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# **JOURNAL OF INDIAN LIBRARY ASSOCIATION**

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Vol. LI

January - March 2015

No. 1

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## EDITORIAL

In the twenty-first century, advances in Information Technology (IT) have driven revolutionary changes in the way we work, learn and communicate. Progress in the development of computer, web technologies, seamless networking capabilities, massive data storage capacities, multimedia, and software have created new infrastructures for business, academic, research, healthcare, social interaction along with new opportunities for economic development. Internet and web technologies are helping us to build global networks that provide wide access to distributed information. As these advances eliminate barriers of space and time, we gain increasingly more direct and immediate access to scholarly information, to the world's rarest historical artefacts, to visual art, to recorded music, and to broadcast archives. Such monumental change demands that we, LIS professionals need to develop partnerships necessary to help it flourish. The LIS professionals also require to rethink the roles they play in this changing technological landscape.

The Indian Library Association continuity publishing its scholarly peer reviewed journal with different case studies, best practices and theoretical as well as practical application in different types of libraries. In this issue there four articles are included which are diversified in nature. The first article deals with an investigation of use of online information resources by the faculty members. The second paper on Public Library Movement in Uttar Pradesh assesses the glorious history of Uttar Pradesh public libraries, basic challenges before public libraries in the state, possible ways to overcome challenges; it also highlights history and features of present Uttar Pradesh Public Library Act. An article on the bibliometric study of the *Journal of Indian Library Association* during 2008-2014 presents analysis of distribution of articles, authorship patterns, author productivity, most prolific authors, state wise distribution of Indian authors, length, references and subject wise distribution of the articles. The last article focuses on the school libraries which strengthen the foundations of our educational system serving as centers of information and resources providing access of vast knowledge to the budding youth and also supporting co-curricular activities of the school. It also deals with the problems, challenges and remedies of school library system in India.

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## **An Investigation of Use of Online Information by the Faculty Members, Research Scholars and Students of Madurai Kamaraj University, Madurai, India**

**Baladhandayutham, A**

Assistant Professor, Department of Library and Information Science  
Madurai Kamaraj University, Madurai-625 021, Email-baladolis@gmail.com

### **ABSTRACT**

*The present era is the era of information and knowledge revolution. Many electronic resources are available in the library. The increase in information available on the Web has affected information seeking behavior. Innumerable types of information, in a large variety of containers and in many different locations, are all available in one place. In the modern society, the types of information and the media which present them have become manifold and multifarious, offering men and women a vast selection. This paper discusses the Category of Internet Skill, Methods of learning Internet Skill, time spent on Internet per day during the use, purpose of using Internet, use of search engines, problems to be faced while using Internet, sources to find out new WWW pages, to access online Reference materials and level of satisfaction while using University Internet services.*

**Keywords:** Online information seeking, Electronic Information seeking, Internet usage

### **1. INTRODUCTION**

This is an era of cyber space. The written word has undergone a quantum metamorphosis from printed page into cyber space, affecting technical writing significantly. Written communication in the form of letters, memos, newsletters, corporate brochures, leaflets, manuals, reports, monographs, text books, reference books etc were paper bound. Now these are online. Not only these but resumes research and other forms of technical writings are online. Everything has gone electronic way. We should go online and should learn how to write successful E-

mail and create an effective website. E-mail and websites are transmitted through Internet. Internet is a network that connects computers internationally. The use of Internet is growing daily. Internet is a decentralized medium and can be had through service provider. Internet allows us to travel from our computer to information site worldwide. Prior to information revolution, people collected information through primary and secondary sources manually which was time consuming and expensive. With the advent of information technology today, people collect information very quickly by using Internet.

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Hence it is right time to study the behavior pattern of faculty members, Research scholars both and students extensively assess how far the Internet facilities are being used by them.

## **2. REVIEW OF LITERATURE**

The review of literature refers to the earlier studies and the researcher can avoid unintentional duplication of well established findings.

Ali and Hasan conducted a study on the use of electronic information services at Indian Institute of Technology Library, Delhi. The study found that, 77.78% of respondents are well aware of Internet service extended in the library and majority of them are using it for communication, E-mail, Chat (35.35%) and study/research purpose (36.37%). Similarly, 71.72 per cent of respondents are satisfied with the Internet service extended by the library and 3.03 per cent are not satisfied, while 25.25 per cent of respondents remained silent.

Bruce carried out a study on "User Satisfaction with the information seeking on internet". His study deals with those who use the internet to seek information and how much they are satisfied with this channel that is internet. He conducted this study in the Australian academies. 200 e-mail addresses were invited to take part in this research. These e-mail addresses are randomly selected from a list consolidated from the e-mail directories of five universities in the State of New South Wales. And the results show that a majority use the internet for information seeking at least once in a month, and a large proportion use the internet in this way everyday. Thus the study found that Australian academic generally have a high expectation of success when they engage in information seeking on the internet, and are satisfied with the process regardless of how frequently they use the network or whether or not they have received formal training.

Cho et al conducted a case study in which they

attempted to investigate what types of changes have been made in Korea due to the transition of the networking environment. Findings of the study reveal that Internet users with a high speed Internet service system tend to enjoy various kinds of services, including E-mail and depend less on the traditional media, such as TV and radio, for information and entertainment. The survey conducted by Lazinger et al<sup>55</sup> of the faculty members of the Hebrew University of Jerusalem provided data on Internet access as on 1995. The results showed higher usage by the members of the faculties of science, medicine and agriculture than the members of the faculties of social sciences and humanities. Kanunga made a study on Use of Internet for scholarly communication by social scientists. The study reveals that 91% of the social scientists find Internet as an important tool of research. The survey has established that Internet has indeed become a communication medium for enhancing teaching, research and professional development for social scientists.

## **3. RESEARCH METHODOLOGY:**

In this study, the researcher framed Questionnaire for collecting information from the respondents. As the target group is highly educated, the Questionnaire method has been adopted instead of interview schedule method. Knowledge obtained by observation and casual talk with the target group in Madurai Kamaraj University has been used in construction of Questionnaire.

The population of the study is 2368. From the population, a sample size of 25% was selected from the universe. For this study stratified Random sampling method was adopted for collecting Primary data. There are 18 Schools which consist of 75 departments in Madurai Kamaraj University in addition to the two centres namely USIC and Computer Centre. A sample including faculty members, both M.Phil and Ph.D research scholars

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and Post graduate students were chosen from each of the 18 Schools and hence the sample size is 592, which was one fourth of the population.

### 4. PROFILE OF MADURAI KAMARAJ UNIVERSITY

Madurai Kamaraj University was established in 1966 and currently it has 20 Schools comprising 75 Departments. The University has 87 affiliated Colleges (19 Autonomous) including other approved institutions (15) and 5 evening colleges. Madurai Kamaraj University provides high quality educational programs through its 75 departments of study and research. Related departments of the University are grouped into schools, to enable the development of inter-disciplinary courses. In 2005 this University was accorded the status of "University with Potential for Excellence" - A status conferred by University Grants Commission so far on 9 such Universities in India.

### 5. ANALYSIS AND INTERPRETATION OF DATA

This analysis is based on the data collected through questionnaire from faculty members, research scholars and students of the Madurai Kamaraj University.

Table 1: Gender-wise Distribution of Respondents

S.No	Gender	No. of Respondents	Percentage
1.	Male	359	60.64
2.	Female	233	39.36
	Total	592	100

Table 1 displays the Gender-wise distribution of respondents. Among them 359 respondents (60.64%) are male whereas 233 respondents (39.36%) are female. Therefore the number of male respondents is more than the number of female respondents in Madurai Kamaraj University who

use Internet. From the existing ratio of male and female respondents, it is clear that, the opportunity to female in higher education is not equal to that of the male particularly in using Internet.

Table 2: Age-wise Distribution of Respondents

S. No	Age	No. of Respondents	Percentage
1	20-25	285	48.14
2	25-30	175	29.56
3	30-35	63	10.64
4	35-40	39	6.59
5	40 and above	30	5.07
	Total	592	100

Table 2 describes the Age-wise distribution of respondents. Among the Scholars 285 (48.14%) belong to the category of age 20-25. The 175 respondents (29.56%) belong to 25-30 age category. Sixty three respondents (10.64%) belong to 30-35 age category. In this study, 39 respondents (6.59%) belong to 35-40 age category whereas 30 respondents (5.07%) belong to 40 & above age category. In this table, it is deduced that 77.07% of respondents belong to 20-30 age category who use internet mostly.

Table 3: Marital Status-wise Distribution of Respondents

S.No	Marital Status	No. of Respondents	Percentage
1	Married	200	33.78
2	Unmarried	392	66.22
	Total	592	100

Table 3 describes the Marital Status-wise distribution of respondents. Among the 592 Scholars, 200 respondents (33.78%) are married. In this study, 392 respondents (66.22%) are Unmarried. Hence majority of the respondents of Madurai Kamaraj University belong to the category of Unmarried who use Internet.

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Table 4: Residing Sector-wise Distribution of Respondents

S.No	Residing Sector	No. of Respondents	Percentage
1	Urban	255	43.07
2	Rural	249	42.06
3	Sub Urban	88	14.86
	<b>Total</b>	<b>592</b>	<b>100</b>

Table 4 indicates that 255 respondents (43.07%) belong to urban area. This is followed by 249 respondents (42.06%) who belong to Rural whereas 88 respondents (14.86%) belong to Sub Urban. That is, most of the respondents belong to Urban.

Table 5: Status-wise Distribution of Respondents

S.No	Status	No. of Respondents		Percentage
1	Faculty Members	100	16.89	
2	ResearchScholars	M. Phil	67	11.32
		Ph. D	120	20.27
3	Post Graduate Students	I Year	175	29.56
		II Year	125	21.11
		III Year	5	0.84
	<b>Total</b>		592	100

Table 5 shows that 100 respondents (16.89%) belong to the category of Faculty Members of Madurai Kamaraj University. This is followed by 67 respondents (11.32%) who belong to M.Phil Research Scholars whereas 120 respondents (20.27%) belong to Ph.D Research Scholars. In this study, 175 respondents (29.56%) belong to Post Graduate First Year Students. One hundred and twenty five respondents (21.11%) belong to Post Graduate Second year Students whereas 5 respondents (0.84%) belong to Post Graduate third year students. Therefore Majority of the Respondents belong to Post Graduate First Year Students.

