DELHI UNIVERSITY AND JAWAHARLAL NEHRU UNIVERSITY LIBRARIES, INDIA; AND UNIVERSITY OF ZAMBIA AND COPPERBELT UNIVERSITY LIBRARIES, ZAMBIA: A COMPARATIVE STUDY

A DISSERTATION SUBMITTED TO THE INDIAN NATIONAL SCIENTIFIC DOCUMENTATION CENTRE IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF ASSOCIATESHIP IN INFORMATION SCIENCE

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Certificate

This is to certify that Mr. Paul Zulu has prepared his dissertation entitled "Delhi University and Jawaharlal Nehru University Libraries, India; and University of Zambia and Copperbelt University Libraries, Zambia: A Comparative Study" under my supervision and guidance for the award of Associateship in Information Science.

To the best of my knowledge, the work is original and has not been submitted elsewhere.

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ACKNOWLEDGEMENTS

ABSTRACT

This study examines the status in terms of general activities, facilities and services of four university libraries namely Delhi University and Jawaharlal Nehru University libraries in India, and University of Zambia and Copperbelt University libraries in Zambia. The study was conducted with a view to assessing the effectiveness with which these libraries are able to carry out their activities and meet their responsibilities through library administration and the staff, budgets, collections, facilities, services, automation and other new technologies; to identify the problems these libraries face as they carry out their activities; and make recommendations for possible measures for improvement.

Books, dissertations, periodical articles, seminar papers, dictionaries and handbooks were consulted. In addition, the study required raw data on the current status and conditions in the libraries being studied. The descriptive survey method was used for the systematic collection, analysis and interpretation of the data. To use this method effectively a structured questionnaire , covering the various aspects of the study, was developed. A set of ten questionnaires were distributed to each of the four libraries being studied.

Although there are differences in the choices of forms and kinds of catalogues used, classification schemes and subject heading lists used, the findings of this study portray that standard procedures, practices, operations and applications are followed by all the four university libraries.

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This study examines the status in terms of general activities, facilities and services of four university libraries namely Delhi University and Jawaharlal Nehru University libraries in India, and University of Zambia and Copperbelt University libraries in Zambia. The study was conducted with a view to assessing the effectiveness with which these libraries are able to carry out their activities and meet their responsibilities through library administration and the staff, budgets, collections, facilities, services, automation and other new technologies; to identify the problems these libraries face as they carry out their activities; and make recommendations for possible measures for improvement.

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The problems of understaffing, non recognition of librarians as academic counterparts of the university faculties, poor space, shelves and seating arrangements were found to affect these libraries differently and recommendations have been made respectively. The study also revealed that the issue of inadequate funding is predominant in all the four libraries being studied giving rise to and exacerbating more other problems.

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LIST OF ABBREVIATIONS AND

ACRONYMS

AACR   -   Anglo American Cataloguing Rules

CAS   -   Current Awareness Service

CBU   -   Copperbelt University

CC   -   Colon Classification scheme

CCC   -   Classified Cataloguing Codes

CCF   -   Common Communication Format

DDC   -   Dewey Decimal Classification Scheme

DELNET   -   Delhi Library Network

DU   -   Delhi University

IFLA   -   International Federation for Library Associations and

                     Institutions

INFLIBNET   -   Information and Library Network of India

ISBD(G)   -   International Standard Bibliographic Description
                     (General)

JNU   -   Jawaharlal Nehru University

LAN   -   Local Area Network

LCC   -   Library of Congress Classification Scheme

MAN   -   Metropolitan Area Network

PGI   -   General Information Programme of UNESCO

SCANUL   -   Southern and Central African National and University Libraries

SDI	-	Selective Dissemination of Information
UDC	-	Universal Decimal Classification
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNIMARC	-	Universal Machine Readable Catalogue
UNZA	-	University of Zambia
WAN	-	Wide Area Network
WAIS	-	Wide Area Information Servers
WWW	-	World Wide Web

DEDICATION

I dedicate this work to my late wife, Tika. I cherish every moment we shared together, your incessant support, encouragement and optimism in my aspirations, ambitions and undertakings, save for your own. Your understanding and approval for me to embark on studies away from you for a lengthy period shall for ever be remembered and appreciated posthumously. The fact that you answered God's call before this work could be accomplished, and whilst I was far away in a foreign land leaves me in great pain, yet the consolation, not to question God's wisdom to call you at this time, is always with me. May your soul rest in perpetual peace.

CHAPTER 1

INTRODUCTION

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INTRODUCTION

1.1 THE ESSENCE OF UNIVERSITY LIBRARIES

Universities, as institutions of higher learning, exist to develop human resources through teaching; and to conserve and advance knowledge through constant research and discovery. In carrying out these functions they play a significant role in national and economic development. For centuries, this knowledge has been recorded and accumulated in books; and to enable easy access to and retrieval of the knowledge, the books have been systematically stored and conserved in libraries. Hence, the necessity of university libraries. Gupta [1] has called a university library as the heart and soul of any academic programme. Indeed it is as it systematically stores and conserves books so that a constant supply of information and knowledge sought by students, teachers and researchers, can be provided.

