

# University and College Libraries

*Containing the*  
**Report of the Library Committee  
of the  
University Grants Commission**  
*and the*  
**Proceedings of the Seminar on  
From "Publisher to Reader"  
held on March 4-7, 1959**

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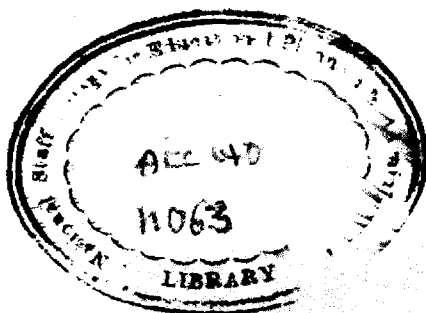
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## CONTENTS

Chap	PAGE
<i>Foreword</i> by Dr D S Kothari	vii
A <i>Introduction</i>	1
REPORT OF THE LIBRARY COMMITTEE	
B Utilisation of UGC Grant	17
C Library Finance	30
D Book Selection and Book Purchase	30
E Promotion of Reading Habit	41
F Weeding out, Wear and Tear, and Loss	46
G Documentation	53
H Departmental Collection	57
J Library Personnel	63
K Strength of Library Staff	70
L Training of Library Personnel	75
M Library Building, Fittings and Furniture	89
N Standard for Library Building	102
O Standard for Fittings and Furniture	118
P Summary of Chief Recommendations	141
PROCEEDINGS OF THE SEMINAR	
"FROM PUBLISHER TO READER"	
Q Address of Welcome by Samuel Mathai	153
R Inaugural Address by C D Deshmukh	156
S Presidential Address by S R Ranganathan	161
T Address of Thanks by P J Philip	173
U Working Paper for the Seminar by S R Ranganathan	175
V Findings of the Seminar	198
W Address by K D Metcalf	207
X Concluding Address by S R Ranganathan	210
Y Remarks by P J Philip	215
<i>Index</i>	217

## FOREWORD

Libraries play a vital role in the development of institutions of higher learning. The University Grants Commission attaches great importance to the strengthening of library facilities in the universities and colleges and their efficient administration. The Commission has also been giving grants to institutions for books and journals, construction of library buildings, and appointment of library staff. The University Grants Commission appointed in 1957 a committee under the chairmanship of the distinguished Librarian-scholar Dr. S.R. Ranganathan to advise the U.G.C. about development of libraries and their organisation. The committee consisted of Shri B.S. Kesavan, Shri S. Bashir-ud-din, Shri K.S. Hingwe and Shri S. Parthasarathy.

The Commission also convened in 1959 a seminar on 'Workflow in University and College Libraries'. The reports of the Library Committee and of the seminar, I trust, will be of help and value to the universities and colleges in organising their library services on sound lines.

I would like to take this opportunity to express thanks of the Commission to the chairman and members of the Library Committee for the time and attention given by them to the work of the committee and to the preparation of these valuable reports.

New Delhi

D S Kothari  
Chairman  
University Grants Commission

## CHAPTER A

### INTRODUCTION

#### 1 Grant to University Libraries

The University Grants Commission attaches great importance to the efficient functioning of university and college libraries. The Commission desired that they should be of real help to research work and advanced studies and should play a vital role in education in the universities and colleges. But the libraries of many of the universities are now too ill equipped while colleges have hardly anything like an adequate library. The UGC has been spending during the Second Plan Period nearly a crore of rupees for helping the university libraries to acquire books and periodicals. The Commission is also spending more than 2 crores of rupees on library buildings, fittings, and furniture. It hopes to give similar help to college libraries also during the Third Plan Period.

#### 2 Genesis of the Library Committee

Therefore it was only natural that the Commission wished to have advice on various problems connected with provision of grant to libraries, book purchase, development of reading habit and help to students in the use of libraries, documentation work and service to research workers, departmental libraries, library personnel and their functions, classification, qualification, status, salary scale, and strength. The Commission also desired to have advice on standards for the design of library buildings and fittings and furniture. Accordingly the Chairman, University Grants Commission appointed a Committee in 1957 to advise the Commission on matters relating to the proper functioning and management of libraries. It consisted of the following five members :

- 1 Dr S R Ranganathan (*Chairman*)
- 2 Shri S Bashir-uddin
- 3 Shri K S Hingwe
- 4 Shri B S Kesavan and
- 5 Shri S Parthasarathy.

Dr P J Philip, University Grants Commission, acted as Secretary of the Committee.

### 3 Inauguration

The work of the Library Committee was inaugurated on 18 February 1958 in New Delhi by Dr CD Deshmukh, the Chairman of the UGC. He suggested several problems for consideration. He assured the Committee that its recommendations and views regarding the matters referred to it for advice would be given due consideration by the Commission.

### 4 Meetings

In all seven meetings were held as detailed below :

Place	Date
1 New Delhi	19 February 1958
2 Patna	15 May 1958
3 Calcutta	17 May 1958
4 Baroda	25 July 1958
5 Vallabhvidhyanagar	27 July 1958
6 New Delhi	27 August 1958
7 New Delhi	14 February 1959

### 5 Visits

The visit of the Committee to Baroda was to find out the functional efficiency of the newly erected library building. The visits to the other places were to examine the site for the proposed library buildings and to discuss the plans with the University Authorities. In each place the plans were discussed with the Vice-Chancellor, the Registrar, the Librarian, and the Architect.

### 6 From Publisher to Reader

Early in 1958, the Commission felt the need for formulation of broad outlines of policy for the administration of libraries. The application of the policy into actual service in letter and spirit would be the concern of the librarians of the universities and colleges. It was, therefore, felt that something more should be done to enthuse the

librarians, help them to do some re-thinking, and make them work out a plan to transform the money provided for the library into real and expeditious book service without stagnation or suspension at any stage from book selection to reference service and circulation. Therefore, in consultation with the Chairman of the Library Committee, the Commission arranged for a Seminar on "From Publisher to Reader : Work-flow in a University Library," with the Chairman of the Library Committee as the Director of the Seminar. In September 1958 a working paper to enable the participants to prepare themselves for the Seminar was completed. This working paper was circulated to university libraries. They were asked to collect and furnish to the Secretariat of the UGC, the data necessary for framing the issues to be considered in the Seminar. The replies came by February 1959. The Seminar was held at Vigyan Bhavan in New Delhi from 4 to 7 March 1959.

### 7 Results

This book contains the results of the deliberations of the Library Committee and the proceedings of the Seminar. It is hoped that the following pages will provide a blue print for a systematic development of the university and college libraries in the country. No doubt the authorities of the libraries will have to cooperate with the UGC in implementing the principles and policies formulated. So also the librarians will have to stream-line their work, reduce the time for the routine behind the screen as much as possible by following simplified, standard, library practices, and releasing as much of their time as possible for direct service to the students, research workers, and teachers. It is hoped that the necessary co-operation will be forthcoming from all quarters to make each one of our university and college libraries, a busy intellectual workshop and the true heart of the universities and colleges.

### 8 Conspectus

Chapters B to P constitute the report of the Library Committee. Chapter Q to Z give the proceedings of the Seminar.

#### 81 REPORT OF THE LIBRARY COMMITTEE

Chapter B examines the difficulties experienced in the proper utili-

sation of the University Grants Commission's grant. It traces them to a wrong time-table and establishes the right time-table for the book-purchase-chain beginning with book selection and ending with the release of the purchased books for the use of readers. It shows that a period of 17 months is necessary to utilize the Commission's grant in a satisfactory way, as a result of our book market being thousands of miles away. Another difficulty laid bare in this chapter is the absence of provision for the extra staff needed for spending the grant usefully. It is shown that a Library should be allowed to use 20% of the grant for engaging the personnel necessary for its utilisation.

Chapter C examines from different angles the funds necessary to run a university or a college library usefully. It suggests the per capita method for determining the UGC grant. It also deals with the equitable allocation of the book-fund to all the subject-fields of teaching and research. It considers in detail problems such as the avoidance of duplication of periodicals, works of reference, and treatises, local and regional co-ordination, inter-library loan and union catalogue of learned periodicals and of rare and foreign books. It makes out a case for a liberal provision of text-books in view of their prohibitive cost on the one hand and on the other of the educational importance of students reading a large variety of text books.

Chapter D considers some of the current faults in book selection and book purchase. It recommends three tiers of authority for the purpose—a top management to lay down policy, a panel of experts to advise the librarian on book selection, and the librarian with full responsibility to help the experts and take help from them in the selection of books and periodicals and to purchase books consistently with the policy laid down by the top-management. It deals also with some of the unhelpful features in the method followed in many libraries in the purchase of books, analyses how the present method leads to the purchase of unwanted books, and suggests some remedy. It recommends the promotion of a net-book agreement between publishers, book-sellers, and purchasers as the only clean and lasting solution. It also deals with the difficulties due to the present foreign exchange position and suggests the production of cheaper Indian editions of important books and the import of certain classes of books in sheets as a means of reducing the high cost of importing books.

Chapter E is on the cultivation of reading habit in students. It calls for the abandonment of the old camel-theory of education and cramming the memory of students with facts. It recommends a few



inspiring lectures to fire the imagination, tutorial instruction to rouse curiosity, and thereafter turning the students on to the library to find for themselves, with the help of reference librarians, the facts and the knowledge needed to satisfy their curiosity. It also lays stress on the value of open access, reading lists, and reading circles in promoting reading habit, and emphasises the employment of an adequate staff of reference librarians to assist the students personally in the choice of reading materials. Lastly, it recommends the encouragement of campus book shops with an assortment of books capable of functioning as good appetisers.

Chapter F deals with the importance of withdrawing the books with out-moded thought-content. It also refers to the frailty of the physique of books and to their getting worn out by active use in the library. It, therefore, recommends a systematic weeding out of out-moded and worn-out books from time to time. This chapter also sets out the safe-guards necessary in an open-access library. It explains how in spite of the protective measures some loss of books is inevitable. It examines the modern library philosophy about this loss on the grounds of compensating benefit in the more extensive use of books, socio-legal and sociological factors, and the analogy of the laws of thermodynamics. It recommends the abandonment of the practice of recovering the cost of the lost or mutilated books from the librarians. It further recommends the writing off of the loss upto two volumes for every thousand volumes issued for use.

Chapter G deals with the emergence of active research in our universities and the need for the conservation of research potential. It shows that the library should help this conservation through documentation work and service. It recommends the appointment of a team of documentalists in university libraries, who can "speak" the language of the research workers and undertake for them all the document-search, indexing, and abstracting. This chapter also recommends the provision of five additional regional centres with equipment for photographic reproduction of documents, such as micro-filming and photostating.

Chapter H discusses the problem of departmental collection. It makes out a case for a permanent loan of about 2,000 volumes to each research department, liberalisation of normal temporary lending, and the circulation of current issues of learned periodicals in preference to locating them in departmental libraries, unless the campus is staggered in distant places.

Chapters J and K deal with library personnel, their academic and professional qualifications, their functional designation, their status, their salary scales and their strength in terms of work-load. It points out the need for doing away with the old practice of appointing professors as honorary librarians.

Chapter L examines the present state of the training of library personnel. It emphasises the need for having full-time teachers in the Departments of Library Science in universities. It suggests that the Commission helps, for the time being, two universities to teach up to the M Lib Sc degree and five regionally distributed universities to teach up to the B Lib Sc degree. It also emphasises the need for the professors and readers engaging themselves in research in Library Science and guiding research-students to make library service to keep step with the developments in the universe of knowledge and with the educational, cultural and industrial needs of the country.

Chapters M to O are on standards for the elements in the design of library buildings, fittings, and furniture.

Chapter P gives a summary of the chief recommendations of the Library Committee.

## 82 PROCEEDINGS OF THE SEMINAR

Chapters Q to T contain the speeches delivered at the opening session of the Seminar on "From Publisher to Reader."

Chapters U and V present the working paper and the findings of the Seminar.

The remaining chapters contain the speeches in the concluding session of the Seminar.

**R E P O R T**

**OF THE**

**LIBRARY COMMITTEE**



## CHAPTER B

# UTILIZATION OF UGC GRANT

### 1 Introduction

The University Grants Commission have been giving substantial grants to the universities for building up their library collections. It is gratifying to note that the UGC follow a liberal policy towards the university and college libraries. However, in the utilization of the Commission's grants there are some administrative difficulties. Maximum benefit is not obtained from them. This is due to a failure in grasping the problem as a whole. The factors involved are analysed in this chapter and suggestions are made to the UGC.

### 11 TIME FACTOR

There can be no doubt that the purpose of the library grant for books should be to buy the largest number of books in actual or anticipated demand and to bring them promptly into active use by readers. The administrative elements affecting the grant should be so designed that the time taken for the utilisation of the grant does not operate against this primary purpose.

### 111 WEEKLY RHYTHM

It is a matter of long-established experience that the work behind the screen in a library should proceed on a weekly rhythm. In particular, book-selection, book-purchase, book-reception, technical treatment of books, and their release for use by readers are best organised on a weekly basis. Our chief markets for books are now in London and New York. On account of the prevailing foreign exchange difficulties, even books in the European languages other than English have to be bought in these markets. The national bibliographies and other book lists of Europe and America which constitute

the primary sources for book-selection, are now published on a weekly basis. This fits in with the weekly rhythm of work, found otherwise convenient in libraries.

## 2 Book Purchase Chain

The preliminary book-selection list initiated by the library in week 1 will get scrutinised by subject-specialists in week 2. Though an antiquated and purposeless practice, each list has now to get the sanction of the Executive in many of the universities. So long as this practice continues, the list started in week 1 may receive the sanction of the Executive in week 3. But it often does not receive the sanction so promptly. Assuming that it does, the order will leave the library in week 4. It will reach London or New York as the case may be, in week 5 or 9 if it goes direct, and in week 6 or 10 if it goes *via* a local book-seller. In the event the order goes direct, the supply will reach the library in week 12 from London and in week 20 from New York. The books arriving in week 12 will be collated and passed on to the Technical Section in week 13 for classification and cataloguing. They will be further prepared for use in the Maintenance Section in week 14 and released for use of the readers in week 15. Thus the book-purchase chain will take a minimum of 15 weeks for completion. To this should be added a margin of tolerance of 5 weeks so that the optimum period for the book-purchase chain should be taken as 20 weeks. It may be noted that in the interest of efficient management, book-selection should be done every week in the year to ensure that books arrive in the library from week to week and every section is kept evenly and continuously busy throughout the year. Then only will the work-flow in the library be smooth, without any hindrance to the continued maintenance of service to readers or to the proper distribution of the work-load on all the sections of the staff round the year.

## 3 Right Time-Table

To enable the first of the 52 instalments of payment in a year to be made in the very first week of the financial year (the first week of April), the book-selection of the corresponding book-purchase-chain should have begun at the beginning of the preceding November. The chain initiated by the book-selection done in the last week of October will bring in the supply of books involving the last instalment of payment

at the end of March. Since book-purchase should be spread evenly throughout all the 52 weeks of a year, for the purpose of book-purchase the library year should begin in November, so that the last payment for the year can be made before the end of the financial year.

### 31 ACTUAL EXPERIENCE OVER YEARS

Such a time-table, with the modification that the book order took three weeks to reach London and five weeks to reach New York, was giving good results in the Madras University Library from 1926 onwards, till World War II destroyed all rhythm and threw the time-table out of gear. This time-table had secured the prompt purchase of currently published books in close correlation to the work in progress in the several departments of the university.

#### 4 Wrong Time-Table

The wrong type of time-table occurs when the entire grant has to be spent in one or just a few instalments. This leads to the adoption of one or only a few book-purchase-chains in a year, and hasty book-selection for a few consecutive weeks turning practically all the staff on to this work. Ironically enough, this hectic attempt to utilize the book-grant results in the suspension of the service given to readers. Every link in the book-purchase-chain has to be lived through for several weeks in the same hectic way and book-selection, book-purchase etc., are made at the cost of service to the reader defecting the very purpose of the grant. This pathological condition can be seen in several university libraries at present.

### 41 INEVITABLE MALPRACTICE

Even something worse happens. To absorb, say Rs 50,000, book-selection itself may need at least 5 weeks with all the staff working on it. If the grant is announced only after September, as it often happens, the books do not arrive in time for the bills to be paid within the financial year after the books have been received and verified physically. This leads to the unfortunate but inevitable malpractice of getting bills in advance without the supply and passing them as make-believe vouchers for purposes of receiving the grant and formally satisfying the audit. Of course, this involves false certification by the librarian.

There are cases when librarians have had to resign on grounds of conscientious objection to this kind of irregular procedure. Another unfortunate practice is to purchase several copies of the books locally available without consideration of what is really needed for the work in progress in the several departments of the university.

#### 42 CHAIN LEFT INCOMPLETE

Once the grant is drawn, with or without the supply, a pseudo-satisfaction of work bravely done makes one sit back for a while. A mood of exhaustion comes and the book purchase-chain is left incomplete without attention being paid to the links corresponding to the classification, cataloguing, and release of the books for the use of readers. Bundles of new books being piled up for several months awaiting technical treatment, have now become common in several libraries. There can be no more serious flouting of the Laws of Library Science than this. The allotment and the utilisation of grants are reduced to a mere ritual leading to wastage of public funds.

#### 43 THE REMEDY

The University Grants Commission should take steps to arrest these unfortunate results. The following are the recommendations on this matter :

##### 431 INFORMATION IN OCTOBER

The Commission should inform the universities about the probable amount of grant for a financial year not later than the preceding October. It should be possible to estimate the probable amount of the grant, at least up to 50% of what may be expected. This will be easy if the grant is allotted on a five-year basis.

##### 432 PAYMENT OF GRANT IN APRIL

The annual grant should be transferred to the universities and the colleges at the very beginning of the financial year. If the annual grant is transferred in instalments, the first instalment should be transferred early in April.

##### 433 SPENDING THE GRANT WITHIN SEVENTEEN MONTHS

The university and the college libraries should be allowed



seventeen months, from the date of announcement of the grant, to spend it fully. It should be possible for Audit to prevent any abuse of this provision and see that the money is spent for the purpose for which it was granted.

#### 434 CONCURRENCE OF AUDIT

It is understood that the concurrence of the Audit has been already obtained by the Commission to allow 17 months for the full appropriation of the grant from the date of its announcement, independently of the last date of the financial year. Each university and college should amend its own financial and account rules accordingly.

#### 435 EXAMPLE FROM EXPERIENCE

When the Madras Government sanctioned a non-recurring grant to the Madras University Library in 1926, permission was sought and granted to spread the appropriation over a period of five years. Thus a wise and beneficial use of the money was made possible. The recurring annual grant of Rs. 68,000 made in the same year was exempted from being surrendered to the extent not appropriated within the financial year. This arrangement enabled the Library not only to maintain the weekly rhythm of the book-purchase-chain without in any way interfering with service to readers, but also to spend the money on really needed books and with every satisfaction to the audit. The Commission could also devise the necessary safeguards against any possible abuse that may arise in this long-drawn out time-table exceeding the strict duration of 12 months in the financial year.

### 5 Library Personnel for the Utilisation of the Grant

#### 51 SMALL EN-TAKE IN THE PAST

Most of the university libraries in India are now understaffed. The staff is barely sufficient to handle a small annual in-take of books and periodicals. Apart from the staff working behind the screen to chase and prepare books for use, each library provides a staff to look after the circulation, issue, and return of books. Hardly a staff member or two is provided for direct service to readers in the selection of relevant reading materials even though it is this staff—designated

as Reference Staff—that does the most vital work in a library.

## 52 EFFECT OF ADDITIONAL GRANT

Whenever a library gets an extra grant, it is now totally set apart for the purchase of books and periodicals. Whether this is the fault of the university authorities or is a consequence of the conditions attached to the grant is immaterial. The extra work to be done behind the screen to spend this grant results in the withdrawal of the reference staff from service to readers. This has been the unfortunate immediate result of the grants being received from the Commission. There is every reason to believe that this has not been brought to the notice of the Commission. We shall, therefore, consider the staff necessary to utilise the grants properly without prejudice to the service proper to readers.

## 53 STAFF FORMULA

Between 1945 and 1955, several libraries in the country asked for advice on the strength of staff to be provided. This led to the construction of a staff-formula for determining the staff required in terms of the quantity of the various items of work to be done in a library. This formula has been tested in other countries also and found to give a reliable method of determining the strength of staff impersonally, uninfluenced by any prejudice or emotion.<sup>1</sup>

## 54 STAFF FOR THE BOOK-PURCHASE-CHAIN

We can calculate, from the staff-formula, the staff needed to complete the book-purchase-chain of work consisting of book-selection, book-ordering, book-reception, accessioning, passing of bills, classification, cataloguing, the physical preparation of books before release for the use of readers, and their absorption into the live collection of the library. Similarly, the strength of the Maintenance Staff, the Reference Staff, the Circulation Staff and the Supervisory Staff, who are not concerned with the work of arrival and accession of books and book fund, may be calculated separately. The Book-fund may have normally to be divided between books and periodicals in the ratio of 4 to 1. Thus,

<sup>1</sup> The full staff-formula has been published in several books of Ranganathan. The latest version is in his *Library Administration*, ed, 2. 1959.

if the book-fund be Rs 100,000, books will absorb Rs 80,000. To-day, the average cost of a book as well as the average subscription to a periodical may be taken to be each Rs 20. Thus a book-fund of Rs 100,000 is equivalent to an intake of 4,000 books and 1,000 periodical publications. On this assumption, 6 persons are required for utilising a sum of Rs. 100,000 granted for the purchase of reading materials.

## **6 Allocation of Grant between Staff and Reading materials**

We may take the average annual cost of one professionally qualified library assistant including leave salary and provident fund to be Rs. 3,500. Then the amount to be set apart for the employment of the staff necessary to utilise a grant of Rs 100,000 is Rs 20,000 in round figures. Thus, to ensure that the grant given to a university library is spent usefully without prejudice to concurrent service to readers and with prompt release of the books purchased for use by readers, the following recommendation is made.

### **61 RECOMMENDATION TO UGC**

The Commission may allow a university library to spend one-fifth of the book grant on the staff needed to complete the book-purchase-chain including book-selection, book-order, book-reception, passing of bills, classification, cataloguing, and the physical preparation of books before their release for the use of readers and absorption into the live collection of the library.

## **7 Present Plight**

Perhaps, the universities themselves have failed to bring this need for staff to the notice of the Commission. Perhaps the university libraries themselves felt snowed down by this sudden increase in the book-fund and the in-take of books and periodicals, and had failed to rationalise the problem. Whatever the cause, the present plight of libraries is far from happy. As already stated one of the effects of the grant, without earmarking one-fifth of it for the extra staff needed to utilise it, is the withdrawal of the Reference Staff from service to readers. Another sad effect is that the only links in the book-purchase-chain that are completed usually, are those of a haphazard book selection, placing orders for books, and passing the bills. These links are completed under the pres-

sure of the financial and account rules attached to the grant. But there is no such pressure from any quarter to enforce the completion of the book-purchase-chain by the classification, cataloguing, and absorption of the books into the live stock of the library so as to become available for readers. Often, the bills are passed even before the books have been received. When the books arrive later, they are left unattended for a long time in bundles.

#### 71 APPEAL TO THE COMMISSION

What is the benefit of the grants from the Commission under these conditions prevailing in the libraries? The users of the library are unable to sense the wastage involved. In fact, they have been all along accustomed to a miserly provision of books and periodicals. When they are denied even the usual attention and service, they are told that all the staff have been turned on the work of getting new books. This induces in them a mood of compliance with the withdrawal of service. But, the public seldom has the memory to follow up such points and protest if the promised new books do not reach them. There may be perhaps a few powerful readers who lodge a protest. Then, in self-defence, the library picks out and releases just these books as are wanted by them and tides over the difficulty. This is a realistic picture of the situation. There is no getting away from the fact that to spend every extra sum of money on the purchase and service of books, there must be a proportionate addition to staff. The Commission should recognise this hard fact and give effect to the recommendation given in section 61 in order to avoid the present wastage. It is equally necessary that the university and the college authorities should take advantage of this recommendation and actually employ the additional staff promptly.

## CHAPTER C

# LIBRARY FINANCE

### 1 Introduction

Who should provide the funds for a university library? Is it the student population, or the State Government, or the Central Government? The answer cannot be the same in all countries. Nor can it be the same in any country at all times. It will vary with the prevailing tax-pattern of the country on the one hand, and with the outlook on the social value of university education and research on the other. Both these factors change from country to country and from time to time.

#### 11 SOCIAL VALUE OF UNIVERSITY EDUCATION AND RESEARCH

With regard to the social value of university education and research, there is a strong trend towards a consensus of opinion all the world over, favouring a socialistic pattern of education to meet the growing pressure of democracy and population. The increasingly accepted view is that the value of university education and research is more dominant in respect of the community in general than even in respect of the individual.\*

As a result of this trend, the entire cost of university education in general and of university libraries in particular is met from public funds in some countries. In other countries the students are obliged to pay a fee for tuition and examination, but even then not for use of library. The Madras University Library approximated to this standard by about 1926. This was due to a pleasant accident which brought the Chief Minister of the State and the University Librarian together on a platform. An annual grant of Rs 68,000 to the university library was a useful outcome of this meeting. This grant was made statutory three years later. Since then, the annual grant to the library has been steadily increasing, with the increase

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\*This is examined in detail in chapter 1 of Ranganathan's Library development plan: Thirty year programme for India with draft library bills for the Union and the Constituent States (1950).

in the number of departments of study and research.

## 12 EFFECT OF THE TAX-PATTERN

The very fact that the Central Government has begun to give grants to the universities is the effect of a change in the tax-pattern. At present, for certain reasons of policy the Central Government collects the greatest part of the revenue. This naturally restricts the tax that can be collected by the constituent States. The Central Government, however, gives back a good portion of the money that it collects to the Constituent States. Happily one of the forms of giving back is that of a direct grant to universities through the University Grants Commission. Even more happily, the Commission has found it proper to give back a substantial sum in the form of grants to university libraries.

## 2 Determination of Library Finance

### 21 METHOD OF PROPORTION

#### A WRONG PRECEDENT

It is hardly helpful to-day to proceed along the lines of pattern of grant-in-aid codes. In this pattern, the grant-in-aid to an educational body could only be decided in a fixed proportion to the money that the recipient provides from its own funds. But a university library in India has seldom any source of income of its own, nor has a university any independent resources from which it could finance the university library. Therefore, the only other source for a university library is the State Government. Thus if the old policy of grant in aid is to be followed, the quantum of the annual grant of the Commission to a university library will have to be determined by what the State Government is prepared to give. But, the University Library stands several removes from the State Government which is so pre-occupied with many problems that it does not quite sense the consequences of starving the university library. Therefore, the party that has to put down its own quota first, in order to earn an adequate grant from the Commission, is in reality a third party that is unlikely to be sensitive to the unhappy result of a poor library grant from the Commission. From the point of view of a university library the State Government is certainly a third party not immediately concerned with the effect of reduction in the total grant going

to a university library. Basing the Commission's grant on the method of proportion thus defeats its own purpose and having proved somewhat futile must be given up.

## 22 FUNCTIONAL APPROACH

The annual finance essential for a university library can be determined by a functional approach which takes into account the number of faculties and the number and the nature of the departments of study and research in the university. The resultant picture is not usually very different from that of a Per Capita Approach.\*

## 23 PER CAPITA APPROACH

A more realistic and equitable approach to the quantum of the annual finance necessary for a university library is based on the Per Capita Approach. In the pre-war period, world practice showed that the annual appropriation for the book-fund of a university library corresponded to Rs 15 per student and Rs 200 per teacher or research fellow. Also, the annual expenditure of all other kinds, including the cost of the administrative staff and the reference staff for service, was roughly equal to the expenditure on books, periodicals, and other kindred reading materials. For example, the total annual budget for the library of a university with 5,000 students and 500 teachers and research fellows should have been Rs 350,000 out of which Rs 1,75,000 would be spent on books, periodicals, and other kindred reading materials and Rs 1,75,000 on staff. These figures will now have to be increased considerably in view of the inflation since World War II.

## 24 NEW UNIVERSITY

Before independence, the universities in the country have been too few for its size and population. After independence, there is a spontaneous urge in our youth to have as high an education as possible. The

\*A detailed discussion of both these methods will be found in Ranganathan's Library development plan for the Allahabad University (1947). This book has been fully reproduced as an appendix to the Justice Mootham Report on the re-organisation of the Allahabad University published in 1954 and partially reproduced as an appendix to the A L Mudaliar Report on Banaras Hindu University published in 1958.

development of the country also calls for a large number of men and women with university training. Therefore, the number of universities has already been trebled and more are bound to be established. Surely, no purpose would be served by making them begin merely as examining bodies even as the older universities did. To be in keeping with the renaissance in the country and its present needs, they should function from the very beginning as teaching universities and also develop active research. It is necessary, therefore, to provide them with adequate library service. For this purpose, an annual grant alone will not be sufficient. Help should be given to them to build their initial collections of books and back volumes of learned periodicals. A generous non-recurring grant should be given to each of them with permission to spread its appropriation over a few years. For, the selection and purchase of the basic books of reference and runs of learned periodicals cannot be efficiently completed within a year or two.

### 25 EXTENSION OF OLD UNIVERSITY

Before our independence, the older universities have been confining their attention only to conventional subjects. But this is not sufficient now. Each university will have to open departments of study and research in many new subject-fields. These subject-fields are to be found in all the areas of the universe of knowledge—be they natural sciences, or their applications, or humanities, or social sciences. Moreover, with the march of time, many new subject-fields appear calling for cultivation by universities. This happens all over the world. Our country cannot be an exception in this matter. Every new subject-field will need a new department, and every new department will require an initial collection of books and learned periodicals for its work of teaching and research. This initial collection cannot be built merely with the annual grant. It is therefore necessary to give to each university and college the necessary non-recurring grant to purchase the basic books and runs of learned periodicals, with permission to spread its appropriation over a few years.

### 3 SOURCES FOR LIBRARY FINANCE

Thus, the financial needs of a university or a college library can be determined objectively. The money found to be needed should be given to the university or the college library in order that the return on the expenditure on the university or the college as a whole may be



adequate. Again, this money has to be found by the Governments of the Union and of the State.

### 31 APPORTIONMENT BETWEEN THE UNIVERSITY GRANTS COMMISSION AND STATE GOVERNMENT

Between the Commission and the State Government it must be decided in what proportion the library finance should be shared. This proportion will depend among other factors on the taxing powers of the Union Government and the State Government. Perhaps the State Government may pay one-fifth of the requirements of a university or a college library and the Commission the remaining four-fifths, for the time being. The capital expenditure of a university or a college library also will have to be provided similarly. However, if the Commission would pay its share of the grant only on condition that the State Government pays its own share or *vice-versa*, it would nullify the educational purpose based on a realistic scale of social values and the very intention of the Commission in providing each university and college library with adequate finance to serve the students, teachers, and research fellows with all the necessary literature. Such an inter-dependence should be avoided.

### 32 RECOMMENDATIONS

The following proposals are therefore commended for consideration and adoption ;

1 The entire finance of a university or a college library should be provided by the University Grants Commission and the State Government.

11 The Commission and the State Government should determine from time to time the proportion in which their respective grants to a university library should be.

12 For the time being, the Commission's share may be four-fifths of the total requirement and the share of the State Government may be the remaining one-fifth.

13 The Commission and the State Governments should have a gentleman's agreement that each will actually pay its own share of the library grant.

14 The Commission should not withdraw or lower its grant to a university or a college library because the State Government fails in its obligation and *vice-versa*.

20 The library grant to a university or a college should be determined according to an agreed per capita formula.

21 For the time being the formula may be at the rate of Rs 15 per student and Rs 200 per teacher and research fellow. There should also be a special initial library grant in the case of a new university and of a new department in an existing university.

22 In the case of an affiliating university, a similar scale should be followed for the college libraries. In addition, the university library also should be helped at a rate to be determined by local context.

23 The above mentioned scale of grant is of course subject to the amount at the disposal of the Commission for grant for reading and kindred materials, the capacity of the university or college to spend, and other factors of local variation.

24 The library grant for any year should be normally based on the statistical data of the preceding year, without prejudice to any unexpended special demand arising in the course of the year of grant.

#### 4 Library Account

##### 41 REVIVAL OF UNSPENT BALANCE

To make the spending of book-fund useful and to avoid its dissipation on the rush-purchase of any materials readily available in the nearby market, the unappropriated amount of the budget should not be lost to the library, but should be carried forward to its credit and be available for inclusion in the draft budget of the next year, as an addition to the normal allotment. Our chief book market is now thousands of miles away. Scholarly treatises, research materials, and particularly back volumes of learned periodicals take a long time in searching and procuring. Therefore, this provision for the revival of unspent balance, in the next year's budget, is quite essential.

##### 42 NOT A LICENCE TO BE SLACK

The university and the college authorities should find it possible to see that the facility mentioned in section 41 is not abused and is not taken by the university or the college library as a licence to be slack in the appropriation of the book-fund according to the weekly rhythm described in section III of chapter B.

## 43 SEPARATE LIBRARY ACCOUNT

To facilitate the provision in section 41 for the prevention of the library fund being diverted to purposes other than library purposes, this fund should be maintained and operated upon as a separate Library account.

## 5 Allocation of Book Funds

The Commission's grant for reading and kindred materials to a university and its own book-fund should be equitably allocated to all the disciplines in which teaching and research are in progress in the university. It is not equal distribution that is suggested, but only equitable distribution. For example, the books and the periodicals in the biological sciences, including medicine, are more costly than those in many other subjects as the former contain costly plates. On the other hand, the multiple copies of text-books needed for the text-book collection will be greater in the subjects with larger enrolments. Or again, the costly reference books will go out of date and will come out in newer editions more frequently in some subjects than in others. All such factors should be taken into consideration in distributing the total book-fund equitably among the disciplines. An illustrative allocation is given in Section 2617 of Chapter V.

## 51 AVOIDANCE OF DUPLICATION OF PERIODICALS AND REFERENCE BOOKS

Learned periodicals and up-to-date reference books form the very breath of research work. Their number is large in each discipline and is also ever increasing. Their cost too is going up. One desirable factor is that with the money available for their purchase, as many different periodicals and reference books as possible should be purchased. But this factor gets complicated by several causes:—

1 One and the same periodical may cover the field of different departments of study and each department may desire to have its own independent copy.

2 Certain kinds of reference books may be needed constantly in one research department, for example, Flora, Fauna, and Collection of Inscriptions.

3 Certain kinds of reference books may be needed at the elbow of many research workers, for example, Linguistic Dictionaries.

## 511 GENERAL PRINCIPLES

To reconcile all these, each university and college will have to formulate its own policy in the context of its conditions. The Commission can only communicate to the universities and the colleges certain general principles such as :—

1 Total avoidance of the duplication of costly abstracting periodicals and learned periodicals.

2 Restricting the duplication of periodicals to newspaper-like ones such as *Nature* and *Current science*, intended to give brief advance reports of new results.

3 Allowing some of the costly reference books to be kept in the Departments concerned, if they are not likely to be required by others, on condition that any outsider needing them occasionally should be given facilities to consult them.

4 Increasing the number of copies of oft-needed reference books, like linguistic dictionaries, to a reasonable extent, so as not to handicap the work of any Department.

5 Keeping the current issues of all the learned periodicals on display in the periodicals room of the Central Library—say for one week—before they are lent out to research workers.

6 Requesting all to cultivate the habit of going to the Central Library for perusal of the current issues of learned periodicals and for consulting reference books which need not be at their very elbow for constant reference.

## 52 DUPLICATION OF ADVANCED TREATISES

It may be necessary to duplicate some advanced treatises. But they are very costly. Therefore, their duplication should be sparingly made. The actual implementation of this general principle should be left to the judgment of each university and college in the light of local conditions. For example, if the campus is concentrated at one spot, less duplication may prove sufficient. If the campus is split up and the parts are located in distant places, more of duplication will be necessary.

## 53 DUPLICATION OF TEXT BOOKS

Copies of text-books should be provided in large numbers either in the university libraries, or in the residential halls of residential and

teaching universities, or in the colleges of the affiliating and federal universities. The cost of text-books has become prohibitive after World War II. Hardly any student can afford to own a copy of even one text book of the prescribed standard in each of the subjects of his course. But sound education needs the perusal of several new standard text books by the students. A student may need them for preparatory study before taking the formal lessons in the class-room, or in the tutorial meeting, and in the follow-up and parallel study afterwards. As many students will need them, several copies of these books are necessary. The extent of multiplying each text-book is a matter of judgment which can be exercised only by each university or college from year to year, in the light of the curriculum and student enrolment in each subject. A desirable method is for the librarian and the heads of departments of teaching to meet each term to decide the text-books to be duplicated for use in the next term. This should be so done as to enable the librarian to procure the books before the next term. The Commission can do no more than to keep on emphasising the problem of maintaining a fair amount of multiplication of text books as one of its intentions in giving the grant. Perhaps, it may keep collecting statistical data on multiplication of text-books. For example, each library may be asked to give an annual return showing :—

- 1 Number of text-books with multiple copies ;
- 2 Average number of copies bought of a text-book ;
- 3 Number of cases in which only one duplicate was added ;
- 4 Maximum number of copies added of any single text-book and the number of such cases ;
- 5 Amount allocated for the purchase of text-books ;
- 6 Number of copies of text-books bought ;
- 7 Number of different text-books on which the allotment for text-books was spent.

Annual statistics of such a nature collected from each of the libraries will eventually be of help in evolving a policy.

### **6 Allocation Within a Subject**

The policy of duplication, outlined in sections 51 to 53, calls for a careful allocation of the amount allotted to a subject among

- 1 Current learned periodicals ;
- 2 Reference books ;
- 3 Advanced treatises ;

#### 4 Text-books, and other reading materials.

The librarian and the teachers of a department should determine this in mutual consultation at a suitable time each year.

### 61 BACK VOLUMES OF PERIODICALS

Apart from this, the purchase of back volumes of periodicals, whose sets have to be completed, needs a different policy. One method may be for each subject to save money each year to buy the back volumes. Another method is for the university itself to set apart a certain sum of its annual book-fund for the purchase of back volumes of periodicals and releasing it for purchase of such periodicals as may be decided upon from year to year in the light of the urgency of demand and the appearance of back volumes in the market. The first method is not likely to be practicable where long runs of back volumes are needed. In adopting the second method, it will be helpful for the programme of purchase to be made for a long stretch of time—say three years or five years at a time—in consultation with the workers in all the subjects.

## 7 Co-ordination in Book Selection

### 71 LOCAL CO-ORDINATION

Section 51 stressed the avoidance of duplication of learned periodicals and reference books. To get the benefit of the maximum number of learned periodicals and reference books for the research workers, it is desirable to practise some co-ordination on the basis of the whole locality. At present, there is evidence of each library in a locality subscribing for more or less the same learned periodicals. Of course, this duplication may be justified by the frequency of actual use in each library. But there are often found cases in which the frequency of use is small in many libraries, but great in one library only. This is a fit case for that one library to subscribe for it and for the others to stop subscribing for it. On this basis, the subscription for learned periodicals can be rationalised in a locality. Such a rationalisation will make the periodicals fund of the locality go the longest way. Similarly the different libraries in a locality may agree for one library only to buy a reference serial such as *Who is who* or a directory in a particular year, for another library to buy it in the next year, and so

on. This will increase the reference serials available in a locality. Further, the libraries may also specialise in building a fairly complete collection in subjects allotted to their respective shares by mutual agreement. Such a co-ordination will make the book-fund of the locality go the longest way.

## 72 REGIONAL CO-ORDINATION

A similar co-ordination may be practised in respect of back-volumes of periodicals and in respect of specialisation in subjects not merely in a locality but even in a large region. For some costly and occasionally used periodicals, the co-ordination may have to cover even the whole country.

## 8 Inter-Library Loan

Rationalised co-ordination in the purchase of learned periodicals, reference books, and advanced treatises on local, regional, or national basis necessarily carries with it a certain handicap to users in respect of reading materials needed only occasionally. This handicap should be removed. At least it must be reduced only to a short delay in getting the materials from the library, to whose care they have been allotted by mutual agreement. To secure this, co-ordination of purchase and specialisation in subjects among the local and regional libraries must be coupled with a liberal policy of inter-library loan. Even inter-library exchange may prove possible and desirable at intervals, when there is a change in the focus of interest in the participating libraries. Such an exchange was made by agreement among the libraries of the Madras City in 1924-26. And it proved to be of help.

## 81 RULES FOR INTER-LIBRARY LOAN

A set of rules for inter-library loan, drafted by Ranganathan on the basis of experience, was recommended by the Inter-University Board in 1934. It is printed in its minutes. But they are largely either forgotten or at least unknown to the new university libraries. The Commission may, therefore, formulate a set of rules for Inter-Library Loan and recommend them to all concerned. Here is a sample of rules :—

1 The libraries in the country should be willing to take part in the scheme for inter-library loan.

2 Normally, materials which cost less than five rupees and are available for purchase, should not be requisitioned on inter-library loan.

3 The lending libraries may refuse to send any material which is rare.

4 The lending libraries may delay a loan, till the demand from its own readers is satisfied.

5 The borrowing library should pay the to and fro charges.

6 The borrowing library should make good any loss or damage to the reading material, while in transit or in its charge.

7 The borrowing library should conform to such other conditions as may be imposed by the lending library, for example

“The book should not be lent out of the premises of the borrowing library”; or

“The number of readers who use the books should be reported”; or

“The book should be returned before a specified date or immediately on demand”\*.

It will be useful in building up its policy, if the Commission can ask each library to give an annual return on the working of the inter-library loan scheme, specifying both the quantity and the quality or the nature of the materials of inter-library loan.

## 82 UNION CATALOGUE

To facilitate inter-library loan, a Union Catalogue for the participating libraries is essential. But, it is futile and too costly to attempt a Union Catalogue for all the books. Its maintenance up-to-date will be impracticable. Therefore, the Union Catalogue should confine itself to materials of research value such as

- 1 Learned periodicals;
- 2 Books in out-of-the way languages;
- 3 Costly learned treatises; and
- 4 Rare books.

Of these, a Union Catalogue of learned periodicals should be given priority. Indeed, it is essential. It is also comparatively easy to build it and maintain it up-to-date. For, the number of items involved is relatively small. Additions and withdrawals are not frequent. The first *Union catalogue of learned periodicals in natural sciences* for the country was compiled in 1953 by Ranganathan and his colleagues with financial

\* A more detailed set of rules is given in Ranganathan's *Library administration*, ed 2, 1959.



aid from the Government, some of the universities, and Unesco. It is now being maintained up-to-date by the Insdoc. The Indian Council of World Affairs is attempting to promote a similar Union Catalogue for periodicals and serials in the social sciences. This work also should be soon entrusted to a responsible public institution.