Table 6: Department/Subject-wise Distribution of Respondents

There are many categorizations of the Universe of Subjects. Melwil Dewey classified the Universe of Subjects into 10 divisions while Dr.S.R.Ranganathan who is father of Library and Information Science in India, classified the Universe of subjects into 3 agglomerated (major Classes) subjects. The present investigation has taken into account Dr.S.R.Ranganathan's Classification namely Sciences, Social sciences and Humanities for categorizing the 18 schools including 75 departments in the Madurai Kamaraj University.

S.No	Departments	No. of Respondents	Percentage
1	Sciences	254	42.91
2	Social Sciences	229	38.68
3	Humanities	109	18.41
	<b>Total</b>	<b>592</b>	<b>100</b>

Table 6 describes the Departments-wise distribution of respondents. Among the 592 respondents, 254(42.91%) belong to Science Departments. This is followed by 229 respondents (38.68%) who belong to Social Science Departments whereas 109 respondents (18.41%) belong to Humanities Departments. Of them, most of the Scholars belong to Science Departments who use Internet. The 18 Schools of Madurai Kamaraj University are divided into three main categories (a) School of Biological Sciences, School of Biotechnology, School of Chemistry, School of Energy Environment and Natural Resources, School of Mathematics and School of Physics as Sciences, (b) School of Business Studies, [http://www.mkuniversity.org/sub\\_link\\_pg.php?id=s11](http://www.mkuniversity.org/sub_link_pg.php?id=s11) School of Earth and Atmospheric Sciences, School of Education, School of Economics, School of Social Sciences **and**

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School of Information and Communication Sciences as Social Sciences (c) School of English and Foreign Languages, School of Indian Languages, School of Performing Arts, School of Religions Philosophy and Humanist Thought and School of Tamil Studies as Humanities. The number of respondents who are utilizing the internet is the highest in Science departments.

Table 7: Category of use of Internet Skill

S. No	Category	No. of Respondents	Percentage
1	Novice	41	6.93
2	Intermediate	462	78.04
3	Expert	89	15.03
	Total	<b>592</b>	<b>100</b>

Table 7 expresses the category of use of Internet Skill. In this study, 41 respondents (6.93%) report that their category of level of use of Internet skill is Novice. This is followed by 462 respondents (78.04%) who report that their category of level of use of Internet skill is Intermediate whereas 89 respondents (15.03%) report that their category of level of use of Internet skill is Expert. Therefore majority of the respondents belonging to category of use of Internet skill is Intermediate.

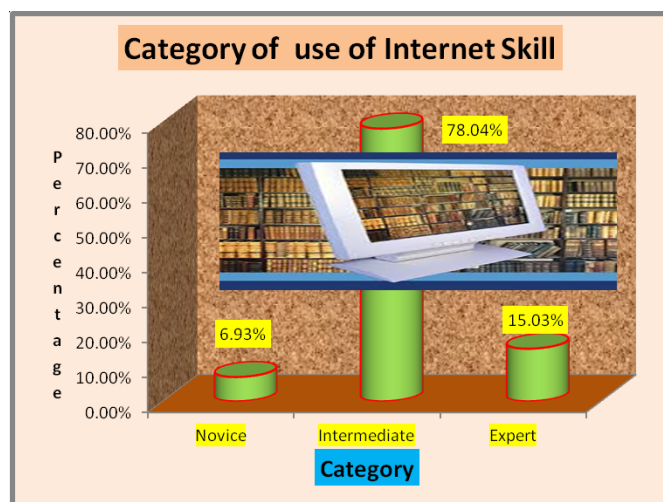


Figure 1. Category of use of Internet skill.

Table 8: Chi-square analysis of Internet skill by gender-wise

S. No	Gender	Internet skill of the respondents			Total (N)
		Novice	Intermediate	Expert	
1	Male	31(8.63%)	285(79.39%)	43(11.98%)	359
2	Female	10(4.29%)	177(75.97%)	46(19.74%)	233
	Total	41	462	89	592

Chi-square value: 9.73 df: 2

Table 8 shows the Chi-square analysis of Internet skill by male and female respondents. In this study, 31 male respondents (8.63%) report that their level of use of Internet skill is Novice. This is followed by 285(79.39%) male respondents report that their level of use of Internet skill is Intermediate. Forty three (11.98%) male respondents report that their level of use of Internet skill is Expert. Among the overall 233 female respondents, 10 respondents (4.29%) report that their level of use of Internet skill is Novice. Hundred and seventy seven respondents (75.97%) report that their level of Internet skill is Intermediate. Forty six respondents (19.74%) report that their level of use of Internet skill is Expert. Hence most of the Male and Female respondents' level of use of Internet skill is Intermediate.

### Testing of Hypothesis 1

**Ho: Null Hypothesis:** There is no association between the Gender and the category of Internet skill of the Respondents.

**H<sub>1</sub>: Alternative Hypothesis:** There is an association between the Gender and the category of Internet skill of the Respondents.

### Chi-Square Summary Result

Chi-Square Calculated Value	Degrees of Freedom	Chi-Square Table Value 5%
9.73	2	5.991

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The table value of  $\chi^2$  for 2 degrees of freedom at 5% level of significance is 5.991. The calculated value of  $\chi^2$  is higher than this table value and hence the Null hypothesis is rejected and hence Alternative hypothesis is accepted. It is concluded that there is an association between the Gender and the category of Internet skills of the Respondents.

Table 9: Methods of Learning Internet Skill

S.No	Methods	No. of Respondents	Percentage
1	Guidance from friends	273	46.11
2	Trial and Error method	202	34.12
3	Formal Training	60	10.14
4	By attending courses	47	7.94
5	Others	10	1.69
	Total	<b>592</b>	<b>100</b>

Source: Primary data

Table 9 shows the methods of learning Internet skill. In this study, 273 Respondents (46.11%) learn Internet from their friends. 202 respondents (34.12%) Learn from Trial and Error method. Sixty respondents (10.14%) learn from Formal Training. Forty seven respondents (7.94%) learn from attending courses. Besides all the methods cited above, there are some other

methods also (1.69%). Therefore at first most of the respondents learn Internet skill from guidance from friends and secondly they learn Internet skill from trial and error method.

Table 10: Time spent on Internet per day during the use

S.No	Hour	No. of Respondents	Percentage
1	½ hour	50	8.45
2	One hour	277	46.79
3	Two hours	132	22.29
4	Three hours	38	6.42
5	More than Three hours	95	16.05
	Total	<b>592</b>	<b>100</b>

Source: Primary data

It is observed from Table 10 shows that 50 respondents (8.45%) use the Internet half an hour everyday. This is followed by 277 respondents (46.79%) who use the Internet an hour per day whereas 132 respondents (22.29%) use two hours per day. In this study, 38 respondents (6.42%) use the Internet three hours per day whereas 95 respondents (16.05%) use the Internet more than three hours per day. Therefore, it is inferred that majority of the respondents use the Internet one hour per day (46.79%).

Table 11: Chi-square analysis of time spent on Internet per day by Marital Status-wise

S.No	Marital status	Time spent on Internet per day					Total N
		1/2 Hour	1 hour	2 hours	3 hours	More than 3 hours	
1	Married	5(2.5%)	71(35.5%)	51(25.5%)	13(6.5%)	60(30%)	<b>200</b>
2	Unmarried	45(11.48%)	206(52.55%)	81(20.66%)	25(6.38%)	35(8.93%)	<b>392</b>
	Total	<b>50</b>	<b>277</b>	<b>132</b>	<b>38</b>	<b>95</b>	<b>592</b>

Source: Primary data Chi-square value- 58.91 df- 4

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Table 11 shows the time spent on Internet per day by married and unmarried respondents. Among the 200 married respondents, 5(2.5%) use the Internet half an hour per day. Seventy one respondents (35.5%) use the Internet an hour per day. Fifty one respondents (25.5%) use the Internet two hours per day. Thirteen respondents (6.5%) use the Internet three hours per day. Sixty respondents (30%) use the Internet more than three hours per day. Among the 392 unmarried respondents, 45(11.48%) use the Internet half an hour per day. 206 respondents (52.55%) use the Internet an hour per day. Eighty one respondents (20.66%) use the Internet two hours per day. Twenty five respondents (6.38%) use the Internet three hours per day. Thirty five respondents (8.93%) use the Internet more than three hours per day. Hence most of the Married and Unmarried respondents spend an hour per day in using Internet.

### **Testing of Hypothesis 2**

**Ho: Null Hypothesis:** There is no association between the Marital Status of the respondents and their time spent on Internet per day.

**H<sub>1</sub>: Alternative Hypothesis:** There is an association between the Marital Status of the respondents and their time spent on Internet per day.

### **Chi-Square Summary Result**

Chi-Square Calculated Value	Degrees of Freedom	Chi-Square Table Value 5%
58.91	4	9.488

The table value of  $\chi^2$  for 4 degrees of freedom at 5% level of significance is 9.488. The calculated value of  $\chi^2$  is higher than this table value and hence Null Hypothesis is rejected and hence Alternative hypothesis is accepted. It is

concluded that there is an association between the Marital Status of the respondents and their time spent on Internet per day.

Table 12: Purpose of using Internet

S. No	Purpose	No. of Respondents	Percentage
1	Ongoing Research work	146	24.66
2	Subject Specific Information	190	32.09
3	Employment Information	41	6.93
4	Preparation of teaching/ Lecture notes	16	2.70
5	Writing a Research paper for publication	23	3.89
6	Entertainment Information	5	0.84
7	E-mail	85	14.36
8	For career development	15	2.53
9	E-Journals	61	10.30
10	Others	10	1.69
	Total	<b>592</b>	<b>100</b>

Table 12 shows the Purpose of using Internet. In the study, 146 respondents (24.66%) use the Internet for ongoing research work. This is followed by, 190 respondents (32.09%) who use the Internet for getting Subject specific Information. Forty one respondents (6.93%) use the Internet for getting Employment information. Sixteen respondents (2.70%) use the Internet for preparation of teaching/ Lecture notes. Twenty three respondents (3.89%) use the Internet for writing a research paper for publication. Five respondents (0.84%) use the Internet for Entertainment information. Eighty five respondents (14.36%) use the Internet for sending and receiving E-mail. Fifteen respondents (2.53%) use the Internet for career development. Sixty one respondents (10.30%) use the Internet for accessing E-journals. Besides purposes cited above, there are some other purposes (1.69%). Therefore around

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one third of respondents use the Internet for getting subject specific information.

