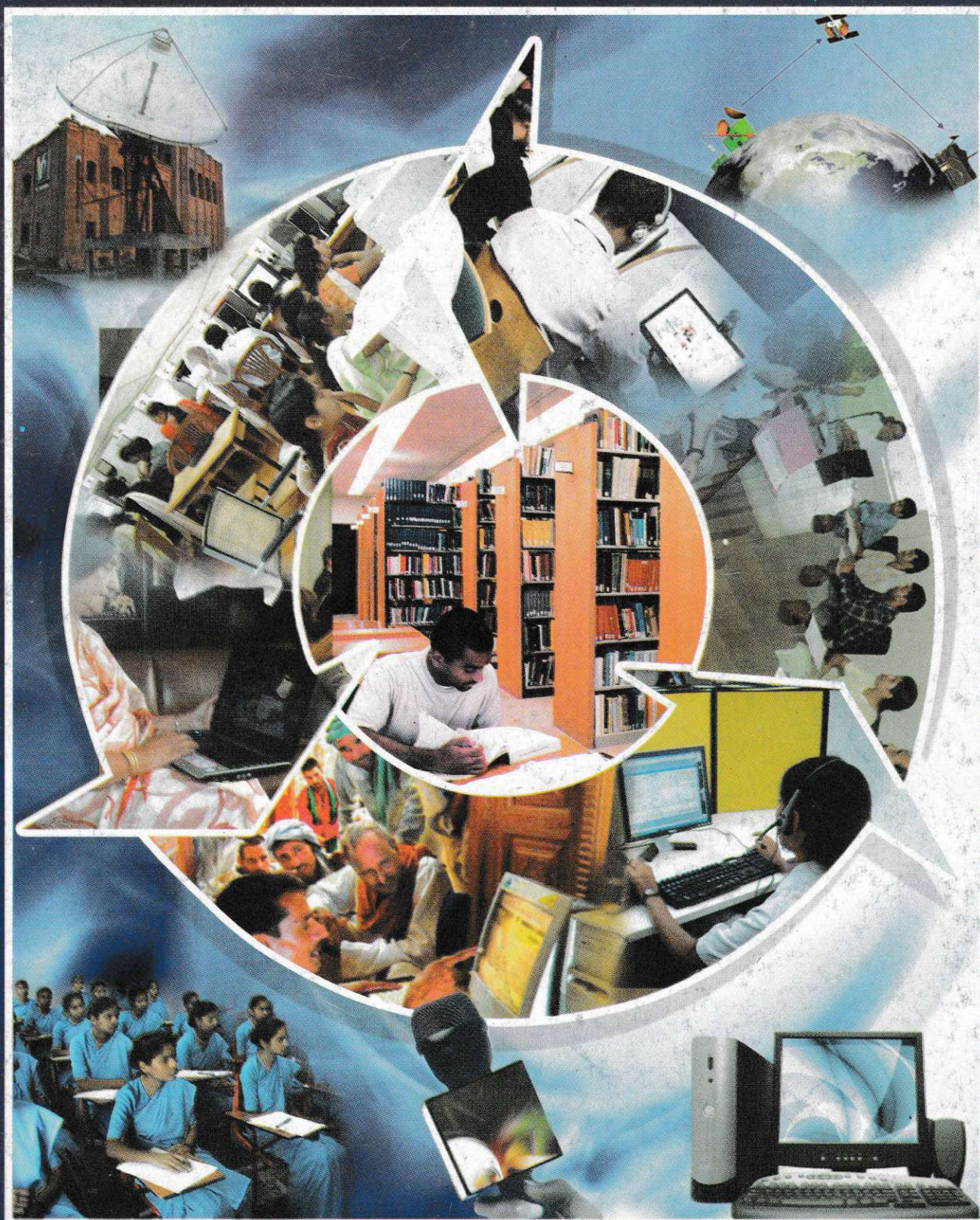




INDIRA GANDHI NATIONAL OPEN UNIVERSITY
School of Extension and Development Studies

MAE-003

KNOWLEDGE MANAGEMENT, INFORMATION DISSEMINATION AND NETWORKING IN ADULT EDUCATION





Knowledge Management, Information Dissemination and Networking in Adult Education

Block

2

INFORMATION MANAGEMENT AND DISSEMINATION

UNIT 5

Information Dissemination: Basics

5

UNIT 6

Information Dissemination: Services

18

UNIT 7

Standards for Information Management and Dissemination

35

UNIT 8

Managing a Library in an Adult Learning Setup

49

UNIT 9

Building Library Resources and Services

66

EXPERT COMMITTEE

Prof. V. N. Rajasekharan Pillai
Vice-chancellor
IGNOU, New Delhi

Prof. B. Vijaya Kumar
Chairman,
Sarva Shiksha Abhiyan
Government of Kerala

Dr. R. K. Bhatt
Director, Directorate of Adult
Education, New Delhi

Prof. K. Parthasarathy
Director & Head
Deptt. of Adult, Continuing
Education and Extension
Bharathidasan University,
Tiruchirappalli

Dr. Mohan Kumar
Director, Indian Adult
Education Association
New Delhi

Prof. M. C. Reddeppa Reddy
Director, Department of Adult
Education
Sri Venkateswara University,
Tirupati

Prof. Gambhini Devi
Director, Department of Adult &
Continuing Education
Manipur University, Imphal

Prof. N. K. Ambasht
Former Chairman, National
Institute of Open Schooling
New Delhi

Prof. C. J. Daswani
Former Consultant,
UNESCO-India, New Delhi

Prof. V. L. N. Reddy
Former Director
Department of Adult &
Continuing Education
Sri Venkateswara University,
Tirupati

Prof. S. Y. Shah
Group of Adult Education
Jawaharlal Nehru University,
New Delhi

Prof. B. K. Sen
Retired Scientist
Indian National Scientific
Documentation Centre
New Delhi

Dr. P. R. Goswami
Director, National Social Science
Documentation Centre,
New Delhi

Dr. Shaibal Gupta
Director, State Resource Centre
Asian Development Research
Institute (ADRI), Patna

Dr. C. G. Naidu
Director, Planning and
Development Division
IGNOU, New Delhi

Dr. M. V. Lakshmi Reddy
Programme Coordinator, PGDAE:
PALDIN
IGNOU, New Delhi

COURSE TEAM

Course Contribution

Prof. S. M. Dhawan (Units 5, 6, 8 & 9)
Retired Scientist,
National Physical Laboratory
New Delhi

Prof. P. R. Goswami (Unit 7)
Director, NASSDOC, ICSSR
New Delhi

Unit Design, Format Editing &

Course Coordination

Dr. M.V. Lakshmi Reddy
Lecturer (Senior Scale)
School of Education
IGNOU, New Delhi

Content and Language Editing

Prof. C.P. Vashishth
(Editor)
Ex-Professor
University of Delhi
Delhi

Dr. M.V. Lakshmi Reddy
(Associate Editor)
Lecturer (Senior Scale)
School of Education
IGNOU, New Delhi

PRODUCTION TEAM

Mr. B. Natrajan
Deputy Registrar (Publication)
MPDD, IGNOU, New Delhi

Mr. S. Berman
Asst. Registrar (Publication)
MPDD, IGNOU, New Delhi

Mr. B.L. Rewadia
Section Officer (Publication)
MPDD, IGNOU, New Delhi

June, 2009

© Indira Gandhi National Open University, 2009

ISBN-978-81-266-4007-2

All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Indira Gandhi National Open University.

Further information on the Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi-110 068.

Printed and published on behalf of the Indira Gandhi National Open University, New Delhi by the Registrar, MPDD, IGNOU, New Delhi.

Laser Typeset by Tessa Media & Computers, C-206, A.F.E.-II, Okhla, New Delhi

Printed at : Nutan Printers, F-89/12, Okhla Industrial Area Phase I, New Delhi-110 020

COURSE MAE-003 KNOWLEDGE MANAGEMENT, INFORMATION DISSEMINATION AND NETWORKING IN ADULT EDUCATION

Block 1 Knowledge and Documentation

- Unit 1 Knowledge: Concept, Types and Management
- Unit 2 Knowledge Management in an Adult Learning Setup
- Unit 3 Documentation: Concept, Systems, Services and Evaluation
- Unit 4 Adult Learning Setup: Role of Process Documentation

Block 2 Information Management and Dissemination

- Unit 5 Information Dissemination: Basics
- Unit 6 Information Dissemination: Services
- Unit 7 Standards for Information Management and Dissemination
- Unit 8 Managing a Library in an Adult Learning Setup
- Unit 9 Building Library Resources and Services

Block 3 Networking and Adult Learning

- Unit 10 Networking in Social and Professional life
- Unit 11 Understanding Networking in Adult Learning
- Unit 12 Computer Networks: Information Networking, Production and Dissemination
- Unit 13 ALADIN: Case Study of a Network of Networks

Block 4 Network Management for Learning Society Networking

- Unit 14 Organisational Behaviour
 - Unit 15 Dynamics of Working Together
 - Unit 16 Expansion of ALADIN-India: Marching Towards Learning Society
-

BLOCK 2 INFORMATION MANAGEMENT AND DISSEMINATION

Introduction to the Block

This Block deals with management and dissemination of information. It discusses the basics and services of information dissemination and highlights the importance of customising information for dissemination, information search strategies, retrieval performance, document delivery systems and services. It familiarises adult educators with the existing Indian and International Standards for information management and dissemination and focuses on building library resources and services, and management of library in an adult learning setup. The Block consists of five units, i. e., Units 5 to 9.

Unit 5 and **Unit 6** together deal with Information Dissemination. **Unit 5** discusses the basics of information dissemination and highlights the importance of customising information for dissemination with special reference to its relevance to adult community, assessing information needs and interests, types of content, and media and channels for reaching the community members in an adult learning set up. **Unit 6** deals with various types of information dissemination services including search strategies, searching process and its stages, retrieval performance, document delivery systems and services, and databases in adult education.

Unit 7 deals with standards for information management and dissemination. It introduces the existing Indian Standards for the creation of knowledge artifacts and management of information resources. Further, it presents various international standards that are normally used for processing or exchange of digital information and also explains the 'open standards' and 'open source software' as are applied in the management of digitalised information.

Units 8 and **9** together present comprehensive view of the necessary skills and techniques required for establishing, organising and administering a library in an adult learning setup. **Unit 8** focuses on how-to-guide information for the beginner, a novice to the field of library science, or someone who has little or no experience in libraries, and yet is expected to manage a small library. It deals with building library resources and services with a view to promoting the essential skills and techniques as required for managing basic library functions such as acquisitions, technical processing, and library services in an adult learning setup. **Unit 9** presents a broader perspective of managing a library by touching upon different aspects, factors and practices that help in improving the library performance in an adult learning setup. It discusses in detail the principal components of library organisation and administration covering topics such as library policies and procedures, library organisation, library administration — planning, organising, and controlling, floor management, library upkeep, space planning, facilities, equipments, tools, etc — and collaborative activities for resources' sharing, networking and library promotion in the field of adult education.

UNIT 5 INFORMATION DISSEMINATION: BASICS

Structure

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Importance of Information Dissemination
- 5.3 Special Nature of Information Dissemination for Adult Community
- 5.4 Customising Information for Dissemination
 - 5.4.1 Issues of Relevance to Adult Community
 - 5.4.2 Assessing Information Needs and Interests
 - 5.4.3 Types of Information Content for Communication
 - 5.4.4 Media for Communication
- 5.5 Channels for Disseminating Information
 - 5.5.1 Establishing Public Platforms (Nicknamed '*Choupals*') for Wider Reach to Community Members
- 5.6 Let Us Sum Up
- 5.7 Answers to Check Your Progress
- 5.8 References

5.0 INTRODUCTION

Information dissemination constitutes an important link in the information transfer chain designed to deliver the relevant and useful information to the particular target audience. Broadly, information dissemination is all about one-way flow of information such as mass distribution of content to target population, translation of content into local languages for mass distribution, media presentations, or announcements made in public meetings. Information dissemination is a function in which every enterprise endeavors to indulge in for communication, in particular about its products and services, across the target audience.

Books, journals, magazines, newspapers, etc typify information dissemination products and services in print media that publishers organise. Radio and TV programmes typify dissemination services in the electronic media sponsored by business enterprises. Extension workers who bring knowledge to farmers in the field — for example, information on high yielding varieties and the methods for their cultivation — typify intermediary-based information dissemination services planned by governmental agencies in the agriculture sector. Current awareness service, selective dissemination of service, list of new additions, etc as offered by library and information centres typify intermediary-based dissemination services in the institutional setups.

As an activity, information dissemination involves identification of users (target audience), their information needs, and sources of information; searching and analysing information; consolidating and repacking retrieved information in proper form and format before delivering it to the consumer. Essentially, information dissemination is a planned proactive service, designed to educate

and inform focused groups of users on issues, problems, and opportunities of interest to them. It requires systematic planning, collection, organisation, and storage of information and its delivery to the target audience by making use of different communication modes and media.

Unit 5 presents skills and proficiencies required by adult educators for organising and managing information dissemination activities for the benefit of adult learners. In an adult learning context, dissemination of information to adult learners holds immense potential to build their awareness and knowledge on social, economic, cultural, and health issues; on topics pertaining to their rights and privileges; and on additional ways and means by which adult learners can improve their employment potential or self-earning potential. Unit 5 will help you acquire information dissemination skills relevant to managing day-to-day work at an adult learning setup and enable adult learners to improve their social, economic and living conditions.

5.1 OBJECTIVES

We hope that after going through Unit 5, you will be able to:

- Form your own understanding of various aspects of information dissemination activity;
- Share your understanding on the basics of information dissemination with any agency or institution including non-governmental organisations (NGOs) organising adult education projects and programmes;
- Facilitate organisational efforts to develop skills and techniques required for organising information dissemination services for the benefit of an adult community;

5.2 IMPORTANCE OF INFORMATION DISSEMINATION

It is a fact that survival and self-development are two major issues central to many adults in several communities. It is therefore essential to raise their socio-economic status. This requires empowering adults, the under-privileged and economically weaker sections of society with technical skills and education, sensitizing them on their rights and privileges, and building their awareness on social, economic and cultural issues that determine their status. However, we must appreciate that the programmes aimed at empowering adults or raising their awareness, education, and training are primarily information and communication dependent. In other words the success of any adult education project or programme depends upon how effectively information about such projects and programmes is communicated to the target community. Hence, information dissemination is significant, since it constitutes an important and critical factor for the success of any adult education programme. In adult education context, information dissemination activity seeks to achieve the following objectives.

- To sensitise adult learners on the importance and relevance of information.
- To spread awareness among adult community about their rights and privileges as well as responsibilities.

- To assist adult community in identifying markets for their produce, products, and skill sets, and in introducing and publicizing such produce and products in the identified markets.
- To supply and popularize relevant market data on best market prices among adult members of community.
- To give practical information useful for solving their problems.
- To educate staff of various organisations on the intellectual property rights' issues and their management, since the intellectual property rights acquired currency in the globalisation era and refer to protection given by law to intellectual property such as patents, copyrights, trademarks and trade secrets.
- To apprise all organisations including NGOs engaged in adult education on recent and major developments in the field of adult learning.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

1) i) What is information dissemination?

.....

.....

.....

.....

.....

.....

.....

.....

ii) Explain the significance of information dissemination in the context of adult education?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5.3 SPECIAL NATURE OF INFORMATION DISSEMINATION FOR ADULT COMMUNITY

We have to keep in mind the special nature of managing information dissemination tasks for the benefit of adult learners for the following reasons.

- Essentially, adult learning is more of a problem-centered activity rather than content-centered activity. In content-centered learning, the emphasis is on refining knowledge that already exists, upgrading existing level of learning, and nurturing and shaping innate potential and talent of individuals and groups in a society. In problem-centered learning, the emphasis is on applying information/ knowledge as well as skills for finding solutions to the problems and issues confronting the adult community. As such information captured and processed for ultimate dissemination to adult learners has to be more of problem-solving type rather than content-specific type.
- Information dissemination is traditionally a one-way form of communication. But in an adult education setup one-way form of communication may not be of much significance in addressing issues relating to their livelihood, health, literacy, education, etc. Such issues always require two-way form of communication, and face-to-face interactions. Hence, mode of communication for information delivery in an adult education setup is of great essence. Largely two -way form of communication should prevail as the main communication mode in all programmes designed for education and learning of adults.
- Communication with adult community should always take place in the language they understand.
- Communication to adult community should always be of interest and relevance to its members.
- Information dissemination programmes meant for adult community should explore not only mass media but also all other options available for information dissemination.
- Adult educators have also to provide information dissemination service to the staff of different organisations to enable them to undertake research in adult education by providing content-oriented information services.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

- 2) Information dissemination task is of special nature in an adult education setup. Illustrate this statement by giving two reasons.

.....

.....

.....

.....

.....

5.4 CUSTOMISING INFORMATION FOR DISSEMINATION

We have to customise dissemination service to the needs and interests of adult community, since information dissemination is of special nature in adult education setup. In this Unit we have used the phrase 'adult community' to refer to the groups of adult people, who have something in common such as low level of literacy or a higher level of knowledge and skills, yet poor in their living standards and economic conditions.

For customising information dissemination we need to first understand information needs and interests of adult learners. For this purpose we have to plan and proceed in a systematic manner step by step as follows.

- Understand issues of relevance to adult community.
- Identify subject areas in which information is to be gathered for the benefit of adult learners and according to their preferences for information, etc.
- Identify what type of information content will best serve their interests and needs.
- Identify media preferences of the adult learners.
- Identify avenues for sourcing information for dissemination keeping in view the fact that not all libraries in adult education setups have well-stocked published materials and resources.

Let us discuss these in detail.

5.4.1 Issues of Relevance to Adult Community

An adult educator engaged in assessing information needs and interests of adult community is most likely to arrive at a very specific list if she were to collect such information directly from community members. Given their diverse cultural backgrounds, the issues of relevance and interest to adult community cover a wide spectrum, ranging from rights and privileges' matters at one end to health, housing, education, market and marketing issues on the other. Some of such issues, widely reported in literature (Venkatappiah, 2004; Vashishth, 1995; and Kumar, 2004) are as follows.

- Community profile including culture, civilisation of the local area.
- Redressal of grievances-contact points, government agencies/departments, etc.
- Rights, privileges, duties, responsibilities, welfare measures, legal matters.
- Consumer services, daily necessities, provisions of grains and foods at reasonable rates.
- Environment information, family, health and safety, government information.
- Health care information: immunisation, hospitals, admission procedures, first aid, grandma's remedies, sanitation, hygiene.
- Housing and schemes mainly intended for disadvantaged groups.
- Government welfare schemes for weaker sections, rural development, etc.
- Transport, bus, rail and other modes.

- Sources of finance: banks, government subsidies, loan schemes, and other money matters.
- Privileges of senior citizens, women's issues and their solutions.
- Youth problems, citizens rights and duties.
- Education, skill development and training programmes, admission procedures, and costs, grants and scholarships.
- Self-employment schemes and programs, rural development schemes.
- Sports information, games, arts.
- Agricultural information such as new farming methods, seeds, insecticides, fertilizers, weather, vermin-culture,
- Recycling of waste material.
- Market information, product, produce prices information.
- Ongoing trends in the field of adult learning.
- Content-oriented information for education, research, and training.

