries

Learning and education taking precedence over everything else, educational institutions started appearing first and libraries later. Schools, colleges and universities were set up for systematic learning at all levels of education, followed by institutions of higher education and research. The emerging scenario necessitated the creation of academic libraries at schools, colleges, universities, as well as at professional and research institutions. The academic libraries assumed the responsibility to provide access to the sources of information from which teaching and learning could develop.

2.3.2 Public Libraries

With large scale production of books, fast changing living conditions, widespread education and learning and increased levels of literacy have had cumulative impact on the society. As a result, we saw the rise of a reading public. The combined forces of neo political thoughts, democratic aspirations of people in social, literary and cultural fields led to the creation of awareness in public of the need to have free reading facilities. With the demand for libraries as a place for reading and borrowing books, a public library movement had started, pursued mainly by an intellectual community. A public library system with central and branch libraries was designed and developed through the legislation route and financed by governments. Public libraries, thus created were distinct from other types of libraries having a clear responsibility and authority to serve the public needs generally supported by public funds.

2.3.3 Special Libraries

Rapid industrial developments catalysed by advances in scientific and technological research in the post-industrial era, a number of industrial enterprises were established. This created the demand for specialised literature for mass scale industrial production of goods and services. Consequently business and commercial activities increased. Thus, emerged the need for special libraries. Special libraries were intended to serve a particular institution that has a specific role to play and they were therefore mainly “one subject” libraries. For example, they could serve a hospital, or a law practice, or an industrial company. They also varied in size, depending in part on the size of the institution they served. But many of these libraries were run by “solos”, that is, librarians working alone or maybe with only clerical assistance.

2.3.4 Government Libraries

Beginning from the twentieth century, the responsibility of governments increased in several areas of national growth and development for the welfare of the people. This again created the need for library support for various types of information to deal with the work of different ministries and departments of governments. Naturally government

ministries and departments organised libraries to meet their functional requirements, distinctly different from other types of libraries.

2.3.5 National Libraries

All these new developments led to the need for publication of a variety of documents, reflecting the intellectual, scientific, literary and cultural activities of a country. These noteworthy features were the causes for the creation of national libraries, particularly in western countries, symbolising their culture and literary heritage to be preserved for posterity.

2.3.6 Other Types of Libraries

A very notable feature of the development of libraries, beginning from the middle of the twentieth century, has been the active growth of scientific and technological literature. Most of the new knowledge arising out of research efforts was published through learned periodicals. This shifted the needs of active research workers and others associated with them, to look for more and more articles and research papers appearing in the periodicals and other documents which are different from books. New types of institutions, branching off from libraries were created. These were known by different names based on their activities and services such as documentation centres, document delivery centres, information centres, information analysis centres, knowledge centres and so on. Commercial information services, like information brokers and other types of information business institutions also started coming up. We are, however, not discussing these types of institutions in this Unit but merely mentioning them here to make you aware of these off-shoots of libraries.

Table 2.1: Types of Libraries

Academic	Public	Special	National	Government
School	State	Industrial	General	Ministries
College	District	Business	Agriculture	Departments
University	City	Trade	Medicine	Others
Professional Institution	Town	Arts		
Research Institution	Village	Music		
Mobile	Blind			
Prison				

2.4 TYPES OF LIBRARY MODELS

In Section 2.3 on types of libraries we have seen that libraries differ mainly in the types of user base they serve. Besides, we should note that libraries also differ in the types of publication media of resources in their collections. For example, we have resources in

print, electronic and digital media. Accordingly we have libraries with different types of library models such as physical library (print media), electronic library, digital library, virtual library and hybrid library.

2.4.1 Physical Library

A physical library (aka traditional library) is viewed as a learning place that houses collections of books, periodicals, newspapers and other publications in print media and used for education, learning and awareness. Physical libraries exist in various sizes ranging from single-room size library to multi-rooms, multi-floors, or multi-floors and multi-building libraries.

2.4.2 Electronic Library

A library which comprises collections of 'born-digital' electronic resources is called an electronic library. As books evolved into the electronic world, libraries have emerged as electronic libraries, digital libraries and virtual libraries. The word 'electronic' connotes 'electronic media' - such as a computer disk, CD, DVD, magnetic tape. We use electronic media to store information in digital format. Collections/resources that are 'born-digital' are called electronic collections/resources. Born-digital resources are items created originally in digital form and not in print form. We make distinction between electronic, digital and virtual library in terms of mode used to store collections in the electronic media and the means by which technical services function. In an electronic library collection, resources are only of 'born-digital' electronic resources. Hence, the term "electronic library" does not encompass resources such as digital versions of print resources.

2.4.3 Digital Library

Collections that are creation of digital versions of physical materials through digitisation process are called digital collections. In a digital library, collection development is not primarily concerned with book selection, but rather with the selection of both (i) physical items to digitise, and (ii) selection of 'born-digital' materials in any number of electronic formats. The term digital library is more inclusive; it covers mixed collections – collections of digitised materials which have physical counterpart plus electronic collections that are 'born-digital' – as well as digital services such as digitisation and electronic reference service. Institutional repositories on the internet are digitised collections of institutions and illustrate as examples of digital libraries.

The major difference between physical and electronic/digital libraries is that the "space" in which digital collections are stored is virtual and not physical space as in a physical library.