Table 13: Use of Search engines

S. No	Search engines	No. of Respondents	Percentage
1	Google	487	82.26
2	Yahoo	27	4.56
3	MSN	-	-
4	Altavista	5	0.84
5	Google and Yahoo	60	10.14
6	Others	13	2.19
	Total	<b>592</b>	<b>100</b>

Table 13 reveals the use of Search engine by the respondents. In this study, 487 respondents (82.26%) use Google search Engine for searching information from Internet. Twenty seven respondents (4.56%) use Yahoo. Five respondents (0.84%) use Altavista. Sixty respondents (10.14%) use both Google and Yahoo Search engines. Besides all search engines cited above, there are some other search engines also (2.19%). Therefore majority of the Respondents use Google in search of information from Internet.

Table 14: Use of E-mail for communication

S. No	Option	No. of Respondents	Percentage
1	Yes	562	94.93
2	No	30	5.07
	Total	<b>592</b>	<b>100</b>

Table 14 shows that 562 respondents (94.93%) use E-mail for communication. Thirty respondents (5.07%) do not use E-mail for communication. It is easy to send the communication to anywhere in proper time. Therefore Majority of the respondents use E-mail for communication.

Table 15: Frequency of checking E-mail

S. No	Frequency	No. of Respondents	Percentage
1	Daily	253	42.74
2	Twice a week	178	30.07
3	Once in a week	90	15.20
4	Fortnightly	5	0.84
5	Once in a month	15	2.53
6	Rarely	21	3.55
7	Never	30	5.07
	Total	<b>592</b>	<b>100</b>

Table 15 shows the frequency of checking E-mail. 253 respondents (42.74%) check the E-mail Daily. This is followed by 178 respondents (30.07%) who check E-mail two times in a week whereas 90 respondents (15.20%) check E-mail once in a week. Five respondents (0.84%) check fortnightly whereas 15 respondents (2.53%) check E-mail once in a month. 21 respondents (3.55%) check E-mail rarely. Thirty respondents (5.07%) never check E-mail. Hence more than two fifth of the respondents check E-mail daily.

Table 16: Problems to be faced while using Internet

S. No	Problems	No. of Respondents	Percentage
1	Slow access speed	312	52.70
2	Difficulty in finding relevant Information	93	15.71
3	Overload of Information on the Internet	31	5.24
4	It takes long time to view/download pages	71	11.99
5	Privacy problem	40	6.76
6	Lack of IT Knowledge	35	5.91
7	Any other	10	1.69
	Total	<b>592</b>	<b>100</b>

Table 16 shows the Problems to be faced while using Internet. In this study, 312 respondents

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(52.70%) report that slow access speed is the prime problem while using Internet. 93 respondents (15.71%) report difficulty in finding relevant information. Thirty one respondents (5.24%) report the overload of Information on the Internet. Seventy one respondents (11.99%) report that it takes long time to view/download Web pages. Forty respondents (6.76%) report the privacy problem. Thirty five respondents (5.91%) report that lack of Information Technology Knowledge. Besides all the problems cited above, there are some other problems also (1.69%). Therefore majority of the respondents report that slow access speed is the prime problem while using Internet.

Table 17: Ways of Access to get the required Information from the Internet

S. No	Option	No. of Respondents	Percentage
1	From the web address directly	160	27.03
2	Use search Engines	343	57.94
3	Use subscribed databases	35	5.91
4	Through Portal	24	4.05
5	Any other	10	1.69
6	From the web address directly and Use search Engines	20	3.38
	<b>Total</b>	<b>592</b>	<b>100</b>

Table 17 expresses the various ways of access to get the required information from the Internet. Among the 592 respondents, 160(27.03%) directly enter the web sites whereas 343 respondents (57.94%) use Search engine. Thirty five respondents (5.91%) use subscription databases. Twenty four respondents (4.05%) enter through Portal. Twenty respondents (3.38%) enter web address directly and use Search engines. Besides all the ways cited above, there are some other ways also (1.69%). Therefore majority of the respondents use search

engine for browsing the required information from the Internet.

Table 18: Sources to find out new WWW pages

S. No	Sources of WWW	No. of Respondents	Percentage
1	Books	91	15.37
2	Friends	76	12.84
3	Follow hyperlinks from other Web pages	86	14.53
4	Internet Search Engines	185	31.25
5	Internet directories	60	10.14
6	Usenet news groups	10	1.69
7	Magazines/Newspapers	39	6.59
8	Television advertisements	30	5.06
9	Other sources	15	2.53
	<b>Total</b>	<b>592</b>	<b>100</b>

Table 18 shows that 91 respondents (15.37%) find out the new web pages through Books. 76 respondents (12.84%) find out the new Web address from their friends. Eighty six respondents (14.53%) find out Follow hyperlinks from other Web pages. 185 respondents (31.25%) find out from Internet Search Engines whereas 60 respondents (10.14%) find out from Internet directories. Ten respondents (1.69%) find out from Usenet news groups whereas 39 respondents (6.59%) find out from Magazines/Newspapers. Thirty respondents (5.06%) find out from television advertisements. Besides all the sources cited above, there are some other sources also (2.53%). Therefore majority of the respondents find out the new Web pages through Internet Search Engines.

Table 19: To access online Reference materials

S. No	Option	No. of Respondents	Percentage
1	Daily	199	33.61
2	Weekly	291	49.15
3	Bimonthly	41	6.93
4	Monthly	40	6.76
5	Never	21	3.55
	<b>Total</b>	<b>592</b>	<b>100</b>

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Table 19 depicts that 199 respondents (33.61%) access the online reference materials daily. This is followed by 291 respondents (49.15%) who access weekly. Forty one respondents (6.93%) access the reference materials bimonthly. Forty respondents (6.76%) access the reference materials monthly. Twenty one respondents (3.55%) never access the reference materials. Therefore majority of the respondents access the online reference materials weekly.

Table 20: Level of satisfaction while using University Internet services

S.No	Rating	No. of Respondents	Percentage
1	Highly Satisfied	156	26.35
2	Satisfied	395	66.72
3	Dissatisfied	10	1.69
4	No Comments	31	5.24
	Total	<b>592</b>	<b>100</b>

Table 20 indicates the level of satisfaction while using University Internet. Among the 592 respondents, 156(26.35%) highly satisfied for use Internet. This is followed by 395 respondents (66.72%) satisfied for using Internet. In this study, 10 respondents (1.69%) dissatisfied whereas 31 respondents (5.24%) do not report any comments. Hence most of the respondents are satisfied with using Internet in university sources.

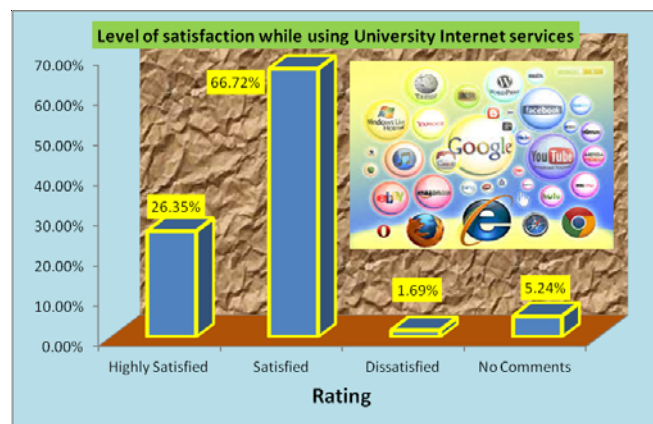


Figure 2. Level of satisfaction while using university Internet services.

## 6. SUMMARY OF FINDINGS

- The internet usage by the faculty members, students and research scholars (both Ph.D and M.Phil) of Madurai Kamaraj University is more by Male than female category.
- The usage of Internet facility at Madurai Kamaraj University is mostly by those belonging to the age group of 20-30. This shows that youngsters make the maximum use of Internet.
- Unmarried respondents use Internet more than the married respondents.
- More than half of respondents belong to rural and sub urban than Urban.
- Majority of the respondents belonging to Post Graduate Students (51.51%) use Internet more than faculty members and Ph.D and M.Phil research scholars.
- The number of respondents who are utilizing the internet are more in Sciences than in Social Sciences and Humanities.
- Among the overall respondents, more than three fourth of the respondents' level of use of Internet skill is Intermediate.
- There is an association between the Gender and the category of Internet skills of the Respondents.
- Guidance from the friends is identified as the main source of guidance for leaning internet by nearly half of the respondents. The other major source of guidance is trial and error method.
- Among the overall respondents, 46.79% use the Internet an hour per day.

- There is an association between the Marital Status of the respondents and their time spent on Internet per day.
- Subject specific information stands first for most of the respondents to use the Internet resources while information related to ongoing research work ranks second.
- Google serves as the main search engine for more than three fourth of the respondents.
- Majority of the Scholars (94.93%) of Madurai Kamaraj University use E-mail for communication.
- More than two fifth of the respondents check E-mail daily.
- 30.07% of the respondents check E-mail twice a week.
- Majority of the respondents (52.70%) report that slow access speed is the prime problem while using Internet.
- Among the ways of getting information from the Internet, use of search engines ranks first while entering directly into the corresponding websites ranks second.
- Nearly one third of the respondents find out the new web pages through Internet Search Engines.
- Nearly half of the respondents access the online reference materials weekly.
- Among the overall respondents, negligible percentage of them report that University Internet services are not satisfactory.
- 93.07% of the respondents are satisfied with using Internet in university sources.

## **7. SUGGESTIONS**

- It is suggested that M.Phil, Ph.D and Post graduate students should be provided more training for the use of Internet effectively.
- There are some differences among the urban, rural and Sub urban respondents for using Internet. Urban respondents are slightly better than rural and sub urban. Hence it is suggested that they should be given more care for utilizing online sources by improving internet skill programmes.

## **8. CONCLUSION**

Information Technology plays an important role in the development of Education. With the emergence of Information Technology the concept of information providing centers such as Libraries, Internet centres, computer centres, etc has been transformed a lot in its functioning and changed the user's expectations. Information seeking behaviour has been changing differently among the users by the influence of various factors. Users have become more information conscious than ever before demanding timely access to the information. These increasing expectations as users have challenged various information providing institutions to develop their quality of services. The vital aim of the Information providing institutions in extending online services is to provide public access to the Internet to fulfill its missions to preserve and promote universal access to a broad range of human knowledge, experience, information and ideas to support the academic and research endeavor. Thus Internet connects electronically to ideas global village under one umbrella.