5.4.2 Assessing Information Needs and Interests

There are various methods in studies of information needs of adult learners. Rowley and Turner (1978) suggested some methods to know the information needs of the adult learner to maximise the impact of the library services. These methods are:

- *Existing Documents:* Studies which rely on existing documents include analysis of loan records, photocopy records, reference questions, etc.
- *Personal Tour or Visit:* A personal tour or series of visits to the locality may be fruitful in an impressionistic survey.
- *Direct observation:* This is the method that is least likely to result in incorrect data. Library users can, for example, be observed from the inquiry or issue desk, entering the library or consulting the catalogues.
- *Self Study:* The most exhaustive (and exhausting) self-study method is diary keeping. The user is requested to keep a written diary of his activities over a period of time.
- *Questionnaire:* This method is extremely popular as instrument for gathering information because they are cheap and easy to administer to a relatively large sample.
- *Interview:* Interviews may be formal or informal, or a mixture of the two.

For customising information dissemination services adult educators in adult education setups need to understand first information needs and interests of the adult community. In this regard they need to identify and understand issues that are significant to survival, growth, and development of adult community. They need to judge the subject areas in which information is to be gathered. Besides, adult educators also need to understand linguistic concerns and preferences of adult learners, as well as their preferences for the communication media.

By and large adult community are not literate and as such adult individuals in the community may not be in a position to articulate their own information needs

and interests as clearly as members from, say, research and academic communities are known to articulate. Hence, it is desirable to adopt participatory approach to understand the issues and problems confronting adult community. For example, adult educators can hold interactive sessions with community members in groups or at individual level for the purpose. Adult educators can also collect useful data on community information needs and interests by using past reports on adult literacy programme, research papers published on the subject, or use this data source to update and supplement their findings based on their interactive sessions with adult community. In addition, adult educators also must try to assess or test the type of content they plan for disseminating information to adult community for addressing issues and interests of adults.

In brief the methods of identifying information needs of adult learners are as follows.

- Hold interactive sessions with adult members individually or in small or larger groups keeping in view their literacy level.
- Scan past studies, reports, research papers and other forms of literature on the subject for references as required for supplementing information gathered through interactive sessions.
- Analyse data collected as above for identifying:
 - Issues and problems confronting the adult community,
 - Specific subject areas in which information is to be gathered,
 - Linguistic concerns and preferences of adult learners, as well as their preferences for the media and mode of communication, etc.,
 - Information content types for communication and delivery,
 - Form and format for information delivery.

5.4.3 Types of Information Content for Communication

Adult educators may consider the following different types of information contents for communication to adult learners, given wide differences in their literacy levels, their knowledge in the subject, and their diverse social and cultural backgrounds. We must recognise that preference for a particular type of information content would depend upon issues and problems of relevance to adult community, its preferences for language and communication modes (one-way, two-way, face-to-face and distance modes of communication) and its size. The target groups may require:

- Bibliographic information.
- Practical information: markets for local products, produce, new employment opportunities, where to go for addressing grievances, etc.
- Referral information.
- Statistical data: adult literacy data, etc.
- Analytical information: analysing quantitative data for discovering trends.
- Condensed information: concise picture of thought contents described in documents such as digests, abstracts, etc.

- Consolidated information: literature reviews/state-of-the-art reports to catch with latest developments in the specific areas of interest.
- Repackaged information: to educate a non-technical person on technical topics such as popular/encyclopedic information sufficient to understand or revive one's knowledge in the subject.

5.4.4 Media for Communication

The information dissemination projects planned for the benefit of an adult community cannot become effective unless the media used for communication of content is relevant and meaningful to it. The adult educators need to assess their language and media preferences for making the communication effective. The communication to adult learners can take place in the different modes as follows.

- Oral communication* is by word of mouth. Two or more persons can talk directly, face-to-face, or by telephone. Both these forms are oral, and not verbal.
- Verbal communication* is through words, both written and spoken, such as group meetings and presentations, and informal talks.
- Visual communication* is through drawings, photographs, pictures, etc. It is more effective than any number of words, e. g. repackaged information delivered through posters has the potential to communicate ideas widely and effectively.
- Multi-media communication* combines text, visuals, graphics, sound, and motion pictures. It is still more effective.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 3) What methodology do you employ for identifying information needs and interests of adult learners?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5.5 CHANNELS FOR DISSEMINATING INFORMATION

We can communicate to the target audience through a number of channels like postal mail, courier, e-mail, mass mailing, TV, radio, mass media, seminars, conferences, or through public platforms. The choice of the channel(s) would depend upon many factors, and the nature of content and the modes of communication are important among them. Adult educators need to assess their usefulness before deciding on applying them for managing their information dissemination services. The different communication modes for different channels of communication are as follows.

- i) *One-way communication:* a) Delivery to individuals: It takes place through mail, courier, e-mail, delivery boys, etc. directly to individuals. b) Delivery to groups: It takes place through mass mailing, pre-recorded presentations in public meetings, placement of messages such as posters at strategic locations frequently visited by target group members, announcements through mass media, etc.
- ii) *Two-way communication:* a) Face-to-face communication: Class room mode meetings, public platforms for live demonstrations, informal discussions, presentations, seminars, group meetings, etc. b) technology-mediated communication: Telephone, telephone conferencing, computer conferencing, video-conferencing, etc.

5.5.1 Establishing Public Platforms (Nicknamed '*Choupals*') for Wider Reach to Community Members

This is an innovative model for establishing communication links with the community for education, learning, and addressing important issues such as right to information, product marketing, health, job opportunities, etc. This model is based on the philosophy of community-based participation, wherein the people from within the locality come together at designated venue for discussion and exchange of information. Even though this model is novel, conceptually the approach is not new. Village '*Choupals*' have traditionally been the instruments of community communication. What is new in this model is, firstly, the application of the information technology for giving wider reach to the participating communities, enabling them access to new markets over the Internet. Secondly, the contemporary '*Choupal*' model has the involvement of facilitators such as the 'Non-Governmental Organisations' playing their role as link between the village community on the one hand and government and private agencies on the other. States like Tamilnadu, Madhya Pradesh, and Rajasthan have put this conceptual framework into practice. (World Bank Report, 2006). See below some examples of projects pertaining to practical application of public community participation model.

Information Village Research Project: It is the initiative of the M S Swaminathan Research Foundation, a non-governmental organisation founded by Prof. M S Swaminathan ([http:// www.iimahd.ernet.in/egov/ifip/feb2006/article3.htm](http://www.iimahd.ernet.in/egov/ifip/feb2006/article3.htm)).

Warna Wired Village Project: This project is the initiative of National Informatics Centre undertaken in collaboration with the Government of Maharashtra, and

E-Choupals and Choupal Sagars: It is an excellent example of private sector participation in marketing services to the farmers for marketing using information technologies. ICT has opened up business model e-choupal telecenters covering 30.000 villages in Madhya Pradesh, Uttar Pradesh, Maharashtra and Rajasthan (<http://www.apdip.net/projects/2003/in/cases>).

Gyandoot Project: This project, in Madhya Pradesh, is an example of grassroots level participation of local people at village level for socio-economic development. Under this project, twenty information centres (soochanalayas) have been setup in five blocks of Dhar district (<http://www.apdip.net/projects/2003/in/cases>).

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

4) List different modes of communication to the target audience?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5.6 LET US SUM UP

In this Unit we have discussed the basics of information dissemination with an emphasis on the significance of information dissemination in addressing the issues and problems of adult community. We have focused on the importance of customising information dissemination service to the needs and interests of adult community, given the fact that information dissemination is of special nature in an adult education setup. We have also discussed different modes and channels used for disseminating information to diverse groups or communities of adults

depending upon their information needs and interests, issues and problems, subject areas in which information is required, linguistic concerns and preferences, etc. Further, we have touched upon avenues for sourcing information for dissemination keeping in view the fact that not all libraries in adult education setups are well-stocked with published materials and resources.

5.7 ANSWERS TO CHECK YOUR PROGRESS

- 1) i) Information dissemination is a planned proactive service, designed to educate and inform focused groups of users on issues, problems, and opportunities of interest to them. It constitutes an important link in the information transfer chain designed in particular to deliver relevant and useful information to the target audience. Largely, information dissemination is about one-way flow of information. Books, journals, magazines, newspapers, etc, typify information dissemination products and services in print media planned and produced by publishers. Radio and TV programmes typify dissemination services in the electronic media sponsored by business enterprises. Extension workers who bring knowledge to farmers in the field typify intermediary-based information dissemination services. Current awareness service, selective dissemination of service, list of new additions, etc, typify dissemination services in the institutional setups planned by library and information centres.
- ii) The success of any adult education project or programme depends upon how effectively information about such projects and programmes is reached to the target community. Hence, information dissemination is significant, since it constitutes an important and critical factor for the success of any adult education programme. In an adult education context, information dissemination activity is aimed at achieving the following objectives:
 - To sensitise adult learners on the importance and relevance of information.
 - To spread awareness among adult members of community about their rights and privileges as well as responsibilities.
 - To assist adult community in identifying markets for its produce, products, and skill sets, and introducing and publicising such produce and products in the identified markets.
 - To supply and popularise relevant market data on best market prices among adult members of the community.
 - To give practical information useful for solving their problems.
 - To educate staff of different organisations on the intellectual property rights' issues and their management.
 - To apprise different organisations including NGOs engaged in adult education on recent and major developments in the field of adult learning.

- 2) Managing information dissemination task for the benefit of adult learners is of special nature for the reasons given below:
 - Essentially, adult learning is more of a problem-centered rather than content-centered activity. In content-centered learning, the emphasis is on refining knowledge that already exists, upgrading existing level of learning, and nurturing and shaping innate potential and talent of individuals and groups in a society. In problem-centered learning, the emphasis is on applying information/ knowledge as well as skills for finding solutions to the problems and issues confronting an adult community. As such information captured and processed for ultimate dissemination to adult learners has to be more of problem-solving type rather than content-specific type.
 - Information dissemination is traditionally a one-way form of communication. But in the adult education setup one-way form of communication may not be of much significance in addressing issues of interest to adult community members. Such issues always require two-way form of communication, and face-to-face interactions. Hence, mode of communication for information delivery in adult education setup is of great essence. Besides, communication with adult community should always take place in the language they understand.
- 3) The following methodology can be employed for identifying information needs and interests of adult learners.
 - Hold interactive sessions with adult members individually or in small or larger groups keeping in view their literacy level;
 - Scan past studies, reports, research papers and other forms of literature on the subject for references as required for supplementing information gathered through interactive sessions;
 - Analyse data collected as above for identifying:
 - Issues and problems confronting the adult community,
 - Specific subject areas in which information is to be gathered,
 - Linguistic concerns and preferences of adult learners, as well as their preferences for the media and mode of communication, etc.,
 - Information content types for communication and delivery, and
 - Form and format for information delivery.
- 4) The different communication modes for different channels of communication are as follows:
 - i) *One-way communication:* a) Delivery to individuals: It takes place through mail, courier, e-mail, delivery boys, etc. directly to individuals. b) Delivery to groups: It takes place through mass mailing, pre-recorded presentations in public meetings, placement of messages such as posters at strategic locations frequently visited by target group members, announcements through mass media, etc.
 - ii) *Two-way communication:* a) Face-to-face communication: Class room mode meetings, public platforms for live demonstrations, informal

5.8 REFERENCES

<http://www.apdip.net/projects/2003/in/cases>. Retrieved on 16 October, 2006.

<http://www.iimahd.ernet.in/egov/ifip/feb2006/article3.htm>. Retrieved on 16 October, 2006.

Kumar, Dharam. 2004. "Panchayat Raj and Rural Public Libraries in India", in Ramesh Babu, A. and S. Gopalakrishan. (Eds). *Information, Communication and Community Development*. Vol. 2, Pp.497-505. Delhi: B.R. Publishing.

Ramesh Babu, A., and Gopalakrishan, S. (Eds). 2004. *Information, Communication and Community Development*, 2 Volumes. Delhi: B. R. Publishing.

Rowley, J. E., and Turner, C. M. D. 1978. *The Dissemination of Information*. London: Deutch.

Vashishth, C. P. (Ed). 1995. *Libraries as Rural Community Resource Centres*. Delhi: B. R. Publishing.

Venkatappiah, Velaga. 2004. "Public Information at the Doorsteps: A Background", in Ramesh Babu, A., and S. Gopalakrishan. (Eds). *Information, Communication and Community Development*, Volume 1, Pp.3-8. Delhi: B. R. Publishing.

World Bank Report. 2006. *Reforming Public Services in India: Drawing Lessons from Success – A World Bank Report*. New Delhi: Sage.

UNIT 6 INFORMATION DISSEMINATION: SERVICES

Structure

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Searching Information for Dissemination
 - 6.2.1 Searching Printed Sources of Information
 - 6.2.2 Searching Electronic Sources of Information
 - 6.2.3 Searching Process and its Stages
 - 6.2.4 Databases in Adult Education
- 6.3 Information Dissemination Services
- 6.4 Document Delivery Systems and Services
 - 6.4.1 Modes of Document Delivery Service
 - 6.4.2 Document Delivery Service Providers
- 6.5 Let Us Sum Up
- 6.6 Answers to Check Your Progress
- 6.7 References

6.0 INTRODUCTION

In Unit 6 we introduce practical aspects of managing information dissemination tasks. It presents different methods and techniques required for searching databases; explains various information services that can be generated for the benefit of adult community, programme teams and adult educators engaged in academic and research pursuits; and describes document delivery services that adult education setups can utilise for acquiring full text documents not held in the collections of libraries. The focus of discussion in this Unit is largely on searching information from electronic databases for organising information services. It is a fact that not all adult education setups subscribe to databases, nor are they resourceful enough to setup their own computing infrastructure as needed for on-line searching. Hence, this Unit also discusses manual methods of searching information.

6.1 OBJECTIVES

We hope that after going through this Unit, you will be able to:

- Describe the methods and techniques used for searching databases for effective retrieval;
- Discuss the services that can be initiated for disseminating information to adult community;
- Discuss the services that can be initiated for the benefit of programme teams engaged in the pursuit of education, research and training in the field of adult education;

- Outline document delivery services as available in India and abroad; and
- Utilise services described in this Unit for acquiring documents not held in the collections of adult learning setup.

6.2 SEARCHING INFORMATION FOR DISSEMINATION

Adult educators can use both printed and electronic sources for information searching. Electronic sources of information, however, offer distinct advantages over print information sources in terms of speed of retrieval, quality of retrieval, and reliability of retrieval. We know that not all adult education setups possess enough resources to subscribe and sustain electronic sources of information in-house. Nonetheless, it is always a good idea to build and develop sufficient expertise in the techniques of searching information from electronic sources.

There are two approaches to searching information: i) searching printed sources of information, and ii) searching electronic sources of information. Let us look at both of these approaches for their specific features and advantages in information retrieval.

6.2.1 Searching Printed Sources of Information

The printed sources of information are browsed manually or searched using indexes such as author index, title index, key words index, or subject headings. Encyclopedias, yearbooks, handbooks, journals, magazines, research reports, newsletters, pamphlets, annual reports, newspapers and technical reports typify different types of printed sources of information. Such types of sources have to be scanned, and browsed for relevant content. Using library catalogue we first search and shortlist useful sources of information on the topic of our interest. In the next step, we browse the shortlisted titles, browse their tables of contents, go to the relevant chapters in the book, browse, read and assess the contents for relevant information. Later, we refine and supplement our search by looking at indexes, switch over to relevant indexed pages as suggested in the index, read again and again to assess the contents for their relevancy.

For manual searching, the important techniques are: selecting useful documents, browsing the contents of the select sources of information, and looking at indexes for refining and supplementing our search. Depending upon the nature of enquiry, the order of searching method used may switch. For example, when we need to look for definition of a term, we straightway go to the book index for the useful terms and later browse the contents for knowledge and learning.

One of the limitations of print information sources is that the contents can be searched only on a single indexed element at a time, *i. e.* you can search it either by author name or by specific subject heading at a time but not by both the index terms at the same time. This limitation makes the process of searching relevant information from print sources of information longer.

6.2.2 Searching Electronic Sources of Information

Electronic sources of information are of different types such as databases, online library catalogues, repositories, digital libraries, and web resources. Electronic sources offer distinct advantage over printed sources of information in information

searching. Electronic sources allow coordinated searching on several different index elements such as author, author affiliation, source title, key words, subject headings, class number, etc. This is done by incorporating in the query formulation search the terms and the field names on which to search the contents, as well as Boolean and other search operators. Coordinated searching on electronic sources is always faster and reliable compared to searching contents from print sources of information (Chowdhury and Chowdhury, 2001).

Before learning how to search electronic sources of information, let us first understand how these sources describe information, and how they organise information. Electronic sources such as databases are primarily records of information organised to provide efficient retrieval. They provide descriptive records of items indexed in them (Rowley and Farrow, 2000). Each record of an item in the electronic source, say, database, includes such things as author, title, subject, and publisher and these are searchable points in the database. The information so provided is called a citation. Besides citation, database record may contain abstract of the item, and may even include link to full-text of the item.

We must also learn how databases organise information. Information about each item in the database is known as a record. Each record has several elements called fields. Fields can be used as points of access and retrieval when searching information from a database. A record in a bibliographic database includes information about a research paper such as author, author affiliation, title, source title, volume, number, and publication year. Most of the elements in a record are used for searching information from a database.

6.2.3 Searching Process and its Stages

The process of searching information could be manual or computer-based. In either case, adult educators will need to familiarize themselves, first, with different stages of searching information as described below.

- a) **Pre-Search Preparation:** Adult educators in an adult education setups shall work as information intermediaries searching information from the databases for the benefit of adult community. In this regard they need to plan as follows.
 - Assess the information needs of adult learners in terms of areas of skill-learning and development, select occupations having potential to improve their economic status, and areas in which adult educators need to organise programmes to raise their awareness on matters of health, legal rights, and customs and traditions. This requires adult educators develop in advance a clear understanding of the needs, issues and problems of an adult community.
 - Assess linguistic preferences of the adult learners for communication of message to them.
 - Assess the form and format in which information may be delivered to adult learners, keeping in view their levels of literacy.
 - Assess the communication mode for information flow to adult learners. It could be one-way or face-to-face for educating adult learners on new skills or updating their knowledge with latest information.

- Based on the above, adult educators need to construct their information request topic expressing in it all concepts of the problem on which they wish to seek information. For example, the information request on livelihood issues of adults could be stated as ‘emerging occupations for adult neo-literates’.
 - Based on subject matter of the information request, adult educators need to determine which databases and non-indexed sources of information are relevant for search and retrieval.
 - Determine the libraries that adult educators can approach in case relevant databases and resources are not available in-house.
 - Make use of subject vocabulary aids to determine subject terms which define the information request.
 - In mediated searching, understanding user’s requirements is about bridging the gap between the ‘expressed needs’ and ‘actual need’. The gap sometimes stems from the lack of understanding on the part of the user about terms and keywords used in the database to express a key concept under retrieval. The best approach to reduce this gap is to ask the user to provide a few references of documents that seem to meet his/her expressed requirements. We can use the keywords used to index such documents in the database to understand his/her ‘actual requirements’. The second approach to reducing the gap is to expose the user to descriptors in the thesaurus and to let him/her express his/her requirements using descriptors relevant to his/her topic.
- b) **Selecting Database:** Selection of a database for retrieval depends upon the subject of the query and specialty of the database. It also depends upon the depth and breadth of coverage of the indexed resources in the database, coverage of the indexed resources by regions and countries, and accessibility to database archive for retrospective searching and full-text searching.
- c) **Search Strategy:** Search strategy is about formulating search statement for an effective retrieval and about deciding which databases are suitable for searching and retrieval. It is all about series of operations and decisions starting from developing an understanding of user’s needs to selecting appropriate databases for retrieval, formulating search statement by using suitable keywords, descriptors and phrases (reflecting user’s requirements) coupled with or without Boolean operators, and the data fields on which to carryout the search. The role of a library, or an adult educator, is to mediate between the interests and needs of adult users and the information resources, and work out a plan of action from amongst various available options for database searching. Retrieval performance is all about post-search operations involving evaluation of the search output for its relevance to the user’s needs and revising search strategy in the light of the user’s feedback.