The advent of computers and other new technologies has brought about a dramatic evolution in the production, organisation and storage of information. Libraries have benefited from these technologies too. Library activities have been computerised to provide quick and better service. In developed and advanced countries, most university libraries have fully computerised their activities. In developing countries many are in the process of computerising or have plans to computerise their activities. An efficiently and effectively run university library contributes to the efficiency and effectiveness of the

university. Synonymous to the human body that can not function without the heart, a university can not carry out its teaching and research functions in the absence of a library. This view is also supported by Gelfand [2] who assumes that the library is the best university agency for collecting and organising knowledge for effective use.

Although membership in university libraries mainly comprises students, teachers, researchers and other university members of staff, the communities around them and the public at large can also utilise their services. However, for the purpose of this study membership shall usually imply students, teachers and researchers. The clienteles of the university libraries are usually concerned with the search for knowledge rather than recreational interests. The librarians can easily know and understand their clients, they can know and find out the students' and teachers' needs, research interests, the needs of the administration and other members of university staff.

Being academic libraries, the collection in university libraries is largely dependent on the areas of study pursued in the universities. As such these collections are subject to constant monitoring to conform to the changes in the areas of study of the universities. Considering the above discussion it is clear that a library is in fact vital for the efficiency and effectiveness of a university's programmes.

1.2   DEFINITION OF TERMS

As already mentioned university libraries are academic libraries. The term "academic library" as defined by the International Encyclopaedia of Information and Library

Science [3] refers to those libraries attached to academic institutions above the secondary school level, serving the teaching and research needs of students and staff. Harrod's Librarian's Glossary [4] defines "academic libraries" as those libraries of universities, polytechnics, colleges, schools and all other institutions forming part of or associated with educational institutions. This study will thus consider the term to mean libraries attached or associated to institutions of learning that could be schools, polytechnics, colleges or universities.

The term "university library" is defined by Harrod's Librarians Glossary as a library or group of libraries established, maintained and administered by a university to meet the needs of its students and members of the academic staff. The International Encyclopaedia of Information and Library Science defines the term as a library, or libraries of a university which obtains and maintains collections of books and other media, and provides information services to users. The term "university" as defined by the concise Dictionary of Current English [7] means an educational institution designed for instruction, examination or both, of students in many branches of advanced learning conferring degrees in various faculties and often embodying colleges and similar institutions.

On the basis of the above definitions and for the purpose of this study the term "university library" will be used to mean a library or group of libraries established, maintained and administered by a university having the power to confer degrees, diplomas and certificates at both graduate and postgraduate levels. All the four libraries

namely Jawaharlal Nehru University Library, Delhi University Library, University of Zambia Library and Copperbelt University Library being studied meet the conditions as given in this definition. The term "university library system" will interchangeably be used and carry the same meaning as the term "university library". In the case of Delhi University and University of Zambia libraries having constituent libraries in different locations and campuses, the term "main library" will be used to mean the principal library where general administration of the library system is carried out.

The term "university librarian" will be used to represent the person in charge of the general administration of the whole library system. College, school, or departmental libraries will be used where applicable under the general heading of university library system.

1.3   AIMS AND OBJECTIVES

A university library is expected to have a collection of books and other materials containing information and knowledge. The library's ability to make available this information and knowledge in as timely a manner as possible determines its efficiency and effectiveness. The library staff ought to be competent enough to be able to meet the needs of the clientele. The university authorities, therefore, must give all the necessary and possible support the library needs to fulfill its responsibilities. The extent to which a library is able to meet its responsibilities determines the quality of its services. Quality education, faculties, students and graduates are not possible in a university where a proper library is lacking.

The aim of this study is to compare the two university libraries each from Zambia and India, as mentioned above, to find out their current status in terms of general activities, facilities and services. The objectives of the study are as follows:

(i) To assess the effectiveness with which these libraries are able to carry out their activities and meet their responsibilities through,

    (a) library administration and the staff,

    (b) library budgets,

    (c) library collections,

    (d) library facilities and activities,

    (e) library services, and

    (f) library automation and other new technologies.

(ii) To identify the problems these libraries face as they carry out their activities, and

(iii) To make recommendations for possible measures for improvement

1.4 RATIONALE OF THE STUDY

The role university libraries play for the realisation of the universities' objectives can not be disputed. These libraries, thus, have to keep abreast with modern developments in both facilities and services if they are to provide meaningful contribution as anticipated by their clientele. In view of the constant changes taking place in science and technology the library personnel have to not only conserve information and knowledge but interpret it also. However, there are problems hampering libraries from realising their aims, objectives and goals which include, among others, inadequate funding, inadequate

physical facilities, insufficient services, lack of understanding by university authorities and faculties of trained library staff and their qualifications, and failure to confer the university librarians adequate authority to carry out their responsibilities effectively.