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## Public Library Movement in Uttar Pradesh: Retrospect and Prospect

**Gopal Mohan Shukla**

*Librarian, Allahabad Government Public Library, Chandra Shekhar Azad Park,  
Allahabad, UP – 211002, gopalmohanshukla@gmail.com*

**R P Bajpai**

*Associate Professor, Library and Information Science  
Mahatma Gandhi Chitrakoot Gramodaya Viswavidyalaya, Chitrakoot*

### ABSTRACT

*Public libraries are social agencies. They exist to serve specific needs in our society. This paper tries to access the glorious history of Uttar Pradesh public libraries and present situation of state public library system. The basic challenges before public libraries in the state with possible ways to overcome these challenges have been discussed. It also highlights the history and salient features of present Uttar Pradesh Public Library Act. This paper also reveals the problems and their suggestions for solution in respect of the given context.*

**Keywords:** Uttar Pradesh, Public Library, Library Movement

### 1. INTRODUCTION

Uttar Pradesh (UP) is the biggest state in India in terms of population with 19,95,81,477 people living. The state with an area of 2,40,928 sq. km and a literacy rate of 69.72 percent has 75 districts, 18 commissaries, 323 tehsheels, 820 blocks, 689 cities and 97,134 villages. The state is bound by Uttarakhand and Himanchal Pradesh in the north, Haryana, Delhi and Rajasthan in the west, Madhya Pradesh, Chhattisgarh in the south and Bihar, Jharkhand and Nepal in the east. The main language spoken in the state is Hindi while English, Urdu, Bengali and other regional languages are spoken by a sizeable population.

As per the constitution, the subject libraries come under the preview of states. UP now has become one of the most developing states in India. Public libraries in UP are still in a developing stage. There is a well defined organizational structure from state to village level. Public libraries in UP are established throughout the state and are located in state capital, district headquarters, urban and rural areas. In hierarchical pattern, besides the State Central Library as apex library in the state, there is a District Central Library in each district and other libraries run by nongovernmental organizations (NGOs) serving both urban and rural masses. Under present public library system, there is a set-up in

the administrative structure framed on the basis of the library legislation. Public libraries are mainly supported by state governments and local authorities, and sometimes by the central government, development agencies, NGOs and private trusts. Some attempts have been made by state Government to develop public libraries, though there are many limitations in these programmes. There is ample scope to improve the quality of service and diversify the activities of public libraries.

## **2. DEVELOPMENT OF PUBLIC LIBRARIES**

Uttar Pradesh has a very long history and rich tradition of providing library services to the people. In state before the development of printing, art collection of Bhojpatra, hand written books, manuscripts etc. were found in the houses of *Acharya* and Guru (Vedic Brahmins). Good collection of manuscripts and important books were held in available in the mahals of kings, nawabs and houses of other important persons of society.

The modern concept of public library has its origin in the British colonial period. The development of public libraries in cities such as Allahabad, Banaras, Meerut and Lucknow in the earlier part of mid-nineteen century helped to pave the way for future library development. The development of public libraries in the state gained momentum in the post-Independence period.

### **2.1. Mughal Period**

During the reign of Nawab of Oudh, beside Nawab's library, many personal libraries and institutional libraries were in existence in Lucknow. Among them the libraries of Farrukh Bakhsh Mahal, Firangi Mahal, *Moulvi* Subhan Ali Khan, Library of Sayyed Dilar Ali and the Library of Allama Tafsil Hossain Khan were the best in all respects. There were many

libraries Bilgram, a famous town of Hardoi district, which were destroyed during the revolution. Farakhabad was the centre of learning in the time of Nawab Mohammad Bangash. There was a library of *Moulvi* Enayet-ul-lah Khan in the Qualim Gang town of Farakhabad district. The Raja of Salimpur set up an excellent library with a big collection of manuscripts. Other famous and important libraries were established in Kachhuchha a famous town of Faizabad district and Deoband, an old town of district Sahranpur. These libraries were well looked after and they were in good condition.

There were many important royal and private libraries in Sultanate period. Almost all the rulers of this period had their own collections. All the Mughal rulers showed considerable importance to libraries. Emperor Akbar was more intent in establishing the libraries. In the latter half of the eighteenth century, the Mughal Empire gradually declined and the state became fragmented. It was a serious setback to the development of libraries in state too.

### **2.2. British Period**

Public libraries are the product of British Rule in India. UP is no exception to it. Christian Missionaries, Arya Samaj, National Freedom Movement and some voluntary organizations and philanthropists were instrumental in the development of public libraries in the region. The advancement of education also brought demand for books and libraries. In 1791 East India Company established Saraswati *Bhavan Pustakalya* in Banaras. In 1854 the Company declared education policy which was called 'Wood Dispatch'. In this policy, importance of libraries was accepted and extra provision for the establishment of libraries mentioned. During this period libraries were opened for teachers in the United Provinces. The first of these libraries was opened on 19 April 1869. Later on these libraries were made open to the public for use. These libraries were initially opened at Lucknow, Varanasi,

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Sitapur, Hardoi, Faizabad, Raibarelli, Sultanpur and Pratapgarh. By the end of the nineteenth century several public libraries were started by voluntary efforts of the individuals and with the support of the British Government. There were 19 public libraries in United Provinces the most notable among them are:

- (a) Rampur Raza Library, Rampur (1774)
- (b) Allahabad Public Library, Allahabad (1864)
- (c) Camerchial Library, Banaras (1872)
- (d) Loyal Library and reading room, Merrut (1872)
- (e) Bharti Bbhavan Library, Allahabad (1886)
- (f) Arya Bharta Pushtakalaya, Banaras (1893)

Beginning of the twentieth century saw struggle for independence gaining momentum. Libraries were established here and there with the enthusiasm of the public. Important among them were:

- (a) Amir-ud-Daula Public Library, Lucknow (1910)
- (b) Hindi sahitya sammlan library, Allahabad (1912)
- (c) Tilak Memorial Library, Mussouri (1920)
- (d) Gayaprasad Library and Reading room, Kanpur (1921)
- (e) Mahatma Krishnaram Public Library, Meerut (1921)
- (f) Gangaprasad Memorial Library, Lucknow (1921)
- (g) Nagri Pracharini Sabha Library, Varanasi
- (h) Deshbandhu library, Mathura (1943)

The 1930s are important for establishment of libraries throughout the state. The next phase of the library movement began in 1937 when the Congress democratic government came to power in the Province. The observable trend of this phase was setting up of village libraries through government efforts. The Province set up many village and

traveling libraries in this period. Literacy Day was observed for the first time in 1937. On this occasion 768 libraries and as many as 3600 reading rooms were started in smaller towns and villages. Branch libraries were established in schools at a distance of 8-10 miles from the government library. Books are exchanged every month at these libraries. There were many nongovernmental aided libraries. In 1942-43 the number of public libraries in the United Provinces increased to 1040 and the government established a Central Lending Library at Allahabad. The Second All India Library Conference was held at Lucknow during this period. Dr Wali Mohammad compiled a directory of UP libraries in 1937. The twenty-eighth All India Library Conference was also held at Lucknow by UP Library Association and Government of Uttar Pradesh.

### 2.3. After Independence

Major developments in public library movement and improvement took place after Independence. Central State Library, UP, Allahabad was established in 1949. Initially the library was stacking books received under Press and Registration of Books Act (1867). Later on it started purchasing books. As per the recommendations of the review committee on libraries appointed by the government of India this library was made a public library. In the year 1950 Panchayat Raj Department of the state opened 3754 libraries throughout the state; in addition to these, 277 rural development libraries were also established. In the First Five Year Plan the department of education established five libraries in the divisions of Allahabad, Lucknow and Muzafarnagar. During this period Planning Research and Action Institute, Lucknow established libraries. These libraries send the books to block libraries through mobile library van. In Second Five Year Plan, Government Central Provincial Library, Allahabad was given the designation of Central

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State Library.. Nine district libraries were established at Agra, Almorah, Bareilly, Gorakhpur, Jhansi, Kanpur, Mathura, Meerut and Banaras in 1958 under this library. Some mobile libraries were also started. Concept of block library, village library and children section in District Library were implemented by the state government. In Third Five Year Plan a training programme for teacher librarians was organized at the Central State Library. In Fourth Five Year Plan Raja Rammohan Roy Library Foundation started aiding libraries. The Uttar Pradesh *Sarvajanic Pustakalay Samiti* was established under the chairmanship of Mr Radha Krishna Goswami, Minister of Education for the study of existing public library system and suggestions for the development of the public libraries. *Samiti* submitted a detailed report to the government in 1974. In 1975 UP government took over the Allahabad Public Library. In the Fifth Five Year Plan libraries run by voluntary organizations started receiving assistance from the state government. In pursuance of Goswami Committee Report, in 1980 the state government has established a Library Cell and appointed an Officer on Special Duty in the Education Department at Secretariat to look after the Public Library development in the state. In the Sixth Five Year Plan, 14 more district libraries were established. In the Seventh Five Year Plan, 27 additional district libraries were established. In the Tenth Plan year 2010-11, district libraries were established in Mahoba, Maharajgunj, Sonbhadra, Firozabad, Bhdhohi, Kannoji, J P Nagar and Mahamaya Nagar.

UNESCO laid down guidelines clearly stress that public libraries should strengthening reading habits, supporting self-conducted education, providing opportunities for personal creative development, stimulating the imagination and creativity of children and young people, promoting awareness of the cultural heritage, promoting appreciation of the arts, scientific achievements and

innovations among other activities. But as a matter of fact this did not happen public libraries in Uttar Pradesh

### 3. LIBRARY LEGISLATION IN UTTAR PRADESH

Uttar Pradesh is the nerve centre of the Indian political, cultural and social life. It is an admitted fact that public library network in a state cannot be established and function efficiently without library legislation. First initiative for library legislation in UP was taken in 1930. During the Asian Education Conference at Banaras, Dr. Rangnathan focused on this. Library bill for the state of United Provinces (now called Uttar Pradesh) was prepared by Dr Rangnathan in 1946. UP Library Association (UPLA) came into being in 1956 and made regular efforts in 1959, 1960 and 1964. In 1958 Dr Rangnathan prepared a Revised Draft Public Library Bill. At the request of Dr Giri, Governor of UP, Dr Rangnathan presented the draft bill to Chief Minister Dr Sampurnanand, who expressed his warm desire to put it through the legislature. In 1960, an all-UP Library Conference was held in Varanasi where the draft library bill was discussed and approved. The Draft Library Bill was subsequently submitted to the government but unfortunately the state took no notice of these efforts. In 1964 Union Government circulated a Model Public Library Bill but the state did not respond. Further efforts by the State Association in 1969 did not bear any fruit. The Draft Library Bill was again brought to the notice of the government by the UPLA. On 1 April 1972 a seven member committee in the chairmanship of Mr. Radha Krishna Goswami was set for suggesting to the government on setting up of a Directorate of Library Services and the Draft Library Bill for the state. In 1973 UP Public Library Bill was presented by Goswami Committee to consider the possibilities of

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developing library system in the state. The Committee submitted its report along with a draft bill for Public Libraries. In 1983 another UP Public Library Bill submitted by Dr V Venkatappaiah. In 1982 Prof. CG Vishwanathan Committee was constituted and it submitted a report in 1983 but no fruitful result could be achieved. In 1992 UP Public Library Bill was again submitted by Venkatanappaiah.