We understand that the search strategy concept is relevant only in the database context. This is because computerised databases can be searched only when the search query to the database conforms to standard format, *i. e.* when subject matter of the topic is described in proper keywords and linked using associated database operators. This standard format is also known as search strategy. Adult educators need to first formulate a strategy before searching databases. It requires determining keywords that adequately express the

subject matter of the query, and formulating a statement by linking selected keywords with database operators that express associative or hierarchical relationship between the keywords. Sometimes the database intermediary has to change and re-change its search strategy several times until he gets proper search output from the database. A good search strategy is the one which gives search output with least noise and highly relevant records.

- d) **Query Formulation Options:** Search query can be simple or compound. In addition, one can advance a search query by using Boolean, limiting, string, proximity and truncation operators and sets. We will now discuss different types of query formulation options.

Simple Query: In simple query, we use only keywords (or descriptors taken from the controlled vocabulary). Sometimes, we may use a phrase in place of keywords in the simple query. In such a case, we will retrieve only records matching the phrase. However, we reduce the chances of finding records matching the query, if phrase is quite long. In case, we use only keywords for expressing the query (i. e. without using any operator); the search output would comprise records containing one or more keywords matching the query. Thus, the greater the number of keywords in the query, the larger will be the size of the search output. There is no single formula for keeping the output small when there are too many keywords in query. Thus, the tip to searching nearly exact match is to keep the query as simple as possible but without losing specificity in expressing the query.

Compound Query: One of the strategies to keep the search output small (matching the query) while expressing the query without any loss in its specificity (long query), is to construct a compound query using Boolean operators, viz., 'OR', 'AND', and 'NOT'. We can use them to group search terms to broaden or narrow the results of a search. Boolean searching is a method of combining search terms either to retrieve more documents (use 'OR' as the Boolean operator) or a smaller and more precise set of documents (use 'AND' or 'NOT' as the Boolean operator). Most databases and search engines allow Boolean searching, but may also use special characters or commands. 'AND' retrieves items in which both terms are found e. g. adult AND community. 'OR' retrieves items in which either term is found e. g. adult OR community. 'NOT' retrieves items in which the first term is present but the second term is not e. g. information NOT knowledge. In other words, 'AND' narrows a search, 'OR' expands a search, and 'NOT' excludes terms from the search.

Advanced Search: Simple or compound search can be further refined by combining advanced search capabilities of the search engine such as limiting the search to specific fields in the record, grouping keywords in the query statement, using proximity operators, truncation features, etc.

Limiting Search: Many search engines provide the facility to limit language, publication year, and dissemination country of publication.

String Search: Many search engines allow searching data fields for character strings that are not in the index. For example, character string 'adult education and learning' can be searched by employing string search technique. This facility is particularly useful in searching for specific characters.

Proximity Search: Proximity operator between two terms is used to find records that contain both terms in the same field. For example, when searching for 'adult WITH literacy', the word 'adult' and the word 'literacy' would both appear in the same search field. This operator can thus be used to make a search more precise than using the AND operator. Some search engines use the term 'SAME' in place of 'WITH' to represent proximity operator.

Order of precedence when using multiple operators: Parentheses override the order of precedence when using multiple Boolean and/or Proximity operators. The search statement "house* and (finance\$ or loan\$)" retrieves documents that contain some variant of the word house and either one (or both) of the terms in the parenthesis. We can use up to fifty search operators in a single search statement. The order of precedence for multiple operators will be as follows:

- ()
- Same/With
- NOT
- AND
- OR

Truncation: Truncation can be used in a number of different ways: i) at the end of the word to retrieve all mentions of the word (singular and plural), all forms of a root in cases of irregular plurals, and to retrieve more than one character, and ii) internal truncation or wild-card characters to retrieve alternate spellings of words. We may apply truncation at least after three characters. The truncation symbol, '*', serves as a substitute for any string of zero or more characters. The wild-card symbol, '?', serves as a substitute for any one character exactly. For example, the search for 'wom?n' retrieves woman or women. One can use truncation or wild-cards anywhere in the search term except as the first character. The wild-card symbol '\$' serves as a substitute for zero or one character.

\$ = zero or one character

* = Zero or more characters

? = one character only.

Examples of right side truncation:

- Lite* = Literacy, liter, literature, literate (* = zero or more characters).
- Educate\$ = Educate, educated (\$ = zero or one character).

Examples of internal truncation;

- Computeri?ation = Computerisation, computerisation (? = one character only).
- Colo\$r = color, colour (\$ = zero or one character).

e) Conducting the Search: Once the search strategy for the query is formulated we need to follow the following steps for conducting the search:

Logging on: The databases reside on the server machines. For making an online connection to the databases we need to first log on to the system.

The protocols required to follow in this regard are: i) establish communication link to the server — this is either through telephone link or through local area network; and ii) enter your user name and user password for user authentication in the 'sign in' box.

Executing the Search: Once you are logged on successfully, the retrieval software of the database being searched prompts a search box. The search strategy already prepared for the purpose is entered in the search box and executed. Upon query execution, the system promptly displays the results, usually in the summary format, which means it will show bibliographic citations of the documents retrieved. The bibliographic citation may include data elements such as author, title, source, publication year, etc. Each summary record will comprise hyperlink to the abstract of the document, and may also comprise a link to the full-text of the document, in case the database under search happens to be a full-text database.

Downloading the Relevant Items: The information displayed on the computer monitor needs to be checked for relevancy. Once we are satisfied with the search output, we can download the same in a preferred format on to the hard disk for storage and retrieval.

Logging Off: When our search is complete, we need to log off from the database. The database provides a prompt on the monitor such as 'log off' or 'sign out'. Just click on the appropriate prompt to log off.

- f) **Follow-up Retrieval Performance:** We need to analyse the search output for satisfaction from the user perspective, *i. e.* to what extent the results from the database search were effective in meeting the information needs of the users. If we are searching the database for ourselves, we can judge the retrieval performance on your own. But if we are working as an intermediary, *i. e.* searching information on behalf of some user, we need to get the feedback from the users for the purpose.

6.2.4 Databases in Adult Education

Databases are largely commercial products and are available for online access on subscription basis. However, some databases offer free access online. Adult educators need to educate themselves about some important sources of information of interest in adult education (Parker and Turley, 1986). We can obtain additional information on free databases by searching the Internet. A sample list of such *databases and information sources* is given below.

- Ingenta
- Findarticles.com www.findarticles.com
- ERIC- World's largest digital library of educational literature
- <http://www.eric.ed.gov/>
- POPLINE® - World's largest bibliographic database on population, family planning, and related health issues. <http://db.jhuccp.org/ics-wpd/popweb/>.

On-line Bibliographic Service: On-line bibliographic services such as DIALOG, OCLC, BLAISE, ESA-IRS, and Silver-Platter offer online access to commercial bibliographic databases, cataloguing databases, trade catalogues, standards and

patents on fee basis. Such services are of immense importance to libraries that do not subscribe to electronic databases but do need to access them on occasional basis. Library catalogues are the tools for accessing library holdings comprising books, journals, reports, etc. Digital libraries on the Internet and Web resources are also useful sources of information on books.

Check Your Progress

Notes: a). Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

1) i) Describe the advantages of searching information from electronic databases over printed sources of information?

.....

.....

.....

.....

.....

ii) How is information described in databases?

.....

.....

.....

.....

iii) How is information organised in database?

.....

.....

.....

.....

iv) Briefly enumerate the stages in searching information from electronic databases.

.....

.....

.....

.....

v) Describe the difference between search strategy and query formulation.

.....

.....

.....

.....

6.3 INFORMATION DISSEMINATION SERVICES

The information retrieved from databases needs to be first analysed and consolidated before repackaging it into some useful form and format (McGarry, 1975). Let us discuss in brief the information services we can generate for dissemination.

- a) **Bibliographic information:** It is about the identity and records of books, articles, and other published material. It also refers to listings of bibliographic records, listings of cataloguing records, listings of references, listings of articles, etc. Such information service outputs are of value and relevance for gathering information about knowledge in the subject, growth and developments in the subject, and making this as a base for generating new knowledge through research studies and investigations. However, we must keep in mind that this type of information would not be of direct relevance to adult learners, but it could be of some relevance to NGOs provided they are pursuing research in adult education and learning.
- b) **Practical information:** It is the information that carries some value and meaning which could be applied to problems of, say, adult community and finding solutions to them. It is acquired through cognitive processes of studying, understanding, and analysing contents or knowledge acquired through learning experience that is consolidated and repackaged to satisfy the needs of adult community.
- c) **Referral information:** It is the information about experts, people, contacts, or institutions that serve as useful referral sources in gathering practical information, knowledge, or even documentary information.
- d) **Statistical information:** It is about temporal, spatial, institutional data on various activities and programmes in different subject areas. For example, adult literacy data of different geographical regions spread over time.
- e) **Analytical information:** It is the information generated by analysing temporal, institutional, and spatial data for discovering trends. For example, quantitative data on adult literacy analysed on time series basis provide insight into strengths and weakness of adult literacy programmes on comparative basis.
- f) **Condensed information:** It is the information generated to provide a concise picture of thought contents described in documents. Examples include digests, abstracts, synopses, brief summaries, etc. This type of information is considered to be of some merit and value when it is applied for educating adult learners on new occupations, or in teaching them new skills for addressing their livelihood issues.
- g) **Consolidated information:** It is the information generated by analysing and compressing thought contents from documents that have appeared on the subject. It gives a critical and consolidated overview of the topic, assessing and reviewing contributions made in the field over time, presenting complete overview of trends and developments in the field, the latest developments in field, the state-of-the-art in the field, and the highest level of achievement in the field, etc. However, we must keep in mind that this type of information will not be of direct relevance to adult learners but it could be of some relevance to NGOs in pursuing and advancing research in adult education and learning.

- h) **Repackaged information:** It is the information generated to educate a non-technical person on a subject of importance. It gives a complete but concise picture of the subject easy to understand and comprehend. For example, popular articles, like presentation on the importance and relevance of Right to Information Act. Repackaging of information and its formatting for presentation as posters is of great relevance in sending message across adult learners on important social and health issues such as child marriage, child labour, HIV, etc. We may see greater use of this type of information in adult education and learning.

These information services are aimed at creating content in specific format. The content in such services can be further tailored to meet different types of information needs such as daily, current, or retrospective information needs (Rowley and Turner, 1978). Accordingly, a new set of services can be generated as follows.

- i) *Current Information Services:* Such services usually refer to keeping up-to-date with the latest literature published or information in a subject area for the benefit of adult community. For the adult community in rural areas current information implies 'mandi' (wholesale market) rates for farm produce, revision in loan rates from the banks, latest health and family planning programmes, agricultural melas (fairs), etc. The library needs to compile such information on regular basis, store it in the databank, and disseminate it to adult community through its communication channels. However, for the academic and research teams engaged in adult education and learning programmes, the connotation of current information is different. To them it implies latest research papers and publications in journals, latest books and monographs in the field, pre-prints, etc. The purpose of such a service is to understand current research trends in the field and to gain knowledge about the highest level of achievements in the field. For planning and organising current information services, the libraries need to browse published and grey literature in adult education and learning, and compile relevant data in the database for producing such services as Current Titles Service (classified by subject) and Table of Contents Service (organised by journal titles). In addition, there are also a) Selective Dissemination of Information (customised to individual's needs) and b) Electronic Clipping Service. About the latter two services, we will discuss a little more.
- ii) *Selective Dissemination of Information:* It is customised to individual's needs. In addition, the library can organise selective dissemination of information (SDI) wherein the current information is provided to the users on select topics of interests to the users, and from select sources of information. The user feedback is an important pre-requisite in the SDI service as it helps in performance evaluation of the SDI service and introducing mid-course changes, if required, in the user profile or in the search query for improved performance.
- iii) *Electronic Clipping Service:* Electronic publishers provide electronic clipping service to individual users on select topics of their interest. Individuals need to register with the publishers for availing the service. They get in their mail box listings of research papers from current issues of journals customised to subject areas of their interest. This service is now a substitute for the traditional current awareness services as well as SDI service.

- iv) *Everyday Information Service:* It is about information needed for performing day-to-day activities such as conducting experiments, engineering operations in a factory, fabricating products, etc. Usually reference sources such as directories, handbooks, and encyclopedias are used in giving such type of information services. The need for such type of information services for adult community is usually not very strong.
- v) *Catching up Information Service:* In this service, complete picture on a particular topic is given in simple and short form to enable an individual to catch up and comprehend the developments in the subject since the time he/she lost touch with it. Such a service includes: a) Popular write-ups on a subject/ topic on demand, b) Contents that empower adult learners and enable them to understand the importance of information/knowledge, and c) Knowledge and information useful for an economic activity.
- vi) *Exhaustive Information Service:* Exhaustive information services are important for assessing and understanding overall developments in the subject. These services include: literature search, bibliography compilations, and state-of-the-art reports, critical reviews, etc. We can customise such services to individual's needs and give them on demand. Coverage of information in such a service is exhaustive. Usually such services are of importance and relevance to knowledge creation and utilisation and as such useful and relevant to adult education teams.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 2) i) What types of information services do you think are relevant to adult learners and why?

.....

.....

.....

.....

- ii) Explain the difference between current awareness service and selective dissemination of service.

.....

.....

.....

.....

- iii) Describe the procedure for offering information dissemination services.

.....

.....

.....

6.4 DOCUMENT DELIVERY SYSTEMS AND SERVICES

Libraries in adult education setups are required to provide documents on demand, in support of on-going adult education programmes, or as part of the pro-active information dissemination services that they initiate and organise. For example, given the fact that the library collections of NGO libraries are usually small, they will have to depend upon external document delivery systems for arranging the documents required by users. Initially, before the advent of photocopying machine, libraries used to exchange documents in their holdings on demand on inter-library loan. However, with the advent of photocopying machines, photocopies have to some extent replaced the practice of lending original documents. The end users or user libraries get photocopies of documents for permanent retention. Subsequently, with the emergence of electronic publishing era and advent of ICT, Internet era, the libraries started sharing their resources by transmitting digital images of the print documents or sending electronic files of digital documents over the Internet. In the literature, the terms 'inter-library loan' and 'document delivery' are used interchangeably. However, the two terminologies have specific and different connotations though they serve to meet the same end purpose. In inter-library loan, we can borrow only holdings of the library such as books, journals, reports, standards, etc., from one library to another, but for a limited period only. We need to return such documents to the lending library after the expiry of loan period. In inter-library loan, we never get documents for permanent retention. On the other hand, in document delivery, the end-user gets copies of the documents such as photocopies, electronic images, fax images, electronic files, etc for permanent retention.

6.4.1 Modes of Document Delivery Service

Document delivery means supplying documents on demand in either original or as copies of the original (copies in print or digital format) and delivered through mail/courier or over communication networks. Document delivery to end users implies three types of operations: i) document identification, ii) document location, and iii) document procurement. Document identification requires verifying the bibliographical elements of the documents to ensure that details such as author, article title, source title, volume, and pages as given in the user request are correct. We can verify such details by searching the Web or the relevant databases. Document location implies identifying the library holding the documents under reference. We may do this by searching union catalogues available from library networks. Document procurement implies writing to the relevant libraries/ service providers for delivery of documents (Kinder, 1999). There are several modes of document procurement.

- Requesting documents from the lending libraries/ library networks
- Requesting documents from document delivery service providers
- Searching the Web for digital copies of the documents for free access

6.4.2 Document Delivery Service Providers

There are several document service providers in India and abroad. Their role is to provide photocopies of documents, fax image, digital image, or duplicate electronic file. The delivery options are post-mail, courier, fax, or over the

network. Unlike traditional libraries which give documents without charging any money, these delivery systems are commercial in approach and charge for providing document delivery service. These systems compete with each other in terms of speed of service, being exhaustive in terms of depth and breadth of the information sources, and in terms of service costs.

Given below is a list of the *service providers* in India and abroad. We can obtain more information about their services by searching their websites.

In India

INFLIBNET Document Delivery System offers services in collaboration with the following set of libraries.

- Banaras Hindu University, Varanasi.
- University of Hyderabad, Hyderabad.
- Indian Institute of Science, Bangalore.
- Jawaharlal Nehru University, New Delhi.
- Punjab University, Chandigarh.
- Tata Institute of Social Science, Mumbai.
- NISCAIR Document Delivery Service.
- National Institute of Rural Development, Hyderabad.
- Institute of Rural Management, ANAND, Gujarat.
- Tata Institute of Social Sciences, DEONAR, Mumbai.
- NASSDOC Document Delivery Service, New Delhi.
- National Social Science Information Centre, M.S University, Baroda.
- National Information Centre, SNDT Women University, Mumbai.

Abroad

- British Library Document Delivery Service.
- Canadian Institute for Scientific and Technical Information.
- National Library of Australia.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

3) List document delivery service providers having their offices in Delhi.

.....

.....

.....

.....

.....

.....

6.5 LET US SUM UP

In Unit 6 we have discussed the techniques of searching databases for effective retrieval, and planning and organising various services for disseminating information to adult community as well as for the benefit of research and programme teams engaged in adult education and learning. We have listed the institutional resources in India and abroad for obtaining full-text documents. We have highlighted the techniques of using the services of on-line hosts or the Internet resources for information retrieval by the libraries which may not have comprehensive collection of databases or by the individual users. We have also touched upon the choice of services for information dissemination, which depends upon needs of the target users, the level of their education and literacy, and their preferences for the media for communication. The need to use extensively the document delivery services for obtaining full-text documents by the NGO libraries has also been highlighted because not all NGO libraries generally possess enough resources in their collection.

6.6 ANSWERS TO CHECK YOUR PROGRESS

- 1) i) Electronic databases offer distinct advantages over print sources in terms of speed of retrieval, quality of retrieval, and reliability of retrieval. One of the limitations of print sources is that its contents can be searched on a single indexed element at a time, i. e. at a time we can search it only either by author name or by specific subject heading but not by both index terms at the same time. This limitation makes the process of searching relevant information from print sources of information, longer. On the other hand, electronic sources of information allow coordinated search on several different index elements such as author, author affiliation, source title, key words, subject headings, class number, etc. This is done by incorporating in the query formulation search terms, the field names on which to search the contents, as well as Boolean and other search operators. Coordinated searching on electronic databases is always faster and reliable compared to searching contents from print sources of information.
- ii) Databases are primarily records of information organised to provide efficient retrieval. They provide descriptive records of items indexed in them. Each record of an item in the electronic source, say, database, includes such things as author, title, subject, and publisher and these are searchable points in the database. The information so provided is called a citation. Besides citation, database record may contain abstract of the item, and may even include link to full text of the item.
- iii) Information organised about an item in the database is called a record. Each record has several elements called fields. Fields can be used as points of access and retrieval when searching information from a database. A record in a bibliographic database includes information about a research paper such as author, author affiliation, title, source title, volume, number, and publication year. Most of the elements in a record are searchable for access and retrieval.