Considering the above, this study was conducted to find out the current situation in four university libraries in two different countries viz, India and Zambia, compare their strengths and weaknesses, and suggest possible measures for improvement. No study comparing university libraries in India and Zambia has been done before, hence, the need for this study. The study analyses in details the general activities, including library administration, budget, collection, services and automation in these libraries and the extent to which the libraries are able to fulfil their responsibilities and obligations.

1.5   SCOPE AND LIMITATIONS

Initially, it was intended to select two university libraries, one each from different states in India, but due to geographical reasons and financial constraints, both the libraries, i.e. Delhi University Library and Jawaharlal Nehru University Library, were chosen from the National Capital Territory of Delhi. In the case of Zambia, there are only two universities at present; the University of Zambia is situated in the National Capital City of Lusaka in the urban part of Lusaka Province and the Copperbelt University is in the Copperbelt Province in the city of Kitwe. This being a comparative study, focus has as far as possible been restricted to the four libraries studied. However, relevant information on university libraries in general has been included.

By virtue of the findings of this study, no generalisation has been made to imply

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conditions in other university libraries although similar conditions as found here might be prevailing in other libraries too. The various aspects covered in considerable details are library administration and staff, library budget, collection, facilities and activities, services and automation.

1.6 METHODOLOGY

Books, dissertations, periodical articles, seminar papers, dictionaries and handbooks published and unpublished, were consulted in order to develop the researcher's theoretical insight of the subject required by this study. For the purpose of examining the current situations in the libraries being studied, raw data was also required. Hence, a structured questionnaire was developed to analyse the various aspects included in the study.

The questionnaire was divided into nine main sections. Section A contained questions about the university in general, Section B contained general questions about the library, section C contained questions about library administration and staff, section D covered questions on library budgets, questions in section E were about library collection, section F consisted of questions about library facilities and activities, questions about library services were in Section G, Section H included questions on library automation, and lastly Section I contained questions on other information about various new technologies. There was also an open-ended question that required respondents to state their suggestions or comments on the information not otherwise covered by the questionnaire. The questionnaires were physically distributed by the researcher to senior library

personnel that included university librarians and their deputies, branch, departmental and section librarians in the four university libraries being studied. A set of ten questionnaires was distributed to each library being studied. The researcher assured the respondents of utmost confidentiality of their responses and requested them to kindly complete the questionnaires within a fortnight during which these could be collected. Not all the respondents participated in the survey, some showed no interest and did not return the questionnaires. Out of the total number of 40 questionnaires distributed, only 30 were completed and returned to the researcher. The data collected are tabulated and analysed in the text in subsequent sections.

1.7 LITERATURE REVIEW

Tremendous efforts have already been made on the subject of university libraries in general but few comparative studies have been done. Literature consulted ranged from books, periodicals, theses and dissertations, and other documentation encompassing the period between 1961 and 1999. A reading list of references has been presented in the end as the bibliography of this dissertation. This list, however, should in no way be considered exhaustive on the subject as there are other works done on the subject that the researcher, for one reason or another, did not lay his hands on.

As pointed out earlier there is little work already done on comparative studies of university libraries. Shukla [8], in his book "University libraries in India" has compared ten university libraries namely Maharaja Sayajirao University of Baroda, Gujarat University, Sardar Patel University, Gujarat Ayruveda University, Saurastra University,

South Gujarat University, Gujarat Agricultural University, Bhavanagar University, North Gujarat University and Gujaral Vidyapith in the State of Gujarat in the Western part of India. The areas of study that Shukla has covered are: library management; library collection; library finance; library services; library co-operation; and library buildings.

Shukla [9] has found out that the various problems including understaffing; non recognition of librarians as academic counterparts of the university faculties; low library budgets and poor library services have been due to absence of perspective planning; lack of dedication on the part of library staff; negligence on the part of the university and government authorities; and lack of library oriented education in Gujarat.

Similar problems have also been identified in this study as well and discussions and recommendations have been made accordingly. Prodhani and Gautam [10] in their article "Study of Current Status of University Libraries in North East India" compared ten university libraries of North East India namely, Arumachal University, Assam University, Assam Agricultural University, Central Agricultural University, Dibrugarh University, Gauhati University, Manipur University, North East Hill University, Tezpur University and Tripura University. They found out that the problem of understaffing and insufficient professionally qualified people were prevalent in some of the university libraries studied. They noted that most of the libraries were on the verge of computerisation of their various activities and that, it was important for libraries to select professional staff on the basis of exposure to information technology. On collection development, they found out that the trend in procurement of books and subscriptions to

periodicals in old libraries was decreasing and that the budgets of these libraries were being slashed every year. They suggested that all libraries, new or old should be supported by sufficient and timely budgets every year as libraries were central to the universities.

On the university libraries in Zambia, the researcher did not find any document specifically comparing the two universities in the country.

