



**MASTER OF LIBRARY AND
INFORMATION SCIENCE**

**MLIS 204
COLLEGE AND
UNIVERSITY LIBRARY SYSTEM**

UNIT NO. 1

**Department of Distance Education
Punjabi University, Patiala**

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LESSON NO. :

- 1.1 : Role of Libraries in Academic Institutions :
Schools, Colleges and Universities
- 1.2 : Development of University and College Libraries
with Special Reference to India and Role of UGC
- 1.3 : Role of Academic Libraries in Open and Distance
Education Learning
- 1.4 : Library as a System : Environmental Influences
and Responses
- 1.5 : Planning, Strategic Planning-SWOT and MBO
- 1.6 : Organising : Organizational Structure and
Functional Organisation of Libraries

LESSON NO. 1.1

**ROLE OF LIBRARIES IN ACADEMIC INSTITUTIONS : SCHOOLS,
COLLEGES AND UNIVERSITIES**

STRUCTURE

- 1.1.0 Objectives
- 1.1.1 Introduction
- 1.1.2 Academic Library
 - 1.1.2.1 Objectives
- 1.1.3 School Library
 - 1.1.3.1 Definition
 - 1.1.3.2 Purpose
 - 1.1.3.3 History of School Libraries in India
 - 1.1.3.4 Functions
 - 1.1.3.5 School Library Programme
- 1.1.4 College Library
 - 1.1.4.1 Introduction
 - 1.1.4.2 Definition
 - 1.1.4.3 Purpose
 - 1.1.4.4 Functions
- 1.1.5 University Library
 - 1.1.5.1 Introduction
 - 1.1.5.2 Definition
 - 1.1.5.3 Purpose
 - 1.1.5.4 Functions
- 1.1.6 Summary
- 1.1.7 Self-Check Exercises

1.1.0 Objectives

The study of the lesson will help you to understand.

- a) The concept of Academic Library and its three types such as school, college and university libraries; and,
- b) Role or functions of Academic libraries in furthering aims and objectives of their parent institutions.

Introduction

Academic libraries are backbone of Academic institutions such as schools, colleges and universities. The significant role of academic library is to ; assist in fulfilling the curricular requirements of its members. Academic Libraries not only cater to the needs of the parent institute in carrying out its teaching

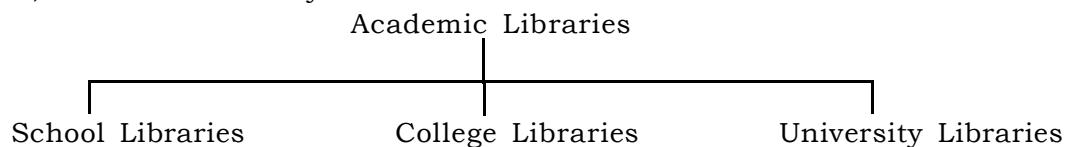
pursuit effectively but also help it's members for their overall academic development. This lesson mainly concentrates on types of Academic libraries and their role or functions in furthering aims and objectives of their respective parent institutions.

1.1.2 ACADEMIC LIBRARY

Whatever level of academic institute i.e. school, college or university the nation's institutions of learning now possess or aspire to quality that will be determined by the character of their libraries and by the adequacy of the collections of their libraries books, periodicals and research materials.

Academic libraries are as varied and distinctive as the institutions which they serve. There are the libraries in (i) colleges; teachers colleges; agricultural and engineering colleges; men's colleges; women's colleges; (ii) schools; religion, law, and other professions; and (iii) there are central libraries on the universities campuses and the more specialized libraries in the colleges functioning within the Universities.

Therefore, academic libraries comprise the libraries of schools, colleges and universities which cater to the needs of different levels of academic community and support academic instruction. Thus, there are three types of academic libraries, as shown below by their levels :-



The legal base for institutions of higher education is found in the central/state acts passed by the state/central legislatures for the establishment of specific institutions or in the articles of incorporation granted under the educational or corporation laws of the states. Public institutions are controlled by state or local government; private institutions are usually governed by a corporation or a trust. The legal status of the library in academic institutions may be determined by the charter or by the articles of incorporation, but, in general, it is established by the laws of the institution commissions. Under the Indian Constitution, education is concurrent list central and state subject. Therefore, education policy may be formulated by the State/Union Government. But it comes under state subject also and now under local governments or Panchayats. Hence establishment of school and their libraries varies throughout the country.

According to the Harrod's librarian's glossary. Academic libraries are libraries, "Those of Universities, University Colleges, and all other institutions forming part of or associated with, institutions of higher education."

According to A. L. A. *Glossary of library and information science*. Academic library is "A library forming an integral part of a college, university, or other academic

institution for postsecondary education, organized and administered to meet the information needs of students, faculty, and affiliated staff of the institution".

1.1.2.10 Objectives :

Use of books for dealing education and research has a significance. In Schools and colleges, libraries provide reading materials for students and teachers. In university libraries provide reading material for higher education and research. In this unit you will be acquainted with the libraries of all academic institutions like schools, colleges and university. Their historical perspectives, purpose and functions have also been described.

1.1.3 School Library :

The school library is a part and parcel of the school. There are various types of schools in India, viz. Primary Schools, Middle Schools, High/ Higher Secondary Schools. There are Public Schools. Government Schools, Private Schools, Central Schools, etc. Their standards and resources also vary. Though generally the high schools and higher secondary schools have set up their libraries, there are a majority of primary and middle schools which have not set up the library at all. From time to time, various Education Commissions have been set up and they have strongly recommended that the education should be library support.

1.1.3.1 Definition :

According to *Harrod Librarian's Glossary*, School Library is an organized collection of books placed in a school for the use of teachers and pupils, but these usually for pupils. It may comprise of reference books and/or books for supportive reading in the case of a teacher, teacher librarian or students.

1.1.3.2 Purpose :

A school library serves many purposes. It plays significant role in helping the educational system to achieve its objectives :

1. For the purpose, it has to build up basic collection of text-books prescribed under the syllabi and courses of reading and also associated readings for the use of teachers and students.
2. Being effective it also provides reading material to aid teaching programme.
3. It has to provide reference books for the use of teachers and students. Particularly such material is very useful for the teachers in their teaching and students for their learning programmes.
4. Since the library is a new place for the children, the librarian should give guidance, instructions and practice to the new comers, in the use of library in general reading material in particular.
5. It should inculcate reading habits among the students.
6. It should develop students interest in the study of books. They should develop love for books by organizing reading clubs and competitions.
7. As library is geared towards the instructional programme of the school, it should supplement the education imparted in the school have for reading

inculcates general development of the educands.

8. The school librarian should work in cooperation with the headmaster, teacher and the management for building a strong library collection and providing improved library services.

1.1.3.3 History of School Libraries In India :

The school library, like all other kinds of libraries, came into being when there was a need for its resources and services. When that need was limited and meager, the resources and services of the library were limited and meager. When the need grew, the library endeavored to grow but in only relatively small measures.

We can say that the school libraries including secondary and senior secondary schools are in the state of non-existence with a few exceptions. It is a fact that libraries do not exist at the level of primary schools. Few of secondary and senior secondary schools that have libraries are having post of library clerks and few of librarians. These posts have not been sanctioned by the State Government. In most of the schools, where libraries exist, they do not have library period in their time tables and the children do not get chance to see the library and have no concept of the library and its usefulness. Therefore, most of the students who joined the under-graduate classes, later find it difficult to express themselves and are shy and do not come to the library. The schools where libraries existed, do not have separate stack rooms and provision for seats where the student can sit and do self-study.

Thus, schools in India need good libraries to supplement class room teaching and provide opportunity to the students and teachers to borrow books from the libraries. The libraries must have capacity to store books and other reading materials. There should be sufficient space for students to sit and read the books of their choice inside the library so that they could form a good and healthy reading habit at the beginning of their academic life.

The Government of India appointed a "Secondary Education Commission in 1952-53" under the chairmanship of Dr. Lakshmana Swamy Mudaliar to study the working of school education in India and to recommend ways and means to put them at the right path. The Commission while recommending other things, observed that most of the schools do not have libraries. A few schools do have libraries but the books there are out dated and are not a pable to suit the reading interest of students and teachers. These libraries are housed in remote and unhygienic place attached to the school building. The persons managing them are not trained in the job. They are either library in large school teachers or clerks having no knowledge of working of a library.

The Commission made the following observations :

1. There is a need to provide good libraries in each school having sufficient and useful collection of books and other reading materials.

2. The existing libraries should have maximum collection of text-books and general reference books so that the students could make a habit of reading books other than the course books.
3. Teaching process should be such that it may encourage the use of library.
4. Position of libraries differ, from state to state. For example, Karnataka State leads in having maximum number of school libraries. The schools in Delhi have hundred per cent libraries and trained librarians. The position in other states is very poor.
5. Situation in public school is much better than the government schools. Some public schools have much better libraries, for example, Delhi Public School at New Delhi and other branches Doon School at Dehradun and Mayo School at Ajmer. The Central Schools spread all over the India, have libraries and librarians in teachers scale and proper training.

The Commission further made the following recommendations :

1. A well-equipped school library is essential for the efficient working of each educational institution and for encouraging the literary and cultural interest of the growing students. Hence every secondary school must have a good library, class library and subject libraries. The students and the teachers must be made to use the library not only to support the class room teaching but to encourage reading other literature as well to widen their academic outlook.
2. The school libraries must have trained librarians to manage them. The librarian must have at least Bachelors degree in library science. The person having B. Lib. Sc. degree should be preferred. He should have knowledge of working of a library. He should encourage the students and teachers to use the library fully. The school librarian should not be given any other work of the school. He must devote his time in the service of readers and for the improvement of the library.
3. School should have separate library buildings which must have sufficient number of seats for the students to sit and study inside the library. The library building should be equipped with furniture, suited to the needs of the children. It must have proper ventilation and other facilities to encourage readers to sit in the library.
4. In case there is no public library in that area, the school libraries should feed the general public with financial aid from public library authority. The public be allowed to use the library facilities in the schools. All the public libraries should have separate wing for the children's literature along with other audio-visual equipments to

attract them to visit the library.

1.1.3.4 Functions :

The school library must provide the following services to the readers :

1. It must make available reading materials for the teachers and the students on demand. The books should be purchased keeping in view the curriculum of the schools. The library should also have books for the purpose of recreation and inspiration for healthy growth. It may include children's encyclopedias, dictionaries, daily newspapers, periodicals. Adequate books should be made available to the teachers including the books for class-room teaching. It should acquire maps, charts audiovisual aids, etc.
2. The library should help the children to expand their knowledge through the promotion of reading habits.
3. It must help boys and girls to increase their general knowledge by reading non-text books.
4. It must teach and encourage students the use of library tools and materials, such as library catalogue, classification and how to use reference books- Dictionary, Encyclopedia etc.
5. The library must provide help to the students in finding out reading materials in the library and proper handling of books.
6. The school students should be introduced to some other libraries, particularly local libraries in the town, so that they have an idea of library system.
7. The school library should cooperate with public libraries to supplement and augment its resources. Some public libraries have children section which can be helpful to school children.
8. The children should be provided guidance and assistance to become skillful in the use of library and audio-visual material.
9. School libraries should arrange book exhibitions on topic of interest, and should display the newly acquired books prominently for some time before these are shelved with other collection.
10. The school librarian should work in cooperation with the headmaster, teacher and management for building library collection and for other improved library services.
11. Reading rooms and comfortable furniture should be provided to the students and teachers.

Thus the school library serves many ends: enrichment of teaching by providing illustrative background material; instruction and practice in the use of books and of library; reference; extended reference (project and research work); development of pupils personal interests; recreative reading etc. It also gives opportunity to exercise various administrative responsibilities.

1.1.3.5 School Library Programme :

The form and direction of the school library programme are determined by the

objectives, curricula, and methods of instruction of school of which it is a part. Each school is different; therefore each school library is different from all others. To guide the librarian in planning a programme of instruction, service, and activities for children and young people, following programmes should be taken into consideration.

1. The school library programme reflects the philosophy of the school and enriches all parts of its educational programme.
2. For the individual student, the library programme offers valuable experiences and instruction that starts with kindergarten and, expanding in breadth and depth, continue through the secondary school. This continuity of library programme provides for the student a cumulative growth in library skills and in the development of reading, listening, viewing abilities and tastes.
3. The true concept of a school library programme means instruction, service, and activity throughout the school rather than merely within the four walls of the library quarters. All phases of the school programme are enriched by means of library material and services. The degree to which teachers and pupils can utilise library depend on the services, materials, and cooperation of staff of the library. Academic output of student and teachers measure the extent to which the library programme is successful.
4. Every boy and girl within the school is helped by the library programme according to his her individual needs.
5. Through varied types of materials, the collections of the library provide for many kinds of interests that its users have, for different levels of maturity and ability of the student population, and for the wide range of demands evoked by the curriculum and the services of the modern school.
6. The library is a laboratory for research and study, where students learn to work alone and in groups under the guidance of librarians and teachers. Thus, it contributes to the growth and development of youth by encouraging independent thinking; ability to study effectively; and in desirable attitudes toward reading, toward other media of communication, and toward all learning and research.
7. The library forms one facet of the overall guidance programme in the school by making important contributions through its teaching, materials and services for the personal, social, and vocational guidance of students.
8. School library experiences serve as stepping stones to the use of other library resources in the community and to the formation of lifetime habits of library usage, as well as to pride in the ownership consciousness of books. Since no two schools will have the same philosophy, objectives, programme of instruction, or student needs and interests, their library collections will not be the same. However, all library instructional materials centres should provide materials for all areas included in the curriculum and in the school programme

and for inspiration and recreation.

1.1.4 COLLEGE LIBRARY

Introduction : A college is regarded as an institution of higher learning which usually offers a three-year or four year course after school teaching to a bachelor's degree. Post-graduate colleges also have masters courses in various subjects.

There are several common themes in the history of college libraries in the world. In the earliest years of a college's life there was often no library, although there might be collections of books dispersed throughout the college building for classroom or laboratory use. When a library was provided, it would probably be at first in the care of a lecturer or administrator as an honorary and part time librarian. It is not surprising that opening hours were limited and that stock, consisting largely of very general cultural material, it was often poorly related to courses. In more recent times, classroom collections have been centralised and new libraries have been created in a set of rooms.

Provision of good and rich libraries is essential for academic achievements. The college library is meant for the students, teachers and other staff of college. There is a great variety in size and collection of college libraries. Some of them have rich collection while some of them have poor collection. A well-established college library is just like a university library. Many college libraries in India are following open access system while the others are having close access system to books avoid loss.

1.1.4.1 Definition : A college library is a library established, maintained and administered as a support unit by a college to meet the needs of its students and faculty members.

1.1.4.2 Purpose : An educational institution is established to provide formal education to its students. Therefore, the main purpose of a college library is to serve students and teachers of the college so as to enable them to achieve their programmes of higher academic pursuits. Thus, the fundamental purpose of a college library is an educational support unit. Some of the other purposes are as under :

1. The college library has to provide academic assistance to the college in its teaching programme and other extra curricular activities.
2. It also provides research material and reference books for the students, teachers. It has to play an important role in the college level education.
3. It provides a chance to the students for independent study through additional readings.
4. It promotes reading habits among the students and makes them library-minded for their future life as well.
5. It provides guidance to student in various vocations, professions and services through appropriate guiding literature.

6. The library assists them in providing books and other reading material in the accomplishment of their desired educational work.
7. It provides a chance for better and extensive study of the subject with the help of a variety of additional reading material available in the library.
8. It makes the students enlightened and knowledgeable citizens and not centered around text books alone.
9. It helps and guides the students not only for academic excellence, but also for getting success in general competitive examination.

1.1.4.4 Functions : The main functions are as follow :

1. Keeping in view the syllabi and courses of reading in various subjects a college library acquire and organises reading materials including periodicals, audio-visual material and now a-days documents in digital format as well.
2. It provides multiple copies of text-books for the use of students by organizing book banks.
3. It makes available allied literature for extensive study and wider knowledge of the subjects for students as well as teachers.
4. It arranges books and other reading material systematically in classified order on the shelves.
5. It maintains collection of reference books such as encyclopedias, language dictionaries, year-books, manuals, bibliographies, geographical dictionaries, biographical dictionaries, etc., and periodicals.
6. It organises library orientation programme for fresh students, so as to make them conversant with the library system, services arrangement and library rules, in the beginning of the session.
7. For extra curricular activities as well sufficient reading material is provided to the students by the library.
8. Through inter-library loan, it is capable to access the sources of other libraries and provide requisite materials which is not in their collection.
9. It makes arrangement of reading-room for the students and teachers with attractive, comfortable and durable furniture.
10. It makes provision for issue and return of books for home use.
11. It also provides reference service and for which efficient reference staff is the basic requirement of the college library.
12. Reprographic services and other documentation services should also be provided depending on the demands of students and resources of the library.
13. New acquisitions should be displayed with time intervals.

The school libraries in India are practically non-existent and the public library system is still in its infancy in many parts of the country. So a college library is charged with the responsibility of instilling love for reading in the minds of young students.

1.1.5 UNIVERSITY LIBRARY

1.1.5.1 Introduction : Education is a life long process. Article 26 (2) of the universal declaration of human right of the UN proclaims that "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom." As an off school Higher education plays pivotal role in the development of youth.

Role of libraries in educational programmes of the country is well recognised by many a thinkers. University library is considered as heart of university. Libraries are directly related to the development of educational, social and cultural activities. In the words of Dr. S.R. Ranganathan, "Libraries are not mere store houses, they are rich springs from which knowledge flows out to irrigate the field of education and culture".

The University library not only caters to the needs of students but also fulfils the requirements of teachers as well as research scholars. It plays an important role in the dissemination of information and knowledge. The university library as such a prestigious institution that exhibits the standard of the university. The quality of teaching is known from the quality of the collection of a university library.

1.1.5.2 Definition : According to *Harrod's Librarian's Glossary* "university library refers to library or group of libraries that are established, maintained, and administered by a university to meet the needs of its students and members of the academic staff."