- iv) Searching information undergoes a formal process in stages as follows:
- a) Pre-Search Preparation – It involves understanding users' needs in terms of subject areas of interest, linguistic preferences, and the form and format in which to deliver information to users. The other purpose is to determine the keywords which can be used to briefly express the search topic.
 - b) Selecting Database – Determining the databases which could be searched.
 - c) Search strategy – Formulating the search statement for an effective retrieval, expressing the query in a standard format conforming to the database being used for searching, *i.e.* subject matter of the topic is described in proper keywords and linked using associated database operators.
 - d) Query Formulation Options – We can formulate the search query as a simple or compound query. In compound query we can use Boolean, limiting, string, proximity and truncation operators and sets.
 - e) Conducting the Search – This involves procedures for searching the database such as logging on to the database, executing the search, downloading the relevant items, logging off, and follow-up on users' satisfaction with the search output.
- v) Search strategy is about the format in which the search query is to be expressed. It is database specific. For effective retrieval, the query format has to conform to the database being used for searching, *i.e.* subject matter of the topic is described in proper keywords and linked using associated database operators. On the other hand, query formulation is about options to be exercised in formulating a query, whether to have a simple query or compound query, and the degree to which the compound query could be advanced or made complex by associating multiple operators. Query formulation also lists the order of precedence while using multiple operators.
- 2) i) Information services aimed at creating content of the following types are considered as relevant to adult learners, since such types of services are useful in addressing issues and problems of relevance and interest to adult learners.

Practical information: It is the information that is carrying some value and meaning which could be applied to problems of, say, adult community and finding solutions to them. It is acquired through cognitive processes of studying, understanding, and analysing contents or knowledge acquired through learning experience, which is consolidated and repackaged to satisfy the needs of adult community.

Statistical information: It is about data on various activities and programmes in different subject areas. For example, educating adult farmers on market rates of seeds, fertilisers, farm produce, etc. in different 'Mandis'.

Condensed information: It is the information generated to provide a concise picture of thought contents described in documents. Examples include: digests, abstracts, synopses, brief summaries, etc. This type of

information is considered to be of some merit and value when it is applied for educating adult learners on new occupations, or in teaching them new skills for addressing their livelihood issues.

Repackaged information: Repackaging of information and its formatting for presentation as posters is of great relevance in sending message across adult learners on important social and health issues such as child marriage, child labour, and HIV etc. We may see greater use of this type of information in adult education and learning.

- ii) Both current awareness service and selective dissemination of service are pro-active information services. Selective dissemination of information is a current awareness service but customised to individual's needs in terms of subject areas of interest, sources of information, language preferences, and form and format of the content delivered. The user feedback forms an important component of the SDI service which may not be the case in current awareness service.
- iii) Given below is the procedure for offering information dissemination services.

Step 1: Identify the target audience for whom you would like to organise information dissemination service; understand their issues and problems and also the factors influencing their educational, social, and economic status. In other words, information needs and interests of adult learners have to be determined in the context of their issues and problems.

Step 2: Identify the topics for information search, the broad subject areas which include topics for information search, possible sources of information in the select areas, and the specific libraries to be visited for searching and retrieving information in case in-house resources are insufficient for the purpose.

Step 3: Identify keywords which adequately define the topics in hand, formulate proper search strategy by combining keywords and search operators, apply this strategy to search indexed sources of information, reformulate search strategies in case information retrieved in the first and subsequent attempts is not found to be useful and relevant, and continue to reformulate search strategy again and again until you succeed.

Step 4: Analyse, synthesise, condense, and organise contents retrieved from multiple sources into the information type in which you would like to present and use it.

Step 5: Decide on the language, media, and mode in which you would like to communicate the organised information to the target audience. Accordingly, repackage the information in hand into appropriate form and format.

Step 6: In the end, judge impact of information dissemination service in terms of its effectiveness and efficiency, and draw lessons learnt so that you do not repeat the same mistakes in future.

- 3) Following is the list of document delivery service providers having their offices in Delhi.
- a) Jawaharlal Nehru University, New Delhi.
 - b) NISCAIR Document Delivery Service, New Delhi.
 - c) NASSDOC Document Delivery Service, New Delhi.

6.7 REFERENCES

Chowdhury, G. G. and Chowdhury, S. 2001. *Information Sources and Searching on the World Wide Web*. London: Library Association Publishing.

Kinder, Robin (Ed). 1999. *Document Delivery Services*. New York: Haworth Press.

McGarry, K. J. 1975 . *Communication, Knowledge and the Librarian*. London: Clive Bingley.

Parker, C. C., and Turley, R.V. 1986. *Information Sources in Science and Technology: A Practical Guide to Traditional and On-line Use*. (Second Edition). London: Butterworths.

Rowley J., and Farrow, J. 2000. *Organising Knowledge: An Introduction to Managing Access to Information*. (Third Edition). England: Ashgate.

Rowley, J. E., and Turner, C.M.D. 1978. *The Dissemination of Information*. London: Andre Deutsch.

Suggested Readings

Dhyani, Pushpa (Ed.) 1990. *Information Science and Libraries*. New Delhi: Atlantic Publishers & Distributors.

Martin, W. J. 1995. *The Global Information Society*. V.T.: Aslib Gower, Brookfield.

Ramana, P.V. 2004. *Information Technology Application in Libraries*. New Delhi: Ess Ess Publication.

Sooryanaryana, P. S., and Mudhol, M. V. 2000. *Communication Technology: Its Impact on Library and Information Science*. New Delhi: Ess Ess Publication.

UNIT 7 STANDARDS FOR INFORMATION MANAGEMENT AND DISSEMINATION

Structure

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Standards
 - 7.2.1 Need and Importance
 - 7.2.2 Definition
 - 7.2.3 Categories of Standards
- 7.3 Indian Standards
 - 7.3.1 Editing, Printing and Publishing of Books, Periodicals, etc.
 - 7.3.2 Information Processing, Management and Documentation
 - 7.3.3 Library Management
 - 7.3.4 Database Development and Exchange of Information in Electronic Form
- 7.4 Standards for Information Literacy Programmes
- 7.5 Information Technology and 'Open Standards'
- 7.6 Let Us Sum Up
- 7.7 Answers to Check Your Progress
- 7.8 References

7.0 INTRODUCTION

Information management and dissemination has to conform to certain standards. We need to know what these standards are, who makes them and why. A standard provides a basis for comparison or a reference point against which other things can be evaluated. Standards help in increasing the reliability and effectiveness of many goods and services. They are generally designed for voluntary use and do not impose strict regulations. However, laws and rules of a country can make compliance to certain standards mandatory. A standard is deemed to be a collective work. Committees with members from concerned agencies, users of a product or practice, research organisations, government departments and consumers' forum work together to finalize the document that aims to meet the demands of society or technology.

Standards are essential elements of information technology (IT) – hardware, software and networks. For instance, standard interfaces permit disparate devices and their application to communicate and work together facilitating storage, processing, transfer, display, management, organisation and retrieval of information in a computer mediated environment. IT standards help us to do the following:

- Communicate via telecommunications networks enabling us to talk with people thousands of kilometers away;
- Share knowledge by communicating and making information and ideas available over organisational networks such as intranet, Internet and the web in general;

- By using IT standards we can gather, monitor, analyse and act upon data and manage different operations to know what is happening in our area of activity.

It is generally believed that use of a widely accepted standard is desirable while developing a computerised/electronic database as it facilitates exchange of information with other institutions.

7.1 OBJECTIVES

Unit 7 deals with these standards and performing our tasks so that they match with the specified standards used both nationally and internationally. For this purpose it is necessary that we need to be familiar with such standards relating to different procedures or systems or practices at our workplace. In addition, we also need to learn about relatively 'open standards' as they are applied in the management of digitalised information. In an information intensive workplace like an adult education and learning setup, it is important for us to be sensitive to the need of applying standards to all our activities so that we are able to share them with colleagues and others at home and abroad. Similarly, if we are aware of standards in procedures and practices, we will be able to appreciate and make use of what others are doing. With the application of standards in all our procedures, systems and practices, it becomes quite easy for us to exchange information and this sharing can bring both efficiency and speed to our performance at our workplace. In this Unit, we will enable you to understand the importance of use of standards, particularly in a network environment where different organisations/institutions are required to share their expertise and resources to break information isolation. In addition, it also highlights the benefits of open standards in IT environment.

After going through Unit 7, it is expected that you will be able to:

- Acquaint and sensitise yourself to the use of different specified standards pertaining to procedures/systems/practices (both national and international) at your workplace.
- Be familiar with recent developments in the area of 'open standards' particularly for managing digital information
- Relate the standards described here to work done in an information intensive organisation.

7.2 STANDARDS

Let us first understand the need and importance of standards.

7.2.1 Need and Importance

Standards are necessary for successful management of information and supporting resources in addition to communication systems. We use a telephone and dial direct to any place in the world because of standards accepted by vendors of telephone equipment and services. Standards are published as operating guidelines, procedures and policies. Whatever be the standards, they are required in the management of information, just as laws are needed in our society.

For example, a shop in your locality which is selling building materials and hardware items has 'screws' of different sizes or specifications. You can easily

buy them according to the size given by your carpenter. It became possible because of standards. But, buying a 'screw', 'nut' or bolt was not easy in the 19th century. Most screws, nuts and bolts were locally made and products available in different shops were often incompatible. It happened simply because the craftsmen who made them did not follow any defined standard. However, one of these craftsmen put America's machine tool industry on the path of standardisation. In the year 1864, William Sellers introduced a 'uniform system of screw threads', which later became widely adopted. The argument made by Mr. Sellers was simple, 'without standardised easy-to-make screws, there could be no interchangeable parts and thus no mass production'. Later, most of those in technology sectors such as railways, electricity, telecommunications, etc learned to love standards in their fledgling period. The stalwarts in the field of industry or technology believed in the dictum 'without standards a technology cannot become ubiquitous, particularly when it is part of a larger framework'. For instance, railway track gauges, voltage levels, signaling systems, etc had to be geared on before railways, electricity and telephones became ready for widespread use or mass consumption. Standards also allow a technology to become automated thus making it more reliable and easier to use (Economist, 2003).

In our daily activities, we come across manufacturing standards. They are often cited in product advertisements. We do ask for ISI (i. e. Indian Standards Institution) marks when we purchase an electric motor switch (ISI: 3854), or white cement (IS-8042). We also advise our friends and relatives to buy ISI marked goods for quality products.

The importance of standardisation was felt in the field of library and documentation work quite early. The world-wide use of standard catalogue cards of 12.7 cm × 7.6 cm size was in vogue for a long time. The introduction of International Standard Book Numbering (ISBN), and Serial Numbering (ISSN) along with International Standard Bibliographic Description (ISBD) was for the purpose of achieving bibliographic control over books, series and serials that are published all over the world in a dispersed manner (Das and Sahu, 1999).

7.2.2 Definition

International Organisation for Standardisation (ISO), Geneva, the apex body, has defined standards as:

"A technical specification or other document available to the public, drawn up with the cooperation and consensus or general approval of all interests affected by it based on the consolidated results of science technology and experience aimed at the promotion of optimum community benefits and approved by a body recognised on the national, regional and international level" (Cook, 2004).

Charles D Sullivan describes standards as a 'category of documents whose function is to control some aspects of human endeavour'. British Standards Institution (BSI) defines standard as an agreed repeatable way of doing something. It is a published document that contains a technical specification or other precise criteria designed to be used consistently as a rule, guideline or definition. Thus, a standard is a result of particular standardisation effort or activity which after getting approval of an empowered body takes the form of a document containing a set of conditions relating to quality control, pattern of practice or processes that are to be followed (Cook, 2004).

7.2.3 Categories of Standards

Standards relating to procedures, system and practices in an Adult Learning Setup (ALS) fall under the following categories.

- Preparation of: i) abstracts of periodical articles/theses, ii) alphabetical indexes, iii) bibliographical references, iv) abbreviations of titles of periodicals, v) technical manuals, vi) trade catalogues, etc.
- Printing and publishing, electronic document interchange/information retrieval, ISSN/ISBN, microfilming, etc.
- Management of library and information centres, public library, inter-library lending, use of thesaurus for classification and cataloguing terms, layout of an union catalogue etc.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

1) Why were the ‘standards’ introduced in industry or manufacturing units?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Let us discuss Indian Standards in the following section.

7.3 INDIAN STANDARDS

Indian Standards Institution (ISI), now known as Bureau of Indian Standards (BIS) was established in the year 1947 primarily to improve quality of goods produced in the country. However, ISI/BIS has published a large number of standards, which relate to processes and procedures followed in the creation of knowledge artifacts (e.g. books, learned periodicals, technical manuals) or in exchange of information in a computer mediated environment. In addition, the importance of standard practices in library and documentation work was realised by the ISI, and it set up a technical committee known as EC 2: Documentation Committee, headed by an eminent person in the field Dr. S.R. Ranganathan.

This Committee is presently known as MSD 5: Documentation and Information Sectional Committee and is responsible for formulation of Indian standards on the following (Thillainayagam, 1999):

- Preparation of abstracts of periodical articles, reports, etc.
- Indexing work/preparation of subject indexes of books, etc.
- Bibliographic references.
- Cataloguing and classification terms.
- Automated information handling system.
- Transliteration.
- Book numbering (ISBN).
- Book production, illustration and printing processes.
- Style manual.
- Binding and any other aspects relevant to processing, handling and publication of documents.

The Committee works in close cooperation with other bodies responsible for formulating technical guidelines in related fields. They are:

ISO/TC 46 Information and documentation

ISO/TC 130 Graphic technology

ISO/TC 154 Processes, data elements and documents in commerce, industry and administration

ISO/TC 171 Document management applications

So far BIS has compiled more than 50 standards in different areas that are relevant to the persons working in adult learning setups and their documentation unit. A comprehensive list of these current standards with all necessary details such as publication date, etc. is given below.

7.3.1 Editing, Printing and Publishing of Books, Periodicals, etc.

These standards relate to editorial and publication unit of an ALS (Bureau of Indian Standards, 2006).

IS 4:1963	Guide for layout of learned periodicals (Revised)	January, 2003
IS 790:1987	Guidelines for preliminary pages of a book (First Revision) (superseding IS 791:1956, IS 792:1964 and IS 794:1956)	March, 2003
IS 795:1976	Guide for preparation of abstracts (First Revision)	March, 2003
IS 1250:1958	Proof corrections for printers and authors	January, 2003
IS 1275:1976	Rules for making alphabetical indexes (First Revision)	March, 2003
IS 3130:1968	Guide for preparation of manuscript of an article in a learned periodical	March, 2003

IS 6298:1971	Guide for selection of type and page layout in textbooks	January, 2003
IS 6660:1972	Guide for illustrations in books	January, 2003
IS 7140:1971	Symbols and notations for correction of illustration and illustration proofs	January, 2003
IS 7160:2003	Guide for print area, margins and type sizes for textbooks (First Revision of various parts of IS 7160)	
IS 7400:1974	Guide for preparation and production of textbooks	January, 2003
IS 8010(Part 1): 1976	Guidelines for preparation of technical reports: Part 1 Research and development reports	January, 2003
IS 8010 (Part 2): 1982	Guidelines for preparation of technical reports: Part 2 Feasibility reports	January, 2003
IS 8010 (Part 3): 1987	Guidelines for preparation of technical reports: Part 3 Industrial potential survey reports	January, 2003
IS 8310:2003/	Information and documentation – International	
ISO 2108:1992	Standard Book Numbering (ISBN) (First Revision)	
IS 9637:1980	Guidelines for presentation of information in technical manuals	January, 2003
IS 10101:2003	Information and documentation – International	
/ISO 3297:1998	Standard Serial Number (ISSN) (First Revision)	
IS 12000(Part 1): 1987	Guide for paper spoilage and wastage for printing industry: Part 1 Sheetfed, letterpress and offset processes	March, 2003
IS 15281:2003	Information and documentation – International	
/ISO 10444:1994	Standard Technical Report Number (ISRN)	
IS 15306:2003	Printing @ Publishing – Glossary of terms	
DOC.MSD 5(145)	Transliteration of the Indian scripts to the Roman script	

7.3.2 Information Processing, Management and Documentation

These standards are needed for various types of documentation works such as indexing/alphabetical arrangement, preparation of catalogue, etc.

IS 18:1999/	Documentation – Rules for the abbreviation	
ISO 4:1997	of title words and titles of publications (Second Revision)	
IS 382:2003	Practice for alphabetical arrangements (First Revision)	
IS 2381:1978	Recommendations for bibliographical references: Essential and supplementary elements (First Revision)	March, 2003

IS 3050:1965	Code of practice for reinforced binding of library books and periodicals	January, 2003
IS 6666:1972	Recommendations for frequency notation for Periodical publications	January, 2003
IS 9400:1980	Guide for the preparation of bibliographic Description sheet for technical reports	March, 2003
IS 10454: 1983	Guidelines for presentation of translations	March, 2003
IS 10455:1983	Guidelines for presentation of abstract sheets in serial publications	March, 2003
IS 11956:1987	Guidelines for the preparation of trade catalogues	March, 2003
IS 11957:1987	Guidelines for contents list of periodicals	March, 2003
IS 13550:2003	Information and Documentation – Vocabulary	
/ISO 5127:2001	(First Revision of various parts of IS 13550)	
IS 14720:1999	Documentation – guidelines for the Establishment	
/ISO 2788:1986	and development of monolingual thesauri	
IS 14836(Part 1):	Codes for the representation of names of countries	
2000/ISO 3166-1:	and their subdivisions: Part 1 Country codes	
1997		

7.3.3 Library Management

These standards relate to different practices and procedures that are involved in management of a library and information Centre.

IS 796:1966	Glossary of cataloguing terms (First Revision)	March, 2003
IS 1358:1967	Practice for layout of library catalogue code (First Revision)	March, 2003
IS 2550:1963	Glossary of classification terms	March, 2003
IS 7150:1974	Specification for library catalogue and Abstract card	March, 2003
IS 12940:1990	Documentation – Library statistics– Guide	March, 2003
IS 13536:1992/	Documentation – Directions of libraries,	August, 1998
ISO 2146:1988	archives, information and documentation centres and other databases	
IS 15283:2003	Layout of an entry in a union catalogue of periodical publication	
IS 15339:2003	Public Library – Guidelines	
DOC.MSD 5(132)	Inter-library loan (to be finalised)	

7.3.4 Database Development and Exchange of Information in Electronic Form

These are the standards and protocols used in data communications and development of today's inter-operable and global Internet.

- IS 7900:2001 • Data elements and interchange formats – Information Interchange – Representation of dates and times (Second revision of IS 7900)
- IS 11370:1985 Guide for data elements and record format March, 2003 for computer based bibliographical data bases for bibliographic description of different kinds of documents
- IS 14873:2000/ Information and documentation – Format for
ISO 2709:1996 information exchange
- IS 15389:2003/ GEDI – Generic Electronic Document Interchange
ISO 17933:2000
- IS 15390:2003 Information and documentation – Information
/ISO 23950:1998 retrieval (Z39.50) – Application service definition and protocol specification

In addition to these, there are many other standards relating to microfilming of different types of publications, their handling and storage. A guide has also been published in the form of a standard for the purpose of drafting and presentation of Indian standards, 1988 (Third Revision).

These standards are available in a documented form and can be acquired by any organisation from the Bureau of Indian Standards, Bahadurshah Zafar Marg, New Delhi-110002.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

2) What type of Indian standards are available for the publishers of books?

.....

.....

.....

.....

.....

.....

.....

.....

.....

7.4 STANDARDS FOR INFORMATION LITERACY PROGRAMMES

In the context of an adult learning setup, information literacy is a practical and strategic concept guiding the efforts in information seeking and using skills. To be an information literate a person must be able to recognise when information is needed and must have the ability to locate and use information effectively. Right to Information Act, 2005 has enhanced the importance of this concept.