Eventually the UP Public Libraries Act, 2006 was passed by the UP Legislature; Governor gave assent on 01 September 2006. It shall be deemed to have come into force on 11 August 2006 with the aim and objective of establishment, organization, maintenance and development of free and effective rural and urban public libraries and other allied services in state. According to this Act, the State Library Council shall advise the state government on all matters arising in the administration of this Act. There shall be a State Standing Committee to ensure the implementation of the decision and suggestions made by the State Library Council. It shall plan, monitor and execute plans and projects in connection with the public library development in the state. There shall be a District Library Committee in each district of the state. It shall prepare plans for the development of public library system in the district and monitor the progress thereof. The Director of Secondary Education shall be the Director of Public Libraries and be responsible for the proper administration and operation of the provisions of the Act. Public libraries in the state are looked after by the Officer on Special Duty (Libraries) under Education Department who inspects, supervises and controls public libraries. There shall be two state level libraries, one shall be the State Central Library at Allahabad and other shall be the State Reference Library at Lucknow. A district library shall function as an apex library for the district library system.

### 3.1 Present Situation

The public libraries in the UP may broadly be divided into two categories viz. Government libraries consisting of the State Central Library and District Libraries, and aided libraries consist of private libraries.

At the state level, there is a State Library Committee to advice the state government on different aspects of public library services in the state. The library service is administered or supervised by Director of Secondary Education. The government libraries, essentially established under the mandate of law, are mostly free libraries; the nongovernment libraries on the other hand are run by various local bodies, voluntary organizations, trusts, charitable institutions etc. The public library system in UP was administered in the past by individuals; now it is being controlled mostly by state government. UP public library development remains uneven throughout the state, with varying levels of quality across the state, as districts differs in size, population, literacy rate, economic growth, so far as infrastructural facilities are concerned. They differ not only in size but also in the type of management and level of financial support. On one hand rural libraries are highly underdeveloped, on the other, certain urban public libraries in cities such as Lucknow, Allahabad, Kanpur, Varanasi, Rampur, Bareilly etc. exhibit fairly well-developed infrastructure.

After enforcement of the UP Public Library Act, library services have developed in the state. Now almost all districts have District Central Libraries. Presently in UP Government District Libraries have been established in 70 (out of 75) districts. Yet in five districts Sultanpur, Kashganj, Shamali, Hapur and Sambhal government district libraries have not been established.

In 2013, the state government has categorized all these public libraries in accordance with central/

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state government standard norms. After the categorization, the State Central Library, Allahabad was kept in category VI; 40 District Libraries are in category III; 11 District Libraries in category II with another 19 District Libraries in category I.

There are many urban and rural public libraries receiving aid and assistance from the state government and central government agencies. Fund has also been provided to modernize and computerize district libraries. About 1000 voluntary organizations are organizing the public libraries having been provided help by the government. There is a good provision of financial assistance from RRRLF for the establishment and development of library services in the state. These libraries are having good stock of books. It is specifically mentioned here that many voluntary libraries are receiving the grant yearly ranging from Rs. 2,500 to Rs 2 lakh. Uttar Pradesh is a big state and the libraries are being developed in a planned scheme.

As we generally see the situation of public libraries is not appreciated in whole state. In the field of the public libraries there has been no significant advancement. While library legislation has been passed in 2006, we have yet to see a public library system that can face the challenges. Realizing the importance of public libraries the government of UP has taken steps to establish public libraries at different levels which provide opportunities to the reading community for lifelong self education, recreational, mental and intellectual activities. Due lack of positive steps and lack of vision, state public libraries face several problems in performing its functions such as social, environmental, financial, technical, manpower and basic infrastructural problems. UP Public Library System is highly underdeveloped and neglected needs revitalization. The present scenario of public

libraries is far from satisfaction. Library facilities in the state are inadequate and disorganized. Resources available for library services are too small to meet the minimum requirements of libraries and readers. Most of the public libraries face financial, staff and basic infrastructural crisis. Therefore they cannot develop library services to the satisfaction of the readers. There is a need to solve all these problems and enhance basic infrastructure of public libraries. Whatever facilities are available, these are mostly confined to the urban areas; people in the rural areas have little access to the sources of information. There are some public libraries at the regional, district and lower levels but the absence of proper coordination, library services in the state turned out to be sporadic. The condition of public libraries up to district level has further deteriorated. All the district libraries are functioning in isolation without any coordination with the State Central Library. No District Library is having block, city and village libraries under its control. The State Central Library also does not cater to the library needs of the local city residents and surrounding suburban areas through a mobile van. The public library services suffer not only because lack of finance, professional manpower and other basic needs but also because of lack of will for the administration to transform them. There are several issues that concern public libraries in state. They include impact of television and electronic media on reading habits, lack of resources, untrained or less-trained manpower, poor infrastructure, increasing costs of books, lack of computer/networking facilities and lack of regular programs for the training of staff. It is basically due to inadequate and incomplete policy of the government.

Realizing the importance of public library service the Govt of UP has taken steps to

establish the public libraries at different levels which provide opportunities to the reading community for lifelong self education and for carrying the torch of knowledge and learning. The present status of the state public libraries, though not up to the mark, indicate that they have a greater role to play and in providing adequate library facilities for its users. UP is participating in various assistance schemes of the RRRLF for the development of public libraries.

### 4. SUGGESTED POLICY FRAMEWORK FOR PUBLIC LIBRARIES

In spite of the seriousness and gravity of all these problems encountered by the state public libraries, the future prospects of these libraries are very bright and promising. Development of public libraries in UP will be possible only when certain conditions are fulfilled and government takes interest. The following suggestions are given for consideration:

- The first step is to assess the current status of public libraries, identify issues and address them effectively. So for understanding the grass root facts, problems and solutions a high level State Expert Committee should be formed. The Committee should study and recommend all issues of state importance. This Committee also to submit a draft State Policy on Public Libraries for Uttar Pradesh, and develops quality benchmarks for services to be adhered to by all public libraries.
- All public libraries should come under the direct control of government. An independent department of libraries should be constituted by the government. A Director of Public Libraries as its head and with such other officers and personnel. The Director should ordinarily be a person possessing academic and professional qualifications with adequate

administrative experience and should be a selection post only. The state library directorate must have some important divisions like administrative, finance, accounts, audit and inspection under the direct control of the Director.

- The state government should take up initiative for early implementation of the UP Public Library Act, 2006 to facilitate the development of public libraries. Some desirable factors of library legislation which are not included in present public library act like Department of Library Services, Library Directorate, State Librarian, Local Libraries, Library Cess, State Library Fund, District Library Fund, State Library Services and Local Library Services, and Library Personnel, must be include in the public library act.
- State government should take responsibility for providing necessary fund for running the public libraries on the modern lines. The government should create a separate State Library Fund consisting amongst others, annual contribution of 6 percent of education budget by the state government to be spent on the public libraries.
- The government should make provision to charge from the library users some fee for the services, though the responsibility for major financial support lies with the government. Alternative source of funds must be sought after to relieve total financial dependence on the government.
- Sponsorship and donation in terms of cash, new books and other items can be solicited from oil companies, banks, corporations, foreign embassies, professional associations or wealthy philanthropists.

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- A number of income-generating activities can be implemented in public libraries. Conference and multipurpose halls can be rented out.
- Regarding finance, Library Cess, in the form of surcharge on certain taxes, should be implemented because it is the permanent source of income for the state to maintain and develop Public Libraries.
- The authorities should review the manpower needs of the public libraries and existing vacancies must be filled up by trained professionals. New vacancies must be created as per the norms and requirements of public libraries for smooth running of libraries in state. Each library unit should be controlled by professionally qualified persons. The government should study the socio-economic status of the librarians and should take necessary constructive steps to improve the status for motivating the library professionals. The government should also advice a predefined salary structure for lower level Library staff as Asst. Librarian, Dept. Librarian, Library Asst., Book Lifters etc.
- The government should train Library staff in areas such as library Management, Automation, Classification, Cataloging, Digitization, Networking etc. For this Lectures, seminars, publications and other outreach programmes regularly organized. Basic computer training facilities should be given those does not have such knowledge.
- Time is ripe for Modernization of all public libraries from state level to village level is necessary. Increase the use of latest technology in the field of public libraries. Libraries should not only deal with printed media but also with electronic and digital materials. Greater use of internet etc. should be encouraged.
- It is high time that all public libraries in state should be networked for which the required infrastructure should be developed. It is financially and technologically supported by government and central agencies like Raja Rammohan Roy Library Foundation etc. Network shall have State Central Library at the apex and district block and village libraries in its chain of hierarchy. All the libraries within the state should part of network. This state network should be connected with a national network.
- For cities/towns with a population of more than 1 lakh, A city library system to be maintained, it shall have a central library and a branch library for every segment of population of 25,000 with a children section in every branch.
- State governments should take steps to establish more public libraries in rural areas and priority should be given for the development of rural public Libraries. There is no provision of Block Library so at least one public library established at each development Block. Government should also hand over power to the Panchayats and one panchayat libraries for each and every Gram Panchayat units of UP should be established. Panchayat secretaries, village level workers and youth clubs can contribute most constructively in operation of these libraries.
- To reach remote area Mobile libraries should be established and effective delivery of books be ensured for the remote parts of the rural areas. The District libraries should arrange mobile library services wherever necessary.

## Public Library Movement in Uttar Pradesh: Retrospect and Prospect

- User's surveys must be conducted by the libraries to know the opinion about their satisfaction with services of the library, provided to them. It can be very helpful to fulfill the requirements of the users. So the libraries must use techniques to understand the needs of their users and to plan effectively to fulfill their requirements and needs.
- District libraries are given proper facilities by the government to develop scientifically and cater to the needs of the rural and urban people of the state. These libraries are given adequate funds and staff to act as true agencies for propagation of knowledge among the people.
- Public libraries should undertake extension activities like book exhibitions, literary celebrations, reader forums, book reviews, poetry reading by authors etc. to attract more users to create and sustain the reading habit.