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CHAPTER 2

UNIVERSITY LIBRARIES: AN OVERVIEW

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2.1   A GENERAL HISTORY OF UNIVERSITY LIBRARIES

Although the history of university libraries can be traced as far back as the medieval times, their development has been remarkable in the twentieth century. It is in this century that many changes have occurred both qualitatively and quantitatively. Their sizes, book collection, services and staff have immensely improved. Hence, it is important that these advances are not easily overturned. Orne [1] observes that the best evidence that university libraries will maintain the advances made is to be found in the record of their achievements in the face of past adversity.

In modern times, most university libraries have book stocks of not less than hundreds of thousands and often millions of volumes. As a result of developments in the book industry, publishing and distribution, the collections in libraries ought to be of recent production.

In 1650 Cambridge University Library [2] contained one thousand volumes. In 1900, it still had not reached one million volumes but by 1980 the collection exceeded three million.

In America the development of university libraries was most striking in the twentieth

century. Cornell University Library [3] had four million books in 1972 after taking seventy years to acquire one million volumes, twenty years to acquire two million, nine years to acquire three million and only six years to acquire four million volumes. Yale University Library [4] was founded in 1701 but had over a hundred thousand in 1876 and reached seven million volumes a hundred years later.

This trend was evidenced in other countries also including Germany, Denmark, Sweden, Canada, Australia, and New Zealand.

2.1.1 STAFFING

In early university libraries staffing was very low, usually unqualified, and based on academic attainment rather than professional qualifications. The support staff comprised of either students, faculty wives, widows, or local young people. Due to this the libraries were operating once or twice a week. There were no fixed timetables for opening the libraries. When trained staff became available, initial concentration was on housekeeping operations only. Later on more qualified staff came up, librarians shifted from their traditional role of being custodians of books and other documents to performing more intellectual services of interpreting the information and knowledge in the books and documents they stored.

In America, library studies virtually started in 1938 at the University of Chicago when an influential programme was inaugurated under the guidance of L. R. Wilson [5]. Later other universities followed Chicago's pattern and more qualified staff was produced

thereafter.

In the United Kingdom [6] library staff multiplied from six to ten times between 1950 and 1975. These were qualified staff as it was during the same period that many universities began offering serious programmes of library studies. As a result of increased and qualified staff, there was a change in operational priorities from mere book processing to reader services. Accessibility to library collections became more open, programmes of reader instruction mushroomed, and more attention was given to solving the problems of the users.

2.1.2 FINANCE AND BUDGET

The issues of financing and budgeting for libraries have always been crucial. It is through financing and adequate budget allocation that libraries could improve facilities, collection and staffing, and thereby offer quality services. Previously, there was no system of library funding other than adhoc arrangements for university libraries. For universities to carry out their teaching function effectively the need for improved library services was felt, and hence systems of funding for university libraries had to be introduced.

In America, a system of general library funding [7] that replaced the previous adhoc arrangements was introduced in the nineteen-thirties. Similarly in the United Kingdom, systematic and reasonable funding for university libraries was not until 1919 when the University Grants Commission was established, and by the nineteen sixties British

university libraries were considerably funded. Their annual budgets were thereafter assured. In Australia and New Zealand also, it was during this period that systems of general funding and budgets were assured.

2.1.3 FACILITIES AND ACTIVITIES

Early university libraries were housed in rooms originally not intended for the purpose. Books were stored in units which evolved from chest, lectern, stall, wall shelf to bookstock. There was no standard way of organisation and arrangement of the collections. As the collections increased, separate library buildings were constructed to replace the rooms earlier used as libraries.

Following the developments in librarianship and increased professional manpower, standard ways of organisation and arrangement were introduced. Activities such as cataloguing and classification were carried out using standard rules and schemes. And cooperation between libraries and librarians improved.

2.1.4 SERVICES

Initially the services in university libraries like other libraries were focused on book-processing and lending. The focus shifted to reader services when more qualified staff was made available. Emphasis was now on assisting the users in retrieving the information they sought.

2.2 A HISTORY OF UNIVERSITY LIBRARIES IN INDIA

The development of university libraries in India has remarkably taken place in the twentieth century like in the western world. To support this statement Shukla made the following observation:

"in the modern sense, our university libraries have only a century old tradition. Since 1873 university libraries of the country have witnessed swell of change because of the emergence of Dr S. R. Ranganathan on the library horizon, the recommendations of the Radhakrishnan Commission (1948-1949), the inception of the University Grants Commission (1956), and the recommendations of the Kothari Commission (1964-1966). Besides this, the Seminar of University Librarians (Jaipur 1966), the seminar on Work Flow in University Libraries (1966) and Carl M. White's Survey of Delhi University Library, and the recommendations of the seminar on National Policy on University libraries (1986) have given a fresh thought, orientation and new dimension to university librarianship in the country." [8]

Staffing levels improved when more professional librarians graduated from library schools. The inception of the University Grants Commission brought notable improvements in university libraries. Finance and budget allocations for libraries improved, and salaries and conditions of service improved as well resulting into provision of better and quality library services.