2.4.4 Virtual Library

The term virtual library was initially used interchangeably with digital library, but now it is used primarily for libraries that are virtual in other senses (such as libraries that aggregate distributed content from a variety of separate digital and electronic libraries in a virtual

space using computers and computer networks). For example, subject gateways that search remote locations for information. Virtual library has no physical counterpart such as CD, DVD and computer disk.

2.4.5 Hybrid Library

These days, most libraries are hybrid type libraries since the resource that they hold in their collections are in print as well as in electronic and digital format. Hybrid library is also about creating a single user interface to access electronic resources and all other resources in a variety of formats.

2.5 FUNCTIONS OF DIFFERENT TYPES OF LIBRARIES

The most important basic objective of any library is to offer the best possible service to its users to enable them to make the fullest use of its books and other documents. Based on this basic objective, the common functions of a library are:

- λ Build a collection of books and other documents in line with the needs of the users;
- λ Process and organise the collection systematically in the stack room, ensuring their easy location and replacement by subject approach; and
- λ Provide assistance and services such as lending and reference services to put the collection to the best use.

Keeping the above functions as primary, let us discuss the specific functions that are special to different types of libraries.

2.5.1 Academic Libraries

Academic libraries are those that serve students in schools, colleges, universities and other academic institutions.

2.5.2. School Libraries

The ideal functions of school libraries are briefly stated here. The formative years of children at the primary and pupils at secondary levels are also the foundation years of learning to inculcate in them good reading habits and good conduct as invaluable assets. Whatever habit is cultivated at these stages, will obviously stay in them throughout their lives. The ideal functions of school libraries from pre-school to higher secondary are presented below in Table 2.3.

Table 2.2: Services and Resources of School Libraries

Levels	Learners	Services	Resources
Pre-school (2 years)	Children (3-5 yrs.)	Play and learn	Toys, picture books, posters
Primary school	Children	Play and learn.	Learning toys, picture

Children (5-10 yrs.)	(5-10 yrs.)	Love for books is created	books, posters, very simple books
Middle	Children (5-8th standards)	Reading-cum study rooms. Guided use of books. Cultivation of reading habits	Illustrated books; simple reading books, picture posters, etc.
Secondary level	Pupils (9-10th standards)	Introduction to library. Use of reference book. Simple activities	Illustrated reference books. Additional textbooks. Guided reading
Higher Secondary	Students (11 -12th standards)	Typical library Intensive use Of books. Reading room open for long hours Extensive use of reference books	Projects guidance. Advance text books. General reading

What has been suggested above is ideal and rarely possible in the present conditions that exist in school libraries, with possible exceptions in private public schools. Such built-in facilities are however operating in schools of western countries with appropriate trained teacher-cum-library staff.

College Libraries

Colleges perform one of the most important functions of the education process. College students do not get much individual attention, as they are used to getting it in schools. Self-learning and self-study becomes almost compulsory. This implies that they have to depend very heavily on library facilities. Most of the colleges offer library facilities for the benefit of students, teachers, the administrative and management staff and for others who have permission to use these facilities. Table 2.4 gives a summary of college library services which are illustrative, not exhaustive.

Table 2.3: College Library Services

No.	Colleges	Users	Services	Resources
1	Junior colleges	Students, teachers and others	Textbook services Reading room facilities. Reference service.	Additional text books. Reference Collection
2	Graduate and Post Grad Students	Teachers and others	Reading room facilities for long hours. Reference services. Introduction to collections	Extensive general collection and reference books

			and facilities	
3	Professional Colleges Students teachers and others	Students, teachers and others	User service. Reference. Service. Data service	Extensive collections of professional books and Reference Sources

Textbook service: In addition to prescribed textbooks, additional titles for further studies and consultation are necessary in textbook service. Reading room (RR) facilities for extended hours are necessary.

Collection building in college libraries should naturally be oriented towards the subjects taught. Technical manuals, scientific and technical data sources, national and other standards are necessary; books on industry and business are also necessary for professional colleges. Introduction to the library resources and facilities constitute user education service.

University Libraries:

University libraries all over the world not only have been able to develop rich and extensive collections, but have also established specialised services. Research for doctoral and post-doctoral degrees is normal in universities. Universities produce publications which appear in learned periodicals, research reports, etc. The libraries extend facilities to support such specialised research activities in universities. Most university libraries are automated and offer a variety of computer-based services.

2.5.2 Public Libraries

Public libraries are distinctly different from other libraries as mentioned earlier. Apart from lending and reference services which are common to all other types of libraries, services in public libraries include a number of extension services, such as community meeting rooms, services to children, lectures on topics of current interest to the general public and cultural programmes. Many public library activities are guided by the UNESCO's definition of a public library. According to UNESCO, public libraries are the "local gateway to knowledge, provide basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups."

2.5.3 Special Libraries

A variety of specialised services with considerable speed are typical functions of special libraries. A notable service is personalised service offered to select groups such as research and marketing staff in industrial and business enterprises.

2.5.4 Government Libraries

As indicated earlier, government libraries have a responsibility to collect all government publications of their respective ministries and departments. They organise special services at short notice in supplying

appropriate material to senior level officers and provide short and condensed reports for them.

2.6 SOME ILLUSTRATIVE EXAMPLES

Most countries have their own pattern of libraries with suitable modifications in tune with national priorities and requirements. In this Unit we are discussing only libraries in the United States of America (USA) and Great Britain. These countries have made significant and substantial contributions in almost all dimensions of library development, serving as the best model for other countries to follow United States of America. The USA is a land of libraries. Most of the different types of libraries discussed above have originated from the US. All of them invariably offer high quality services in every aspect of professional services.