### 83 RECOMMENDATION

Thus, to make the total book-fund of the several universities and colleges go the longest way, it is recommended that the Commission should actively promote

- 1 Local, regional, and national co-ordination of book-selection, subscription to learned periodicals, and acquisition of back volumes of periodicals, among the several libraries;

- 2 Co-operation in the fullest use of the holdings in the several libraries through a scheme of liberal inter-library loan; and

- 3 Production and continued maintenance of a union catalogue of learned periodicals, select treatises in foreign languages other than English, and rare books of research value, for the holdings of the several libraries, in the field of social sciences and humanities, by a public agency such as the Insdoc for the natural sciences.

## CHAPTER D

# BOOK SELECTION AND BOOK PURCHASE

### 1 Introduction

The procedure for book selection and purchase is one of the vexatious bottle-necks thwarting the helpful utilisation of the book-fund. This procedure has evolved a good deal during the last century all the world over. It is desirable that our libraries linger no longer in the out-moded stages of evolution. They should catch up with the latest stage. Our ascending phase of renaissance even demands our carrying the procedure to a further stage.

### 11 HISTORY

Historically, book-selection was the responsibility of the Library Committee or one of its sub-committees. In due course, it was realised that it was a pseudo-responsibility. For, the members of the Committee can have little knowledge of the details of the demand of the readers of the library. Nor have they the time, the tempo, or the facility to keep in intimate touch with the supply in the book-world, the way in which the different subjects are covered, the standard of the books, the lasting nature or the degree of ephemerality of the books, the authenticity or the authority of the different editions of a book, the physical worthiness of the different editions, and so on. Nor can they be disciplined enough to look at book-selection objectively from the point of view of the readers to be served, instead of being guided by their own personal prejudices and needs. In the circumstances, it often turned out that either the book-selection was unbalanced and unrealistic, or it meant signing on the dotted line, taking the responsibility on themselves for what the librarian has done, and relieving him of all *de jure* responsibility in the matter. Even after this, there used to be delay in getting formal sanction for purchase, from some other authority. Still more, the order had to be channelised through the office of the Central Authority, as in the case of stationery,

building materials, and machinery, which are bought once or twice a year and not from week to week all through the year.

## 2 Transfer of Responsibility

This pseudo-responsibility of the Committee and the Central Authority prevailed in many other spheres in those days. Then emerged the Science of Management. It emerged first in industrial and commercial spheres. One of the basic principles brought out by this Science is the 'distribution of responsibility or its decentralisation'. The responsibility came to be distributed as follows :

1 The Top-Management confines its responsibility to the formulation of policy, principles, and financial factors and to the power of reviewing periodically the execution of these by the paid executive officers concerned, the reviewing being done by the method of random sampling and of anything wrong brought to its notice by the persons affected or by anybody else concerned, but seldom by the subordinates of the executive officer.

2 The executive officer takes full responsibility to carry out faithfully the policies and the principles laid down by the Top-Management. He notes down the difficulties in the carrying out of the policy and the principles, and places them before the Committee for amendment, if any.

## 3 Three Tiers in Book-Selection and Purchase

The above Theory of Management is now acted upon by most library authorities in the world. Universities can not be an exception. In the selection of books the librarian should be provided with expert advisers in different subjects for assaying the standards of the reading materials. There should be three tiers in sharing the responsibility in book-selection and purchase :

1 Top Management, which may be either the Syndicate (Executive Council) or the Library Committee;

2 Panel of Experts consisting of at least one expert on behalf of the Board of Studies in each subject and one expert on behalf of the Department of Research in each subject; and

3 The executive officer of the library—namely the librarian.

### 31 TOP-MANAGEMENT

The responsibility of the Top-Management should be :

- 1 Providing money for the purchase of the specialised books needed for the use of the Department of Research in each subject ;
- 2 Providing general book-fund for the library as a whole ;
- 3 Allocation of the general book-fund among the different subjects ;
- 4 Allocation of each subject's share of the general book-fund among current periodicals, reference books, treatises, and text-books, with a wide margin of tolerance ;
- 5 Laying down broad principles of book-selection ;
- 6 Nominating a Panel of Expert Advisers of, say, two representatives for each Board of Studies and each Department of Research ;
- 7 Periodically—normally annually—reviewing the book-purchase by methods of random sampling, to see if the policy laid down and the allocation of funds made have been adhered to, and to make any change, if deemed necessary ; and
- 8 Taking steps for the prevention of irregularities in the future.

### 32 PANEL OF EXPERT ADVISERS

The responsibility of an Expert Adviser in a subject should be :

- 1 To evaluate each of the titles in the book-selection list placed before him by the librarian from time to time ;
- 2 To eliminate the items of poorer standard, so as to bring the cost within the quota marked for the list ;
- 3 To add new titles to the list and eliminate titles of equivalent cost, to keep the cost within the quota marked for the list ;
- 4 To assay the text-books in the text-book book-selection list and advise on the number of copies of each text-book and to eliminate or to add to the list, so as to keep the cost of the list within the quota marked for the list ; and
- 5 To review (jointly by the expert advisers of the Board of Studies and Department of Research) the current list of periodicals, bearing in mind the desirability of not disturbing the list too often, say, not dropping out a periodical ordinarily in less than three years.

### 33 LIBRARIAN

The responsibility of the librarian should be :

- 1 To scan the weekly and other instalments of national bibliographies and trade lists every week and mark out books in the subjects pursued in the university or the college, as the case may be, ignoring titles too

far below the standard needed and to get book selection card made for each title so selected ;

2 To maintain a perpetual (roughly) classified sequence of book-selection cards ;

3 To work out a time-table for the periodical scrutiny, of the book-selection lists in the different subjects by the experts concerned, having in view the need for weekly final selection of books in some subjects or others, so as to spread out the book-purchase on the whole over all the weeks in the year, and for there being several weeks allotted in each year for final book-selection in each subject in the measure of its share of the book-fund ;

4 To see that each final book-selection list conforms to the approved policy and sanctioned allocation ;

5 To place book-orders regularly every week with the standing vendors on the basis of the lists finalised with the help of the Expert Advisers ;

6 To take all reasonable measures to get the supply on each order in time ;

7 To have the books arriving every week classified, catalogued, processed, and brought to use as quickly as possible, say within two weeks, giving line-clear treatment to any books urgently wanted by a research-worker ; and

8 To get the current list of periodicals reviewed annually with the help of the Expert Advisors.

#### 4 Relation with Book-Trade

##### 41 PRE-WAR DAYS

In pre-war days, there were very few book-sellers in India interested in handling books other than text-books, *ie* in dealing with learned treatises, reference books, and periodicals. Further they had to be bought from Europe or America. In many of these countries the publishers-book-sellers-library-relation had been stabilised and rationalised, after some experience of drifting along. In Great Britain, for example, there has been a net-book agreement. According to this in the case of the majority of books both book-seller and publisher would charge a library the net published price without any discount. Books could be supplied at the library free of packing and freight charges. Publishers would cut out supply to any bookseller who violated the net-book agreement. The book-sellers get their commission from the publishers. To get their business from libraries, they have to depend only on the promptness,

the exhaustiveness, and the efficiency of supply. In this arrangement, a library can choose an efficient book-seller as a standing vendor and place all the orders with him. Or it can distribute its orders among a number of standing vendors.

#### 42 RESPONSIBILITY OF STANDING VENDOR

The standing vendor should be asked to take a number of responsibilities. Here is a sample of them :

1 Every volume should be carefully collated before being supplied. If any defect is discovered at this end, he should take back the defective copy and supply a sound copy at his own cost, including the to and fro freight ;

2 The latest edition of the book ordered is to be supplied, in the absence of specific instructions to the contrary ;

3 If the order contains a note that a certain edition of a particular book is already in the library, he should find out if the later edition in the market is substantially different from the one in the library. If not, the book should not be supplied, but an advice should be sent. In cases of doubt, he should state the case and supply the book only after receiving a confirmatory order ;

4 If the book is a re-issue of another book under a different title, he should advise the library about it and send the supply only after receiving a confirmatory order ;

5 If the book is an off-print from a periodical publication or another book, he should advise the library about it and send the supply only after receiving a confirmatory order ;

6 If a book is really a foreign publication, though listed in the trade lists of his country by the local representative of the foreign publisher, he should advise the library about it and send the supply only after receiving a confirmatory order ;

7 If there is any difference in the name or in the spelling of the name of the author or in the title, he should advise the library about it and send the supply only after receiving a confirmatory order ; and

8 If any book occurs in more than one order or is covered by any of the standing orders, only one copy should be sent and a second copy should not be sent without getting a confirmatory order.

#### 43 HAPPY RESULT

The result of the above arrangement was satisfactory before World

**War II.**

1 Each library chose standing vendors periodically, say once in a year or two.

2 The library had a high chance of all its selected books arriving at the library not later than the time needed for the to and fro transit of mail. This was the happy result in the case of books.

3 But, this did not work well in the case of learned periodicals. It was found advantageous to deal directly with the sponsoring body or the publisher, instead of bringing in a middle man as standing vendor. This factor is, however, changing of late. Efficient suppliers of learned periodicals are now coming into the field.

**5 Post-War Difficulties**

The smooth working of the above system was thwarted during the war-period. After our independence, a new situation has arisen. It has promise of eventual good results. But for the time being, it has created an unhelpful situation.

**51 GOOD FEATURES**

Many book-sellers have appeared in India. This is no doubt a good feature. Again, while only about six university libraries had a decent annual book-fund before the war, now more than forty university libraries and many other kinds of libraries have a good book-fund. This is also a good feature. Either after a long period of drifting alone or within a short period with well thought-out agreement between the potential large purchasers, book-sellers, and publishers, the purchase of books by libraries may be lifted to a clear, pleasant, and efficient level. This too is a good feature in store.

**52 BAD FEATURES****521 ON THE SIDE OF BOOK-SELLERS**

But some bad features have emerged. Among the newly emerging book-sellers, there is no respect for net-book agreement. A lacuna has been discovered in the net-book agreement, say, of Great Britain. It does not cover book-sellers in a foreign country. Thus competitive discount is offered by book-sellers. In most cases the book-sellers seek

to save themselves from ruin by

- 1 Securing the sole vendorship by quoting the highest discount.
- 2 Supplying, on these terms only those books on which they get a liberal discount, allowing a comfortable margin after the payment of their own discount to the libraries; and
- 3 Evading the supply of the books on which they get only a small discount.

It happens that the majority of the learned treatises, reference books, learned periodicals, and other books of non-text-book variety do not bring much discount to the book-sellers. Therefore it is these that are not readily supplied. But it is these materials that are of vital importance to university libraries. The book-sellers gain time delaying evading reply to reminders, until the end of the financial year is in sight. Then the universities become panicky to get the book-fund spent somehow or other. The balance is spent on any books that the book seller presents on the dish or that are locally available, and even on several copies of the same book though the demand does not justify it. During the last few years this unfortunate situation has been becoming more and more devastating.

#### 522 ON THE SIDE OF THE UNIVERSITIES AND COLLEGES

The Top-Management of a university or a college usually selects the standing vendors without taking the advice of the librarian. Further, in many cases it is usually too busy to watch the follow-up. Perhaps, the library staff too fail to bring it to the notice of the Top-Management, as they are obliged to cover up the matter by somehow spending the money within the financial year. Even when it is brought up to notice, the Top-Management is often too impatient to hear it or to take any action on it.

#### 523 ON THE SIDE OF ACCOUNTS AND AUDIT

Sometimes, the situation gets worsened by the unrealistic steam-roller prescription from the side of Accounts and Audit. Tender or competitive quotation is sometimes insisted on even for every book-order. The tender system for each article works well if the article is to be bought—usually in bulk from its makers or its commercial distributors. But no library buys books in bulk in that way. Each book is a different individual. The producers of the books too are different



in most cases. In some libraries, much time is wasted in correspondence to bring the Accounts and Audit to realise this. Some libraries have also failed in this attempt.

#### 524 ON THE SIDE OF EXCHANGE RATE

Another prevailing factor is for book-sellers to offer competitive quotation for the exchange rate for a whole year. This hazard is taken in the anxiety to get appointed as sole vendor. If the fluctuation in the exchange rate goes against him, he merely evades supplying the books published in the country concerned. Reminders are somehow evaded and time is gained till the end of the financial year.

### 6 Remedy

These difficulties of post-war origin should be met by a long-term method. The only clean and healthy method is the net-book agreement. Three parties have to co-operate in such an agreement—the publishers, the book-sellers, and the buyers—that is, universities, colleges and the other library authorities.

#### 61 FOREIGN BOOKS

##### 611 PUBLISHERS

It may be difficult to bring the foreign publishers into the picture. But it should not be given up in despair. The Publishers' Association of England, for example, may be approached to arrive at some method of avoiding the prevailing unhelpful state of affairs in respect of British books.

##### 612 BOOK SELLERS

Book-sellers do not yet appear to form a recognisable collective body on an All-India basis. To fix them down to an agreement on an All-India basis has difficulties. Probably a beginning should be made on a local or regional basis. The book-sellers of a locality or region should be approached and convinced of the harm caused by the present chaos to all concerned and of the good to all concerned if a net-book agreement could be brought about.

## 613 UNIVERSITIES AND OTHER LIBRARY AUTHORITIES

In these circumstances, the first step suggested is for the universities to come to an agreement among themselves to take some collective action in the matter and to give up calling for tenders and quotations. Other library authorities also may be invited to join. But, at present the universities appear to be the largest buyers of foreign books, among public institutions buying books. About a quarter of a crore of rupees is involved in the matter, if we take all the universities and the colleges together. This gives a vantage position for the library authorities to take collective action in the matter. They should also exercise the right of cancelling a standing vendor if he fails to supply the books within a specified period.

## 62 INDIAN BOOKS

With regard to the books published within India, an attempt may be made to bring the publishers together and persuade them to work out a system of fixed sale-price for libraries.

## 63 RECOMMENDATION ABOUT THE AGENCY FOR RATIONALISATION

The present dissipation invading the Commission's grant to libraries should be stopped. The difficulties in the way have been set forth in the above sections. The suggestion is that the Commission may bring representatives of universities, libraries, publishers, and book-sellers together in a conference to work a way out of the present difficulties. The Federation of Publishers and Book-sellers will do well to be of help in this matter.

## 7 Foreign Exchange Difficulties

The long term difficulties discussed in section 5 are made more complicated by the present exchange position, licence system, and import control. There was a press communique in 1957 that the drastic action taken in respect of foreign exchange would not be allowed to affect the import of books and thus cause intellectual black-out. The good intention of this communique gets blurred in actuality. The procedure for the allotment of foreign exchange by the Reserve Bank causes extra-ordinary delay. The delay often makes the

sanction unfruitful, apart from consuming the time of all concerned on both the sides. Even after that, the clearance of the bills and their payment cause further delay.

#### 71 UGC'S INTERVENTION

A remedy that suggests itself is that the Commission may get the allotment for Foreign Exchange in bulk in good time and distribute it to the universities in lieu of part of their library grant, to the extent warranted. Here, perhaps an implication will be that a university will have to buy directly from a book-seller in the foreign country concerned. Another factor will be to secure that no university uses its library quota of foreign exchange for any purpose other than payment for books. A third desirable action is to find some method for eliminating the harassing delay in getting the draft against foreign bills for books and periodicals, even when it is within the foreign exchange allotted. The situation needs easing. Perhaps the Commission can help by contacting the offices concerned with foreign exchange, import licence, and drafts. This will prove more effective than individual universities and colleges doing so.

#### 8 Cost of Foreign Books

A further problem relates to the enormous cost of foreign publications. Some of these are text-books to be owned by students. Some are advanced treatises inevitable for study and research. Then, there are the learned periodicals ever-increasing both in number and in cost. Hardly anything can be done in respect of the periodicals except to have local, regional, and even national co-ordination in their purchase and co-operation in their use as recommended in section 83 of chapter C. But some remedy is possible in respect of the other kinds of reading materials.

#### 81 CHEAPER INDIAN EDITION

One possible remedy is to arrange with the foreign publishers to have cheaper Indian editions. It is learnt that the minimum number of copies necessary to run a cheaper Indian edition is 1,000. An implication of this is that it is only books of text-book standard, that can be brought out in cheaper Indian edition. To break the ice, as it were, the Commission

may use its good offices in selecting the text-books that may be so printed in India. This has, of course, to be done without prejudice to the autonomy of the several universities in the prescription of text books. But in agreeing to prescribe a few common text-books the universities cannot be said to give away their autonomy. The Commission may appoint a Text-Book Committee for each of a few subjects. A few text-books may thus be chosen each year for cheap Indian edition. Once this is done, the further stages may be left to the care of the publishing trade. The number of books chosen each year must be within the financial and the production capacity of the publishing trade. This preliminary work may be discontinued as soon as the publishing trade is in a position to take charge of the whole process. This method will give relief to the pressure on foreign exchange also. In the first years, the co-operation of a few publishing houses with experience, proven capacity, and adequate means should be secured informally to carry out the above suggestion.

## 82 IMPORT OF BOOKS IN SHEETS

The next alternative will be for foreign books to be imported in sheets and bound in India. This may reduce the cost to an appreciable extent. But this cannot give relief to the load on foreign exchange to the extent to which production of Indian editions can. It is said that the method can be adopted if the number of copies of a book needed in the country is at least 500. Some spade work can be done by the Commission in this matter also, as in the case of cheaper Indian editions. The first trial may be made with treatises and reference books in the natural sciences and their applications. The National Laboratories and the Industrial Houses' also can be brought into this pool, as this may increase the number of copies to be procured in sheets and bound in India. Here too much will depend on the resourcefulness of the publishing houses whose co-operation is forthcoming.

## CHAPTER E

# PROMOTION OF READING HABIT

### 1 Aid to Life-long Mental Growth

The predominance of the examination and the narrow purpose of university education of the past have bequeathed the habit of the restricted reading of just a few prescribed books and of cramming. This does not at all help true education. It kills curiosity—which is the very spring-board for mental growth—and the urge to read widely and to continue reading. But New India wants her citizens—and particularly her university men—grow mentally in a luxuriant way while they are still students, and keep growing all through life after graduation. One of the essential aids to such a mental growth is wide reading and love of books. It is a matter of great satisfaction that the Chairman of the University Grants Commission has high-lighted the promotion of love of reading and love of owning books in the students. For, this habit is best formed during child-hood and adolescence, and seldom later. There are various ways in which this habit can be fostered in our students.

### 2 Teaching Technique

An essential means of cultivating reading habit in students goes with the teaching technique. The advent of a live and growing library in the university should influence the teaching technique, even as the advent of the first baby affects every thing in a family. The teaching technique should move away more and more from notes-dictation, narration of facts, and a strict confinement to the letter of the syllabus and the prescribed text-book from the very first day to the last. It should no longer be guided by the old camel-theory of education, which enjoins the filling of the memory of the students once and for all with every possible piece of information and knowledge likely to be needed by them in their entire life's journey after leaving college.

On the other hand, the true aim of education and the true purpose of teaching technique should be to equip the student to meet the new situations bound to arise from time to time in his later life. For this, he should be trained, even while still in college, to help himself in finding out by himself any information or knowledge needed to satisfy his curiosity and to serve his interests. In this method of teaching, reading habit will grow in a natural way. The teaching technique should aim more and more to create the ferment and leave it to work itself. It must arouse curiosity in students and turn them on to the library to find satisfaction to their curiosity. It must inspire and fire the imagination by a few lectures and make the students help themselves with the books in the library. It must guide the students in small tutorial groups intimately and individually and help each to grow at his own speed and along his own lines to his own fullness with the aid of a plenty of varied books to feed upon. In this method of teaching, the members of the library staff and those of the teaching staff should work in close co-operation. The librarian and the teacher should meet often to exchange notes. The teacher should give previous information to the librarian to prepare himself and his reading materials for the reception of the students coming from the teacher filled with the urge to find out some information or to seek some knowledge.

### **3 Open Access**

The second well-tried means to promote reading habit is for the library to adopt the Open Access System. Walking amidst books, browsing under guidance, and handling books freely form the essence of Open Access. A well guided stack room with books arranged and displayed in a minutely classified way is a perennial exhibition. A resourceful librarian will break the monotony, likely to develop even in good display if continued long, by a periodical re-arrangement and produce the effect of a kaleidoscope. It is known that the introduction of Open Access has led to the shoot-up of use ten-fold in many libraries. It is also known that each periodical re-arrangement increases use.

### **4 Reading List**

The appetite induced in the class room or the laboratory may be intensified by the circulation of reading lists on diverse subjects from time to time. This can be done at the national as well as at the local level.

The National Book League of Great Britain, for example, has been doing it for nearly thirty years. Reading lists or lists of best books, which can be of use to the students in all parts of India, may be published on diverse subjects from time to time. These should include books with a radiant flair. These will serve as appetisers. The Commission may promote the publication of such reading lists at the national level. Each library also should do it. It can do it even better. For it has a more intimate knowledge of its student population and their interests.

### 5 Topical Collection

Another method of purposefully harnessing the curiosity roused at a tutorial meeting or in a lecture is for the library to assemble together the important books bearing on the topic of the tutorial discussion or the lecture. These should be displayed prominently with inviting bay guides and shelf guides. Readers should be helped to this topical collection and given a full chance to delve into it. A university library or a college library will have to form even two or more topical collections simultaneously. It will have to make them several times in a year. The books in such a collection will have to be re-distributed to their normal places in the stack room after the demand for them thins out.\* It will be a convenience if a few special book racks can be reserved for this purpose in a prominent part of the library.

### 6 Reading Circle

Another useful method for promoting the habits of purposive reading is to promote the formation of Reading Circles. These may be formed among the students themselves. They may also be formed with a teacher as the leader. These Reading Circles may be set up for the study of various topics suggested by class room work or by the general happenings in the country and in the world at large. The library may prepare reading lists for such Reading Circles. It may also provide the necessary accommodation for the meetings of such reading circles. The books needed for them may be served in the rooms. The library may also endeavour to acquire books needed for the Reading Circles, if they are not already in the library. They may

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\* The routine involved in this work is made simple by the Principle of Parallel Movement described in section 2815 of the *Library administration*, ed 2, 1959.

also arrange for inter-library loans of such materials.

## 7 Reference Service

### 71 LIBRARY HOST

The methods described in sections 1 to 6 are intended to bring the student to the library. They are necessary but not sufficient. Something more is necessary to make the student to come to the library frequently of his own accord. The psychological tempo of many a student is such that the library cannot retain him as a regular customer unless he is given prompt and exact service in a personal way. He is a human being; and a human personality alone can keep him in good humour. Till an appreciation of the value of books blossoms in him, transforms him into a willing beneficiary of the library, and makes him love to come back to the library quite often, he must be attended to by a library host.

### 72 HUMAN CONVERTER

Books are after all artificial entities. It is not natural for a student to pick up ideas and information through recorded phonetic symbols. He is accustomed to pick them up through hearing from a person. He needs to be persuaded to use books. Moreover, there are books of varying standards on one and the same subject. If he lands on a book of wrong standard for him, he would fight shy of reading. There are other unavoidable artificialities in a library—the catalogue, the arrangement of the books in stack room, and the very rules of the library. All these may scare away a student. If something is not done to help the student to look behind and beyond all these artificialities, the potentially great plenty in the holdings of the library and the potentially greater plenty of readers in the student population would be nothing more than a mockery. Indeed the problem in libraries is no longer one of scarcity in any sense, except the scarcity in the human converters who can help the conversion of the potential thought-energy stored in books into the kinetic energy of use by students.

### 73 DEFINITION

Each library should provide an adequate number of reference



librarians to function as library hosts and human converters. Reference service is the essential human process of establishing contact between the right reader and the right book by personal service. It is essentially individual in its nature. Its character varies with every reader-book context. But in all such contexts, reference service amounts to dowering the books with living energy and personality. Reference service is vital in the promotion of reading habit in students.

### **8 Campus Book-shop**

An attractive book-shop—allowing open access as most book shops do now-a-days—with an assortment of books covering a wide range and with radiant flair will form a good appetiser. The university should encourage its establishment. It may be owned by an enterprising bookseller or by a cooperative concern. The campus book-shop may also pool the old books from the students after their use, and re-sell them to other students at second-hand rate. This will stimulate the habit of owning books.

## CHAPTER F

# WEEDING OUT, WEAR AND TEAR, AND LOSS

### 1 Weeding Out

#### 11 OUT-MODED THOUGHT

Many works lose their value within one generation—say in twenty-five years. By that time, their thought-content is out-moded. The thought-content of some may even turn out to be wrong. In a service-library no useful purpose is served by retaining such pedestrian books and providing shelf space for them after they have become obsolete. The proper course is to weed them out periodically. They should give place to current variations of them.

#### 12 PHYSICALLY WORN-OUT BOOKS

If the library promotes active use of books, if it succeeds in finding out and feeding actively all its potential readers as it should, the book will be physically worn-out beyond repair in a few years. Perhaps, few books can stand the wear and tear of more than 500 circulations. Thereafter, no purpose will be served by retaining them and providing shelf-space for them. The proper course is to weed them out. They should give place to new copies, if at all they are still sought by readers and are not out-moded in thought-content also.

#### 13 IMMORTAL BOOKS

As against the multitude of pedestrian works, there are a few immortal works such as the sacred books, the epics, the works in the main class Literature, and the classics in every subject. These have eternal value. In this case, the work is immortal; but the body is mortal and has to be weeded out when worn out. It therefore, comes out in new embodiments from time to time. Not only new editions come, but even the same

edition is re-printed for a long time. In this case, certain de luxe editions and limited editions may have to be treated as costly and rare books.

## 2 Procedure of Weeding Out

The weeding out should be done according to some definite scheme. While weeding out is necessary in service-libraries—and generally modern university libraries are service libraries—it should not be done by the libraries of the country in an unco-ordinated way. For, it is necessary to preserve a few copies of every book somewhere in the country for the use of posterity—and particularly for antiquarian and bibliographical research.

### 21 DORMITORY LIBRARY

For this purpose, there should be a dormitory library in each Constituent State. It is best kept in the care of the State Central Library. These will soon come into being. Most of our university libraries are young. As shown in section 11 of chapter N, a university library can grow up to 3,00,000 volumes. By the time they grow to that size, the dormitory libraries should collect and preserve one or two of the best preserved copies of the weeded out books. This can easily be managed as a joint enterprise of all the libraries within a constituent State in a co-ordinated manner. It is also open to a university library to have its own dormitory collection housed away from the city at a place where land is cheap and which has easy accessibility.

## 3 Safe-guards for Open Access

### 31 CONTROLLED WICKET GATE

Open access has come to stay in all modern service-libraries. Open access carries with it a certain risk of loss. The loss likely to occur in open access library should be minimised by the very design of the building. All entrance and exit to the library are to be only through controlled wicket-gates. All the other doors and windows are to be made book-proof. These are all provided for in the standard for library building given in chapter N. The specification given there should be strictly followed. The wicket-gates should be ever kept in good repair.

## 32 RARE AND COSTLY BOOKS

Even then there will be some risk. To minimise the damage due to this risk, rare and costly books, pamphlets and under-sized books, books with too many plates, and other poorly built books, are not to be given open access. They are to be kept in closed shelves and issued against formal application.

## 33 BOOKS OF EXAMINATION VALUE

In certain seasons, such as examination months, there is a great rush on certain books. In other seasons too, certain books are vulnerable. Generally, a library can spot out such books. These too are to be kept in closed shelves and issued only against formal application.

## 34 SAFE-GUARDED OPEN ACCESS

Open access with precautionary measures such as those mentioned in sections 31 to 34 is called safe-guarded open access. No library should practise the open access system without safeguards. In spite of it, some loss is likely to occur.

## 35 EFFECT OF REFERENCE SERVICE

Reference service can minimise loss in two ways. The frequent and surprise movement of reference librarians in the stack-room acts as a check. Further, the prompt and kind service offered by reference librarians wean away readers, who are not confirmed criminals, from the temptation to do harm to the library. It is unwise and improper to practise the open access system without providing adequate reference staff to help readers.

## 4 Inevitable loss

Even with the best of safeguards, the most human treatment possible, and vigilance of a high order, there will be some loss. The authorities of a library should be prepared for it. In British libraries loss of one volume for an issue of 1,000 volumes is now considered tolerable. About ten years ago, W C Berwick Sayers, for a long time Chief Librarian of the Croydon Public Libraries, wrote as follows on this question :

“One book for an issue of a thousand volumes is probably a tolerable loss. (I have just discovered by a count of our shelves that in sixty years we have lost 27,000 volumes. In this time we have issued 56 million books). I should say this was about as low a loss as one could expect in a well-managed library, and that in a library where there are students who very much covet certain books some moral questions may be involved. But I like the idea of the library as a social institution in which the risk of loss should be undertaken if thereby the First Law of Library Science can be completely realised”. (*Library manual* by Ranganathan, ed 2, 1962 ; Section 171). It must be remembered in this connection that during a large part of the 60 years, which had been taken into account by Sayers, his library had been without open access. The fact is that loss due to miscreants will take place and does take place even in libraries not giving open access. The American libraries are prepared to face even a higher percentage of loss.

#### 41 MUTILATION

Let us next take up mutilation. One could mutilate a library book only in privacy. Privacy, every reader gets when he is reading the library book either in the reading room or in his home. Even within a reading room it is impossible to have a close watch over every reader. Open access does not add much to the opportunity to mutilate books. It would be particularly so, if there is adequate reference staff who personally help each reader and incidentally deny privacy to the reader when he is in the stack room. It is a matter of experience that mutilation in open access system is not of a higher order than in closed system. This means that denying open access is by no means a method of minimising mutilation. The only method to be adopted to minimise it, is to turn public opinion on the problem by contacting the clientele individually and occasionally collectively. This method is no doubt slow in results. It requires persistence ; but it is the only practicable method. At any rate mutilation can not be used as an argument against Open Access.

#### 5 Modern Library Policy

Modern library policy in respect of Open Access and the inevitable risk of loss is based on the following considerations :—

## 51 COMPENSATING BENEFIT

Some loss is considered as a fair price for the enormous increase in the use of books, invariably stimulated by open access. There is thus the much wished for compensating benefit.

## 52 SOCIO-LEGAL GROUND

Even on socio-legal-grounds it is considered unjust to penalise the honest folk of the community and deny them the immense benefit of Open Access, simply because there are a few criminals in the community who could neither be detected nor prevented from doing mischief.

## 53 SOCIOLOGICAL GROUND

On purely sociological grounds, it is considered that the patrons of a library are only a random sample of the community. Until the community as a whole is absolutely purified, it will have to face the consequences of its possessing criminal-minded members. It does so in all spheres of activities. It cannot hold a contrary attitude in the sphere of library service.

## 54 INVALIDATION AND LOSS OF VALUE

If we remember that safe-guarded open access system will not give open access to rare and valuable and irreplaceable books, loss will be most incident only in the case of ordinary books. These books are not eternal entities by any means. Hardly any of these books will be physically fit for use after being circulated about 500 times, which means for a few years. They soon perish or get invalidated. By that time many books may also be out-moded in their thought-content. If a book has served well at least for a few years, it becomes fit for withdrawal from circulation. The old Victorian notion, that every scrap of paper once accessioned in a library, should be preserved permanently and for ever, is derived from a sense of property in books which originated in the medieval age, when a book often meant a unique manuscript of considerable money value also. To-day the printed books do not have that money value; they are not unique; they grow out-of-date in their thought-content and are replaced by more up-to-date books from time to time. They soon become valueless. It is wrong to continue, in these days of cheap,

rapid, and plentiful printing, attitudes that were necessary in the centuries prior to the invention of printing.

### 55 LIGHT FROM THERMODYNAMICS

Another ground, on which open access is practised in Western libraries and in some of the libraries of India also, is based on the view that the library is a social institution. It is indeed a kind of social power-station where the minds of the members of the community are energised. The thought-energy, which lies locked up in a potential state in books, is transformed by libraries into a kinetic state in which it can stimulate the minds of a reader into helpful activity. Thus a library represents transformation of energy. There is a well-known law in Thermodynamics that it is not possible to transform energy to an easily available form with cent per cent efficiency—that is, without some dissipation and loss. The library cannot escape this inexorable law of nature; if books are to do their job for the community, we must be prepared for loss due to wear and tear, and to some extent due also to uncivic propensity in some of our bretheren. Viewed in the larger context of ultimate national economy—economy due to the enormous saving in man-hours, which open access will effect, the risk of loss involved in the introduction of Open Access is negligible.

### 56 WRITE OFF INEVITABLE LOSS

The cost of books inevitably lost in an open access library should be written off. If the proportion of loss to the annual issue exceeds one to five hundred, the matter should be investigated and the causes for the loss should be found out and removed. Such a policy in regard to loss of books does not mean a premium for unwariness on the part of the staff; nor does this imply that we want to free librarians from any responsibility whatever. If there is reason to suspect the *bonafide* of the staff, they should certainly be sent out. If there is reasonable ground to believe that a member of the library staff is likely to thief, there can be no objection to his being treated as a thief.

### 6 Anachronism

It is as much an anachronism to-day to charge the librarian for inevitable loss as it is to deny Open Access and to make the reader wait on

the other side of the barrier till the book could be found by an attendant from locked cup-boards and handed over to him. This practice naturally forces the librarian to prevent the use of books by students and teachers. It makes him a zealous guardian of books instead of an enthusiastic promoter of the use of books. Moreover, with or without Open Access, books are liable to be mutilated if given out for use. They are also liable to be stolen by clever thieves. Even if left free from mutilation and theft, they soon cease to have value or use in a service library. They get out-moded. Their paper perishes. Let a library make the best use of them before these things happen and in this process take the risk of some loss.



## CHAPTER G

# DOCUMENTATION

### 1 Emergence of Research

A university or a college should provide in its library staff a special section to serve its research workers—be they teachers, fellows, or students. The need for this was not realised anywhere till after World War I. Realisation of this need has been further delayed in India. This has been due to our universities lingering on conducting of examinations as their only function in the earlier decades and as their main function till recently. However, after our independence a social necessity has arisen in the case of our universities certainly and for some of our colleges too—for shifting their emphasis from examination to teaching, and to research subsequently. The number of persons engaged in research in our universities is now growing rapidly. The emergence of the spirit of research should have a pronounced effect on our university and college libraries. It should add a new dimension to their service.

### 2 Conservation of Research Potential

Hardly any piece of research can now be an isolated affair. It has to fit itself into a world-wide grid of team-work. The number of articles embodying the nascent micro-thought resulting from research and coming out week after week is already bewilderingly large and is ever on the increase. Each research worker has to keep himself informed of the latest thought created in his field in any part of the world. This task of keeping abreast of the downpour of micro-documents is time-consuming. This creates a dilemma. On the one hand, a research worker may get along with his own work unmindful of what has been done elsewhere and unprepared to spend his time in document-search. On the other hand, he may devote the necessary time to peruse the current periodicals and to make a thorough search of old documents. In either case, the research potential is wasted away. In the first case, the research worker may be

making unintended and unnecessary repetition. In the second case, it has been found by a recent investigation in the Case Institute of Cleveland and in the Columbia University of New York that nearly half the time of a research worker has to be spent away in wading through documents current as well as past. Such a dissipation is socially bad and points to the necessity of conserving the research potential.

### 3 Agency for Conservation

The library is known to be the best agency for preventing wastage of research potential owing to the above-mentioned causes. It is a vital function of the library to plough back into the research team of the university and the college every item of micro-thought already created and published particularly nascent thought. This work of the library is Documentation. Documentation may be more precisely defined as doing everything necessary for finding for every specialist pin-pointedly, exhaustively, and expeditiously the published materials bearing on his work at the moment with emphasis on nascent micro-thought. Documentation involves documentation work or preparing a list of the relevant documents, documentation service or procuring the documents or copies of them for the use of readers, and translation service or arranging to get, on demand, documents in foreign languages translated by a competent agency. The person in the library staff engaged in documentation is called a Documentalist. The documentalist and the research worker should co-operate with each other as partners with a clear understanding of the division of labour between them.

### 4 Indexing and Abstracting

The documentalist should cultivate and maintain an intimate knowledge of the highways and byways in bibliography including abstracting and indexing periodicals. These bibliographical tools of world-coverage inevitably suffer from time-lag. The documentalist in a university or college library should make up for this time-lag. He should scan the new periodicals arriving in the library with his mind fully charged with a knowledge of the work actually in progress in the university or college. He should produce a weekly index of relevant titles and circulate them among the research workers. He should also produce abstracts, with the right slant, of the articles marked out in the weekly index by the different research workers. These are called documentation lists.

## 5 Procurement of Documents

The documentalist of a university or college library should aggressively circulate among the research workers the current issues of National Documentation Lists such as the *Insdoc list*. Research workers may ask for any of the items in the list which are not available in the library. Then the documentalist should procure them on inter-library loan. Current documents, and occasionally even old documents, may not be available for inter-library loan. In such a case, the documentalist should procure photostat or micro-film or other kinds of reprographs copies of the documents. Insdoc is giving such a service. It is up to the documentalists in university and college libraries to exploit that service to the full satisfaction of the research workers. The documentalist should also do liaison work between the research workers in the university or college and the translation wing of the Insdoc and similar agencies.

## 6 Recommendation

It is recommended that the University Grants Commission should bring home to the university and college authorities the importance of documentation for research and the necessity for having full time documentalists on their staff.

## 7 Reading Apparatus

A university library will have to build up a collection of micro-film copies of out-of-the-way and of out-of-print documents and occasionally even of whole volumes of periodicals and books. The extent of their acquisition will have to be determined from time to time by each university in the light of its local context. A necessary corollary of the acquisition of micro-film copies for the library itself or for an individual research worker is the provision of reading apparatus. It is already available in some university libraries. Its use has not yet grown to any appreciable extent. But is it bound to grow. The need for a second apparatus should be properly ascertained by a study of the frequency of use. Better, cheaper and newer designs of reading apparatus are coming out in rapid succession. Since the Insdoc has been building experience in this field, it is desirable to consult the Insdoc in the selection of reading apparatus.

### 8 Reproduction Equipment

In due course, apparatus for photographic and other forms of reprographs of documents may become necessary in each university. It will be needed to supply photostat, micro-film and other forms of reprograph copies on demand both to the research workers in the university itself and to other libraries within the country and outside. But the time has not yet come for this. The factor deciding the acquisition of equipment for reprograph work is the availability of a large variety of learned periodicals from which documents can be copied and the frequency of demand for reprograph copies. There are already facilities of this kind for photographic reproduction of documents in Delhi, Bombay, and Bangalore.

### 9 India Wheat Loan Fund

It is recommended that the following universities situated in the regions noted against them and having rich collections of periodicals and manuscripts may be provided under the India Wheat Loan Programme with equipment for photographic reproduction such as micro-filming and photostating :

Eastern India	—	Calcutta
Southern India	—	Madras
Western India	—	Poona
Northern India	—	Lucknow or Varanasi
Central India	—	Hyderabad

Additional reading apparatus may also be supplied to universities where the actual frequency of use would justify it.

## CHAPTER H

# DEPARTMENTAL COLLECTION

### 1 Varying Practices

The problem of separate libraries for the several departments of a university needs consideration. There are varying practices. In some universities, some departments have their own independent libraries. In others, all the departments are served by the Central Library only. In some of these, departments are given a small working collection on permanent loan. In others, loans of even such materials of frequent and continuous use have to be renewed periodically once in a year or in a term. Such varying practices got established casually at a time when the university libraries were not properly organized or even established. Time has come for some re-thinking in this matter by the universities and colleges. While local conditions should be given due weight, some general principles should be borne in mind. In re-thinking, a distinction should be made between library routine of an impersonal kind and the factors involving personal judgment or affecting the personal convenience of the members of the departments of study and research.

### 2 Items of Impersonal Work

There is one principle of basic importance which should be observed in any university or college. It is that of centralisation of all impersonal items of work such as purchase, classification, cataloguing, binding, and general maintenance of books, irrespective of their being bought for the Central Library or for any departmental library. Decentralisation of these items of work—that is, passing them on to the department concerned—will increase the total over-head charges of the library system as a whole. The world-trend today is to centralise even for a country or a linguistic region of it, taken as a whole, the classification and cataloguing of all the books. Great Britain has already made an informal beginning in this direction. Denmark and Germany have been practising it for some time. Indeed,

it has been shown in Ranganathan's *Heading and canons*, 1955, that centralisation of these two items will lead to a saving of 79% of cost on them in a library system. Surely, it is not desirable for a university to decentralise classification and cataloguing. In some countries, such as Norway, the centralisation of even the purchase and binding of the books, for the public library system of the country as a whole, is working satisfactorily. It is recommended that each of our universities and colleges should leave to the sole care of its Central Library all the above mentioned impersonal items of work.

### 3 Items of a Personal Nature

#### 31 BOOK SELECTION

Book selection however, is beyond any doubt an item of work that should be decentralised. So far as the book fund of a department goes, it is the department that is most competent to decide what books and periodicals are needed by it. Yet, to avoid unnecessary and unintended duplication, the book selection for the several departments and the Central Library should be coordinated. Indeed, it has been shown in Section 7 of chapter C and its sub-divisions how necessary it is to carry this coordination even beyond the limits of a university, on to the libraries in its locality, in its State, in its region, and even in the country taken as a whole. Obviously, the proper agency for coordination of book selection is the Central Library of the university or college as the case may be. The organisational set up for coordination in book selection has been already described in section 3 and its sub-divisions of chapter D.

#### 32 SERVICE TO STUDENTS

Generally speaking, service to students is best entrusted to the Central Library in respect of reference service, loan, and study within the library premises. This is certainly true in the case of undergraduates. It is a matter of experience that they feel less inhibited in the Central library than in a departmental library in their use of books. The sense of restriction familiar in the class rooms of a department generally pervades into its library. This is not helpful to the development of reading habit. In the case of postgraduate students, there is at present a tendency to expect all the books they need to be found in their departmental library. One of the reasons for this is perhaps the poor or inadequate

physical conditions prevailing in the university libraries today where provision is not generally made for a quiet reading room for postgraduate students, separated from the general reading room for undergraduates. But this handicap will certainly be removed in the future. The standard for a modern university library building provides for a special reading room. It goes even further and provides for cubicles for individual readers. (See section 51 table 1 of chapter N).

### 33 PERMANENT LOAN

It is necessary however to give a different treatment to the teachers and the others engaged in research. They should have within the department a collection of all the oft-needed reading materials. Some of these may have to be in the departmental collection for an indefinite period. An upper limit to the number of such volumes will have to be fixed by each university. Perhaps 2,000 may be a satisfactory figure. If these materials are also likely to be needed by students or by other departments, they should be duplicated for the departmental collection, so that one set is available in the Central Library. The oft-needed materials mentioned above should really be treated as a permanent loan to the department. It is a loan, because when the research personnel change or the area of research changes in the department, then some of the materials already in the collection may cease to be relevant. Nothing will be gained in retaining them in the departmental collection at the cost of its space. On the other hand, it is worth returning them to the Central Library and replenishing the departmental collection with the materials actually needed in the new set-up for research.