The A. L. A. *Glossary of library and information science* defines university libraries as "A library or a system of libraries, established, supported and administered by a university to meet the information needs of its students and faculty and support its instructional, research and service programmes."

1.1.5.3 Purpose : University library has following purposes :

1. To assist and carry out instructional programme and research activities of the university.
2. To help students in the use of the library to attain additional knowledge in their respective fields of study and to achieve academic excellence.
3. To encourage students for self study and independent use of the library.
4. To guide students in extra-curricular activities as to use of the relevant readings.
5. To assist and cooperate with research scholars and teachers in their study and research, by providing bibliographical and literature

support.

6. To give access to its users to the vast treasure of knowledge and to enable them to become enlightened citizens.

1.1.5.4 Functions : A university is required to perform the following functions. Teaching, research, publications, conservation of knowledge and ideas, extension services, etc. It is very much clear that a university library is a part of a university set-up. Therefore, it exists to serve the objectives of its parent organization. In other words, a university library should aim at being an excellent support for the advancement of the functions of its parent university. It should reflect the character of the university.

According to Wilson and Tauber, "the well-administered university library directs its activities towards fulfilment of these functions. By accumulating and organizing books, manuscripts, journals, and other materials, university library serves as an invaluable aid in the conservation of knowledge and ideas and as an active force in teaching, research, and extension programmes of the university. Through direct assistance to the members of the faculty and research scholars. The university library participates in the interpretative function of the university. Through its many bibliographical and other reference services, the library aids the teaching staff who are engaged in the preparation of materials for publication."

The other functions carried out by the University Library are :

1. It acquires all types of reading material for its readers either by donation, exchange or through purchase.
2. It organises its reading materials in a helpful filatory sequence with the help of classification scheme.
3. It provides easy access to its reading material. For this purpose it prepares classified and dictionary catalogues and thus provides a key to Library holdings.
4. The provision of home use of books is also made through loan for the students, teachers and research staff of the university.
5. Library provides services to university officials, special members and teachers of affiliated college of the concerned university.
6. It provides very good reading atmosphere for its clientele.
7. It participates in networking of resources of regional, national and international libraries.
8. It helps in providing bibliographies to its researcher in various subject fields on demand and in anticipation if the topic is current.
9. Every university library maintains a rich collection of reference books, which is a backbone of the library service.
10. Reference service is provided to its clientele by its staff.
11. For research activities library subscribes to current journals of learned societies and also maintains back volumes of old journals.

12. It provides reprographic services to all its readers at very nominal charge.
13. Library keeps on tackling the reader problems by getting the reading materials on inter-library loan from other institutions.
14. Almost every university library introduces all its readers with its resources so that they can acquaint themselves with needed reading material and can make use without wasting their time.
15. It provides indexing and abstracting services to its users with pin pointed and exhaustive literature coverage.
16. Some university libraries make provision of Internet service as well for users.

1.1.6 Summary : Academic libraries encompass school libraries, college libraries and university libraries. They are the backbone of the educational system. School library is part and parcel of the schools. Various Education Commissions have strongly recommended that the education should be library oriented. School library serves many purposes. Basically, it is to inculcate and to promote reading habit among children. College library is meant for the students of the college. It caters to the needs of its students and teachers by providing different types of reading materials. The main purpose of the college library is to serve students and teachers of the college to enable them to achieve their academic programme. It acquires, organises and provides reading material prescribed in the syllabus and supplements with reference books needed by the students and teachers. University library has been regarded as a heart of the university. It provides variety of services to its students, teachers, researchers and support staff.

1.1.7 Self-Check Exercise

1. What is the purpose of school library ?

2. Enlist three kinds of academic libraries ?

Further Reading :

1. Krishan Kumar : Library Manual Edu., N.D. : Vikas, 1990.
2. Pandey, S.K. Sharma : Library & Society, N.D. : Ess Ess Publication, 1992.
3. Khanna, JK : Library & Society, Ed 2, N.D. : Ess Ess Publication, 1994.

MASTER OF LIBRARY AND INFORMATION SCIENCE MLIS 204
COLLEGE AND UNIVERSITY LIBRARY SYSTEM
LESSON NO. 1.2

**DEVELOPMENT OF UNIVERSITY AND COLLEGE LIBRARIES WITH
SPECIAL REFERENCE TO INDIA AND ROLE OF UGC**

Structure

- 1.2.0 Objectives
- 1.2.1 Introduction
- 1.2.2 Development of University and College Libraries in India : 1857-1947.
 - 1.2.2.1 First University Library
 - 1.2.2.2 Colleges as Centre of higher education during 19th century.
 - 1.2.2.3 Releigh Commission
 - 1.2.2.4 Calcutta University Commission
- 1.2.3 Overall situation of college and university libraries in Pre independent India.
- 1.2.4 Development of University and College libraries since Independence.
 - 1.2.4.1 University Education Commission, 1948
- 1.2.5 University Grants Commission
 - 1.2.5.1 Library Committee, 1957
 - 1.2.5.2 Review Committee, 1961
 - 1.2.5.3 Education Commission, 1964-66
 - 1.2.5.4 Pal Committee, 1970
 - 1.2.5.5 Mehrotra Committee, 1983
 - 1.2.5.6 Committee on National Network System (INFLIBNET)
 - 1.2.5.7 Curriculum Development Committee on Library and Information Science
- 1.2.6 UGC Schemes for Development of Academic Libraries
 - 1.2.6.1 Book Banks
 - 1.2.6.2 Study Centres
 - 1.2.6.3 Regional Library Centres
 - 1.2.6.4 National Information Centres
 - 1.2.6.5 Collection Development
 - 1.2.6.6 Infrastructural Facilities - Library Building Equipment and Furniture.
- 1.2.7 Library Automation
- 1.2.8 Summary
- 1.2.9 Key Words
- 1.2.10 Self Check Exercise

1.2.10.1 Answers to self check exercise.

1.2.11 References

1.2.0 Objectives :

The objective of this lesson is to familiarise the students with the historical background and process of development and growth of college and university libraries. An attempt has been made to familiarise students with the role played by the University Grants Commission which is a statutory body of Government of India for co-ordination and maintenance of university education.

1.2.1 Introduction

Libraries are essential for proper functioning of all the educational institutions. A library attached to an educational institution such as school, college and University is called Academic Library. The main function of an academic library is to fulfil the curriculum requirements of its members.

A library is a place for keeping and using packages of information such as books, journals, CDS, microfilms etc. Today the knowledge has grown so vast that it has become necessary to develop our libraries. An academic library not only cater to the needs of the parent institute in carrying out its teaching pursuit effectively but also help its members for their overall intellectual development.

1.2.2 Development of University and College Libraries in India :1857-1947

Towards the middle of nineteenth century impact of, industrial revolution was felt all over the world and "Education for all" became the slogan. There was a phenomenal growth of schools and colleges in this period. Though India has had a rich tradition of higher learning from ancient era but in the modern education system history of university education can be traced back to the middle of the 19th century. Sir Charles Wood in his historic Dispatch of 1854 gave a shape to the Indian Educational System by providing a scheme for university education. Lord Dalhousie then Governor General of India gave his consent to the concerned bill on 24 Jan/ 1857. It resulted in the establishment of three universities in the presidency towns of Calcutta, Madras and Bombay in the year 1857 only.

1.2.2.1 1st University Library

Calcutta University was initially without any library- "In 1869 Mr. Joy Kissen Mookerjee donated Rs. 5000/- to university for the purchase of books. In 1872 university constructed separate building for its library at the cost of Rs. 434,697/-." Thus Calcutta University Library is the oldest and 1st one amongst the modern university libraries. Similarly, Panjab University was established in 1882 while its library started functioning in 1908.

1.2.2.2 Colleges - As the Centre of Higher Education

At the time of their inception, all these universities were not the centre of teaching and research work. Their main function was to conduct examinations of their affiliated colleges. Teaching was done in colleges. These colleges were keeping

meager stock of text books and some old and outdated books. These small collections of books were poorly housed in locked almirahs or cupboards without any classification and cataloguing with restricted access.

During the British period several colleges were started in the country by the East India Company and the Christian mission. The number of colleges was 27 in 1857 and 183 in 1902.

1.2.2.3 Releigh Commission

In the absence of the University and College Libraries students had no opportunity of forming the habit of independent reading. In 1902 Lord Curzon appointed Indian Universities Commission and Sir Thoman Releigh as its chairman. On the recommendation of Releigh commission the Indian University Act of 1904 was passed with a specific statutory provisions for universities and affiliated colleges to maintain well equipped libraries. The commission strongly recommended the formation of good reference libraries in universities as well as in colleges to provide an opportunity to the students to develop the habit of intellectual reading. Recommendations of Releigh Commission were very meaningful to the development of the university and colleges libraries but their implementation was poor. So there was a little change in working of the libraries. Majority of the libraries suffered from poor collection inadequate staff provisions, poor services and a lack of recognition of their academic role.

1.2.2.4 Calcutta University Commission

Government of India appointed Calcutta University Commission in 1917 under the Chairmanship of Dr. Michael Sadler. Dr. Sadler in his report pointed it clearly that "one of the greatest weakness or the existing education system was the extraordinary unimportant roll played by library in it. The libraries were found to be inadequate not only for needs of students but still more for those of teachers". "It is right and proper that university should provide great libraries and great laboratories for research scholars to direct them." It recommended the college libraries to be strengthened to make them useful for teachers.

The report of Calcutta University commission gave a great push to the advancement of higher education resulting in the formation of Act of 1919.

Under this act, 8 new universities were established. These universities had some sort of libraries as they were upgraded from colleges. The administrative set up of these Indian University Libraries was after the model of Western libraries whose main features were open access to book shelves. Classification and Cataloguing on the basis of approved classification scheme and catalogue code.

1.2.3 Overall Situation of College & University Libraries in Pre-independent India

The concept of Library as useless accessory prevailed through out in pre-independent era. The majority of these libraries were least organized and status

of librarian was low. Librarian was held responsible for any loss of book. Very few libraries allowed their readers direct access to their collections. Reference services and bibliographic services were rare and documentation services were unknown. The building of the most of colleges and university libraries were not functional. The furniture and equipment of libraries were of old type. In many colleges, libraries were housed in building meant for some other purposes. Three more universities were established under the Govt. of India Act, 1935. At the time of Independence the number of Universities rose to 18 and colleges to 650. Some of these colleges were very reputed and having well established libraries such as Wilson College Bombay, Madras Christian College and St John College.

1.2.4 Development of University and College Libraries Since Independence

With the advent of Independence, India found itself in the grip of a multitude of problems such as economic, political, social and cultural. One powerful instrument for bringing about the transformation was education. For the systematic progress and development of the country, India formulated five year plans. All five year plans gave due recognition and importance to all aspects of education. Regarding Libraries, Government of India in First Five year plan, (1951-56) covered the scheme of Improvement of Library Service. The scheme supported to setup network of libraries all over the country and National Central Library at Delhi. Prior to that in 1947 only 12.2 percent of population was literate. The Commissions and Committees appointed by British Govt. to examine the problems of education and role of libraries could not prove effective. After independence sincere efforts, were made which lead to the growth and development of academic libraries. In order to develop its educational system Govt. of India Set up the University Education Commission in 1948.

1.2.4.1 University Education Commission (U.E.C.) 1948

The U.E.C. is also known as Radha Krishnan Commission after the name of its Chairman Dr. S. Radha Krishnan. The U.E.C. studied the problems of higher education thoroughly, while realising the importance of libraries in higher education. The commission quoted in its report the library as "the heart of university's work; directly so as regards its research work and indirectly as regards its educational work, which derives its life from research work. Scientific research needs a library as well as its laboratories while for humanistic research library is both library and laboratory in one."

The commission observed that the best libraries were spending 2.7% to 6.5% of their total budget and pointed out the inadequacies in financial assistance to university and college libraries and suggested a formula for estimating their budget as given below.

1. The university should spend Rs. 40 per students enrolled in the institution.
2. The academic institution should spent 6.25% of its budget on library

- services.
3. Stressed the need of collection development and open access system.
 4. Need of adequate and well qualified staff and provide to promote services and 12 working hours a day for university library.
 5. The Commission also recommended the setting up of an autonomous body to look after the growth and development of university education in the country.

1.2.5 University Grants Commission - Origin & role in development of Academic Libraries

In response to U.E.C.'s recommendation the University Grant Commission (UGC) was formally established in 1956 as a statutory body of Government of India for coordination and maintenance of university education. Dr. C.D. Deshmukh was its 1st chairman.

The UGC has a unique distinction of being the only grant giving agency in the country, which has been vested with responsibilities that of providing funds and coordination, determination and maintenance of standards in institutions of higher education.

- In order to execute its responsibilities UGC receives both plan and non plan grants from the central government
- It allocates and disburses grants to universities, colleges and other institution of higher education.

With the establishment of UGC - New era in development of universities and colleges begin. Libraries started getting due importance. Independent library buildings started coming up in university campuses. The book collections that built up were more responsive to the needs of teachers, students and research scholars.

U.G.C. set up number of commissions and committees from time to time to raise the standard of academic libraries to make them suitable to the higher education.

The major commission and committees appointed by UGC were:

1. The Library Committee 1957
2. Review Committee on Library Science (1961)
3. The Education Commission 1964-66
4. Pal Committee -1970
5. Mehrotra Committee -1983
6. Committee on National Network System of Universities & Library -1988
7. Curriculum Development Committee 1990-93.

1.2.5.1 Library Committee, 1957

To improve the fate of libraries UGC took immediate measure 1st by giving grant of Rs. 1,00,000 for colleges and university libraries. 2nd important step in this direction was appointment of the Library Committee in 1957 with Dr. S.R.

Ranganathan as its Chairperson. Other members of committee were Prof. S. Bashiruddin, K.S. Hingwe and B.S. Keshavan all were library professionals of repute. The Library Committee (1957) is also known as Ranganathan Committee with Dr. S.R. Ranganathan as chairman. The committee in its report in 1959 made multifaced recommendations for the development of academic libraries and advocated new services such as xeroxing, inter-library loans, Reference and Documentation and preparation of Union Catalogue.

The committee suggested that -

1. Special grant should be provided to start new departments, in the existing universities as well as in the new universities.
2. It gave a formula to estimate the library grants. That was at the rate of Rs. 15 per student and Rs. 200-00 per research scholar.
3. The committee also suggested that university should have full time library science staff to produce trained staff.
4. The librarian should have prescribed professional qualification. This also recommended that status and the salary of the library staff should be at par with that of teaching and research staff.

Dr. Ranganathan was of the view that the acceptance of the higher grade authorizes library science departments would attract men of higher intellects to take library course and when they enter the profession in sufficient number the profession itself will get completely transformed into a level of equity with teachers.

The UGC accepted the recommendations of library committee as norms for promoting university libraries and Librarians. Some of the academic institutions successfully implemented these recommendation and others could not adopt them.

1.2.5.2 Review Committee on Library Science, 1961

On the recommendation of library committee (1957). U. G. C. appointed in 1961 a review committee on teaching of library science again under the chairmanship of Dr. S. R. Ramanathan.

The responsibilities of Review committee were to recommend the standards for teaching, examination and research in library schools and improved curriculum for various level of courses of library and information Science.

The committee submitted its report to UGC in 1962.

It directed the universities not to conduct certificate course.

It prepared curriculum outlines for B. Lib. Science and M. Lib. Science Degree Courses. The committee strongly recommended to have close co-operation between library staff and Library Science Department staff and status of library science teacher should be treated at par with that of university teacher.

In spite of all the recommendation of Radhakrishnan Commission and allocation of funds by the U.G.C. the condition of the university libraries services could not

improve up to the desired level. The universities did not provided sufficient funds for the development of their libraries.

1.2.5.3 Education Commission (1964-66)

In July 1964 Govt. of India set up the Education Commission under the chairmanship of Prof. D.S. Kothari to evaluate the education system as well as the libraries. The commission was shocked to note that the recommendation of Radha Krishan Commission had not been fully implemented. The commission stated in its report :-

1. "Nothing can be more damaging than to ignore its library and to give it a low priority. No new college, university or department should open unless adequate number of books are provided in the library.
2. The commission advocated the need for documentation services specially Indexing and Abstracting and appointment of documentation officers in the university libraries.
3. The commission laid emphasis on the need of easy accessibility of books and multiple copies of text books and separated Reference section and Periodical section to encourage and students to use the library.

The Kothari Commission gave budget estimate - "As a norm university should spend each year about Rs. 25.00 per student and Rs. 300/- per teachers or from 6.5% to 10% of total budget depending on stage of development of each university library". The commission also recommended that UGC should separately allocate foreign exchange for academic libraries.

Regarding the role of College Library Prof. D.S. Kothari clearly described the ideal academic functions of college libraries - "The library should provide facilities and services necessary for success of all formal programmes of instruction, open the door to the world wide of books that lies beyond the boundaries of once own field of specialization and bring Books/ Students and Scholars together under conditions which encourage reading for pleasure, self-discovery, personal growth and sharpening of intellectual curiosity. The staff should be able to convert the library into an intellectual workshop and should along with teachers be in a position to teach with books".

The decades of 1960s and 1970s witnessed unparalleled growth the development of library automation and computer application, but the over all services of libraries were for from satisfactory.

To quote Krishan Kumar "In practice Indian college libraries usually provide lending service and other services are often found missing to a large extent. Most of college students do not know how to make an effective use of college library. College libraries with a few exceptions are unable to provide adequate collections and services to deal with rising demands.

1.2.5.4 Pal Committee

In Nov. 1970 UGC setup a committee under the chairmanship of Prof. A B Pal. The objective of committee was to assess the present facilities for M.Lib. Science Courses and recommend the future needs.

1.2.5.5 Mehrotra Committee, 1983

The UGC appointed R.C. Mehrotra committee to consider the revision of pay scales and service condition of teachers in universities and colleges. In 1985 UGC requested the same committee to consider the revision of pay scales and service conditions of librarians and Directors of Physical education.

The committee's recommendations to revise the pay scale of librarian are linked up with qualifications and improvement in quality of library service. The committee also suggested that librarians should be given duty leave to avail opportunities to attend summer schools and seminars to up date them with new developments. For recruitment of new entrants as Lecturers, Assistant Librarian in Universities and College librarians may also, Qualify national eligibility tests in library and information science. It was made a necessary conditions for recruitment.