At present there are 229 university-level institutions in India [9]. Most of the libraries in these universities contain good collections of more than a hundred thousand and others

having over a million volumes in their collections. University of Delhi for example contained 1,304,303 volumes while Jawaharlal Nehru University contained 461, 921 at the time this survey was carried out.

2.3   A HISTORY OF UNIVERSITY LIBRARIES IN ZAMBIA

The history of university libraries in Zambia can be traced in 1965 [10] when the University of Zambia was founded at the then Oppenheimer College of Social Services, now Ridgeway Campus housing the University's School of Medicine. The library was in a small room until the University moved in 1969 to the present site along the Great East Road where a separate building was constructed for the University's main library.

The Copperbelt University, the other University in Zambia, was founded in 1978 [11] as a constituent of the University of Zambia known as Ndola campus. It became autonomous to the present status in 1987. Initially the University was allocated part of the premises of the then Zambia Institute of Technology. Later Zambia Institute of Technology was incorporated into the University.

Both the University of Zambia and Copperbelt University Libraries used standard ways of organisation and arrangement of their collections as they were opened when standards had already been introduced in librarianship worldwide. For instance they both used ACCR II for cataloguing and Library of Congress Classification Schemes for classifying publiactions.

2.4 FUNCTIONS OF UNIVERSITY EDUCATION

In order to put into perspective the functions of university libraries, it is important to bring out and understand the functions of university education first. Wilson and Tauber [12] state the following as the functions of a university:

- Conservation of knowledge and ideas,

- Teaching

- Research

- Publication

- Extension and service

- Interpretation

Knowledge and ideas that have been amassed for years have been conserved by universities for future reference to ensure that the heritage of the past to the education of individuals is maintained. New ideas and facts develop from conserved knowledge. Since universities aim at educating individuals to be knowledgeable, responsible and capable to contribute positively to national and economic development, the conservation of knowledge and ideas is thus an imperative function.

The conserved knowledge and ideas are imparted into individuals through teaching. Teaching as a function of universities ensures that the right methods and processes of instruction are followed, the areas of knowledge students ought to concentrate on in relation to their fields are stressed and that students are trained on how to develop their understanding of their subjects by encouraging them to read extensively.

Universities contribute directly to the advancement of knowledge through constant research. Students, teaching staff and researchers carry out research in different fields and on different topics whose findings are a great contribution to knowledge. Universities also serve as training grounds for those carrying out investigations in government and the general industry.

In order to make available the results of the various investigations carried out their publication is important. Universities maintain presses that carry out this function and thus, the dissemination of new findings in different fields of knowledge.

In addition to their normal programmes within their campuses universities also carry out extension activities such as correspondence courses, agricultural extension, radio talks, television programmes, adult education programmes and research in various experiment stations. Through these activities, individuals and the general public are educated.

Another important function of universities is the interpretation of research findings. These are interpreted in various ways to suit the various levels of understanding of people in society.

2.5 FUNCTIONS OF UNIVERSITY LIBRARIES

The functions of university libraries are fulfilled in order to enable the university to carry out its functions successfully. A library is vital to a university, as without its existence functions of the university can not be fulfilled. The knowledge and ideas are conserved

in books and other documents which are systematically stored in the library. Books stored in the library can easily be retrieved whenever required. This makes it possible for the university to fulfil its teaching functions as the faculty staff require the information, knowledge, facts and ideas found in the books for them to prepare their lessons. Also, before research can be carried out researchers need to develop their understanding of the subjects of their research by extensive reading of books and consultation of other materials found in the library. Therefore, a university library plays an important role in research done in the university.

The university having the library playing an important role fulfills all other functions of publication; extension and service; and interpretation. Rogers and Weber [13] state that the university library fulfils the following functions:

a) The selection of materials to be acquired and their procurement by various methods; materials may include books, periodicals, manuscripts microtests, films, sheet maps, and other graphic materials.

b) The organisation and catalogue listing of these materials via a complex of bibliographical records to aid in their location.

c) The marking, book plating, and tagging of materials to show their ownership,   location, source of funds from which purchased or the name of the donor.

d) The binding and protection of these collections to assure, within reason, their availability for future generations of students.

e) The circulation of materials, some under various degrees of controlled

access, in order to make the materials as widely accessible to members of the university community.

f) The provision of assistance to readers in the use of these materials by means of publications, individual instruction, group instruction, and other instructional means designed to facilitate their use.

g) The provision of study facilities in a useful variety of accommodation and locations, so designed as to be conclusive to scholarly work.

h) The relations with other libraries and institutions having library collections so as to benefit the scholar elsewhere who needs occasional use of the university's items and, conversely to benefit the university's scholars who occasionally need access to items in other libraries.

In view of the foregoing functions, it can be said that university libraries have the task of systematically acquiring, organising, conserving and retrieving materials and ensuring the efficient utility of the information, knowledge and ideas contained in them. The procedures, practices, applications and operations of university libraries must aim at fulfilling the functions of the universities themselves.