### 34 NORMAL LOAN

Apart from such permanent loan, the exigencies of research work in a department will also call for liberal short term loan, say a hundred volumes at a time, of materials from the Central Library. Such materials may be returned to the Central Library at any time if no longer wanted. It will be a convenience for all concerned if the period of loan for this class of materials is a fairly long one—one academic year or term. In other words, the due date for the return of any volume under such loan may be fixed as the last week of the year or of the term irrespective of the date of borrowing. The rules of a university library may provide for this. This will minimise trouble to the department in finding out the due dates

of return for so many volumes were they issued on loan under the ordinary rules. It may be noted that the provision of loan to a department is to be in addition to what each member of a department can borrow on his own responsibility according to the general rules of the library.

### 341 PRESCRIBED TEXT-BOOKS

A teacher may need the use of a copy of a prescribed text-book, throughout a term or a year. It often happens that the only copy in the library is taken away by him. Consequently, the students are not able to have it at all. A university or a college should, therefore, provide, the text-book to the teachers, wherever found necessary, quite independently of the collection in the Central Library. Such a copy of text-book should be treated as on a par with the material equipment furnished to a teacher.

### 35 CURRENT ISSUES OF PERIODICALS

It has been already stated in section 51 of chapter C that considerations of finance, which is never sufficient in any library, demand the avoidance of duplication of periodicals. However, this militates against the current issue of a periodical being promptly put in the hands of a research worker in a department and of its being retained in the department. This is inevitable because several persons in several departments may all require it. This in turn is inevitable because even specialised periodicals contain articles which are of equal interest to specialists in different fields. Generally, however, a research worker in a department assumes that nobody but himself or his colleagues in his department will need a periodical pertaining to his subject. But the fact is not so. While he will be interested in many of the articles in such a periodical, there are always a few articles of interest to other departments. Here is a case of conflict between majority interest and minority interest. With plenty of money this conflict can be resolved by a generous policy of duplication. But even the richest university in the world does not have sufficient finance to take single copies of even a tenth of the world out-put of periodicals. This points to an only possible solution. That is :

1 Keep the current issues of periodicals for a week or two at least in the periodicals reading room of the Central Library, in order to give everybody a chance to glance through them rapidly ;



2 Release them thereafter for a short term loan to research workers ;

3 Supply photostat or micro-film copies of any particular article which a research worker would like to own for himself ;

4 Allow the loan of the bound volumes of periodicals to a department on condition that any of them will have to be either returned or allowed to be consulted within the department, whenever a person not belonging to the department needs its use ; and

5 Allow duplication very sparingly wherever totally unavoidable.

#### 4 Reasons for the above Suggestions

The above mentioned suggestions are based on the following reasons of economy. Generally speaking, separate departmental libraries imply :

1 Duplication of staff ;

2 Extra expenditure on building, its extension from time to time along with addition to furniture ;

3 More duplication of reading materials than is absolutely necessary ;

4 Unnecessary burden of administrative responsibility on the heads of departments, leading to interference with their own research work and other academic work ; and

5 A step-down in the level of service reaching the students.

The suggestions contained in the earlier sections will secure the necessary library service to the departments without building a departmental library for each department.

#### 5 A Desirable Provision

A large university with several departments, each of them with a large number of research workers on a variety of subjects, should regulate its recruitment of reference librarians including documentalists so as to be of help to the departments. For this purpose, each recruit should have of course a good postgraduate B Lib Sc or M Lib Sc degree. Apart from this, care should be taken to see that the subjects of the primary degrees in Arts and Sciences of all the recruits taken together cover the range of subjects in which the university has departments. Then the university library will have on its staff some one who "speaks the language" of a research worker whatever be his department. This policy in recruitment is similar to that followed in recruiting teachers in universities and colleges (See also section 31 of chapter I).

## 6 Split Campus

The measure of economy suggested in this chapter will be practicable only if the university has a single campus. If, however, the departments are distributed in more than one campus, separated by inconvenient distance, there can be no alternative to having several branches of the Central Library. In that case, the cost of duplication of reading materials and of overhead charges cannot be avoided, nor can the extent of coordination and cooperation be very much more than between libraries of different ownership in the same locality or in the same region. A few of the older universities have already developed into this situation. But the other universities may keep such problems in mind in their expansion programme.

## CHAPTER J

### LIBRARY PERSONNEL

#### 1 Bequethal from the Past

As many of the universities in the country continued for several decades to be examining universities without any teaching or research function, they had, therefore, no libraries organised for service, even though they acquired book collections of their own. These collections were left in charge of cleaners, care-takers, and some clerical staff, to keep them cleaned and listed. A wrong tradition had thus come into vogue regarding library staff which was taken to consist of peons, "book-lifters" (!), and some literate clerks. New universities with teaching function came to be established about fifty years ago. These were guided by the tradition of colleges in respect of their libraries. They, therefore, put an honorary librarian over the staff of peons, book-lifters, and clerk. As a rule, one of the professors was designated honorary librarian. The first time a university appointed a full time professional librarian, gave him proper status, and invested him with the responsibility of developing the library and making it function up so as to suit the needs of higher teaching and research, was only about forty years ago. But till recently this had happened only in about three of the older universities and four of the later ones. Most of the other universities are still under the pressure of the old tradition in respect of the function, the qualifications, the status, and the strength of the library staff. As for responsibility, some universities are still looking on the university library as a section of its general administration and continue to get it administered by the Registrar of the University and to make its staff interchangeable with that of the Registrar's office, not realising the specialised professional nature of the work in a progressive library.

#### 2 Functions of the Library Staff

To get a proper return on the grants given by the University Grants

Commission to the universities for teaching and laboratory purposes in general and for library purposes in particular, the Commission will have to get the co-operation of the universities in promoting understanding of the academic and technical functions of a modern library staff.

### 21 DUTY TO RESEARCH STAFF

The librarian and his reference and technical staff should make themselves familiar with the wave-front of knowledge in which research is in progress in the university. They should analyse the current periodicals and feed the research staff with the nascent thought embodied in them expeditiously, exhaustively, and pin-pointedly. In other words, the most essential function of the university library staff is documentation service. (See chapter G).

### 22 DUTY TO TEACHERS AND STUDENTS

Secondly, the library staff should keep itself in close touch with the progress of work in the class room. In collaboration with the professors and the lecturers in different subjects, the librarian and his staff should plan for the students to pursue preparatory, parallel, and follow-up study in each of the subjects, and mobilise the resources of the library from time to time to facilitate this pursuit.

### 23 DUTY TO THE LIBRARY COLLECTION

Book-selection is to be taken not as a clerical job, nor as an amateur's job, but as professional work. The librarian and his staff should specialise in the bibliography of different subjects and build a balanced book-collection in close correlation with the current and anticipated needs of research workers and students. For, research work cannot be done in isolation, nor can teaching continue any longer in the old groove of notes-dictation, telling of facts, and cramming a single prescribed text-book, as stated in section 2 of chapter E. Moreover, the collection in a university or a college library has a purpose that transcends the class-room needs. It has to develop a life-long habit of seeking, enjoying, and drawing benefit from the books embodying, from time to time, the latest thought created in the world.

### 3 Qualifications for the Library Staff

#### 31 ACADEMIC QUALIFICATIONS

The functions indicated in section 2 and its sub-divisions show that the library staff can no longer consist of "book-lifters" as they are called, who can just read the backs of books, or clerks working under the direction of the Registrar administering the university office. The academic qualifications of the library staff should be at par with those of the Professors, the Readers, the Lecturers, and the Tutors. The librarian, the reference librarians, the classifiers, and the documentalists in a university library taken together should be fully familiar with the highways and byways of knowledge in every subject. In fact, the staff of a university library should divide the field of knowledge among themselves and practise specialisation, so as to keep abreast of the progress of thought in the diverse subjects. Their specialisation will be extensive, rather than intensive unlike in the case of professor. Each of them can, therefore, cover more subjects than a professor. But he must be able to speak the language of a professor, understand his literature needs, make documentation-search for him and thus meet his needs unerringly. In fact, librarians and professors should work as partners in a co-operative academic enterprise. This is now fast becoming the accepted practice in the universities all over the world. India cannot stand outside this world-trend.

#### 32 PROFESSIONAL QUALIFICATIONS

Apart from general academic qualifications of a high order, the librarian and his professional staff should also have professional qualifications of an equally high order. The standard of professional qualification is indicated by the Doctorate, the M Lib Sc, and the B Lib Sc degrees attained now-a-days by a successful pursuit of postgraduate study in library science in a university. The standard is also indicated by the number of learned periodicals now current in library science. The Indian library profession is quite abreast of the world in this respect. The *Annals of library science*, published in India at the Insdoc office, is now acknowledged to be one of the top-ranking research periodicals in the world. The research output of the world in library science is so much that it is now covered by two Abstracting Periodicals. If a university library is to function well and produce the best

return on the books accumulated, the top-men in the library staff should, concurrently with their service duties, be engaging themselves in research projects in library science. This is necessary for the library to re-adapt itself in its technique and its mode and standard of service—so as to keep step with the changes in the universe of knowledge and with the increasing demand on it and to step up its level of service to the teachers, the research workers, and the students.

#### 4 Status and Salary of Library Staff

The high academic and professional qualifications, the combination of academic and administrative responsibilities, and the practice in the universities all the world over indicate that the status and the salary scale of the library staff should be the same as that of the teaching and research staff.

#### 5 Recommendation for a University Library

##### 51 DESIGNATION, QUALIFICATION, SALARY SCALE

The following structure of the library staff, their functional designation, their professional status, their qualifications, their grades in a university library, and the corresponding scales of salary for each grade, are recommended. The salary scale should be changed to coincide with that of the teaching staff, whenever the latter is changed.

1	2	3	4		5	6
S N	Designation	Profes- sional Status	Qualifications		Grade	Scale of Pay
			Minimum (i)	Desirable (ii)		
1	Librarian	Profes- sional Senior	M Lib Sc II Class or MA or MSc II class and Dip Lib Sc or B Lib Sc I class; A prescribed minimum experience in a re- search or a university library.	Doctorate in Library Science or any other subject.	1	800-50- 1250 (Profes- sor's)
2	Documentalist	—do—	—do—	—do—	2	500-25-800

## LIBRARY PERSONNEL

J 52

1	2	3	4		5	6
			(i)	(ii)		
3 Deputy/or Assistant Librarian	—do—	—do—	—do—	—do—	—do—	(Reader's) —do—
4 Reference Librarian	—do—	—do—	—do—	—do—	—do—	—do—
5 Chief Classifier	—do—	—do—	—do—	—do—	—do—	—do—
6 Chief Cataloguer	—do—	—do—	—do—	—do—	—do—	—do—
7 Maintenance Librarian	Profes- sional Junior	Dip Lib Sc or B Lib Sc I class and BA or B Sc or B Com II Class			3	250-20-500  (Lecturer's)
8 Assistant Classifier	—do—	—do—	—do—	—do—	—do—	—do—
9 Assistant Cataloguer	—do—	—do—	—do—	—do—	—do—	—do—
10 Accession Librarian	—do—	—do—	—do—	—do—	—do—	—do—
11 Periodicals Librarian	—do—	—do—	—do—	—do—	—do—	—do—
12 Circulation Librarian	—do—	—do—	—do—	—do—	—do—	—do—
13 Senior Library Assistant in any Section but not the Reference Sec	Professional Assistant	—do—	—do—	—do—	4	150-10-250 (Assistant Lecturer's)
14 Junior Library Assistant in any Section but not the Reference Sec	Semi- Professional	Cer Lib Sc and good Higher Secondary Certificate	—do—	—do—	5	80-5-150- • 10-220

## 52 APPRENTICE COURSE

A person without previous experience as a member of library staff should have certified apprentice service for six months in an approved library to become eligible for any of the posts mentioned in section 51.

**53 TRANSITORY MEASURE**

A person already in service in a library without the prescribed or equivalent qualifications may be put in the grade just below the one recommended for the place to which he is assigned. As and when each such person leaves the service, his post should be brought in conformity with the prescription in section 51.

**54 ABSENCE OF QUALIFIED PERSON**

As a transitional measure for about five years or till a person of prescribed or equivalent qualifications becomes available, a librarian may be appointed in grade 2. During that period the Deputy or Assistant Librarian and the others assigned to grade 2 may be appointed in grade 3.

**6 Recommendation for a College Library****61 LARGE COLLEGE LIBRARY**

In a large college with an annual book fund of not less than Rs 20,00 the librarian should be in grade 2 with qualifications appropriate to it.

**62 SMALL COLLEGE LIBRARY**

In a small college with an annual book fund of less than Rs 20,000 the librarian should be in grade 3 with the qualifications appropriate to it.

**63 OTHER STAFF IN A COLLEGE LIBRARY**

The other staff in a college library should be in grades 3,4, and 5 or grades 4 and 5 as the case may be with qualifications appropriate to them.

**64 TRANSITORY MEASURE**

A person already in service in a college library without the prescribed or equivalent qualifications may be put in the grade just below the one recommended for the place to which he is assigned. As and when each such person leaves the service, his post should be brought in conformity with the prescriptions in sections 61, 62, and 63.



## **7 Abolition of the System of Honorary Librarian**

The practice of appointing a person, without the prescribed professional qualifications, even as honorary librarian should be abolished. This old practice inhibits and kills the enthusiasm and the initiative of the professional librarian and his staff. It clips their wings. It degrades them to the level of clerical assistants. It has been all along suppressing the functioning of libraries. It will make the library continue to be a mere collection of books instead of an intellectual workshop and the heart of the university and the college.

## CHAPTER K

# STRENGTH OF LIBRARY STAFF

### 1 History

Till a few years ago, the quantum of work in a university library has been very small. The annual accession seldom exceeded two thousand volumes. The periodicals current seldom exceeded five hundred. There were few complete runs of periodicals. No reference service was given either to teachers or to students. The number of persons with loan privilege was small. The daily attendance of readers was only a small fraction of the potential readers. No attempt was made to attract them. The daily issue was small. The daily working hours were only a few. The library did not work on all the days of the year as it should do. The impression of the persons in the top-management, regarding the staff requirements of a university library, had been largely created by the experience they had had in their younger days of the low ebb of work in the libraries where the conditions described above were the rule.

### 11 AFTER INDEPENDENCE

In some of the universities founded after our independence, the top-management is dominated by teachers of colleges. These colleges have been all along affiliated colleges, which have had, generally speaking, only coaching functions. Its teachers might have had little experience of a university having some research activity and growth. Their vision is narrowed naturally by the experience of the libraries of colleges coaching for examinations. They had seen only one clerk and a few cleaners in the college libraries. Terms such as Chief Librarian, Deputy Librarian, Reference Librarian, Documentalist, Classifier, Cataloguer, Circulation Librarian, and Maintenance Librarian even puzzle them. Keeping the library open 14 to 15 hours a day appears to them to be purposeless. They do not appreciate the need for

keeping the library open on all the days of the year and particularly all holidays.

## 12 PRESENT AND THE FUTURE

Such an attitude on the part of the top-management should get wiped out by a correct appreciation of the quantum of work needed to keep a university or a college library functioning as the heart of the institution, with a big budget, ordering books every week, receiving books every week, paying for them every week, classifying and cataloguing more than a hundred books every week, serving students in hundreds and teachers in dozens all the days of the year and fifteen hours a day—not only issuing books but also helping most of them personally in the choice of appropriate reading materials. The estimate of the staff needed should be based on modern methods of the science of management. It should be based on the actual quantum of daily work. The top-management of some of the universities and university-like institutions have begun to develop this kind of correct scientific managerial attitude during the last twelve years. It was in response to their request for a method of estimating the needed staff in a realistic way based on quantum of work that the staff formula, given in the *Library administration*, ed 2, 1959, section 1145, was evolved. This formula has been applied in some foreign libraries as well as in the libraries of some international organisations.

### 2 Substance of the Staff Formula

While the staff formula is in a form readily available for application and incidentally brings out the statistical data to be maintained by a library, the substance of the formula is given in general terms in sections 4 to 6.

### 3 Sections in a Library

A university library should provide staff for the following sections of work :

1 Book Section, charged with the selection, ordering, and accessioning of purchased as well as donated books;

2 Periodical Publications Section, charged with the ordering, weekly receipt, preparation, and display of current periodicals, their cumula-

tion, and preparation for binding on the completion of volume;

3 Documentation Sections, charged with the preparation of the documentation list and of the abstracts of the relevant articles in current periodicals, having a bearing on the research work in progress in the university;

4 Technical Section, charged with the classification and the cataloguing of the books;

5 Reference Section, charged with helping the students, the teachers, and the research workers, in the choice of books and articles in periodicals appropriate to their interest at the moment;

6 Circulation Section, charged with the charging and the discharging of the books needed for study by readers, all through each day;

7 Maintenance Section, charged with the maintenance of the books and the periodicals in the correct sequence on the shelves, the maintenance of the gangway guides, the bay guides, and the shelf guides in the stack room in order to facilitate open access, the daily replacement of the books returned by readers from time to time during the day, and the preparation of books for repairs and binding week after week.

8 Administrative Section, charged with the usual office functions such as accounts, budget, correspondence work, stenotypist's work, and maintenance of the buildings, fittings and furniture; and

9 Librarian and Deputy Librarian for the two shifts for supervision, organisation, and solving the difficulties cropping up in the work of different sections.

#### 4 Data for Strength of Library Staff

The strength of the staff for the different sections is to be determined roughly on the following basis.

1 Book Section :—One person for every 6,000 volumes added in a year.

2 Periodical Publications Section :—One person for every 500 current periodicals taken.

3 Documentation Section :—One person for every 1,000 entries prepared in a year.

4 Technical Section :—One person for every 2,000 volumes added in a year.

5 Reference Section :—One person for every 50 readers (other than the users of the text-book collection) in a day.

6 Circulation Section :—One person for every 1,500 hours for which

one wicket gate of the library has to be kept open in a year.

7 Maintenance Section :—One person for every 6,000 volumes added in a year, one person for every 500 volumes to be replaced in a day, and one person for every 100,000 volumes in the library.

8 Administrative Section:—Minimum of one library accountant, one steno-typist and one correspondence clerk; and

9 Supervisory Section :—One Librarian and one Assistant or Deputy Librarian.

10 Unskilled staff:—One cleaner for every 30,000 volumes in the library one attendant each for every 6,000 volumes added in a year, for every 500 current periodicals taken, and for each of the shifts in the Circulation Section, besides unskilled and the semi-skilled workers normal to any institution.

### 5 Provision for Leave Substitute

A university library should be kept open on all the days of the year. Even in the worst case, it will work many days more than an ordinary office. Just as a hotel cannot function even for one hour without servers and just as a train cannot run even for one hour without the driver, the guard and their staff, a library cannot function even for one hour without members in the Circulation Section, the Reference Section, and the Supervisory Section. But normally a person works only for about 250 days in the year. In the other days he has his weekly holidays, monthly holidays, notified holidays, casual leave and earned leave. Provision must, therefore, be made in these three sections for the remaining working days in the year. In the other sections, it may be sufficient to make provision for leave vacancy at the rate of one month in a year for each member in it.

### 6 Interest of UGC

The University Grants Commission's interest in the development and improvement of libraries is intimately bound up with the provision and maintenance of library staff according to the staff formula. For, it is necessary to eliminate wastage and the incidence of unfruitfulness of the grant it gives to the university and the college libraries—both annual grant for reading materials and capital grants for buildings, fittings and furniture. It is not the intention that these grants should be used up for the maintenance of a mere ritual appendage

called library functioning at a low level. The Commission's purpose is to secure that the money paid as grant is transformed in the fullest measure into book-service to the students, the teachers, and the research workers. This would be the reason for the Commission's concern in the problem of an adequate strength of staff.

### **7 Means of Persuasion**

It will be desirable, therefore, that the Commission prevails on the top-management of universities to maintain the library staff in conformity with the staff formula and towards this end it also subsidises the salary-fund of library staff, as it does in the case of teaching and research staff. It may also ask for annual returns on staff with their qualifications, and grades, and on the quantum of work in the library along the lines indicated by the staff formula.

# CHAPTER L

## TRAINING OF LIBRARY PERSONNEL

### 0 Introduction

#### 01 RESPONSE TO SOCIAL PRESSURE

The interest of the University Grants Commission in Library Schools does not stem merely from the staff-needs of university and college libraries. Its interest has to be more broad-based. There is a continuous establishment of new industrial research institutes, commercial houses, government departments, and national research laboratories. A nationwide net-work of public libraries is also in the making. The constituent States of the South have been developing them during the last ten years under a Public Library Act. The other States too will soon follow. The Planning Commission has provided nearly two crores of rupees in the Second Plan for the development of School and Public Libraries. All these provisions are made under the social pressure developing in the revival of the country after independence. While it is good that there is response to social pressure, it is bad to begin to spend money on the establishment of library authorities and libraries without providing concurrently, and in advance even, the library man-power needed to work the libraries. The universities should shoulder the responsibility for the production of the necessary number of professionals. Therefore, the Commission's interest in the development of competent Library Schools in the universities is co-extensive with the total number of professional librarians needed by the country as a whole. It is gratifying that the Commission is taking this broad-based view of the problem.

#### 02 LEVELS OF TRAINING

The country is in need of library personnel of different levels of attainment. At one extreme there is need for a few professionals with leadership. At the other extreme there is need for a large number of

semi-professionals to do the repetitive routine in all kinds of libraries in the country. Between these two extremes there is need for professionals to do technical work and reference service in the libraries.

#### 021 SEMI-PROFESSIONALS

The training for the semi-professionals can be of a sub-university standard. The trainees need not be graduates. The hallmark for such semi-professionals may be a certificate in library science. The responsibility for their training should, therefore, be ordinarily taken by non-university agencies such as the Department of Libraries or the Library Association of each of the constituent states. However, till such an agency emerges in a state, one of its universities may run a certificate school for semi-professionals. But the Commission cannot have much to do with it, except for its teachers being drawn from university graduates in library science.

#### 022 PROFESSIONALS

On the other hand, the training for the professionals should be of the university standard. The trainees should be graduates; and the course for the professionals should be a postgraduate course. Experience has shown that the basic general knowledge and the maturity of mind of the students needed to draw benefit from a university course for the library profession are such that can be expected normally in postgraduate students only. The course for the professionals should, therefore, be conducted by a university. The analogy for this is found in the postgraduate course conducted by universities to train persons for the higher grades in the teaching profession. As in the case of education there should be two degrees in library science also. They may be called respectively Bachelor of Library Science (B Lib Sc) and Master of Library Science (M Lib Sc).

#### 023 TRAINING IN RESEARCH

As stated in section 32 of chapter J, the need has already been felt for research in library science. This need will increase in future. For, new library techniques will have to be forged, new thought will have to be created, improved methods of classification, cataloguing, and documentation will have to be devised to organise and serve effectively the



downpour of new thought being continuously created in every sphere of knowledge both for its own sake and to meet the demands of the industrial and social developments of the community. Some of the universities of the country should step-up the level of the department of library science so as to have research conducted by its teachers and to prepare students for a doctorate in library science.

### 03 METHODS OF TRAINING

The department of library science of a university should bear in mind that the courses conducted by it are postgraduate professional courses.

#### 031 IMPLICATION OF 'POSTGRADUATE'

The term 'Postgraduate' implies a certain maturity of mind in the students. Full advantage should be taken of this. Emphasis should be on the methodology of deducing practices and view-points from fundamental laws. Tutorial discussion should be the oft-used method. Lectures should be few and intended to inspire and take the students to higher levels of thinking and to open up new vistas for pursuit. Dictation of notes should have no place. The students should be made to read the published literature on library science. They should not be made to feed on a single text-book for any branch of the subject. They should be encouraged to gain familiarity with the highways and byways in different classes of knowledge and with the bibliographies and other reference books in them.

#### 032 IMPLICATION OF 'PROFESSIONAL'

The term 'Professional' implies the need for keeping close to what has to be done to make a library function efficiently. The results deduced from the fundamental laws should be frequently checked with the actualities of the past and the present. The students should be trained to be ever on the alert to improve the library practices from time to time in the light of the changes taking place in the universe of knowledge on the one side and in the social purposes of the library on the other. For example, two major changes had taken place within living memory. One is open access-cum-reference service. The other is documentation. The first was to intensify the socialisation of books and fulfil the demand of democracy to give a chance for every one to use them in the measure of

his capacity and needs. The other was to conserve the research potential of humanity and intensify research so as to enable the industries to supply human wants in spite of continuing increase of population. This social need has a message to the professional course. The aim should not be to teach merely the established techniques and practices. On the other hand, the aim should be to prepare the students to meet new situations with new library techniques and practices. Moreover, there should be a large element of practical and observational work.

#### 04 APPRENTICE COURSE

Another implication of the term's 'Professional' is the need for putting the students through an apprentice course before formal teaching begins. Raw graduates without any experience of library work feel at sea in a course on library science. They should, therefore, have a preview of the daily routine and the know-how in a library. This is also necessary to make formal teaching conform to the prescription in sections 032 and 033. It will obviate the necessity, as it obtains now, to devote a good slice of the all-too-short term-time to the familiarisation of the students even with the most mechanical and elementary know-how. This diversion prevents the teaching from being taken to a higher level, worthy of a post-graduate university course. Another result of the apprentice course will be to filter out the persons who are not keen to enter the library profession. Experience shows that an appreciable percentage do drop out during the apprentice course. This is because they had entered as apprentice under the impression that life in a library was a soft easy-going one.

#### 05 REGULATION OF ADMISSION

There is yet another implication of the term 'Professional'. It is not wise to swell the admission to the course out of proportion to the demand for trained librarians. This will create unemployment among trained librarians. To that extent the work involved in training them would be a wastage. Such a wastage should be avoided in a professional course. This principle was borne in mind during the first one or two decades after training for librarians was started in 1929. But in recent years some of the schools of library science do not appear to observe this principle. This must be corrected.

## 1 HISTORY OF LIBRARY SCHOOLS

All the above mentioned development is of recent years only. But the development is a rapid and compelling one. The first full-timed library school was started in Madras in 1929 by the Madras Library Association in close collaboration with the Madras University Library. It was taken over by the University of Madras in 1931 and was continued as a Summer School of three months' duration for six years. It became a full-year post-graduate diploma course in 1937. Till 1942, this was the only school of the kind in the country. Librarians were trained by it for all the constituent states. After 1941, the Banaras Hindu University started a post-graduate school. In 1943, Bombay started its school; but it lowered the standard by admitting non-graduates and diluting the syllabus in the name of general knowledge and literary history. Then followed successively Calcutta, Delhi, and Andhra. More recently Aligarh, Baroda, Nagpur, Ujjain, Poona, and Panjab have started their schools.

### 11 IMMEDIATE EFFECT OF INCREASE

The immediate effect of this increase has been a great divergence in standard. To the detriment of standard, the Library School has been made part-time evening schools in some places. Persons working from 11 to 5 in offices attend the school for two hours in the evening. Many of the seats in the schools are given to persons who do not seriously take the course and do not enter the profession after leaving the school. Some schools have degenerated into coaching centres. Such methods of teaching and education are not worthy of a department of teaching in a university.

### 12 AFTER INDEPENDENCE

After independence, there has been an upgrading of library posts in the Government of India. This attracted better students to library schools. And they were all easily absorbed after leaving the school. About the same time the foreign libraries in the country offered a far better salary. They often took away the best of the trained persons. The constituent states, however, kept the salary of librarians at the old clerical level. This continued to have the usual depressing effect on the quality of the persons joining the library schools. The States in the South brought a Public Library Act into force. This increased the admission to the

library schools. But as a result of the continuation of the old clerical scale, the proportion of able people joining the profession continues to be small. The standard of professional education is thus kept at a low level.

## 2 History of Teaching Staff

### 21 ORIGIN OF A TRADITION

In the matter of teaching staff, a tradition was started by the pioneer library school founded in Madras. That tradition entrusts the teaching in the school entirely to the university librarian and his staff, as part-time work in addition to the normal work of the university library. There was a justification for the pioneer school having done so. The pioneering years of three decades ago found a scepticism and coldness in regard to the library, to the library profession, and still more to the training for librarians. In those difficult days, our society did throw forth, as any other society in a phase of awakening would have done, a few pioneering librarians with exceptional missionary zeal, who did both the running of libraries and the teaching of library students with some success. At that time, the Madras University Library was in the formative stage. It had the largest budget of all the university libraries in the country. It was thrown open to the public on all the days of the year and for thirteen hours each day. And, yet, the school produced good results, as a result of the force of the pioneering spirit. Its students also were fully in the grip of the pioneering spirit. They were mostly mature men and women with some years of experience in library work. Even to-day some of its old students are acquitting themselves well and occupying positions of leadership.

### 22 SECOND STAGE

But without heed to the psychology of pioneership, responsible for the part-time arrangement of teaching in the initial stage, and perhaps prompted by a sense of prestige to some extent, at the second stage university after university began to establish a library school on the same part-time basis as in the initial stage. Still, this arrangement could be continued because work in the university libraries was at a comparatively low level. This was due to two causes. Firstly, the budget of the library was miserably poor and there was, therefore, little pressure of work in administering

the library. Secondly, the number of working days and the number of working hours were not exacting; and the daily attendance of readers was small. Therefore, a librarian with energy and enthusiasm found a congenial additional occupation in teaching in the library school.

### 23 PRESENT STAGE

But by now, the factors favourable to minimise the bad effect of entrusting the teaching to the university library staff on a part-time basis have all disappeared. Thirty years are too long a period to retain the play of the psychology of pioneering either in the teachers or in the students. The intake of fresh graduates as students, rather than mature men or women of some experience as in the olden days, is becoming the rule. The State Governments are giving more money to many of the university libraries. The Commission is making a large contribution to the book fund. The budget of the university library has now risen to a high level. The proper utilisation of the book fund calls, therefore, for full-time administrative work. The renaissance in the country brings more students to the universities and a large number of students come to the library. Furthermore, grants from the Commission and the Council of Scientific and Industrial Research have promoted active research in several subjects in the universities. The hum of work on the academic side of the universities is reaching a higher pitch. These research workers need a more intensive library service of the kind described in chapter G. Thus the service factor also calls for the full-time of the university library staff to be turned on its normal and legitimate work. The Commission has, therefore, to secure full-timed staff in the university library without responsibility for teaching, in order that its grants to the universities may produce useful results in full measure.

### 3 Future Policy

#### 31 FULL-TIMED TEACHERS

These considerations point to the urgency of relieving the university librarian and his staff absolutely from all teaching work. The library school of a university should be put completely in charge of full-time teaching staff. The only connection between the university library and the library school should be that the former should be used by the students of the latter for observation work and for apprentice work, as a supplement

to the practical work provided by the school itself. The Commission's policy should be to bring all the existing library schools to this standard, in the shortest possible time. For this purpose, it should give the necessary grant to approved library schools maintained by universities.

### 32 RESEARCH IN LIBRARY SCIENCE

The Departments of Library Science should not feel themselves fulfilled by merely teaching to the B Lib Sc and the M Lib Sc classes. This is necessary but not sufficient. Its members should engage themselves in research in library science. In the first instance pre-occupation with the continuous extension of the boundaries of the subject and intensive probe into the depth of its contents are essential for the inner delight and the fullness of life on the part of any university teacher. Apart from this, there are also important educational, economic, and political reasons for the pursuit of active research by the departments of library science.

### 33 CREATIVE TEACHING

Firstly, as in any other subject attainment to research is necessary to make teaching creative instead of merely transmissive. Mere transmissive teaching is unworthy of a university department. The despondence and miserable outlook of the majority of the persons with Dip Lib Sc working in the libraries to-day is traceable partly to their teaching not having been done by radiant persons with research experience and pre-occupation. A postgraduate professional course in a university should equip the students with a sense of hope, a spirit of exploration, and a fund of zeal. For library science and the needs of library service are undergoing vast changes and will continuously call for new library techniques and methods. The persons turned out by the departments of library science should be fitted to meet this challenge in their later life.

### 34 ECONOMIC PRESSURE

The economic pressure on the need for research in library science is increasing in intensity since World War II. That has high-lighted the vital part to be played by library service through its documentation wing. Yet another factor has emerged. The rate of increase of population has crossed the limit upsetting the balance between population pressure and the

natural and near-natural commodities needed for food, clothing, shelter, and transport. These have to be supplemented in ever-increasing measure by artificial commodities got out of raw materials, not by themselves consumable, by technological transformation. This has intensified concerted research by large teams instead of casual research by isolated men of genius. This has had two effects. The research output is increasing at a phenomenal rate. The universe of knowledge has been brought to a permanent state of turbulence. The organisation of the new knowledge—particularly the new micro thought—created by research, throws the library techniques also in a state of turbulence. This too calls for continuous research. The mass of new documents produced from week to week eats away nearly fifty per cent of the time of the research worker in wading through it in order to pick out the documents relevant to his work on hand. Social economy and the conservation of research potential call for entrusting document-search to the library profession. This document-search and the technique of ploughing back the new micro thought into the minds of the research team call for continuous research in documentation methods.

### 35 PRESSURE OF DEMOCRACY

Further, democracy has come to stay. But it will be made futile unless the masses are kept informed in a balanced way about all relevant facts and about all view points. This service to the masses as against service to the scholars and research workers calls for new techniques, the promotion of new classes of books, and research into the methods of organisation to cover the country with a closely knit library grid spreading maximum light among the masses at the least cost.

### 36 FAVOURABLE START IN INDIA

Thus, viewed from any conventional angle whatever, there is need for the departments of library science engaging themselves in active research. Viewed from another angle, these departments owe it to India to activity participate in research. For, the leading part played by India in recent years in lifting librarianship to the level of a science is acknowledged all the world over. It has enunciated the fundamental Laws of library science and indicated the methods of librametry necessary for the incidence of the spiral of scientific method in the development of the subject. A considerable research output in the subject already stands to the

credit of India. The departments of library science should continue the tradition and retain the leadership of India in Library Science.

### 37 LONG-TERM POLICY

For reasons such as the above the Commission should have for its long term policy the establishment and maintenance of a number of active library schools for advanced teaching and research in as many universities as may be found necessary.

## 4 Supply and Demand

### 41 WRONG TREND

In the meantime, the higher level of library budget and the higher level of library use in the universities and the established libraries in the public and the industrial sectors call for a larger number of trained library personnel than before. It is futile to meet this situation by

- 1 increasing the library schools with part-time teaching by the university library staff;
- 2 lowering the teacher-student ratio to less than one to ten by admitting a large number of students; or
- 3 lowering the standard of admission, teaching, and achievement.

But all this is happening to a large extent to-day and this wrong trend must be arrested.

### 42 TEMPORARY SOLUTION

Until the normal university library schools begin to run according to the policy of the Commission to produce trained personnel of the right kind in the measure of the demand, the Commission may take suitable steps for an accelerated course along the following lines to enable the universities to employ trained personnel in purchasing and processing books with the Commission's grant.

- 1 Each university may determine the number of extra posts needed under section 61 of chapter B and if qualified librarians are not available in the open market, it may select graduates for such posts and inform the Commission about the number of such persons to be trained;

- 2 If the number so received exceeds ten, the Commission may arrange for them, in a suitable centre, a special accelerated course of four



months in Book-Selection, Accession Work, Classification, and Cataloguing only ;

3 Those that complete this course to the satisfaction of the professor responsible for the course may be appointed by the universities deputing them ;

4 In the event of any of these persons desiring later on to take a regular B Lib Sc degree course, he may be exempted from the obligation to serve as an apprentice for six months in an approved library ;

5 Perhaps, even a more favourable treatment may be given to these trainees in universities having a library school. They may be allowed to take, as part-time students, the course in the subjects other than those in which they have already been trained in the temporary school sponsored by the Commission, and be given permission to take the B Lib Sc examination. This should be governed by a transitory regulation to enable the country to tide over the shortage of trained library man-power, caused by the sudden expansion of library provision and library development in the country ; and

6 This accelerated training may be given to a few batches until no longer required.

## 5 Department of Library Science

The following recommendations are made in respect of the policy regarding Departments of Library Science in universities.

### 51 CERTIFICATE COURSE IN LIBRARY SCIENCE

The Department of Library Science in a university should not ordinarily take responsibility for conducting a course for a Certificate in Library Science organised for non graduates. Such a course is of sub-university standard. It should ordinarily be left to the care of the Departments of Libraries and the Library Association of each State.

### 52 GRADES OF DEPARTMENT OF LIBRARY SCIENCE

Two grades of Departments of Library Science may be recognized.

#### 521 FIRST GRADE DEPARTMENT

Only a First Grade Department of Library Science, maintained by

a university, should, in addition to the course for B Lib Sc degree, give a course leading to the M Lib Sc degree.

#### 522 SECOND GRADE DEPARTMENT

A Second Grade Department of Library Science maintained by a university should give only a postgraduate course leading to the B Lib Sc degree.

#### 53 TEACHER OF LIBRARY SCIENCE QUALIFICATION

There should be three grades of teachers in Library Science—Professor, Reader, and Lecturer. In addition there should be demonstrators.

#### 531 PROFESSOR

A Professor of Library Science should have as the minimum professional qualification a Doctorate in Library Science or the M Lib Sc degree and research work to his credit. He should have the ability to engage himself in research and guide research.

#### 532 READER

A Reader in Library Science should have M Lib Sc degree as the minimum professional qualification. He should have also some research experience to his credit. As a transitional measure an M A or M Sc with a first class B Lib Sc or Dip Lib Sc may be appointed as a Reader, till a sufficient number of persons earn the M Lib Sc degree.

#### 533 LECTURER

A Lecturer in Library Science should have second class B Lib Sc degree or Dip Lib Sc as the minimum professional qualification, as a transitional measure. But this qualification should eventually be raised to M Lib Sc.

#### 534 DEMONSTRATOR

A Demonstrator in Library Science should have second class

B Lib Sc degree or Dip Lib Sc as the minimum professional qualification.

**54 TEACHERS OF LIBRARY SCIENCE  
NUMBER**

**541 FIRST GRADE DEPARTMENT**

A First Grade Department of Library Science in a university should have a minimum full-timed staff of one Professor, one Reader, two Lecturers, and two Demonstrators in Library Science.

**542 SECOND GRADE DEPARTMENT**

A Second Grade Department of Library Science in a university should have a minimum full-timed staff of one Reader, one Lecturer and one Demonstrator in Library Science.

**543 TEACHER-STUDENT RATIO**

The ratio of full-timed teachers (other than demonstrators) to students should not exceed 1 to 10 in the B Lib Sc course and 1 to 5 in the M Lib Sc course.

**55 RESEARCH IN LIBRARY SCIENCE**

It should be the endeavour of a First Grade Department of Library Science to conduct research in the subject and to train students for a Doctorate in the subject.

**56 REPLACEMENT OF DIP LIB SC**

The Dip Lib Sc course, now being conducted by universities, should be converted into the B Lib Sc course.

**6 Minimum Qualifications for Admission**

**61 B LIB SC COURSE**

B Lib Sc course should be a postgraduate course.

## 62 M LIB SC COURSE

M Lib Sc course should be a post B Lib Sc course. As a transitory measure it may also admit graduates with a university diploma in library science.

**7 Number of Departments of Library Science**

## 71 IMMEDIATE NEED

For the time being, the Commission may help the maintenance of full-time teachers in not more than six second grade departments of Library Science distributed on a regional basis and not more than two first grade departments.

## 72 ULTIMATE NEED

During the next ten years, the Commission's help may have to be gradually extended so as to secure one second grade department of Library Science in each constituent State.

## 73 RE-EXAMINATION

The limits set to the number of Departments of Library Science in section 71 and 72 may have to be re-examined in the event of any sudden unexpected expansion of library service in the country.

**8 Committee on Library Schools**

It is desirable for the Commission to appoint a committee of experts to examine the question of improving and co-ordinating the standard of teaching and research in the Departments of Library Science and to give advice on the course of studies, standards, and examinations.

## CHAPTER M

# LIBRARY BUILDING, FITTINGS, AND FURNITURE

### 0 Introduction

University libraries developed first for the use of the teachers and research workers rather than for the use of the undergraduate students. The advent of the new education conceived by John Dewey about fifty years ago led to the extension of the service of university libraries to the common undergraduate students. College libraries too came to be developed later in a similar way. Before this happened, the university and college libraries in many countries had inherited buildings erected long before thought was turned on the distinctive requirements of library architecture. However, the new university library buildings are having the benefit of all the distinctive ideas developed in the architecture of public library buildings during the last three decades.

### 1 Upper Limit to Size

Another benefit has come to the architecture of university and college libraries from the experience of business libraries. Intensive documentation service for a relatively small clientele and ruthless weeding out of out-moded materials, be they books or periodicals, have led to the concept of a rapidly reached limit to the size of such libraries. This experience of business libraries is leading to a new approach in respect of all service-libraries, academic or public. These too concede the possibility and the desirability of weeding out obsolete books. The idea is to have such books sent for deposit in a dormitory library to meet the occasional demands from antiquarian readers. To facilitate this, each country should have regional and national central libraries to provide accommodation for such dormitory collections. The fact is that the Fifth Law "A library is a growing organism" has different messages for the regional and national central libraries on the one hand and all the service libraries on the other. To the former it says, "Keep growing for ever as a child".

To the service-libraries, on the other-hand, it says, "Your growth should soon be like that of an adult by replacement and not by increase in size." In other words an upper limit is now accepted to the size of the building for all kinds of service-libraries. The limits for university and college libraries may be set as for 3,00,000 and 50,000 volumes respectively.

## 2 Standardisation and Modular Unit

It is now commonly accepted all over the world that it helps national economy if a national—even an international—standard is adopted in respect of the basic dimensions involved in any construction. These dimensions should be based on a modular unit. All dimensions should be multiples or sub-multiples of this modular unit. The dimensions concern every piece of library furniture too—the small primary charging tray, the final charging tray, the primary work-box for the sections, the trays in the work tables, the work tables themselves, the catalogue cabinets, the book trolleys, the book-racks, the window-sills, the reader's tables, the circulation counter, the turn-stile of the circulation counter, the height of the windows and doors, and so on. The dimensions of each of these should register with one another and with the dimensions of the rooms. It will be a daily headache for the library staff if they do not so register. The cost of production, servicing, and replacement also will increase unnecessarily, if they do not all conform to standard dimensions.

### 21 SIMPLIFICATION AND SINGLE MODULAR UNIT

Next only to standardisation comes simplification. By simplification is meant having the smallest possible number of sizes and of modular units of dimensions. Simplification reduces still further the cost of production, servicing, and replacement of units and parts. Millions of dollars are said to have been saved in the United States by reducing the standard varieties and sizes of common brick from 34 to 1. So also it has been possible to reduce drastically the type and the sizes for milk bottles and to reduce the standard for their caps to one. It is desirable and possible to use one meter for the larger dimensions and 10 cm for the smaller ones, as measures of modular units for library purposes.