### 5. CONCLUSION

Uttar Pradesh is one of few states where library movement took deep roots among the people. Library services, in early days, formed an integral part of one's daily life. Public libraries have always been the door to learning for a great majority of the population that they serve. They are knowledge centers and contribute to lifelong learning. Therefore the responsibilities and functions of public libraries are more than other types of libraries. It has been observed that though due to massive advancement in information technology, Internet has become a powerful alternative source of information libraries are still the major source of information in our society.

The ground reality of the public library system in UP indicates that its improvement is essential and unavoidable for its survival. The library authorities

of state public libraries as well as the state governments should take a serious note on developing public libraries. It will not be difficult to have an excellent system after the UP Public Libraries Act is enacted. But it is also a concern that the existing Public Library Act is in primitive nature and needs drastic and immediate revision. The Directorate of Public Libraries, various organs in the top management like State Library Council, State Standing Committee, District Library Committee should work with more synergy for proper development of public libraries. The public library system should also welcome the willing cooperation of the voluntary organizations. The policy makers and planners of public library development in UP need a broad vision of the future, regarded not as some obscure facility but as a well-defined aim, so as to carry intentions to reality. A state policy is all the more required in view of the prevailing circumstances in the field of public libraries. There is ample scope to improve the quality of service and diversify the activities of public libraries. A dynamic approach and creative action is required to overcome all related problems.

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## Journal of Indian Library Association during 2008-2014: A Bibliometric Study

**Dhiman Mondal**

Librarian, Ananda Mohan College, 102/1, Raja Rammohan Sarani, Kolkata – 700 009

E-mail: dhiman.bon@gmail.com

**Satarupa Saha**

Library Trainee, National Institute for the Orthopaedically Handicapped

Bon-hooghly, Kolkata, E-mail: satarupash888@gmail.com.

### ABSTRACT:

*The Journal of Indian Library Association (JILA) has been recognized as one of the most important Indian journals in LIS discipline. The present paper reveals the results of a bibliometric study of 115 articles published in the JILA from 2008 to 2014. The study presents various aspects of the journal, such as its distribution of articles, authorship patterns, author productivity, most prolific authors, state wise distribution of Indian authors, length, reference and subject wise distribution of the articles. The trend of authorship pattern of articles is towards collaboration and only two authors from foreign country contribute one article during the study period. Maximum authors are from Delhi and highest numbers of articles (53.04%) have the page length of 4-6 pages. Furthermore, topics like 'users study', 'ICT' and 'library automation' are the preferred subjects for publishing papers in the journal.*

**Keywords:** Journal of Indian Library Association; Bibliometric analysis.

### 1. INTRODUCTION

Sengupta (1988) defined bibliometrics as 'organization, classification and quantitative evaluation of publication patterns of all macro, micro communication along with their author ships by mathematical and statistical calculus' (Rani, 2014). Bibliometric analysis has many applications in library and information science in identifying research trends, authorship pattern, preferred sources, core journals etc. According to Huang et al. (2006), bibliometric

data has also been used to describe and evaluate countries, universities, research institutes, journals, specific research topics and specific disciplines (Mukherjee, 2009). The present study has been undertaken to know the trend, characteristics and patterns of published articles in the *Journal of Indian Library Association (JILA)*.

*Journal of Indian Library Association* is a peer reviewed quarterly journal published by Indian Library Association (ILA), New Delhi. It is one of

the leading LIS journals published in India. The first volume and first issue of *ILA Bulletin* was published in 1965 and in 2011 the title *ILA Bulletin* was changed to *Journal of Indian Library Association* to catch up with the emerging digital environment. It brings recent developments in library and information technology to the notice of LIS professionals. It also published high quality research and focused articles in the areas of librarianship and changing educational scenario (Mondal, 2014).

## **2. REVIEW OF RELATED LITERATURE**

Halder & Chandra (2009) examined the articles of *IASLIC Bulletin* published from the year 2003 to 2007 and found that maximum papers are contributed by single authors (56.59%) and a maximum number of 61 (49.19%) papers cover 6-10 pages and the highest numbers of contributors are from West Bengal. According to Mukherjee (2009), the number of authors has risen from an average of 2.06 per article in 2000 to 2.30 in 2007, higher than the average of 1.2 authors per article in 1950. The percentage of single-author articles decreased, although they continue to be the most frequent among all the articles. Kumar (2013) in his bibliometric study of '*Journal of Indian Library Association*' revealed that the majority of the articles were contributed by single authors and most authors were librarians, faculty members or researchers affiliated with academic or research institutions, and authors from Haryana shared maximum contributions among Indian states. Mondal (2014) in his citation analysis of '*Journal of Indian Library Association*' analysed 1085 citations of 81 articles and depicted that the maximum (36) articles cite 6-10 references. The estimated half-life of cited journals was 10 years. Sudha Rani (2014) analysed six volumes of *Pearl Journal* and found that maximum articles are by two authors. During the study period, the average number of authors per article was 1.84. Thavamani

(2014) in his study examined 273 contributions published in the *Pearl Journal* during the year 2007–2013. He stated that most of the contributions (166; 60.806%) are made by multiple authors, and the degree of collaboration is 0.608. The highest numbers of contributors were from Andhra Pradesh.

## **3. OBJECTIVES OF THE STUDY**

The main objectives of the present study are:

- a) To find out issue wise distribution of published articles,
- b) To examine authorship pattern and degree of collaboration,
- c) To reveal author productivity,
- d) To depict most prolific authors and Indian states,
- e) To present reference wise distribution of articles, and
- f) To point out length and subject wise distribution of articles.

## **4. SCOPE AND METHODOLOGY**

The present bibliometric study is restricted to only 115 articles published in '*The Journal of Indian Library Association*' during 2008-2014. Total 115 articles from 21 issues are retrieved from the archives of journal website (<http://ilaindia.webs.com/journal-of-ila>). The raw data are then collected and recorded separately. Then MS-Word and MS-Excel were used to organize, tabulate and analyze the necessary data for the study.

## **5. DATA ANALYSIS AND INTERPRETATION**

The authors have analysed 115 articles from 21 issues based on distribution of articles, authorship pattern, authors' productivity, most prolific authors,

state wise distribution of Indian authors, length and contents of the articles. The analysed data are then presented in tabulated form and explained with the help of graphs and diagrams.

### 5.1 Issue-Wise distribution of Articles

The Table-1 and Figure-1 show the distribution of articles published in the source journal during 2008-2014. Here it is shown that total 115 articles published in 21 issues of 7 volumes. The maximum articles i.e., 25 (21.74%) are published in volume number 49, followed 21 articles (18.26%) in 50 volume. The lowest number of contributions are 10 (8.7%) in the volume 46.

Table 1: Issue-wise distribution of articles

Year	Volume	Issue				Total	Percentage %
		1	2	3	4		
2008	44	6		7		13	11.30
2009	45	5		7		12	10.43
2010	46	5		5		10	8.7
2011	47	5	5		4	14	12.17
2012	48	5	6	5	4	20	17.4
2013	49	6	7	7	5	25	21.74
2014	50	4	6	6	5	21	18.26
Total						115	100

### 5.2 Volume-Wise Authorship Pattern

Table 2 and Figure 2 reveal the volume-wise authorship pattern of contributions. The 115 articles have been contributed by 192 authors. It is clear from the table that single- and two-authored papers are equal in number, i.e., 51 articles (44.35%) each, followed by contributions with three authors (13 articles, 11.30%). Volume 49 has published maximum number of single- and two-authored contributions, i.e., 10 and 11 respectively. There are no articles contributed by four authors.

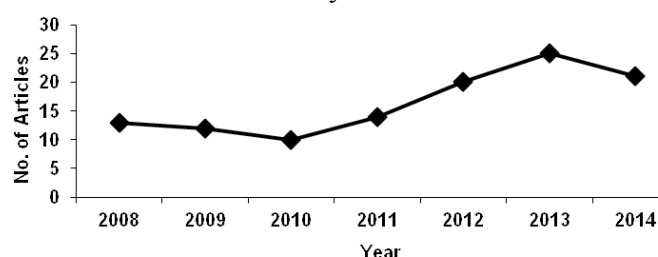


Figure1: Year-wise distribution of articles.

Table 2: Volume-wise authorship pattern

Year	Vol.	Authors				Total Articles	Total Authors	%
		Single	Two	Three	Four			
2008	44	6	6	1	-	13	21	10.93
2009	45	6	5	1	-	12	19	9.9
2010	46	6	4	-	-	10	14	7.3
2011	47	8	5	1	-	14	21	10.93
2012	48	7	10	3	-	20	36	18.75
2013	49	10	11	4	-	25	44	22.91
2014	50	8	10	3	-	21	37	19.27
Total		51 (44.35%)	51 (44.35%)	13 (11.30%)	-	115 (100%)	192	100

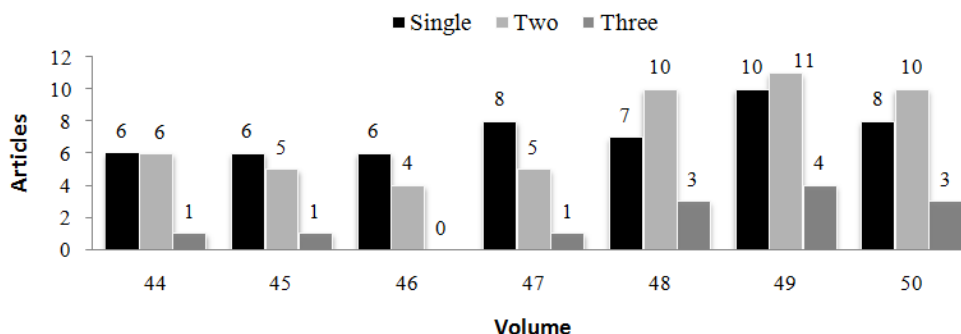


Figure 2: Volume-wise authorship Pattern.

### 5.3 Degree of Collaboration

Table 3 shows the year-wise degree of collaboration. Degree of collaboration indicates the trend of collaborative authorship pattern among the authors for publishing papers. The degree of collaboration ranges from 0.4 to 0.65 during 2008-2014 and the average degree of collaboration is 0.55 which clearly indicates slightly dominance of joint authors in its contributions.

The degree of collaboration is calculated by using the following formula (Subramanyam, 1983):

$$\text{Degree of Collaboration (DC)} = \frac{Nm}{Nm + Ns}$$

Where  $Nm$  is the number of multi-authored publications, and  $Ns$  is number of single- authored publications.