Information literacy is defined as the set of skills needed to find, retrieve, analyse and use information. According to American Library Association, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organised, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.

Though the definitions of information literacy vary, they include the following as determinants:

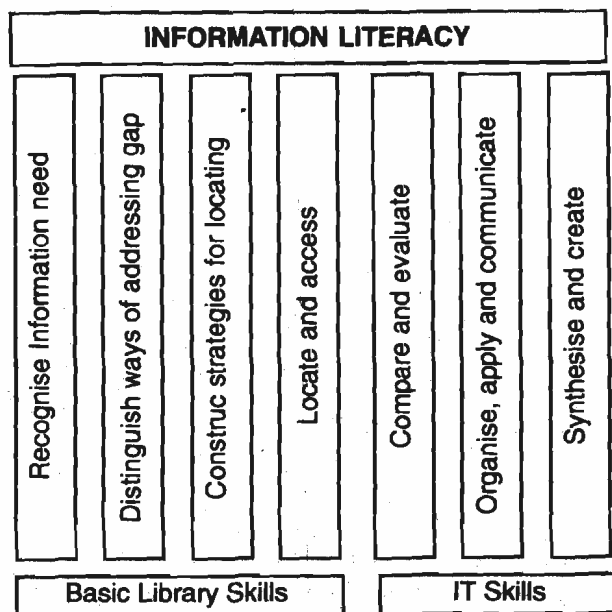
- effective information seeking,
- informed choice of information sources,
- information evaluation and selection,
- comfort in using a range of media to best advantage,
- awareness of issues to do with bias and reliability of information,
- effectiveness in transmitting information to others.

A number of standards have been developed in western countries primarily to assess information literacy skills of a person. Two well known standards have been developed by Association of College and Research Libraries (ARCL) in USA and Society of College, National and University Libraries (SCONUL) in U.K. SCONUL has developed a model for information literacy called 'Seven Pillars Model of Information Literacy'. In this model, information literacy has been identified under seven headline-skills which have been further sub-divided into several sub-skills. These headline-skills and their subdivisions are enumerated below (Joshi and Singh, 2006).

- i) The ability to recognise a need for information;
- ii) The ability to distinguish ways in which the information 'gap' may be addressed;
 - Knowledge of appropriate kinds of resources, both print and non-print, selection of resources with 'best fit' for task at hand.
 - The ability to understand the issues affecting accessibility of sources.
- iii) The ability to construct strategies for locating information;
 - to articulate information need to match against resources.
 - to develop a systematic method appropriate for the need.
 - to understand the principles of construction and generation of databases.

- iv) The ability to locate and access information;
- to develop appropriate searching techniques (e. g. use of Boolean).
 - to use communication and information technologies, including terms for international academic networks.
 - to use appropriate indexing and abstracting services, citation indexes and databases.
 - to use current awareness methods to keep up-to-date.
- v) The ability to compare and evaluate information obtained from different sources;
- awareness of bias and authority issues;
 - awareness of the peer review process of scholarly publishing;
 - appropriate extraction of information matching the information need.
- vi) The ability to organise, apply and communicate information to others in ways appropriate;
- to the situation.
 - to cite bibliographic references in project reports and theses.
 - to construct a personal bibliographic system.
 - to apply information to the problem at hand.
 - to communicate effectively using appropriate medium.
 - to understand issues of copyright and plagiarism.
- vii) The ability to synthesize and build upon existing information, contributing to the creation of new knowledge.

At the base of this model are the two fundamental building blocks of basic library skills and basic IT skills. The former is a part of user education programmes of academic libraries where as the latter is a part of IT related training programmes for the use of electronic resources. The personnel working at adult learning centres are required to master these skills for their day-to-day work.



The information skills model given above presents diagrammatically the relationships between the competent information user at the base level and more advanced user. The seven pillars shown above represent transformation of an information user from a beginner to an expert (Joshi and Singh, 2006).

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

- 3) What do you understand by the term ‘information literacy’? How is it different from the term ‘literacy’?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

7.5 INFORMATION TECHNOLOGY AND ‘OPEN STANDARDS’

It is true that standards have always played an important role in IT applications but they were often proprietary. Now there is a visible change. For the first time there are true standards to allow interoperability and these standards are not controlled by a vendor.

This is not simply a question of protocols and interfaces that have become ‘open standards’ (i. e. not controlled by any IT firm), even entire range of pieces of software is set to become open standards popularly known as ‘open source softwares’. This is a software development model where the underlying programming code is open to inspection, modification and redistribution. One of the prominent examples is Linux operating system developed by world wide virtual communities of volunteer programmers.

This gradual shift towards ‘Open Source’ is important as most players in IT industry believed in locking in customers and making it costly for them to switch from one brand of technology to another. Open source digital repository software helps to collect, preserve, index and distribute the research material and scholarly publications which are the intellectual output of an institution’s faculty. The most popular OSS used for creating digital repository are: i) D-Space from MIT, and

ii) Greenstone from Southampton. These are finding a large number of users throughout the world.

D-Space is an open source software developed jointly by MIT libraries and Hewlett-Packard (HP). D-Space is freely available to research institutions as an open source system that can be customised and extended. D-Space is a digital repository system that captures the intellectual output of a university's research faculty in digital format. Institutions all over the world now use D-Space to meet a wide variety of archival needs like institutional repositories (IR), e-Theses, digital preservation, learning object-repositories and others.

Open Source Software (OSS) has grown tremendously in scope and popularity over the last several years and now used extensively. OSS is a software whose source code is available to the end user. The source code can be modified by the end user. The licensing conditions are primarily intended to facilitate re-use and wide availability of the software in both commercial and non-commercial contexts. According to the supporters of open source movement, it is a social movement of development methodology and free software. OSS are maintained by communities rather than corporations. As a result, bug fixes and enhancement are often frequent and free. It is normally distributed free of charge. Developers make their money from support, training and adding special features, not from marketing. However, one should not choose software solely on the basis of open source. Interoperability and open standards for data are equally important. OSS also have a copyright holder and conditions of legal use.

In some ways, although IT firms were often centres of mass production, when it came to standards they were still stuck in the old era of draftsmen with proprietary softwares bringing them huge profits.

In fact, the shift towards 'open standards' or 'open source' products or practices in IT is based on the premise that the value of a technology depends not only on its quality but also on number of users, and positive feedback can help one firm to dominate the market. For example, if a large number of people are already connected to a data network using a particular transmission standard, more people will see the point of hooking up to it. Thus, network effects make it even more attractive to control a technology. These network effects also explain why the IT industry in the 1980s decided to move away from completely proprietary technology, the most important characteristic of the mainframe era. Microsoft Corporation, for instance, figured out how to strengthen feedback loops by encouraging other software firms to develop applications for its operating system. This kind of openness made Windows a widely used 'standard' with a proprietary tag of a firm (Economist, 2003).

The Internet has played a dominant role in spreading open standards. It has provided a positive feedback loop in favour of open standard. The Internet has produced workable open standards such as TCP/IP, its communication protocol or HTML, the language in which web pages are written. The Internet has also made it much easier to develop standards (Cook, 2004).

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

4) What are the advantages of 'open source software' and 'open standards'?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

7.6 LET US SUM UP

In this unit, we have discussed the utility of standards in day-to-day working of an organisation. We have introduced the existing Indian Standards that are essential for management of information resources (e. g. creation of bibliographic records or preparation of abstracts of monographs) and for creation of knowledge artifacts (e. g. guide for preparation of manuscript of an article in a learned periodical). We have touched upon various international standards normally used for processing or exchange of digital information. Emerging subjects in the ICT such as open standards and open source software have been also described in this unit. However, one has to remember that the nomenclature for standards to be followed differ according to organisational customs. It is anticipated that the unit will enable you to identify and procure relevant standards for use at your workplace.

7.7 ANSWERS TO CHECK YOUR PROGRESS

- 1) Standards were introduced in industry in the 19th century to bring uniformity in products that were meant for mass production. Most sectors like railways, electricity, telecommunication followed standards so that they become a part of a larger framework, making their services and products interchangeable with others.
- 2) Indian standards are available for book publishers. They relate to proof correction, book illustration, page layout, design of preliminary pages, making alphabetical indexes, book production, setting of print area, margins and type sizes for textbooks, production of technical reports, etc. The Bureau of Indian Standards (BIS) publishes these standards.

- 3) Information Literacy is a strategic concept, which stresses on importance of information seeking and using related skills. To become information literate, one must be able to recognise when information is needed and must have the ability to locate and use information effectively. The concept is defined as a set of skills needed to find, retrieve, analyse and use of information. Literacy, basically refers to the skills of reading, writing and computing in one's own language.
- 4) The terms 'open standards' and 'open source software' (OSS) have become popular. They are the standards that allow interoperability and are not controlled by IT vendors. Even entire package of open source software is now becoming open standards. OSS is a development model in which the programming code is open to inspection, modification and redistribution. Thus, OSS is maintained by communities rather than corporations. They are usually distributed free of charge and developers make their money from support, training and adding special features.

7.8 REFERENCES

Bureau of Indian Standards. 2006. *Documentation and Information Sectional Committee; MSD 5: List of Standards*. New Delhi: BIS (unpublished).

Cook, David E. 2004. "Standards and Protocols in Data Communications", in Bidgoli, Hossein. (Ed). *The Internet Encyclopedia*, Vol.3. New Jersey: John Wiley.

Das, Nikhil Kumar and Sahu, Suchitra. 1999. Viability of Catalogue Code as a Library Standard. *Herald of Library Science*, 38, 3-4; 199-205.

Economist. 2003. Fortune of the commons: For the first time, the IT industry is widely adopting open standards – thanks to the Internet. May 10, p.12-13.

Joshi, Taruna and Singh, J.N. 2006. Standards for Assessment of Information Literacy Skills of Undergraduate Students. *Library Herald*, 44,2; 152-159.

Thillainayagam, V. 1999. Indian standards for book production. *Herald of Library Science*, 38, 3-4; 205-208.

Suggested Readings

Bisson, Casey. 2007. Open source software for libraries. *Library Technology Reports*, 43(3). Pp.1-56.

Rabin, Jack and Jackowski, Edward M. 1987. *Handbook of Information Resource Management*, Pp.14-15. New York: Marcel Dekker.

UNIT 8 MANAGING A LIBRARY IN AN ADULT LEARNING SETUP

Structure

- 8.0 Introduction
- 8.1 Objectives
- 8.2 What Constitutes a Library?
- 8.3 Library Organisation and Administration
 - 8.3.1 Library Goals and Objectives
 - 8.3.2 Library Policies and Procedures
 - 8.3.3 Library Organisation
 - 8.3.4 Library Administration – Planning, Organising and Controlling
 - 8.3.5 Procedures for Floor Management and Library Upkeep
 - 8.3.6 Space Planning, Facilities, Equipments and Tools
 - 8.3.7 Collaborative Activities — Resources Sharing and Networking
 - 8.3.8 Library Promotion
- 8.4 Performance Management
- 8.5 Best Practices in Library Management
- 8.6 Let Us Sum Up
- 8.7 Answers to Check Your Progress
- 8.8 References

8.0 INTRODUCTION

The library management is all about managing library resources including men, materials, and technology for efficiency and effectiveness in meeting the library goals and objectives. The basic functions of library management are: i) acquiring new material, ii) classification and cataloguing of newly added materials, iii) storage and maintenance of collections, iv) circulation of materials for lending, v) reference and reading services, and vi) library administration and management. In this Unit we will discuss skills and techniques pertaining to 'library organisation and administration'. The libraries in adult education setups are small budget libraries, confined to one room space, and may be lacking in modern facilities like computers. As per Palmer (1992) small libraries are the ones having fewer than 15000 volumes in their collection. We, therefore, confine our discussion in this Unit to library organisation and administration and skip discussion on managing technology resources in adult library setups.

Unit 8 and Unit 9 together form a good guide to the staff manning adult learning setups. The emphasis in these Units is, therefore, not on creating high class professional expertise in library science, but rather on imparting elementary knowledge on library procedures and techniques, and organisational skills required for managing a small library. We will discuss in detail about library acquisitions, technical processing, and library services in Unit 9. However, it is to caution that in no case Units 8 and 9 should be construed as an all inclusive manual on managing all kinds and types of libraries. The scope and application

of these Units is limited, confined mainly to libraries in adult education setups which are meant for providing the learners with very useful knowledge, information, skills and techniques.

Unit 8 is intended to serve as a preliminary guide for the beginner, a novice to the field of library science, or someone who has little experience in libraries, and yet he is expected to manage a small library.

8.1 OBJECTIVES

After going through this Unit, it is expected that you will be able to:

- Understand the need and importance of library support in adult education setups for meeting the institutional objectives;
- Describe library organisation and administration in managing a library in adult education setups;
- Appreciate the importance of library policies and procedures in managing library collections and services;
- Identity the critical factors that influence library performance; and
- Recognise best practices in library management.

8.2 WHAT CONSTITUTES A LIBRARY?

In the traditional sense, a library is perceived as a collection of materials for common use. It is a place for reading, reference, or lending literary and artistic materials. In addition to maintaining collections within library buildings, modern libraries are maintaining collections in non-print and electronic forms and often feature telecommunications links that facilitate access to information at remote sites. In this context, the library is also perceived as a gateway to access information. In addition, the library is perceived as a social institution in the sense that it is the chief agency making information easily available for posterity. Libraries thus constitute an essential link for communication between the past, the present, and future (Mittal, 1969; Stueart and Moran, 1993).

Libraries exist in several different categories. Libraries can be of different types such as academic libraries, public libraries, research libraries, or special libraries, each having its own distinct collections, functions, and services customised to the needs and requirements of the user constituencies they are mandated to serve. We can categorize them by media used for storing documents (*i.e.* digital library, film library, DVD library, Braille library), or we can have hybrid libraries comprising several different media. We can also have libraries by subject matter of the collection they specialize (*i. e.* science library, law library, medical library).

Libraries provide traditional services such as reference, reading, and borrowing books and other library material. They offer instructions to their users (formerly known as library orientation but now known as information literacy). They also provide modern services such as information documentation, information dissemination, and information management. The modern services facilitate access to information contained within the documents, thereby effectively serving academic and intellectual needs of the users.

Libraries are regarded as one of the most valued cultural institutions for meeting the educational, recreational, and informational needs of common man. People use libraries to support their educational, cultural, scientific, and developmental needs in their work. They use library resources to gain information about personal interests, obtain recreational materials such as films and novels. Libraries are also used for research pursuits in science and technology, social sciences, arts and humanities, medicine, biology and agriculture sciences, legislation and public policy issues. Libraries have become integral part of the higher education system for education, research, and training. Students use libraries to supplement and enhance their classroom experiences as well as learn skills in locating sources of information, and to develop good reading and study habits. Compared to Internet, libraries provide information that isn't available elsewhere. The Internet, although good at giving an overview of a topic, and is making information more easily accessible, it's not comprehensive; that is where the library comes in. Internet falls down when we need more in-depth information.

In adult education setups, libraries play an important role in facilitating access to information as required for learning, education, training, and progress. Libraries support research programmes of adult education setups as well as their outreach programmes designed to educate and inform adult learners and adult user groups on social, economic, cultural, and educational issues of interest to them. Libraries support these programmes through their information dissemination services. Another important role of the libraries is to raise user awareness about new opportunities available in the marketplace. In sum, we have to recognise that the library support services are vital for meeting the institutional objectives of adult education setups.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

1) i) What is the meaning of the term 'library'?

.....

.....

.....

.....

.....

.....

ii) Briefly describe the importance of libraries in adult education setups.

.....

.....

.....

.....

.....

8.3 LIBRARY ORGANISATION AND ADMINISTRATION

In planning to learn skills and techniques for managing a library, our attention invariably goes to technical functions such as acquisitions, technical processing and services. But in addition to learning skills of managing technical functions, we have to understand that we do need to learn skills about systems and procedures as are required to manage all our library resources. In this context, learning about 'library organisation and administration' gains significance. Library organisation and administration is about setting up organisational structure, administrative machinery, and library authority for managing library resources and achieving library objectives. The library authority is mainly responsible for laying down library objectives, policies, procedures, organisational structure, facilities, services, library promotion programmes, and staff development programmes, etc. The administrative machinery is mainly required for implementing, supervising, controlling and evaluating library operations, programmes, and services. In brief, the principal components which constitute 'library organisation and administration' are as follows:

- Library Goals and Objectives;
- Library Policies and Procedures;
- Library Organisation;
- Library Administration – Planning, Administering, and Controlling;
- Procedures for Floor management and Library Upkeep;
- Space Planning, Facilities, Equipments, Tools;
- Collaborative Activities- Resources Sharing, Networking; and
- Library Promotion.

8.3.1 Library Goals and Objectives

Library goals and objectives help us to judge whether we are making effective use of given resources or meeting the needs of library members with a high degree of satisfaction. For effective planning and utilisation of the library resources, we need to know first library goals and objectives. In this regard, formulating library goals and objectives gains significance. For formulating library goals and objectives, we have to have prior knowledge and understanding of information needs of the parent organisation and its institutional goals. The goals specify what the library is going to accomplish eventually. Objectives are nothing but long-term goals broken into smaller tasks or programmes. Objectives are specific programmes of action, and if accomplished, take the library closer to the goal. As an illustrative example, a library could state its goal as 'to facilitate parent organisation in achieving its strategic goals', or it could be worded as 'to give library users quality library and information service in meeting their needs'. Given such a goal of an adult education setup, we could outline objectives of a library in an adult learning setup on the following lines.

- Develop collections as appropriate for use by adult educators for knowledge, education, and learning,
- Organise and maintain facilities for optimum use of library collections,

- Ensure that library working area and library environment are well maintained, well organised, and conducive for using the library resources,
- Offer proactive services for effective use of all types of library materials,
- Support research activities and programmes of the setup by offering proactive information services,
- Support outreach programmes of the adult education setups designed to educate and inform adult user groups on social, economic and educational issues, problems, and opportunities of interest to them,
- Store and preserve information of archival nature such as local traditions, customs, and locally generated process documentation reports, etc., and
- Use library as the platform for social, economic, and cultural development of the target communities.

8.3.2 Library Policies and Procedures

Policies and procedures are known to provide for smooth operations of the library functions and for the well-planned, well-managed library services. Policies are broad statements of purposes used to guide individuals to exercise good judgment in the management of any enterprise. A policy is a philosophy, standard or criterion for decision making under a given set of circumstances within the framework of library objectives and goals. Policies influence and determine what decisions and actions a library will take in managing library functions and operations. Policies establish what a library will do or will not do; and procedures talk of how the library will implement the policies. Policies create rules, and procedures tell how the library will implement rules. Policies, therefore, range from broad philosophy to specific rules. In sum, policies are essential to create an internal control system, strengthen process capability, meet operational needs, standardize performance and promote feedback for continuous improvement of the library. Procedures are subordinate to policies written specifically to handle repetitive tasks, provide uniform practices, provide continuity of action, set standards of performance, aid in the evaluation and supervision, and serve as a training tool (Robbins, Stephen and Coulter, 1998). A library could define its policies on several different aspects of library management such as follows.

- Collection Development Policy
- Circulation Policy
- Open Stack Access Policy

These are only illustrative and libraries could include some more topics as per their requirements.