The govt. of India accepted the recommendation of Mehrotra committee for the implementation of revised pay scales of library staff at par with teachers and the document in this regard was issued in 1990.

1.2.5.6 Committee on National Network System of University Libraries (1988 INFLIBNET)

In 1988 the UGC constituted a committee on National Network System under the chairmanship of Dr. Yash Pal to suggest measures for networking of Libraries and information centers in the universities, deemed universities UGC information centers and colleges. The main objective of the committee was to share the existing resources to optimum utilization and avoid duplication of holdings."

The committee constituted a working group to prepare the project report on information and Library Network INFLIBNET. The working group completed its project report on 31 August, 1988.

The Information and Library Network (INFLIBNET) Started functioning in 1991. It has a National Centre at Ahmedabad and four regional centers at

1. Jawahar Lal University, New Delhi
2. Indian Institute of Science, Bangalore
3. Jadavpur University Calcutta
4. University of Poona, Pune.

INFLIBNET has undertaken several activities such a :

1. "Funding for university library and during 1991 to 1996 UGC gave grants to 70 universities under INFLIBNET.
2. Database creation of Univ. libraries - A centralized database of academic libraries is being created. Data received from more than sixty university libraries has already been fed into the database. It

holds now more than five lacs bibliographic records of books/journals and theses.

3. Its database is steadily growing with aim of forming union catalogue for on-line-access.
4. Training for library and information science personnel for INFLIBNET.
5. Development of software standards and guidelines for hardware.
6. To develop document delivery service.
7. To facilitate communication through Electronic mail (E-mail) and Computer Conferencing etc.
8. Computerisation of operations and services in libraries following a uniform standard.

1.2.5.7 Curriculum Development Committee (CDC) on Library and Information Science (LIS) 1990-93.

In order to make education socially relevant there was need to change the existing curriculum. During seventh plan period provision were made for this. UGC set up number of curriculum development centres.

In September 1990, the Curriculum Development Committee (CDC) on Library and Information Science (LIS) was constituted on the recommendation of the UGC to modernise the curriculum of LIS courses.

The CDC conducted five meetings and two workshops before submitting the report. It suggested some guidelines to LIS schools regarding admission policy, student strength and use of teaching aid.

The most important contribution of the committee was formulation of new curricula with core courses and optional courses.

The scenario of LIS is changing in India. Many academic and special libraries have started using modern machines for library service-Reprographics machines, computers, CD-Rom and other database equipments. To meet this advancement of services required expert staff and teachers to train the staff. The CDC therefore has recommended to strengthen the LIS departments by providing.

1. Initial grant of Rs. 2.5 lakhs for acquiring basic equipments.
2. One lakh for acquiring suitable software.
3. Guidelines to universities to treat LIS department along with science departments for allocation of equipment grants.
4. Needs for creation of full time teaching faculty.

1.2.6 UGC Schemes for development of academic Libraries

Keeping in view the recommendations of various committees and commissions from time to time UGC started many schemes to make the library services effective.

These schemes are given on the next page :

1.2.6.1 Book Banks 1963-64

In 1963 UGC started Book Bank Scheme in Universities and colleges. The

objective of this scheme was to provide text books to needy students on long term baste. UGC provided grants to purchase multiple copies of text books. It remain continued till 1980s.

1.2.6.2 Study Centres

During Fourth Five Year Plan (1969-1974) UGC established study centers to provide effective library services. Under this scheme many universities established their study centers to provide library facilities to the wider group of students and teachers near their residences. These Centres were provided recurring and non recurring grants. These study centres were established at a distance from the main university library. Its number depended upon the area of the University and clusters of students.

1.2.6.3 Regional Library Centres - RLC

In 1976 Vice Chancellors' conference, the need for developing library facilities to link up all round development of the whole country was discussed. The committee appointed by UGC in 1976 recommended to set four Regional Centers at the universities' campuses at Calcutta, Bombay, Banglore and Banaras and a National Centre at Delhi. The aim of setting RLC were to cater efficient information facilities such as reprography, microfilming and other mechanized services. Two crore rupees were sanctioned during fifth plan period for this purpose.

1.2.6.4 National Information Centres and Inter University Centres

The programme of establishing RLC in fifth plan was reviewed in the sixth plan. UGC established three National Information Service Centres (NICs) and Seven Inter University Centres in specialized areas. N1C - National Information centres have been developed with computer databased services in proposed areas of studies to provide documentation and current awareness services to users on demand. Those are :-

1. Indian Institute of Sciences, Banglore.
2. Maharaja Sayayirao University, Baroda.
3. S.N-D.T. Women University, Bombay

1.2.6.5 Collection Development

A library which is known for quality collection development can serve better. Collection development is not simple addition of book rather it is a planned addition for reading and teaching material. For this purpose funds are allocated to universities and colleges in every five year plan. Teams of the UGC often visit universities and colleges to estimate their needs. While allocating grants for collection development number of students in a subject, number of subjects taught, previous collection etc. are kept in view. At times of allocations recommendation of expert committees of university are also accepted. The UGC is contributing recurring grants for collection development but at times it also sanction Adhoc grants for this purpose whenever possible.

Raman Nair R. in his study on collection development in colleges... strongly felt that

colleges are not using any book addition policy which is must for Systematic collection development. So, It is the combination of adequate money and proper book purchase policy that can help us to achieve better results.

The rapid growth of publications, increasing prices and varied demands make it difficult to purchase all what ever is required. To solve such problems the commission has introduced various cooperative programmes such as Regional Library Centre, National Information centres and resources sharing networks such as DELNET, INFLIBNET.

1.2.6.6 Infrastructural Facilities - Library building/ Equipment and Furniture

A well organised, well equipped and functional library building is must in this age of information explosion. UGC made regular efforts in this regard from the very beginning of its inception.

Under the PL-84 Wheat loan programmes a special grant was sanctioned for building expansion of five libraries.

UGC has provided liberal funds for library buildings but as we all know that library is a growing organism, what ever libraries have been getting is insufficient because number of users is ever increasing, collection is augmenting, services are becomming multifaced and technology is changing very fast.

"In the Seventh plan UGC suggested in the guidelines to the universities to spend 20% of ceiling grant for construction of library building and facilities/55 to 60% of allocations for purchase and maintenance of books and 20% on journals including library services.

In the Eighth plan assistance for library buildings was 50% the same as that for of equipment, books and journals.

With the launching of INFLIBNET programmes the UGC has earmarked funds for computer facilities, for human resource development and automation of library operations to participate in networking of universities and colleges.

1.2.7 LIBRARY AUTOMATION

Automation of a library has mainly two components viz. computerisation and networking. Computerisation helps a library to modernize its in house operations. Networking allow it to access other libraries/information centres to exchange information. The grants provides by the UGC to university libraries under INFLIBNET Programme takes care of both these components of Library automation.

Academic libraries in India are using E-mail, LAN, machine readable catalogue and internet for resource sharing, UGC has worked consistently and constantly to give present shape to Academic library system in India.

1.2.8 SUMMARY

In this lesson main ephasis has been laid on the development of college and university Libraries. The discussion has been made under two main heading - i.e.

- 1) Pre Independence era and
- 2) Post Independent era.

The Pre-Independence era covers the period from 1857-'1947 AD. It covers the

efforts made by British Government and the role played by committees and commissions set by it for the development of higher education and academic libraries.

In post independence era due coverage has been given to various steps taken by the Government of India from 1947 onwards, for example, setting up of Education Commissions, University Grants Commission and other such bodies and implementation of suggestions made by them to achieve the present form of the academic Libraries. Now a days Academic Libraries of India are using E-mail machine readable catalogue, LAN and Internet etc. for resource sharing.

1.2.9 KEY WORDS

1.2.9.1 Electronic Mail

E-mail enables participants in the network to transfer/receive messages from any part of world using data networks to which they are subscribing. E-mail provides facility through which other services like inter library loan requests, location search in the union catalogue, document delivery requests and academic requests can be implemented. Document Delivery Service (DDS)

For Information dissemination and resource sharing DDS is of great importance. The DDS enable a library to request another library for a copy of a document to be transmitted via E-mail or fax. This service can be used for transmitting a few pages from a document.

1.2.9.2 N1CNET

N1CNET is a network of National Information Centre under Planning Commission. It provides E-mail facility to academic institutions.

QUESTIONS FOR PREPARATIONS

1. Describe the major commissions and committees appointed by the UGC for development of University and Collages Libraries.
2. State the various Schemes started by UGC for improvement of services in academic Libraries.

1.2.10 SELF-CHECK EXERCISE

Note : Write the answers in space given below each question and check your answers with the answers given at the end.

1. Write short note of Education Commission 1964-66 ?

2. Write short note on INFLIBNET ?

1.2.10.1 ANSWERS TO SELF CHECK EXERCISE

Education Commission, 1964-66 - In 1964 Government of India appointed Education Commission under the chairmanship of Prof. D.S. Kothari to evaluate the education system as well as libraries.

The commission laid emphasis on the need of easy accessibility of books and recommended the purchase of multiple copies of text books by libraries.

It advocated the need for documentation services and appointed by Documentation officer in the university library.

The commission further instructed that no new department should be opened without adequate number of books provided in the library.

Regarding budget estimate the commission recommended that university should spend each year about Rs. 25/" per student and Rs, 300/- per teacher in library services.

1.2.10.2 WRITE SHORT NOTE ON INFLIBNET

The information and Library Network (INFLIBNET) started functioning in 1991. It aims at linking by computer network, the libraries of all universities, colleges and R&D laboratories of national level in India.

INFLIBNET has undertaken several activities such as funding for computerisation and database creation of university libraries, training for Library and Information Science personnel. To provide online access to database by creating on-line union catalogue.

It aims at optimum utilization of existing resources and avoid duplication of holdings.

1.2.11 REFERENCES AND FURTHER READINGS

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LESSON NO. 1.3

**ROLE OF ACADEMIC LIBRARIES IN OPEN AND
DISTANCE EDUCATION LEARNING**

Library and society are inter linked and inter-dependent. Society without libraries has no significance and libraries without society has no origin. Education is the life blood of a developing society. Therefore, Education and Libraries play a complementary and supplementary roles in the development of society. In the modern information society academic libraries have to play a vital role in the reshaping of the society to meet the challenges of the modern era.

Education is defined by Louis R. Wilson as the process by means of which the individual is brought through training to an understanding of himself, of the life about him, and of the infinitely numerous relations which connect him with it. This education is of two types formal and informal. Self education, open and distance education mode of learning belong to second type of education. The present lesson concerned with the role of academic libraries, which are usually attached with agencies/institutions importing formal education in the open and distance mode of learning.

1.3.0 Objectives :

After going through the lesson you will be able to understand

- (i) the open and distance education.
- (ii) Its differences from formal education.
- (iii) the changing role of academic libraries in these mode of learning.

Structure :

To obtain the aforesaid objectives the present lesson is textilled as under:

- 1.3.1. Introduction
- 1.3.2. Academic Library
- 1.3.3. Distance Education
- 1.3.4. Open Education
- 1.3.5. Correspondence Education
- 1.3.6. Salient Feature of Distance Learning
- 1.3.7. Role of Academic Library
 - 1.3.7.1. Distance/Open Education and Distance Librarianship
 - 1.3.7.2. Functions of Distance Librarianship?
- 1.3.8. Guides Lines for Distance Librarianship
- 1.3.9. Conclusion

1.3.10. Questions for Self Check Exercise

1.3.11. References

1.3.12. Answer for Self Check Exercise

1.3.1 Introduction

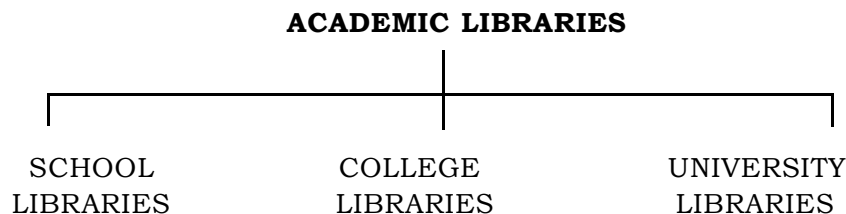
According to Mannu "to carry knowledge to the doors of those, that like it, and to educate all to perceive the right. Even to give away the whole earth cannot equal that forms of service". This quotation is self explanatory.

The task of collecting, recording and making readily available, all the information on the intellectual activities of man has itself become a complex process, calling for specialized skills and knowledge. In English library refers to a collection of books/documents gathered for study, research. reference, recreation. Now libraries are service agencies that is only for readers/users and are organized to facilitate the use of graphic records. It is the trio of books, staff and readers. On the bases of users or readers libraries are classified in to various type viz Public, Academic, Special National etc.

1.3.2 Academic Library

Whatever level of quality the nation's institute of learning now possess or aspire to will be determined by the character of their libraries by the adequacy of their collection of reading materials. Efficiency of staff and facilities provided to user.

Academic libraries are as varied and distinctive as the institutions which they serve. There are libraries in schools, colleges and higher education institutions i.e. universities etc.



Therefore, according to A.L.A. Glossary of Library and Information Sciences, academic library is "A library forming an integral part of college, university or academic institution for secondary education, organized and administrated to meet the information needs of students, faculty and affiliated staff of institution".

1.3.2.1 Purposes of Academic Libraries

- (i) to assist and carry out instructional programme and other educational activities of the institution
- (ii) to help the students in the use of library to attain knowledge in their respective fields of study and to receive academic excellence
- (iii) to encourage students for self study and independent use of the library;
- (iv) to guide the students in extra-curricular use of the material :

- (v) to assist and co-operate with research scholars and teachers in their study and research : and
- (vi) to provide access to the users to the vast treasurer of knowledge and enable them to become enlightened citizens.

Aforesaid purposes are of such academic libraries attached with educational institutions imparting formal education. Therefore, to understand the role of academic libraries in informal/traditional forms i.e. open and distance mode of education learning, it is essential to understand these forms of informal education i.e. their nature, definition, mode etc.

1.3.3 Distance Education :

Distance education is of increasing importance in the world today. Though the people were teaching and learning at a distance long before, the use of term "Distance Education" is relatively new.

Distance education is characterised by a *non-conformist* and *non-traditional approach* which effect questions norms of traditional education and seeks to give precedence to a *new* and *different set of norms*. It is also innovative in so far as it sets aside methodologies based on the use of traditional oral instructions. It has dialectic which arises out of its endeavour to overcome the problems that are implicit in importing instruction to the students *who are at a distance from teacher and or the institution*.

However, it should not be construed that distance education exists in vacuum. Distance education, on the other hand should be viewed as an outcome of certain historical social and forces and as a system which is firmly related to the social and cultural environments

1.3.4 Open Education :

The concept of openness is different from traditional education. Very briefly a *system of education that does not operate through the traditional conventions which are essential restrictive in nature* - admission restrictions, attendance restriction, examination restrictions. restriction over period of time. restriction on subject combinations for a particular degree, restriction on the mode of didactic communications and didactic task etc. It should be clear that "Correspondance "institutions" or even "Distance Education Institutions" may or may not be "Open Education Institutions", or may be so only to a limited degree. And in some way, even a traditional College/University may become "open" to a recognisable degree.

1.3.5 Correspondence Education :

The distinction between correspondence education and distance education lies in their aims, methods, and orientation. Whereas correspondance education become an extension of conventional education as far as its imparting of prescribed knowledge for issuing of certificates is concerned, distance education aims at more varied goals. These include personal growth, training for better job prospects and job enhancement, a change in attitude etc. in addition to imparting of knowledge.

Correspondence education, depends mostly on '*Printed Materials*' distributed by post plus human contacts. Where as, distance education employs multimedia approach including human contacts.

In what follows :

- (i) We should avoid using the expression Correspondence Education unless we have to use it with its specific meaning, and
- (ii) the expression 'distance education' and 'open education' will be used synonymously.

In doing so, we have not retracted that we have not retracted that we have said above, as the two systems are progressively fusing into one. The distance mode allows the education systems to be 'open' and the openness of educational systems suits the promotion of distance education.

What we have said above?

- Terms not to be confused one with the other
- a) Correspondence Education
refers to the traditional type of education given mainly through printed materials, by the postal system.
 - b) Distance Education
refers to non-traditional innovative type of education that uses all the possible means of communication, the postal system being only one of them.
 - c) Open Education
refers to that kind of non-conventional education which has been weaning away from the conventional constraints that characterise the traditional school/college/university education. This change is of the kind that was experienced a few centuries ago when sectarian education yielded to liberal education. (This change was essentially curriculum-based). Now, liberal education is yielding to open education. This change is both curricular and organisational in nature.

The difference between (a) and (b) is characterised essentially by the advanced strategies and technologies of communication used in (b). Obviously, the shift has been effected by advances in communication technology.

The relationship between (b) and (c) is that open education can be effected easily through distance education systems on the one hand, and on the other advances in the practice of distance education help and encourage education to become more and more open. Naturally, the two go together, and, therefore, the visible 'overlap'.

From the above discussion it is crystal clear that there are lot of difference in nature, aims structure, functions of formal education and distance and open education. It is obvious that where formal education stresses on teaching the other types stress on the learning aspect of education. Formal education is class bound education mode of learning where as other is class less mode of learning

where learner is away from institution, class, teachers and peers at his/her home or work place even in remote areas. Therefore, being a continuing education, self education, informal education the role of academic libraries faces a challenge if the academic library stick to its traditional roles. It has to shed its traditional roles and have to adopt innovative steps to compliment and suppliment distance and open mode of learning. To understand these roles of academic libraries we have to map out the salient features of distance and open mode of learning.