The Library of Congress

The Library of Congress (LC), their national library, initially instituted to serve the Congress (Parliament of the US) is indeed the pride of the country. It is a highly complex institution with a vibrantly active and dynamic knowledge and information centre endowed with incomparable and unparalleled rich resources and extensive facilities. The school libraries are models with programmes integrating class room learning and libraries. College and university libraries are universally well known for their collections and user services. The special libraries and information institutions are as conspicuous as the other US libraries. The public libraries are imposing and impressive institutions and many of them enjoy international reputation. The activities of professional associations like American Library Association, Special Library Association and other professional bodies preserve the pride of the profession in US. The literature on library and information is extensive and serves as the world literature in our profession.

The British Library

Libraries in Great Britain are as famous as libraries of the US. The British Library, their national library is a historical institution. Their National Bibliography represents the best model of national bibliographies. Other types of libraries and professional associations and literature are also as great as their counterparts in the US.

UNIT 3 FUNCTIONAL UNITS AND OPERATIONAL ASPECTS

Structure

- 3.0 Learning Outcomes
- 3.1 Introduction
- 3.2 Creating Structural Units of an Organisation
 - 3.2.1 Functional Elements of Management
 - 3.2.2 Organising as an Element of Management
 - 3.2.3 Characteristics in Use for Division of Activities
 - 3.2.4 Principles of Organising a Structural Pattern
- 3.3 Functional Units of a Library
 - 3.3.1 Collection Building
 - 3.3.2 Technical Processing
 - 3.3.3 Stock Maintenance
 - 3.3.4 Reader Services
 - 3.3.5 Office Management
- 3.4 Organisational Charts
- 3.5 Summary
- 3.6 Answers to Self Check Exercises
- 3.7 Keywords
- 3.8 References and Further Reading

3.0 LEARNING OUTCOMES

- λ After reading this Unit, you will be able to:
- λ discuss the functional elements of management;
- λ explain that creating functional units of any organisation is a management activity;
- λ highlight organising as an element of management;
- λ describe about organising principles and organisational structure;
- λ discuss that organising principles are for the creation of functional units of an organisation such as library;
- λ identify the structural relationships of the organisation from its organisational chart; and
- λ explain that future libraries would be fully automated and offer versatile services to users.

3.1 INTRODUCTION

This Unit discusses the functional units of libraries and their operations and explains to you the elements of management and the organising principles. This Unit also explains the characteristics in use for the division of library activities into functional units. The creation of the functional units of an organisation is also referred to as the creation of an organisational structure in management parlance. In addition, it discusses important organising principles in management and their role in the management of functional operations relating to collection building of a library, technical processing operations of the collection, stock maintenance and related works, readers' services and their subfunctions. Furthermore, the

Unit explains with illustrations the organisational structure of a library and the inter-relationship between functional units.

Library automation implies the use of computers, networks to offer services based on library's own resources as well as on the resources of other libraries. Library automation also implies managing housekeeping operations and readers' services from different workstations. This Unit illustrates that the basic elements of organising in management will, however, remain applicable despite changes that may take place in the functional operations and services of automated libraries.

3.2 CREATING STRUCTURAL UNITS OF AN ORGANISATION

For any activity to be performed well, we have to split it into smaller units to achieve efficiency and success. For example, when we organise a birthday party at home, we have to take into account a number of factors. The number of guests to be invited, birthday cake to be purchased, eatable items to be prepared at home or obtained from a caterer, time to start the function and the duration of the party, spreading out the dishes in appropriate containers attractively on the dining table for self service with all the accessories, plan and obtain return gifts and so on. Depending upon the number of guests invited, the work has to be organised to share the work among the hosts to take care that each function is successfully executed. The objective is that the guests should enjoy the function and go fully satisfied. Even for managing smaller functions, we have to plan and organise the activities, split them into smaller functional units for achieving the desired result. It can be easily understood from the above example that creating and organising functional units, in accordance with the principles of organisational management is one of the most important functions of an organisation. Creating functional units facilitates designing a functional structure of an organisation for better management and to execute all its functions with proper coordination.

3.2.1 Functional Elements of Management

Management is about determining the goals and objectives of an organisation, setting its targets to be achieved over a given period, deciding means, using the resources of an organisation optimally to achieve its set goals, objectives and targets. It means that we can define management elements (functions) by the work that managers do. There are seven management elements that organisations must observe. These are:

- **Planning** is a course of action in advance to realise them.
- **Organising** is creating a functional structure for the organisation, allocating the different functions to groups of persons of the various units of the organisation to achieve the set goals and objectives.
- **Staffing** refers to the function of manning the organisational structure through proper recruitment, selection, training and development of persons for the different positions created in the organisation.

- **Directing** is concerned with providing leadership through guiding, instructing, communicating, supervising, motivating and inspiring persons at different levels in the organisation to achieve the set goals, objectives and targets.
- **Coordinating/Controlling** means bringing harmony in different activities and functions to achieve organisational goals efficiently.
- **Reporting** is keeping all concerned with the organisation well-informed about the performance of the organisation.
- **Budgeting** relates to management of finance and accounts which are the life blood of an organisation.