- Collection development policy:** Collection development is the means by which a library provides organised collections of print, non-print and electronic resources to meet institutional requirements, as well as the cultural and recreational needs of a community. Collection development is achieved by librarians, administrators, faculty, staff and students working together to select library materials which will fulfill their needs and requirements. The purpose of the collection development policy is to define the principles and guidelines that govern collection development, selection and maintenance of collections in a library. Every library needs to write its collection development policy. The format of the collection development policy includes:

- *Statement of goals and objectives:* Define the objectives of the library: State clearly the purpose of its existence.
 - *State who constitute the user community:* This requires complete knowledge and understanding of all stakeholders. This may include adult education teams, professionals, extension workers, local community members, and those who provide funds for the library. Their information needs can be captured through library surveys, personal interviews, and informal discussions with all stakeholders.
 - *Policy statement:* The policy states the guiding principles and procedures under which collection development activities, including the selection, maintenance, and weeding of print, electronic, and media library materials will occur. This would also mean specifying subject areas of interest to library stakeholders, their language preferences, and formats of published and unpublished material (i.e. print, non-print, or electronic). Non-print material could include films, slides, transparencies, photographs, maps, posters, charts, etc. The policy must also define the limits in terms of collection size, keeping in view the users strength in a given subject area, space available within the library premises, and annual budget earmarked for the purpose. The policy may also specify the subject areas in which the library is going to build its archival collection, if any. Such a policy statement on the part of the library ensures continuity and consistency in selection and revision of materials for the library collections.
 - *What different collections to develop:* The possible options include books collection, reports collection, multimedia collection, reference collection (comprising dictionaries, yearbooks, directories, who's who, almanacs, general and subject encyclopedias), pamphlet collection, etc. The library may decide on the need to have these collections and also levels of collection development keeping in view the users' information needs. The various levels of collections that a library can have are: comprehensive, strong, basic, minimal.
 - *Allocation of funds:* State guidelines for allocating budget by subject and by collection type.
 - *Selection responsibility:* Given the fact that the process of selecting materials for the library is a cooperative one involving the librarians, faculty, and input from the students, libraries constitute collection development committee for the purpose. The committee outlines the selection criteria. It may also outline guidelines for acquiring multiple copies of books, guidelines for accepting books from donors, and guidelines for weeding out unused and mutilated material.
 - *Collection maintenance and weeding:* The library may also assign the responsibility of collection maintenance and weeding to the collection development committee, or if so desired it may appoint another committee. The designated committee will define the guidelines for weeding and disposal of weeded material.
- b) **Circulation Policy:** The purpose of the circulation policy is to provide rules and regulations governing the circulation of library materials to meet the

needs of individual patrons while ensuring accessibility of the collection to all patrons. The policy defines the conditions for library membership, borrowing privileges, loan periods and limits, renewals, fines and fees, and special services. Every library needs to write its circulation policy. The format for circulation policy may include elements such as the following:

- i) Borrowers who may be permitted to check out library material;
 - ii) What may circulate and for how long;
 - iii) Renewing materials;
 - iv) What system may be used to check out library material
 - v) Maximum number of items that any borrower can check out
 - vi) Overdue fines;
 - vii) Special services such as inter-library loan, reservation, etc.
- c) **Open Shelves Access Policy:** The library must endorse an open shelf access policy to permit free and convenient access to library materials. All people have the fundamental right to have access to all expressions of knowledge, creativity and intellectual activity and to express their thoughts publicly. The general collection should therefore operate on an open shelf, self-service basis giving individuals every opportunity to browse the shelves without any restriction and select materials as per their interests and needs. This policy has been in practice in libraries of all types in India and abroad and constitutes an important library principle for ensuring user satisfaction. There are exceptions to this policy. For example, materials that are exceptionally vulnerable to loss or mutilation can be retained in closed shelves for restricted access. Further, for such materials restrictions on circulation and use may be imposed. The items that can be kept on closed shelves are books, which by virtue of its condition, format, value, subject content or illustration, are subject to damage, mutilation or theft on open shelves. This may include books that are regularly missing from open shelves, items that are scarce and difficult to replace as distinct from rare or expensive, or books with unusual formats and fragile (brittle) books that require special care/housing. However, items kept in closed access can be made available when required by special request to the library staff.

8.3.3 Library Organisation

Library organisation is the process of creating organisational structure that allows efficient and effective accomplishment of library goals and objectives. The principal components of the organisational structure are organisational hierarchy, authority system, and administrative system. The organisational hierarchy involves forming logical units of works, assigning tasks and responsibilities associated with individual jobs. The authority system defines authority, status, responsibilities of staff at different levels in the hierarchy, centralisation or decentralisation of authority, and delegation of authority. It is also about assigning jobs, duties to staff in the department coordinating human, financial, physical, informational, and other resources needed to achieve library goals. The administrative system is about policies, rules and procedures required for directing and controlling employee behaviour.

In an adult education setup, wherein libraries by design are small and are managed on part time basis by adult education staff, the library management can go in for simple organisational structure characterised by flat hierarchy. Flat hierarchy usually has two to three vertical levels, an informal arrangement of employees, and one individual in whom decision-making authority is centralised. In such a structure, one employee manages multiple tasks such as organisation, administration, technical functions, service support, and library maintenance. In simple organisational structure, everything depends upon one-man library authority. He is mainly responsible for organisation and management of the library. He/she plays a dominant role in decision-making, enjoys the authority to communicate freely with user groups across the organisation, and enjoys adequate financial and administrative powers for managing library operations and services smoothly. As a best practice, the financial and administrative limits of library authority must correspond to the limits that staff of equivalent status within the organisational hierarchy enjoys. The library authority should be reporting directly to the top management in the organisation. The best practice in specifying library authority is to nominate the person in-charge of library as the library authority. It has been seen that in some organisations, in place of library-in-charge, some other person belonging to some other division is usually made the library authority. It is indeed a wrong practice and not in the overall interest of the library or its service.

In addition to setting up library authority, there is a need to setup a Library Advisory Committee. Such a committee is responsible for advising the library on its growth and development. It acts as interface between the library authority and the top management for protecting users' interests as well as library system by providing support to such policies that ensure smooth functioning of the library operations and services. The Committee should comprise members drawn mainly from within the organisation, representing various user groups within the organisation. Its terms of reference could be worked out on the following lines:

- i) To formulate policy for developing library resources for reading, reference and projects.
- ii) To develop a general program of library services to suit the interests and requirements of different categories of users.
- iii) To frame, review and approve library rules.
- iv) To recommend suitable budgetary provisions for the library and resource centre.
- v) To make recommendations for proper functioning of library as knowledge centre.

8.3.4 Library Administration – Planning, Organising and Controlling

Administration is another activity required to be undertaken for overseeing and controlling performance to achieve library goals. It is defined as the process of getting things done through men, materials, and technology within an organisational framework. Library organisation and library administration are closely related to each other. The distinction between the two is very subtle. Organisation comes before administration. The latter starts when the organisation

ends. One lays down theoretical principles, whilst the other puts those principles into practice (Robbins, Stephen and Coulter, 1998). The libraries in adult education setups need to undertake planning activities such as strategic planning (*i. e.* identifying library goals, objectives, methods, resources needed to carry out methods, responsibilities and dates for completion of tasks), budget planning (for document collections, library equipments, library furniture, library stationery, media library equipments, etc), and library promotion planning. These are not perennial activities and are required to be undertaken once in a year.

The budget planning activities would depend upon the size of adult education programmes, overall organisational network linkages, and staff deployed within the organisation, etc. For building a small library from the scratch, to begin with, it must at least have a small annual budget of Rs.100,000/- at least during the first three years of the inception of the library. In the subsequent years, budget requirements may be reviewed and decided based on actual targets achieved and expected targets in the next two to three years. It is a good practice to undertake budget planning exercise in consultation with the Library Advisory Committee and cover areas such as collection development, library equipments, library furniture, media equipments, etc. It is also a good practice to formulate library plans for promoting and popularising library services.

Supervision and control: For effective performance, it is advisable for the library to opt for outsourcing of library maintenance operations such as stack maintenance, catalogue card maintenance, photocopy services, library upkeep, stock verification, gate security, etc. It may also consider outsourcing classification and cataloguing operations, if library is short of hands for the purpose.

8.3.5 Procedures for Floor Management and Library Upkeep

Preservation of library material: Proper care of library collection is necessary with a view to prolong its life. This requires preserving and protecting books against decay and deterioration. As preventive measures, dusting and cleaning of books and shelves must be carried out on regular basis. Books must be exposed to adequate air and sunlight for a short time in case the library room does not get sufficient sunlight. Avoid keeping books in damp places. Pest control treatment may be got done on periodic basis. Books and other reading material may be got bound from time to time. Besides, book supporters may be used to keep books upright on the shelves. Reference books such as dictionaries, encyclopedias, directories and picture books are costly and heavy in weight. They must be handled with care.

Organising reading materials on shelves and their rectification: Normally, books and other reading materials in a library are organised into different collections such as book collection, rare book collection, periodical collection, reference collection, etc. Within each collection, books are generally arranged on open shelves according to classified order. Besides, when some books are more in demand, in such cases the library may consider creating a separate sequence of books in great demand. Reference books are also to be arranged in classified order. Periodicals are arranged by journal title. Shelving and shelf rectification of reading material in all collections must be done regularly, preferably every day to ensure that shelf arrangement of books and other reading material is as per prescribed order. In case filing is wrong, appropriate action

must be taken to restore their order on the shelves. This is important so that patrons could trace books on shelves from prescribed locations on the shelves whenever required.

Other library maintenance activities: The other activities pertaining to library maintenance are taking out worn out books and other material for repair or binding, sending new books and journals for binding, display of new books and other reading material received in the library, preparing stack room guides and library signage, and replacing books and volumes back on the shelves when returned after use, etc. Library may also perform stock verification on periodical basis, with a view to ascertain loss due to open access system, weed out books, and writing off books as per its policy, etc.

8.3.6 Space Planning, Facilities, Equipments and Tools

Ideally library space planning is aimed at constructing a new library building, deciding its location, its size and architecture. It is also aimed at deciding the features of importance to the management in space utilisation, traffic movement, energy conservation, furniture and fixtures for public appeal, ergonomics, and comfort. However, wherever libraries exist in adult education setups, the scope of discussion on library space planning gets limited to guidelines needed for efficient utilisation of library's physical space within the budget constraints.

The various building blocks of the library space are circulation area, catalogue area, reader help, shelving unit, furniture and fixtures, and seating space. The circulation area, catalogue area, reader help area usually set the tone of the library. These are the areas that users must see first when they visit the library. These areas should therefore be located near the library entrance. This location also provides room for supervision of gate for security. In addition, the library should pay attention to proper signage, feature displays, adequate lighting, adequate shelf space, space for staff, etc. Signage should be appealing, scaled correctly, and user-friendly. To make the library environment look attractive, library should preferably go in for furniture and fixtures with new styles, colors, and designs. Avoid going in for heavy furniture especially in a small library as this would make their shifting difficult. Besides, the library may earmark space for radio and television set, tape recorder/player, VCR and VCP, slide and film projector, overhead projectors, computers with Internet connection, Xerox machine, etc. The library interior should be comfortable, welcoming and attractive area even if it is a small one room type library, like the one in an adult education setup.

Bureau of Indian Standards provides that a library should have a stack room, a Librarian's room and a Reading Room having seating capacity of 40 to 120 chairs. If you are planning a small library, the stack room should be big enough to accommodate between 6,000 and 10,000 books. The library-in-charge would need to plan actual library size and seating capacity of 'reading room' keeping in view the optimum strength of staff in an adult education setup, the variety of library services it is planning to offer, and the members of the adult community expected to visit the library for its use and social interactions. The library equipments and tools like furniture, fittings and accessories should be of standard pattern and design, so that users feel comfortable in using them. The essential furniture and fittings in a library are: reading tables, librarian's table, chairs, circulation or charging desk and chair, card catalogue trays and cabinets, bulletin

board and notice board, book supporters, new arrivals display case, dictionary stands, periodicals display stand, newspaper display stand, storage cabinet for work room, filing cabinets, atlas stand, and wall clock. Besides, the library must acquire furniture for computers, audio-video systems, etc.

8.3.7 Collaborative Activities — Resources Sharing and Networking

No library, however large it may be, can be self sufficient in meeting the educational, research and intellectual needs of its community. This philosophy of library management underlines the need for cooperation between libraries for networking and sharing of resources for mutual benefit. Given the fact that libraries in adult education setups hold small collections and on a few select subject areas, there is strong need for pro-active action on their part for library cooperation. The libraries in adult education setups can take up initiative on their own to form an organisational network for sharing their opinions and thoughts on problems and issues of common interest, for sharing of resources by evolving union catalogues of their resources, and for offering document delivery services to their members. In addition, such libraries can join existing library networks or seek membership of larger libraries for utilising their collections and resources.

8.3.8 Library Promotion

Special libraries often have better-than-Web resources and personalised assistance. Yet, it is not certain whether they are reaching everyone who could use their services. It is also not certain whether libraries are offering the right kind of services. Marketing is an important tool to capture data to understand what resources and services do library users actually want, to ascertain whether they are fully aware of what the library has in its store to offer them, and to understand what its strengths are, and how it can be of potential benefit to them. Secondly, for the sake of their survival, libraries need to cultivate the opinion amongst its stakeholders that they are the immediate destinations for information and knowledge. Marketing positions the library in the minds of the community as a “go-to” source for information and helps users understand what it has in the store to offer to them. It is an important tool to build good customer relations, and to know what resources, services, and products that their clientele want. It is a tool to establish and improve the image of the library and help in determining the best way to provide service to users (Berk, 1989).

A library like the one in an adult education setup certainly needs to emerge as a pro-active library to promote its resources, services and products to the best of its level, and also align them to the needs of the clientele it is mandated to serve. Promotion activities includes advertising, public relations, direct marketing, publications such as flyers and newsletters, book sales, friends’ groups, contests, working with the media, public presentations, etc. Displays, signage, and knowledgeable staff are also great promotion tools. The library in an adult education setup could plan strategies using any of these tools to position its resources, services, and products to the centre stage.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

2) i) What do you understand by library organisation and administration? What are its principle components?

.....

.....

.....

.....

.....

.....

.....

.....

ii) Why is it important to define library policies and procedures? What is the difference between policies and procedures?

.....

.....

.....

.....

.....

.....

.....

.....

8.4 PERFORMANCE MANAGEMENT

Libraries must perform effectively. We, therefore, need to judge to what extent our inputs in ‘library organisation and administration’ have been able to make impact on library performance. In this context, performance management is seen as a tool to assess library performance against targets and identify opportunities for improvement. It is about measuring resource utilisation, assessing efficiency and effectiveness of library operations, collections, services, and facilities. Performance management is also about managing accomplishment of assigned tasks and responsibilities to the satisfaction of patrons. It also implies library contributions to the organisational goals, including behaviour, approach and professional demeanour (actions, attitude, and manner of performance) demonstrated by the staff in completing the assigned tasks. Performance management is aimed at identifying opportunities for improvement and development, and making the best use of library resources to give better results despite resource constraints.

To perform effectively, libraries need to be strategic in planning, organising, leading, and controlling their resources. But, research has shown that the libraries that strive to excel in organising material resources and in leading their human capital stand to deliver better library service. Thus, management of library operations not only requires expertise in the subject, but also skills to deploy effectively the library resources – men, material, and money. The critical factors that hold the potential to influence better utilisation of library resources and improving library performance are:

- leadership in decision making, team management, time management, goals management, conflict management, resource management, and technology management;
- motivated staff;
- best library practices;
- user centric services;
- expertise in the subject;
- soft skills; and
- organisational culture.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

3) i) What do you understand by performance management in a library setup?

.....

.....

.....

.....

.....

.....

ii) What are the critical factors that hold the potential to influence library performance?

.....

.....

.....

.....

.....

.....

8.5 BEST PRACTICES IN LIBRARY MANAGEMENT

For consistent performance in their operations and services, libraries must be run using best practices in library management. Some of the best practices are as follows.

- Tailoring library collections to user needs.
- Providing easy and timely access to information and knowledge for education, learning, entertainment, and progress.
- Promoting the library collections and services for better usage.
- Offering custom-tailored services.
- Aligning library services to strategic goals of the parent organisation.
- Giving patrons unrestricted access to collections stacked in open shelves.
- Making effective use of given resources.
- Meeting the needs of library members with a high degree of satisfaction.
- Training the library users for self access to information and knowledge.
- Undertaking periodical review of library performance in terms of its collections, services, and facilities.
- Formulating library policies and procedures in consultation with the library advisory committee, faculty and library users .
- Putting up signage at appropriate places.
- Keeping the library environment inviting and pleasant.
- Ensuring that library authority reports directly to the top management in the organisation.

Although this is not an exhaustive list, yet it does cover most important aspects relating to library management.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

4) List five best practices for application in a library setup.

.....

.....

.....

.....

.....

.....

.....

.....

8.6 LET US SUM UP

In this Unit we have discussed 'library organisation and administration' with an emphasis on library objectives; library policies and procedures; library organisation; library administration – planning, organising, and controlling; floor management and library upkeep; space planning, facilities, equipments and tools; collaborative activities - resources sharing, networking; and library promotion. The detailed discussion on these components provides the necessary skills and techniques required for managing library resources including men, materials and technology for efficiency and effectiveness in meeting the library goals and objectives. We have also touched upon the basic functions required for managing a library such as: i) acquiring new material, ii) classification and cataloguing of newly added materials, iii) storage and maintenance of collections, iv) circulation of materials for lending, v) reference and reading services, and vi) library administration and management. 'Technology resources' is another function that libraries undertake, in addition to performing traditional library functions.

8.7 ANSWERS TO CHECK YOUR PROGRESS

- 1) i) A library is a collection of books and other reading material in print, non-print, and electronic format for common use. It serves as a gateway to access external information. It is also regarded as a social institution, making information easily available for posterity.
 - ii) The importance of libraries in adult education setups can be described in brief as follows: Libraries are cultural institutions meeting educational, recreational and informational needs of users; providing information support for research pursuits, supplementing and enhancing teaching-learning experiences; and developing good reading and study habits. In adult education setups libraries play an important role in facilitating access to information for learning, education, training and progress. Libraries support research programmes of the adult education setups as well as their outreach programmes designed to educate and inform adult learners and adult user groups on social, economic, cultural and educational issues of interest to them. Another important role of the libraries is to raise user awareness about new opportunities available in the marketplace.
- 2) i) Library organisation and administration is mainly about setting up organisational structure, administrative machinery, and library authority for achieving the library objectives. The principle components of library organisation and administration are as follows:
 - Library goals and objectives.
 - Library policies and procedures.
 - Library organisation.
 - Library administration – Planning, organising, and controlling.
 - Procedures for floor management and library upkeep.
 - Space planning, facilities, equipments and tools.
 - Collaborative activities - Resources sharing, networking.
 - Library promotion.

- ii) Library policies and procedures provide for smooth operations of the library functions and services. Policies are broad statements of purposes used to guide individuals to exercise good judgment in the management of any enterprise. Policies create rules, and procedures help in implementation of rules. Procedures are subordinate to policies written specifically to handle repetitive tasks, provide uniform practices, provide continuity of action, set standards of performance, aid in evaluation and supervision, and serve as a training tool. A library could define its policies on several different aspects of library management such as collection development, inter-library loan, circulation, and open shelf access.
- 3) i) Performance management in a library setup is judging performance against targets and identifying opportunities for improvement. It is about measuring resource utilisation, assessing efficiency and effectiveness of library operations, collections, services and facilities. Performance is also about accomplishment of assigned tasks and responsibilities to the satisfaction of patrons. Performance management is aimed at identifying opportunities for improvement and development, making the best use of library resources, and giving better results despite resource constraints.
- ii) The critical factors that hold the potential to influence library performance are:
 - leadership in decision making, team management, time management, goals management, conflict management, resource management and technology management;
 - motivated staff;
 - best library practices;
 - user centric services;
 - expertise in the subject;
 - soft skills; and
 - organisational culture.
- 4) Some of the best practices for application in a library setup are as follows.
 - a) Tailoring library collections to user needs.
 - b) Providing easy and timely access to information and knowledge for education, learning, entertainment and progress.
 - c) Promoting the library collections and services for better usage.
 - d) Offering custom-tailored services.
 - e) Aligning library services to strategic goals of the parent organisation.