1.3.6 Salient Features of Distance Learning :

- (i) **Separation of Teacher and Learner :**
The teacher and learners are quasi - permanently separated from teachers through out the length of the learning process.
- (ii) **Role of Educational Organization**
It is institutional kind of education system. It is therefore, distinct from private study which may result from private continuing reading of watching T.V or attending a talk etc,
- (iii) **Place of Technical Media :**
Distance and open learning make use of various technically advanced media/multimedia such as printing, telephone, audio-video, broadcasting, teleconferencing, computer's etc.
- (iv) **Two Way Communication :**
Two way communication between learner and teachers are possible through response sheets or other communication media and therefore receive feedback. Even students can enter into a dialogue with institution.
- (v) **Separation of Learner from Peer Group :**
Each student' is quasi permanently separated from his peer group. Distance learners fairly form a sizeable population but they do not have face to face encounters themselves. Thus distance learning becomes a highly individualized learning system.
- (vi) **Industrialization:**
Distance education is a specific answer to the specific need. It is the modern industrial society that has created a need for a more capsular kind of education.

1.3.7 Roles of Academic Libraries :

Education implies cultivation of intellect. The academic libraries are most effective and economic medium of spread of education and dissemination of information in distance and open learning. Education is a process from childhood to old age and every one continuously passes through this process. Formal education ends after certain stage in one's life, through open and distance mode of learning individual knows himself, the vicissitudes of his life about him, and learn the levels of true, the good, and the beautiful. He keeps himself abreast with the new knowledge, new skills, and new means and methods of developments.

Depending upon the requirements of distance and open learning, there is a need of establishing "*Distance Librarianship*" (DL), where traditional library standards and procedure can be applied as a guide. Though it is easy to provide DL service at school level, but providing post-secondary level DL services is the most challenging, as the information and consultation needs of students and faculty cannot be satisfied just with "*Pre-packed Reading and Information*".

Distance and open education has revolutionised the delivery of education and has also changed how critical student support such as library and information services are provided.

We can examine the distance librarianship from two angles :

- (i) How library and information services contribute to distance and open learning, and
- (ii) ways librarians can deliver effective distance library services and the issues affecting delivery.

1.3.71 Distance/Open Education and Distance Librarianship :

Not to speak of face to face education only libraries and librarians are important. To provide efficient and effective distance library services, librarians need to understand the mechanism and concepts of distance education as explained in the previous segment of this lesson.

Librarians and libraries can help the distance/open learners in the fulfilment of following needs :

(i) First Chance Learning :

It is provided in school of Air, Australia www.assoa.nt.edu.au/othersoa.html.

(ii) Second Attempt at Basic Education :

Available at National Extension College, uk. <http://www.nec.ac.uk/>

(iii) Tertiary Level Education :

Indira Gandhi National Open University, India, <http://www.ignou.ac.in/>

(iv) Professional Qualification:

Aviation, Medicine at the University of Otago, New Zealand. <http://www.otago-ac-nz/>

(v) Life Long Learning and Continuing Education : :

Interculture studies at Technikon.SA.South Africa- <http://www.tsa.ac.za/>

1.3.7.2. Functions of Distance Librarianship :

- (i) to ensure that library and information services conform with an mediation requirements :
- (ii) to develop and maintain DE/O education resources, such as a reading lists for students and course developers (Educators, team leader, media production personnel :
- (iii) to help distance learners acquire library skills, critical thinking, study and information literacy skills:

- (iv) to advise distance education on new and appropriate course materials;
- (v) to support the research and scholarly activities of distance education faculty : and
- (vi) to identify other institutions that can assist with delivering distance library services to students.

For this Librarians must be made a part of distance education teams to ensure that:

- (a) timely distance library services and professional advice are available to the students and faculty : and
- (b) Library collections effectively support student and faculty information needs.

1.3.8 Guide Lines for establishing Distance Librarianship

- (i) Produce a mission statement that defines clear, goals and guiding principles for providing library services tailored to the institutions Distance education programming :
- (ii) Access the library and information service needs of institutions distance education programme, in consultation with D.E. course teams, faculty and possibly a student survey ;
- (iii) Determine the best media and delivery methods for DL Services, such as audio or video tapes, print or on-line material, to be distributed through traditional mail, courier, e-mail or for download from a web site :
- (iv) Determine additional costs for the DL component, such as new or additional materials, equipment and staff training that may be needed:
- (v) Establish the level of funding available DL from the institution and explore ways to minimize and share costs through funding grants, collaboration with other institutions or by forming corporate partnerships ;
- (vi) Establish a review and continuing education process to ensure that D.E. students and faculty needs continue to be met: and
- (vii) Initiate a public relations programme to promote awareness of DL services targeted to students and faculty.

1.3 .9 Conclusions

Library and information service for distance education is often an extension of the institutions existing traditional library service. Therefore for distance library procedure traditional library standards and procedure can be applied as a guide. Distance Librarianship used to provide most traditional library services such as consultation, reference and bibliographic research and course reading materials.

The basic library and information services required by distance learners are :

- (i) Access to information resources, such texts supplementary reading and reference services :
- (ii) Learning how to find the information they need from the information science that are available ; and
- (iii) Developing ; ways to apply the information gleaned and to make sound information based decisions for information sources.

1.3.10 Questions for Self Check Exercise :

- (i) Enlist the purpose of Academic libraries.
- (ii) What do you understand by Education through Correspondence Courier.

1.3.11. Reference and Further Readings

- (1) Ferguson; J : The open University from within. London : University of London Press, 1975.
- (2) Holmberg, B : Distance Education : A Survey and Bibliography. London : Kogan Page, 1977.
- (3) Holmberg, B : Status and Trends of Distance Education. London : Kogan Paul, 1981.
- (4) Kaye, A and Rumble G: Distance Teaching for Higher and Adult Education. London : Croom Helm, 1981.
- (5) Keegan, D ; On defining Distance Education. *Distance Education*. 1. (1),1980 . pp 13-35.
- (6) Keegan, D : The Foundation of Distance Education. London : Croom Helm. 1986.
- (7) Keegan, D, J : The Foundation of Distance Education, London : croom Helm. 1986.

1.3.12 Answer to the Self Education

Q. No 1 Purposes of Academic Libraries

- (i) to assist and carry out instructional programme and other educational activities of the institution
- (ii) to help the students in the use of library to attain knowledge in their respective fields of study and to received academic excellence
- (iii) to encourage students for self study and independent use of the library;
- (iv) to guide the students in extra-curricular use of the material ;
- (v) to assist and co-operate with research scholars and teachers in their study and research ; and
- (vi) to provide access to the users to the vast treasurer of knowledge and enable them to become enlighter citizens.

Q.No. 2 Correspondance Education :

The distinction between correspondance education and distance education lies in their aims methods, and orientation. Whereas correspondance education become an extension of conventional education as far as its imparting of prescribed knowledge for issuing of certificates is concerned, distance education aims at more varied goals. These include personal growth, training for better job prospects and job enhancement, a change in attitude etc. in addition .to importing of knowledge. Correspondance education, depends mostly on '*Printed Materials*' distributed by post plus human contacts. Where as, distance education employs multimedia approach including human contacts, through Internet Conferences.

LIBRARY As A System : Environmental Influences and Responses

Structure:

- 1.4.0 Objective
- 1.4.1 Introduction
- 1.4.2 Meaning and Definition
- 1.4.3 General Systems Theory
- 1.4.4 Library as a System
 - 1.4.4.1 Ancient/Traditional Library System
 - 1.4.4.2 Traditional Paper and Printed Technology Library System
 - 1.4.4.3 Microphotography and Library System
 - 1.4.4.4 Information Technology and Library System
- 1.4.5 Automation, Virtual Library and Information Services
- 1.4.6 Information Literacy Skills
- 1.4.7 Library System: Inputs, throughputs, outputs and subsystems
- 1.4.8 Summary
- 1.4.9 Further Reading
- 1.4.10 Self-Check Questions
- 1.4.11 Answers to Self-Check Questions

1.4.0 Objectives:

The objectives of this lesson are to:

- Define concept of System.
- Describe various systems
- Discuss Library as a system, from its traditional role, its inputs, throughputs, and outputs to present scenario or environmental influences and responses.

1.4.1 Introduction:

When we look around, we find objects. These objects interact with each other in specific ways. They perform certain tasks. These objects get inputs from their environment. They transform them into outputs. To illustrate, a cow receives its food/ fodder, air etc. from environment. It digests it and transforms it in energy for itself, body mass, waste materials and milk. We may call these outputs. This concept can be applied to any creature, factory, organization including library or complexity of structure or systems of larger systems. To illustrate, a university/college library is a sub-system of university/college system. School, college, and university are sub-systems of education system.

Systems approach regards an organisation as a total system. The approach draws on basic science and theory of several subjects. It applies them to structure and management of organization. It integrates knowledge from biological, physical and

behavioural sciences.

Ludwig von Bertalanffy is regarded the founder of General Systems Theory. According to him, a system is a set of elements standing in interrelation among themselves and with the environment. The really important aspect is the interaction among the elements to create the whole dynamic system. This system, if it is open one, interacts with its environment. In other words, it is influenced by the environment. And it also influences the environment.

1.4.2 Meaning and Definition:

Meaning and a few definitions of the system are given below:

A system is a

1. "Complete unity formed of many of the diverse parts subject to a common plan or serving a common purpose.
2. An aggregate or assemblage of objects joined in regular interaction or interdependence; a set of units combined by nature or art to form an integral, organic or organized whole an orderly working totality; a coherent unification."

(Webster's Third New International Dictionary, 1966)

A system is "A set or assemblage of things connected, associated or interdependent so as to form a complex unity; a whole composed of parts in orderly arrangement according to some scheme or plan, rarely applied to a simple or small assemblage of things."

(Oxford English Dictionary)

A system is, "A combination of two or more sets, generally physically separated when in operation, and such other assemblies, subassemblies, and parts necessary to perform an operational function or functions."

(McGraw-Hill Dictionary of Scientific and Technical Terms 2nd ed, 1974.)

A system is "1 - Something consisting of a (finite or infinite) of entities 2- Among which a set of relations is specified so that 3- Deductions are possible from some relations to others or from the relations among the entities to the behaviour or the history of the system."

(International Encyclopedia of Social Sciences)

"A system is an orderly arrangement of interdependent activities and related procedures which implements and facilitates the performance of a major activity of an organization."

(Encyclopedia of Personnel Management edited by Derek T Orrington)

A system is "A method, process or result of interrelating or coordinating all human man-machine or automatic functions, facilities, equipment and efforts toward the accomplishment or maintenance of desired conditions, goals, objectives or policies."

(Ivan S. Banks: Dictionary of Administration and Management)

"A system may be defined as set of elements standing in interrelation among themselves and with the environment."

(Systems and Management Annual: Systems and Management Science, edited by, Russell L. Ackoff. 1974)

"A system is a collection of interrelated parts which is unified by a design to obtain one or more objectives." (Lubans, John R. Jr. and Chapman, Edward A. Reader in library systems analysis. Washington D.C. 1975. NCR Microcard).

“System theory emphasized the similarities between biological organisms, machines and social institutions. Viewed as a system, organizations have a supply of resources (input), a conversion process (through put) and the production of a product or products (output). These systems have various properties. Firstly they are composed of interdependent parts, secondly systems are governed by a series of needs, such as the attainment of goal or goals and the securing of members commitment. Organizations are parts of large systems e.g. societies and political and economic systems. This environment has an important effect on organizations, since they are dependent for their survival and efficiency upon an exchange of goods and services with their environment.”

(Heyel, Carl; Encyclopedia of Management 3rd ed.)

Thus, the term ‘system’ has been defined in many ways. All definitions agree that a system is a set of parts coordinated to accomplish a set of goals.

(Churchman, C. West. The systems approach, New York: Dela Corte Press, 1968)

1.4.3 General Systems Theory:

A system is everything and nothing. The notion of a system is a hypothetical construct, a form of abstraction we use to identify patterns in the empirical world around us. The notion rests on a series of assumptions. Systems thinking is never a panacea or substitute for ingenuity in the solution.

Ludgoing Von Bertalanffy in his book entitled, General Systems theory (New York: George Braziller, 1968) shows that General Systems Theory provides a more powerful paradigm for scientific investigation than the present formulation of scientific method. The former accommodates multiple variables. The interaction is complex and dynamic rather than linear.

The following table gives a brief idea of levels of systems as given by K. Bouldings :

- Note:**
- 1) Complexity increases from level 1 to 9
 - 2) Emergent properties arise at each defined level, i.e. the more complex system at higher level manifests characteristics more than the sum of the characteristics of the units not observed in at lower level.

1.4.4 Library as a System:

Library is a social organization. It is an open system.

The nature of open systems allows us to define a particular system as a unit in an organization - a social institution, or a society. In each case, the object of study is in direct and dynamic relationship with the environment.

A system is an organized or complex whole; an assemblage or combination of things or arts forming a complex whole. But each unitary whole, must maintain some relationship with other systems. That is, each receives inputs and after a transformation of some kind takes place, each produces outputs that will be inputs for other systems. Therein lies the basic concept of system theory; the input, transformation, and output model.

1.4.4.1 Ancient/Traditional Library System:

Libraries have existed since long. They have been collecting, preserving, conserving, organizing, and disseminating recorded knowledge to community. They have served as corporate memory of the community.

They have been affected by environment. And they also have influenced environment.

No.	Level	Characteristics	Objects	Relevant Disciplines
	1	2	3	4
1.	Frameworks	Static Structure	Crystals; Bridges; Cells; Plants; etc.	The accurate description of static structures/ frameworks of the object or phenomenon (i.e. the patterns of atoms in a crystal, the atoms of the gene etc.) is the beginning of the organized theoretical knowledge in any field.
2.	Clockworks	Pre-determined motion; simple equilibrium	Clocks; Machines; The solar systems; Modern view of the atom; Simple dynamic system.	Physics/ Astronomy/ Classical Natural sciences
3.	Control Mechanism	Closed-loop, control Transmission & interpretation of information is essential part of the system	Thermostats Homeostats Mechanism in organism.	Central theory Cybernetics
4.	Open systems	Structurally self - maintaining in the midst of through-put of material & energy.	Flames/ Cells	Theory of Metabolism.
5.	Genetic Societal, (Lower organism)	Organized whole with functionally dependent parts (roots, leaves, seeds etc.). Equifinal of Blue printed growth. No highly specialized sense organs and information receptors. Reproduction.	Plants	Botany
6.	Animal Kingdom	A brain to guide total behaviour. Ability to learn. Increased mobility Teleological behaviour and self - awareness. Specialized information receptors (eyes, ears etc.).	Birds & Beasts	Zoology
7.	Man	Self-consciousness. Self-reflective quality. He not only knows, but knows that he knows, i.e. possesses knowledge of knowledge, phenomena of language & symbolism.	Human-beings	Biology/ Psychology
8.	Socio-Cultural Systems	Roles/ Channel of communication. Transmission of values	Families/Clubs. Nations/ Libraries	History/ Sociology/ Anthropology/ Behavioural sciences/ Library sciences
9.	Transcendental Systems	The ultimates. Absolutes; and the inescapable unknowable.	God? / Atma (Soul)?	Spiritualism

Earlier, the record was on clay tablets. The libraries had no choice but to collect, preserve and organize them. More emphasis was on collection and preservation than on dissemination. Users were very few and so was their use. Tools of libraries were different in those days. Later on papyrus, parchment, vellum etc. came. By and large, the character of libraries and its mission remained the same. But their number grew so also their collections developed. They were the proud possessions and valuable organizations of the kings and royalty or intellectuals.

1.4.4.2 Traditional Paper and Printed Technology Library System:

Environment changed so also the library system. Paper became medium of writing. Gutenberg revolutionized the technology of copying documents. Printing made it easier to print multiple copies of a document at publishing point. Earlier, it was the function of a library to copy documents also. With printing of documents, this function no more was of the library.

It also influenced other functions of the library -such as collection development, organization and service to community.

Library system was opened to more persons. Mission of library system changed from 'Books for preservation' to 'Books for use'. Library service was not for a few but for all. Society made available more funds to the library. The library also sharpened its tools -like classification, cataloguing. It created its products, such as card catalogue.

Paper and printed medium of documents require space. They need shelves for storing. Construction of buildings for storing documents and servicing them to more and more users, meant more funds. Library systems received grants from their respective governments or their environment as inputs. They transformed them into products and services to society. The library system kept on changing as influenced by environment. The library system influenced its environment by making more people educated. It helped in self-education and enlightenment and thus empowered the society. It helped in research and development. More persons produced documents. Number of documents, knowledge and information increased.

Books are costly records. And the medium of paper restricts their use. They can be used by one person at a time. Space was provided in libraries for users to make use of printed documents in the library.

Later on, servicing users took upper hand. Books were allowed to leave portals of libraries. This gave birth to a new service 'Circulation System' of books to its members. Libraries had to take on new jobs of making people members of the libraries, providing the service on fee or free, as also keep the records.

Each library collected documents to match needs of its users. User needs varied. More and more publications came in the market. Selection and collection of documents were instrumental for bibliographical control of documents being published. Publishers, booksellers, and book market published catalogues, bibliographical tools for making aware libraries and users about their publications and new documents. Libraries also compiled catalogues and bibliographies.

Libraries became duplicatives in many respects, in collection development. Same book can be found in many libraries. But no library could afford to be complete or exhaustive in collection, though they aspired for exhaustiveness. Funds are limited. So no library system is self-sufficient. Consequently, inter-library loan, cooperative collection development, even cooperative classification and cataloguing efforts were

started. Union catalogues came on the scene as aids for cooperative efforts and bibliographical control.

More and more users came to avail themselves of facilities of libraries. It gave birth to local collection development. Libraries tried to develop collections to provide documents wanted by their user communities. Many libraries -universities, public, special and national -saw development in their respective collections. Input in the form of grants/funds were made available to libraries for the purpose. Environment supported the collection development function of libraries.

Libraries sharpened their products and processes -classification, cataloguing etc. for better bibliographical control. More and more emphasis was given to processes. Classification schemes and cataloguing codes saw birth for standardization and fine tune the techniques.

For providing access to articles in periodicals and newspapers new products and services came such as documentation, clipping services, Selective dissemination of information (SDI), indexing, abstracting, translation, photocopying.