❖ **Points to Remember**

- ✓ ☐ POSDCoRB is an acronym for seven functional elements of management.
- ✓ ☐ Planning is setting goals and objectives of an organisation.
- ✓ ☐ Organising is providing a structural framework for an organisation.
- ✓ ☐ Staffing is the provision of human resources for an organisation.
- ✓ ☐ Directing is providing leadership.
- ✓ ☐ Coordinating/Controlling is to establish harmonious functioning of an organisation.
- ✓ ☐ Reporting is preparing periodical reports of the performance of the organization to keep every concerned person of the organisation informed.
- ✓ ☐ Budgeting deals with the financial resources and allocation for different activities of an organisation monitored and accounted.

3.2.2 Organising as an Element of Management

We have noted in the Sub-section 3.2.1, ‘organising’ is about creating a functional structure for the organisation, allocating the different functions to groups of persons of the various units of the organisation to achieve the goals and objectives. We shall elaborate it further in this section.

Organising, in a general sense, means systematic arrangement of activities. As a process of management, it is essentially related to dividing and subdividing and grouping of activities. If many persons are involved in the activities of an organisation, it is imperative to determine the role of each person and the group as a whole to attain the goals and objectives of the organisation. Even if it is a one-man organisation, it is necessary for the person to divide the work to apportion time to each units of work. So organising is to determine what work is needed to be done and by whom and what materials, machinery, equipment and other resources are to be used, assigning those tasks to individuals and arranging those individuals in a decision-making framework (organisational structure). The organising as a function management requires undertaking several tasks such as

- (i) determination of the activities to be performed,
- (ii) creation of departments, divisions, sections, units, positions, etc. and
- (iii) establishing relationships among the various parts of an organisation.

The purpose is to create a framework (organizational structure) for the performance of the activities of the organisation in a systematic manner. This framework of division of work and establishing formal relationships between them is known as the organisational structure of the organisation. Such a framework (organisational structure) is also very much necessary for a library. The organizational structure of a library would comprise the following, depending upon the size of the library and its scale of operations:

- λ the number of departments, divisions, sections, units, etc.;
- λ the function of each of the above and their relationships;
- λ duties, responsibilities, authority and accountability of each; and
- λ the channels of communication, that is, the path through which information/ instructions travel from one position to another and from one level to another.

It is obvious, in a small organisation where only a few persons are involved, an elaborate provision for the organisational structure may not be necessary, although the work may have to be shared between persons who are involved in the activities. In larger organisations where a large numbers of persons are working and operating, it is essential to organise the work, dividing the work into smaller units and fixing duties and responsibilities to every person and at every level. The nature of work, performing techniques and time required to perform etc. are part of the work and job analysis to get the best out of the staff. We shall study in the next section, some of the characteristics in use for dividing the activities of a large organisation and a few principles for the creation of an organisational structure.

Points to Remember

- ✓ Organising - Systematic arrangement of activities by dividing and subdividing and grouping.
- ✓ The purpose of organising is to apportion roles and responsibilities to Individuals/ groups of staff to attain the goals and objectives of the organisation.
- ✓ A framework is created for the activities which establish relationship between various levels of persons working at different positions.
- ✓ An organisational structure of a library would show the number of departments, divisions, sections, etc.; their functions, indicating the relationships, duties and responsibility of staff; communication flow, etc.

3.2.3 Characteristics in Use for Division of Activities

The process of grouping related work into manageable units is known as departmentalisation. The purpose of departmentalisation is to contribute to the optimal efficiency and effective utilisation of organisational resources. This division of work is done not only at the top level but also done further down in the hierarchy, depending upon the nature of work at different levels.

There are quite a few characteristics to divide and group of activities of an organisation. But the characteristics chosen for the division must be such that they are relevant to the purpose and produce the desired results.

For library management, the most common characteristic/basis for departmentalisation is 'function'. Almost every library uses this criterion which divides it into functional

departments such as acquisition, processing, reader's services, stock maintenance, circulation, information and documentation services, etc. Each of these functional units may have to be further divided depending upon the volume and variety. However, public libraries usually apply 'users' as the basis for departmentalisation. Separate services for children, students, physically handicapped, blind, extension services, etc. are some of the characteristics for division. Academic libraries use broad subjects groups as criteria of division such as sciences, social sciences and humanities. Again each of the broad functional units may have to be further divided into smaller units, e.g. acquisition of books, serial acquisition and control, reference and bibliographic services, etc. Some libraries also get organised on the basis of the material they serve such as books, periodicals, microforms, maps, machine readable forms and others with further divisions. No single or a single set of criteria, however, is found to be workable in all situations or for all libraries. Hence, libraries have been using varying combinations of these to produce a hybrid structure.

The point to be noted here is that every library, small or large, has to be performing variety of activities. In smaller libraries, the work allotment will be between a few persons; but in large libraries, the activities will have to be performed by a number of persons. In smaller organisations, the distribution of work is comparatively simple. But in larger libraries, the division of work will have to be very carefully worked out with the application of principles and procedures.

The purpose and the principle for division of activities into smaller or viable units, is to group different activities into homogenous units. For performing the functions of these groups of work, persons with different skills, techniques, qualifications and experience are required. The interrelationships among them is also important for smooth flow of work; for instance, the acquisition and technical processing of books may have to be planned properly, so that there is hardly any delay in making them available to users. In other words, there should be minimum delay from the time books are received in the library and the time they are made available for use to the readers. Similarly there are many other groups of activities which fall into a sequence whose smooth flow is highly desirable, the time factor being most important.