### 22 NO BAR TO ORIGINALITY

The adoption of standard size and modular unit for the dimensions

involved in a library building, its fittings, and furniture does not prevent originality in designing. In fact, library architecture, as such, is less than fifty years old. It is quite young. There is a great demand for considerable creative work to be put into it. Its importance should, therefore, be fully recognised. And yet the adoption of a single modular unit of one meter for all inner dimensions is recommended as its adoption will not at all take away from the freedom of the creative architect.

### 3 Monumental vs Functional Library Building

Another issue, to be settled at the very outset, is the one of the monumental vs functional building. So far as the external treatment, the elevation, and the section are concerned, full weight may be given to the "monumental". But in regard to the inner lay-out and the utilisation of the inner space, it should be absolutely functional. It must be remembered that the inside of a library is a silent intellectual workshop, into which no sightseers will be allowed. There will be no general traffic, except the traffic of the intellectual workers themselves. Therefore, the inner architectural feature should be designed so as to secure comfort and quiet to the readers, without any eye to impress on tourist traffic. The overlooking of this principle reduced library service to a mockery in a university library. A big high rotunda with excellent echoing qualities, the hanging of huge portraits in the inside, and the outlook of the authorities, used to bring into the reading room crowds of sight-seers with babies in arms. Again, the librarian and the staff of a public library have bitter complaints about the long distances to be walked to consult one another, as they are all distributed along the circumference of a rotunda with the stack room, and the reading room in the centre.

### 31 THE INFERENCE

Massive ornamental staircases occupying the most accessible part of the building, high ceiling with paintings, circular design, square design, and butter-fly design, which make extension difficult, do not generally go with the functional design of a library building. This does not imply any objection to turrets, towers, and domes above the roof level—that is, outside the functional part of the building—or to any external treatment in order to give the library building, character, dignity, and beauty without any denial to the freedom of a creative architect.

### 32 SINGLE LEVEL

Each floor of the library building should be in one single level. There should be no threshold for the internal doors anywhere in any floor. It should be possible to push a loaded book-trolley from any point in a floor to any other point in that floor or any other floor, without any transshipment and the dangers due to sloping surfaces and kerbs to be negotiated. To realise the great importance of this principle, one should remember that thousands of volumes will be used by readers each day in the different parts of the library building. These should be taken back to their places in the stack-room. The newly received books and periodicals also will have to be moved from the administrative wing into the stack-room and the text-book room. The recurring cost of carrying them by hand or transshipping them from one level to another will be a clog in the daily despatch of work. Their recurring cost too will be an avoidable drain on the library fund. This common sense principle has to be stated because it is ignored. For example, for some mysterious reason or for no reason, in a university library building now being put up a few steps separate the level of the stack-room and the level of the other rooms. This fault was found in the original design for the Madras University Library building proposed forty years ago. But it was removed in time. The repetition of this fault even to-day proves that this architectural idea concerning libraries has yet to be brought home in our country.

### 33 LIFT IN THE STACK-ROOM

Movement of books from one floor to another will be equally heavy in an active library. Therefore, it should be through electric lifts provided in the stack-room. Hand operated lifts are not suitable for the hauling up and down of trolley-loads of books. Another corollary is that the third tier of the stack-room should be at the same level as the first floor of the rest of the building. The reason for an intermediate tier in the stack-room will become clear in section 43. In the alternative, the lift should have a landing at all tiers of the stack-room and at all the floors of the rest of the building.

### 4 Design for Open Access

Open access means allowing the readers to walk amidst the books



in the stack-room and to take away any of the books from the shelves either to a reading room for study or to the circulation counter to get it issued for study at home. This system was devised about fifty years ago in the West. It has increased the use of books enormously. It has thereby procured a much greater social dividend than before on the public money locked up in books in the library system of a country. The Madras University Library introduced the system in 1925 and its Library School propagated it. Many libraries in India have already adopted the open access system. The others will have to fall in line with this world-trend sooner or later. For, all the Five Laws of Library Science unanimously uphold open access. A building designed for open access can also function on "Closed Basis". But a building designed for "Closed Basis" will not admit of open access. It is, therefore, essential that every new library building should be designed as for open access.

#### 41 SAFETY OF BOOKS

##### PROTECTION OF DOORS AND WINDOWS

The freedom given within the building of an open access library will tempt abuse, unless safeguards are provided in the design of the library building. Stated in general terms, there should be no opportunity for unauthorised removal of books through windows, doors, or other openings in the outer walls of the building. Therefore, all the windows and doors opening out should be fitted with locked or fixed shutters with meshes, each aperture not more than 10 sq cm in area, except for the single door or the two doors used for coming into and going out of the building. Moreover, these doors must be on either side of the circulation counter which must be at the very entrance. No person should be able to enter the library or leave it except through the turnstiles controlled and operated by the Library Assistant inside the counter enclosure. This will also ensure the automatic enforcement of the queue system. As a result of this, gangways leading to the entrance turnstile and away from the exit turn-stile need not be more than 1 metre wide.

#### 42 SAFETY OF BOOKS

##### NO-MAN'S ZONE

On the outer side of the gangways for entrance and exit, there should

be subsidiary enclosures. These will have to be used in unusual rush-hours. They will also serve as no-man's zones, preventing persons inside the library from passing on books to any person standing in the entrance or exit gangway. Moreover, these additional enclosures will also be useful in assembling the large number of books which may be taken out or returned to the library at any time by a department of study or research. Where a wall occurs as the other boundary of an exit or entrance gangway, there may not be need for the subsidiary enclosure.

### 43 SAFETY OF READERS

#### TIER-HEIGHT IN STACK-ROOM

Open access throws some responsibility on libraries in respect of the Law of Torts. There should not be need for readers to go up ladders to reach at books kept on tall book-racks. For, all readers will not be trained athletes to climb up ladders. The inference is that book-racks should not exceed 2.20 metres in height. This leads to another inference. The ceiling of a tier in a stack-room should not be more than 2.35 metres high. Otherwise, much space will be wasted. This is the reason for making the level of the second floor of the other parts of the library building register with the floor of the third tier of the stack-room. For it may not be possible to make the height of a living room, such as the reading room, as small as that of a tier of the stack-room.

### 5 Comfort to Readers

#### 51 STACK ROOM

To provide for the comfort of the readers browsing in the stack-room, there should be a minimum of 1.35 metres of width for the cross-gangways between consecutive lines of book-racks. To get these gangways well-lighted, the windows should all open into them. It will be an additional advantage if the tier-floors are all of glass. The light through the entire height of the windows right up to the topmost tier will then reach the ground floor which will be the one most used by readers. For proper lighting during night, the gangway lights should have reflectors which bathe the books with light and save the eyes of the readers from direct light.

## 52 READING ROOM

Let it be repeated that a library is a quiet intellectual workshop, where there should be the least distraction to readers. One inference is that readers should not be seated on both sides of the reading table, facing one another. Seating readers on one side of the table only put a limit to the depth of the table. It needs not exceed 70 cm. To get the best natural light for reading, it is desirable to match the position of the windows and the intervening wall-spaces with the 70 cm deep table. Alternating of 110 cm of window and 70 cm of wall space is indicated.

## 54 FLOW OF TRAFFIC AND QUIET FOR READERS

The seats of the readers should be so provided that they face away from the traffic entering and leaving the library at the counter. Further, the persons going to the different parts of the building should not be allowed to walk amidst readers. Verandahs should be provided, outside the reading rooms but inside the building, for people to pass from room to room.

## 55 RESEARCH CUBICLES

In a university library, it is necessary to provide extra quiet and comfort to readers deeply engaged in research. It should be possible for them to continue to keep on their tables for several days, the reading materials collected for the pursuit of their investigation. To return them and collect them again daily will be a violation of the Fourth Law of Library Science "Save the time of the reader". Further it should be possible for them to use their type-writers. All these facilities cannot be allowed in the general reading room. To secure them for research workers, the solution found on the architectural side is to provide research cubicles, one for each reader with an area of about 7 square metres. It is desirable for the number of such research cubicles to be not less than 20 per cent of the number of teachers, research fellows, and advanced students.

## 56 SUN-BREAKERS AND SUN-SHADES

It is necessary to minimise the effect of solar heat on the readers, in order to enable them to do their intellectual work for a long stretch

of time. This requires the provision of sun-breakers to all the windows opening out into the east or the west; or in the alternative, verandahs should surround all the eastern and the western walls. It is also necessary to provide sun-shades for the windows opening into the south or the north. In places to the north of the Vindhya Mountains there may not be need to provide sun-shades on the northern side.

## 6 Protection to Books

### 61 AVOIDANCE OF DIRECT SUN

#### ORIENTATION OF STACK-ROOM

The longer axis of the stack-room should run East to West. There will then be no need for windows on the eastern or the western walls. This will prevent direct sun from falling on the books in the forenoons and the afternoons.

### 62 AVOIDANCE OF DIRECT SUN

#### GANGWAY ALONG NORTH AND SOUTH WALLS

To prevent the southern and the northern sun from falling on the backs of books, the stack-room should have a gangway of a metre of width all along the southern and the northern walls. There are also other uses for these two gangways. One of them will be used as passage down the stack-room. The other gangway will have a table in continuation of each line of book racks. The readers can put their books on them for reference and turn their pages quickly to decide whether they are worth being taken out for study. Moreover, this provision of browsing tables in the stack-room will be of great help to research workers in looking up a number of bibliographical references for listing and verification. Therefore, the gangway down the northern wall also is necessary even in places north of the Vindhya Mountains, though as a protection against sun the southern gangway alone might be sufficient.

### 63 CONVECTION-SLITS IN THE FLOORS OF THE TIERS

It may be desirable to provide slits below the bottom of the book racks in all the upper tiers to provide space for the free convection of

air. The book-racks being 45 cm in depth the slits may well be about a 25 cm in width. There is however difference of opinion about the value of such slits.

## 64 PROTECTION FROM RAIN

### HORIZONTAL-HUNG GLASS-SHUTTERS

There is no denying the need for preventing rain water from falling on books. The provision of the gangways along the walls is a help in this matter. But at times of storm and torrential rains, even the gangway may prove insufficient. It is, therefore, desirable to re-inforce the protection. This is done by making the glass shutters of the windows turn on a horizontal axis. The shutters can be left at a suitable slope during the rainy season. To prevent the glass shutters from obstructing the passage through the gangway while in a horizontal position, they should be made in two or three sections so that no section projects into the gangway when in a horizontal position. The number of sections will be determined by the thickness of the wall and the height of the window. A section at the top may be kept fixed, if the smallness of the thickness of the wall requires it. The architect may secure the result in any other suitable way.

## 65 HOLLOW WALLS

By making the walls of the stack-room hollow, a better protection from solar heat may be secured. This can be done easily if the walls of the stack-room are not load-bearing.

## 66 AIR-CONDITIONING

All these specifications for the treatment of the windows of the stack-room will be by-passed by air-conditioning. It will also protect the books from the dust which is a serious problem in most places. Further, it will make it possible to maintain the temperature and the humidity of the stack-room at an optimum which will minimise the breeding of insects and fungi, injurious to books. Paper and covering material of the binding will also preserve better if there is at least dehumidifying. The uneven contraction and extension of the paste used in binding will be minimised; and the cracking and warping of the

binding will be eliminated. But air-conditioning is, for the time being, beyond our means on account of our economic and foreign exchange conditions. However, many of the benefits of air-conditioning can be had by cheaper indigenous methods at the present time. Therefore, air-conditioning may have to be confined to the small areas containing the rare-books and manuscripts.

## 67 DRY CONSTRUCTION

The use of a single modular unit in library architecture should be put to the maximum possible use by allowing freedom for forming rooms and passages at any point, at any time, with sizes made of any desired number of modules. For this purpose, there should be no rigid walls other than external walls forming the cage for the building as a whole. In fact, there should in a sense be only large halls—one in each tier of the stack-room and one in each floor of each of the wings of the main building. The formation of the rooms should be with easily removable, portable panels of standard dimensions. It should be possible to shift them as desired without the need to break down plastered masonry walls and to rebuild them in the conventional way. Traditional construction should give way to dry construction.

## 7 Desirable Adjuncts

### 71 NEWLY EMERGING SERVICES

The distinctive function of a library is to feed the intellect and not the body or the ordinary emotions. Unlike the bodily and the emotional needs, intellectual needs are not compelling. They are fleeting. All the same, the feeding of the intellect is essential for personal and social well-being and progress. Therefore, as a social institution, the library is charged with the duty of persuading people to accept book service for intellectual development, useful and necessary information and emotional sublimation. The carrying out of this social obligation makes it necessary for a library to provide certain services and conveniences, which were not associated with library-service in the past. These newly emerging services are, therefore, called Extension Services.

## 72 EXTENSION SERVICE

It may be stated that Extension Service has, as its overall objective, the fulfilment of the Second and the Third Laws of Library Science—"Every reader his book" and "Every book its reader". It seeks to make every person become aware of the books which could help him in his well-being, development, and entertainment. It also seeks to bring into the sphere of influence of the library every person in the community, so that the probability for every document getting its reader may be increased. It further provides amenities to readers in order to make them feel comfortable while reading in the library, and further, feel pulled to continue to be a user of the library. It recognises the fact that, while a person normally prefers to read in privacy by himself, now and again he feels the need and the urge :

- 1 to read in company;
- 2 to discuss in groups so as to get his field of interest relationally extended and his coverage of literature enriched and deepened; and
- 3 to listen occasionally to orientation talks and inspiring lectures by savants in different subjects to get his curiosity stimulated and his emotions sublimated.

The modern library, therefore, provides for satisfying all such needs and urges of readers.

## 73 IMPACT OF EXTENSION SERVICE ON ARCHITECTURE

These newly emerging library practices and outlook call for additional rooms in a library building. These are

- 1 Group-study rooms of small size ;
- 2 Seminar rooms of intermediate size for discussion in larger groups;
- 3 Conference room of large size with audio-visual and other equipment for all modern methods of communication and demonstration; this can be found in the other buildings of the university and college;
- 4 Open air reading room for the cooler hours of the day for which enclosed quadrangles should be automatically formed in the layout of the wings of the library building;
- 5 An exhibition room for bringing to the attention of potential readers from time to time beautiful books and manuscripts, new books, worth-while books, forgotten old books, and books on topical themes, as a means of converting into book-lovers persons without interest in

books;

6 Public conveniences of the cleanest kind at suitable points within the library premises;

7 Canteen within the library premises so that the serious readers, engaged in all-day long pursuit, need not go out for refreshment and thereby run the risk of losing the mental set-up built during study; and

8 A co-operative stationery and bookshop where the requirements of readers can be had and their urge to own certain books, created while reading in the library, can be satisfied when it is still nascent. The conference room and the stationery and bookshop may perhaps be provided in some other place within the campus of the university or college as the case may be.

#### 74 AMENITIES FOR LIBRARY STAFF

A modern library has to be kept open for long hours—all the normal working hours of humanity—say from 7 a m to 10 p m in our tropical conditions and our social habits. Apart from long hours, it has to function aggressively and serve intensively. Such a service and work in a modern library are exacting both mentally and physically. To get the best out of the staff under these conditions, provision must be made for alternating relaxation with concentrated work. To neglect it is unwise and bad in management. Even factories, where work is largely non-intellectual, have realised this principle. They have found that money spent in relaxation rooms brings in a good return in the form of greater and better turn-over. The libraries too are now beginning to realise this. A library building should, therefore, provide an adequate relaxation room for the staff. It is desirable to have separate rooms for the men and the women on the staff. A small kitchen to make coffee or tea is found to be a great help. In this connection the accommodation for the caretaker of the building, and the watchman on night duty, should be specially remembered. Naturally, the rooms for the watchman should be accessible when the library building is locked.

#### 8 Library School

While all the above adjuncts to a library building are necessary for all kinds of service-libraries, a university library should also provide adequate accommodation for a library school. For, the university



library will have to be used as the observatory as well as the laboratory of the library school. The space for the school should contain :—

- 1 minimum of two lecture rooms;
- 2 one room for practical work with lockers for the students and space to stack about 3,000 books to be used as practice materials;
- 3 one reading room *cum* common room;
- 4 separate room for each member of the teaching staff;
- 5 one common room for the staff; and
- 6 one room for the secretariat of the school.

## CHAPTER N

# STANDARD FOR LIBRARY BUILDING

### 0 Introduction

#### 01 CODE OF PRACTICE

At the suggestion of the Chairman of the Library Committee of the University Grants Commission, the Indian Standards Institution established a Sectional Committee on Library Buildings, Fittings, and Furniture (BDC 127). The Chairman of the Library Committee is also the Chairman of BDC 127. The first standard finalised by BDC 127 is IS : 1553—1960, entitled *Code of practice relating to primary elements in the design of library building*. Relevant extracts from it are reproduced below with acknowledgment to the Indian Standards Institution.

#### 02 AIM OF THE CODE

The University Grants Commission has under way extensive schemes for the development of library facilities and setting up of new libraries in various parts of India. Many library buildings are, therefore, constructed. Considerable experience has been gained by librarians in the use of libraries under the conditions obtaining in India during the last 50 years and similar experience is available in the West specially in regard to the functional design of library buildings, fittings, and furniture. It is found desirable that the accumulated knowledge should be utilized in the design of new library buildings now being built so that they are functionally efficient and economical. This code is intended to provide the architect guidance in the basic elements of design pertaining to library buildings.\*

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\* Valuable assistance has been derived from an article on *University library buildings* by Dr S R Ranganathan published in the *Annals of library science*, 5; 1958; 22-32.

### 03 BASIS OF THE CODE

In preparing this code, the committee has kept in view the advances made by the library science during the past three decades, the research data available with regard to the habits of the reading public, the facilities necessary to create awareness of libraries and to increase their usefulness, the attractions necessary to make the non-library-minded to become library-minded, and the directives of the Planning Commission to achieve maximum economy in the design of buildings.

### 04 RELATED STANDARDS

This code requires reference to the following Indian standards.

IS : 2-1949 Rules for rounding off numerical values.

IS : 1172-1957 Code of basic requirements for water-supply, drainage, and sanitation.

IS : 1233-1958 Recommendations for modular co-ordination of dimensions in the building industry.

### 05 METRIC SYSTEM

Metric system has been adopted in India and all quantities and dimensions in this standard have been given in this system.

### 06 ROUNDING OFF

For the purpose of deciding whether a particular requirement of the standard is complied with, the final value observed or calculated, expressing the result of a test or analysis, should be rounded off in accordance with IS : 2-1949 *Rules for rounding off numerical values*. The number of significant places retained in the rounded off value should be the same as that of the specified value in this standard.

### 07 BASIC ELEMENTS ONLY

This code is intended only to lay down requirements in respect of basic elements in the design of library building. It does not include all the necessary provisions of contract.

## 08 FREEDOM TO ORIGINALITY

Without prejudice to the freedom and the originality of the architect, it should be possible to conform to the principles of modular unit, dry construction, standardisation and simplification of the ultimate constituents of a library building and its fittings and furniture.

## 1 SIZE OF THE LIBRARY

The following table gives the sizes of different kinds of libraries in terms of the number of volumes to be housed, the number of reader's seats to be provided, and the strength of the staff.

11 TABLE 1—SIZE OF LIBRARY

S N	Kind of Library	Number of			
		Volumes	Current periodicals for display	Reader's seats	Staff not at service points
1	University Central Library	1,00,000 to 3,00,000	500 to 2,000	1/5 of the number of students and 1/10 of the number of teachers	20 to 100
2	University Departmental Library	1,000 to 5,000	50 to 100	10 to 20	nil
3	College Library	5,000 to 50,000	20 to 100	1/5 of the number of students and 1/10 of the number of teachers	3 to 10
4	Dormitory Library	1,00,000 plus 50,000 $n$	nil	nil	1 to 4 janitors

where  $n$  is the number of transfers to Dormitory Library.

## 2 Location of Library

The proper location of a library will substantially influence the extent to which its service will be made use of by the potential readers. An academic library should be located centrally with respect to class rooms, research rooms, and laboratories. There should be convenient access from all these to the library.

### 21 DORMITORY LIBRARY

A dormitory library may be located in a place where land is cheap and which is easily accessible all through the year.

## 3 Rooms to be Provided

The table in Sec 31 gives the rooms to be provided in the different kinds of library. The size of the room depends upon the actual requirements in each case. These requirements are already implied in Table 1 in Sec 11.

31 TABLE 2—ROOMS REQUIRED

S N	Room Normally Separate	University Library	Depart- mental Library	College Library	Dormi- tory Library
1	Stack Room	R	—	R	R
2	Catalogue Room	R	—	R	—
3	General Reading Room	R	R	R	—
4	Periodicals Reading Room	R	—	R	—
5	Special Reading Room	R	—	R	—
6	Research Cubicle	R	—	—	—
7	Group Study Room	R	—	R	—
8	Seminar Room	R	—	R	—
9	Exhibition Room	R	—	—	—
10	Librarian's Room	R	—	R	—
11	Deputy Librarian's Room	R	—	—	—
12	Technical Staff Room	R	—	R	—
13	Administrative Staff Room	R	—	R	—

S N	Room Normally Separate	University Library	Depart- mental Library	College Library	Dormi- tory Library
14	Committee Room	R	—	—	—
15	Display Space at Entrance	R	—	R	—
16	Night-Watchman's Room	R	—	—	R
17	Department of Library Science	R	—	—	—
18	Micro Film Reading Room	R	—	R	—
19	Document Reproduction Room	R	—	—	—
		R = Required			
		— = Not Required			

32 For conference and audio-visual purposes, the rooms in the main building of the university or the college, as the case may be, may be used.

33 Where necessary, two or more uses may be accommodated in one room depending upon the size and the kind of library and the intensity of its use.

34 Additional rooms may be added to those given in Table 2 to meet special needs.

#### 4 Orientation of Stack Room

The stack-room should be placed so as to run generally from east to west, the primary reason being avoidance of direct sun through the windows.

#### 5 Circulation

##### 51 SINGLE LEVEL

Each floor of the library building should be at one single level to facilitate the movement of book trolley from one part to another. Thresholds should not be provided anywhere inside the building. All external doors should be provided either with threshold or some other device so as to make them rodent and dust proof, and watertight.

## 52 LIFT AND CONVEYOR

The movement of book-trolley from one tier to another where there are three or more tiers in the stack room, should be through electric lifts provided within the stack-room with landing at every tier of the stack room and at every floor of the other adjacent rooms. In large libraries where quick mechanical carriage of books and related materials are required, arrangements may be made for pneumatic tubes and belt conveyors.

## 53 COVERED PASSAGE

There should be a covered passage on one side of each room except the stack-room so that persons passing from one room to another in the library do not disturb the readers in the reading room and the staff room. If the covered passage is exposed to outside the building, it should be properly enclosed with a view to ensuring safety of books.

## 54 ENTRANCE AND EXIT

Entrance to the library building and exit from it should be only through the gangways on either side of the counter enclosure in the control region in the general reading room at the point of entrance from the entrance lobby.

## 55 CONTROL REGION

The set up of the control region in the general reading room (See figure 1) should consist of :

- 1 Central counter enclosure ; and
- 2 Entrance and exit gangways on either side of the central counter enclosure, provided with turnstiles controlled from within the central counter.

## 551 SAFETY MEASURE

The control region is to be so arranged as not to permit any contact between a person in the reading room and a person in the entrance or exit gangway.

**552 OVERFLOW COUNTER**

An overflow enclosure on the off side of each or any one of the entrance and exit gangways may be provided where necessary.

**56 OPEN AIR READING ROOM**

If the quadrangle resulting between the stack-room and the wings of the main building is to be used as open air reading room, it is necessary to enclose it with a view to ensuring the safety of books.

**6 Relative Positions of Rooms****61 STACK-ROOM**

The stack-room should be placed centrally so that it is easily accessible from every part of the library.

**62 CATALOGUE ROOM**

The catalogue room should be like an ante-room to the stack room, on the way from the general reading room to the stack-room.

**63 GENERAL READING ROOM**

The entrance to the library should open into the general reading-room.

**64 PERIODICALS READING ROOM**

Periodicals reading room may be further removed from the general reading room. But independent access to it should be possible when the other rooms in the library are closed.

**65 SPECIAL READING ROOMS**

Special reading rooms may be still further removed from the general reading room.



**66 LIBRARIAN'S ROOM**

The Librarian and the Deputy Librarians should have their rooms in close proximity to the general reading room.

**67 WORK ROOMS FOR THE STAFF**

The work rooms of the technical and administrative staff should be placed in close proximity to the rooms of the Librarian and the Deputy Librarian.

**68 INDEPENDENT ACCESS TO STACK-ROOM**

The technical staff should have independent access to the stack-room.

**691 CUBICLES AND OTHER ROOMS**

The cubicles, the rooms for group study, the committee room, etc. may be in a separate wing or a separate floor.

**692 EXHIBITION ROOM**

The exhibition room may be combined with the entrance lobby or placed as close to it as possible.

**693 ROOMS FOR DEPARTMENT OF LIBRARY SCIENCE**

The rooms for the Department of Library Science may be provided in a separate floor or wing.

**694 TEXT-BOOK READING ROOM**

The text-book reading room may either form part of the general reading room or be a separate room. It should have in it or adjacent to it stacking space for about 5,000 books.

## 7 Sizes of Rooms, Gangways, and Position of Gangways

### 70 MODULE

Generally dimensions of rooms, gangways etc may be based upon a planning module of one metre. Dimensions of furniture and fittings may be based upon a module of 10 cm in accordance with IS : 1233-1958.

### 71 STACK-ROOM

The dimensions of stack-room should be as follows (see fig 2).

1 Clear length.— $1.80n$  plus 3.15 metres where  $n$  is the number of rows of book racks.

*Note 1* :— The centre to centre distance between consecutive racks is 1.80 m (on the basis of 0.45 m of rack-depth plus 1.35 m of cross gangway width)

*Note 2* :— The distance from an end wall of the stack-room to the centre of the nearest row of racks is 1.575 m (on the basis of 1.35 m of the end cross gangway width plus 0.225 m of half the rack depth).

2 Clear width

3 m (on the basis of one book rack 2 m long *plus* one side-gangway of one metre) close to a longitudinal wall ; or

5 m (on the basis of 2 book racks each 2 m long *plus* one side-gangway of one metre width) close to a longitudinal wall ; or

8 m (on the basis of 3 book racks each 2 m long *plus* two side-gangways of one metre width) close to each of the longitudinal walls ; or

10 m (on the basis of 4 book racks each 2 m long *plus* two side-gangways of one metre width) close to each of the longitudinal walls.

*Note*—Three metres and five metres widths are generally only in the case of stack spaces, as the stack-room and the reading room may be combined into a single room, in such cases.

3 Clear height.—Floor to ceiling 2.35 m.

*Note 1* :—The height of the book-rack is 2.20 m and allowance for bay guides is 0.15 m.

*Note 2* :— Each unit book-rack 2 m long may be assumed to house 700 to 750 volumes and one square metre of stack-room area may be assumed to house 150 volumes.

*Note 3* :— In a University library the number of tiers may be four, and in a College library, it may be two.

### 711 PROVISION FOR BAY GUIDES

Suitable provision should be made for suspending bay guides from the

ceiling of each tier of the stack-room.

For example, at a depth of about 5 cm from the ceiling of each tier of the stack-room and at a distance of about 5 cm from either side of a row of book racks, a rod may be run from wall to wall of the stack-rooms, so that frames holding the bay guides may be suspended and slid along.

## 72 READING ROOM

The size of a reading room should be as follows (see Fig. 3).

1 Length— $1.5 n$  (excluding the control region (see Fig. 1) where  $n$  is the number of rows of reading tables.)

2 Width—5 m (on the basis of two tables each 2 m long *plus* central gangway 1 m wide); or

7.5 m (on the basis of three tables each 2 m long *plus* central gangway 1.5 m wide); or

10 m (on the basis of four tables each 2 m long *plus* central gangway 2 m wide).

*Note* :— The size of the reading table is  $2 \times 0.70$  m. The centre to centre distance between two consecutive rows of reading room tables is 1.5 m with seating arrangement on one side of the table only.

## 73 OTHER ROOMS

The sizes of the other rooms may normally be as follows :

<i>For Use of</i>	<i>Area in Sq M</i>
1 Librarian and Deputy Librarian	30 per person
2 Professors and other Teachers	15 per person
3 Classifier, Cataloguer, Accession Librarian and Maintenance Librarian	9 per person
4 Secretary to the Librarian	9
5 Secretariat of the Library School	30
6 Visitor's Room	15
7 Administrative and Professional Staff not at service points and other than those mentioned in (3)	5 per person
8 Class Room	1.5 per student
9 Practical Room	3 per student
10 Group Discussion Room	15

<i>For Use of</i>	<i>Area of Sq M</i>
11 Seminar Room	20
12 Cubicle	7
13 Committee Room	20
14 Other rooms	according to local needs

### 8 Window

#### 81 STACK-ROOM

##### 811 POSITION OF WINDOW

Windows in the side walls of the stack-room should be opposite each cross gangway.

##### 812 SHUTTERS

Each window should be provided with horizontally hung glass shutters and protected with wire fabric having its aperture sufficiently small to prevent squirrels, rats etc. from getting in.

##### 813 WINDOW SILL

The sill of each window should be at table height and should be covered with wooden plank 25 cm deep for the temporary housing of the books to be replaced or to be browsed. In the absence of a sill in that position a suitable arrangement should be made to provide for such a temporary housing of books.

##### 814 PROJECTION OF SHUTTER

In its fully open position the glass shutter should not project into either the gangway or the space provided for the temporary housing of books mentioned in Sec. 813

#### 82 OTHER ROOMS

All windows, doors (except the entrance and exit ones) and

ventilators in the other rooms opening out into the non-enclosed space of the building should be provided with wire fabric to prevent books, pamphlets, etc being passed out through them.

### 91 Physical Services

Requirement for fitments for drainage and sanitation for library buildings are extracted from IS : 1172-1957 *Code of basic requirements for water supply, drainage and sanitation* with acknowledgement to the Indian Standards Institution.

	<i>For Public</i>		<i>For Staff</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Water Closets	1 per 200 upto 400 persons.	1 per 100 upto 200 persons.	1 for 1 to 15 persons	1 for 1 to 12 persons.
	For over 400 at 1 per 250 or part thereof	For over 200 at 1 per 150 or part thereof	2 for 16 to 35 3 for 36 to 40 4 for 66 to 100	2 for 13 to 25 3 for 26 to 40 4 for 41 to 57
Ablution taps	1 in each water closet	1 in each water closet	1 in each water closet	1 in each water closet
Urinals	1 per 50 persons	—	Nil upto 6 persons 1 for 7 to 20 2 for 21 to 45 3 for 46 to 70 3 for 71 to 100	—
Water basins	1 for every 200 persons or part thereof.	1 for every 200 persons or part thereof.	1 for 1 to 15 persons 2 for 16 to 35 persons.	1 for 1 to 12 persons 2 for 13 to 25 persons.
	For over 400 persons add at 1 per or 250 part thereof	For over 200 add at 1 per 150 or part	3 for 36 to 65 4 for 66 to 100	

Water tap 1 for every 50 persons or part thereof in the vicinity of water closets and urinals, with draining arrangements.

*Note:—It may be assumed that two-thirds of the number are males and one-third females.*

**Fitments**

Cleaners	1 per floor
sinks	minimum

**92 Canteen**

Adequate provision should be made for canteen and rest rooms for the readers and the staff.

**93 Air Conditioning**

While air-conditioning need not be provided for the entire library building, provision should be made for air-conditioning, or at least dehumidifying where sufficient, in the space where rare books and manuscripts and similar materials are to be stored.

**94 Design for Open Access**

A library building designed for 'open access system' can also serve a closed system but the converse is not true. Therefore and in view of the world trend towards 'open access system', the design for a library building should be as for 'open access'.

Some of the implications of this are :

1 Only one entrance and one exit should be provided for the public. This should be at the counter so as to be under the control of the circulation staff within the counter enclosure.

2 It should be secured that there is no means for passing of books between the readers in the entrance or exit gangway and those inside the library.

3 Doors and windows should be protected with wire fabric for safety of books.

4 The circulation within the building should be designed in such a way that the readers\* are not distracted by the traffic and that the catalogue room and the stack-room are within the closest reach possible from the counter.

5 The height of a unit book rack should be such that the books in the top-most shelf-plank can be easily picked out by a person of normal

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*Note:—\*The seating of the readers in any reading room should be such that no reader is made to face the general or the main flow of traffic.*

height standing on the floor.

6 Each window in the stack-room should have the maximum possible area so as to admit maximum possible natural light in the cross gangway facing it.

7 Each window in a reading room should be so placed as to throw sufficient natural light on the reading table of the readers sitting in a line at right angles to it.

8 Provision should be made for research cubicles—one for each reader to have a quiet enclosure, all for himself, in which he can keep his reading materials for several days.

## 95 Dimensions

The basic dimensions of a library building should be in multiples or submultiples of a 10 cm module. The dimensions concern every piece of library furniture—the small primary charging tray, the final charging tray, the primary work-box for the sections, the trays in the work tables, the work tables themselves, the catalogue cabinets, the book trolleys, the book racks, the window sills, the reader's tables, the circulation counter, the turnstile of the circulation counter, the height of the book rack, the height of the windows and doors etc. The dimensions of each of these should register with one another. The cost of production, servicing, and replacement will swell unnecessarily if they do not all conform to modular standard dimensions. Economy of space and comfort to readers are the deciding factors in fixing the various dimensions. Special attention should also be given to economical storage and protection of books.

## 96 Independent Structure

The architectural features of a library building, designed functionally as specified in this chapter, will not match those of the other buildings of a university or a college as the case may be. Further, the library building and the other buildings will need different degrees of freedom for growth. They will not need extension all at the same time. Any rigid structural entanglement between the library building and the other buildings will cripple the extension of both along functional lines. This is witnessed practically in all the universities and colleges where the two sets of buildings had been moulded into one structure. A state of despair has resulted. All the functions suffer. This fatal mistake should be avoided in the future. For this purpose, the library building should

be structurally independent of the buildings of the parent body for lectures, laboratories, museums, conferences, administration, and other purposes.

### 97 Phased Construction

It is bad in public finance to build even now for use in a distant future. The proper course is to

- 1 Have an over-all plan for future needs also; but
- 2 Stagger the construction over a few phases; and
- 3 Provide, mark out, reserve, and keep vacant adequate space for future extension according to the phased programme.

### 971 PHASES FOR UNIVERSITY LIBRARY

It is desirable for a university library building to be constructed in four phases as follows :—

Phase	Size in Terms of Number of Volumes
1	1,00,000
2	2,00,000
3	3,00,000
4 (Dormitory Building) Beyond	3,00,000

### 972 OLD UNIVERSITY

In the case of an old university, the first phase may be planned to accommodate the existing volumes *plus* the anticipated net addition for ten years subject to the ceiling of 3,00,000 volumes.

### 973 MOFUSSIL CENTRE

It is desirable for a post-graduate library in a mofussil centre to be constructed in five phases as follows :—

Phase	Size in Terms of Number of volumes
1	50,000
2	1,00,000



Phase	Size in Terms of Number of volumes
3 to 5 (Stage of being a University)	As in section 971

#### 974 PHASING OF STACK BOOM

In each phase, the stack-room should be built to the full height of four tiers. Further addition would mean extending all the four tiers. In this arrangement, the work in the stack-room already built will not be disturbed when the extension work is being done. On the other hand, if each tier is built to the ultimate length of the stack-room in each phase, and additional tiers are to be put up in each of the later phases, the work of the library will be considerably disturbed. This should be avoided.

#### 98 Committee of Library Experts

Every University and College should be asked to follow the standard described in this chapter and the next. But it is not sufficient. For, the fact remains that there are few architects and engineers in our country to-day with special experience in library architecture. The new library buildings erected during the last few years show that the translation of the standard into actual drawing and construction has not been true or satisfactory. Therefore, the following recommendation is made :—

Any proposal for a new library building, fittings, and furniture, or for the adaptation of an existing building, or for its extension for library purpose, should be examined by a Library Expert appointed by the Commission.

## CHAPTER O

# STANDARD FOR LIBRARY FITTINGS AND FURNITURE

### 0 Introduction

#### 01 SPECIFICATION

The Sectional Committee BDC 27 of the ISI has established, standards for 14 items of library fittings and furniture as its second standard. The standard has been published as IS ; 1829 (Part I)—1961. Relevant extracts from it are reproduced below with acknowledgment to the Indian Standards Institution.

#### 02 NO RESTRICTION TO ORIGINALITY

In laying down the dimensions and other features of the furniture required for library, the Committee realised the need of prescribing the essential functional requirements of each item of furniture leaving enough scope for the designer to vary the actual shape, aesthetics, etc. The dimensions are all correlated to those of the rooms, given in chapter N.

#### 03 MATERIAL

The present standard covers only library furniture made of timber. Timber used should conform to the relevant Indian Standard Specifications, wherever they exist. The density of timber, however, should not be less than 720 kg/cu m.

### 1 Book Rack

#### 10 TERMINOLOGY

For the purpose of this standard on Unit Book Racks the following

definitions may apply :

101 **Bay** is the part or a face of a book-rack between two consecutive uprights.

102 **Label-holder** is a groove along the front edge of the shelf plank, designed to hold the shelf label so as to allow its movement from end to end.

103 **Partition** is a dividing panel fitted between the bay-pairs opening into the two opposite sides of a unit book rack.

104 **Shelf Plank** is a horizontal support for books, spanning a bay.

105 **Unit Rack** is a rack consisting of three uprights forming four open bays two on each face.

106 **Upright** is a vertical supporting element of a rack.

## 11 DIMENSIONS AND TOLERANCES

The dimensions and tolerances for a unit book rack may be as given below :

111 Height of a unit book rack and the upright shall be 2.20 m.

112 Width of a unit book rack shall be 2.00 m.

113 Depth of a unit book rack shall be 0.45 m.

114 Tolerances for the dimensions 111 to 113 shall be not more than  $\pm 1.5$  mm.

## 12 ASSEMBLY

121 A unit book rack shall be assembled as shown in Fig. 1.

122 The topmost and bottommost shelf plank shall be fixed. The top shelf plank shall be clear of the top of upright by 17.5 cm and the bottom shelf plank by 7.5 cm above the floor level.

123 The other shelf planks shall be adjustable at intervals of 5 cm. They shall be at the average rate of 8 for each bay.

Note :—While each bay will normally have six adjustable shelf planks, the stock of shelf planks should be at the note of eight per bay in order to put the heavy and oversize books on their sides instead of their bottom edges.

124 The upright may be not less than 5 cm thick.

125 The thickness of a shelf plank shall be not less than 2.5 cm. The depth of the shelf plank fixed on top and bottom of the unit book rack shall be 0.45 m. The depth of each of the adjustable shelf planks shall be 0.22 m to allow the space for the partition to be inserted

between the bay pairs, on either side.

126 To prevent the books on the shelf plank in one face getting mixed up with those of the face behind it, a partition (or bay stop) shall be provided. The partition, where provided, shall start from the bottom of the topmost fixed plank and stop 15 cm above the top of the bottom-most fixed plank.

127 Label holders shall be wrought along the front edge of each shelf plank and shall be capable of admitting card strips 15 mm wide. To secure this, the front edge of each shelf plank should have a wedge-shaped groove from end to end.

#### 14 LOAD CAPACITY

Notwithstanding the provisions of Sec 125 regarding minimum thickness, each shelf plank may be designed to carry a static load of 180 kg.

#### 15 FINISH

Wooden unit book racks may be finished as in Doc : BDC 8(430) Draft Indian Standard Code of Practice for Finishing of Wood and Wood Compositions in Buildings.

#### 16 BAY GUIDE HOLDER

The external dimensions of bay guide holders shall be 40 cm × 10 cm. It shall be provided with a groove arrangement so that the guide could be slid along the length and it shall also have two hooks for suspension from a rod above.

### 2 Catalogue Card Tray and Cabinet

#### 21 CATALOGUE CARD TRAY

211 The size of catalogue card tray is based on the card size of 125 mm × 75 mm and of 5" × 3".

212 Each tray shall be constructed as shown in Fig 2.

1 The internal dimensions of the tray shall be 130 mm wide 10 mm high and 500 mm long. The side and back planks shall be 10 mm thick and 55 mm high. The front plank of the tray may be slightly larger

than the socket (or opening) of 150 mm×105 mm in the cabinet (see Fig 2).

2 The bottom of the tray shall be formed with reepers 25 mm wide by 5 mm thick, fixed with open spaces in between, and re-inforced with side stiffeners.

3 One of the reeper strips may be placed in the centre to receive a device to prevent the sliding of the card rest. It shall be 30×5mm.

4 To lock up the cards, a brass rod or a rod of similar corrosion-resisting material, 3 mm in diameter, may be made to run from the front plank to the back plank of the tray with its bottom line at a height of 4 mm from the bottom of the tray. The rod shall project beyond the front and the back planks of the tray. A brass knob shall be screwed to the front projection. The rod shall be held at the back of the plank with a hook as shown in figure 2.

**Note** :—This is based on each catalogue card having a centrally placed hole of diameter 8 mm with its bottom at a height of 4 mm from one of its lower edges.

5 A movable card rest shall be provided. It shall have a hole in the appropriate position for the brass rod to pass through. The card rest shall have a device to secure it firm in any desired position in the tray.

6 To prevent the tray from being accidentally pulled out entirely, a self-locking gravity catch shall be fixed suitably, and

7 A brass label holder shall be provided at the face plank just above the centre. A handle to pull the shall be provided.

## 22 CATALOGUE CARD CABINET

220 The Cabinet shall consist of the two parts

1 The cabinet; and

2 The table stand on which the cabinet rests.

221 The cabinet shall consist of 24 trays in 4 columns of 6 trays each. the cabinet may be constructed as shown in Fig. 3.

222 The overall dimensions of the cabinet may be as shown in Fig. 3.

223 The constructional features may be as follows

1 The planks used for the side, bottom, and top shall be 22 mm thick and that for the back, may be 15 mm thick.

2 The front of the cabinet shall be divided into 4 vertical columns with 3 planks 22 mm in thickness and 100 mm wide; and into 6 horizontal

rows with 5 planks 22 mm in thickness and 75 mm wide giving a clear socket space of 150 mm × 105 mm (see Sec 212 category 1);

3 The front of each socket shall be connected with the back plank by 2 cross bearers 22 mm thick and 25 mm wide, properly centred;

4 Each of the two cross bearers shall be provided with two rollers of brass or other corrosion-resisting material, 25 cm apart, and properly centred, such that the tray may slide over them;

5 Suitable arrangements shall be made to lock the columns of trays; and

6 A plank may be provided, where desired, between the table legs at a height of 25 cm from the floor.

7 A pull-out slide where desired may be provided within the cabinet.

### 3 Classifiers' Table

31 The classifiers' table shall have :

1 Two pedestals in the form of cabinets for catalogue card trays; and

2 Shelves for books.

32 The essential dimensions shall be as found in Fig 4.

33 Each pedestal shall have 12 trays in columns of not more than 4 trays each. The constructional features shall be as for the catalogue card cabinet (see Sec 22).