The selection and acquisition criteria of the materials for the libraries should to a large extent be focused on the subjects, courses and programmes of study offered by the universities. The processing of the materials should be aimed at making it easier for users to locate them whenever required, and assistance should be given as much as possible in their use. Study facilities should be attractive and conducive to encourage

more people to study in the libraries where they can consult a variety of documents on their subjects. And cooperation with other libraries is important to make available materials sought but found somewhere else.

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CHAPTER 3

DELHI UNIVERSITY, JAWAHARLAL NEHRU UNIVERSITY, UNIVERSITY OF ZAMBIA AND COPPERBELT UNIVERSITY LIBRARIES: THEIR PROFILES

CHAPTER 3

DELHI UNIVERSITY, JAWAHARLAL NEHRU UNIVERSITY, UNIVERSITY OF ZAMBIAAND COPPERBELT UNIVERSITY LIBRARIES: THEIR PROFILES.

3.1 INTRODUCTION

As mentioned in the previous chapters, four university libraries, two each from India and Zambia are being considered for the purpose of this study. These four are University of Delhi and Jawaharlal Nehru libraries from India; and University of Zambia and Copperbelt University libraries from Zambia. In the subsequent sections the profiles of the four university libraries are presented.

3.2 THE UNIVERSITY OF DELHI

3.2.1 BACGROUND INFORMATION

The University of Delhi was opened in 1922. It was incorporated as a unitary, teaching and residential university by an Act of the Central Legislature [1]. It later became a federal university. Although the university colleges remained under the control and co-ordination of the university they became autonomous teaching units, working in cooperation with each other and with the university.

The university has faculties, constituent colleges, university maintained colleges, and affiliated colleges spread in different locations and campuses within the city of Delhi inclusively numbering up to eighty one. The courses offered range from diploma to doctorate degree levels in various fields of study.

The faculties include: Faculty of Arts, Faculty of Science, Faculty of Law, Faculty of Medical Sciences, Faculty of Education, Faculty of Social Sciences, Faculty of Technology, Faculty of Music and Fine Arts, Faculty of Mathematics, Faculty of Management, Faculty of Ayurvedic and Unani Medicine, Faculty of Interdisciplinary and Applied, Sciences, Faculty of Applied Sciences and Humanities, and Faculty of Planning and Administrative Reforms.

Constituent Colleges which are run directly by the University of Delhi include the following: Atma Ram Sanatan Dharan, Bharati Mahila, Daulat Ram, Gargi, Guru Gobind Singh College of Commerce, Gyan Devi Salwan, Hamdard Tibbi, Hans Raj, Hindu College, Indraprastha College for Women, Institute of Home Economics, Janki Devi Mahavidyalaya, Jesus and Mary College, Kalindi, Kamla Nehru, Lady Irwin, Lady Shri Ram College for Women, Lakshmibai, Maitreyi, Mata Sundri, Moti Lal Nehru, Rajhani College, Ranjas, Satyawati Co-educational College, Shaheed Bhagal Singh, Shivaji, Shri Aurobindo, Shri Guru Teg Bahadur Khalsa, Shri Ram College of Commerce, Shyam Lall College, Shyama Prasad Mukherjee, Sri Venkateswara, St Stephen's, Swami Shardhanand, Vivekanand Mahila, and Zakir Hussain College.

The Colleges which are maintained by the University but are autonomously run include: Dyal Singh College, Deshbandhu, Kirori Mal, Miranda House for Women, School of Correspondence Courses and Continuing Education, University College of Medical Sciences, Vallabhbhai Patel Chest Institute, College of Vocation Studies, and Ram Lal Anand College.

Government maintained colleges which are under the control and coordination of the University of Delhi include: Ayurvedic and Unani Tabbia College, College of Art, College of Nursing, College of Pharmacy, Delhi College of Engineering, Delhi Institute of Technology, Lady Hardings Medical College, and Maulana Azad Medical College.

Affiliated Colleges to University of Delhi are Acharya Narender Dev College, Nehru Homeopathic Medical College, and Hospital Sherubtse College. The University also recognises the Institute of Economic Growth.

3.2.2 DELHI UNIVERSITY LIBRARY

Delhi University library is a system of divisional libraries attached to the University's faculties, colleges and campuses spread within the city of Delhi. The Central Reference Library which is the main Library along with other major divisional libraries including the Central Science Library, Law library and Arts library was started in 1922 when the University was opened. Other libraries in the colleges and campuses were opened respectively in accordance with the opening of these colleges and campuses. Delhi University South Campus Library, one of the major libraries of Delhi University Library

System opened in 1973 when the South Campus of the University started operating.

General administration of Delhi University Library System is done in the Central Reference library which houses the offices of the university librarian, deputies and assistants. The divisional libraries have their own maintenance grants for acquisition and other purposes although their acquisition policies are decided by the system's administration. However, the administration has no role to play in the day to day operations and activities of the library. For instance financial management and authority is in the hands of the respective deans of the faculties to which the libraries are attached .