The choice of characteristics for division of work, in small or large libraries, will depend upon their own requirements and convenience for ease of operation and should primarily serve the purpose of division.

Points to Remember

- ❖ ⌘ The characteristics chosen for division must be relevant to the purpose to obtain desired results.
- ❖ ⌘ The purpose of departmentalisation is to ensure optimal efficiency and effective use of organisational resources.
- ❖ ⌘ The different types of libraries may choose characteristics appropriate to their purpose of division.

❖ ∞ No single or a single set of criteria is found workable for all situations in a library.

3.2.4 Principles of Organising a Structural Pattern

The principles listed and explained below are broad guidelines that help an organization function effectively and smoothly.

- ✓ **Unity of Objectives:** The organisational structure should facilitate the contribution of individuals to the attainment of organisation's objectives, assuming that it has spelt out the objectives unambiguously.
- ✓ **Principle of Efficiency:** The objectives of the organisation must be accomplished with minimum cost and undesirable waste and effort. The organisational structure should enable the organisation to function efficiently.
- ✓ **Principle of Balance:** There should be a reasonable balance in the sizes of various departments, divisions, etc., between centralisation and decentralisation, between span of control and the number of levels and among all type of features such as human, technical and financial.
- ✓ **Unity of Direction:** There should be one objective and one plan for a group of activities having the same objective in a given period of time. Unity of direction facilitates unification and coordination of activities at every level.
- ✓ **Span of Control:** There should a limit to the number of subordinates reporting to a higher official. This is necessary to ensure proper communication and control of work accomplished by everyone.
- ✓ **Scalar Principle:** There should be a final authority in every organisation. The authority and responsibility should go together. This means when a responsibility for work is given to a person, the person also have the authority to enforce control and discipline.
- ✓ **Unity of Command:** Each person should be answerable to only one person, i.e. immediate superior. This means that each employee should have only one boss.
- ✓ **Delegation of Authority and Responsibility:** The process of delegation of authority should take into consideration the results expected, the tasks assigned, the degree of delegation required to accomplish the tasks and the responsibility to be fixed. We have already mentioned, under scalar principle that the authority and responsibility should go together.
- ✓ **Separation of Line and Staff Positions:** Line positions are those that are in a hierarchical chain in an organisation. Line activities are those that are directly involved in the fulfillment of tasks assigned to a person who comes under the line. A person who comes in the line is answerable to his superior in the line. On the other hand, staff activities are those that provide advice, support and service to persons in the line positions. These persons do not have any command authority or responsibility.
- ✓ **Centralisation versus Decentralisation:** Centralisation is the degree to which authority is retained by higher level officers within an organisation rather than delegated to lower level persons. In decentralisation on the other hand, the authority is distributed to lower level positions so that

decision making is possible at other levels also. But there cannot be any final answer that can be given to this aspect of management. There are pros and cons to both sides. There should be a balance between the two, depending upon the nature of decision making that should be conducive to the set objectives and goals of the organisation.

- ✓ **Coordination and Integration:** Coordination is the process of linking several activities to achieve a functional whole. Integration is the unified control of a number of successive or similar operations. Both these principles provide for unified functions ensuring the achievements of the set goals, objectives and targets. It should be necessary to reiterate that all these principles would apply only when the scale of operations is quite large. Smaller libraries would find these principles useful to know, although there may not be any necessity to apply them. These principles of structural organisation are to be studied in conjunction with staffing.

Points to Remember

- ❖ The principles of organising a structural pattern are meant to ensure a smooth and effective functioning of the organisation.
- ❖ All the principles given are of value and importance; some are indispensable like principles of responsibility and authority, line and staff positions, coordination and integration.
- ❖ ⊞ These principles would apply when the scale of operation is large as in libraries of universities, large research institutions or industrial undertakings

3.3 FUNCTIONAL UNITS OF A LIBRARY

In the following sections, we shall deal specifically with work operations of functional units of libraries and their organisational structure. The main functions of every library are collection building i.e. acquisition, technical processing (classification and cataloguing), stock maintenance (arrangement and display of the collections in the stacks with proper arrangement of books, of reference books in the reference room and in reading rooms and other sections of the library where books are required/consulted/browsed), readers services (circulation, reading room services, reference and bibliographic services, etc.)

and office management. We shall deal only with the major operations involved in each of these functional units. There are, however, a number of technical as well as routine work involved in each of these major functions, most of which will have to be learnt on the job.

3.3.1 Collection Building

This function of a library is one of the most important activities. The quality of the collection and its services, indeed, determines the reputation of the library as a quality service centre. The collection building is based on the book selection policy of the library which always is related to and should reflect its users' requirements. Setting up policies of all these activities and standard operational procedures are always the responsibilities of the top management.

- ✓ All libraries, except the public library, have a parent organisation whose activities are to be supported by the library serving it.
- ✓ All academic libraries should serve the students, teachers and others who are directly connected with learning processes.
- ✓ Special libraries have their own users, depending upon the nature of activities the parent body performs.
- ✓ Research libraries should support all the researchers working on subject fields in which they conduct research.
- ✓ Industrial undertakings and business houses use their library for supporting their production of goods and services, their marketing and other related activities.
- ✓ Other types of special libraries have their own users to serve.
- ✓ Public libraries may not have well-defined users like as academic and special libraries do have. Their collection building activities are based upon a complex of requirements by the community they serve.

Guided by the book **selection policy of libraries**, the functional operation of collection building is based upon three major methods of acquisitions, viz. purchase, exchange and gifts. For most libraries, however, purchase is the main method for acquisition.