34 The catalogue card trays shall conform to the requirements of Sec 21.

35 The clear height of the underside of the table top from the floor level shall be 650 mm. The distance between the inner faces of the cabinets may be not less than 600 mm. The depth of knee-hole space shall be not less than 450 mm, measured at a height of 650 mm from the floor level; this space should increase to 600 mm at the floor level.

36 A foot rest, either in the form of a fixed rod or bar or as a separate pipe shortly shall be provided along the longitudinal central line at 150 mm height from the floor;

37 The depth of the table shall be not less than 700 mm.

38 One line of shelf plank at a clear height of 250 mm all along the rear edge of the table with back steps to prevent books from falling, preferably with a central partition and two uprights at the ends shall be provided.

#### 4 Accession Table

41 The accession table shall have :

1 Two pedestals in the form of cabinets for catalogue cards and vertical files; and

2 Shelves for books.

42 The dimensions shall be as shown in Fig 5.

43 Each pedestal shall have four catalogue trays in one column and two vertical file drawers in one column. The constructional features shall be as for catalogue card cabinet (see Sec 22).

44 The catalogue card trays shall conform to the requirements given in Sec 21.

45 The internal dimensions of the socket for the drawers to contain vertical files shall be 300 mm × 230 mm. All external planks shall be 22 mm in thickness and all internal planks 22 mm in thickness. The intermediate between the two drawers shall be 22 mm thick and 75 mm deep.

46 Each drawer may be of 10 mm thick side and end planks 20 mm thick front plank. The bottom shall be of water-proof plywood, at least 5 mm in thickness. The dimensions of the drawers shall be such that it would fit into socket as per section 45. A strip shall be provided from the front end of the drawer to the rear end on one side 225 mm from the bottom and 25 mm from the side for purposes of receiving loose ends of tags in the files. This, however, will not be necessary where loose filing is involved.

47 Knee-hole space, foot rest, and shelves for books shall be provided as in Sec 35, 36, and 38 respectively.

#### 5 Reading Table

##### 51 READING ROOM TABLE

511 The size of the reading room table shall be 2 m × 0.7 m. (see the note at the end of Sec 73 and the note under category 4 of Sec 94 of chapter N). The essential dimensions shall be as shown in Fig 6.

512 Two up rights at the ends, a central partition, and a back stop shall be provided at one of the longer edges, to facilitate keeping books.

513 There shall be no drawers or shelves under the table top.

514 The foot rest shall be as specified in Sec 36.

## 52 STUDY TABLE

Study table shall be essentially the same as reading table except that the size should be 60 mm × 100 mm in plan and it may be provided with pedestal, with either one or two drawers (see Sec 46) and with one shelf as in accession table for keeping books.

## 53 PERIODICALS TABLE

531 The essential dimensions for periodicals table shall be as shown in Fig 7.

532 The gallery for periodicals shall be as shown in detail in Fig 7. The table of each gallery may be made vertical instead of slanting if preferred. For preventing the periodicals in the galleries from toppling over, a wire or a cord may be stretched along the length of each gallery above its mid height.

533 On the table top along the length of the gallery an inclined label holder shall be provided. It may have a groove with a slightly wedge shape cross-section to take a strip of card board about 30 mm wide as shown in Fig 7.

534 The foot rest shall be as specified in Sec 36.

## 6 Control Region Fittings

### 61 CONTROL REGION

611 The control region shall not be less than 3 m × 3 m and should preferably be 4 m × 4 m .

612 The essential dimensions of the control region shall be as shown in Fig 8.

### 62 COUNTER

621 The counter shall have three shelves all round except at a place occupied by the circulation staff as shown in Fig 8, where knee-hole 60 cm wide may be provided.

622 At a height of 130 cm from the ground there shall be a transparent plate glass shelf all round. This glass shelf shall be cantilvered and



there shall be no vertical support near the working edge of the counter so that an un-interrupted space is available on the counter-deck for free movement of trays. The vertical barrier between the counter deck and the glass shelf at the farther edge shall also be made of glass. If the counter is to be against a wall, the side which touches, the wall need not be provided with the shelf.

### 63 CONTROL GATES

631 The control gates may consist of either a single leaf door with a gravity hinge or any other similar device or a turnstile. The gate shall be fitted in such a way that it can be foot-operated by the staff inside the counter and the device inside shall be so located in relation to the foot rest of the operator that he can operate it with minimum movement of the leg. The clear passage when the control gate is open shall be approximately 0.5 m.

### 64 OVER-FLOW ENCLOSURE

641 The over-flow enclosure should be fully panelled and the barrier for the over-flow should be continuous.

642 The over flow enclosure shall be so constructed that it does not allow passing of books from the inside to the outside of the library.

643 The height of the over flow enclosure shall be 105 cm and it may have an entrance and exit door located preferably diagonally opposite to each other.

## 7 Issue Furniture

### 71 PRIMARY ISSUE TRAY

The tray is meant for containing the coupled book-ticket, reader's ticket after issue. The essential features for the tray shall be as shown in Fig 9. Its internal dimensions may be 200 mm long, 55 mm wide, and 50 mm high.

### 72 SECONDARY ISSUE TRAY

The secondary issue tray shall have the same internal dimensions as primary issue tray except that the length shall be 400 mm and there

may be three channels as shown in Fig 10.

### 73 CHARGING TRAY

The charging tray shall have the same internal dimensions as the secondary issue tray but it shall have nine channels and also 10° slope.

## 8 For Cards

### 81 BOX FOR CATALOGUE CARD

The box for catalogue cards shall be constructed as shown in Fig 11. The lid and the bottom part shall be of equal dimensions. When fully open, the lid shall rest on the table. One part shall be provided with a brass label holder and a pair of flat hooks. The other part shall be provided with eyes to take the hooks.

### 82 CATALOGUE CARD WORKS TRAY

Catalogue card works tray is functionally the same as the catalogue card box but it is more like a tray. See Fig 12.

## 91 Chair

### 911 READER'S CHAIR

A Reader's chair for a library shall, among other things, have the following special features

- 1 The chair shall be fitted with noise prevention pads in the legs;
- 2 The chair seats shall not be hard or upholstered but be preferably of woven material to ensure ventilation and slight yielding when in use;
- 3 The arm shall be 215 mm high from the seat and set back 75 mm from the front edge of seat ; and
- 4 The back rest shall be curved in plan and shall be not more than 180 mm in height measured from the arm rest.

### 912 COUNTER CHAIR

For the counter chair the following special requirements are

necessary

1 The seat shall be 760 mm high from the floor level and the chair shall not have arms; and

2 There shall be a foot rest in the chair at height of 300 mm from the floor level.

## 92 Book Trolley

The essential features of book trolley may be as shown in Fig 13. The trolley may have two pairs of sloping shelf planks, and one flat plank or for books of larger size. The trolley may be fitted with four wheels—one of the swivelling type at each end and two of the fixed type in the centre. The height of the trolley may be the same as that of the tables that is 750 mm. The trolley may be provided with two numbers 10 or 12 mm thick longitudinal tie-rods fixed at the levels of the upper shelves.

UNIVERSITY AND COLLEGE LIBRARIES

Assembly of Unit Book Rack

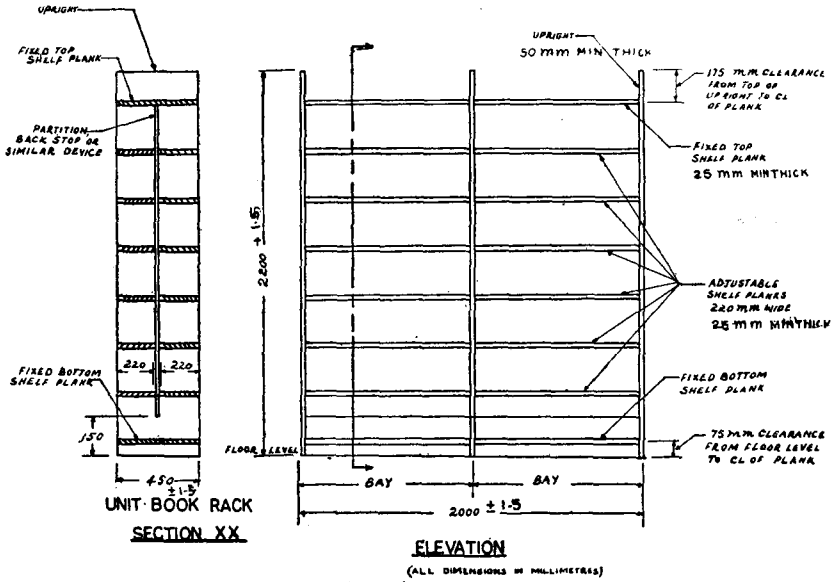


Fig. 1

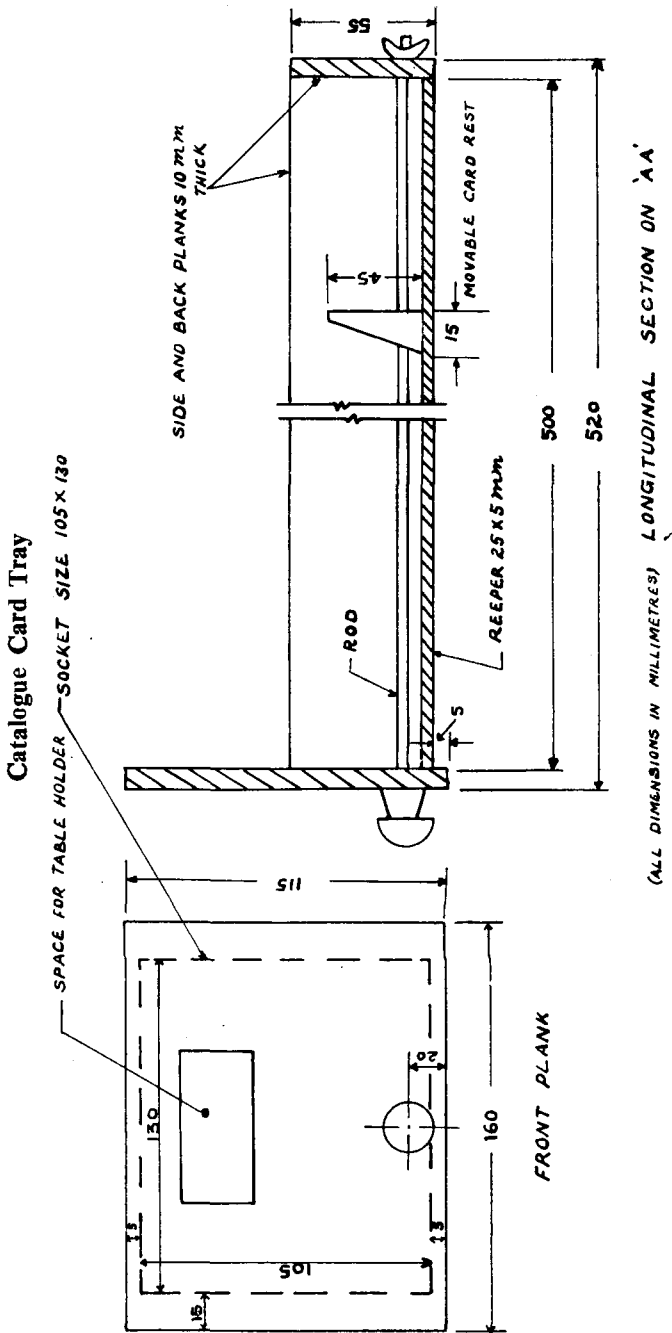
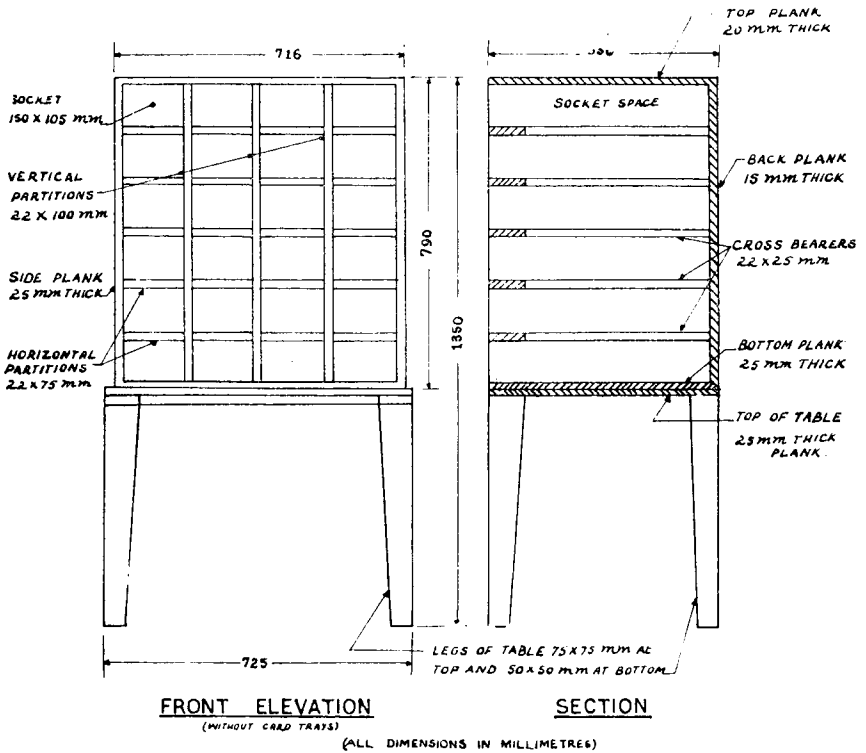


Fig. 2

### Catalogue Card Cabinet



(FOUR COLUMNS OF SIX TRAYS EACH)

Fig. 3



UNIVERSITY AND COLLEGE LIBRARIES  
Accession Table

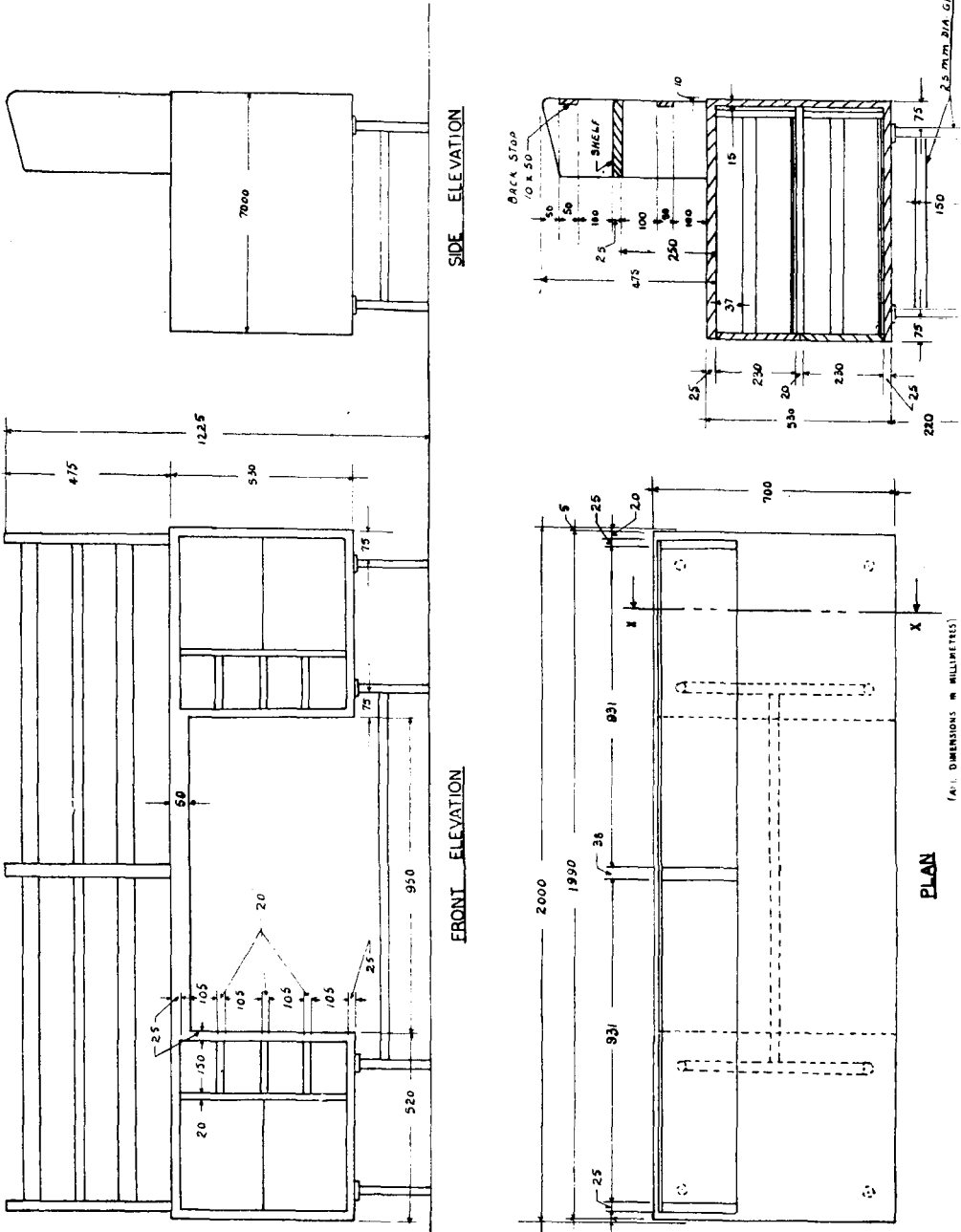
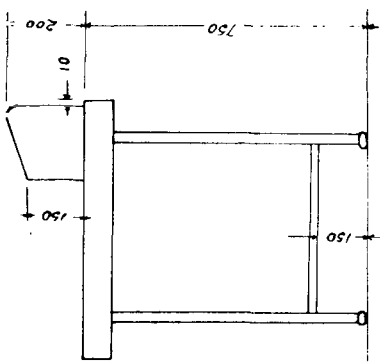


Fig. 5

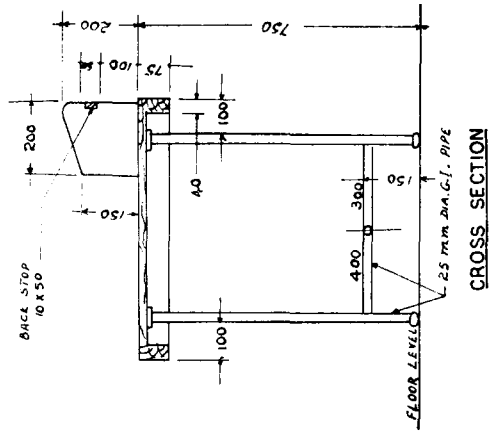
(ALL DIMENSIONS IN MILLIMETRES)



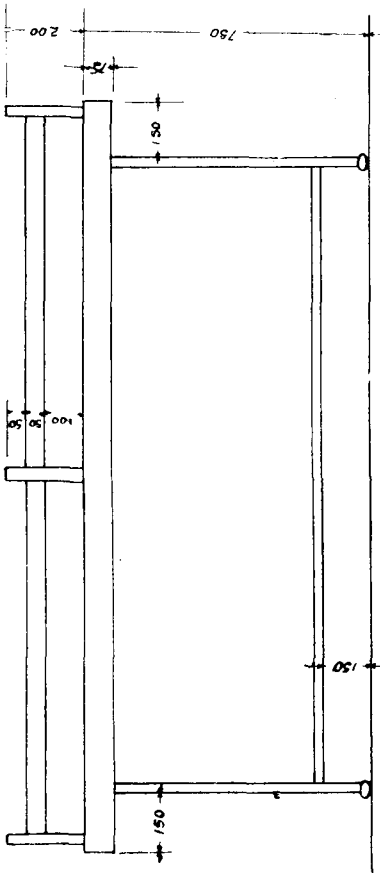
UNIVERSITY AND COLLEGE LIBRARIES  
Reading Room Table



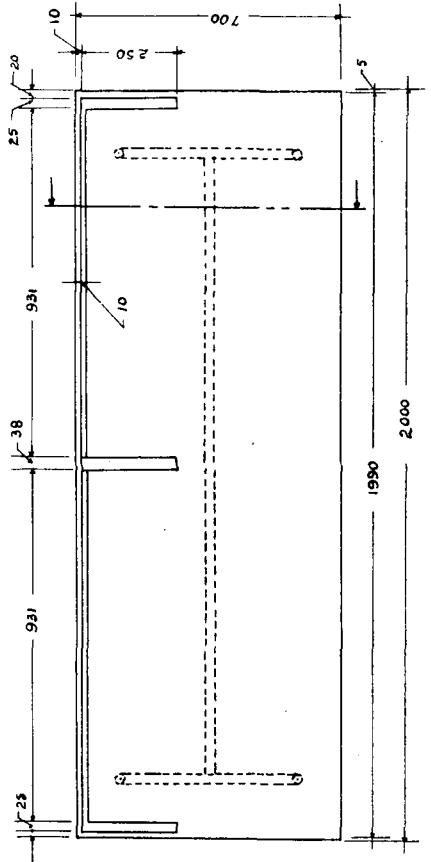
SIDE ELEVATION



CROSS SECTION



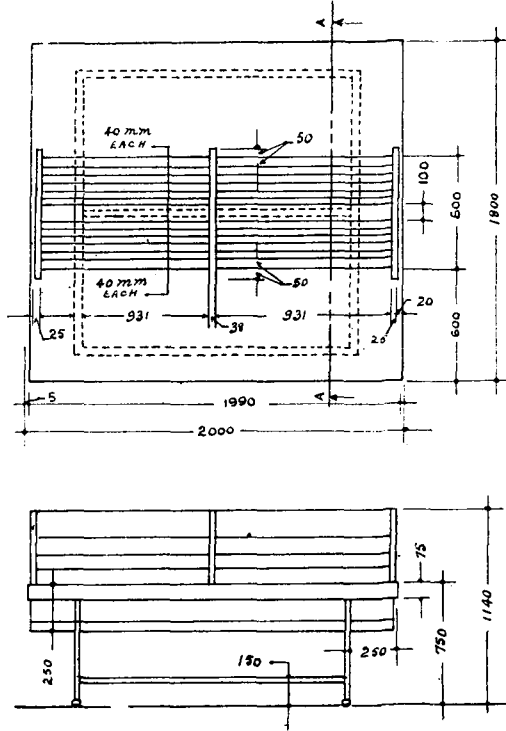
FRONT ELEVATION



PLAN

(ALL DIMENSIONS IN MILLIMETRES)

Fig. 6



Periodicals Table

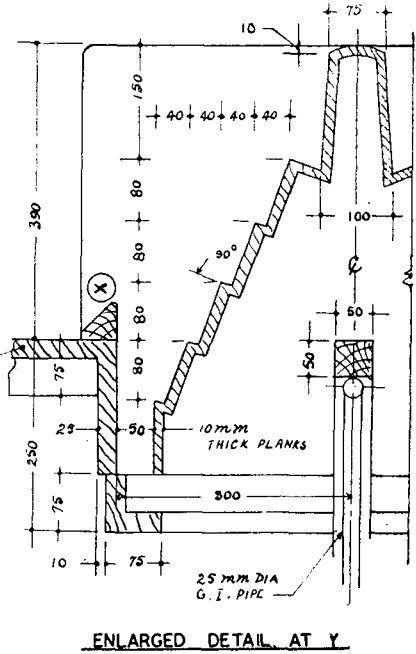
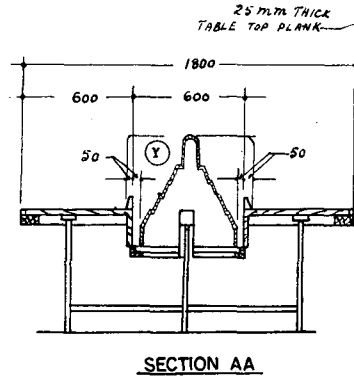
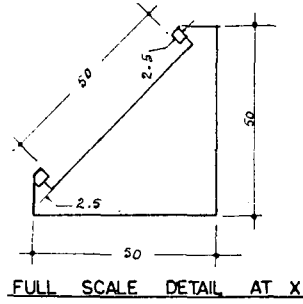


Fig. 7

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Control Region Fittings

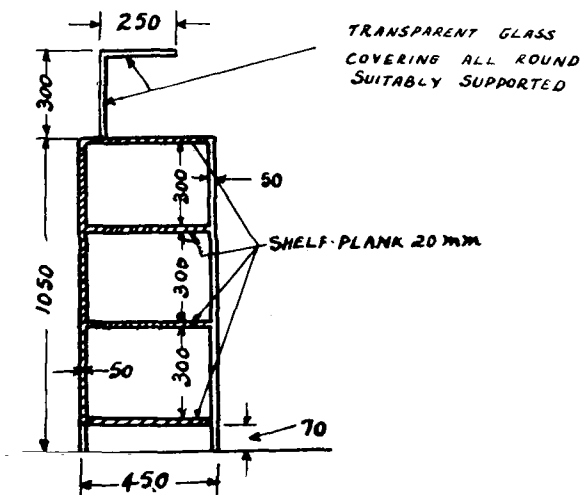
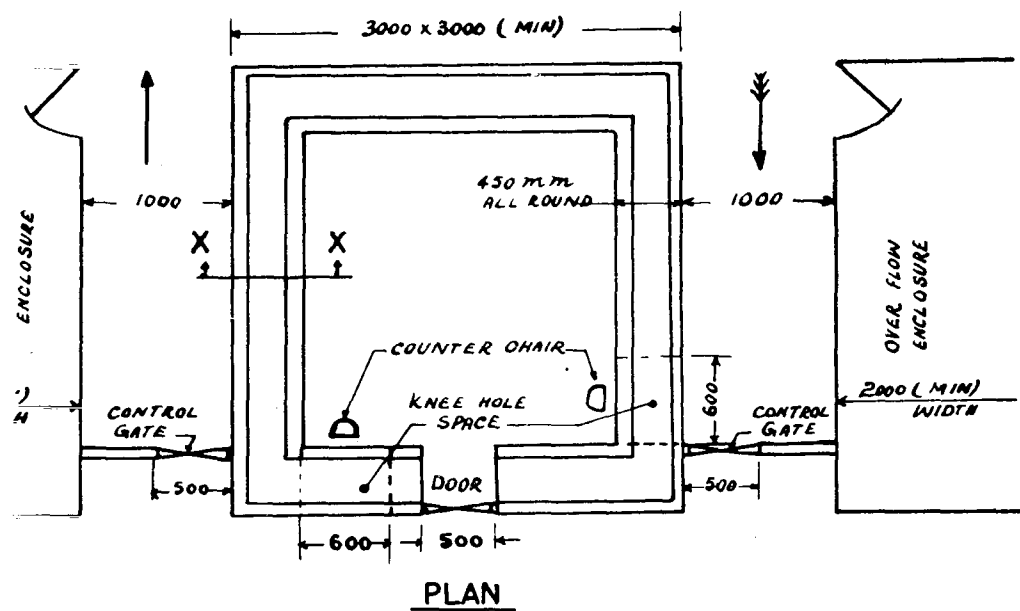
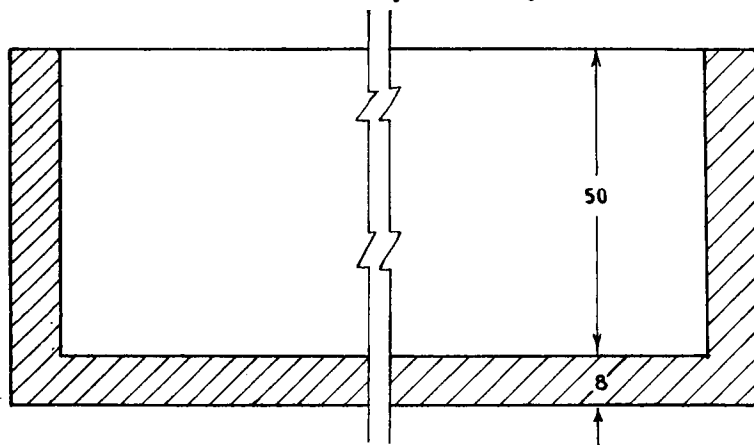
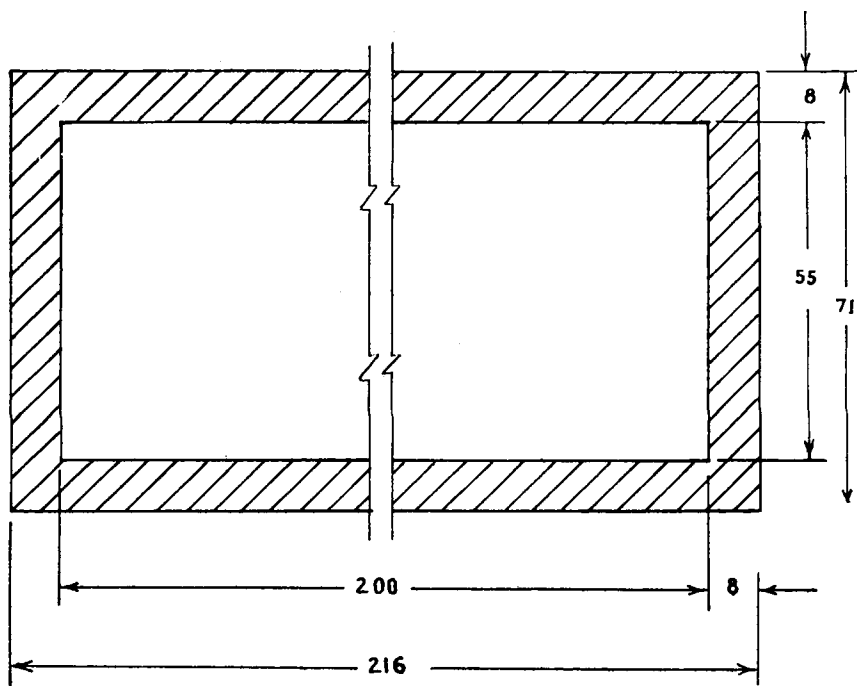


Fig. 8

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Primary Issue Tray



CROSS SECTION



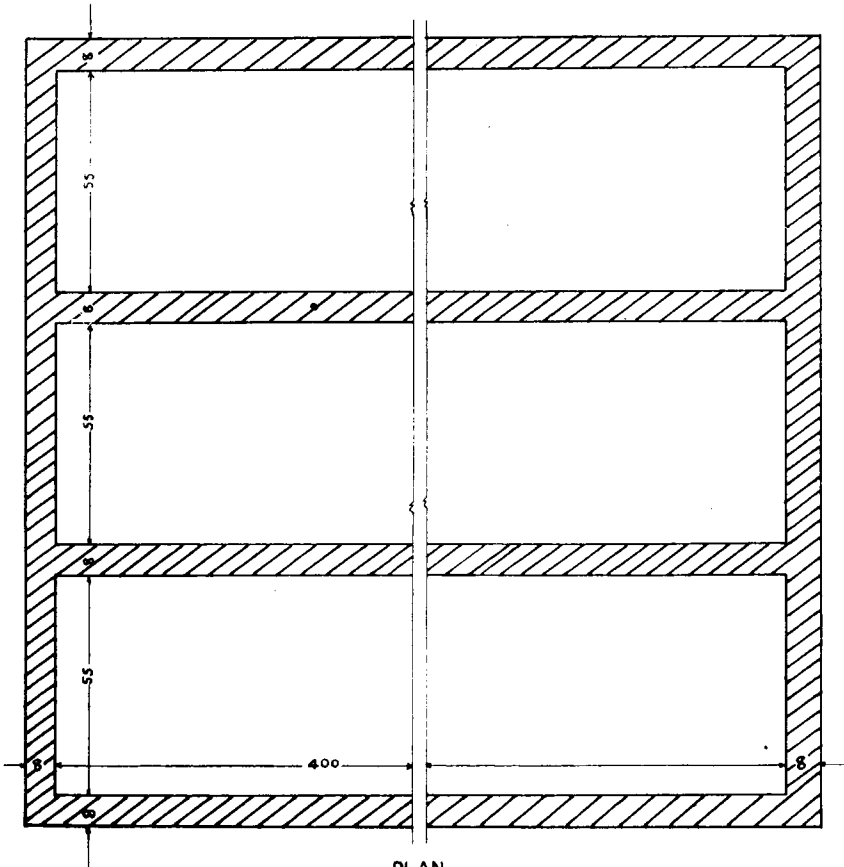
PLAN

ALL DIMENSIONS IN MILLIMETRES

( Internal dimensions 200 x 50 x 55 mm.)

Fig. 9

Secondary Issue Tray



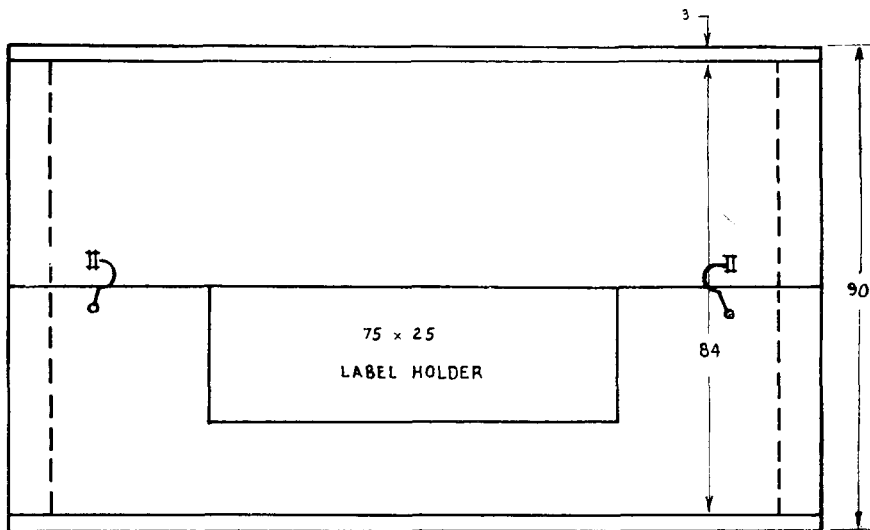
PLAN

(ALL DIMENSIONS IN MILLIMETRES)

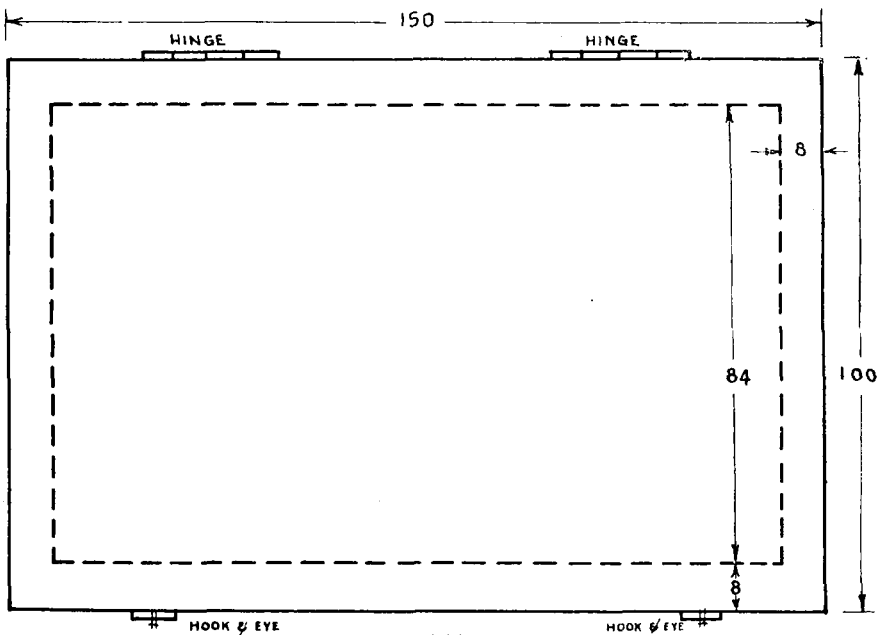
CONSISTS OF 3 CHANNELS - DIMENSIONS AS FOR  
PRIMARY ISSUE - TRAY EXCEPT LENGTH  
ie. (400 X 60 X 55 MM)

Fig. 10

UNIVERSITY AND COLLEGE LIBRARIES  
Catalogue Card Box



ELEVATION IN CLOSED STATE

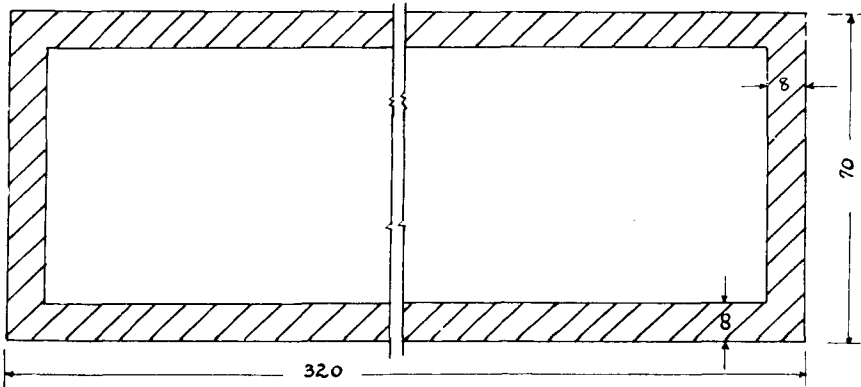
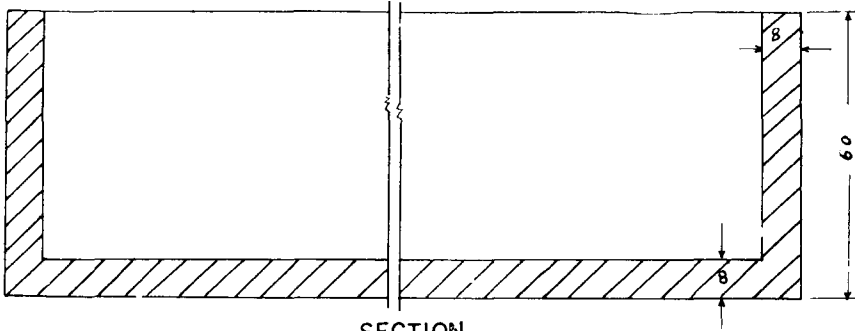


PLAN

(ALL DIMENSIONS IN MILLIMETRES)

Fig 11

**Catalogue Card Works Tray**



**PLAN**  
(ALL DIMENSIONS IN MILLIMETRES)

Fig. 12

### Book Trolley

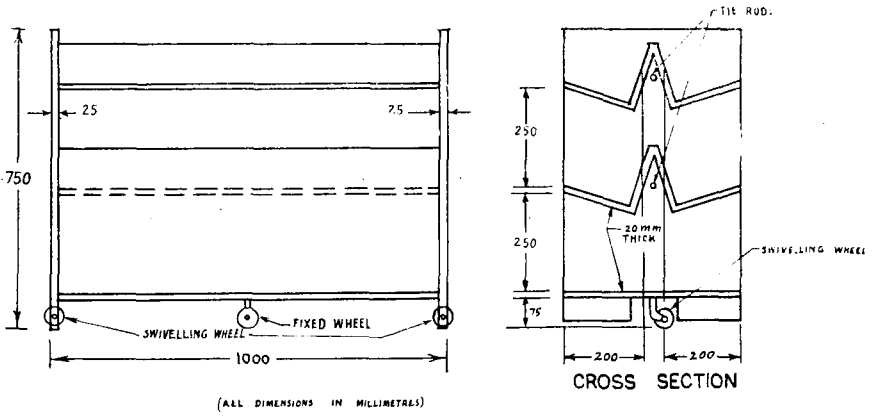


Fig. 13



## CHAPTER P

### SUMMARY OF CHIEF RECOMMENDATIONS

#### 1 UGC Grant

11 A period of 17 months should be allowed for the proper utilisation of the UGC grant for reading and kindred materials, to facilitate book-selection and book-purchase along useful and economic lines without disturbing the weekly rhythm of the administration work of the library and the normal reference and circulation service to readers.

12 A library may be allowed to spend upto 1/5 of the commission's grant for reading and kindred materials on the staff required to select and complete the purchase of the materials and to complete the technical work and the processing necessary to bring them into active use.

13 Commission's grant to a university library should be determined according to an agreed per capita formula.

131 Subject to local variation, the capacity of the university to spend, and the amount at the disposal of the Commission, for grant for reading and kindred materials, Rs 15 per capita on the basis of students registered in the university and Rs 200 per teacher may be given as grant to a university library for the time being. These figures should be revised periodically in the light of the changes in the cost of books and periodicals.

132 In the case of an affiliating university the number of students and teachers to be counted should be determined in the light of local conditions.

14 In the case of a newly started university which is not more than five years old, an additional grant upto a sum of Rs. 300,000 may be given to build up the initial stock of reading materials, such as periodical publications, reference books, and advanced treatises.

141 These universities may be given permission to spend this amount within a period of 3 years.

142 Whenever schemes for the development of Postgraduate Departments are accepted by the Commission some assistance should be given

for the purchase of reading and kindred materials and bringing them into active use.

15 The entire library finance of a university or a college library should be provided by the Commission and the State Government.

151 The Commission and the State Government should decide from time to time the proportion in which their respective grants to a university or a college library should be determined.

152 The Commission and the State Government should have an agreed understanding between them that each will actually pay its own share of the library grant.

153 The Commission should not ordinarily withdraw or lower its grant to a university or a college library because the State Government fails to provide the corresponding matching grant.

16 The library grant in any year should be based on the statistical data of the preceding year.

## 2 Library Fund

21 The library fund of a university or a college should be maintained and operated as a separate library account.

22 To make the spending of book-fund useful and to avoid its being dissipated on the rush-purchase of any materials readily available in the near-by market, the unappropriated amount of the budget should not be lost to the library, but should be carried forward to the credit of the library and be available for inclusion in the budget of the next year, as an addition to the normal allotment. Our chief book market is now thousands of miles away. Scholarly treatises, research materials, and particularly back volumes of learned periodicals take a long time in searching and procuring. Therefore, this provision for the revival of unspent balance in the next year's budget is quite essential.