Limitations:

Paper and print based library systems have limitations. As these systems became larger they became more complex and more time-consuming to use them and require a lot of money to build, maintain and staff them. Documents, catalogues and users are separated. In a large library system, the subsystems of library were separated by distance. The user has to approach catalogue to know if a document needed by him/her is in the catalogue? If yes, go to shelf to know the status of the document availability, if it is not available, the user has to go to another sub-system Circulation Section to enquire who has got the document and when it is due back. And sometimes the user may not know where the document is if it is misplaced or is being used by another user in the library.

1.4.4.3 Microphotography and Library System:

Microphotography technology developed and provided alternative to paper. It offered compact storage as the technique reduced the physical size of the content. Reproduction was also easy. It saved time. Storage problem was solved. But these documents were not popular with users. They required equipment to use them. Nevertheless, they formed part of library collection for less used and costly materials.

1.4.4.4 Information Technology and Library System:

Computers came on the scene. Their computation power continues increasing, performance became ever better and costs started decreasing so also their size. A computer can be seen on office and home tables. Note-books made them portable. Their enormous storing capacity challenged paper documents. They provided better access and retrieval than the paper. The text could be manipulated, a facility not available in paper. Data storage costs became trivial.

Telecommunications connected the computers. Networks connected organizations including libraries. Internet became a tool of common person.

Information technology has changed the society, organizations and libraries. Earlier the library system was the unique guardian of culture and corporate memory of the society in the form of recorded knowledge. It disseminated the information and knowledge to users. New agencies such as databases and databanks have come on the scene of knowledge and information. They are more competitive and better organized. The library as a unique system for preservation, conservation,

organization and dissemination of knowledge and information to society has lost its position. It is regarded as one of the systems.

1.4.5 Automation, Virtual Library and Information Services:

Computer and communication technologies have brought changes in society, including libraries, and information services. Computers are used for housekeeping operations in libraries. They helped in providing some reference services such as preparing bibliographies, current awareness services, citation indexes on computers. Now, Reference Librarians search them for users or aid users how to search them online or CD-ROM, to retrieve information. Networks and digitised catalogues assist to access collections even from remote places. Online Public Access Catalogues (OPAC) available on networks facilitate in accessing holdings/collections of different libraries. Internet -international network of networks, has created new avenues of reference and information services. It allows anyone to send any information in electronic format to anyone, anytime, anywhere in the world.

Collection, including reference sources is not limited to print media in many libraries. Hybrid library, where both print and electronic resources are available, facilitates users to locate printed and non-printed documents in a library, access other sources available in other libraries and also documents in electronic format in databases and databanks. In other words, library and information service is no more limited to resources of a particular library but to many sources.

Websites are coming up. Libraries are not lagging behind. Library websites are developed to answer common reference queries. Question Master of OCLC attempts to answer routine, factual reference questions. Virtual Reference Desk attempts to respond reference queries. "Internet is proving to be especially suitable medium for accessing and using reference materials... the web provides timely, quick, convenient, and direct way to get answers."

Libraries are using new technologies to provide services not only to users who come to libraries but to remote users. Thus, their services are not restricted to person-to-person queries, but on phone, e-mail messages, through chat, etc. Number of users coming to libraries for information services is reported to be coming down. It has turned the system -virtual library and information service - a service which can be accessed and availed of without physically being present in a library from sources not necessarily available in a library but virtually from anywhere, provided the user has access to right network(s). Full text electronic collection and their astonishing growth is throwing new challenge to this system and its services.

Print resources are also there. Besides there are online resources which are updated frequently. This has increased information overload and necessitated information literacy education.

Thus, the nature, environment and user needs are changing profoundly. The ever-changing technologies are adding new challenges and opportunities. And the library system and its products and services are also being redesigned. It is leading to a future where user may find information s/he needs located anywhere with complete thoroughness.

1.4.6 Information Literacy Skills:

In the changing scenario, reference and information services is no more restricted to one-on-one basis, as already stated. Therefore, libraries have to reshape library orientation and education programme. Information literacy skills and knowledge

have become essential to empower users to access information.

“Information literacy is an understanding and a set of abilities enabling individuals to recognise when information is needed and have capacity to locate, evaluate and use effectively the needed information.”

Information literacy covers abilities to use the practical and conceptual tools of information technology -print, non-print and electronic, understand and use methods to access information, locate it efficiently and effectively and to adapt to emerging technologies.

Thus, the library has not only widened its purpose, functions, services, but it is imparting these skills to users in many libraries. Programmes and models are being developed for this purpose.

1.4.7 LIBRARY SYSTEM : INPUTS THROUGHPUTS, OUTPUTS AND SUBSYSTEM

The following table gives an idea of inputs, throughputs, outputs (services and products) and subsystems of a library.

1.4.8 Summary:

Library is an open system. It receives inputs from its environment-parent body. For producing services and products, it throughputs or processes the materials it requires, organizes them to retrieve and service them. It has created subsystems for this purpose. Library has been influenced by its environment. Its functions and services have seen changes. In its turn it is also influencing its environment and making knowledge available to users even at remote places.

Automation, communication technologies, electronic documents, internet, etc. are fast changing scenario, services and functions of the library. They are throwing new challenges and opening vast opportunities. These facilitate users to get information from printed and non-printed sources available not only in a library but anywhere anytime even from any remote area. The service can be availed of without coming to a library. Hence, the services are being redesigned. Information literacy skill programmes and models are being developed to empower users to access needed information and documents.

1.4.9 Further Readings:

1. Drucker, Peter F. Management: tasks, responsibilities and practices. New York: Harper & Row, 1974.
2. Terry, George R. Principles of management. Homewood, Ill.: Richard D. Irwin, 1976.
3. Koontz, Harold. Essentials of management/Harold Koontz, Heinz Weirich. 5th ed. New York: McGraw Hill, 1990.
4. Navalani, Kishni. Library management in the changing scenario: concepts, operations & practices/ Assisted by Karam Singh and Prem Chand Sehgal. Patiala: Madaan Publication, 2006.

1.4.10 Self-Check Questions

1. What is system approach?
2. Discuss information literacy skills.

1.4.11 Answer to self check exercises.

1. See Section 4.1
2. See Section 4.6

LIBRARY SYSTEM			
INPUTS	THROUGHPUTS	OUTPUTS	SUBSYSTEM
Funds Documents Humans Technology	Functions and Processes Collection Development Processing/ organization Storage Retrieval Dissemination Indexing Abstracting Documentation Publication/Reproduction Information generation	Use in the library Loan service Orientation/Information library skills Reprographic services Consultation and advice Reference Referral Retrospective search SDI Serves visitors Conducts seminars & conferences Conducts search for research Translation services State of art reports Critical reviews Critical compilations Website Products Catalogues Handbooks Bibliographies Data sheets Current awareness bulletins Periodicals Abstracts Indexes Newsletters Films Directories Translations Thesaurus Recommendations Correlations Accession lists Conference proceedings etc.	Selection Acquisition Accessioning Technical Maintenance Reference/ Information Services Circulation Reprographic Services Bibliographic/Indexing/ Abstracting/Clippings Services.Mobile Libraries Branche/Departmental libraries.

PLANNING, STRATEGIC PLANNING- SWOT and MBO

STRUCTURE

- 1.5.0 Objective
- 1.5.1 Introduction
- 1.5.2 Meaning
- 1.5.3 Definition
- 1.5.4 Need
- 1.5.5 Purpose, Importance and Advantage
- 1.5.6 Strategic Planning
 - 1.5.6.1 SWOT Analysis
 - 1.5.6.2 Management by Objectives (MBO)
- 1.5.7 Planning of Library Building
- 1.5.8 Summary
- 1.5.9 Further Reading
- 1.5.10 Self Check Exercise
- 1.5.11 Answers to Self Check Exercise

1.5.0 OBJECTIVES :

The Study of this lesson helps to :

- (i) Understand Concept of Planning;
- (ii) Describe its need, purpose and importance;
- (iii) Discuss strategic planning and steps in planning;
- (iv) Appraise tools of Strategic Planning -SWOT and MBO; and,
- (v) Give idea of planning library building.

1.5.1 Introduction:

“A man who does not think and plan long ahead will find trouble right at the door”, Confucius.

“Failing to plan is planning to fail”.

Planning means preparing oneself. And to be prepared is half the victory. Planning is like preparing a roadmap. It also spells out actions to achieve an objective. It shows the final destination and usually the best way to get there.

Planning is a dynamic process. It provides choices and options. It shapes the future of an organization. It assists in making informed decisions about services, staff, and financial resources. It is a tool, which assists in spelling out objectives. These objectives should be specific, time limited, measurable and verifiable.

1.5.2 Meaning:

According to *Collins Cobuild English language dictionary*, “Planning is the process of deciding in detail how to do something before you actually start to do it.”

The *Oxford English dictionary* states that planning means, “forming of plans, the making of delineation of a plan or diagrammatic scheming, designing, contriving.”

1.5.3 Definition:

“Planning involves selecting missions and objectives and the actions to achieve them; it requires decision-making, that is, choosing from among alternative future course of action,” say Koontz and Weihrich.

But a comprehensive definition is of Cyril L. Hudson:

“To plan is to produce a scheme for future, to paving about specified results at specified cost, in a specified period of time. It is a deliberate attempt to influence, exploit, bring about, and control the nature, direction, extent, speed and effects of change. It may even attempt deliberately to create change. It is a carefully controlled and coordinated activity.”

1.5.4 Need:

Planning is essential for following reasons:

- To rationalize decisions based on facts.
- To set roles, missions, goals, objectives and targets to be achieved within a specified time frame.
- To be aware of environment, community etc.
- To be aware of opportunities and limitations.
- To identify alternative(s), from options available for attaining roles, mission, goals, objectives and targets.
- To make comparisons of the alternatives in achieving/obtaining optimum results at minimum cost.
- To evaluate critically need of resources for the process in terms of funds, manpower, infrastructure etc.
- To devise ways and means to get resources.
- To formulate plans.
- To chalk out activities, and programmes, to reach goals and targets within a time frame.
- To control and co-ordinate activities and programmes.
- To review/monitor constantly efforts put in achieving the desired goals.
- To make changes, if necessary, based on feed back.
- To minimise ad hoc decisions.
- To provide above all a basic framework, a guideline for present and future services/products/actions.

1.5.5 Purpose, Importance and Advantages:

It serves as:

- A tool to improve library management.
- A strategy to increase overall effectiveness of the library.
- An aid to assess the quality of library services.
- A powerful means to allocate resources judiciously.
- A guide to identify priorities.
- A facilitator in accomplishing stated objectives.
- An assistance in demonstrating accountability.

- A process to chalk out activities, implement decisions and constantly review them how far they have accomplished the objectives, goals, roles and missions.

1.5.6 Strategic Planning:

Strategic planning has been a common practice to successful military powers for centuries.

Alfred Chandler, Jr. in his book entitled *Strategy and structure: chapters in the history of the industrial enterprise*, described it for the first time in sixties. And in 1983, George Keller's book entitled, *Academic strategy*, discussed planning methods in the administrative offices of college and university campuses.

Strategy in the military setting is the art of directing and projecting by the commander-in-chief. It is a plan for successful action based on the rationality and interdependence of the moves of the opposition.

Tactics is defined as the mechanical movement of bodies set in motion by strategies; the localized hostilities or battles where adversaries are in contact. Strategy is planning, where and how to fight while tactics is fighting the battles.

1 Definition:

Alfred Chandler defined strategic planning in business as “the determination of basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out those goals”.

This has been referred to as the “ends-ways-means” models of strategic planning where “ends” are goals and objectives, “ways” are courses of action to realize goals and objectives, and “means” are resources necessary for carrying out these goals.

Strategic planning helps a business answer three questions. The answer to the first, “Where are you going?” provides the business with a vision. The second, “What is the environment?” requires an examination of the internal and external environment to identify opportunities, threats, alternatives and gaps. And, the third, “How do you get there?” brings the business to the point of identifying strategies, developing contingency and operations plans with an evaluation mechanism.

The business community has continually refined strategic planning techniques over the past so many years. One refinement identified by Robert H. Hayes in the early eighties was the need to place greater emphasis on the qualitative rather than the quantitative achievement. It must be done in a particular manner from the lowest levels of the organization. It is not forecasting but rather the identification of a general direction and vision. It also needs to be the development and building of staff capabilities and resources within the organization rather than a sole reliance on financial resources to accomplish goals.

It is being used in academic and other non-profit making organizations including libraries. In nutshell, according to Keller, strategic planning is active decision-making process to identify and shape the destiny of an institution in light of the institution's current character and its future identity in a changing competitive environment. It is a participatory process that is highly tolerant of controversy; focuses on the fate of the institution as a whole; and is continuous, pervasive and indigenous within the culture of the institution.

“Strategic planning is an open systems approach to steering an enterprise over time through uncertain environmental waters. It is a proactive, problem-solving behaviour directed externally at conditions in the environment and a means to find a favourable competitive position in the continual competition for resources. Its primary purpose is to achieve success with mission while linking the institution’s future to anticipated changes in the environment in such a way that the acquisition of resources (money, personnel, students, good will) is faster than the depletion of resources” states Robert Cope.

Cope’s definition differs from Keller’s in its stress on the institution’s resources and on implementation of the strategy. Implementation of the strategy is the shaping of the enterprise which includes allocation of resources; arrangement of structure and organization; and development of staff, faculty and students within the campus culture.

The key ingredients to successful strategic planning are leadership, information and people. Leadership is that quality of an individual to touch people’s nerve endings and cause them to act; to keep the mere routine from becoming acceptable. Vision doesn’t necessarily have to come from the leader but it evolves from the views obtained in a participatory culture. The leader inspires the organization to act upon the vision. Leadership is essential to integrate the visioning with the implementation of strategy.

The awareness of the importance of the external environment on planning is the single most important information about the external environment. It is a key ingredient to strategic planning. The gathering and reporting of this external environmental information is referred to as “environmental scanning” or futures research techniques. Data in the area of demographics, economics, technology and socio-political data are important elements of the environment scan. Internal information about the institution is also essential. One of the tool for gathering out evaluation of information about external and internal environment is SWOT, which is discussed in this lesson.(see P 9-10)

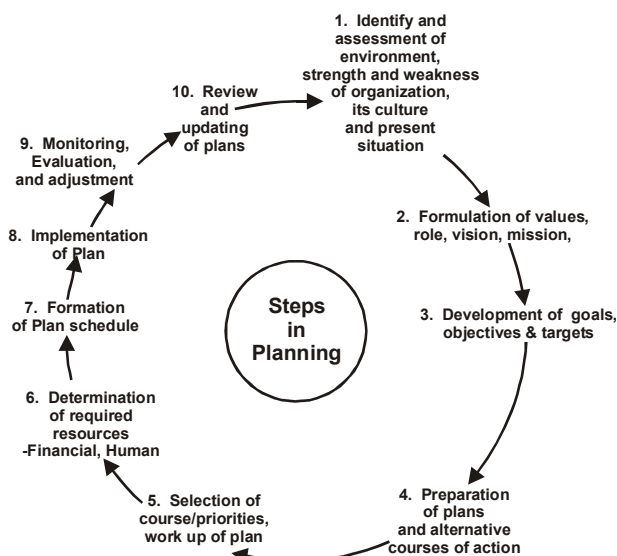
People are the third ingredient for a successful strategic planning process. People should be specially selected and trained. They should act in a participatory fashion with lofty aims and exercise quality controls. A consultative style with an emphasis on team building will encourage participation. The strength of the process will come with a “bottom-up” approach.

2 Steps for Planning:

Planning process is a continuous and complex process as aforementioned. But it may be summarized as under:-

- Selection of planning team
- Identification and assessment of environment, its strengths and weaknesses, organization culture and present situation.
- Formulation of values, role, vision and mission.
- Development of goals, objectives and targets to be achieved.
- Preparation of plans and alternative courses of action.
- Examination of alternative courses, selection of courses, priorities, work up of the plan.
- Assessment of requirements.

- Determination of required resources including financial, human etc.
- Formation of plan schedule.
- Implementation of plan.
- Evaluation, monitoring and adjustment.
- Review and updating of plans.



The Planning Process

Starting point of strategic planning is to select planning team, develop values, vision, role, mission, goals and objectives.

3 Environment:

It is very vital for any organization to be aware of its environment. A few decades earlier, environment of libraries was very conducive for their collection expansion. But with shrinking budgets, high prices of reading materials, increasing salaries, information through Internet etc., environment of library and information services is changing. Networking creates different demands by varying clientele. So a broad look around is essential to understand dynamics of economy, and cultural, political, social etc. situation. Libraries have to serve growing user population. So, they have to understand their needs and mould its information environment to meet these needs.

4. Self-Study:

A searching look within an organization will aid in identifying its strengths and weaknesses, opportunities and limitations. This study is useful for preparing statement of values, vision, mission, goals etc. Knowledge about resources will make planning realistic. It will help in setting objectives and targets.

5. Values:

They are a set of principles and have effect on our behaviour, hence are respected e.g. honesty, excellence, courtesy, truthfulness respect. Values are the basis of behaviour of any system. What will be the values of library and information services?

These will decide its behaviour. Library and information services are committed to provide services to its community.

Information technology is changing values of library and information services. Earlier, its value was: free service to one and all. Now, it is fee based and service to those who afford to pay and have technology.

6. Vision:

It is an overreaching view of the future that is realistic and attainable. Its focus is on ultimate results of the effort(s). Our President, Dr. A.P.J. Abdul Kalam has prepared a vision of India. And he asks scholars and administrators to have a vision statement. It is very difficult task to peep into the future. Nevertheless, it is the beginning of journey. It energizes and enlightens, inspires and guides. It provides direction towards the desired goals and change.

To illustrate, vision of the Central Drug Research Institute, Lucknow is to achieve excellence in drug research development. It integrates the strategies through which it aspired to be in the forefront for discovery of new drugs in disease areas of national relevance. It is therefore, dedicated to the development of new drugs for diseases affecting the Indian population.

The vision of a library could be to provide high quality library and information services and reach remote areas.

7. Role:

Role –selection provides an excellent opportunity to involve a variety of groups in planning activities. It brings perspective(s) and expertise of many persons. Hence, it is essential to take benefit of them.