The acquisition of serials is an intricate task which is always undertaken as an annual function. In university and special libraries this task is of great importance and significance.

This is a complex function. There are a number of routines in the acquisition process: the control of receipts of issues of periodicals; sending of reminders for non-receipts; and such others are not elaborated here.

The operational tasks involved in a purchase are: (i) Preparation of indents of documents; (ii) identifying and selecting suppliers who offer maximum price discounts without impairing quality of service; (iii) placing orders; (iv) receipts of books; (v) checking them with the suppliers invoice and library's indent for accuracy; (vi) accessioning them; (vii) passing of the bills, etc. For each of these operations, there are a number of routine

jobs involved and utmost care should be taken to perform these routines systematically and without errors, lest serious problems may arise at a later stage.

Similarly with reference to acquisition through exchange, this again must be based on a policy for exchange. What is to be exchanged, with whom, in what manner, all these are policy decisions of higher authorities, keeping in view the actual requirements of the library. If this is another method of acquisition in addition to purchase, the routines involved for the purpose should be performed with care and accuracy.

Now let us discuss acquisition through gifts. The library should not allow it to be a dumping ground for unwanted books by donors, simply because the items are gifted.

Small libraries are quite often tempted to acquire gifts without any relevance to their actual requirements which later on create problems of space, weeding out and others.

The policies of the higher authorities, of course, would set the policy conditions for accepting gifts. The acquisition unit would be a functional unit under a higher level division. Depending upon the quantity of work, experienced professional persons would be posted to this unit. The organisational charts given in the next section of this unit would make clear the hierarchical and horizontal structures at which this unit functions.

3.3.2 Technical Processing

Classification, cataloguing and preparation of books for their access on the shelves in the stacks are the major operations performed in this functional unit. The classification systems to be used for the purpose, the cataloguing code to be followed, etc. are to be carefully decided. The professional persons perform these tasks with their education, training and experience. They set up appropriate routines for the actual operations of these functions. They maintain the right authority files for subject classification, subject headings, personal and corporate authors, names of institutions, etc. Sometimes work manuals are prepared for guidance and consistency in the tasks of classification and cataloguing.

The most important output of this library unit is the library catalogue which is the actual aid for access to the collections of the library. The professional tasks, such as classification of documents, preparation of catalogue entries, providing subject headings, filing catalogue cards are extremely important for the consultation by users and for reference and retrieval services offered by the functional unit of reader's services.

Most libraries have catalogue cabinets in which the catalogue cards that carry data are filed systematically, for search and retrieval. Here again, there are a number of routines such as preparation of appropriate guide cards on the catalogue cabinets, filing of cards, etc. to be performed which have to be carried out without errors. In some libraries, illustrative charts are displayed close to the catalogue cabinet, showing search procedures to find out books by an author, a title or subjects.

The preparation of books and other documents involve routines like collation, writing accession numbers and call numbers on specific pages, pasting book pockets and issue

slips, etc. for circulation. Although these are simple routines, they should be done accurately and neatly with an artistic sense.

3.3.3 Stock Maintenance

The stock of the collection built up thoughtfully and carefully should be shelved systematically on the shelves of the stacks, for easy location and replacement, for browsing in open access libraries, etc. The shelf display of books is usually based on the priority of use of the collection. This means that books that are often sought after should be at the entrance of the stack room.

Constant attention has to be given to shelf rectification to avoid wrong shelving which would many times result in books, not being able to be located when on demand. Wrong shelving of books, in fact, is as good as books being lost. Stack room guides and appropriate sketches of the arrangement of shelves in stack room(s) should be displayed for easy location of books and replacement. These routines are simple but must be given full attention.

Reference books are displayed selectively with proper shelf guides in reading and reference rooms for consultation. Books may also be stacked selectively in other sections of the library like the technical processing unit for ease of consultation and reference which would be very often necessary for professional work.

Current issues of periodicals are displayed selectively, in the special periodical room for reference and study. The back numbers of current years' titles are also stacked conveniently along with latest issues of titles. Binding and preservation are other activities which may be under this functional unit. Binding of periodicals, books and other types of documents and preservation of books from insect attacks and unfavourable weather conditions are necessary to avoid damages to them. For the purpose of stock verification, shelf cards carrying data of books are maintained. In many libraries nowadays, stock verification is not done as an annual feature, but random checks of certain sections of the collections may be done as often as possible.

Points to Remember

- ❖ Acquisition function of a library is a strategic function as the reputation of a library depends on the quality of its collection.
- ❖ An acquisition policy determines the quality of a library's collection.
- ❖ Acquisition is generally done by purchase, exchange or gifts
- ❖ Serials acquisition and control are very important tasks and very intricate in operation as it varies very substantially from acquisition of books and other documents.
- ❖ There are systematic rules and procedures to guide the entire process of acquisition.
- ❖ Technical processing constitutes classification and cataloguing of all library documents.

- ❖ ☐ Standard systems of classification and codes for cataloguing are used for the purpose.
- ❖ ☐ Systematic shelving of books is essential for browsing in open access libraries, identifying a particular item and replacing it.