Table 3: Year-wise degree of collaboration

Year	Volume	Single Authored Papers (Ns)	Multi Authored Papers (Nm)	Total	Degree of Collaboration
2008	44	6	7	13	0.54
2009	45	6	6	12	0.5
2010	46	6	4	10	0.4
2011	47	8	6	14	0.43
2012	48	7	13	20	0.65
2013	49	10	15	25	0.6
2014	50	8	13	21	0.62
	Total	51	64	115	0.55

### 5.4 Author Productivity

Table 4 and Figure 3 depict the data related to author productivity. Authors' productivity is defined as the number of papers an author has published within a given period. The average number of authors per paper is 1.67 for 115 contributions and the average productivity per author is 0.6. The maximum average author per paper is 1.8 for the year 2012. Conversely, the highest average productivity per author is 0.71 for the year 2010.

The mathematical formula is represented as follows:

Average author per paper = No. of authors / No. of papers.

Productivity per author = No. of Papers/No. of authors.

Table 4: Author productivity

Sl. No.	Year	No. of Papers	No. of Authors	AAPP	Productivity per author
1.	2008	13	21	1.61	0.62
2.	2009	12	19	1.58	0.63
3.	2010	10	14	1.4	0.71
4.	2011	14	21	1.5	0.66
5.	2012	20	36	1.8	0.55
6.	2013	25	44	1.76	0.57
7.	2014	21	37	1.76	0.56
Total =		115	192	1.67	0.6

AAPP= Average authors per paper.

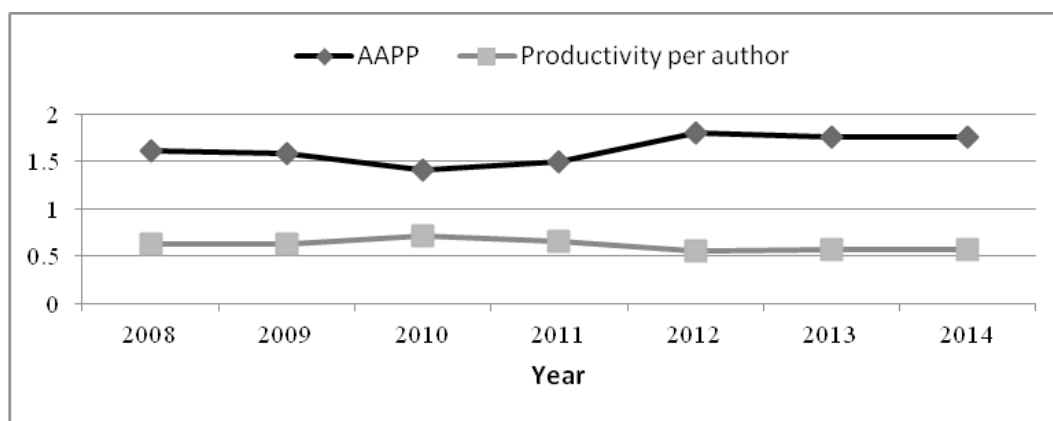


Figure 3: Average authors per paper and productivity per author.

### 5.5 State-Wise Distribution of Authors

Table 5 clearly reveals the state wise distribution of authors. The geographical distribution of articles is decided on basis upon the address of author's affiliation given in the article. The 192 authors from 19 Indian states contributed 115 articles. Maximum number of authors are from Delhi (18.75%) followed by Karnataka (13.02%) and Tamil Nadu (12.5%). Three authors have not given their affiliation and address details in their articles and two authors are from foreign countries.

Table 5: State-wise distribution of authors.

Rank	State	No. of authors	%
1	Delhi	36	18.75
2	Karnataka	25	13.02
3	Tamil Nadu	24	12.5
4	Haryana	17	8.85
5	Uttar Pradesh	16	8.33
6	Maharashtra	14	7.3
7	West Bengal	9	4.68
8	Jammu & Kashmir	7	3.64
8	Kerala	7	3.64
9	Andhra Pradesh	6	3.12
10	Gujarat	5	2.60
11	Chandigarh	4	2.08
11	Rajasthan	4	2.08
12	Madhya Pradesh	3	1.56
12	Punjab	3	1.56
13	Assam	2	1.04
13	Bihar	2	1.04
13	Meghalaya	2	1.04
14	Mizoram	1	0.52
	No Place	3	1.56
	Other Countries	2	1.04
	Total =	192	100

### 5.6 Country-Wise Distribution of Authors

Table 6 shows the country-wise distribution of authors. Two authors from Thailand contributed one

article during the study period. Authors from Indian states contributed maximum articles (98.96%).

Table 6: Country wise distribution of authors.

Sl. No.	Country	No. of Authors	Percentage
1.	India	190	98.96
2.	Thailand	2	1.04
Total =		192	100

### 5.7 Ranking of Contributors

Table 7 shows the ranked list of most prolific contributors who have published at least 3 articles during the study period. Dr. Dharmveer Singh from Delhi contributed highest number (10) of publications. This is followed by Dr. Pravin Kumar Choudhary and Dr. Ramesha with 6 publications each.

Table 7: Most prolific contributors during 2008-2014

Rank	Author	No. of Articles	%
1.	Dharmveer Singh	10	5.2
2.	Pravin Kr. Choudhary	6	3.12
3.	Ramesha	6	3.12
4.	Ashu Shokeen	3	1.56
5.	C S Sharma	3	1.56
6.	Joginder Singh	3	1.56
7.	R K Singh	3	
8.	14 authors with two articles each	28	
9.	130 authors with one article each	130	
Total=		192	

### 5.8 Length of Article

Table 8 and Figure 4 depict the distribution of page length of published articles during 2008-2014. Out of 115 articles, maximum 61 articles (53.04%) have a length between 4-6 pages and 41 articles (35.65%) have page length of 7-9 pages. The mean of page length of 115 articles is 6.721.

Table 8: Length of articles

Sl. No.	No. of Pages	2008	2009	2010	2011	2012	2013	2014	Total	Percentage%	Mean
1.	1-3	2	-	-	-	-	-	-	2	1.74	<b>6.721</b>
2.	4-6	4	8	5	6	11	17	10	61	53.04	
3.	7-9	6	4	5	6	4	8	8	41	35.65	
4.	10-12	-	-	-	1	3	-	3	7	6.08	
5.	13-15	1	-	-	-	2	-	-	3	2.61	
6.	16-18	-	-	-	1	-	-	-	1	0.87	
Total =		13	12	10	14	20	25	21	115	100	



Figure 4: Length wise distribution of articles.

### 5.9 References per Articles

Table 9 and Figure 5 present the reference-wise distribution of articles. A maximum of 49 articles (42.61%) cite 6-10 references followed by 25 articles (21.74 %) 1-5 references with and 19 articles (16.52 %) 11-15 references with. Two (02) articles have no citations.

Table 9: References listed in articles

No. of	Articles	Percentage	Cumulative
1-5	25	21.74	21.74
6-10	49	42.61	64.35
11-15	19	16.52	80.87
16-20	9	7.82	88.69
21-25	2	1.74	90.43
26-30	1	0.87	91.3
31-35	2	1.74	93.04
>>35	6	5.22	98.26
Nil	2	1.74	100
Total =		115	100

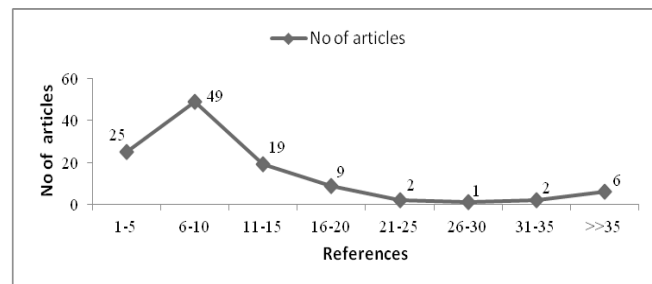


Figure 5: References distribution in articles.

### 5.10 Subject-Wise Distribution of Articles

Table 8 reveals the subject-wise distribution of articles. Maximum number of articles, i.e., 20 (17.4%) are on are in the area of Users Study followed by ICT & Library Automation with 13 articles (11.30%). Few articles were published on topics like Webometrics, University or Health Science libraries.

Table 10: Subject wise distribution of published articles

Sl. No.	Subjects	No.	%
1.	Users study	20	17.4
2.	ICT and Library automation	13	11.30
3.	Library management	11	9.56
4.	Digital library	10	8.7
5.	E-resources	8	6.95
6.	Bibliometric and citation analysis	8	6.95
7.	Knowledge and information management	7	6.08
8.	Librarianship, LIS professionals and LIS education	6	5.22
9.	Scientometric study	6	5.22
10.	Information sources and services	6	5.22
11.	Public library	5	4.35
12.	School library	3	2.60
13.	Library classification	2	1.74
14.	University library	1	0.87
15.	Health science library	1	0.87
16.	Webometric study	1	0.87
17.	Miscellaneous	7	6.08
Total =		115	100

## 6. CONCLUSION

The journal publishes a wide variety of articles for scholarly communication by LIS professionals. The present study shows the steady growth of publications in the journal during the study period and the average degree of collaboration is 0.55. The average number of authors per paper is 1.67 and the average productivity per author is 0.6. It is found that maximum authors in the journal are from Delhi and Dharmveer Singh can be considered as the most prolific author in this period. The arithmetic mean of page length of all published articles is 6.721. Furthermore, the subjects like 'Users Study', 'ICT' and 'Library Automation' are the preferred subjects among authors for publishing papers in the journal.

The journal has a long tradition of publications history. Now on the occasion of Golden Jubilee of the

journal should build digital repository of its content (vol. 1-50) to share scholarly literature in open access environment. It will increase content visibility and thereby help to achieve worldwide popularity and huge recognition from the professional world.

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## School Library System in India: Challenges, Problems and Suggestions

**Dr. N. K. Pachauri**

Librarian, Kendriya Vidyalaya No. 3, Agra, UP

E Mail: [nkpagra@gmail.com](mailto:nkpagra@gmail.com)

### ABSTRACT

*The school libraries are the foundation of educational system. Libraries serve as a center of information and resources and provide easy access of national and global knowledge to its users. It also supports all the co-curricular activities of the school. The present article deals with the problems, challenges and remedies of school library system in the country. The existing system of library is purely traditional and some changes and innovations must be done to cater the information needs of the present society.*

### 1. INTRODUCTION

The word 'library' is rich in tradition, meaning, and usage. The definitions of 'school library' given by various library scientists and associations reflect this heritage. Throughout the world the Library of a school is considered as part and parcel of the academic set-up. It is created and maintained to serve and support the educational activities of the school. According to IFLA/ UNESCO School Library Manifesto, "the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society.