23 Each library should

1 Spread the utilisation of the grant received from the Commission for reading and kindred materials as uniformly as possible over the entire period of 17 months allowed for purchase ;

2 Avoid hastening to spend the grant somehow on the purchase of whatever is available for immediate delivery without fully satisfying itself about the actual or anticipated demand of the reading materials purchased ;

3 Complete all the administrative and technical work on the reading materials and release them for use by readers as expeditiously as possible, say, within less than one month of their receipt in the library.

4 Allocate the total book fund equitably over all the disciplines pursued by the parent body, subject to the availability of worthwhile reading and kindred materials in the different disciplines and the special extraordinary needs, if any, of particular disciplines ;

5 Avoid duplication of learned periodicals and reference books ;

6 Minimise duplication of advanced treatises ;

7 Purchase a reasonable number of copies of books of the text book standard ; and

8 Distribute the share of the total book-fund of each discipline, equitably on current learned periodicals, their back-volumes, reference books, advanced treatises, and text-books.

24 It is desirable and economical for the selection of current learned periodicals and their back volumes to be coordinated among the libraries of a locality or a region, so as to minimise duplication and maximise the number of distinct periodicals available in the region, in order that the book-fund of each institution may go the longest way.

25 Without prejudice to the recurring local needs of students and research workers in different subjects, the libraries of a locality or a region should by mutual agreement specialise in stated subjects and make their collection in them as complete as possible for the requirements of research and invoke the aid of inter-library loan for books in frequent demand in subjects in which they do not specialise.

26 To prevent any prejudice to the readers' requirements being caused by the co-ordination of selection and purchase mentioned in Sec. 24 and 25, the libraries should co-operate with one another in inter-library loan and, whenever warranted, in exchange of reading materials so that they are housed where they are in greatest demand.

261 The Commission may frame a set of Rules for Inter-Library Loan and commend them to the University Libraries.

27 To facilitate inter-library loan and co-ordination of selection, the UGC should promote the production and maintenance of a union catalogue of the learned periodicals and the books in foreign languages other than English and rare books necessary for research in the humanities and the social sciences along the lines in which the Indoc is doing for the natural sciences.

### 3 Book Selection and Book Purchase

31 The acquisition of reading materials for the libraries should be regulated as follows :

1 The authority concerned may lay down the policy according to which book-selection should be regulated ;

2 The authority concerned may make the allocation of the amount for the purchase of reading materials as indicated in Sec 23 items 4 and 8 ;

21 The proportion implied in the allocation should normally be continued for at least three years without undue disturbance unless there are unexpected special factors coming into play. The proportion may be reviewed and re-established periodically, say once in three years ;

3 The authority concerned should provide a panel of experts in different subjects to help the librarian in making the final selection of reading and kindred materials ;

4 It should be regarded as improper to call for tenders or competitive quotations for each order.

5 Standing vendors may be appointed with stipulated terms including discount and exchange rate for a year or a longer period with a clause in the agreement that if orders are not filled within a prescribed period the librarian will be free to place orders with others. In this, special weight should be given to advanced books and treatises ;

6 Within the limits of the policy laid down, and in conformity to the advice of the experts concerned, and without exceeding the sanctioned budget and allocation, the librarian should be entrusted with the responsibility of book-selection and the acquisition of reading and kindred materials ;

7 The authority concerned may exercise the power of review to satisfy itself that the acquisition of reading and kindred materials was being done without infringement of the policy and the limitations of the budget and the allocation, and for watching for factors needing amendment in the policy and in the allocation of the fund ;

32 To minimise the harmful effect of the practices in vogue in the choice of *ad hoc* or standing vendors for the supply of books, such as

1 Leading to failure of prompt supply of nascent books ;

2 By-passing of the supply of advanced books and treatises in limited demand, of difficult-to-get-at kinds and without an attractive trade discount ; and

3 Resulting in the ultimate lapse of budget allotment for books or for its diversion at the last minute to less important books because of their being available on the spot ;

It is necessary to rationalise the vendor-library relation as it is now only in a formative stage.

33 To facilitate this and reach an agreed standard, such as net-book agreement, which will not either stifle the development of a healthy book trade or vitiate the proper utilisation of the book-fund of the libraries, it would be desirable for the Commission to bring about a conference consisting of a few representatives of publishers, book-sellers, the library profession, the top-management of universities, and if feasible, representatives of Statutory Library Authorities in areas in which a Library Act is in force.

34 In view of the increasing cost of foreign books, it is desirable for the Commission to promote publication of cheap Indian editions of foreign books in wide demand in the universities and colleges or their import in sheets and being bound in India.

35 To minimise the effect of the

1 Present exchange difficulties ;

2 Import licence difficulties ; and

3 Frustrating delay caused by these two factors in the procurement of foreign reading materials,

It is desirable for the Commission.

*either*

To arrange through a suitable agency for

1 Pooling together the orders of the different libraries for foreign reference books and advanced treatises of too limited a demand to warrant cheap Indian edition or Indian binding ;

2 Their purchase in bulk ; and

3 Their distribution to the libraries and debiting of their cost against the grant due to the respective libraries.

*or*

To give part of the grant in the form of foreign exchange licence or coupons.

35 If the first alternative is followed, to minimise the danger of co-operative or centralised purchases resulting in the curtailment of the freedom of libraries in book-selection, the Commission may adopt special methods such as the following :—

1 Appoint an Expert Committee for each subject to make a book selection list of reference books and advanced treatises, likely to be needed by many universities and colleges ;

2 Circulate these lists to the libraries of the universities and bigger colleges for their respective selection ;

3 Consolidate the returns on these lists for bulk purchase ;

Such lists in the different subjects may go out at different times. They may also be promoted by the libraries corresponding among themselves. This device may be given up as soon as the current difficult situation in respect of foreign exchange and import licence disappears.

#### 4 Promotion of Reading Habit

1 The most potent method of developing in the students a book-sense and the desire to own, enjoy, and read worthwhile books is the adoption of a teaching technique which minimises telling facts or giving ready-made opinion but rouses curiosity in the students by posing the pros and cons of a problem, and encouraging the students to seek from books and periodicals the information and the knowledge necessary to satisfy the curiosity and generally inspire the students to seek enjoyment in reading good books.

2 Safe-guarded open access and provision of ample reference service should be provided by each university and college library ;

3 Suitable arrangements may be made by the Commission to prepare and distribute periodically anticipatory reading lists of current and best books in diverse subjects of general interest to the students. Each library should also prepare its own reading lists from time to time on topics of local demand.

4 Reading circles may be formed on various topics from time to time and they may be given facilities to meet in the library.

5 Reference librarians should be appointed in sufficient number to help the students with sympathy and understanding in the selection of reading materials.

6 Each university or college, as the case may be, should encourage the formation of bookshops within its campus through co-operative effort or in any other manner.

#### 5 Weeding Out and Loss of Books

51 The following principles should be adopted by a library for weeding out books :

1 Generally speaking, pedestrian books (for example text-books and other books without permanent value) may be weeded out once in

five years.

2 Books worn out by use beyond repair may be weeded out once in a year ;

3 Reference books, which are quite out of date and whose later editions are available in the market, may be weeded out once in five years or ten years according to their nature.

4 A list of the books to be weeded out may be sent to the State Central Library, or its equivalent which should be given the choice to take over such copies as are found necessary to have within the State at least one tolerably sound representative copy.

52 While rare, costly, and small-size reading materials should be kept safely without direct access to readers and issued out only on formal application, in the case of the other books housed in the open access regions of the library, loss of two volumes for every one thousand volumes issued out is a risk worth taking for getting the books widely used before they go out-moded in thought-content or perish physically ; and such a loss should be normally written off by library authorities, unless there is evidence of mal-practice on the part of the staff.

## 6 Documentation

61 To save the time of the research workers, the library should

1 Make documentation lists on demand as well as in anticipation to supplement the Insdoc list ;

2 Make, on demand from research workers, abstracts of articles in current issues of periodicals not covered by the issues of abstracting serials received in the library ;

3 Procure documents not in the library by inter-library loan ;

4 Procure photostat or microfilm copies or other reprograph of documents on demand from research workers ;

5 Arrange, on demand, translations of articles in foreign languages through the Insdoc or other agencies ; and

6 Employ documentalists in adequate number.

62 The following policy may, for the time being, be adopted by the Commission in respect of the reprograph of documents and the reading apparatus needed for them.

1 In view of the fact that facilities for micro-filming, photostating, and duplicating exist in Delhi, Bombay, and Bangalore, the following universities, situated in the regions noted against them and having rich collections of periodicals and manuscripts, may be provided with micro-

filming, photostating, and duplicating equipment :

Eastern India	Calcutta
Western India	Poona
Southern India	Madras
Central India	Hyderabad
Northern India	Lucknow or Banaras

2 It is desirable to consult the Insdoc, which has experience in this field, for suggesting suitable equipment.

3 To begin with, one reading apparatus may be useful in each university library.

4 The demand for a second apparatus should be properly established by statistics and frequency of use, before an application for its supply can be entertained.

### 7 Departmental Collection

71 A post-graduate department of a university may be allowed a permanent loan of up to a maximum of 2,000 volumes that are expected to be frequently needed for the research in progress in the department.

72 This does not apply to the books whose duplication has been made especially for the use of the department.

73 The volumes on permanent loan may be kept in the department for an indefinite period. As and when the needs of the department change, the volumes no longer required in the permanent loan collection may be returned to the Central Library and new volumes taken in their place.

74 The volumes in the permanent loan collection are subject to recall by the librarian at his discretion in case they are wanted for other readers or for technical purposes.

75 Besides the permanent loan, each department may be given a temporary loan of upto 100 volumes, returnable only in the last week of the term or the year as may be prescribed.

76 Copies of text-books, if any, supplied to teachers for teaching purposes should be independent of loan of every kind and should be treated on a par with the material equipments furnished to a teacher.

77 Current issues of periodicals should be kept on display in the periodicals room of the Central Library for one or two weeks to give a chance for every body to peruse them and be released for loan to research workers only after that period.



78 It is not economical to build independent departmental libraries, unless a department is far away from the campus. It will unnecessarily add to the load of responsibility of the head of the department. Even in the case of a department having its own library for reasons of distance or other reasons, all impersonal work such as book-purchase, classification, cataloguing, and binding of books should be left to the care of the Central Library.

## 8 Library Staff

81 The professional staff of a university library should be distributed into four grades with designations, qualifications, and scales of salary corresponding to those of professors, readers, lecturers, and assistant lecturers as set forth in Sec 5 of the chapter J.

82 There should also be semi-professionals to do the repetitive routine connected with technical work, besides the usual ministerial staff.

83 The professional staff of a college should have the qualifications and the salary scale given in Sec 5 of chapter J.

84 The system of appointing a non-professional person, such as a professor, as honorary librarian as the head of a library should be abolished.

85 The strength of the staff of a library should be determined on the basis of the load of work in accordance with the staff-formula whose substance is given in Sec 5 of chapter K.

86 The salary fund of the university and college libraries should be subsidised by the Commission so as to promote the implementation of the recommendations contained in Sec 81.

## 91 Department of Library Science

911 A first grade Department of Library Science may conduct courses for B Lib Sc and M Lib Sc and a second grade one only for B Lib Sc ordinarily. A university Department of Library Science should not conduct certificate courses for semi-professionals. This should be left to the care of the Departments of Libraries and the Library Associations in the Constituent States.

912 A first grade Department of Library Science should have one professor, one reader, two lecturers, and two demonstrators, and a second grade one should have one reader, one lecturer, and one demonstrator.

913 For the time being the Commission may help the maintenance of

full-time teachers in not more than six Second Grade Departments of Library Science distributed on a regional basis and not more than two First Grade Departments.

9131 During the next ten years, the Commission's help may have to be gradually extended so as to secure one Second Grade Department of Library Science in each constituent State.

914 The librarian and his staff should devote their full time to the work of the library and should not be burdened with part-time teaching work ; nor should the teachers in the Department of Library Science be burdened with the work of the library.

## **92 Course of Studies in Library Science**

921 Only a graduate should be admitted to the B Lib Sc course.

922 A person should be allowed to join the B Lib Sc course only after the satisfactory completion of an apprentice course of six months in a library approved for the purpose.

923 A Committee of Experts should be appointed by the Commission to examine the question of improving and co-ordinating the standard of teaching and research in the Departments of Library Science of the universities and to give advice on the course of studies, standards, and teaching.

## **93 Library Buildings, Fittings, and Furniture**

931 The standards for the Library Buildings, Fittings and Furniture, established by the Indian Standards Institution and extracted in chapters N and O, should be followed by all the university and college libraries.

932 Any proposal, for a new library buildings, fittings, and furniture, or for the adaptation of an existing building, or for its extension for library purposes, should be examined and approved by a Library Expert appointed by the Commission.

**PROCEEDINGS**

of the

**SEMINAR ON**

**From "Publisher to Reader"**

**Work-Flow in University and College  
Libraries**

**Held from 4th to 7th March, 1959**



## CHAPTER Q

### ADDRESS OF WELCOME

*By*

**Shri Samuel Mathai**

*Secretary, University Grants Commission*

#### **1 Introduction**

The pleasant duty of welcoming the delegates to this seminar on 'Work Flow in College and University Libraries' and also all those others who have come to this inaugural session this morning has fallen to my share. I am glad to have this opportunity of welcoming all of you to this occasion and of expressing the hope that both this inaugural session and the business sessions to follow will be fruitful and interesting for everyone. The University Grants Commission has been contemplating this seminar for a long time. Quite early in the course of the work of the UGC it was recognized that what we did in relation to the libraries in our universities and colleges was very central to our total work of improving the standards of our higher education.

#### **2 Dependence on Memory**

Carlyle said long ago that a modern university was but a good collection of books. In ancient times human knowledge was transmitted from generation to generation largely by word of mouth ; knowledge had to be stored in the memory of people ; and we find that the mnemonic principle was highly developed in most parts of the world. We may recall that in our own country we had laid a great deal of stress on memory in our educational process and we developed a high degree of skill in compressing information into memorable verse-form so that students could remember these things easily.

### 3 Central place of Library in Education

To-day the corpus of human knowledge has grown enormously; and it is impossible for any man to remember all that he should know. Fortunately, it is not necessary in modern times to carry large loads in our memory. Thanks to the discovery of the art of writing and later still the invention of printing, it has become possible for human knowledge to be stored in books and for these books again to be stored in libraries. While the importance of the human personality in the transmitting of knowledge is still paramount, increasingly a great part of education is the ability to use a library and to know what books to look for in a library. Obviously, then, libraries are central to the whole business of education. We have tended in India quite frequently to think of the libraries as annexes to the total academic process, and we have not always given the importance to the librarian that he deserved. But it is being increasingly recognized that the well-trained and well-equipped librarian is as much a part of the teaching process as the professor and the specialist in any subject of study. A good librarian is not merely a mechanic who arranges books and organizes the movement of books but he is also a person who understands books as tools of learning and is able to keep these tools functioning effectively. A good librarian, therefore, must not only be a man skilled in his profession but also a man of the highest learning himself. It is necessary also for educators generally to recognize the centrality of libraries in our educational system and to be able to work co-operatively with librarians.

### 4 Stream-lining of Library Administration

During the last few years, since the UGC came into existence, the Commission has given high priority to libraries in the plan for development of the universities. We have tried to provide adequate library buildings for our universities and we are now trying to help colleges also to have suitable libraries. We have made considerable grants for the purchase of books in Science and in the Humanities for our universities. We are now concerned with the technical question of how the buying, the cataloguing, and the distribution of books in our libraries can be carried out in as scientific a manner as possible. For this we needed expert advice, and we are glad that we have been able to get the assistance of some of the best known librarians in the country, both in a Library Committee that the Commission appointed (which Committee has been deliberating for some time,) and in this seminar which is now assembled here. What we expect

from this seminar is a certain stream-lining of the process of acquiring, arranging, and distributing books in our university and college libraries. If the Commission has a clear knowledge of the process involved and if the process has been, by mutual consultations amongst the librarians themselves, so arranged that there is an avoidance of wastage and delay, then the Commission can go on assisting the universities and colleges to improve their libraries and make them really effective in the total system of education. In our effort to improve standards of teaching and research in our universities, we are naturally anxious to use every aspect of the educational process, so that the improvement may be in all direction. We cannot have either adequate study of a subject or effective research in it if our libraries are not well stocked and if our libraries are not properly used.

### **5 Efficient running of Libraries**

We hope that out of this seminar there will emerge a workable arrangement for the smooth and efficient running of our libraries. I am glad that all our universities have responded to our invitation to send librarians to this seminar. This gathering of librarians from universities and colleges ought to be able to produce a good working document which will be like a guide-book to us in the years to come. I have great pleasure in welcoming all of you to this seminar and in wishing you well in your deliberations. I should like now to request the Chairman formally to inaugurate this seminar.

CHAPTER R  
INAUGURAL ADDRESS

By

**Dr C D Deshmukh**

*Chairman, University Grants Commission*

**1 Dimensional Picture**

On my own behalf I extend a welcome to all of you who have gathered here to consider this very important aspect of Higher Education and indeed all Education. Perhaps I might start with some kind of dimensional picture of the problem with which we in the UGC feel we are confronted. It is my belief that during the last four or five years of the existence of the UGC we have extended assistance to libraries for buildings and furniture as well as for the purchase of books and latterly for the engagement of part of the staff on a scale which is relatively speaking larger than would be found in many other countries, particularly the United Kingdom, the University Grants Committee of which is a kind of prototype for our Commission. We have operated in this way because we realise that in the first place there were many relatively new universities which were ill-equipped with libraries, and secondly, because there were many colleges which even if they were old have not been able to get together anything that could be regarded as an adequate library. I suppose that since most of you are experts here you will agree that ideally speaking a college of the strength that we have contemplated for one, normally round about 1,000, should have at least 50 volumes per student making a total of 50,000 volumes and that a university should have at least double that number normally, *i.e.* 100,000 which comes to 1,000 volumes per teacher as against 50 volumes per student, assuming that the pupil-teacher ratio is 20 : 1, which is not too good a ratio. Then there is the question of the yearly addition to libraries if they are to continue to be up-to-date and from that point of view of the maximum utility both to the teacher and the researcher and the student.



## 2 Library Grant in India and in UK

Obviously we all know that these ideal standards are not attained in many places in India both in colleges and in universities. But we in the Commission believe that the grants that we have made in the course of the last few years have enabled these institutions of higher learning to make a good beginning both with buildings and equipping them with a stock of books. We have so far either approved or are in the process of approving a total expenditure of Rs 2.12 crores on buildings and furniture, and since this represents two-thirds of the total expenditure in accordance with the formula of sharing that we adopt in this respect, the universities, because this largely concerns universities in the first stage, must have spent nearly Rs. 3 crores,—or will have spent that sum within a short period from now—nearly Rs. 3 crores on buildings and furniture. In addition, we have made grants of the value of Rs. 83 lakhs on books and periodicals and in this, as you are aware, there is no sharing, that is to say the entire cost is met by the University Grants Commission, the share of the university or may be college later, being represented by so to speak their normal expenditure on books and periodicals. Therefore, these figures make up a total of Rs. 3 crores nearly expended or about to be expended by the University Grants Commission in a total of Rs. 4 crores. You will find, if you can get hold of the relevant data, that these grants are, as I said in the beginning, a little more liberal and more significant than is the case in the UK. One must not of course overlook the fact that figures here as in other sectors are not fully comparable because, unlike India, in the UK nearly 70 per cent of the income of about 21 Universities and 3 aided colleges is derived from grants made by the Treasury on the advice of the University Grants Committee. You will find from the relevant literature that till recently capital grants through the University Grants Committee in the UK were more or less limited and it is only in the last two years that they have increased very appreciably : For instance in 1955-56 they spent £ 7 million out of £ 26 million granted to the universities and the aided colleges.

## 3 Genesis of the Library Committee

That gives you some idea of the importance that we in the University Grants Commission attach to the building up of adequate libraries in our institutions of higher learning. A few months ago I had the privilege of laying the foundation stone of the library building of the Patna University and I observed there something which I think worth-while

repeating before a gathering of experts like this. I said in a kind of anatomical vein that the students were the body of the university, the administration was, of course, the head, the teachers were the soul and the library the head, which, of course, brings into relief the question of proper circulation if not the elimination of stifling atmosphere. Both for financial and functional reasons, therefore, we thought it very desirable to appoint a Committee to advise us on all relevant aspects of the establishment, the stocking, and the running as well as the utilisation of libraries. And we were very glad and grateful that Dr Ranganathan, the doyen of library science in this country, who, as you know has an international reputation, found himself able to undertake the Chairmanship of this Committee. It is a small committee but has very experienced experts on it. The colleagues of Dr Ranganathan being as you know, Shri BS Kesavan, Shri S Bashiruddin, Shri S Parthasarathy and Shri HS Hingwe. They have had several meetings and have indeed put a great deal of labour into their deliberations and the UGC is duly grateful to them for the trouble that they are taking in order to formulate their advice. I have been informed that they are about to submit the report to the UGC and since it is not yet submitted, naturally, it cannot be the subject for discussion in this particular gathering. I have no doubt that it will deal with many relevant issues which are perhaps at the back of the minds of the delegates here—such as the optimum use of library staff, instruction in library science and, finally, so to say capping everything, the efficient use of libraries for the purposes of research, teaching, and study.

#### 4 Genesis of the Seminar

As Shri S Mathai informed you, the object of this particular gathering is a more limited one as has been brought out in the title of the Seminar "Work-flow in University and College libraries". That does not mean of course that other matters which are important will be ignored, and you can rest assured that all the other important aspects of university and college libraries will receive consideration in the light of the recommendations that will be made by the Committee under the Chairmanship of Dr Ranganathan. But while the Chairman and I were discussing these matters in a preliminary kind of way it occurred to us that we may as well take counsel so to speak with the experts in the subject and prepare the ground for the maximum fructification of the labours of the Committee to which I have referred, that is to say, we hope

that as a result of the discussion that will take place here over the next four or five days the ground will have been prepared for ensuring that we get the maximum advantage of the facilities which we are assisting the universities and the colleges to build up. In other words, we shall be concentrating our attention on how to secure the ultimate aim, that is, adequate use of libraries as a tool of learning in the words of Shri Mathai, and since we are allowing sufficient time and since this is a representative gathering—and let me say how I am glad to see such a good gathering of experts—we are hoping that we shall now set in train all kinds of procedures in order to ensure that the optimum use is made of these libraries.

### 5 Books in English

While I say so I can see through the corner of my eye a cloud no bigger than a man's hand and that is the still un-resolved question of the medium of instruction and the importance to be given to English whether the language remains as the medium or not. Already during the course of my wanderings I have discovered that in many a place the student is afraid to look an English book in the face, although in old days he was not afraid to look an Englishman in the face which is a curious result of the advent of independence. In one college I found that 75 per cent of the books issued were in the regional language, although the majority of the books in the library was in the English language and that 90 per cent of this 75 per cent were novels. Now that shows a kind of double danger which is facing not only the libraries but also the librarians. It is very important that this gathering should come to some definitive conclusions because after all if they succeed in deciding the lines of work-flow in a library and the work does flow and by their experience they demonstrate that they are able to move their books in English, then I think that will be a proof of what many people have held that in this fast-moving world. We shall be committing intellectual suicide if we were to shut up our principal window on the world, which is our knowledge of English, since the taste of the pudding lies in the eating. We shall be content if librarians go back from here with firm ideas as to how to help in the process of utilisation of their libraries—I assume that the character of the libraries will be what it is to-day and certainly if the UGC have anything to do with it they will not help to change that into some other character unless there is very strong proof adduced that books in some other languages are far more useful to our

young people than books in English. Therefore it is that I attach the very greatest importance to the findings of this Seminar and the advice that they will be formulating not only for the Commission but for all their public namely their administration, their teachers, and their students in the way of utilising all the wealth that is in their libraries to which the UGC will be prepared to add from time to time to the best of their ability in a very understanding spirit. With the expression of this hope, I have great pleasure in inaugurating this Seminar.

CHAPTER S  
**PRESIDENTIAL ADDRESS**

*By*

**Dr S R Ranganathan**

*Director of the Seminar*

**1 Epoch of Renascence**

We have the privilege of living in an eventful epoch in the history of our Motherland. We see the sprouting of new life all around us. We feel the fragrance of spring-time. Our country has just started on its upward path in the ascending phase of our current cultural cycle. About a generation ago, we were struggling in the very trough of the cultural wave. We have now just released ourselves from it. But we are still far below normalcy. The further ascent towards the crest of the wave will be steeper and longer. The natural force, which should help us to do this ascent, is the one being generated by the explosive expansion happening in all the spheres of activity.

**2 Harnessing of the Energy**

Some other nations went through a similar phase a few centuries ago. But they had a certain advantage. The entire energy created by the explosion of renascence could be used up in expansion, colonisation, and development in a casual way. For, at that time, the population pressure was low in many parts of the world. The community in those parts was in a state of cultural exhaustion or even of decadence. Therefore, there was no resistance from it. Penetration and exploitation were easy. But to-day there is no elbow room left for us. The political and the economic barriers are impenetrable. Therefore the entire energy released by the new life has to be harnessed and consumed within the country. This is not easy. This does not admit of the play of *laissez*

*faire* in our development. This accounts for our great planning enterprise.

### 3 Planning for the Development of the Human Resources

Planning at the material level—industrial planning—is making great strides. It is good. It is necessary. But it is not sufficient. To attain dynamic stability, to escape poor achievement leading to frustration, and to prevent the social energy newly being released from taking a destructive form, considerable planning is necessary in the cultivation of our human resources. But this part of planning is intangible in spite of its basic importance. Any fault in the industrial or monetary planning soon becomes visible. It soon attracts public attention. This provides a corrective. But fault in human planning is deferred in its result. It becomes visible only one or two generations later. It does not attract contemporary public attention. An important corrective is, therefore, missed. The benefits too, if the plan is good, are equally of a deferred nature in respect of the improvement of human resources. They too are not immediately visible to the common man. Therefore they do not have the power to secure popular votes at election time. Therefore, even the need for planning escapes recognition. At best, we have platitudes. There is seldom any close follow up. On the other hand, human planning has to be far flung. It has to begin even at the pre-natal stage. It has to begin with eugenics. At the other extreme, it has to aim at securing a high degree of integrity, a strong will to work, and competence and skill of a high order in every field of knowledge—fundamental as well as applied. The level of each of these basic human qualities should be raised. It is here that education has to play a vital role—particularly university education.

### 4 Re-orientation of University Education

We all accept the vital role of university education in the development of our country. The demand from the youth for university education is also enormous. Our renaissance makes it spontaneous. In in-born native ability and intelligence, these youth of our country are second to none in the world. In my wanderings through several countries, I am led to believe that our youth have even a superior intellectual heritage. During the last war, the so-called “Bevin Boys” demonstrated our native skill in quickness and agility in learning the latest know-how. But in the immediate past, these native qualities were not backed

by industry and integrity. They did not get opportunity to develop. Inertia and insensitiveness to social obligations enveloped them. They were frozen. The "divine curiosity", as Albert Einstein called it, the divine curiosity of childhood got suppressed. There was no real education. There was no creative work. There was not even an honest day's work. But a high order of native intelligence and a high order of inertia form a dangerous mixture. Before our independence, it had no chance to develop and to prove harmful. But to-day, it is gaining power to do harm. It fills many key positions with predators. It leads to floating in formalities. It leads to tall-talk. It misleads one to equate cleverness and tall-talk with action and achievement. Our rising generation should be rescued from falling into this rut formed during the last few generations. One way to rescue them is to accustom our students to hard work, to purposive work, and to the joy of exploration and creative work, when they are in the university or in the college. During the last few years, I have experienced the wonderful response of our youth to such a stimulus. Even in the so-called backward areas, I have found it possible to rescue them from old ruts. Our colleges and universities should harness the "divine curiosity" before it evaporates away. The students should be given full-timed joyful occupation in learning extensively, in digging deep into some subject of their choice, in sharpening their intellect, in deriving delight from concentration and hard work, and in aiming at ever-continuing achievements. They should be trained to act on the principle :

Siddham Sādhyāya Kalpatē

What is achieved is only a stepping stone for further achievement.

One of the causes of the present plight of some of our universities—the chronic indiscipline prevailing in them—is the failure to occupy the mind-energy of the students with worthwhile work and mental pursuits, capable of gripping them. Our university education needs a drastic re-orientation. In this process of re-orientation, the university and the college libraries have to play a vital role.

## 5 Role of the Library

The role of the library in the new re-oriented education of to-day is five-fold. It has to feed the students in five stages. Three of these are correlated to work in the class-room and in the laboratories.

## 51 STAGE 1 : PREPARATORY STUDY

Reading materials should be gathered, organized, and attractively presented to the students—on all the subjects of study and in all levels—for preparatory study before the lessons. This is to rouse curiosity.

## 52 STAGE 2 : PARALLEL STUDY

Another set of reading materials should be similarly served for parallel study immediately after the lesson. This is to maintain curiosity.

## 53 STAGE 3 : FOLLOW-UP STUDY

A still another set of reading materials should be served for follow-up study. This is to harness curiosity and to take the students to a higher level of curiosity and work. This spirit should be further enriched at the fourth and fifth stages.

## 54 STAGE 4 : LEISURE STUDY

The fourth stage in library service is concerned with the use of leisure. Leisure is free time. But it is free only from work under the behest of others. It cannot be free from work of any kind. Indeed, as Tayumanavar a Tamil poet of the fifteenth century put it, it is impossible to live in vacant time. If leisure time is left vacant, it will be occupied by the agents of the devil. Leisure is like the sumptuous margin of ancient manuscripts. It is blank space. In some manuscripts it is often found disfigured by all kinds of absurd scribblings and ugly figures drawn by readers. This is prevented in other manuscripts by the scribe himself filling the margin with beautiful paintings and drawings, which illumine the text. We have to remember that unoccupied leisure is a social danger. It is as true in the case of students as of adults. To provide for one form of elevating use of leisure is a great social responsibility of the library. The library should feed students with entertaining and elevating books for use during leisure time. The college library and the university library should further habituate the students to this use of leisure. The students will then carry this habit throughout their life. Then the leisure of the community will be put to a profitable and safe use.



## 55 STAGE 5 : DOCUMENTATION

The fifth stage of library service arises only in the case of the more advanced students, the research fellows, and the teachers themselves. At this stage, the university library has a very vital part to play. It is concerned with the conservation of the research-potential of the community. To conserve the research-potential, it should pick up and organise the nascent thought in every field of knowledge and plough it back into the minds of the research-workers. Till recently a good deal of research time was being wasted in literature-search by the research workers themselves. Nor could they succeed in spotting out all the relevant literature. This cannot be allowed to continue. For, there is increasing demand for research not only in the fundamental sciences but also in the applied fields, and not only in the natural sciences but also in the social sciences. The increasing population cannot be maintained unless a considerable amount of research is made to increase the natural and the near-natural commodities and to supplement them with artificial commodities. Therefore, the research-worker should hand over literature-search to somebody else. That somebody else is the librarian. The librarian has thus become a partner in research-work. This is the high-water mark of library service reached to-day. To emphasise this new role of library service, the profession has coined a new term to denote it. It is called Documentation. It consists of :—

551 Scanning the contents of the current periodicals and picking out all new thought relevant to the research work in progress in the several departments of the university; We call it "Nascent Micro Thought."

552 Classifying each article minutely and cataloguing it with all the necessary cross-references or subject-analyticals and alphabetical indexes.

553 Making a systematic or classified list of the entries of all relevant nascent micro documents with helpful feature-headings to guide the research-worker, so that he can arrive at his spot in the list without any waste of time; we call this "Documentation Work."

554 Feeding each research-worker pin-pointedly, exhaustively, and without any loss of time whatever, with all the materials relevant to his needs at the moment; this is called "Documentation Service"; and

555 Voluntarily bringing to the notice of each research-worker any new published thought likely to be relevant to his work.

Thus, documentation service should be given both on demand and

in anticipation. This is not spoon-feeding. This does not take away the right of any research-worker to use his leisure in browsing widely among periodical literature.

## 6 First Step in Efficient Library Service

Library service of this kind is essential to get an adequate return on the capital sunk in the laboratories and the buildings and on the money being spent on the teachers and research-workers. It is not proper to blame the students, the teachers, or the research-workers for poor out-turn, when they are not served the necessary mental food from time to time in the exact measure of their needs. The enrichment of the collection in the library and of the actual services to be rendered should be reviewed from this larger economic angle. There is need for re-thinking in respect of university and college libraries. The first step in providing efficient library service concerns three major factors. Each factor has its details.

### 61 PLENTY OF READING MATERIALS

The first factor is plenty of reading materials of diverse kinds arranged in a suitable way :

611 We must provide several copies of a variety of text-books and a reading room where the students can read them extensively.

612 We must provide an extensive collection of reference materials—encyclopaedias, hand-books, bibliographies, reviewing periodicals, indexing periodicals, and abstracting periodicals on all subjects. Hundreds of each of these species exist to-day. Many of these pertain to specific subjects. There should be a convenient room for these ready reference materials, near the entrance to the library, so that nobody need to waste any time in reaching them.

613 We must provide an exhaustive collection of up-to-date treatises on all subjects. These will have to be collected in several languages. There should be a well-lighted stack-room to house these treatises and the bound volumes of periodicals.

614 We must provide long runs of bound volumes of the important learned periodicals.

615 We must provide for subscription to a good collection of learned periodicals on each subject of pursuit. Their current numbers should be kept in display in a periodicals reading room with comfortable seats.

## 62 ADEQUATE STAFF

The second factor is adequate staff to acquire, organise, and serve these materials. The staff has to be of three kinds:— professional, semi-professional, and clerical.

## 621 PROFESSIONAL STAFF

We must provide adequate professional staff with ability and training to follow the trends in research. All of them should have sound training in library science and in library practice. Just as the teachers in a college or a university are drawn from different subject-fields, the professional staff of the library too should be drawn from different subject fields. The professional staff should be capable of selecting books in intimate correlation to the work in progress in the university, classifying them, doing documentation work, and serving the students and the teachers alike in the measure of their exact needs and standards.

## 622 SEMI-PROFESSIONAL STAFF

We must provide adequate semi-professional staff to look after the physical side of the circulation, the maintenance of the reading materials, and the repetitive routine in different sections. These too should have had training in library practice.

## 623 CLERICAL STAFF

We must provide adequate clerical staff to relieve the professionals and the semi-professionals from common office routine so that they can turn their full-time and thought on professional work.

## 63 ADEQUATE FINANCE

The third factor necessary is adequate finance, both for capital expenditure and for recurring expenditure.

## 631 BOOK FUND

We must provide adequate annual grant to the book fund for the continuous purchase of books and periodicals in the full measure of the

requirements of the teachers, the research-fellows, and the students of all standards.

### 632 CAPITAL EXPENDITURE

We must provide adequate capital grant to provide the library building, fittings, and furniture. These should all be of the right functional kind. Money should also be provided for their up keep;

### 633 SALARY SCALE

We must provide adequate annual grant for library staff. It should be based on a salary scale, which can attract and retain a well-trained and able band of librarians, drawn from among those endowed with resourcefulness, initiative, and personality. These should be given responsibility. They should also be given academic and social status equal to that of the teachers to be served.

## 7 Action of the University Grants Commission

The University Grants Commission is fully convinced of the new and intimate role of the libraries in the university and college life in our renaissance India. They have a policy to give liberal grants for all library purposes—reading materials, library buildings, fittings and furniture, and library staff. The UGC did not take long to realise that the proper way to develop our library service along helpful lines is to entrust the planning of the whole affair to the library profession itself. This functional sharing of their responsibility had been a commendable and welcome step. The Chairman of the Commission appointed a Library Committee to advise the Commission on the policy and the plan to be followed in developing the university and college libraries. This Committee has gone into several aspects of the problems.

- 1 Scale of grant for reading materials;
- 11 Methods involved in using the grant;
- 12 Production of cheap editions of books;
- 13 Promotion of reading habit;
- 2 Staff required, their training, qualifications, status, and salary scale; and
- 3 Standards for library buildings, fittings, and furniture.

## 71 FULFILMENT

When the Commission examines, finalises, and releases its decisions, I am sure that the university and college libraries will find every satisfaction. I feel gratified that this opportunity came for my dreams, ambition, and wishes, entertained and pursued all through life, to be fulfilled within my life-time. In the past, I had to struggle against great odds and secure some result in this university or that. The progress was at snail's pace. Many frustrations had to be faced. Set-backs came. Despair used to invade. But I could recover and regain optimism. For the resilience of a pioneer is unbounded. In moments of depression, I used to repeat reading Hanuman's words :

Anirveda-Sriyo-Mulam etc.,

Hope and good cheer are the source of service.

Hope and good cheer give strength.

Hope and good cheer lead to achievement.

I am now happy to feel that in library matters we are on the eve of a sudden mutation. We are on the eve of jumping on to a more productive orbit of work, to a higher energy level. I can now say in ecstasy :

Tamaso ma jyotir gamaya

“Get away, you darkness,

Come in, kindly light”.

### 8 Transformation of Money into Actual Book-Service

But money, buildings, books, and staff alone cannot fulfil the role of the library in the development of our human resources and through them our material resources. They are all necessary—absolutely necessary. And they are now being provided for jointly by the University Grants Commission and the Governments of the States. But they are not by themselves sufficient. It is necessary to activate them into service. The money should be transformed into books and periodicals. Their contents should be scanned, digested, and made ready for consumption. They should be served out at proper moments in doses that could be absorbed by each reader in the measure of his needs and capacity. In other words money should be transformed into true book-service.

This transformation should be efficient. Dissipation and leakage should be minimised. There should be no delay. Books should not be allowed to lie as idle heaps at any stage. In other words, the transformation should be perfect, expeditious, and continuous. For new thought becomes stale and unproductive, unless it is served and fed into the minds of the right readers in its very nascent state. The minds of the readers too become stale and unproductive, if they are not continuously fed with the right nascent thought in a precise and pleasurable way. The mood to read is not compelling. It is fleeting. It must be caught before it dies out.

## 9 Purpose of the Seminar

### 91 METHODS OF MODERN MANAGEMENT

Therefore, Dr Deshmukh rightly felt that we should not drift along in respect of this matter. We should do something to take this transformation of money into book-service to a higher level. The latest findings of the new Science of Management should be applied to the management and the administration of libraries. Modern management chases the work from the beginning to the end. It has found it necessary to create a new profession—the profession of expeditors. Modern management plans every detail in advance—even the movement of the limbs and of the eye balls. Library work could be carried on casually and without a plan in the past, as there was little money available for library service and there was little demand too as a result of our universities having been mere examining bodies. Now the hum of research has begun. Money is being poured into libraries. Library work has assumed large dimensions. Large-scale work demands the advance-planning of every detail. Library work cannot hereafter escape the application of the Therbligs of Dr Gilbreth. The precise measurement of every job, the conscious rationalisation of every step in work mental or manual and however trivial, advance-planning, are now valued in every sphere of work. I had the opportunity to meet Dr Gilbreth in Honolulu two months ago. We had a long talk on the Science of Management and also on the rationalisation of library work. It confirmed many of the findings made in developing the Madras University Library years ago and recorded in my book *Library administration*.

## 92 STREAM-LINED WORK-FLOW

Modern management stream-lines the work-flow. It puts all the stages and the items in work-flow in perfect phase-relation. Junction-moments are very important. Modern management would provide a work-sheet for the performance of every job. It prescribes pick-up work for unavoidable fallow time. However, the Victorian outlook of drifting along—its *laissez faire*—is still lurking in the minds of some. But the Science of Management has discovered that in a concerted large-scale service, nothing can be left to chance. Nothing can be left to mere improvisation on the spot. Creative work should be largely concentrated in a prior stage of planning and designing. Execution of jobs should be based on detailed work sheets. The purpose of this Seminar is to stimulate this creative work in regard to the management and administration of libraries—the work of studying the work-flow in libraries, planning the work-flow, and arriving at principles with the aid of which each library can write out its own work sheets from time to time in its own context, for its diverse jobs.

## 93 AVOIDANCE OF ALLERGY

It is too late in the day to be allergic to details or to imagine ourselves to be too superior or to be too much of a genius to condescend to think about details or to carry out details. Every individual engineer knows it. He acts on it. He achieves results. Thus he gains respect. He gains status. That is the right way. We librarians too should fall in line with this trend in modern management. We too should gain status in that way. Status cannot be given. It has to be gained. There is nothing dishonourable or demeaning in thinking out every detail of our daily work.

## 94 ADVICE OF AUROBINDO

Let us take to heart the advice of Sri Aurobindo. He has written on administration. You will find it extracted at the beginning of my *Library administration*. Let me read out a short extract. It occurs in the description of Mahasaraswati. "She is Sakti's power of work, and her spirit of perfection and order. She is the most skilful and nearest to physical nature. She presides over the details of organisation and execution, relation of parts and effective combination of forces and unflinching exactitude

of result and fulfilment. The science and art of technique are her province. She can give to those, whom she has chosen, the intimate and precise knowledge, the subtlety and patience, the accuracy of intuitive mind and conscious hand and discerning eye of the perfect worker. This power is the strong, tireless, the careful and efficient classifier. Her action is laborious and minute, and often seems to our impatience slow and interminable; but it is persistent, integral, and flawless. Leaning over us she notes and touches every little detail. Nothing is too small or apparently trivial for her attention. When her work is finished, all is solid, accurate, complete, admirable. She is ready to face an eternity of toil, if that is needed. She determines the right instrument, the right time, the right conditions, and the right process. She achieves perfect perfection.”

#### 95 PRAYER

Let me conclude with the repetition of the prayer :

Tamaso ma jyotir Gamaya

Let us take to heart another interpretation of it :—

Get away, deadly inertia, idleness, and slowness,  
Come in, life-giving energy, unceasing action, and creative  
dynamism.



CHAPTER T

**ADDRESS OF THANKS**

*By*  
**Dr P J Philip**

**1 Memorable Expenses**

I rise to perform a pleasant duty—that of thanking all those who have in one way or another contributed to the success of this inaugural session of the Seminar on “Work Flow in University and College Libraries.” The fact that the representatives of 38 university institutions, including colleges, have assembled here to discuss common problems relating to the development and details of library services and techniques, perhaps for the first time in the history of Indian universities, certainly makes this conference a memorable one.

**2 Chairman of UGC**

It is not necessary to emphasise that libraries occupy a place of crucial importance in the modern university. This has been recognised by the UGC and considerable assistance has been given to universities for putting up new buildings, purchase of books, periodicals etc. It is the aim of the Commission to assist the university libraries to function more effectively in raising academic standards and encouraging research work. It is, therefore, most appropriate that the Chairman of the University Grants Commission, Dr CD Deshmukh, should have inaugurated this conference. May I say how happy we all are that he could spare the time to come here this morning and participate in this first meeting of the Seminar. We are very grateful to him for his illuminating and inspiring address.