Selecting library role(s) is/are influenced by values, vision as well as objective consideration of circumstances of a library. Diversity of viewpoints is healthy for it. A thorough understanding or lay foundation for planning of a library or to “build an online information environment providing secure and convenient access to a comprehensive collection of scholarly and educational material”.

To achieve a role is a complex process. Resources are required to support a role. If resources are weak and not available, success in fulfilling the roles cannot be achieved.

8. Mission:

Mission of an organization is the single ambition that regulates the organization apart from others of its type.

It may be specialization in some area, service, product or client, e.g. evening school may have its mission: Imparting education to adults only.

“The mission identifies the basic function or task of an enterprise or agency or of any part of it. Every kind of organized operation has, or at least should have it, if it is to be meaningful”.

Thus, mission means the chief function or responsibility. It gives meaning to existence of an organization. Annual reports of some of the university libraries in the United States such as Chicago, Columbia state their mission to serve information needs of their patrons.

9. Goals:

“Goals are targets for the achievement of objectives”.

Electronic media is bringing shift in goals of libraries. Collection of reading material is not limited to printed documents. E-documents are becoming part of collection of many libraries.

Another goal of many libraries is to use automation for house-keeping jobs and conversion of records in electronic forms in India.

10. Objectives:

Objectives are the specific targets to be fulfilled by an organization or institution. "Objectives represent not only the end point of planning, but the end toward which organizing, staffing, leading, and controlling are aimed".

Modern management is also known as Management by Objectives (See Section 5.6.2). Therefore, managers fix objectives. Businessmen fix objectives in terms of profit targets. For, their output can be gauged in terms of profit earnings. For social organizations and governments their objectives are to attain their mission. This leads to roles, goals and objectives of planning and activities.

11. Other Steps:

Plans are prepared. Alternative courses of actions are also considered.

Decision about priorities is taken. To illustrate, the library may decide to be a member of INFLIBNET and access journals in e-format instead of acquiring them.

Accordingly, assessments of requirements, both financial as well as human resources, are made.

Rest of the steps are already mentioned above.

1.5.6.1 SWOT Analysis:

Strategic management means strategy formation and strategic planning. They require specific tools. 'SWOT Analysis' or 'SWOT Matrix' is one the most popular tool used for evaluation.

S	=	Strengths
W	=	Weaknesses
O	=	Opportunities
T	=	Threats

SWOT analysis identifies strengths, weaknesses, opportunities and threats of an organization. Opportunities and threats are external while strengths and weaknesses are internal.

A strategy is developed to utilize the strengths and opportunities and minimize effects of weaknesses and threats. Organization rates importance of them. A positive rate/value is assigned to strengths and opportunities whereas negative rate is given to weaknesses and threats. On the basis of these scores, strategies are built.

Application of SWOT:

To illustrate, a library intends to computerise library operations and services. Strategic planning is done and SWOT Analysis is applied. Factors to be considered are:

External opportunities and Threats

- Economic/Financial conditions
- Information technology and network in the country
- User Community - Needs, attitudes, information literacy.

Internal Strengths and Weaknesses

- Library resources
- Manpower
- Organization
- Services
- Collection Development
- System used for providing products and services

Weightage:

External Environment**Internal Environment**

Opportunities	Threats	Strengths	Weaknesses
+ Economic conditions favourable of the Country	- Explosion of knowledge	+ Library financial resources	- Not sufficient finances for computer and networking
+ Country ready for information technology and network	- Lacks infrastructure for information technology/ Needs fast development	+Qualified manpower	- Lacks information technology knowledge
+ Some users have information technology knowledge, information literacy	- Some users are not aware of information technology and resist its use.	+ Organization Centralised	- Lacks structure for new technology
		+ Collection Development printed and audio -visual documents	- Lacks knowledge of on-line access to documents without owning them
		+ Manual system for providing products and services	- Lacks on-line system for accessing products and services

Strategic planning is done how to enhance opportunities and eradicate threats. Library managers can use this tool to pin point strengths and weaknesses, and opportunities and threats. They should try to convert weaknesses into strengths

e.g. by providing training to staff in information technology, that manpower may be converted to assets and strengths.

1.5.6.2 Management by Objectives (MBO)

As the name indicates, its first task is to fix objectives for management. It is one of the techniques used for planning. As already stated above, planning requires statement of objectives to be achieved by planning. And emphasis of Management by Objectives is on objectives of planning. It attempts to merge objectives/goals of an organization with personal ones of employees of the organization.

It means direction -Direction may be self-controlled or controlled by others.

Objectives are the basis of 'Control' in the first sense; but they must never become the basis of 'Control' in the second, for this would defeat its purpose.

"Indeed, one of the major contributions of Management by objectives is that it enables us to substitute management by self-control for management by domination" state Stephe J. Carroll Jr. and Henry L. Tosi. It is a process of participative management and not dictatorship. Managers and employees jointly define goals and also establish each employee's goals and responsibilities. These objectives serve as guides for operations and assessments. So it is interactive goal setting. And there will be performance appraisal. Therefore:

- Objectives should be measurable. In other words, they should be quantifiable.
- They should be specific and not vague.
- They should be realistic.
- They should be achieved in a time-frame.

Objectives can be based on time, such as:

Short term

Long term

Short term planning can be for a week, fifteen days, month, three months, six months, annual.

Long term planning may be for five years, ten years or more.

1. Levels:

It can be based on levels of management, such as:

Top management

Middle level management

Lower level management

Or

Gross root management

2. Orientation:

It can be based on orientation.

Top orientation

Lower orientation

In the first case, a series of objectives are formulated by top management and sent for critical examination by those who have to implement them. In the second case, the objectives of each level of hierarchy are prepared by it and adjusted for coordination with others and the necessary challenges to be given by the top management.

Basic assumptions should be stated. Key areas should be identified. A financial statement of expenditure is prepared indicating expenditure.

Objectives are broken down into tasks, tasks into jobs, jobs into itemized action points and so on.

3. Steps:

Formulating MBO requires some steps, such as:

- Clear statement of specific objectives.
- Bench marks to measure progress.
- Delegation of specific objectives who is/are responsible to accomplish specific objectives.
- Those charged with responsibility are given authority/freedom to act.
- Verification of objectives based on bench marks/quantification/related facts.
- Clear communication all agree and know about finance/budget available, clarifications if needed
- Shared responsibility. It is a team work.
- Reporting. Each employee is accountable for accomplishing objectives.
- Feed back. on the basis of achievement of the objectives/plans may be changed or adjusted.

Objectives should not be too easy or too difficult. They should not be contradictory or create conflicts.

Some libraries, government offices, organizations including non-profit ones have used the technique. Some of them have found it useful while some have criticized it for paper work or time taken. Therefore, some are of the opinion that it is useful for improvement of planning while others feel that it is another management fad and its time has passed.

1.5.7 Planning of Library Building:**Introduction:**

Every library must be housed in a building. The objective of the library can be achieved much more effectively, efficiently and economically, if the building is functional. A college/university library should be housed in a separate building constructed for its needs.

1. Definition:

The library is the materials and users centre. The whole range of materials may be represented in its service-books, periodicals, pamphlets, audio-visual materials, audio-visual equipment, electronic documents and computers and equipments to access data bases and data banks and use C.D. Roms or websites etc. and actual objects, such as models and miniatures and specimen collections.

2. Services:

The library gives service in the identification of materials, and in their selection, acquisition, organization, indexing, circulation, access and use.

3. Activities:

Books and other materials are ordered, received, classified, represented by various card or electronic records, and numbered or lettered to establish their location within the library organization. They are equipped with records and cards for circulation to various users. Documents owned, are shelved or housed appropriately, before they are put into public use as well as afterwards. They are kept in good physical repair.

Members of the community visit the library as individuals, or in groups, for examination, selection, and use of materials. Materials are borrowed by individuals for their use in the library or at home. They are also sent to classrooms or other areas for use by class/groups and by individuals, in academic libraries.

The services and activities of library necessitate the provision of certain work and usage areas.

4. Principles of Planning:

- Building should be designed on functional basis. Functions should determine the physical design of the building.
- It should be planned from within to without.
- It should take care of physical environment of the locality and the country.
- It should consider cultural and economic factors of the locality and the country.
- As far as possible, the building should be economical in operations and administration and effective in control.
- The building should represent simplicity in character.
- Study areas should be near to stacks and bookshelves.
- Physical convenience should be in proportion to the number and nature of the clientele.
- Physical convenience of the staff should also be taken care of.
- The building should be based on the existing requirements and data with a provision for future growth. Library is a growing organism.
- It should be based on standards and modular system.
- There should be proper in-built security measures in the building. Restriction of entrance and exit to one door, convex security mirrors, fire and earthquake safety systems, etc.
- The concept of library is changing. Its functions and activities are changing. Therefore, the plan of the building should be adaptable to the future growth and development.
- It should make provision for automation, networking, information technology and non-print media.

5. Modular Unit and Dry Construction:

The concept of modular unit and dry construction should be used in building construction, so as to adapt it to the future needs with the least cost. Modular construction implies the construction of a building in units or modules. These units or modules are mostly of identical size. However, sometimes modules of different sizes are used in different parts of a building. The building is constructed in such a way that permanent walls in the interior of the building are kept to the minimum.

Dry construction is a corollary of the modular construction. Wall-less spaces provided by modules are to be partitioned for different purposes. Temporary, thin, easily removeable partitioning walls of material such as plywood, glass; or of book racks and almirahs are provided. Wet mortar is not required for such construction, hence the name dry construction. Dry construction is usually inexpensive also. The idea behind modular and dry construction is to keep the building 'open' for use. The rigid divisions such as stack rooms, reading rooms, etc. are kept to minimum. The use of space is interchangeable, and adaptable according to the needs of a library. Interior arrangement can be altered at a very low cost to suit the new uses.

6. Rooms:

Requirements of each library differ. They depend upon the type, size and local conditions. Stacks for books and reading area for readers are the most important

parts of any library building. Provision is also to be made for circulation counter, catalogue, display area, automation and staff. In university libraries, Periodical Section, Reference Section, Seminar Lecture Room, Special Reading Rooms, Ground Study Room, Exhibition area, Micro Film Reading Room, Automation Room and Document Reproduction Rooms are also to be provided. In academic libraries, provision is also made for Text Book Section. In research libraries, research cubicles and a lounge for relaxing are also provided.

1.5.8. Summary:

Planning is a solid foundation for achieving growth and development of a library or information center or library and information services in a country or region in the desired direction. Strategic Planning involves selecting vision, role, mission, goals, objectives and actions to achieve them. It requires decision-making that is choosing from among alternatives for future courses of action. Plan thus provides a rational approach to achieving pre-selected objectives. Planning bridges the gap from where we are to where we want to go. It makes it possible for things to occur that would not otherwise happen.

Planning is an intellectually demanding process. It involves assessment for future. It requires consciously determined course of action. It bases decisions on purpose, knowledge and considered estimates.

Strategic planning needs some tools. Two of these are: SWOT and MBO. Library building requires planning. It should be based on principles, modular unit and dry construction.

1.5.9 Further Readings:

1. Drucker, Peter F. Management: tasks, responsibilities and practices. New York: Harper & Row, 1974.
2. Terry, George R. Principles of management. Homewood, Ill.: Richard D. Irwin, 1976.
3. Koontz, Harold. Essentials of management/Harold Koontz, Heinz Weirich. 5th ed. New York: McGraw Hill, 1990.
4. Navalani, Kishni. Library management in the changing scenario: concepts, operations & practices/ Assisted by Karam Singh and Prem Chand Sehgal. Patiala: Madaan Publication, 2006.

1.5.10 Self Check Exercises :

- (1) Define Planning.
- (2) Define Strategic Planning.
- (3) Discuss need and importance of Planning.

1.5.11 Answers Self-Checked Exercise

- (1) See Section 5.3
- (2) See Section 5.3
- (3) See Sections 5.4 & 5.5

**ORGANISING : Organizational Structure and functional
Organisation of libraries**

STRUCTURE

- 1.6.0 Objective
- 1.6.1 Introduction
- 1.6.2 Meaning
- 1.6.3 Definition
- 1.6.4 Characteristics
- 1.6.5 Elements of Organizational Structure
 - 1.6.5.1 Organization Structure
 - 1.6.5.2 Organization Pattern of Libraries
 - 1.6.5.3 Organization Chart
- 1.6.6 Quality Circles
- 1.6.7 Summary
- 1.6.8 Further Readings
- 1.6.9 Self-Check Exercises
- 1.6.10 Answer of Self Check exercises

1.6.0 OBJECTIVES

The study of this lesson helps to :

- (i) concept of organization;
- (ii) Explain characteristics of organization;
- (iii) Describe elements of organizational structure;
- (iv) Discuss various types of organizational structures;
- (v) Examine how libraries are organized; and,
- (vi) Narrate quality circles.

1.6.1 Introduction:

Organizations are needed to perform various functions in a society. Many of us are born in organizations and may die in them such as hospitals. For educating us, society needs organizations like schools, colleges, universities. Many of us also work in organizations - say - Railway Board, Library, Electricity Department. Thus, organizations are available in all walks of life.

Classical school of management regarded organization central to management. Their model of organization is now termed as traditional model. According to them, organizational structure should be based on division of labour, specialization, standardization, vertical hierarchy, span of control, scalar chain and authority flowing from top to bottom. Organizing and decision-making were the functions of managers. So authority and responsibility were vested at the top.

Organization is important for success of management both for profit and non-profit

concerns. Environment has changed. Employees are no more interested in reward in terms of money only, but they want better working life and job satisfaction. Environment is fast changing. Peter F. Drucker rightly remarks that organisation, “is a tool for making people productive in working together”. So organization is being redesigned.

1.6.2 Meaning:

Oxford Advanced learner's dictionary gives meaning of organisation as “a group of people who form a business, club, etc. together in order to achieve a particular aim: to work for a business/ political/ voluntary organization”.

Almost same meaning of the term ‘organization’ appears in *Chambers 21st Century dictionary*, “a group of people formed into society, union or especially a business.”

1.6.3 Definition:

According to Amitai Etzioni, “An organization is a social unit or human grouping, deliberately structured for the purpose of attaining specific goals.”

Koontz and Weihrich think that “Organization” is often used loosely. Formal organization is the intentional structure of roles. Informal organization is a network of personal and social relations, neither established nor required by formal authority, but arising spontaneously.”⁷

Mooney has given a very simple but comprehensive definition of organization, “Organization is the forum of human association for the attainment of a common purpose.”

1.6.4 Characteristics:

Characteristics of organization may be summarised as under:

- An organization is a group of people.
- The group works together to achieve some goals or objectives.
- It may frame policies and plans to achieve its objectives and goals.
- It is a growing organism, so it keeps on changing.
- It is a system and its parts interact and interaction affects the whole system.
- It works in an environment, which affects its functioning.
- It has a formal structure, which defines relationship of people working in it.
- There are some rules and regulations, standards, norms and conventions, procedures, and practices, developed by it over time for its working.
- It gets inputs which usually are turned after processing as outputs.
- It also interacts with its environment, other organizations and society.
- There is informal network of personnel and social relations. These are not established by formal authority only.

1.6.5 Elements of Organizational Structure:

Before discussing organizational structure, it is essential to make clear some of the important concepts, relating to organization and its structure. They are given below :

- 1 Division of labour/Work specialization
- 2 Departmentalization
- 3 Coordination
- 4 Authority and power
- 5 Hierarchy
- 6 Unity of command
- 7 The Scalar Principle
- 8 Span of control
- 9 Delegation of authority
- 10 Centralization and decentralization

11 Communication

12 Formal and informal organization.

1. Division of Labour / Work Specialization:

Its essence is that the entire work is not done by one individual. Work is broken down. Different people in an organization do different jobs.

Breaking up jobs into small standardised tasks, which can be performed by a person over and over again or repetitively reduces skill requirements for performing those tasks. Experiments demonstrated that repetition of work increased efficiency and productivity. Less time is spent in getting a product done. Since it requires less skill, so unskilled or less skilled workers are paid lesser pay as against skilled or highly skilled workers. The cost of production/job goes down.

It is easier and less costly to find unskilled or less skilled workers and train them to do all tasks.

Specialization encourages inventions.

2. Departmentalization:

Job division based on work specialization necessitates grouping and coordination of common tasks. The basis on which these tasks are grouped is known departmentalization. It gives rise to pattern of organization. It has been discussed under heading: Organization Pattern, in this chapter (P 12-19).

3. Coordination:

Specialisation creates division of work. Different employees do different work. Activities of various employees are to be coordinated to achieve goal of an organisation. The person at the top - manager in an organization or librarian of a library has to perform this work. For cataloguing a document, in a library, there are codes e.g. *Anglo American, cataloging rules, Classified catalogue code*. Bachelor/Master of Library and Information Science provides training and education to acquire such skills. MBA provides education and training for taking up management work. Committees, task forces etc. and their meetings also are other forms of coordination being used in organizations. They take time and some times managers and employees feel frustrated in coordination of work. Libraries also use them for this purpose.

4. Authority and Power:

There is distinction between power and authority. Power is a broader concept. Power “is the ability of individuals or groups to induce or influence the beliefs or actions of other persons or groups”. Authority in an organization is the right in a position (and through it the right of the person occupying the position) to exercise discretion in making decisions affecting others, such as of Librarian, Director, Vice-Chancellor; expertise, or specialization in a knowledge field such as of doctors, physicians, lawyers. Sources of power are many viz. power to reward or punish or penalise such as of teachers, bus conductors, parents; personal qualities such as of saints, *Gurus, Mahatamas*; political leaders such as of Mahatama Gandhi, Martin Luther; activists in a field such as of union leaders; coercive power such as of terrorists, *dadas, bhais*.

Thus, power requires no formal position as is the case with authority. Power is the capacity or ability to make things happen, to get results. Only a part of power is regarded as legitimate - and termed authority. Authority has responsibility and accountability.

In certain circumstances, members may not accept command of authority such as in strikes. They may accept what their union leaders ask the members to do.

Thus, authority and power are not synonymous or interchangeable words. Authority is

vested in the position in an organization. And the holder of the position exercises that authority over his/her subordinates. It flows from top to bottom in the vertical command. Sources of power can be many and are not limited to a position in an organization.