The recommendations of numerous commissions and committees established by the Government of India and various other states for the improvement of school education can bring in desired results provided "that the school has the full complement of library resources, personnel, and necessary

infrastructure. So far the school library has not been given its rightful place in the scheme of things. Nevertheless, it can play a very important role and help the school in achieving the educational objectives. If we recognize the value and importance of informal system of education, then library method of self-education is sure to get its due place. The aim of school library like any other academic library is to support the teaching-learning programme of the parent body.

### 2. SCHOOL LIBRARY SYSTEM IN INDIA

There are different types of schools in India and this classification can be broadly done on the basis of administering bodies, i.e., Government (State and Central), quasi-government (Army schools), model schools, Jawahar Navodaya Vidyalayas, Kendriya Vidyalayas (under MHRD), public and private schools. These schools are governed by various

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regulatory bodies like CBSE, ICSE and state education boards. All of the schools follow the norms of NCERT and SCERTs. So let us discuss some problems, challenges and suggestions related to school library.

The school library equips students with life-long learning skills and develops the imagination enabling them to live as responsible citizens. In our school libraries the library periods have been allotted to librarian and each section from class I to XII will have two library periods per week. According to library policy library should have infrastructure and provide various services, some of the important points are as under:

- Automation of library
- Digitalization of resources
- Display material and information
- Organisation of storytelling hours, various quizzes (science, books, GK etc) book talks debates, essay competitions etc
- Circulation of material
- Reader's advisory service
- Library orientation for new users
- Provide assistance in use of cataloguing and classification services
- Provide reference service and e-resources
- Provide information on request from other sources, i.e., other libraries and internet
- Maintenance of vertical file containing pamphles, reports, newspaper clippings etc
- Career guidance and counseling of the students
- Organisation of book exhibitions, display new arrivals, new magazines putting wall magazines etc
- Book reviews

To provide all of these services the librarian is only responsible. According to Fifth Law of Library Science enunciated by Dr. S. R. Ranganathan,

“Library is a growing organism”; its collection, users and services grow during years. If there is no proportionate increase in library personnel, the library are bound to fail as institution of auxiliary and self education. When these schools were established many schools had a few dozens of books in their library. The number of students was about 200 and the total staff did not exceed twenty five. Within a period of 20-30 years, in spite of very meager grants, the number of volumes reached 10000, the number of students reached 1200 and the number of school staff was about fifty. But during this period no increase in library staff was made. Today when we are living in an era of information explosion, is it possible to a single man to manage all the affairs of such fast growing school library?

Besides this, it is a very tough task for a single librarian to handle a class of forty students in a 40 minute period. In this 40 minute library period, he or she provides issue and return services, maintain discipline and open access to the students. Meanwhile, he or she has to keep bird's eye watch on students to avoid theft, tearing of the pages and magazines and mischief by the students. A single “do all” librarian in the school cannot properly manage a library worth the name. So it is high time the school education authorities realize the necessity of adequate library personnel in the school library to ensure best implementation of the Library Policy; it is very much essential step towards the smooth functioning of school libraries.

### 3. STAFF

The following structure of Library Staff is required for different levels of schools having Student Strength of 2000 or less. As per the *Bureau of Indian Standards* (BIS), the following library staff is recommended for different levels of schools having strength of 2000 or less:

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**Primary/Middle Schools:** A minimum of two members of library staff is required in a Primary/Middle School.

Librarian -One :  
Assistant Teacher Grade/PRT

Library Attendant- One

**Secondary School:** The Library Staff of Secondary School should consist of

Librarian – One : TGT Grade  
Assistant Librarian- One :  
Assistant Teacher/PRT Grade

Library Attendant- One

**Senior Secondary School:** The Library Staff of a Senior Secondary School should consist of

Senior Librarian – One : PGT Grade  
Librarian – One : TGT Grade  
Assistant Librarian – One :  
Assistant Teacher/PRT Grade  
Library Attendant- One

In case the number of students crosses 2000, there should be corresponding increase in the number of Library Attendants for every 500 Students or part thereof. This Formula is also recommended by CBSE guidelines - Organizing School Library Manual Page No. 19-20, and also FSIE/LIB /83-84/38223-4096/ dated 18-08-1986 article 42 regarding Maintenance and Use of School Libraries issued by Directorate of Education, Delhi Administration Delhi.

### 4. STATUS OF THE LIBRARIAN

The status of librarian is controversial topic in the academic circles of our country. The most probable reason seems to be the image of old librarian still lingers on in the present society. In olden days, a

person who is low educated could be considered fit to the work as a librarian. His main job was to take care of the keys of the almirah and act as a custodian of the books. The librarian of today is a highly qualified person entrusted with still higher responsibilities. He guides not only students but also provide great help of teachers. He/she works as a resource person in the institute.

In India, librarian is categorized as a non-teaching category of staff. Earlier Music Teacher, Games Teacher, WET, Yoga Teacher and Librarian were included in this categorization. Now except librarian all the other teachers are given PRT and TGT cadre respectively. So, does a school librarian, in fact, belong to a non-teaching category of staff? Even a bird's eye view of his duties and functions reveal the fallacy. A school librarian is supposed to classify, catalogue, index, abstract, organize knowledge and reference services. He or she further, requires organizing study groups, debates, quizzes, essays, taking formal classes, collect and disseminate information from other sources or internet etc to the students and teachers. He or she also provides career guidance and counseling, Current Awareness Services to faculty and e-resources to the students. Are all these mere clerical jobs? Certainly not! They are very advanced intellectual and academic jobs. As a matter of fact they require more technical skills and academic maturity than what imparting of a class-room lecture requires.

For attracting efficient and hard working people towards this profession, it is very necessary that sufficient changes of the promotion and progress are made available. *A highly qualified librarian can better imagine than describe who retires after putting about 30 years service, from the same post on which he was initially recruited.* So a suitable promotion policy must be evolved by the

administrators. Now a days in foreign countries, libraries are now called “learning resource centres” and the school librarians as the learning resource centre managers. So in India, it is high time for school authorities follow the suit and even go one step further by re-designating the school librarian as TGT (Library & Information Services :LIS) or TGT (Information & Resource Provider: IRP). Once they are re-designated as teachers, the channel of promotion open automatically for them as the same way they are available for the other teachers. More over membership of a larger community creates a sense of security and satisfaction among the librarians and the feelings of mutual brotherhood and fraternity is strengthened.

Further, the school librarian caters the needs of the students of Senior Secondary level. Hence the pay scales of school librarian should be at par PGTs of the *Vidyalaya*. Another reason to provide PGT scales to librarians is due to the fact that CBSE has already introduced Library and Information Science Subject as Academic Subject from the year 2014-15 in the all the CBSE affiliated schools and the post should be re-designated as PGT (LIS).

## **5. DIRECTING AUTHORITY**

Every education department should establish a directing authority at headquarter or regional level to regulate and control school library service. The work and the service of library are highly skilled and technical jobs which cannot be put under the overall control of a non professional person. Governing bodies of schools for instance appointed number of education officers for various subject and specialized fields but there seems to be no reason why library services should not have a specialist Education Officer at least one in each region and state. The Education Officer (LIS) should not only

technically and academically well qualified but also must have a practical experience in school library workings. The Education Officer (LIS) will help the team of school inspectors to appreciate the achievements and weaknesses of library services in the school library in a better manner. Further the authority can centrally purchase the quality books according to the need of the particular school and also provide help in selection of library magazines and journals and to provide quality library services.

## **6. UPDATION OF KNOWLEGDE**

Library and information science is a very fast growing and dynamic subjects. So to keep the knowledge of school librarian up-to-date, it is essential to keep them in touch with the latest developments in the library and information techniques, services, equipment and procedure. There should be sufficient provision in the library budget to procure latest books and journals on library services, R&D, trends and information and knowledge management.

The governing bodies of schools should take initiative to publish its own library journal on the library trends and services under the editorial guidance of its Library Advisory Authorities to highlight different facets of school libraries. The orientation and refresher courses of short duration, i.e., two or three days should be organized at regional level at least once in a year to acquaint the library staff with the latest trends in library services.

Once in a year, the school librarian should given the facility to attend *at least one* National Seminar, Conference, Workshop or Symposium on school libraries and development of the professional skills organized by national level library associations and institutes.

### 7. LIBRARY SYLLABUS

An activity-based syllabus for school libraries should be designed by the experts according to the different age level and classes. This syllabus should frame as in the way that it should cater the needs of the children of different age groups and the monthly activities to be conducted should be fixed based on this syllabus. For example, in primary section the following topics may be included in the syllabus:

- Story hour and feedback
- To learn how to use and search information from reference sources
- Cartoon show
- Topics based on our country, states and culture
- Quiz based on numbers, spellings, environment and general science
- Poem recitation, essay competition, story writings, Cartoon making competition etc
- A syllabus for class VI-XII may be also be designed to inculcate the reading habits among the students. For example, in secondary section the following topics may be included:
- Book reviews,
- Quiz based on traditional and current GK, science, environment, policies and issues related with working of government, computer science etc.
- To show educational and documentary films
- Career guidance and counselin,
- To organize various competitions like poem recitation, essay competition, story writings, painting, scrap books, wall paintings, class magazines etc

- Celebration of important national and international days such as Army Day, World Health Day, Anti-Tobacco Day, UN Public Service Day, Earth Day, National Science Day, National Technology Day, *Kisan Diwas*, Voters Day, Women Day etc, For this a list of important days should be prepare and given to the libraries.
- Class and subject projects based on library
- In CCE, the library grades may also be introduce for all the classes so that students of each class will participate very actively and sincerely in all the activities conducted by library. It will be a significant step towards the use of library and promotion of library reading habit.

### 8. CONCLUSION

Books and library plays a vital role in our life for the personality development and inculcate reading habits. I personally feel that due to the reading habit from childhood, any one may always at an advantage from other children of the class. Not only he or she can secure score good marks in the subject, but also competed in debate, quizzes which helped him or her in getting recognition in school. And to be very honest, every student feels good teachers appreciate beyond studies and students from other classes recognizes them. Library is a foundation stone for modern educational structure. Education and library are twin sisters and one cannot live without help of other. So, this is the suitable and high time to take essential and necessary steps to make the library as a hub of resource centre in schools

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