**3 President of the Conference**

To Dr. S R Ranganathan our indebtedness is a deep one indeed. He occupies a pre-eminent position among library experts and is widely

acclaimed as one who has made a significant contribution both to the theory and the practice of Library Science. He has also been the Chairman of the Special Committee appointed by the University Grants Commission to recommend the steps that may be taken for the development of university libraries in India. The Committee has recently concluded its deliberations and submitted its report to the Commission. As one associated with the work of the Library Committee I can testify to the amazing zeal and energy shown by Dr Ranganathan in the accomplishment of its work. We are also grateful to him for the stimulating address he has given us this morning as the President of this conference.

#### **4 Members of the Library Committee**

I take this opportunity, on behalf of the Commission, also to thank Shri B S Kesavan, Shri S Bashiruddin, Shri K S Hingwe and Shri S Parthasarathy for the valuable work they have done as members of the Library Committee. Let me assure them that we greatly value and appreciate their help and co-operation.

#### **5 Delegates to the Seminar**

We want to say to all of you who have come from different parts of the country as delegates of universities and colleges to this Seminar how very much we appreciate your presence here. We realise that you have a most important part to play in the development of higher education in India. Many a seeker after knowledge come to you for help and guidance. Yours is an onerous responsibility in the discharge of which the Commission is immensely interested. We hope that you will have a pleasant and profitable time in our midst.

#### **6 Invitees to the Inaugural Session**

Finally, to all those who have responded to our invitation to attend this inaugural session of the Seminar, I say, Thank you for having come to inspire us by your presence.

CHAPTER U  
**WORKING PAPER FOR THE SEMINAR**

*By*  
**Dr S R Ranganathan**

*Director of the Seminar*

**1 Introduction**

**11 LAY-OUT OF THE WORKING PAPER**

This is only a provisional draft of the basic working paper for the seminar. Section 2 consists of a series of data to be collected by each of the participants in relation to his library. Section 3 gives samples of flow-charts for different kinds of work in a university library. Section 4 gives some typical points for discussion in the Seminar.

**12 DATE FOR RECEIPT OF DATA**

It is requested that the data indicated in section 2 should be collected by the participants and sent to the Secretary of the UGC superscribed "Seminar on From Publisher to Reader". They should reach the Secretary not later than 1 December 1958. The UGC office has to collate and prepare a digest of the data from the different university libraries before the Christmas Holidays. Therefore, the co-operation of the university libraries is earnestly solicited in keeping to the date-line mentioned above.

**121 FREEDOM TO ADD OTHER DATA**

Any university library may also furnish other relevant data, if any, along with those mentioned in section 2.

**13 FURNISHING OF FLOW CHARTS**

Each participant is requested to furnish his own flow-charts in

case they are substantially different from those given in Sec. 3. He may also give other flow-charts. These flow-charts will enable the seminar to concentrate its thought on the particular stages in the work that require rationalisation.

#### 14 SIMPLIFIED STANDARD PRACTICE

The main objective of the seminar is to arrive by agreement on standards of simplified practice in transforming the book fund into efficient book service to the students, teachers, and research workers in a university or a college. This involves the adoption, by a university library or a college library, of an approved mode for the acquisition of books at the most favourable rate possible, but without any prejudice whatever to the prompt supply of books even when they are in their nascent state. It also involves breaking down the acquisition of books into weekly quanta, and their prompt processing and release for use. In arriving at sound principles of policy and simplified standard practice in these matters, the pooling of the experiences, practices, and problems of all the university libraries and arriving at agreed conclusions will be of considerable help.

#### 15 LIST OF POINTS FOR DISCUSSION

Section 4 contains an illustrative list of the points to be discussed at the Seminar. Any participant may add to the list. The basic list and the additions will be collated and digested in framing the final list of issues to be given to the participants before the Seminar begins. To facilitate concentrated discussion, the issues will be finally put in the form of propositions. They should not be taken as suggestions to be necessarily adopted. On the other hand, amendments to these propositions may be proposed by any participant. It will be useful if each participant consults the authorities of his university or college in all matters involving policy and financial and account rules, and frames his addition to the list accordingly.

#### 16 NEEDS FOR THE SEMINAR

The present workers in university libraries are living in an eventful period in the development of library service in our country in general and in our universities in particular. This is a period of great expansion

as a result of the ascending phase of our current cultural cycle. We need not necessarily muddle through this period of expansion by the method of trial and error alone. On the other hand, an *a priori* approach is now made possible by the recorded experience of several university libraries and by the formulation of helpful normative principles for the local development of the details of library service and library techniques. Several of our university libraries are new. They will be considerably helped if their librarians take part in a seminar which is convened to work out a sound standard on the work-flow in respect of the books and the periodicals to be acquired. The older university libraries are suddenly facing a great expansion in their book-fund and the work to be done on it. They too will be helped by the standards arrived at, in re-adjusting their work to the sudden expansion experienced by them.

## 2 Data to be Furnished

### 20 INTRODUCTION

201 Each participant is requested to collect for his library the data indicated in this basic working paper.

202 He should also mention the optimum likely to be reached in his library under the different heads.

203 He may also give his opinion regarding the maximum necessary for his library under the different heads.

204 Two or more participants coming from the same library may furnish a single joint document.

205 Each participant may furnish a note stating other data considered by him to be helpful in the discussion in the Seminar.

## 21 USERS OF THE LIBRARY

## 211 NUMBER OF ACTUAL USERS ENJOYING LOAN PRIVILEGE

Subject	Classes of users						Total
	Teachers 1	Research Fellows 2	Research Students 3	Postgraduate Students for Non-Research Degrees 4	Undergraduate Students 5	Others 6	
B Mathematics							
C Physics							
D Engineering							
E Chemistry							
F Technology							
G Biology							
H Geology							
HZ Mining							
I Botany							
J Agriculture							
K Zoology							
KZ Animal Husbandry							
L Medicine							
M Useful arts							
N Fine arts							
O Literature							
P Linguistics							
Q Religion							
R Philosophy							
S Psychology							
T Education							
U Geography							
V History							
W Political science							
X Economics							
Y Sociology							
Z Law							

## 212 NUMBER OF POTENTIAL USERS

(STRENGTH IN THE CAMPUS AND THE LOCALITY OF THE UNIVERSITY)

<i>Subject</i>	<i>Classes of Users</i>						
	<i>Teachers</i>	<i>Research Fellows</i>	<i>Research Students</i>	<i>Postgraduate Students for Non-Research Degrees</i>	<i>Undergraduate Students</i>	<i>Others</i>	<i>Total</i>
	1	2	3	4	5	6	7
B Mathematics							
C Physics							
* * *							
Y Sociology							
Z Law							

## 22 READING MATERIALS

## 221 ANNUAL ACQUISITION (OUT OF UGC GRANT)

<i>Classes of materials</i>	<i>Number of volumes</i>	<i>Cost (approximate)</i>
1 Learned periodicals		
2 Text books		
3 Other reading materials		
4 Total		

## 222 ANNUAL ACQUISITION (BY FREE GIFT)

<i>Classes of materials</i>	<i>Number of volumes</i>	<i>Value (estimated)</i>
1 Learned periodicals		
2 Text books		
3 Other reading materials		
4 Total		

## 223 ANNUAL ACQUISITION (OUT OF UNIVERSITY'S OWN FUNDS)

<i>Classes of materials</i>	<i>Numbers of volumes</i>	<i>Cost</i>
1 Learned periodicals		
2 Text books		
3 Other reading materials		
4 Total		

## 224 ANNUAL ACQUISITION (THROUGH ALL CHANNELS)

<i>Classes of materials</i>	<i>Number of Volumes</i>	<i>Value (approximate)</i>
1 Learned periodicals		
2 Text books		
3 Other reading materials		
4 Total		

## 225 ACQUISITION-READER-RATIO

R 1	=	$\frac{\text{Number of learned periodicals current}}{\text{Number of teachers, research fellows, and research students}}$
R 2	=	$\frac{\text{Number of volumes added to the text-book collection}}{\text{Number of undergraduates and postgraduates for non-research degrees}}$
R 3	=	$\frac{\text{Number of volumes accessioned in a year}}{\text{Number of potential users}}$

## 23 STAFF-WORK LOAD-RATIO

## 231 SUBSTANCE OF THE STAFF FORMULA TO BE USED AS BASIS

- 1 *Book Section*—1 person for every 6,000 volumes added in a year.
- 2 *Periodical Publication Section*—1 person for every 1,000 periodicals currently taken.
- 3 *Classification and Cataloguing Section*—1 person for every 2000 volumes added in a year.



- 4 *Accession Section*—1 person for every 6,000 volumes added in a year.
- 5 *Reference Section*—1 person for every 50 readers using the library excluding the text book collection.
- 6 *Circulation Section*—1 person for every 1,500 hours for which one wicket-gate has to be kept open in a year.
- 7 *Maintenance Section*—1 person for every 6,000 volumes added in a year; 1 person for every 500 books to be replaced in a day; and 1 person for every 1,00,000 volumes in the library.
- 8 *Supervisory Section*—1 Librarian; and 1 Deputy Librarian.
- 9 *Documentation Section*—1 person for every 2,000 items to be documented in a year.
- 10 *Administrative Section*—Minimum: 1 Library Accountant; 1 Stenographer; and 1 Correspondence Clerk.

## 232 STAFF AS REQUIRED BY STAFF FORMULA

<i>Section of the Staff</i>	<i>Number of the Staff</i>	
	<i>By staff formula</i>	<i>Actual</i>
1 Book Section		
2 Periodical Publication- Section		
3 Classification and Cataloguing Section		
4 Accession Section		
5 Reference Section		
6 Circulation Section		
7 Maintenance Section		
8 Supervisory Section		
9 Documentation Section		
Professional (Total)		
10 Administrative Section (Non-professional)		

## 233 ACTUAL-IDEAL RATIO FOR STAFF

<i>Section</i>	<i>Actual Strength</i>	
	<i>R 4 =</i>	<i>Strength indicated by the Staff Formula</i>
1 Book Section		
2 Periodical Publication Section		

<i>Section</i>	$R 4 = \frac{\text{Actual Strength}}{\text{Strength indicated by the Staff Formula}}$
3 Classification and Cataloguing Section	
4 Accession Section	
5 Reference Section	
6 Circulation Section	
7 Maintenance Section	
8 Supervisory Section	
9 Documentary Section Professional (Total)	
10 Administrative Section (Non-professional)	

24 TIME FACTOR

241 PRE-ORDER TIME-LAG

1 The average number of days between the receipt of an indent for books received from a department of study or any other expert concerned, and the date of release of the order for the books in the indent.

2 The maximum number of days that may be permissible for the time-lag mentioned in 1.

3 The possible causes for the actual time-lag in excess of the maximum mentioned in 2.

4 In particular, the number of days in excess of the time-lag over the permissible maximum, due to the following causes :

<i>Number of Days Taken by</i>			
<i>Procedure within the library</i>	<i>Procedure within the university but outside the library</i>	<i>Procedure about import licence</i>	<i>Other causes</i>

242 POST ORDER TIME-LAG

The average number of days between the issue of a book-order and the near-completion of the supply for each class of books mentioned below :

<i>Geographical area of origin of the books</i>	<i>Average of actual interval in days</i>	<i>Maximum allowable interval in days</i>
1 India		
2 USA		
3 Great Britain		
4 Other countries		

5 The possible causes for the actual time-lag in excess over the permissible maximum in each of the cases mentioned in the above table.

#### 243 TIME-LAG IN PAYMENT OF BILLS

1 The average number of days between the arrival of a supply of books and the actual payment of bill for it.

2 The maximum that may be permissible for the number of days of the time-lag mentioned in 1.

3 The possible causes for the actual time-lag in excess over the maximum mentioned in 2.

4 In particular the number of days in the excess of the time-lag due to the following causes :

<i>Number of Days Taken by</i>			
<i>Procedure within the library</i>	<i>Procedure within the university but outside the library</i>	<i>Procedure in the bank</i>	<i>Other causes</i>

#### 244 POST-SUPPLY TIME-LAG

1 The average number of days between the arrival of a supply of books in the library and the release of the books for the use of readers.

2 The maximum that may be allowed for the number of days in the time-lag mentioned in 1.

3 The possible causes for the actual time-lag in excess of the maximum mentioned in 2.

4 In particular, the number of days in the excess of the time-lag in the following sections of the library:

<i>Number of Days Taken by</i>				
<i>Accounts Section</i>	<i>Book Section</i>	<i>Classification Section</i>	<i>Cataloguing Section</i>	<i>Accession Section</i>

## 245 TIME-LAG IN PERIODICALS SECTION

1 The number of hours or days between the arrival of the supply of loose numbers of periodicals in the library in a day and their release for use of readers.

2 The maximum number of hours or days permissible in the time-lag mentioned in 1.

3 The causes for the actual time-lag in excess of the maximum mentioned in 3.

4 Short description or the name of the technique such as "three-card system" used for controlling the arrival of the current numbers of periodicals.

## 246 TIME-LAG IN CIRCULATION SECTION

1 Name of the system for the charging method in use.

2 Is there open-access or not ?

3 If there is no open access, the number of minutes or hours taken in average between the issue of a book and the application for it.

4 The number of hours or days between the return of a book by a reader and its being re-shelved or otherwise made available for use by any other reader.

5 Is the time-lag mentioned in 4 due to the procedure followed in the matter ? What is the procedure ?

## 247 TIME-LAG IN FILLING UP VACANCIES

1 The average number of days between a place falling vacant and its being filled up.

2 The causes for the time-lag mentioned in 1.

3 How much of the time-lag is due to

1 Not reporting anticipated vacancy to the appointing authority;

2 The procedure followed by the appointing authority ;

3 Delay in the appointed person joining duty ?

## 25 RELATION WITH THE DEPARTMENTAL LIBRARIES

251 Is there an independent departmental library, or is a department allowed only a working collection borrowed from the library and renewed from time to time or as a loan for a long period ?

252 If there is a departmental library, is its collection thrown open to the use of readers as much as that of the Central Library ?

253 If there is a departmental library, who acquires the books for it, classifies and catalogues them, and looks after their maintenance ?

254 Is the person in charge of a departmental library part of the staff of the Central Library ?

255 Is the person in charge of a departmental library under the technical or administrative control of the university librarian ?

## 26 BOOK FUND

### 261 TOTAL BOOK FUND FOR THE YEAR

2611 What was the amount provided in the Book Fund of the last financial year ?

2612 What amount of the above was left unappropriated or unspent ?

2613 What was the allocation of the total book fund for :—

1 Subscriptions to current periodicals ?

2 Cost of back volumes of periodical ?

3 Cost of advanced treatises and reference books ?

4 Cost of books for the Text-book Collection ?

2614 What was the allocation of the amount for current subscriptions for periodicals among the different subjects ?

2615 What was the allocation of the amount for advanced treatises and reference books among the different subjects ?

2616 What was the allocation of the amount for the Text-book Collection among the different subjects ?

*Note* : — The figures for 2614 to 2616 may be given in a tabular form as shown in the table in Sec 2617. Incidentally, the table shows a possible model allocation of an annual Book Fund of Rs. 2,00,000.

*Note* : 2 The allocation to the sub-division of the subject given in the accompanying table may also be shown if warranted. For example in addition to the total for F Technology, the amount for its division such as F191 Metallurgy and F55 Fuel Technology may also be given. In addition to the total for O 44 Modern Indian Languages, the amount for each of the languages catered for by the library may also be given. Similarly in addition to the total for M Useful Arts, the amount for its divisions such as M 3 Home Science and M 7 Textiles Technology may also be given.

## 2617 Illustrative Allocation of Annual Book Fund of Rs 2,00,000.

<i>Subject</i>		<i>Back volumes of periodicals</i>	<i>Treatises and reference books</i>	<i>Text books</i>	<i>Total</i>
		Rs	Rs	Rs	Rs
A	Science (General)	4,000	1,500	500	6,000
B	Mathematics	3,000	1,000	1,000	5,000
C	Physics	3,000	1,000	1,000	5,000
D	Engineering	5,000	2,000	3,000	10,000
E	Chemistry	3,000	1,000	1,000	5,000
F	Technology	5,000	2,000	3,000	10,000
G	Biology	3,000	1,000	1,000	5,000
H	Geology	2,000	1,000	1,000	4,000
HZ	Mining	1,000	500	500	2,000
I	Botany	3,000	1,000	1,000	5,000
J	Agriculture	3,000	1,000	1,000	5,000
K	Zoology	3,000	1,000	1,000	5,000
KZ	Animal Husbandry	1,000	1,000	1,000	3,000
L	Medicine	5,000	2,000	3,000	10,000
M	Useful Arts	2,000	1,000	2,000	5,000
N	Fine Arts	1,000	1,500	1,500	4,000
NZ11	English Lang & Lit	200	3,000	500	3,700
NZ15	Sanskrit Lang & Lit	200	1,000	500	1,700
NZ2	Arabic and Persian Lang & Lit	200	1,000	500	1,700
NZ44	Modern Indian Lang & Lit	400	3,000	500	3,900
Q	Religion	500	1,000	500	2,000
R	Philosophy	1,000	1,000	500	2,500
S	Psychology	1,000	1,000	500	2,500
T	Education	1,000	1,000	500	2,500
U	Geography	1,000	1,000	500	2,500
V	History	1,000	2,000	1,000	4,000
W	Political Science	500	1,000	500	2,000
X	Economics	4,000	2,000	2,000	8,000
Y	Sociology	2,000	2,000	2,000	6,000
Z	Law	4,000	3,000	2,000	9,000
Z	Generalia	4,000	3,000	2,000	9,000
	Back volumes of periodicals (additional)	50,000	—	—	50,000
<b>Total</b>		<b>118,000</b>	<b>45,500</b>	<b>36,500</b>	<b>200,000</b>

262 PART OF BOOK FUND MADE OF GRANT FROM UGC

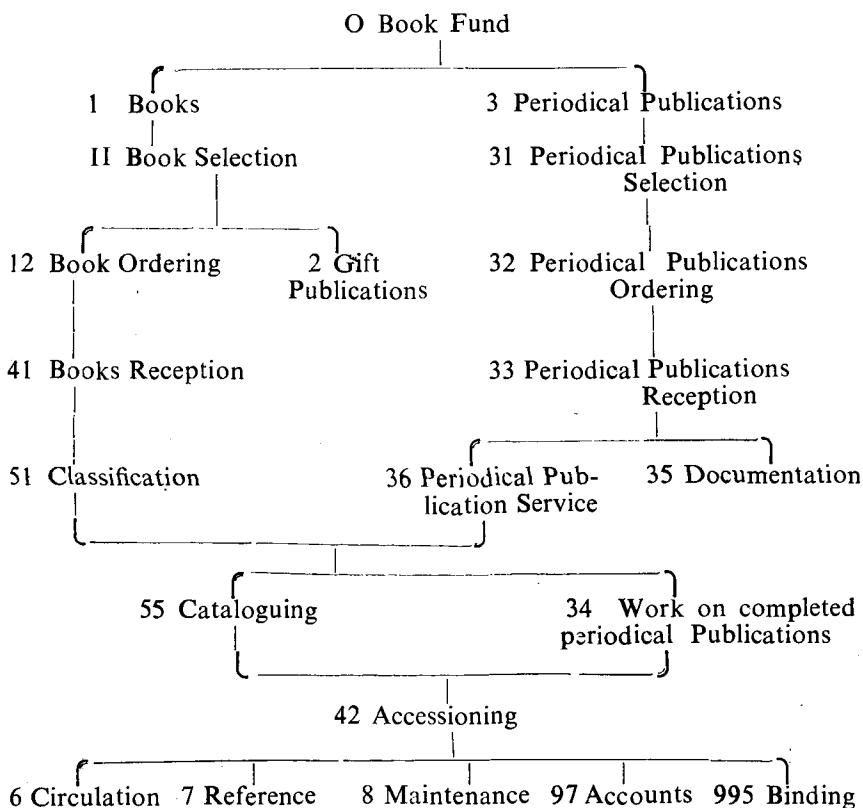
2621 to 2626 Similar to 2611 to 2616

*Note :* If separate figures are not kept for 2623 to 2626, these questions need not be answered.

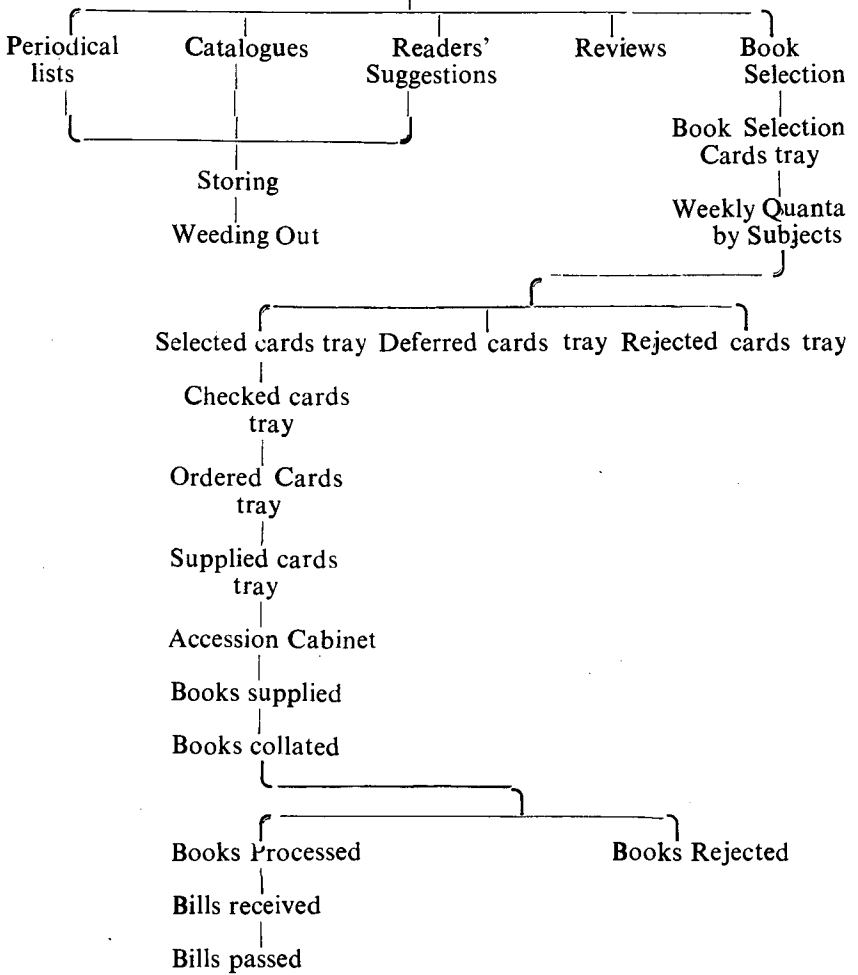
2627 What was the allocation made out of UGC grant for the cost of the additional staff appointed to utilise the UGC grant profitably and promptly ?

3 Flow Chart

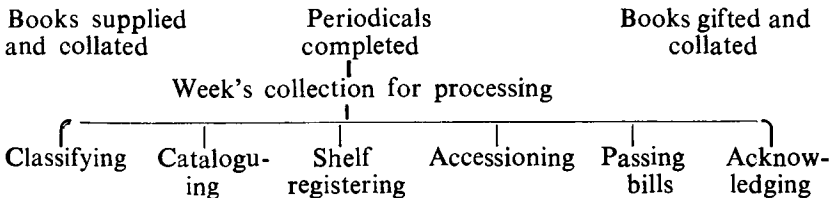
31 OVER-ALL-WORK-FLOW



32 BOOK SECTION AND ORDERING  
Sources

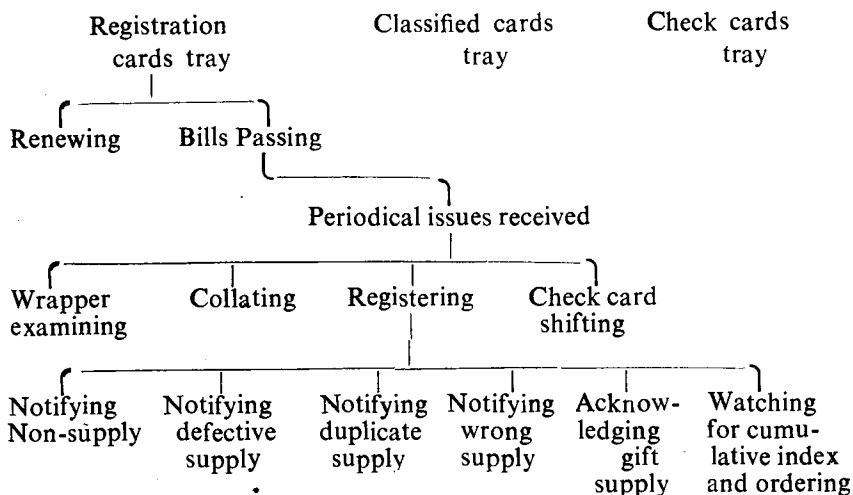


33 PROCESSING OF BOOKS





## 34 PROCESSING OF PERIODICALS



## 4 Points for Consideration

## 40 INTRODUCTION

The following is the draft sample of the points proposed for discussion in the Seminar. Suggestions of additions to them may be sent to the University Grants Commission Office either with the first communication due on 1 December 1958 or before 1 February 1959.

## 41 AREA 1: PERIOD OF RHYTHM OF WORK

411 Suitable period for the primary rhythm in the work of the Circulation and Reference Sections.

412 Suitable period for the primary rhythm in the work of all the other sections—professional as well administrative.

413 Period for every book reaching the library to be fully processed and released for the use of readers subject to the line-clear treatment of any specific book on request.

414 Period for every periodical issue reaching the library to be fully processed and released for the use of readers.

415 A suitable secondary period of rhythm for the work of the finance and the accounts sections.

416 A suitable secondary period of rhythm for the work of the Periodical Publications and the Maintenance Sections.

417 Period needed for the economical and useful utilisation of the book-fund after the date on which sanction is received for the appropriation of the fund and the first instalment of weekly order for books can be sent out.

418 The smallest period for a review of the list of periodical publications subscribed, with a view to the omission or suspension of any of them.

419 The latest date for issuing the annual order of renewal for periodical publications.

#### 42 AREA 2 : CONSTANTS OF THE STAFF-FORMULA

421 Proportion of the number of persons in the Book Section to the number of volumes of annual accession.

422 Proportion of the number of persons in the Technical (Classification and Cataloguing) Section to the number of volumes of annual accession.

423 Proportion of the number of persons in the Periodical Publications Section to the number of periodical publications currently taken.

424 Proportion of the number of persons in the Maintenance Section to the number of volumes in the library and the number of used books to be replaced in a day, respectively.

425 Proportion of the number of persons in the Circulation Section to the number of gate-hours in a year.

426 Proportion of the number of persons in the Reference Section to the average daily attendance of readers.

427 Similar points in respect of other items of work, to be framed by the participants.

#### 43 AREA 3 : PERIODICAL PUBLICATIONS

431 Desirability or otherwise of subscribing for duplicate copies of learned periodicals in a university or a college library including the departmental collections.

432 Nature of the exceptions, if any, to the decision on point 431.

433 Number of different abstracting and indexing periodicals to be acquired in each region of the knowledge being taught or investigated in the university or a college.

434 Desirability or otherwise of acquiring serials, such as directories and year books only once in a few years instead of each year.

4341 Co-ordination of the purchase of the serials in the university and college libraries in a region in such a way that the latest issue of each serial is available at least in one library of the region.

4342 Co-operation of a university or a college library with the other libraries of its locality in co-ordinating the purchase of serials in a similar way.

435 Co-ordination of the acquisition of back volumes of periodicals on a regional basis, so that each region may be made as rich as possible in the holdings of learned periodicals.

436 Whenever the pattern of the region of knowledge, in which research is conducted or is likely to be conducted, changes more or less permanently, exchange of the back-volumes of learned periodicals in such a way that each set goes to the university or the college where it will be most used.

4361 A similar exchange of back-volumes of learned periodicals between a university or a college library and the other libraries of its region.

437 Furnishing a statement of the amendments—i.e. additions, suspensions, discontinuance and weeding out—of its holdings of learned periodicals by each university and college library, to the Insdoc which is maintaining a Union Catalogue of learned periodicals in India.

438 Co-operation of university and college libraries with the Insdoc in lending their periodicals to the Insdoc for making photo-copies of articles in demand from readers.

#### 44 AREA 4: TEXT BOOK COLLECTION

441 Co-operation between the university librarian and the members of each department of teaching in making a list of the text-books and the number of copies of each of them, needed for preparatory, parallel, and follow-up study by the students in relation to the prescribed courses of study.

442 Prompt acquisition and release of the specified number of copies of the text-books decided upon as necessary for use by the students.

443 Methods of equitable issue of the books in the text-book collection to all the students needing them such as rationing their use by so many hours at a time for study within the library premises and restricting their loan, say, for overnight use only.

444 Leaving the maintenance of text-book collection to the colleges, in the case of an affiliating university.

4441 Leaving the maintenance of the text-book collection to the residential halls of students.

#### 45 AREA : 5 TREATISES AND REFERENCE BOOKS

451 After setting apart the agreed sum for learned periodicals and for the text-book collection, can the first charge on the balance of the book fund be the cost of advanced compendious Treatises and Reference Books such as Bibliographies, Encyclopedias, and Dictionaries.

452 Under what conditions can the book-fund be diverted to lighter or popular books ?

4521 To the care of what class of libraries should the acquisition of lighter and popular books be left ?

453 Is it proper to make it a general policy to spend the money on single copies of as many works of the kind enumerated in 451 as possible, before duplication of any work is thought of ?

454 If at all duplication of the works of the kind enumerated in 451 is necessary, can it be reduced to a minimum by confining it only to compendious books and reference books which should be constantly at the elbow of the research departments and of the laboratories for their frequent reference ?

#### 46 AREA : 6 BOOK SELECTION AND ORDERING

461 Time interval between successive spurts of book selection.

462 The respective part to be played by the representatives of the different departments of study, Boards of Studies, the librarian, and the top management of a university or a college in the formulation, for the guidance of the librarian, of the policy and the principles on which books selection should be based.

463 The initiative to be taken by the librarian and the primary work to be done by him to facilitate and to provide the basis for prompt book selection concurrently with the announcement of new books being published.

4631 Classification of the titles selected as worth consideration, and the preliminary checking of them with the stock and the order lists.

4632 Effective and economic method for getting the advice of the expert advisers on different subjects in regard to the selection, rejection,

or postponement of the titles selected for consideration, on the basis of the balance of money available for the subject, the requirements of the students, the research workers, and the teachers, and in relation to the alternative books available in the library.

464 The librarian's responsibility in regard to checking up etc. and placing the order for the selected books.

4641 The need for and the purpose served by a formal sanction of the order list, prepared by the librarian and the expert on the subject concerned, by the top-management or the Library Committee or any other person or body appointed for the purpose.

4642 Adequacy of the top-management, the Library Committee, or any other person or body appointed for the purpose, reviewing periodically the books acquired or their list in order to recommend any necessary revision in book selection policy and also to see that the accepted policy is being faithfully carried out.

465 Time interval between successive spurts of book-order work.

4651 Time interval between successive book orders in a subject-field.

4652 Classes of book-order to be given line-clear treatment.

4653 The stages at which the implementation of the policy on duplicates referred to in sections 451, 453 and 454 should be watched for and carried out.

4654 The undesirable effects of the ordering of books just on a few occasions in the year and particularly towards the end of the prescribed financial year, instead of every week and the tendency to and even inevitability of the purchase of whatever is available with the book sellers who are accessible, and the duplication of books and periodicals with little relation to what is actually needed by the students, the teachers, or the research workers in the university.

4655 The most suitable time-table for the ordering of the text-books in order that they reach the library at the beginning of the academic year or the academic term in which they will be needed by the students.

4661 Is a long range solution to the present difficulties in book purchase, promotion—by the authorities of university and college libraries and of other libraries, the publishers and the book-sellers—of Net-book agreement in which book-sellers get their commission directly from the publishers, but sell the books to the libraries only at the published price or at a commission fixed by the Net-book agreement, and a book seller is made to depend for his appointment as a vendor only upon the efficiency and the promptness with which he makes the supply.

4663 Solution for immediate relief in respect of the difficulties in book purchase along lines such as the following :—Each university or college library may call for tenders for the supply of books a few months before the financial year. The conditions of supply should stipulate the time intervals between the order and the supply in the case of Indian books, European books and American books; the monetary terms for the supply, the tolerance limit for delay in reply, and the sanction of cancelling the agreement for order if there is delay beyond the tolerance limit. In enforcing these conditions of supply, weightage should be given to advanced treatises and reference books.

4664 Party from which periodicals should be procured in order to enable a library to chase non-supply promptly before the particular issue goes out of print and to get them for the use of the readers without undue delay.

4665 The procedure to be followed in the procurement of periodicals.

467 The agency to make book-selection for departmental library and the agency for the order-work and the processing of books by the central library in a college and in a university which had departmental libraries.

468 In the case of certain treatises reference books, and text-books, the advantages and the feasibility of the university and the college libraries making a common book-selection list, and requesting the UGC to arrange for their procurement in bulk perhaps at a more favourable rate than otherwise and their supply in lieu of part of the grant. (The seminar is requested to frame a detailed practical procedure for giving effect to the proposal in case it is accepted).

#### 47 AREA 7 : PROMOTION OF THE USE OF BOOKS AND PERIODICALS

471 The desirability and the practicability of :

1 getting the weekly list of recent additions of books being actively-brought to the notice of the students, the teachers, and the research workers through various media such as the local newspapers;

2 Production of the recent additions list by the library itself and its wide distribution every week;

3 Display of the recent additions in an attractive and well-guided manner at a focal point in the library, and their being kept for perusal by readers for a definite period, say two weeks, before they are released for loan.

472 Whenever an opportunity arises—national events, local events, special courses of lectures, special subjects of pursuit—the usefulness and the feasibility of the books relevant to the occasion being assembled together and kept on display at a focal point in the library as a Topical Collection, until the demand for them subsides.

*Note.*—The formation of topical sequences as mentioned in 472 can be resorted to frequently without disorder, by following the Principle of Parallel Movement—that is collecting together and assembling the concerned shelf register cards also in corresponding topical groups.

473 The usefulness and feasibility of the library preparing a bibliography on each specific topic, engaging the attention of the students, in consultation with the teacher concerned and getting copies of the bibliography brought to the notice of the students through the teachers or by direct distribution whichever might be expedient.

474 Making full use of the *Insdoc list* and the *Bibliography or scientific publications of South and South East Asia* published by Insdoc (Indian National Science Documentation Centre) and circulating them among the teachers and the research workers, to enable them to look for the articles in the current periodicals which have a bearing on their respective problems of pursuit.

4741 Wherever library adds periodicals other than those covered by the bibliographical lists mentioned in 474, the usefulness and the feasibility of the library preparing periodically its own documentation list covering these extra periodicals.

4742 In regard to abstracting which is not adequately found or helpfully done in the international abstracts taken by the library, the usefulness and the feasibility of the library making its own selective abstracting.

#### 48 AREA 8 : BOOK FUND

481 The procedure for the allocation of the annual recurring grant to the book fund among the various subject fields and within each subject field between the Department of Study and the Board of Studies.

4811 The minimum period of validity for the allocation arrived at.

482 Diversion of the amount, allotted to a Board of Studies but unappropriated within its subject field, to any other subject field.

4821 Carrying forward any unspent balance of the allocation to a Department of Study, into its budget of the succeeding year.

4822 Carrying forward any unspent balance in the book fund of the

library as a whole into the library's budget of the succeeding year.

483 Notwithstanding the provision in 4822, the period of time to be allowed for spending the amount contributed by UGC to the book fund from the date of receipt of the information about the grant made.

484 Recommendation to be made to the universities and colleges in respect of the necessary amendments in their financial and accounts rules to allow the prevention of lapsing of budget provision to the book fund, in conformity with sections 821 and 822.

*Note* :—This exceptional treatment to the book fund in the budget of the universities is necessary if the money should be prevented from being squandered away on duplication of books readily available in local book shops though they are not seriously wanted for the use of the students, teachers, and research workers. This amendment to the rule will have to continue so long as our chief book market is thousands of miles away and until the book trade in India reaches a steady state of efficiency in respect of reading materials other than school text books.

## 5 Background Material

The working paper contained also background materials showing the need to arrive at suitable decisions on the points raised in section 4. This back-ground material dealt with the

- 1 Genesis of the Seminar;
- 2 Book-order Chain and its Time-Table; and
- 3 Seminar Technique to be followed.

The first has been brought out in the chapters Q to T of the Proceedings of the Seminar, giving the four addresses at the opening session of the Seminar. The second contained the substance of the chapters B to D of the Report of the Library Committee of UGC forming the first part of this book. Therefore, these two kinds of back-ground materials have been omitted in this chapter. The seminar technique followed is briefly described in the next two sections.

## 6 PROCEDURE BEFORE THE SEMINAR

The Working Paper was prepared by Dr S R Ranganathan in September 1958 and copies of it were distributed to the participants in December 1958. The data called for in the Working Paper arrived from the participants till the end of February 1959. In the light of these data and of the points for discussion laid out in this Chapter, the issues for



discussion were framed in the form of propositions. The issues were discussed and approved by the Steering Committee made of the members of the Library Committee of the UGC. This did not mean that these were recommended as they were. They were only meant to regulate discussion. They were fully open to amendments and additions.

### **7 Procedure at the Seminar**

The first plenary session was occupied with the four addresses given in Chapters Q to T. The second plenary session was devoted to a discussion of the issues of Area 2. Then, the participants went into five working groups with Sri S Bashiruddin, Deshpande, B S Kesavan, Marshal and Shukla respectively as leaders. Each of the groups discussed intimately each of the issues for two days. Copies of the findings of the five groups were circulated to all the participants. The consolidated findings were discussed and finalised in the two plenary sessions held on the last day. The finalised findings are given in the next chapter.

## CHAPTER V

### FINDINGS OF THE SEMINAR

#### 1 Area 1 : Period of Rhythm of Work

11 A suitable period for the primary rhythm of the work of the Circulation Section and the Reference Sections is one day .

12 A suitable period for the primary rhythm in the work of all the other sections—professional as well administrative—is one week.

13 Subject to the line-clear treatment of any specific book on request, every book reaching the library should be fully processed and released for the use of readers normally within two weeks of its receipt.

14 Every periodical issue reaching the library should be fully processed and released for the use of readers expeditiously.

15 A secondary period of rhythm for the work of the Finance and the Accounts Section is three months.

*Note* :—This period is for the quarterly return on the utilisation of book-fund and for stimulating the uniform spreading of the utilisation of the book-fund through the year by communicating to each Department and Board of Studies a quarterly statement about their respective allocations and balances.

16 A secondary period of rhythm for the work of the Periodical publications and the Maintenance Sections is one year.

*Note* :—This period is for the renewal of subscriptions to periodicals, the rounding off of stock verification, and the reconditioning of the arrangement, formation of collections, and renewal of guides in the stack room.

17 The period needed for the economical and useful utilisation of the book-fund is seventeen months from the date on which sanction is received for the appropriation of the fund and the first instalment of weekly order for books can be sent out.

18 The smallest period for a review of the list of periodical publications subscribed, with a view to the omission or suspension of any of them, may be normally three years except for a periodical taken as an

experimental measure or when financial or other considerations arise suddenly.

19 The latest date for issuing the annual order of renewal for periodical publications may be 1 October.

## **2 Area 2 : Constants of the Staff-Formula**

21 One person is necessary in the Book Section for every 2,000 volumes of annual accession. There should be at least one professional in the Book Section.

22 Four persons are necessary in the Classifying and Cataloguing Section for every 5,000 volumes of annual accession. Of these, half should be professionals and the other half may be semi-professionals.

23 One person is necessary in the Periodical Publications Section for every 500 current periodical publications. There should be at least one professional in this Section.

24 One person is necessary in the Maintenance Section for the replacement of every 500 volumes in a day; and one person is necessary for the up-keep of every 1,00,000 volumes of the stock. One at least should be a professional in this Section. The others may be semi-professionals.

25 One person is necessary in the Circulation Section for every 1,500 gate-hours in a year. One at least should be a professional in this Section. The others may be semi-professionals.

*Note.*:—One gate hour means one control gate being brought to use for one hour, in order to watch and regulate the entrance and the exit of the readers to and from the library.

26 One person is necessary in the Reference Section for every 50 readers in the average daily attendance of readers, excluding those using the Text-Book Collection. All the persons should be professionals in this Section.

271 One person is necessary for accessioning every 15,000 volumes. There should be at least one professional in the Accession Section.

272 One person is necessary for numbering every 15,000 volumes. He may be a semi-professional.

28 Minimum non-professional staff for office work should be one accountant, one typist, and one correspondence clerk.

## **3 Area 3 : Periodical Publications**

31 Normally, it is not desirable to subscribe for duplicate copies

of learned periodicals in a university or college library including the departmental collections.

32 Exceptions to 31, if any, should be normally confined to reporting periodicals such as *Current science* and *Nature*.

33 At least one of the available abstracting and indexing periodicals in each region of knowledge, being taught to postgraduates or investigated in the university or the college, should be taken.

34 Some of the materials such as directories and year-books may be acquired only once in, say, three or five years depending on local conditions.

341 The university and the college libraries in a region should co-ordinate their purchase of the serials in such a way that the latest issue of each serial is available atleast in one library of the region.

342 A university or a college library may co-operate with the other-libraries of its locality in co-ordinating the purchase of serials in a similar way.

35 The acquisition of back-volumes of periodicals should be co-ordinated on a regional basis, so that each region may be made as rich as possible in the holdings of learned periodicals.

36 Whenever the pattern of the sector of knowledge, in which research is conducted or is likely to be conducted changes in different universities and colleges more or less permanently, the university and the college libraries should be willing to have the back-volumes of learned periodicals exchanged in such a way that each set goes to the university or the college where it will be most used.

361 Such an exchange of back-volumes of learned periodicals may also be promoted by a university or a college library with the different other classes of libraries in its locality.

37 Each university and college library should regularly send to the Insdoc, which is maintaining a Union Catalogue of the learned periodicals in the Natural Sciences available in India, a statement of the amendments—that is, additions, suspensions, discontinuance, and weeding out—to its holdings of learned periodicals. Similar information should also be furnished to the National Central Library at Delhi when it gets established and begins to maintain a Union Catalogue of periodical publications.

38 The university and college libraries should co-operate with the Insdoc in lending their periodicals to the Insdoc for making photo-copies of articles in demand from readers.

#### **4 Area 4 : Text Book Collection**

41 About the end of each academic year, the university and the college librarians should, in the light of the experienced demands, consult and take the advice of each department of teaching, and make a list of the text-books and the number of copies of each of them, needed for the ensuing academic year, for preparatory, parallel, and follow-up study by the students in relation to the prescribed courses of study.