3.3.4 Readers Services

Reader' services are related to a number of services offered by the library. These are offered to put the collection into full use. Reading rooms meant exclusively for serious study for long hours, facilities for offering personal reference service, facilities for making available current titles of periodicals and select titles of books, etc. in their study rooms comprise some of the readers' services. The other services that libraries offer include:

λ **Circulation service** – Practically all libraries offer circulation services except a few who offer only reference and consultation services at their premises. Lending and borrowing services are regular features. A number of routines are involved in circulation work. Records of books borrowed by different groups of members are kept in most libraries whose analysis at times provides valuable information as to the pattern of library use or such other information that could be useful to improve the book selection process.

λ **Reference services** offer a variety of assistance to readers. It may be related to answering specific questions during personal visits or through telephones or letters, helping readers in the use of the library and so on.

λ **Bibliographic and literature search services** may be anticipatory or responsive. Special bibliographic lists on any topic of interest to users are often prepared in anticipation or in response to users' requests.

λ There are a number of specialised services offered by academic and special libraries, depending upon the requirements of users. Some of these services are **Current Awareness Service (CAS)**, **indexing and abstracting services** and highly sophisticated services like **SDI (Selective Dissemination of Information)**. The different aspects of these services can be learnt from the other units of your course.

λ Another important service offered by university and special libraries, information institutions, etc. is the **user education programme** which gives users of different categories, a good exposure to modern ICT-based information systems, services and facilities with their increasing complexities and sophistication.

λ **Provision for photocopying services** is a common feature of most libraries. Photocopying machines are kept at strategic points for this service given at a cost.

λ **Computer services for searching the library catalogue and Internet searching** facilities are offered in automated libraries.

λ Many university and special libraries have **printing facilities** to bring out their own publications like library bulletins, in-house indexing and abstracting services and others.

All these services are operated by a functional unit such as Readers Services Division. The interrelationships between this unit and other functional units can be well understood from the organisational charts that gives a vivid picture of the library's organisational management structure.

❖ **Points to Remember**

- ⊞ The functional units of a library are acquisition, technical processing, stack maintenance, reading room facilities, reference, bibliographic and information services, photocopying services, etc.
- ⊞ Acquisition is meant for collection building of a library. It is the most important function since the good quality collections give a reputation to the library.
- ⊞ Technical processing is meant for organising the collection systematically for use.
- ⊞ Stack maintenance is stocking the library collection in an organised manner for easy location and replacement.
- ⊞ User services include a number of services for use of the collection and attending personally to user requirements.
- ⊞ Reprographic services are photocopying services.

3.3.5 Office Management

λ Every organisation usually has **administrative and finance units** that take care of the general maintenance of the physical premises, management of office requirements like the purchase of stationery and equipment, human resources, watch and ward, finance and accounts. These units are under the control of administrative and finance officers respectively supported by section officers and assistants. They directly report to the chief manager of the organisation.

λ A **library committee** is always constituted by the organisation with internal members and one or more external members to advice the top management in policy matters and in establishing professional standards and norms.

λ There is an increasing trend towards **automation of library activities** today. This naturally introduces a number of organisational changes. All housekeeping operations invariably are integrated and centralised while the service points are decentralised. However, whatever may be the eventual organisational changes of a library, the principles and process of organisation will still be valid. In this Unit, we are presenting only the conventional library practices.

λ **Organisational charts** also will obviously be different for an automated library as against the charts given in the next section.

❖ **Highlights**

User studies, user education and information literacy are the efforts to put library and information resources to effective use, as users constitute the focal point of service in a library. Every activity has to hinge upon **user satisfaction** and should meet their requirements in any business endeavour. While **user studies** relate to the study of users' needs and requirements in different contexts and environments which are, indeed, as complex and intricate as customer studies in business. User education in recent decades is shifting to accentuate on educating learners at all levels to pick up skills in accessing, obtaining, evaluating and using information effectively. Emphasising on the full exploitation of library and information resources, various formal educational or instructional programmes have been offered during the last 50+ years by libraries and information institutions as part of user education. Initially user initiation programmes comprised library tours, introducing the users to facilities provided by the library such as the library catalogue, reference rooms with display of reference books, etc. supported by printed pamphlets, guides and such others.

Now that tools and techniques of using library and information resources have become more complex, specific educational or instructional programmes are organised to get users more familiar with the skills needed for searching references in indexing and abstracting services, compilation of bibliographies using literature search techniques and such others, in addition to audio-visual aids to get a total view of many types of research and reference sources. Rapid developments in information and communication technologies (ICT) and their applications in library and information systems have brought about a paradigm shift (i.e. decisive and important ways of changes in library and information services) in information systems. These have been reflected through standalone libraries and information institutions getting transformed into automated libraries and networks; availability of information via Internet and a host of other facilities with advancing ICT.

These in turn have radically changed the library and information environment. User education programmes are in fact fast moving towards 'information literacy', a comparatively new concept that is being very actively discussed in national and international forums today. Information literacy is being considered as a basic skill and a learning process that should be included as an integral part of educational curricula at all levels of education and also that such a skill needs to be developed in lay persons for their own pursuit of vocations or other activities.

A report of the Presidential Committee on **Information Literacy (IL)** of the American Library Association (1989) defines IL as "the ability to recognise when information is needed and to have the ability to locate, evaluate and use effectively the needed information" and highlighted IL as a skill essential for lifelong learning and production of an informed and prosperous citizenry. In 2005, at an international conference held in Prague, organised by the American National Forum, co-sponsored by **UNESCO** and **IFLA**, a proclamation was issued underscoring the importance of information literacy as a basic fundamental human right and lifelong learning skill. Interestingly, information literacy rose to national consciousness in the US with President Barack Obama's Proclamation designating October 2009 as National Information Literacy Awareness

Month. It is important to note that all these ideas of use and users of information are in total conformity with the Fundamental **Laws of Library Science of Ranganathan**.