From personal interviews with selected senior staff in the Central Reference Library, Central Science Library, Arts Library and South Campus Library it was found out that libraries of Delhi University Library System had their own basic sections such as management, membership and circulation, acquisition, technical processing, periodicals, text books, government documents, reference, press clippings and sections for collections by subject depending on the campuses, faculties or colleges the libraries are attached to.

The aims and objectives of Delhi University Library System as given by the respondents to the questionnaire are to support the academic and research needs of the faculties, colleges and campuses of Delhi University.

3.2.3 MEMBERSHIP
Membership in the various libraries of Delhi University Library System is open to

students pursuing in various courses at different levels and in different disciplines pertaining to their faculties, colleges or campuses these libraries are attached to, teaching staff, and other members of staff on production of completed prescribed application forms obtainable from the membership section. Applicants are required to obtain recommendation from the principals of their colleges or the heads of departments of their courses. Outsiders engaged in research or higher studies are allowed membership only at the discretion of the librarians in charge.

Once membership is granted it is valid for one academic year and renewal has to be done every year. The categories of members and their entitlement to borrow books are shown below:

a) University Teachers - 10 volumes for one month

b) College Teachers - 6 volumes for one month

c) Ph.D students enrolled on the register of the faculty, college or campus the library is attached. - 6 volumes for one month

d) M. Phil students on the rolls of the University - 6 volumes for one month

e) Postgraduate students on the rolls of the University or colleges - 4 volumes for 14 days

f) Outsiders engaged in research or higher studies - 2 volumes for 14 days

g)   Non-Teaching staff of the University

    or colleges   -   2 volumes for 14 days.

With an exception of university and college teachers, all the other categories of members are required to pay deposit and subscription fees.

3.2.4 LIBRARY WORKING HOURS

Libraries of Delhi University Library System are open for about twelve hours every day for most of the academic year.   The library remains open except on the following holidays:

    26th January -   Republic day

    15th August -   Independence day

    2nd October -   Gandhi Jayanthi

                -      Holi

3.3 JAWAHARLAL NEHRU UNIVERSITY

3.3.1 BACKGROUND INFORMATION

Jawaharlal Nehru University was opened in 1969 in New Delhi. Its Act was brought into force on 22nd April, 1969 and its inauguration was on 14th November, 1969 [2]. The University has the power to establish, maintain, recognise and incorporate or associate with institutions of higher learning all over India. At the moment there are fourteen institutions recognised by this university.

The university has eight schools that are located in one campus. These are: School of Computer and Systems Sciences, School of Environmental Sciences, School of International Studies, School of Languages, School of Life Sciences, School of Physical Sciences, School of Social Sciences and School of Arts and Aesthetics. Courses offered range from diploma to doctorate degree levels.

3.3.2 JAWAHARLAL NEHRU UNIVERSITY LIBRARY

Jawaharlal Nehru University Library was started in 1969 following the opening of the university. The library is housed in a separate building that is situated on a central position of the university campus meant for the purpose.

At present it comprises of fifteen different sections namely: Management, Membership and circulation, Acquisition, Technical Processing, Periodicals, Textbooks, Reference, Government Documents, Afro-Asian Languages, Russian Language, Science, Humanities, Press clippings, Automation and Documentation.

Libraries in the affiliated institutions are not part of Jawaharlal Nehru University Library. The aims and objectives of the library as given by respondents to the questionnaire are to fulfil the needs of the teachers, students, research scholars and outsiders by providing efficient and effective library services. It was found out that this library fulfils between 75% to 99% of its efforts in meeting the stated aims and objectives. No constraints were

mentioned which were hindering the achievement of these aims and objectives.

3.3.3 MEMBERSHIP

The library has the following categories of members, and the borrowing of books allowed to each category vary as is shown below.

Category	Borrowing up to
▪ Teachers of the University	12 books
▪ Students of the University	
- Doctorate	6 books
- Master's	4 books
- Bachelor's	4 books
- Part time	2 books

There is also special membership category which is open to retired teachers of the university, scholars from other institutions on proper identification, and senior government officials with an objective of study/research for consultation only. Borrowing facilities are extended, on a limited scale, subject to payment of a refundable deposit of five hundred Rupees (Rs 500.00)

The current equivalent rates in US Dollars and Zambian Kwacha are shown in the table below:

TABLE 1

EQUIVALENT OF INDIAN RUPEE RATE IN US DOLLARS AND ZAMBIAN

KWACHA WITH REGARD TO SPECIAL MEMBERSHIP AT JNU

Rs	$	K
500.00	12.50	31,250.00

NOTE: The exchange rates are: IND R40.00 = US$1.00

ZMK2500.00=US$1.00

These are average rates during the month of March, 1999 taken from the Times of India and Times of Zambia newspapers.

3.3.4 LIBRARY WORKING HOURS

The library is open between 09:00 to 22:00 hours on all days of the year except on the following holidays:

26th January	-	Republic day
15th August	-	Independence day
2nd October	-	Gandhi Jayanthi
	-	Holi

During Dussehra and Diwali festival periods, the library is open from 09:00 to 16:30 hours. During examination period in each semester, the library is open up to midnight for one month, and during vacation period it is open up to 20:00 hours.