8.8 REFERENCES

Berk, Robert A. 1989. *Starting, Managing, and Promoting the Small Library*. New York: Armonk.

Mittal, R. L. 1969. *Library Administration : Theory and Practice*, Delhi: Metropolitan Book.

Palmer, J. W. 1992. *Cataloguing and the Small Special Library*. Washington: Special Libraries Association.

Managing a Library in an
Adult Learning Setup

Robbins, Stephen P. and Coulter, Mary. 1998. *Management*. New Delhi: Prentice-Hall of India.

Stueart, Robert, D., and Moran, Barbara, B. 1993. *Library and Information Center Management*. Englewood: Colo Libraries Unlimited.

Suggested Readings

Umapathy, K. S. 1984. *Problems in Library Management*, (Second Revised), New Delhi: Vikas.



UNIT 9 BUILDING LIBRARY RESOURCES AND SERVICES

Structure

9.0 Introduction

9.1 Objectives

9.2 Building Library Resources and Services

9.2.1 Acquisition Procedures

9.2.2 Classification and Cataloguing Procedures

9.2.3 Library Services

9.3 Tips for Improving Library Value and Performance

9.4 Let Us Sum Up

9.5 Answers to Check Your Progress

9.6 References

9.0 INTRODUCTION

In this Unit we will discuss skills and techniques required for performing library functions such as acquisitions, technical processing, and library services. Our emphasis is not on creating high class professional expertise in library science, but rather on imparting elementary knowledge of library procedures and techniques required for building library collections and services for the benefit of adult educators and learners. The scope and application of this Unit is confined mainly to libraries in adult education setups, providing the learners with very useful skills and techniques on how to manage small libraries.

9.1 OBJECTIVES

After going through this Unit, it is expected that you will be able to:

- Understand skills and techniques required for acquisition of materials for building library collections;
- Understand skills and techniques required for classification and cataloguing of library material;
- Describe the services that a library can offer to customers and the procedures for rendering the services; and
- Implement library techniques in an adult education setup for building and managing a small library collection and offering services.

9.2 BUILDING LIBRARY RESOURCES AND SERVICES

The libraries in adult education setups are, by design, small budget libraries, confined to one room space, and invariably organised and managed in manual

mode, mostly by adult education staff on part-time basis. Keeping this in view, library procedures described here have been made as simple as possible so that adult educators, who do not have any formal education and training in library and information science, will find them easy and simple to learn and apply them for building library collections and rendering library services.

9.2.1 Acquisition Procedures

Library acquisition is about procedures for selection of published material as per the collection development policy of the library, allocating budget for books and other materials, placing firm orders for book purchases, and accessioning of material received against order or material received on exchange or gratis. It also covers the procedures for payment of bills to the booksellers, and maintenance and upkeep of records required for the purpose.

Procedure for Book Selection: The first step in book acquisitions is to invite suggestions from users for new books and other reading material. Users can find information about new and useful titles by pursuing one or more of the following activities:

- going through publishers catalogues as supplied by the library;
- reading book reviews in journals;
- readings as suggested by experts in the field;
- bibliographies or listings of books on the select subject area;
- evaluating books received on approval from booksellers; and
- visiting book exhibitions to shortlist titles in consultation with the subject experts.

In addition, the library can also make suggestions for new titles. Based on suggestions given by users and library staff, a tentative list of useful books is compiled along with their catalogue prices. Thereafter, this list is submitted to Library Advisory Committee for approval. The Committee might approve the list in total or shortlist it as per guidelines provided in the collection development policy of the library. The Committee may shortlist titles keeping in view their relevance and usefulness, the credibility of the author, the reputation of the publisher, the currency of information given therein, their cost implications and availability of funds. As a matter of good practice, book selection exercise must be undertaken at regular intervals, say, at least once in a month, and it should never be postponed until the close of the financial year once, just to exhaust book budget earmarked for the purpose.

Procedures for Book Purchase: The next step in book acquisitions is to initiate action for placing orders for selected books. The orders for books must be placed only to booksellers on the library approved list. In this regard, it is desirable that the library draws up a panel of booksellers and vendors, once in a year. For drawing up such a panel, the library may follow guidelines as described below.

- Bookseller must have membership of the Delhi State Booksellers Association/ Federation of Indian Publishers.
- Bookseller must have at least two years of experience in the field.
- Must have PAN Number from the Income Tax Department.

This exercise needs to be undertaken every year for reviewing performance of booksellers already on the panel. The performance review of the panel may be done on the parameters of relevance, quality and comprehensiveness of the books displayed for approval or on the parameter of efficiency and effectiveness with which the bookseller supplied books against the orders.

Before placing purchase orders for books and other reading material, the library must obtain the financial approval of the competent authority in the organisation. The competent authority could be either head of the organisation, or his deputy or any other person designated for the purpose. For operational reasons, it will be useful if the Librarian or a person in-charge of the library is given financial authority to sanction expenditure up to a limited amount, say, Rs.5000/-. As a matter of good practice, the library should purchase only latest editions, unless otherwise desired specifically. It is advisable to go in for cheaper editions, if they are available in the market. If the library agenda is to archive books for the future, the library should prefer to acquire books printed mainly on good quality paper.

The next step in book acquisition is to place formal orders with the booksellers on the approved list. There is no need for inviting quotations. As per financial rules of the Government of India books are not store items. Hence, purchase orders can be placed on the catalogue price of the book. As per standard practice, booksellers are required to offer discount on the catalogue price of books, ranging from 10 to 15 percent. Books priced in foreign currencies are to be paid in Rupee currency. The foreign currency conversion is done as per bank's TT/Billing-selling rate as prevalent on the day of the supply of books. Information about bank conversion rate can be had from newspapers such as *The Economic Times*, and *The Financial Times*. The booksellers are required to supply books along with the bill in triplicate. One copy of bill is to be returned to the bookseller duly signed as a token of receipt of books supplied. The library should insist on price proof of the book and bank conversion rate from the booksellers before accepting the supply of books.

Procedures for Book Acquisition by other Modes: Over and above, the library can also receive books on exchange or gratis as per guidelines of the Collection Development Policy of the library. While receiving books on exchange or gratis it must be ensured that such material are relevant for the users in the library.

Accessioning Books: Libraries need to maintain records of all books acquired against payment, exchange, or as gratis in the library accession register. This register constitutes a permanent record of the library. Figure 8.1 shows a sample outline of columns of an accession register. Printed accession registers are available in the market. Before accessioning books, the library needs to physically re-check them for accuracy in terms of latest edition, year of publication, and price.

Date	Accession No.	Author	Title	Ed.	Place & Publisher	Year of Publication	Vol.	Pages	Cost	Vendor	Bill No. and date	Remarks

Figure 9.1: Sample Outline of Columns of Accession Register

Accession numbers in the accession register are to be maintained in serial order. Each book is assigned a single accession number and accession entry of the book is made only against this assigned number. This assigned number is later reproduced on several different pages in the book accessioned such as: i) back of the title page - bottom portion, ii) secret page in a book, and iii) on the last page of the book; and also on all the copies of the bill/cash memos. The secret page in a book is a discrete page in the book which invariably carries its accession number. The secret page number is specific to the library and is known only to the library staff. Hence, it is known as a secret page.

Printed accession registers are available in multiple of 1000 entries per register with a minimum of 5000 entries per register. Additional accession register, if required, begin in continuation of the accession number assigned last in the previous register. One should avoid overwriting and cuttings of any kind in the accession register. The competent authority in the Library must affix a certificate in the beginning pages of the accession register certifying that "This register contains ... (so many) pages and accession number in it run from ... to"

While making entry in the accession register it is advisable to use ink of lasting quality so that its color doesn't fade with the passage of time. The accession register is a valuable document of the library and must be kept under lock and key when not in use.

After accessioning books, property stamp bearing the name of the library is affixed on the back of the title page of the book, last page of the book, and on the secret page. Book tag, book plate, book card pockets and due date slip are to be affixed at the appropriate places in the book as decided upon by the library.

Once the accessioning process is over, the bills are to be sent to the accounts department for payment with proper endorsements on the back of the bills that books as mentioned in the bill have been accessioned at the accession numbers as specified in the bill.

Let us now re-cap steps to be followed in buying books for the library.

- Draw up a panel of approved booksellers for the current financial year.
- Seek recommendations from members for purchase of books.
- Seek approval of the Library Advisory Committee for purchase of the books.
- Seek financial approval of the competent authority for the expenditure to be incurred on the purchase of selected books.
- Place firm orders with the booksellers for the purchase of books.
- Accession books received against order.
- Make endorsement on the back of the bill page certifying that the books mentioned in the bill have been accessioned at the specified accession numbers, and send these bills to the accounts department for payment.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

1) i) What are the stages for book acquisition in a library?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

ii) What precautions would you take in placing orders with booksellers?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

9.2.2 Classification and Cataloguing Procedures

Each accessioned book in the library is to be classified and catalogued as per standard classification and cataloguing tools as decided by the library. In the classification process, each book is assigned a unique call number (class number + book number) which is numeric or alphanumeric. In the cataloguing process, catalogue entries of the book are made on the catalogue cards as per standard cataloguing code. These cards are later filed in different sequences to facilitate access to library resources by author, title, subject, and call number. The call number assigned to a book is reproduced on the back of the title page, book plate, and on the book card. The book card records necessary information about the book such as its accession number, author, and title. After verifying these details, the book is released for circulation.

a) **Classification** : One of the major tasks before a librarian is to organise the reading material for browsing, searching and retrieval by subject and language. Classification is a process to bring together like documents for browsing and searching by subject and language. According to Sayers (1975), 'Classification is the arrangement of books on shelves, or descriptions of them, in the manner which is most useful to those who read'. According to Mann (1992), 'classification is the arranging of things according to likeness and unlikeness. It is the sorting and grouping of things, but in addition, classification of books is a knowledge classification with adjustments made necessary by the physical form of books'. Thus each book that is accessioned in the library is to be classified by using library classification system.

Major Classification Systems: Quite a few schemes of knowledge classification have been in use in libraries. These include *Colon Classification*, *Dewey Decimal Classification*, *Universal Decimal Classification*, and *Library of Classification*, etc. These classification systems mainly differ in terms of notation, categories, hierarchies, and relationships among topics, and philosophies underlying number building. Most libraries use Dewey Decimal Classification (DDC).

Dewey Decimal Classification: It is now running into 22nd edition. Small libraries use *Abridged Dewey Decimal Classification and Relative Index*. (Dewey, 2003). One of the distinct advantages of using DDC is that it can be adapted to the needs of any large or small library. It is built on sound principles of classification, making it an ideal tool for knowledge organisation: meaningful notation in Arabic numerals, well-defined categories, well-developed hierarchies, and a rich network of relationships among topics. In the DDC, basic classes are organised by disciplines or fields of study.

At the broadest level, the DDC is divided into ten main classes, which together cover the entire world of knowledge. Each main class is further divided into ten divisions, and each division into ten sections. The main structure of the DDC is presented in the DDC Summaries in the beginning of volume 2. The first summary contains the ten main classes. The second summary contains the hundred divisions. The third summary contains the thousand sections.

Notation: Arabic numerals are used to represent each class in the DDC. For example, 500 is used for general works on the sciences, 530 for physics, 531 for classical mechanics, 532 for fluid mechanics, 533 for gas mechanics. The DDC uses the convention that no number should have fewer than three digits; zeros are used to fill out numbers. A decimal point, or dot, follows the third digit in a class number, after which division by ten continues to the specific degree of classification needed. The dot is not a decimal point in the mathematical sense, but a psychological pause to break the monotony of numerical digits and to ease the transcription and copying of the class number. A number should never end in a '0' anywhere to the right of the decimal point.

Hierarchy: Hierarchy in the DDC is expressed through structure and notation. Structural hierarchy means that topics below the class level (there are ten main classes) are subordinate to, and part of, the broader topics above, and vice versa. Notational hierarchy is expressed by length of notation. Numbers at any given level are usually subordinate to a class whose notation is one digit shorter; coordinate to a class whose notation has the same number of significant digits; and super ordinate to a class with numbers one or more digits longer. In the

Dewey, 333.952 (specific kinds of biological resources) is coordinate to 333.954 (animal resources); 333.954 (animal resources) is subordinate to 333.95 (biological resources); and 333 (economics of land and energy) is super ordinate to 333.9 (other natural resources).

Classifying with Dewey Decimal Classification:

- Classifying a book requires determining its subject, and along with it finding out the main class of the work. One can get clue to subject treated in the book from the title, table of contents, introduction or preface to the book, or by scanning contents of the book itself to judge what exactly the author wanted to convey through this work.
- The next step is to determine the main class of the book. In knowledge classification, a subject can be found to be treated in several different main classes. For example, the subject 'classification' is treated in library science (systematic categorisation of knowledge), biology (systematic categorisation of organisms), astronomy (stellar classification), and computers (software classification). The real task of the classifier is to find out, from amongst so many main classes, the one that treats the subject as found in the work you want to classify. For example, in a book entitled 'Classifying with Dewey Decimal Classification', 'classification' is the subject of the work and 'library science' is the main class of the work. Hence, the classifier will place this work under main class 'library science'.
- Once we have found out the subject of the book and its main class, we turn to classification schedules of *Dewey Decimal Classification* to find out the class number of the main class of the work and then its subdivision which describe the subject of the work. For example, 020 is the class number for 'library and information science' and 025 for 'library operations', 025.4 for 'Subject analysis and control', and 025.42 for 'Classification'. We can assign 025.42 as the class number for the book entitled 'Classifying with Dewey Decimal Classification'.
- We can have books which may treat two or more subjects. For example, 'Introduction to cataloguing and classification' has two subjects 'cataloguing' and 'classification'. Similarly we can have books which treat two or more disciplines such as 'physics and chemistry of materials' or 'computer applications to library science'. In such specific situations, library classification becomes complex. *Dewey Decimal Classification* provides for guidelines on how to classify such complex titles. Some of the important ones are as follows:
 - i) Classify application of a subject in the application and not in the subject. For example a book on 'computer applications of library science' will be classed in library science and not under computers.
 - ii) Class a work on two subjects with the subject receiving fuller treatment.
 - iii) If two subjects receive equal treatment, class the work with the subject whose number comes first in the *DDC* schedules. This is called the *first-of-two rule*.
 - iv) Class interdisciplinary works in the discipline giving the fullest treatment in the work. For example, a work dealing with both the scientific and the engineering principles of electrodynamics is classed in 537.6 if the engineering aspects are introduced primarily for illustrative purposes,

but in 621.31 if the basic scientific theories are only preliminary to the author's exposition of engineering principles and practices.

- The library can opt for either depth classification or broad classification. In depth classification the content of a work is specified by notation to the fullest extent possible. In broad classification the work is placed in a broader class by abridging the notation. For example, a work on 'Classification' is classed as per depth classification at 025.42 but as per broad classification it can be classed at 025.4.
- For a small library like the one at adult education setup, in which the size of the collection is not large, limited maximum to, say, 10,000 to 15,000 books, it is advisable to opt for broad classification instead of depth classification.

For more information on how to use *Dewey Decimal Classification* one should look into useful Web Sites from OCLC, the organisation that owns and maintains DDC and some other sites as follows:

- "Do We" really know Dewey? (<http://library.thinkquest.org/5002/index.shtml>)
- Let's Do Dewey! (<http://www.mtsu.edu/~vvesper/dewey2.htm>)
- The Dewey Decimal System: A Multimedia Tour (<http://www.oclc.org/support/documentation/glossary/dewey/default.htm>)

Understanding Call Numbers: Each book in the library has a unique call number. Call number appears on the spine of the book, back of the title page, date slip, card catalogue and also in online library catalogue. The call number of a book is composed of two parts: the *class number* and *book number*. In some libraries there is third part of the call number – *collection number*, for example, reference collection, children collection. If it is blank, it implies it is circulating collection. The book number is composed of letters from the author's name and numbers.

A call number is like an address. It tells us where the book is located in the library, the exact placement/shelving position of the book in the stacks. The other objective of call number is to bring books on the same subject together for browsing and retrieval. Broad classifications will make many books share the same class number, while depth classifications will mean fewer do. Keeping in view the size of the collection, the library will have to decide how deep it should go in classification for assigning class numbers, it may happen that very rarely do two books collide and share a class number. According to Ranganathan, class numbers of books should be such that the library staff is able to:

- Locate a book demanded by a reader immediately even if the library has miles of shelves of books.
 - Replace the book at its correct place on the shelf.
 - Find out a proper place for a newly purchased book among other books on the same subject.
 - Find a place for a new book on a new subject among the already existing books on related subjects.
- b) **Cataloguing:** Cataloguing is a process by which cataloguing records of books are created. Card catalogue or OPAC (Online Public Access Catalogue) is the end product of cataloguing. It serves as the library tool for finding, identifying, selecting, and obtaining library books by author, title, and subject.

It is a vital link between the reader and the library to ascertain the availability of books in a library and their physical location on the stacks.

Cataloguing is also about rules for determining what bibliographical elements of book should constitute the cataloguing record, the order in which these elements should be transcribed in the record, and the manner in which these elements are to be punctuated for transcription. In descriptive cataloguing the emphasis is on determining the appropriate elements that accurately represent the work (e.g. title, physical description, publisher) and to provide the basis for access points.

Cataloguing is not only about descriptive cataloguing, it is also about subject cataloguing. Subject cataloging assigns appropriate subject headings selected from the authorised lists, either *Library of Congress Subject Headings* (LCSH) or *Sears List of Subject Headings*. In very large libraries different people specialize in various aspects of the cataloging process. However, in adult library setup all the tasks involved in cataloging an item have to be performed by staff itself.

The importance of using established cataloging standards cannot be overstated. *Anglo American Cataloguing Rules 2* (AACR2) and *Classified Cataloguing Code* are the codes providing rules for descriptive cataloguing. *The Anglo-American Cataloging Rules*, 2nd edition, (AACR2) (American Library Association, 2002) is the current rulebook for descriptive cataloging. It is based on International Standard for Bibliographic Description (ISBD). ISBD specifies the requirements for description and identification of publication, assigns an order to the elements of description and specifies a system of punctuation for the description. ISBD is a must for interoperability, facilitation of record exchange, and for promoting worldwide cooperation in the compilation of standardised records for description and identification.

In creating standardised records, the emphasis is on covering maximum of descriptive information for a bibliographic work. In other words, standardised records as required for cooperative activity must conform to the highest level of cataloguing. However, a small library setup — like the one in adult education organisations — could consider going in for minimum level of cataloguing, describing only such minimal information as is essential for description and identification, although additional data may be provided, if available. A sample catalogue entry made on 5"x3" catalogue card of minimal level cataloguing, using AACR2 code is given below for illustration.