5. Hierarchy:

The concept of hierarchy is central to the Classical theories of management.

Hierarchy in an organization denotes how authority flows. Vertical hierarchy model indicates that authority flows from top to bottom. In other words, in decision-making, authority and responsibility are functions of the top level management. And people at lower levels of hierarchy have to carry out orders.

To illustrate, Librarian in a library is at the top level. In next level may be Deputy Librarian, and yet in another level may be Assistant Librarian. And at the lowest level may be Professional Juniors and other supportive staff. Authority flows from Librarian to Deputy Librarian and to Assistant Librarian. Professional Juniors and supportive staff have to carry orders and work as desired by upper levels of management in a library.

6. The Scalar Principle:

This principle is based on unity of command and shows line of authority. It is pyramidal in shape and is based on division of labour and specialisation. In a large organization, division is done on this basis. Units and sub-units are formed. Lines of authority are shown. For example, a large library may be divided into two units viz. Technical Services and User Services, each headed by a Deputy Librarian. Technical Services may be further divided into Acquisition, Classification, Cataloguing and Maintenance. Each sub-unit will be headed by an Assistant Librarian. Employees working in these sub-units will work under and report to their respective authority - Assistant Librarian. These Assistant Librarians will work under and report to Deputy Librarian -Technical Services. And the final authority will be of the Librarian. In other words, line of authority will be: Librarian, Deputy Librarian, Assistant Librarian and employees working in these sub-units.

The line of authority is a link in the chain of authority, command and control, reporting, communications and coordination. A clear understanding of it is necessary in an organization for its efficient and effective functioning.

7. Unity of Command:

It is a Classical management principle which advocates that an employee should get command or order from one supervisor. If an employee has to work under more than one supervisor, there will be conflict - whose orders are to be obeyed first? And which work should be given priority? In libraries many a times an employee has to work in different places. Job description should spell out duties of an employee, time to be devoted to a particular work and priorities to be fixed, in case an employee has to work under two or more bosses, to protect employee from undesirable problems.

8. Span of Control:

It means number of employees a supervisor has to supervise. If the number is too large, the supervisor cannot devote proper time for supervision of work. Again, it depends upon the type of work. Classification may need close supervision. Acquisition of reading material may not require that close supervision. So, there is no fixed criterion in a library, to decide about the span of control. Practices also vary from library to library. Some libraries have vertical hierarchies while others are flat organizations. In case of latter, span of control is greater than that of the vertical hierarchies.

9. Delegation of Authority:

Delegation of authority is essential in any organization. It is impossible for an individual

in an organization to do all tasks. So authority is delegated to persons working under a superior or to his/her subordinates, who have to do assigned duties. They have to take decisions but responsibility cannot be delegated. It lies with the superior.

To illustrate, when there is a serious mishappening in a ministry or a department, minister tenders his/her resignation. A minister has to delegate authority to subordinates for doing work. Responsibility is of the minister, so he/she resigns, he/she is responsible for mistakes of the subordinates.

10. Centralisation & Decentralisation:

Centralisation in an organization is concentration of authority. Decision is taken by the boss and subordinates have to implement it. It is based on concept of command and control.

Its philosophy is that senior is probably better educated /qualified, and more experienced, well informed, having wider perspective so suitable for job. It has some merits. Authority and decision-making go together. It has given rise to policies, plans, controls etc. at central level. It helps in coordination of work as command and control go together.

But it creates many bottlenecks. The superiors may not be knowing ground realities and problems. Organizations are becoming complex. There may be information overload at the top, which may paralyse and create problems in decision-making or in-action.

Decentralisation is dispersing of decision-making authority. It occurs when delegation is used systematically and extensively. The decision is taken by person closer to the problem or level or task. Decisions and implementation become speedier, and more timely. It helps in development of staff. Morale of staff improves. It is instrumental to motivation. This is used for better results and efficiency and effectiveness of an organization. It frees the higher ups with time for policy decisions and tackling problems. But it depends upon the type of organization, environment, attitude of staff/persons working in it, organizational culture and climate and above all the philosophy of managers.

Libraries are service oriented organizations, where highly educated professionals work. Information technology and network situation are helping both managers/librarians as well as persons working at various positions to share the same information and play their role. It is an aid in decentralization of decision-making.

11. Communication:

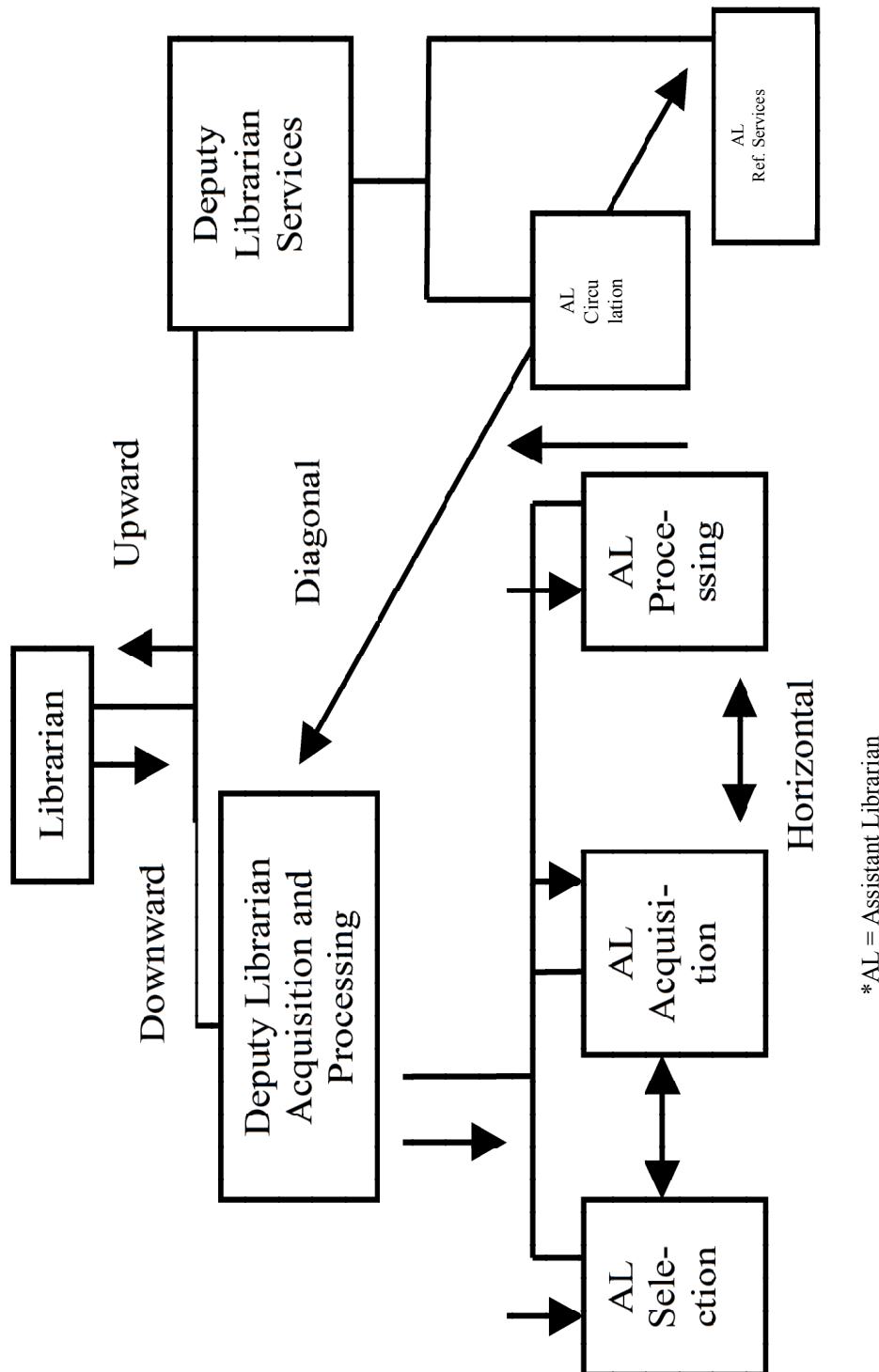
Communication is the transfer of information or message from sender to receiver through a channel and there is a response or feed back. Communication is the basis of any group activity -hence of any organization, which is also a group activity with a goal or a purpose. Communication is needed in an organization to establish vision, goals, missions, develop plans, programmes and targets, for their achievement, organize resources - financial and human and others, disseminate information, lead human resources, control and direct them, get their feedback and create organization culture and climate for effective and efficient work.

Ways of communication can be oral, written, or non-verbal through gestures or body language or facial expressions. In modern organization, communication flows from all levels: upward, downward and crosswise - horizontal and diagonally.

Downward communication flows from higher level to lower level. It is communication from people in authority or superiors to subordinates in an organization. Subordinates are to be given instructions, directions, commands, etc. It may be oral such as message, speech, lecture, or written e.g. circulars, letters, notices, memoranda.

Upward communication travels in reverse order of downward communication from below or subordinates to superiors. For this the subordinates are given chance to express their views or report about the work or difficulties or problems to higher ups.

Electronic media - telephone, telecommunications, teleconferencing etc. are being



utilized for better communication to reach people.

Communication may be hindered by barriers. Sometimes it may lead to break down or stop such as at times of strikes, lockouts, bickerings. These should be avoided for effective communication.

12. Formal and Informal Organization:

Formal organization means the intentional structure or formal structure of roles of various people working in an organization to attain set goal(s). The goal(s) may change from time to time. It indicates who has to make decisions and how people and activities are formally related to one another. It explicitly shows who is at the top, who are supervisors and who subordinates.

Informal organization as described by Keith Davis and John Newstorm is “a network of personal and social relations not established or required by the formal organization but arising spontaneously as people associate with one another”. According to Chester I Barnard, informal organization is any joint personal activity without conscious joint purpose, even though contributing to joint results.

Informal organization may not have authority in an organization. But it has power or influence. Union leader usually yields power over members of the union or group. Members believe the communication or information they get from informal organization or associations. It is known as grapevine. Some times formal and informal organization may work against each other as in case of strike or lock out or slow downing of work.

Both formal and informal organizations may have their own values, norms and communication systems. To understand an organization, it is essential to understand both formal and informal organizations. Formal organization cannot work without informal organization.

1.6.5.1 Organization Structure:

In case of small libraries where it is one person show, structure may not be necessary. As number of employees in an organization including library increases, there is a need for division of labour and specialisation. As the organization keeps on growing, structure will also change. Thus, organizations are designed and redesigned, not only by arranging or rearranging people but by establishing and modifying structure.

“Organization structure means the general structure or frame work through which the purpose and objectives are accomplished.”

Organization structure is, “a conscious plan or system of tasks to coordinate the efforts of people in accomplishing goals effectively and efficiently”.

Organization structure also indicates:

- Span of control
- Line and staff responsibility.
- Grouping of activities by line and staff functions.
- Line and authority relationships.

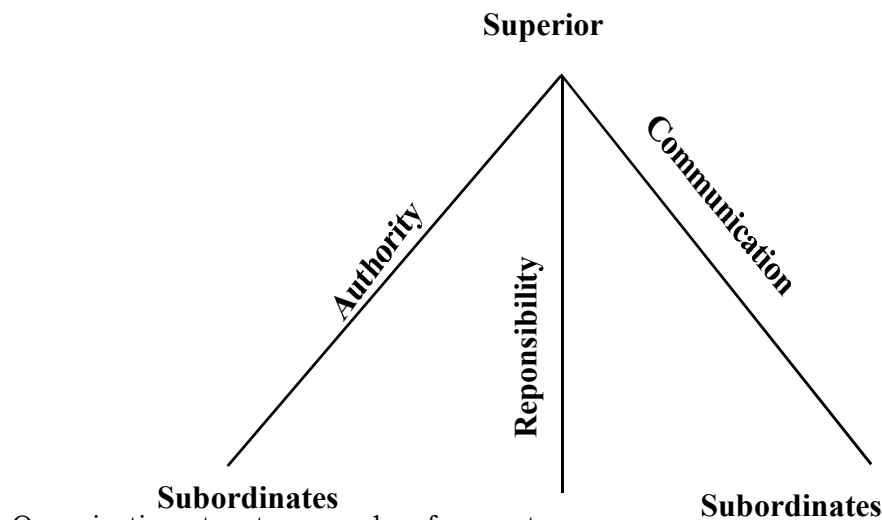
Line authority is based on the scalar principle of management. It shows the most fundamental relationship in an organization between superiors and subordinates, as already discussed. Line authority gives a superior a line of authority over subordinates. Line and staff relationship depicts authority relationship or line of command, who has to report to whom or who has to work immediately under whom or who is the immediate boss of whom? It is not concerned with type of work or function.

It shows superior and subordinate relationship. And responsibility for achieving the goal rests with the line of authority. Staff has to do work as commanded, hence the staff has no responsibility for achieving the goal.

It also shows communication system.

Thus it has three characteristics:

- Authority
- Responsibility
- Communication



Organization structure can be of many types:

Traditional Hierarchical Organization Structure:

It is a hierarchical and vertical model.

It is pyramidal in shape. It is based on divisions of labour and specialization.

There are rigid linkages.

Authority and responsibility rest with the top, so also thinking and decision-making. While people at the lower levels have to carry orders and do jobs, and seek approval of the seniors.

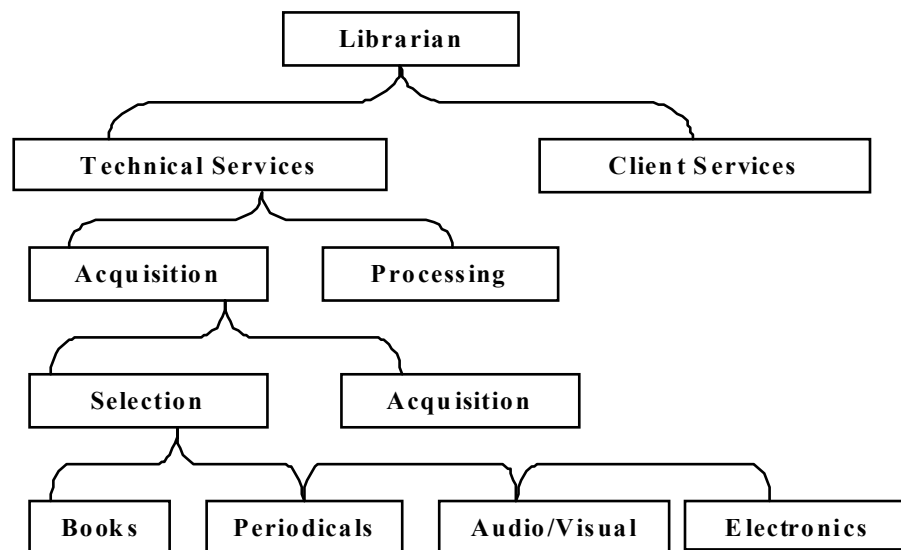
It promotes centralization of decision-making authority and power.

It is cumbersome and time taking.

Communication travels through ladder.

It suits to stable and predictable environment.

Example:



Horizontal:

It is based on functions and activities. They are grouped and formed into units. Specialization is the basis of division of labour.

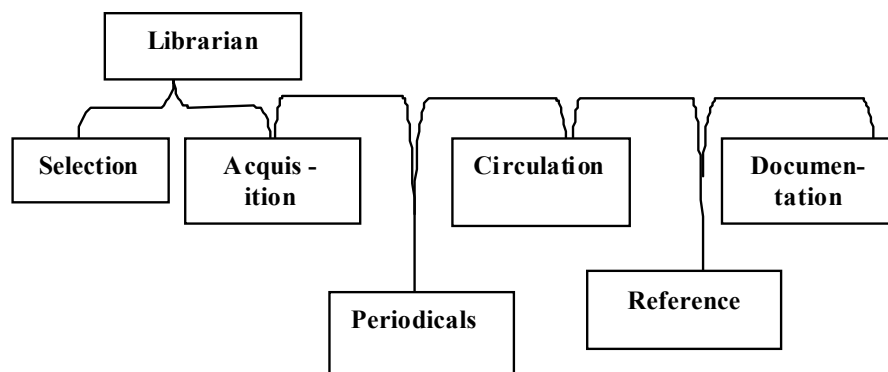
It promotes efficiency in performing activities.

Persons/employees are identified with activities

It decreases hierarchy in line of communication.

It is also called flat structure.

Example:



1.6.5.2 Organization Pattern of Libraries:

The way(s), jobs, in an organization are grouped and related to each other is known as organization pattern.

Various authorities have given different characteristics for grouping jobs in an organization. To illustrate, Luther Gulick suggests division of an organization on the basis of:

- Purpose
- Process
- Persons or things
- Place of work

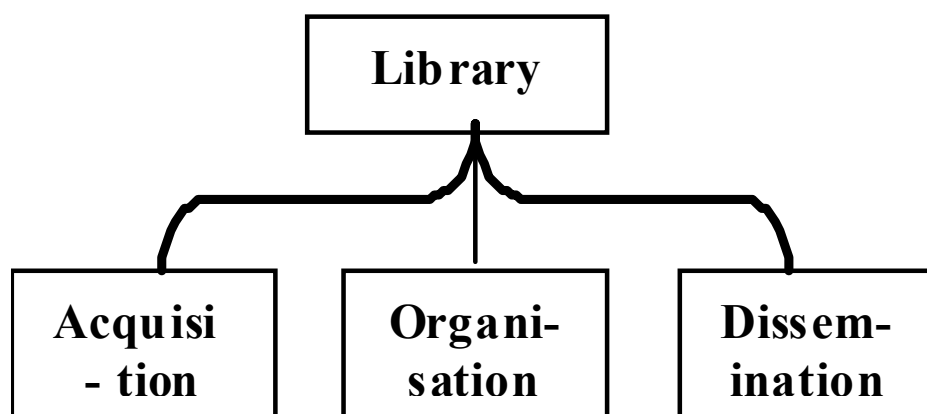
Peter F. Drucker has mentioned three characteristics for grouping jobs on the basis of system theory:

- Activities Analysis
- Decision analysis
- Relations analysis

Some have described eight patterns of organization. Every pattern has its strong and weak points. They are given hereunder:

1. Functions:

Every organization has to perform some functions. It is important and logical basis for division of an organization. Main functions of a library are acquisition, organization and dissemination of reading material.