3.4 ORGANISATIONAL CHARTS

An example of an Organisational Chart is given Figure 3.1. Just note the organizational structure and the relationships between the functional units. It is a useful visual aid that shows the horizontal and vertical structure of an organisation. Such charts are graphic representation of the organisational structure, indicating the span of control, horizontal and vertical positions, relationships between lines, staff positions, flow of authority and responsibility, communication channels and such others. Lines of authority are usually represented on organisational charts by unbroken lines whereas broken lines indicate staff positions and dotted lines show the staff functions like relationships between statutory committees of the organisation. The points that should be noted in the chart are:

- Combination of division criterion for structuring;
- Horizontal and vertical positions;
- Span control;
- Flows of authority and responsibility;
- Functional and coordination points;
- The way these aspects are represented in the charts;
- The advisory role of the Library Committee.

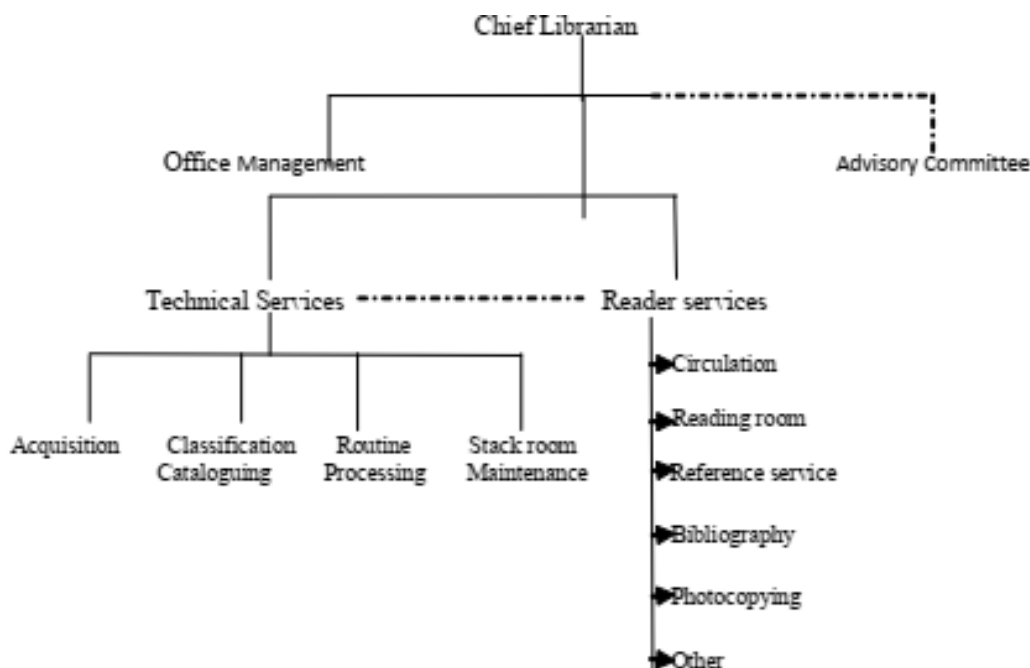


Fig. 3.1: Organisational Chart of a Small General Library

The use of computers and their networks have widened the scope of library services.

3.5 SUMMARY

- In this Unit, we have dealt with the necessity to provide a structural framework for an organisation to facilitate systematic performance of all its tasks, indicating the relationship with each of the tasks.
- Organising is an element of management, the other elements being planning, staffing, directing, coordinating and budgeting.
- Organising is dividing all the activities and functions of an organisation into smaller units, enabling proper execution of the tasks. The organisational framework is a structure that shows the relationships of all the functional units.
- In fact all the activities and functions of a library comprise an integrated system; each one is linked to the other. Characteristics for division are chosen in such a way that they serve the purpose of division. A number of principles are there for effective management. Only a few of them are explained briefly.
- The major operational functions of a library *namely* Collection Building, Technical Processing, Stock Maintenance, Readers Services with their related routines are explained in some detail.

3.7 KEYWORDS

Accountability	: Being answerable for the result of one's action.
Authority	: The right to decide, to direct others to take action, or to perform duties in achieving organisational goals.
Browsing	: Read casually select pages of books to find out its contents.
Collation	: Checking the pages, figures, illustrations, etc. are in proper order on books.
Coordination	: Process of linking several activities to achieve desired result.
Delegation	: Process of assigning responsibility along with the needed formal authority.
Departmentalisation	: Grouping related work activities into manageable units.
Hierarchy	: A hierarchy represents a series of positions at vertical level, some of which have more authority than others.
Horizontal Positions	: Positions at the same level in an organisation.
Line Positions	: Positions at the hierarchical level of an organisation forming a chain.
Open Access	: Free access to books displayed on shelves.
Organising	: It is essentially related to dividing and subdividing activities of an organisation and grouping them.
Scalar Principle	: A ladder-like structure for an organisation.
Shelf Rectification	: The process of placing wrongly shelved books in their correct location.
Span of Control	: A convenient and optimal number of subordinates to a person having a supervisory position in an organisation.
Staff Position	: Person(s) appointed for advising or guiding line persons any professional work who have no authority to control.
Stock Verification	: Checking the stocks of books periodically.