Cataloguing Record: Sample Entry

Class No.	
Book No.	Main Access Point
Accession No.	Title Proper/ First statement of responsibility Edition statement/edited by – publisher, date of publication. Pages. Size Note (series) Standard no. Tracing Section

It may be noted from the above example that AACR2 divides the catalogue records into eight specific areas: i) title and statement of responsibility area, ii) edition area, iii) material area (details specific to some formats such as maps, films strips), iv) imprint area, v) physical description area, vi) series area, vii) notes area, and viii) Standard Number and terms of availability area. In the above example, series statement is skipped because of it being an example of minimal level of cataloguing. A cataloguing record for a book will have bibliographic elements as follows:

Cataloguing Record: Entry for a Book

025.42 TAY	TAYLOR, Arlene G.
52520	Introduction to Cataloguing and Classification/ by Arlene G Taylor with assistance of David P Miller. Ed.10. Westport, Conn: Libraries Unlimited, 2006. xvii, 589p.: ill.; 24cm. ISBN 159158230X 1. Classification. 2. Cataloguing. I. Arlene G Taylor. II. David P Miller. III. Title. 

Tracing section comprises headings under which an item is represented in the catalogue. It serves as listing of access points into the card record. With reference to the above cataloguing entry, the tracing section will have headings for the subject heading(s) such as 'Cataloguing' and 'Classification', author, joint author, collaborator, title, etc.

It must be noted that AACR2 provides rules for descriptive cataloging only and does not touch upon subject cataloguing. Subject cataloguing is done using a consistent list of subject headings such as *Library of Congress Subject Headings* (LCSH) or *Sears List of Subject Headings*.

Main Entry and Added Entry Cards: The cataloguing can be done by using cataloguing software or manually. If a library plans to go in for manual cataloguing, cataloguing entries are to be made on 5"x3" card catalogues. For every book, main entry as per sample given above is made. Additional entries are made in case the book has more than one author. Additional entries are also made for access by title and subject. For making added entry cards, main entry card is made in duplicate, and search element such as second author, title, or subject heading is imposed on the top of each duplicated card. For example, if there are two authors then there will be one added entry card for the second author, the first author has already been given access point in the main entry card.

Catalogues are of different types such as author catalogue, title catalogue, or subject catalogue. Each catalogue type has catalogue entry cards arranged alphabetically (letter-by-letter or word-by-word). These different types of catalogue entries can also be merged together and filed in a single sequence.

Such a catalogue is known as *dictionary catalogue*. For convenience in searching information from the catalogue tray, for every bunch of 100 cards, guide cards are inserted. Appropriate starting letters in the alphabetical sequence are inscribed on the guide cards. The catalogue tray can hold 1,000-1,500 catalogue cards.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

- 2) i) What is the importance of call number in the organisation of library collections and what are its components?

.....

.....

.....

.....

.....

- ii) What are the steps required for classifying books using Dewey Decimal Classification?

.....

.....

.....

.....

.....

- iii) What is the relationship between catalogue, cataloguing, and cataloguing standards?

.....

.....

.....

.....

.....

- iv) Describe eight specific areas of catalogue record as specified by *Anglo American Cataloguing Rules 2*.

.....

.....

.....

.....

.....

9.2.3 Library Services

The services that a library offers can be grouped as conventional library services and those that help in promoting library use.

i) Conventional Library Services

- a) Library Rules
- b) Circulation: Issue & Return of Books
- c) Inter-Library Loan Service
- d) Request a Purchase

ii) Services for Promoting Library Use

- a) Initiation/Orientation Service
- b) Reference Service
- c) Current Awareness Service
- d) New Books Display
- e) Thematic Display
- f) Press Clipping Service

Let us first discuss conventional library rules and then deal with services for promoting library use.

I) Conventional Library Services: Providing these services requires the following.

- a) **Library Rules:** Every library frames a set of rules for regulating its services to members. Rules are framed keeping in mind the library objectives and members' interests. As far as possible rules should be explicit, free from any ambiguity. The basic issues addressed in framing library rules are as follows:

- 1) Who can use the library?
- 2) Opening and closing hours of the library.
- 3) How many books can a member borrow at a time?
- 4) For how long can the member retain borrowed books?
- 5) Conditions of loan, fine for the late return of books, loss or damage of books during the loaned period.
- 6) Reservation of books.
- 7) Recall of issued books.
- 8) Renewal of loans.
- 9) Suspension of membership privileges.
- 10) Personal books/property counter, etc.

- b) **Circulation - Issue and Return of Books:** Circulation means issuing books to valid members on loan, and canceling loans from issue records upon return of books by members. It is one of the most important activities of a library from users' perspective. For managing circulation, the library needs a proper circulation system designed and developed

for the effective control of circulation operations in terms of time per transaction, manpower deployment requirement, and accuracy in record keeping. The manual systems currently in use are: 'Newark' system, 'Browne' system, 'Passbook' system. Of all these systems, Browne system of issue and return is most popular for its efficiency in time per transaction. It is therefore important that a library in an adult education setup may apply Browne system for managing its circulation operations.

Browne System: In Browne system, the members are given Reader's Ticket(s) to enable them to borrow books from the library. The design of the reader ticket is such that it has a pouch on its front side. The pouch is used to hold Book Card when a book is issued to a member. For every library book, a Book Card is made. It is kept inside the 'Book Pocket' provided in the book. While issuing a book the Circulation-in-Charge simply removes the Book Card from the Book Pocket and inserts it in the Reader's Ticket pouch, puts in due date stamp on the date slip provided in the book. The 'Book Card' coupled with the 'Reader's Ticket' is arranged behind date guides in the charging tray. This is the simplest of all the methods for issue and return of books. It reduces paper work in managing circulation transactions to the bare minimum. At the time of receiving books from the borrowers, Book Card is separated from the Reader's Ticket and it is inserted back in the Book Pocket of the book received. At the close of the day, the issue record is got rearranged and filed behind Due Date guides. For books not received by due date, it is a good practice to send reminders to the borrowers for returning the overdue books. Secondly, the library may consider giving grace period to members before issuing such reminders.

Late-Fine: Though it may be unfair to impose fines for the late return of borrowed books, yet it is essential in a library to enforce discipline amongst members. This is done mainly as a deterrent since the amount collected as fine is always very trivial. Formal receipt is, however, issued after realizing late fee money from defaulters in cash. As far as possible, a library in an adult education setup may not resort to this system unless it is warranted by special circumstances.

Conscience Box: An alternative to fine system for late return of books is Conscience Box. This concept was designed and developed by Dr S R Ranganathan in 1959. In this method no formal receipt is issued to the borrower, instead money as overdue charges is dropped in the Conscience Box. The key to this Box always remains with the authority in the organisation. The Conscience Box is opened at a convenient time in the presence of several officials. The distinct advantage of this method is that it saves time and develops in members a feeling of civic sense and responsibility.

Reservation of Books: Books in heavy demand usually remain in circulation. Members in the waiting list could reserve such books so that they could get priority in borrowing them upon their receipt in the library. The library informs the member in the waiting list about the availability of the reserved book.

Loss of Books: Books reported as lost by borrowers are required to be dealt as per library rules. Usually, the borrower is advised to replace

the book with a new copy. If, however, the book is out of stock in the market, he/she may be asked to pay the current price of the book after getting it verified from the Publisher's catalogue or from trade bibliographies. The price may also be ascertained from the Accession Register and formal receipt issued to the borrower. Necessary postings may be done in the Accession Register indicating in the Remarks Column about the "Lost and cost realised vide receipt no... dated...."

- c) **Inter-Library Loan Service:** Every library has a liaison with other libraries in the vicinity. In case of urgent requirements, the resource of such nearby libraries could be harnessed for borrowing books on inter-library loan, or get a photocopy made of the wanted material. The library in the adult education setup could consider building such type of cooperative networks for the purpose.
- d) **Request a Purchase:** User may request the library to purchase a book, journal, or any other needed material.

II) **Services for Promoting Library Use:** A library can make use of the following services to promote the use of library resources within the community of adults.

Initiation/Orientation Service: This is an important service for educating library users on how to use the library, find materials, and cite materials, etc. The users have to be made aware of their privileges and also the rules they are to follow to derive full benefits from the library. There are certain 'do's' and 'don'ts' which need to be explained to the users at the time of their first formal visit to the library. This information is given to new members upon registration during initiation/orientation service. This service is also important for inculcating reading habits in neo-literates. Library should also be able to offer this service any time during the year on demand.

Reference Service: Reference service is given on demand for meeting basic reference and research requests such as verifying bibliographic information, locating statistical information, etc. In addition, in reference service to adult learners the emphasis should be more on giving analytical information than just on bibliographic information on relevant documents.

Current Awareness Service: For promoting library services, the library needs to offer proactive services such as current awareness service, selective dissemination of information service, etc. Section 6.3 of Unit 6 has covered detailed information in this regard.

New Books Display and Thematic Display: All the books added to the library stock must be put on display for a limited period so as to bring them to the notice of all library users. On special occasions, such as birth day of an important author or leader, festivals, sport events, etc relevant books may be separated from the general sequence and put on a display to bring them to the notice of users.

Press Clipping Service: Newspapers are the most important sources of latest information. It is most appropriate if the relevant cuttings of write-ups, editorials, letters, statements, news items, events, etc. are organised in some logical order for future reference and use.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

3) i) List the library services that offer potential to improve library use.

.....

.....

.....

.....

.....

.....

ii) Why is Browne System of Issue and Return most used in libraries?

.....

.....

.....

.....

.....

.....

.....

.....

9.3 TIPS FOR IMPROVING LIBRARY VALUE AND PERFORMANCE

The following useful tips may help you improve library value at an adult learning setup.

- 1) The library collection must be kept relevant (i. e. it must be need-based, and irrelevant material, if any, must be weeded out), current (i. e. it must offer latest and novel information), accessible (i. e. it must provide tools such as catalogues, databases for access to information), and available (i. e. document wanted by users must be available on the shelf and success rate of the library in this regard should be at least 80 per cent).
- 2) Organise customised information services and give information to users in the form they can understand and use. For example, audio-visual media is most suitable form of information delivery to adult community lacking in literacy.
- 3) Customized information services include information repacking (such as rehashing technical information for non -technical audience), information condensation (such as preparing abstracts, digests, summaries of useful documents for information dissemination), and information consolidation (such as state-of-the-art information giving an overview of the trends in the literature).

- 4) Customized information services should aim at disseminating information for adding and updating knowledge of individuals, increasing their awareness on issues of interest to them.
- 5) Use customised information services as a tool to enable the library to play its role as knowledge gatekeeper on topics of interest to the organisation and its clientele.
- 6) Make library a place for social interactions by organising discussions on issues of topical importance.
- 7) Follow the best practices in library management, operations and services.
- 8) Library operations and services must be kept efficient and library response time must not exceed users expectations.
- 9) Increase the library penetration by enlarging its users base.
- 10) Develop a special collection of books and publications frequently in use.
- 11) Keep the library circulation current so that books do not remain with the borrower for more than a prescribed period of loan.
- 12) Books not in circulation or not in use must be removed from the shelves and be considered actively for weeding them out.
- 13) Organise library collections in classified sequence to facilitate information browsing, searching and retrieval by subject.
- 14) Publish bibliographies on hot topics of interest to users.
- 15) Undertake user survey of library services on periodical basis to ensure that library services are focused and effective.
- 16) Keep the library ambience pleasant and inviting.
- 17) Develop networking with other libraries for sharing resources.
- 18) Ensure regular training of library staff on library skills and procedures.
- 19) For collections exceeding 15,000 volumes, the library must consider using any library management system for library automation.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 4) List few important tips for improving the value and performance of libraries.

.....

.....

.....

.....

.....

.....

.....

9.4 LET US SUM UP

In this unit we have discussed library management functions such as acquisitions, technical processing, and library services. The scope and application of this unit is, however, limited and confined mainly to libraries in adult education setups, providing for useful skills and techniques on how to manage small libraries. We have adequately dealt with library acquisition procedures touching upon matters of selection of published material as per the collection development policy of the library, allocating budget for purchase of the published books and other materials selected for acquisition, placing firm orders with the booksellers for purchase, accessioning of material received against firm order or received on exchange or gratis, payment of bills to the booksellers, and maintenance and upkeep of records. We have highlighted classification as per standard classification and cataloguing as per cataloguing tools. We have also discussed various services that a library provides and the tips for improving the library value and performance. We hope that the adult educators will gear up the libraries in the adult education setups to offer services such as circulation, inter-library loan, purchase requests, orientation service, basic reference service and search requests, current awareness service, new books display service, thematic display service, and press clipping service.

9.5 ANSWERS TO CHECK YOUR PROGRESS

- 1) i) The stages for book acquisition in a library are:
 - Draw up a panel of approved booksellers for the current year.
 - Seek recommendations from members for purchase of books.
 - Seek approval of the Library Advisory Committee for purchase of the books.
 - Seek financial approval of the competent authority for the expenditure to be incurred on the purchase of selected books.
 - Place firm orders with the booksellers for purchase of the books.
 - Accession books received against order.
 - Make endorsement on the back of the bill page certifying that the books mentioned in the bill have been accessioned at the specified accession numbers, and send these bills to the accounts department for payment.
- ii) The orders for purchase of books are placed only with those booksellers who are listed on approved list, and only after administrative and financial approval of the competent authority in the adult education setup. While making listing of suggested titles for perusal by the book advisory committee, the library must collect and list information about their catalogue prices for the benefit of the committee members. It must be ensured that booksellers have supplied the latest edition of the book and have charged in the bill only the catalogue price, and have given the appropriate library discount, and in case of foreign title, have charged the current bank conversion rate for billing /TT. Overwriting in the accession register must be avoided. All items accessioned in the register must be countersigned by the competent authority. No row in the accession register should be left blank, the accession numbers in subsequent and

preceding accession registers must always run sequentially. Accession number is unique to a book. One accession number should never be assigned to two or more books.

- 2) i) A call number is like an address. It tells us where the book is located in the library, its exact placement/shelving position in the stacks. This is because each book in the library has to have unique call number. Secondly call number brings books on the same subject together and it facilitates users to browse and search books on a subject at a single place in the library premises. The call number of a book is composed of two parts: the class number and book number. In some libraries there is third part of the call number – collection number, for example reference collection, children collection. If it is blank it implies it is circulating collection. The book number is composed of letters from the author's name and numbers.
- ii) Classifying a book using *Dewey Decimal Classification* requires determining its subject, and along with it finding out the main class of the work. One can get clue to subject treated in the book from the title, table of contents, introduction or preface to the book, or by scanning contents of the book itself to judge what exactly the author wanted to convey through this work. For determining main class of the work we may look into the *relative index* for information on all main classes/ disciplines) which relate to the subject under classification. The real task of the classifier is to find out from amongst so many main classes the one that treats the subject you want to classify. For example, in a book entitled 'Classifying with *Dewey Decimal Classification*', 'classification' is the subject of the work and 'library science' is the main class of the work. Hence, the classifier will place this work under main class 'library science'. Once we have found out the subject of the book and its main class, we turn to classification schedules of *Dewey Decimal Classification* to find out the class number of the main class of the work and then its subdivision which describes the subject of the work. For example, 020 is the class number for 'library science' and 020.4 for '*library functions*'. Since classification is a function of library science, we can assign 020.4 as the class number for the book entitled 'Classifying with *Dewey Decimal Classification*'.
- iii) Cataloguing is a process, an activity aimed at creating catalogue. Card catalogue or OPAC (Online Public Access Catalogue) is the end product of cataloguing. It serves as the library tool for finding, identifying, selecting, and obtaining library books by author, title, and subject. It is a vital link between the reader and the library to ascertain the availability of books in a library and their physical location on the stacks.

Cataloguing is also about rules for cataloguing. *Anglo American Cataloguing Rules 2* is based on International Standard for Descriptive Cataloguing.

The importance of standards in descriptive cataloguing and subject cataloguing cannot be overstated. Standards specify the requirements for description and identification of publication, assign an order to the elements of

description, and specify a system of punctuation for the description. Standards are must for interoperability, facilitation of record exchange, and for promoting worldwide cooperation in the compilation of standardised records for description and identification. Without conforming to standards, users may be denied the opportunity to share cataloguing resources of all other libraries participating in the cooperative networks.

- iv) A catalogue record in *Anglo American Cataloguing Rules 2* (AACR2) will have the following eight areas: i) Title and statement of responsibility area, ii) Edition area, iii) Material Area (details specific to some formats such as maps, films strips), iv) Imprint Area, v) Physical Description area, vi) Series area, vii) Notes area, and viii) Standard Number and terms of availability area.
- 3) i) Library services that offer potential to improve library use are:
- Initiation/Orientation Service.
 - Reference Service.
 - Current Awareness Service.
 - New Books Display.
 - Thematic Display.
 - Press Clipping Service.
- ii) Browne System of Issue and Return is used in most of the libraries because it comprises Reader's Ticket(s) to enable readers to borrow books from the library, a Book Card to keep inside the 'Book Pocket' provided in the book. While issuing a book the Circulation-in-Charge simply removes the Book Card from the Book Pocket and inserts it in the Reader's Ticket pouch, puts in due date stamp on the date slip provided in the book. The 'Book Card' coupled with the 'Reader's Ticket' is arranged behind date guides in the charging tray. This is the simplest of all the methods for issue and return of books. It reduces paper work in managing circulation transactions to the bare minimum. At the time of receiving books from the borrowers, Book Card is separated from the Reader's Ticket and it is inserted back in the Book Pocket of the book received. At the close of the day, the issue record is got rearranged and filed behind Due Date guides. Given this fact, Browne system of issue and return is most popular for its efficiency in time per transaction. It is therefore most used system in libraries.
- 4) Important tips for improving the value and performance of libraries are:
- The library collection must be kept relevant, current, and available.
 - Use customised information services as a tool to enable the library to play its role as knowledge gatekeeper on topics of interest to the organisation and its clientele.
 - Make library a place for social interactions by organising discussions on issues of topical importance.
 - Follow the best practices in library management, operations and services.

- Library operations and services must be kept efficient and library response time must not exceed users expectations.
- Increase the library penetration by enlarging its users base.

9.6 REFERENCES

American Library Association, 2002. *Anglo-American Cataloguing Rules*, (Second Edition), Chicago: ALA.

Dewey, Melvil. 2003. *Abridged Dewey Decimal Classification and Relative Index Series*, Volume 87, Dublin, Ohio: OCLC.

International Federation for Documentation. 1963. *Universal Decimal Classification*, (Abridged English Edition). London: British Standards Institution.

Mann, T. 1992. *Library Research Models: A Guide to Classification, Cataloguing and Computers*. New York: Oxford University Press.

Sayers, W. C. Berwick. 1975. *Sayers' Manual of Classification for Librarians*, (Fifth Edition) London: Deutsch.

Taylor, Arlene, G. 2000. *Wynar's Introduction to Cataloging and Classification*, (Ninth Edition) Englewood, Colo: Libraries Unlimited.

Suggested Readings

Krishan Kumar. 1981. *Theory of Classification*, (Second Revised Edition). New Delhi: Vikas.

Krishan Kumar. 1985. *Introduction to Cataloguing Practice*. New Delhi: Vikas.

Mittal, R. L. 1969. *Library Administration: Theory and Practice*. Delhi: Metropolitan Book.

Mooney, Martha T. 1991. *Sears List of Subject Headings*. New York: Wilson.

Stueart, Robert D., and Moran, Barbara B. 1993. *Library and Information Center Management*, Englewood, Colo: Libraries Unlimited.

Umapathy, K. S. 1941. *Problems in Library Management*. (Second Revised). New Delhi: Vikas.

NOTES