411 About the beginning of each academic year, there should be a similar supplementary consultation.

42 The specified number of copies of the text-books should be acquired and released for use by the students, at the beginning of each term.

43 The books in the text-book collection should be equitably issued to all the students needing them ; and for this purpose, their use may be rationed by so many hours at a time for study within the library premises by one reader ; and their loan should be for overnight use only.

44 In the university, which is essentially of the affiliating kind, the text-book collections may be maintained in the colleges.

45 As an alternative to 44, the text-book collections may also be maintained in the residential halls of students.

#### **5 Area 5 : Treatises and Reference Books**

51 After setting apart the agreed sum for learned periodicals, the text-book collection, and other emergent requirements, the first charge on the balance of the book-fund should be the cost of advanced compendious Treatises, and Reference Books such as Bibliographies, Encyclopaedias, and Dictionaries.

52 Until the need in respect of the learned periodicals text-books, treatises, and reference books is nearly met, the book-fund should not be diverted to lighter or popular books.

521 Lighter and popular books should ordinarily be left to the care of the public libraries and other institutional libraries in the locality.

53 The general policy should be to spend the money on single copies of as many works of the kind enumerated in 51 as possible before duplication of any work is thought of.

54 If at all duplication of the works of the kind enumerated in 51 is necessary, it should be reduced to a minimum. Such duplication should be only in the case of the compendious books and reference books that should be constantly at the elbow of the research departments and of the

laboratories for frequent reference.

55 The latest editions of reference books should be procured promptly subject to conformity with the prescriptions of sections 34, 341 and 342.

## **6 Area 6 : Book Selection and Ordering**

61 Book Selection should normally be done continuously from week to week.

62 The librarian and the heads of departments and the representatives of the Boards of Studies should formulate, for the guidance of the librarian, the policy and the principles on which book selection should be based. These may receive the general approval of the authorities of the university or the college as the case may be.

63 Subject to the policy laid down in 62, the librarian should prepare book-selection cards—one card, one book—with the aid of the weekly and other bibliographies of published books, the other ad hoc lists, and the announcements received from time to time, and the suggestions from readers.

631 The book selection cards prepared every week should be roughly classified. They should be checked with the stock and the order lists and the surviving cards should be filed.

632 Normally every week, the bunch of book-selection cards on each subject or group of subjects should be placed before the expert adviser concerned; and they should be sorted out into selected, rejected, and deferred groups, on the basis of the balance of money available on the subject, the requirements of the students, the research workers, and the teachers, and in relation to the alternative books available in the library. The deferred cards should be merged in the tray of surviving cards.

64 The librarian should then take the usual action of checking up etc and placing the order for the selected books.

641 The passing of the order list, thus prepared by the librarian and the expert in the subject concerned, by the Library Committee or any other Authority and its being formally sanctioned by it before purchase, serves no purpose and merely delays the arrival of books in the library when they are still in their nascent state. The practice should therefore cease and the librarian should be able to go ahead with the order work for the list prepared according to section 632.

65 Book orders should be normally issued every week.

651 The subject fields on which books are to be acquired may be

assembled into a sufficient number of groups and book ordering for each such group should be made as frequently as possible during the year.

652 Any book required urgently by any research worker should be given line-clear treatment.

653 The policy on duplicates referred to in sections 3, 4, and 5 should be carefully followed by watchfulness both at the selection stage and the ordering stage.

661 As a long range solution to the present difficulties in book-purchase, representatives of the authorities of the university libraries and the other libraries, the publishers, and the book-sellers should be brought together in a meeting in order to arrive at an agreement, such as net-price-agreement, in which book-sellers get their commission directly from the publishers, but sell the books to the libraries only at the published price or at a commission agreed upon at the meeting.

662 A book seller should depend for his appointment by individual libraries as a standing vendor only upon the fullness, the efficiency, and the promptness with which he makes the supply.

6621 It should be possible for the librarian to purchase books from vendors, not on the approved list, to the extent of 20 per cent of the budget whenever there is an emergency or a special reason for it.

663 For immediate relief, each university or college library may call for terms and conditions from book-sellers for the supply of books "in print" a few months before the beginning of the financial year. The conditions of supply should stipulate the time intervals between the order and the supply in the case of Indian books, European books; and American books respectively, the monetary terms for the supply, the tolerance limit for delay in supply; and the sanction of cancelling the agreement if there is delay beyond the tolerance limit. In enforcing these conditions of supply, weightage should be given to advanced treatises and reference books.

664 The periodicals should be procured directly from the publishers or from well-established vendors of periodicals, if any, as this will enable a library to chase non-supply promptly before the particular issue goes out of print and to get them for the use of the readers without undue delay.

665 The order for second-hand books and back-volumes of periodicals should be determined either on the basis of the comparison of prices quoted in second-hand book catalogues published by well established second-hand book sellers, or on the basis of competitive quotations.

67 While the book selection for a departmental library, if any exist, and for purchase out of the book-fund of a department of studies and

research should be left in the hands of the department concerned, the order work and the processing of books should be done by the central library.

68 In the case of certain treatises, reference books, and text books, it may prove advantageous if the university and college libraries in the country could make a common book-selection list, and request the UGC to arrange for their procurement in bulk at a more favourable rate than otherwise and their supply in lieu of part of the grant, or if some other equivalent procedure is adopted.

681 Since costly reference books and text-books are announced some months before publication, university and college libraries could by mutual correspondence agree as to the books they would like to buy of these categories. If these titles are communicated by each university and college library to the UGC, it will give them the necessary data for taking action for securing bulk-purchase on favourable terms or for their being printed in India or for their procuring the foreign books in sheets and getting them bound in India and thus made available at a cheaper price.

### **7 Area 7 : Promotion of the Use of Books and Periodicals**

71 The weekly list of recent additions of books should be actively brought to the notice of the students, the teachers, and the research workers through various media such as the local newspapers, the production of the recent additions list by the library itself and its wide distribution every week, the display of the recent additions in an attractive and well-guided manner at a focal point in the library, and their being kept for perusal by readers for a definite period, say two weeks, before they are released for loan.

72 Whenever an opportunity arises—such as national events, local events, special courses of lectures, and special subjects of pursuit—the books relevant to the occasion may be assembled together and kept on display at a focal point in the library until the demand for them subsides.

721 Book exhibitions may be held and other forms of public relation pursued as and when opportunity offers itself.

73 The library should prepare bibliographies on specific topics engaging the attention of the students, in consultation with the teachers concerned, and get copies of the bibliography brought to the notice of the students through the teachers or by direct distribution whichever might be expedient.

74 The library should procure an adequate number of copies of the



*Insdoc list* and the *Bibliography of scientific publications of South and South East Asia* published by the Insdoc for circulation to the teachers and the research workers, to enable them to look for the articles in the current periodicals which have a bearing on their respective problems of pursuit.

741 Wherever possible, when a library adds periodicals other than those covered by the bibliographical lists mentioned in 74, the library should prepare periodically its own documentation list covering these extra periodicals.

742 In regard to abstracting, which is not adequately found or helpfully slanted in the international abstracts taken by the library, the library should make its own selective abstracting.

75 It is desirable for university and college libraries to take interest in the establishment of book shops in the campus.

76 As books and periodicals in English and other foreign languages will continue to be always of considerable value and inevitable and this is especially so in this period of transition, when supply of books and periodicals in the Indian languages, of a good standard and of wide subject-coverage, are grossly insufficient and are slow in coming out, a university library and a college library should be vigilant in getting books in English and other foreign languages widely used, and also in seeing that the books read in the Indian languages are substantial books and not merely popular literature such as fiction.

77 Each library should give orientation courses, by which is meant the imparting of instruction with demonstration to readers, especially freshmen, in the use of the library.

78 Libraries may bring out attractive hand-books, which explain in an informal way with maps, charts, and other illustrations—a plan of the library, its rules and regulations—the reference service available, the nature of its holdings etc.

79 Browsing rooms or areas, which have the capacity of converting potential into actual readers may be provided.

### **8 Area 8 : Book Fund**

81 The annual recurring grant to the book fund should be allocated by the authorities concerned to the various subject-fields, and within each subject-field between the department of study and the Board of Studies, on the basis of the recommendations arrived at by a discussion between the librarian, the heads of the departments, and the representatives of the Boards of Studies.

812 While this allocation may be subject to annual revision, any allocation arrived at should not normally be disturbed for at least three years.

82 Any amount of the allocation to a Board of Studies in a subject-field, which has not been appropriated for the said subject-field, should be liable to be diverted to other subject-fields.

821 Any unspent balance of the allocation to a Department should be renewable by the said Department in the budget of the succeeding year as an addition to its normal annual allocation.

822 Any unspent balance in the book fund of the library as a whole should be renewable in the budget of the succeeding year, as an addition to the regular annual provision.

83 Notwithstanding the provision in 822, the amount contributed by the UGC to the book fund should be spent within 17 months of the receipt of the information about the grant made.

84 A recommendation should be sent to the universities and the colleges to make the necessary amendments in their financial and accounts rules to allow the prevention of the lapsing of budget provision to the book fund, in conformity with section 821 and 822. Since the institutions have to purchase back volumes of periodicals and many scholarly treatises and research materials which takes a long time in searching and procuring and since our chief book market is thousands of miles away, this amendment to the rule will have to continue.

85 A copy of every communication on the UGC grant for a university or a college library, sent to the authorities of the university or the college should be sent to the librarian of the university or the college as the case may be.

86 Apart from the UGC grant, each university or college should contribute to its library account either 6 per cent of the its total annual income received from investments, the State Government, and other sources, or Rs 50,000 whichever is more.

## CHAPTER W

### ADDRESS

*By*

**Dr K D Metcalf**

*Formerly Librarian of the Harvard University*

#### **O Introduction**

I am very glad to have this opportunity to bring unofficial greetings to you from the American Librarians to the university librarians assembled here for this very interesting Seminar. I was much pleased when I was invited to attend the seminar and am sorry that I was unable to attend any of the sessions except the opening one and this final session.

I have some eight points that I would like to speak about very briefly.

#### **1 Heart of the University**

In the United States we like to think of the university library as being the heart of the university. We have to admit that this fact is not always recognised, but in general, university libraries and university librarians occupy positions of first importance in the institutions with which they are connected. It took us a great many years to achieve this position and I am inclined to think that we achieved it because we were able to provide good service not because we were looking for recognition for ourselves.

#### **2 Quality of Library Staff**

We have found in the United States that the improvement of the quality of the library staff is a matter of great importance. I was fortunate enough to receive my training under three librarians each of whom was very much interested in his staff and in the training of young men and women for library work. They emphasized this point. They drummed into my mind the need of a strong library staff and I have always done whatever I could to recruit and train young men and women for library work.

### 3 Book Selection

My third point relates to book selection. You cannot have a good library unless you have the books and other printed materials that your readers require. Every time an unnecessary book is acquired, it costs just as much as one that is needed and makes it impossible to purchase one that is needed, and, remember that it costs just as much to catalogue and to care for an unneeded book as one that is useful. I cannot state too strongly the need for better book selection than most of the libraries in the United States have accomplished.

### 4 Good Service

It should be obvious that a good staff and a good collection of books are of little use unless good service is provided in connection with them. I cannot take time to go into detail in this connection. I am sure you all understand the need for courtesy in dealing with students and faculty. I often say to librarians, "It is not the actual words that you use in dealing with the public that count as much as the way you say them".

### 5 Functional Library Building

In recent years I have become very much interested in library building planning because I found that in the United States we were not getting as much in the way of useful space from the funds available for building as we should. This was because we tended to build monuments rather than functional libraries. There has been a great change in this connection during the past ten years and I think it fair to say that we are now getting about fifty per cent more for our money when we build a new building than we did a generation ago. It should be made clear that economical building plans should not result in uncomfortable or unattractive buildings.

### 6 Inter-Library Co-operation

My sixth problem relates to inter-library co-operation. We have found in the United States that, in spite of our large collections and large budgets, no one library can acquire all books or even all the books in the fields in which it is interested. This means that we have come to realize that we must rely on other libraries for help. We must borrow books

from other libraries when we do not have them and we must lend our books to other libraries that need them. This applies primarily, of course, to material required for advanced research.

### **7 Administrative Efficiency**

We have found to our sorrow in the United States that too many librarians are not good housekeepers and as a result our libraries become messy and unkempt. I should like to emphasize to you the desirability of good housekeeping in libraries of all kinds. It will improve our standing and enable us to give others better service.

### **8 Simplification of Work**

My final point relates to another serious fault into which librarians tend to fall. Too many of us went into Library work because we were interested in details and, as a result, we tend to make our records unnecessarily complicated. Let us urge you to keep everything in connection with your libraries as simple as possible.

### **9 Conclusion**

And now finally, let me thank you again for giving me this opportunity to speak to you and to tell you what a great pleasure it is to me to be here to-day and to bring you greetings from your colleagues in the United States.

# CHAPTER X

## CONCLUDING ADDRESS

*By*

**Dr S R Ranganathan**

*Director of the Seminar*

### 1 Conclusion of Work

We have arrived. We have arrived on time. We have also arrived at helpful findings. This is the first time that the university and college librarians have had a chance to meet together and to think together.

### 2 The Opportunity

We owe this splendid opportunity to Dr Deshmukh. We owe it to his vision, his statesmanship, and his faith in the sumptuous long-term return on any work done, on all the money spent on library service; and his anxiety that the money now being generously provided for libraries should not stagnate in the form of heaps of books bought under the pressure of "Don't allow the money to lapse", or selected without integral relation to the actual needs of teaching, learning, and research. He has been equally anxious that there should be no stagnation at any other stage from book-selection to book-service, no stagnation at order stage or at classification stage or at cataloguing stage or in releasing the books for use.

### 3 Reference Service

He has been anxious too that the librarian should not take his work as completed the moment the books are put in the stack-room. All the processes upto that point are only means to an end—to a human end. All the laborious processes of budgeting, selecting, buying, classifying, cataloguing, processing, binding, and maintaining books and periodicals are

but mechanical processes. They form a drudgery. But the drudgery is gone through only to derive ultimately the joy of service. The books are mute. They should be dowered with the personality of the librarian, in order to get activated. This stage of dowering, this stage of activating them, this stage of establishing contact between the right reader and the right book marks the culmination of our work. It is at this stage that we can emulate Janaka in his words of ecstasy :—

Iyam Sīta Mama Sutā,  
Saha Dharma Carī Tava,

Pratīccha Cha Ênam Bhadran Tē  
Pānim Grahnīshva Pāninā

Dear reader, here is a book I have acquired, prepared, and decorated for your sake. Accept it. Take it in your hand. Read it. Enjoy it.  
It will help you all through life.

#### 4 Individual help

Valmiki has given another model for true reference service. He has given that model in the description of the feast given by Vasishtha the sage to Viswamitra the king. Each reader is to be attended to by a competent reference librarian. Each one is to be received with geniality. Each one is to be helped in formulating his needs. Each one is to be helped in finding his right reading material. Each reading material too should be found its right reader. Above all, the time of each one should be saved. Each one should also be kept in good tempo. Indeed we have to remember :

Pustāni Patitum — (Books are for use)  
Tāni Sarvēbhyah — (They are for the use of one and all)  
Svam Svam Āpnuh — (Each should get its appropriate readers)  
Na Kāla Vicchēdam— (No time should be lost)  
Navō Navō Bhavati  
Jāyamānaha — (Library should be ever becoming and ever new)

A librarian is a Pancha Sūtri. He seeks to live upto the fullest demands of the Five Laws of Library Science

### 5 Blue Print

To fulfil this ultimate goal of our profession, we have to go through never-ending toil. We have to think out the best and the efficient form of a work-flow. We have thought this out loudly all these four days. We have arrived at a blue-print. We have to fill in details after we go back to our libraries. What is more, we must implement them persistently and continuously, from day to day, from week to week, and from year to year.

### 6 Details

I am aware that we are apt to become allergic to any thought about details. The allergy comes in three cases. It comes to those who are fortunate enough never to attend to details themselves out have others in the staff to attend to them. It also comes to those who drift along because the readers seldom assert their rights, the busy management seldom has the opportunity to check up how many piles of books are lying hidden collecting dust and anxious to reach their destiny—the readers' hands—but, alas, not given a chance to do so. The allergy comes also to those who are men of genius. Spontaneously and without meeting any situation, without carrying out any details, without previous thought, without previous preparation, without any guide, without any rules of procedure, they guide themselves from moment to moment by emergent intuition. I wish we were all men of genius. I know that I am not made that way. I believe that I have many in my company—more in my company than in the company of the man of genius. Above all, let us remember that work in a library is team-work. Team-work requires the working out of details in advance, particularly so since all the members of the library staff cannot be men of genius. This has been well put by Vātsyāyana—a great thinker of our country who flourished hundreds of years ago :

Sāstrānam Vishayas—Tāvāt  
Yāvan Mandarasā Narāha,  
Rasāsvēdē Pravrittē Tu,  
Naiva Sāstram Na Ca Kramaha



Detailed instructions are necessary and will continue to be helpful until the full swing of enthusiasm for work comes into play.

But the moment the whole personality begins to express itself in the details of work, the moment delight in work begins to have free flow, the moment the inner light of intuition begins to glow, rules and methods cease to have any function, they become irrelevant and redundant.

### 7 Momentum

Dr Deshmukh has enabled the whole body of university librarians to step up to a higher level of vision, enthusiasm, and delight in book-service. He has arranged this seminar to gather the initial momentum by collective effort. It is hereafter for each one of us to make sure that momentum swells from more to more. I am sure that he will soon give a similar help to the vast—much vaster—number of college librarians. Their large number will make an All-India Seminar for college librarians unfruitful. It may have to be done state-wise.

### 8 Prayer

Lastly, let us for a moment forget the presence of non-librarians in our midst. They are all friends of librarians. Let me make my final appeal to the university and college librarians assembled here. Let me make that appeal in the words of the Rigveda.

1 Samāni Vah Ākūtihi

May our objectives be the same—namely to help the development of our Motherland through the service of recorded thought.

2 Sam Vō Mānamāi Jānatām

May our minds work at their best.

3 Sam Gacchadhvam, Sam Vddhvam

May we move in harmony. May we talk to one another pleasantly and intimately.

4 Samāno Māntrah

May we deliberate together in concert.

5 Samāni Hridāyani Vaha

May our heart beat in mutual resonance.

6 Samānéna Vō Havishā Juhōmohē

May we offer our service to common good, each to the best of his capacity.

7 Samitih Samāni

May the fruits of our labour be shared equally.

8 Yatā Vah Su-Sahā-Sati

May we do all this so that we may all live in beneficent integral relation.

OM SANTIHI ! SANTIHI !! SANTIHI !!!  
Peace ! Peace !! Peace !!!

## CHAPTER Y

### REMARKS

*By*

**Dr P J Philip**

I am sure, all of you will agree that we have had a most stimulating and rewarding conference. During these past few days we have been considering diverse aspects of problems relating to the administration and organisation of libraries in the universities and colleges. We have realised in a new way that libraries cannot be efficiently run without both technical competence and a spirit of dedication and service being brought to bear upon the task. Each member of the staff and each unit of the library has to play a functional part in this enterprise. The activities of the personnel and different sections of the library have to be so integrated that work will flow smoothly from one person to another and from one unit to the other. If our libraries are to become potent instruments for the improvement and strengthening of standards of university education, they certainly have to play an imaginative and dynamic role. Are the libraries in our universities and colleges doing this? The libraries are called upon to cater to the needs of one kind of people only—students—as almost everyone who goes to a library does so as a seeker after knowledge. The question is whether we deal with them in a considerate and helpful manner.

If our conference has arrived at well defined and valuable conclusions regarding the purpose and programmes of the libraries in universities and colleges, a large part of the credit for this should go to Dr S R Ranganathan who ably guided our deliberations. I have therefore very great pleasure in proposing a hearty vote of thanks to Dr Ranganathan for the distinguished and devoted work he did as our leader. The participation of members of the UGC Library Committee in the deliberations of the conference has also been of great benefit. We owe much to them for the stimulation and enlightenment we have

received from their ideas. Finally, to all of you who have, by your active cooperation and participation, turned this conference into a real workshop—the librarians of the universities and colleges—we are greatly beholden. I hope that you have had an interesting time in our midst and that the memories you take with you are that of a pleasant and profitable conference.

## INDEX

*Note 1.*—References are to number of chapter and section. The first digit in an index number is a capital letter denoting the chapter. The succeeding digits are Indo-Arabic Numerals, denoting the number of the section within the chapter. For example, the index number V742 means that the reference is to section 742 of chapter V.

*Note 2.*—*irt*=In relation to.  
*irt*=referred in relation to.

- Abstracting G4
  - Findings V742
  - Working paper U4742
- serials
  - Duplication of C511
  - Time-Lag in G4
- Academic qualification J31
  - For Professional course L6
- Accelerated course L42
- Accession table O4
- Account rules B435
- Accounts Section
  - Rhythm for
  - Findings V12
  - Working paper U4
- Acquisition-Reader-Ratio U225
- Actual-Ideal ratio U233
- Administration
  - in USA W7
  - Opening address S91
  - Welcome address Q4
  - Time factor in B11
- Admission to lib school
  - Qualification for L6
  - Regulation of L4
- Adult growth M1
- Air-conditioning
  - Standard N93
  - Theory M66
- Allahabad Univ Lib C22
- Allergy
  - Concluding address X6
  - Opening address S93
- Allocation
  - Between subjects C5
  - Within a subject C6
- Amenities to staff
  - Standard N73
  - Theory M74
- Anachronism F6
- Annals of lib sc irt*
  - Library buildings NO1
  - Professional qualification J32
- Apportionment between
  - State Govt and UGC C31
- Apprentice course before
  - Admission LO4
  - Appointment J52
- Audit *irt*
  - Book purchase D523
  - Grant B435
- Aurobindo S94
- Back
  - Ground material U5
  - Volumes of periodicals
    - allocation for C61
    - Purchase of V664
    - Working paper U4664

- Book—*Contd.*  
 Banaras Hindu University C22  
 Basis of grant C3211  
 Bay guide  
   Holder for O16  
   Rod for N711  
 Bevin boys S4  
 Bibliography *see*  
   Documentation list  
   Reading list  
*Biblio of sc pub of S and S E Asia* V74  
 Book  
   Costly F32  
   exhibition V72  
   fund C5  
     Findings V8  
     Presidential address S631  
     Working paper U48  
   Immortal F13  
   In sheets D82  
   Indian ed of D81  
   Loss of F4  
     Policy about F5  
   market B111  
   Mutilation of F41  
   Of examination value F33  
   Out-moded F11  
   Poorly built F32  
   purchase D4  
     Chain B2  
       Findings V6  
       Incomplete B42  
       Staff for B54  
       Working paper U46  
   rack O1  
   Rare F32  
   Section  
     Rhythm of  
       Findings V12  
       Working paper U412  
     Staff for K4  
     Time-lag in V241  
   selection D  
     Coordination of C7  
     for departments H31  
     Findings V6  
     in USA W3  
     Tiers in D3  
     Working paper U46  
   shop  
     in campus E8  
     in library M73  
   trade D4  
     and bad practice D52  
     and foreign books D521  
     and Indian books D63  
     and net-book D6  
     Findings V661  
     Working paper U4661  
   trolley O92  
   Undersized F32  
   Use of E  
     Findings V7  
     Working paper U47  
   Weeding out of F1  
   with plates F32  
   worn out F12  
 Bottle-neck D1  
 Box for card O81  
 Browsing room V79  
 Building  
   in USA W5  
   Standard N  
   Theory M  
 Business library M1  
 Butterfly design M31  
  
 Camel theory E2  
 Campus  
   book-shop E8  
   Split H6  
 Canteen  
   Standard N92  
   Theory M73  
 Caretaker's room M74  
 Catalogue  
   cabinet O22  
   card box O81  
   tray O21  
   work tray O82  
   room N62  
 Central  
   gangway N72  
   Government C12

- Centralisation H2
- Certificate in Lib Sc LO21
- Chair O91
- Child growth M1
- Circular design M31
- charging tray O73
- Circulation
  - in building design N5
  - Section
    - Rhythm of
      - Findings V11
      - Working paper U411
    - Staff for K4
    - Time-lag in U246
- Classifier's table O3
- Closed access
  - Standard N94
  - Theory M4
- Code of basic requirements for water supply, drainage, and sanitation NO4
- Code of practice relating to primary elements in the design of library buildings NO1
- College library
  - Staff
    - for large J61
    - for small J62
- Comfort to readers
  - standard N72
  - Theory M5
- Committee on
  - Lib buildings N98
  - Lib Schools L8
- Compensation for loss F51
- Conference room
  - Standard N32
  - Theory M73
- Conspectus A8
  - control region O61
  - fittings O6
  - gate O63
  - Standard N55
  - Theory M42
- Correction list M63
- Converter, Human E72
- Conveyer N52
- Co-operation W6
- Co-ordination of
  - book selection E7
    - Findings XV5
    - Working paper U45
  - Periodicals selection C61
    - Findings V3
    - Working paper U43
- Counter O62
  - Chain O912
- Creative teaching L33
- Cross gangway N71
- Cubicle
  - Position of N62
  - Size of N73
  - Theory M55
- Data for seminar U2
- Decentralisation H31
- Demonstrators
  - Number in
    - First Grade Dep L541
    - Second Grade Dep L542
  - Qualifications for L534
- Department of Lib Sc L5
  - Number of L7
- Departmental
  - collection H
    - library
      - in scattered campus H6
        - Findings V67
        - Working paper U467
      - Reasons against H4
- Deshmukh *riit*
  - College librarians X7
  - Reference service X3
  - Seminar X2
- Details, Importance of
  - Concluding address X6
  - Opening address S93
- Determination of lib finance C2
- Dewey MO
- Dimensional Picture R1
- Diploma in Lib Sc L56
- Documentalist
  - defined G3
    - in library G6
- Documentation G

- Defined S55
- list S553
  - Findings V741
  - Working paper U4741
- Dome M31
- Door
  - Standard N94
  - Theory M41
- Dormitory library F21
  - Location of N21
  - Size of N11
- Dry construction M67
- Duplication of
  - periodicals C51
    - Findings V31
    - Working paper U43
  - reference books C51
    - Findings V5
    - Working paper U45
  - text books C53
    - Findings V4
    - Working paper U44
  - treatises C52
    - Findings V5
    - Working paper U45
- Economic pressure L34
- Einstein S4
- English books
  - Inaugural address R5
  - Findings V76
- Entrance N54
- Evening school L11
- Exhibition room
  - Position of N692
  - size of N73
  - Theory M73
- Exit N54
- Experts and book selection D32
- Extension service
  - Defined M72
  - Theory M73
- External features M31
- Federation of publishers  
and Book-sellers D63
- Fifth Law M1
- Finance
  - for library C
    - Inaugural address R2
    - Opening address S63
  - rules B435
  - Section
    - Rhythm for
      - Findings V12
      - Working paper U412
    - Sec rhythm for
      - Findings V15
      - Working paper U415
  - First Law F4
  - Fittings O
  - Flow chart U3
  - Follow-up-study S53
  - Foreign
    - books
      - Cost of D8
      - in stock D82
      - Purchase of D61
    - exchange and
      - book trade D524
      - exemption for books D7
      - UGC D71
    - language books C82
  - Fourth Law M55
  - Full-timed teachers L31
  - Functional
    - approach C22
    - building N3
  - Furniture O
  - Future policy L3
- Gangway
  - Central N72
  - Cross N71
  - Side
    - Standard N71
    - Theory M62
- Genesis of
  - Library Committee
    - Inaugural address R3
    - Introduction A2
    - Opening address S7
  - Seminar
    - Inaugural address R4



- Introduction A6
- Gilbreth S91
- Government and
  - library finance C11
  - university finance C11
- Grades of
  - Departments of Lib Sc L52
  - Library posts J51
- Great Britain D41
- Group-study room
  - Position of N691
  - Size of N73
  - Theory M73
- Heading and canons H2
- History of
  - book
    - purchase D11
    - selection D11
  - library
    - architecture MO
    - schools L1
    - Teachers of L2
    - staff
      - Grades of J
      - Strength of K
- Hollow Wall M65
- Honorary librarian J7
- Human
  - converter E72
  - resources S3
- Immortal book F12
- Impersonal work H2
- Import in sheets D82
- Inaugural address R
- Inauguration of
  - Library Committee A3
  - Seminar Q to T
- Indexing G4
- India
  - and research in Lib Sc L36
  - Wheat Loan Fund G9
- Indian
  - binding D82
  - book D62
  - Council of World Affairs C80
  - edition D81
  - Standards Institution N01
  - See also*
    - Code of practice...lib buildings*
    - Code of basic...sanitation*
    - Recommendations...building industry*
    - Rules for...numerical values*
- Insdoc *irt*
  - Union catalogue C82
  - Findings V37
  - Working paper U437
- Insdoc list G5
  - Findings V74
- Inter-library
  - exchange C8
  - loan C8
    - and documentalist G5
- Inter-University Board C81
- Issue furniture O7
- Kaleidoscope E3
- Laws of Lib Science and
  - book-purchase chain B42
  - individual help X4
  - open access M4
  - their formulation L36
- Lay-out of
  - library building N5
  - working paper U1
- Leave substitute J5
- Lecture E2
  - and topical collection E5
- Lecturer
  - Number in
    - First Grade Dep of Lib Sc L541
    - Second Grade Dep of lib Sc L542
  - Qualification for L533
- Leisure study S54
- Levels in library
  - building
    - Standard N51
    - Theory M33
  - Training L02
- Librarian
  - Academic qualif for J31

- and allocation C6
- and book purchase D33
- and book selection D33
- and duty to
  - lib collection J23
  - research staff J21
  - students J22
  - teachers J22
- and teaching technique E2
- for college library J6
- for univ library J5
- Function of J2
- Honorary J7
- Professional
  - qualif for J32
  - history of J1
- Qualification for J3
- Salary scale for J4
- Status of J4
- Training of L
- Library
  - account C4
  - administration
    - in USA W7
    - Opening address S91
    - Welcome address Q4
    - Time-factor in B11
  - and research potential G3
  - and teaching technique E3
  - building
    - in USA W5
    - Standard N
    - Theory M
  - collection J23
  - Committee D3
  - Finance C
    - Inaugural address R2
    - Opening address S62
  - Fittings O
  - furniture O
  - hand-book V78
  - host E71
  - in education
    - Inaugural address R1
    - Opening address S5
    - Welcome address Q3
  - personnel J
    - Strength of K
    - Training of L
  - Requirements of S6
  - Role of S5
  - school L
    - rooms
      - Position of N
      - Size of N73
      - Theory M8
  - Science course
    - Accelerated L42
    - for certificate L51
    - for B lib Sc L21
    - for doctorate L55
    - for M Lib Sc L522
    - Grades of L52
  - staff J
    - Amenities for
      - Standard N73
      - Theory M74
      - in USA W2
    - Strength of K
    - teacher *see* Teacher
    - Year B3
  - Library administration rirt*
    - Grant B53
    - Inter-lib loan C81
    - Maharasawati S94
    - Staff formula J12
    - and UGC grant B53
    - Therbligs S91
    - Topical collection E5
  - Library Development plan* C11
    - for Allahabad Univ* C22
  - Library manual* F4
  - Lift
    - Standard N52
    - Theory M33
  - Literature search J31
  - Loan
    - Normal H34
    - Permanent H33
  - Local co-ordination C71
  - Location of
    - dormitory library N21
    - library N2
  - Loss of book F4

- and library policy F5
- Madras
  - City C8
  - Library Association L1
  - School L1
  - State L01
  - University Lib *ri*rt
    - Audit B436
    - Book purchase B31
    - First Lib School L1
    - Government grant C11
    - Open access M4
    - Part-time teacher L21
    - Spending of grant B436
    - Time table B31
- Maintenance Section
  - Rhythm for
    - Findings V12
    - Working paper U412
  - Sec rhythm for
    - Findings V16
    - Working paper U416
  - Staff for K4
- Malpractice B41
  - Remedy for B43
- Management Science S92
  - and book selection D3
  - and distribution
    - of responsibility D2
    - and book purchase D3
- Meetings of Lib Comm A4
- Memory Q2
- Method of proportion C21
- Metric system N05
- Micro-film copy
  - and current issues H3
  - procurement of G5
- Modular Unit
  - Standard N70
  - Theory M2
- Mofussil Centre N973
- Monumental building M3
- Mootham report C22
- Mudaliar report C22
- Mutilation F41
- National
  - Book League E4
  - Central library V37
  - co-ordination C72
  - Net-book agreement
    - Findings V661
    - Working paper U4661
  - New department E25
    - education M0
    - University E24
  - Night watchmen's room
    - Standard N31
    - Theory M74
  - No-man's zone
    - Standard N551
    - Theory M42
  - Notes-dictation E2
- Open access
  - and reading habit E3
  - and risk of loss F5
  - Design for
    - Standard N94
    - Theory M4
  - Safeguarded F3
- Open-air reading room
  - Standard N56
  - Theory M73
- Orientation
  - Course V77
  - of stack room
    - Standard N4
    - Theory M61
- Originality, Freedom for
  - Standard N08
  - Theory M22
- Out-moded thought F11
- Over-flow counter
  - Standard N552
  - Theory M42
- Pamphlet F32
- Parallel
  - Movement E5
  - study S52
- Part-timed teachers L21
  - Abolition of L31

- in the past L2
- Passage N53
- Payment of grant B432
- Per capita approach C23
- Period for
  - review of per list
    - Findings V18
    - Working paper U418
  - Utilisation of grant B
    - Findings V17
    - Working paper U417
- Periodicals
  - and book trade D43
  - Back volumes of C53
  - Current issues of C53
  - Duplication of C51
    - Findings V3
    - Working paper U43
  - reading room N64
  - Renewal date for
    - Findings V19
    - Working paper U419
- Section
  - Rhythm for
    - Findings V14
    - Working paper U414
  - Sec rhythm for
    - Findings V16
    - Working paper U416
  - Staff for K4
    - Time lag in U245
  - Selection of D32
    - table O53
- Phased construction N97
- Photostat copy of
  - current issues H3
  - Procurement of G5
- Planning Commission and
  - buildings N03
  - libraries L01
- Political pressure L35
- Postgraduate
  - library N973
  - training L031
- Post-order time-lag U242
- Post-supply time-lag U244
- Post-war book-trade D5
- Pre-order time-lag U241
- Preparatory study S51
- Pre-seminar work U6
- Prescribed text-book H341
- Pre-war book-trade D41
- Primary issue tray O71
- Principle for
  - duplication of
    - periodicals C511
    - reference books C511
  - Parallel Movement E5
- Present plight B7
- Procurement G5
- Professional L022
  - qualification J32
  - staff S621
  - training L032
- Professor
  - number of L541
  - Qualifications for L531
- Promotion of use of books E
  - Findings V7
  - Working paper U47
- Proportion, Method of C27
- Protection
  - of doors and windows
    - Standard N82
    - Theory M41
  - to books
    - Theory M6
- Publishers Association D611
- Publishers of
  - Foreign books D611
  - Indian books D62
- Qualification for
  - demonstrator L534
  - lecturer L533
  - professional L51
  - professor L531
  - reader L532
  - semi-professional J51
  - student L61
- Queue system M41
- Rain M64
- Ranganathan *virt*

- Rules for inter-lib loan C81  
 Union catalogue C82  
*see also*  
*Heading and canon*  
*Library administration*  
*Library development plan*  
*for Allahabad Univ.*  
*Library manual* F4  
*Union Cat of learned periodicals*  
 University lib building
- Reader**  
 Number in  
 First grade Dep L541  
 Second Grade Dep L542  
 Qualification for L532
- Reading**  
 apparatus G7  
 and Wheat Loan G9  
 Circle F6  
 habit E  
 Findings V7  
 Working paper U47  
 list E4  
 Finding V73  
 Working paper U473  
 materials U22
- Room**  
 General  
 Position of N63  
 Size of N72  
 Table O51  
 Special  
 Position of N65  
 Theory M52  
 Standard R5  
 Rearrangement E3  
 Recent additions list  
 Findings V71  
 Working paper U471  
*Recommendations for modular co-ordination of dimensions in the building industry* N04
- Reference**  
 books C51  
 Section  
 Rhythm for  
 Findings V11  
 Working paper U411  
 Service  
 and loss of books F3  
 and reading habit E7  
 Concluding address X3  
 Defined E73  
 in USA W4  
 staff  
 and UGC grant B52  
 Strength of K4  
 Regional co-ordination C72  
 Registrar J1  
 Renascence S1  
 Reproduction equipment G8  
 Research  
 cubicle  
 Position of N62  
 Size of N73  
 Theory M55  
 Emergence of TG1  
 in Dep of Lib Sc L55  
 in Library Science L32  
 potential G2  
 Social value of C11  
 staff J21  
 Training in L023  
 Reserve Bank D7  
 Responsibility  
 Distribution of D2  
 for book selection D3  
 for book purchase D3  
 of book trade D42  
 of expert D32  
 of librarian J2  
 in book purchase D33  
 of top-management D31  
 Return of  
 inter-library loan C82  
 text-books C53  
 Rhythm of work  
 Findings V1  
 Working paper U41  
 weekly B111  
 Rigveda X8  
 Room  
 Position of N6

- Required N31
- Rotunda M3
- Rounding off N06
- Rules for inter-library loan C81
- Rules for rounding off numerical values* N04
- Rush hour M42
- Safeguarded open access F3
- Safety for
  - books
    - Standard N32
    - Theory M41
  - readers
    - Theory M43
- Salary scale for
  - college library staff J6
  - university lib staff J5
  - Opening address S633
- Sanitary arrangement
  - Standard N91
  - Theory M73
- Sayers F41
- Second Law M72
- Secondary Issue tray O72
- Seminar
  - Genesis of A6
  - Procedure U7
  - Proceedings Q to Z
  - Purpose of S9
  - room
    - Size N73
    - Theory M73
- Semi-professional staff S622
- training L021
- Side gangway
  - Standard N71
  - Theory M62
- Simplification M21
  - in USA W8
- Size of
  - library building
    - Standard N11
    - Theory M1
  - rooms N7
- Social
  - pressure LO1
  - value of
    - documentation G1
    - research C11
    - univ education C11
  - Socialistic pattern C11
  - Socio-legal view of loss F52
  - Sociology of loss F53
  - Spending of grant B434
  - Square design M31
  - Stack room
    - and rain M64
    - Cross gangway of N71
    - Orientation of N6
    - Phased construction of N974
    - Position of N61
    - Side gangway of
      - Standard N71
      - Theory M62
    - Size of N71
    - Theory M51
    - Window of
      - Standard N812
      - Theory M64
  - Staff
    - in USA W2
    - formula J4
    - and grant B54
    - Genesis of B53
    - irt*
      - Grant B35
      - Recommendation B61
    - Substance of J2
    - in USA W2
    - Salary of J4
    - Subsidy to J7
    - Sections of J3
    - Strength of K
    - Work-load ratio U23
  - Standardisation M2
  - State Government
    - and tax pattern C12
    - vs* UGC C3
    - irt* Method of proportion C21
  - Stationery shop M 73
  - Status J4
  - Storage library *sec*

- Dormitory library
- Strength of staff K
- Students and librarian J22
- Student-teacher ratio L543
- Study table O52
- Subsidy to staff salary J7
- Sun, Direct M62
- Sun-breaker M56
- Sun-shade M56
  
- Table
  - Accession O4
  - Classifier's O3
  - Periodical's room O6
  - Reading room O5
  - Study O95
- Tax pattern C12
- Teachers and librarian *irt*
  - Allocation C6
  - Librarian's duty J22
  - Teaching technique E2
- Teacher of Lib Sc
  - Number of L54
  - Qualification for L53
- Teacher-student ratio L543
- Teaching technique E2
- Technical Section
  - Rhythm for
    - Findings V13
    - Working paper U413
  - Staff for K4
  - Time-lag in U244
- Text-book
  - Committee D31
  - Duplication of C53
  - Prescribed H341
  - reading room N694
- Therbligs S91
- Thermodynamics F55
- Third-Law M72
- Threshold
  - Standard N51
  - Theory M32
- Tier height
  - Standard N71
  - Theory M43
- Tiers in book D3
  - purchase D3
  - selection D3
- Time
  - factor B11
  - lag U24
  - in abstracting serials G4
  - table
    - in Madras Univ lib B31
    - Right B3
    - Wrong B4
- Toad analogy *irt*
  - Building N98
  - Govt grant C21
- Topical collection E4
  - Findings V72
  - Working paper U472
- Top-management and book
  - purchase D522
  - selection D3
  - library staff J12
- Torts M53
- Tower M31
- Traffic, Flow of
  - Standard N72
  - Theory M54
- Translation service G5
- Tray
  - Charging O92
  - Primary O911
  - Secondary O912
  - Work O93
- Treatise C52
- Turn-stile
  - Position N55
  - Theory M41
- Turret M31
- Tutorial work E2
  - and topical collection E5
  
- UGC and
  - Certificate Course L04
  - Common Course L8
  - Dip of Lib Sc L7
  - foreign exchange D71
  - import in sheets D82
  - Indian edition D81

- reading list E4  
 strength of staff J6  
 subsidy to staff salary J7  
 tax pattern C12  
 teacher for Lib sc L31  
 UGC grant C2  
   Basis for C32 (24)  
   Inaugural address R2  
   Opening address S7  
   List of C32  
   Utilisation of B  
   vs State Govt Grant C3  
 Union catalogue C82  
   Findings V37  
   Working paper U437  
*Union catalogue of learned periodicals* C82  
 University  
   education  
     Finance for C11  
     Reconstruction of S4  
     Social value of C11  
   Grants  
     Commission *see* UGC  
     Committee R1  
     library *see* Library  
     library buildings N03  
 Unspent balance C44  
 USA and lib work W  
 Use of books E  
   Findings V7  
   Working of paper U47  
 Users of library U2  
 Utilisation of grant B  
  
 Vacancies U247  
 Valmiki X33, X34  
 Vatsyayana X6  
 Victorian pattern C21  
  
 Visits A5  
  
 Wells, Hollow M65  
 Wastage of grant B71  
 Watchman's room  
   Standard N31  
   Theory M74  
 Weeding out F1  
 Weekly rhythm Bi11  
 Welcome address Q  
 Wheat Loan Fund G9  
 Wicket gate  
   and open access F31  
   Standard O63  
 Window  
   in reading room M52  
   in stack room  
     Standard N811  
     Theory M51  
   shutter N82  
   in stack room  
     Standard N812  
     Theory M64  
   sill N813  
     Standard N8  
     Theory M51  
 World War II C23  
 Work room  
   Size of N73  
   Position of N67  
 Working paper U  
 Worn-out book F12  
 Write-off of loss F6  
 Wrong trend  
   time table B  
   trend L41  
  
 Year, Library B3