**Advantages:**

- It reflects functions of an organization.
- It follows logical basis of division.
- It follows principles of specialization.
- It helps in training of staff.
- It gives status to functions and their heads in organization.
- It is effective in achieving the goals of an organization.
- There is efficiency and economy.

Disadvantages:

- It makes viewpoints of the persons working in the department myopic. They give over importance to their functions and not of others. They lack broad perspective.
- This may be counter productive for overall interests and objective of an

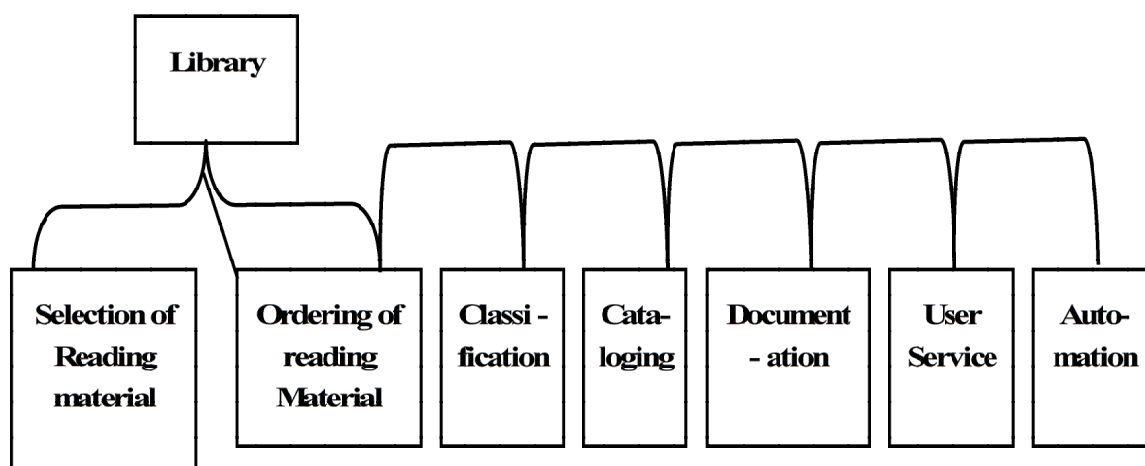
organization.

- It adversely affects coordination and cooperation in departments/sections.
- Only the top executive thinks about the overall performance and responsibility.
- It is slow to changes and adaptations.

2. Process:

As there is growth in an organization, often division is based on a group of processes or activities. In this, people and materials are brought together in order to carry a particular operation.

Many large libraries are patterned on this basis of process such as



Advantages:

- It uses specialization in processes.
- There is efficiency and economy.
- Training of personnel is based on processes.

Disadvantages:

- Personnel working do not have holistic view of the organization.
- They often forget the objective(s) of the organization.
- They think in terms of their activities/processes.
- It creates difficulties in coordination.
- Responsibility of the organization is at the top.
- It does not groom staff, for higher/top management

3. Geography/Territory/ Location:

It is another factor which is basis for division of organization. Particularly this may intend to benefit/reach the local people or near them to provide services. Libraries open branches/centres or even have mobile libraries networks to reach clients.

Advantages:

- It attempts to meet needs of particular region/locality.
- It may be effective as it keeps interests of clients.
- There is better liaison between staff and users.
- Its emphasis is on locality.
- There is better communication rather face-to-face with local people.
- There is better understanding of their problems.

- There is responsibility at lower level.

Disadvantages:

- It requires more staff.
- It requires more infrastructure.
- It increases problems of management.
- It may not be economical.

In course of time the local unit starts asking for more and avoids central management. Some of the staff may not like to work away from central office.

4. Time:

Services are to be rendered beyond normal working hours. Shifts are common in many organizations including libraries. Time sequence becomes the characteristic for grouping activities on the basis of time.

Advantages:

- Expensive infrastructure is used more than 8-hours a day.
- Students, teachers, and public who cannot use the library get service at their convenient time.
- Service to users/clientele is available for longer hours.

Disadvantages:

- During morning and evening or night shifts supervision will be lacking.
- There is fatigue and lack of sleep or misuse of time during nights, and other shifts.
- It is not cost-effective.
- There may not be many users in the morning and night.
- There is misuse, misplacement and mutilation of documents as staff is scanty and supervision slackens during morning, evening or late night shifts.
- Cleanliness also suffers.
- Besides overtime or offs in lieu of holiday affect working of the library.

5. Clientele:

The basis of grouping may be clientele differentiation. It is also prevalent in libraries e.g. children, young, blind, women, students, farmers, senior citizens.

Advantages:

- Its emphasis is on clientele needs.
- It develops around clientele services.
- It gives feeling to the clientele that their special requirements are looked after.

Disadvantages:

- It becomes difficult to coordinate demands of various groups.
- It requires personnel who understand the group and are sympathetic to them.
- It creates problem of adjustment.
- Clientele-wise demands may cause overall managerial problems.

6. Subject:

Libraries are also patterned after subject or group of subjects such as sciences, social sciences, humanities or physics, chemistry.

Advantages:

- Subject or subject group is an important basis.
- It facilitates use of specialised knowledge of a subject and personnel.
- It helps in better and more effective service to users based on their subject requirement.

Disadvantages:

- It does not allow interaction with other subjects/users.
- There is duplication of costly reading material.
- Personnel become myopic as they think in terms of their subject and not of the whole library.

7. Matrix:

Nowadays, organizations including libraries have interest in end results or output or projects of the parent organization. Matrix or grid organization or project or product patterns are becoming common. They combine product/function/process/research etc. in one. The persons have to work under project officer as well as process manager. Then, there are strategic units to promote a product or handle an independent unit say automation in library. It affects all departments.

The matrix evolved in the 1960s, initially among aerospace firms. In the late 1980s, many multinational companies adopted it. And now many organizations including some libraries have structured their organizations on this pattern. Programmes /projects are over laid on functions. Members have a dual assignment to the functional department and to the product project/programme group e.g. in case of automation of cataloguing the person will be responsible to cataloguing and automation departments. (see example on P. 21)

Advantages:

- It facilitates coordination among specialists to achieve on-time completion of jobs.
- It aids in cooperation and coordination among multiple complex and independent activities.
- It aids in meeting budget targets.
- It provides clear responsibility for overall activities related to a product/target/project/ programme.
- It has strength points both of function and product structure without duplication of efforts and costs.
- The direct and frequent contacts and communication between various specialists makes it less bureaucratic and more flexible.
- Information flows more quickly and reaches those people who need it.
- It facilitates optimum use of specialists.
- It achieves benefits of economies of scale by providing the organization with both the best resources and an effective way of ensuring their efficient employment.

Disadvantages:

- It creates confusion as persons have to work under two heads.
- Unity of command is missing which increases ambiguity.
- It also fosters power struggles between functional and product heads/managers.
- Reporting to more than one boss introduces role conflicts and role ambiguity and results in insecurity.
- Consequently, it causes stress on personnel.

8. Virtual:

It is based on the premise: Why to do it or own it when you can get things done or you can rent? It is also called the network or modular organization. It is a small core organization. It outsources major business functions. The virtual organization is highly centralized with no or small unit /department.

Its prototype is Department/Section of cataloguing of documents in libraries in networking environment. In manual systems, large libraries used to employ a good number of library professionals for classification and cataloguing of documents. They used to work in-

house. Using Internet and centralized utilities like, Oline Computer Library Center (OCLC) or Research Libraries Information Network (RLIN) in the United States, a few library personnel are able to download information from them and process documents. Only a few of documents, which are not there in these utilities are classified and catalogued.

It has created networks of relationships. They harvest economies of joint efforts or get work done by others through outsourcing, better and cheaper. The organization concentrates on its core competencies and coordinates relationships and functions for the virtual organization.

Advantages:

- It is flexible.
- It gets work done better and cheaper from other organizations retaining core work for it.
- It allows someone with innovative idea and little money to successfully compete with other organizations.
- Organization is saved of botheration of employing workers and specialists, and getting work done through them and other human resource management problems.
- It breaks down barriers or boundaries, hierarchical/ vertical, functional or horizontal or of geography/country.
- It is leading to boundaryless organization and globalization.

Disadvantages:

- It reduces control over functions or people who do work for it.
- It is dependent on computers and telecommunications.

9. Others:

Besides the above mentioned patterns, organizations are also structured on the basis of equipment (computer networks) types of material (in case of library - books, periodicals, audio-visual material, electronic documents etc.), product (indexes, catalogues, bibliographies) etc.

Committee system is also coming in academic institutions where for each task they form a committee. The staff has to work as per desires of the committee e.g. book selection committee, automation committee.

There is no single best way of patterning an organization including library. So patterning should depend on the size of the library, its requirements, personnel available, technology used in it, users and their requirements, etc.

Some of the major criteria or principles of grouping have been discussed above. Each pattern has its advantages and disadvantages. There is also mixing types of pattern e.g. based on type of material, books, periodicals, audio-visual material and their activities, selection, ordering, classification, cataloging, etc.

Trends in organizational structure keep on changing. Some experts favour hierarchies and bureaucracies while others feel that their age is over, and they vote for flat, matrix or virtual structures. Libraries are also experimenting with various types of organizational structures. Employees should participate in creating better structure suited to special needs of libraries in network situation.

Size of organization, environment, technology and strategy are variables for organization pattern. Most of the libraries are small in size. Single person libraries do not have organization pattern. The person has to do all tasks. Small libraries have simple structure as there is low degree of work specialization and departmentalization. They are flexible. There is fast communication as the hierarchy is not much there. Large size libraries

require organization structure based on various characteristics.

1.6.5.3 Organization Chart:

“It is a schematic presentation that identifies positions, their grouping and their reporting situation”. Organization is dynamic and ever changing. Whereas chart is line and hence shows a pattern. It may be dated.

Organization chart exhibits:

- Division of work into components.
- Superior, subordinate relationship.
- Nature of work performed.
- Grouping of components.
- Levels of management – equal, subordinate supervisor position
- Line and staff relationship.
- Name of posts of actual incumbent.
- Grade and salary data.
- Brief description of allotted tasks.

It shows limited number of things. It does not indicate:

- Degree of responsibility - authority / another authority for a position.
- Real status and importance in the organization
- Nature of communication
- Definition of exact relationship
- Informal organization

1.6.6 Quality Circles:

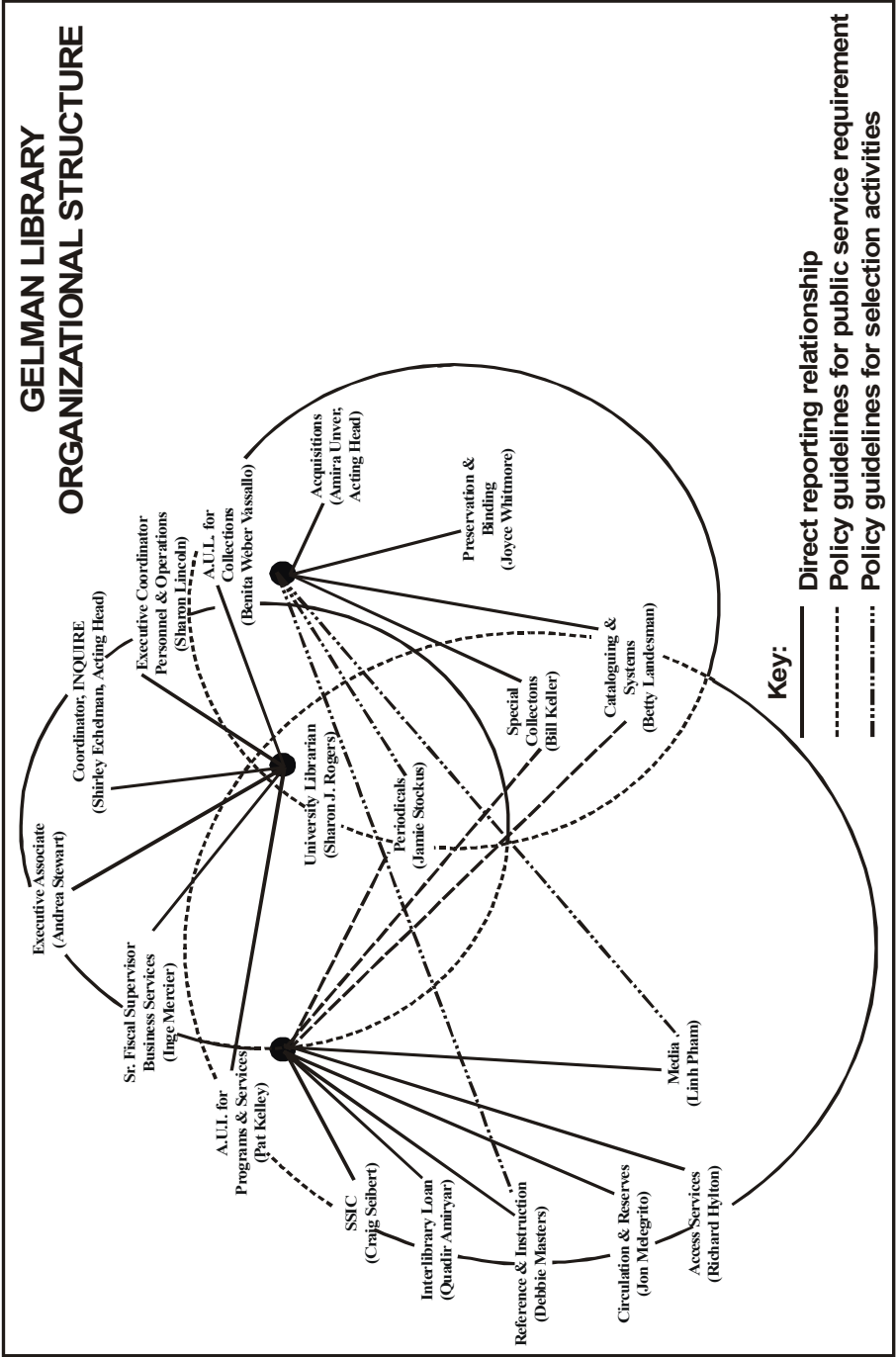
“Quality circle is an integrated system of establishment of circles, identification of circle leaders, facilitators and a steering committee to set up goals”

The concept was developed in Japan in 1960s. A circle is constituted in an area of work. And the members of the circle are chosen from those employees, who work in the area of work. The object of forming the circle is to identify, analyse and solve problems in that area of work. It is a sort of team work. Number of members of the circle varies according to the needs and policy of an organization.

Traditional approach to management is often called ‘Taylorism’ after F.W. Taylor, who is regarded father of scientific management. His model is based on command and control with responsibilities and authorities flowing from top to bottom in the chain of command or scalar chain. In this model, planning, direction, control and coordination is done at higher level(s). While tasks are broken into smallest elements, and low skills are required to do them. These are reduced to a series of operations or steps. Once they are learned, involvement of manpower ends. These become routine and repetitive operations. Advantages of Taylorism are: high productivity with low cost, low skills require low wages or unit cost; interchangeability of workers, and accurate predicability. Planning requires high calibre hence highly trained persons who earn high wages.

But its disadvantages are many. It results in lower employee morale, absenteeism, and no initiative/involvement/commitment of employee.

As against Taylorism; the quality circle model is based on involvement of people. People are the essence of any organization. They must be involved in the work and its quality. The approach motivates the worker. Its advantages are: pride at work place, involvement and initiative, sense of responsibility and self-control as against by other(s). The worker cultivates habit of self improvement. It builds his/her self-confidence. Workers get interested in work and try to maintain quality of product/service. Communication channels work two ways. Information flows. Management knows ground realities and



problems of work and takes advantage of workers. It encourages participative management. Thus this approach promotes team work and motivation of staff.

Problems are identified and analysed by those personnel who face them. The technique promotes development of problem analysis and solving skills.

It improves communication skills of personnel, which helps in understanding and creating harmonious atmosphere.

But its success depends upon the faith and support of top management. It has to allow staff to discuss problem(s) and analyse it during organization time. The management is not bound by the suggestions given by the quality circle. So it is upto it whether to accept or reject suggestion(s).

1.6.7 Summary:

Organization is a group of human beings formed for achieving a common objective. Its formal structure defines relationship(s). It has its characteristics.

Organization structure defines how jobs are divided, grouped and coordinated. Elements of organization structure are: Division of labour, departmentalization, coordination, authority and power, hierarchy, scalar principle, span of control, unity of command, delegation of authority, centralization and decentralization, communication, formal and informal organization.

Organizational structure indicates frame work or plan of tasks and their coordination into departments/sections/ units, management positions which define authority, hierarchy and formal relationship and channels of communication and reporting structure may be traditional/hierarchical or horizontal.

Various organization patterns including of libraries can be there based on different characteristics, such as functions, process, geography/territory, time, clientele, subject, matrix, virtual, committee systems, others, mixed. They have their advantages and disadvantages.

Organization chart is a schematic presentation of organization structure. It has its limitations. Quality circles involve people and maintain quality of work.

1.6.8 Further Readings:

1. Drucker, Peter F. Management: tasks, responsibilities and practices. New York: Harper & Row, 1974.
2. Terry, George R. Principles of management. Homewood, Ill.: Richard D. Irwin, 1976.
3. McFarland, Dalton E. Management principles and practices. New York: Macmillan, 1974.
4. Koontz, Harold. Essentials of management/Harold Koontz, Heinz Weirich. 5th ed. New York: McGraw Hill, 1990.
5. Navalani, Kishni. Library management in the changing scenario: concepts, operations & practices/ Assisted by Karam Singh and Prem Chand Sehgal. Patiala: Madaan Publication, 2006.

1.6.9 Self-Check exercises:

1. Define the terms organisation.
2. Enumerate characteristics of Organization.
3. What is quality circle?

1.6.10 Answers to Self-check Exercises :

1. See Section 6.2
2. See Section 6.4
3. See Section 6.6

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