3.4 THE UNIVERSITY OF ZAMBIA

3.4.1 BACKGROUND INFORMATION

The University of Zambia was founded in 1965 in Lusaka under the University Act of 1965 that gave the Provisional Council Authority to establish a senate to be responsible for the academic affairs of the university. It was initially located at Ridgeway Campus until 1969 when it was moved to the present premises along the Great East Road. The first intake of students was in 1966.

The university has eleven schools most of which are situated within the premises of the Great East Road Campus. The schools are: School of Education, School of Humanities and Social Sciences, School of Law, School of Mines, School of Engineering, School of Natural Sciences, School of Medicine, School of Veterinary Medicine, School of Agriculture, Directorate of Distance Education, and Institute for Economic and Social Research. Courses offered range from certificate to doctorate degree levels.

Colleges affiliated to the University of Zambia found in different parts of the country include: Natural Resources Development College in Lusaka, Nkhwame Nkrumah Secondary School Teacher Training College in Kabwe, and Copperbelt Secondary School Teachers Training College in Kitwe.

3.4.2 THE UNIVERSITY OF ZAMBIA LIBRARY

The University of Zambia Library was opened in 1969 as a separate building meant for the purpose. This is the building serving as the main library of the university. There are

two branches situated in physically separate locations namely: The Samora Machel Veterinary Library located in the Samora Machel School of Veterinary Medicine at the Great East Road Campus, and the Medical Library located in the University Teaching Hospital.

The University of Zambia Library has the following sections: Administration, Readers' Services, Collection Development, Cataloguing and Classification, Reference, Undergraduate, Special Collection, Short Loan, Binding, Photographic, Serials, and Extra- mural.

The library also serves as a National Reference library and depository for all publications produced in Zambia and those authored by Zambians abroad. The libraries in the affiliated colleges are not part of the University of Zambia library.

The aims and objectives as given by respondents to the questionnaire are to serve the teaching staff, researchers, students and the general public. Inadequate funding was the constraint mentioned as hindering the achievement of these aims and objectives.

3.4.3 MEMBERSHIP

There are various categories of members which include: academic staff, students, researchers and research affiliates. External borrowers are required to pay a non-refundable annual membership fee of one thousand kwacha (K1,000.00) and a refundable deposit depending on the number of books they wish to borrow as follows:

a)   Three books: K15,000.00

b)   Two books: K10,000.00

c)   One book: K 5,000.00

These figures are reviewed from time to time. The current equivalent rates in US Dollars

and Indian Rupees are shown in the table below:

TABLE 2

EQUIVALENT OF ZAMBIAN KWACHA RATES IN US DOLLARS AND

INDIAN RUPEES WITH REGARD TO MEMBERSHIP CHARGES FOR

EXTERNAL USERS AT UNZA.

K	$	Rs
1,000.00	0.40	16.00
5,000.00	2.00	80.00
10,000.00	4.00	160.00
15,000.00	6.00	240.00

NOTE: The exchange rates are: IND R 40.00 = US$ 1.00

ZMK 2500.00 = US$ 1.00 - Times of Zambia and Times of India 1999

Research affiliates who wish to use the resources and facilities of the special collections

are required to pay a non-refundable fee of one thousand kwacha per year. The other

categories of members mentioned above do not have to pay anything.

Other libraries and organisations may use the university library as institutional members

on a free basis.

3.4.4   LIBRARY WORKING HOURS

Main and Samora Machel Veterinary libraries:

The library working hours are as below:

- Monday to Friday   -   08:30 - 22:00 hours
- Saturday   -   08:30 - 12:30 hours
- Sunday   -   14:00 - 18:00 hours

During vacations;

- Monday to Friday   -   08:30 - 17:00 hours
- Saturday   -   Closed
- Sunday   -   Closed

Medical Library

When the university is open;

- Monday to Friday   -   08:30 - 21:45 hours
- Saturday   -   08:30 - 12:30 hours
- Sunday   -   14:00 - 18:15 hours

During vacations;

- Monday to Friday   -   08:30 - 17:00 hours
- Saturday   -   Closed
- Sunday   -   Closed

During national holidays special notices are released to inform the users the times when the library may be opened.

3.5 THE COPPERBELT UNIVERSITY

3.5.1 BACKGROUND INFORMATION

The Copperbelt University was founded in 1979 as Ndola Campus of the University of Zambia and attained its present status in 1987. It is located in the city of Kitwe on the premises of the former Zambia Institute of Technology and was integrated into the university giving it its current autonomous position.

The university comprises four schools namely: School of Business Studies, School of Built Environment, School of Forestry and Wood Science, and School of Technology. All these schools are in one campus. Courses offered range from diploma to doctorate degree levels. There are no colleges affiliated to the university.

3.5.2 THE COPPERBELT UNIVERSITY LIBRARY

The Copperbelt University Library started functioning in 1987. It has the following sections: Administration, Collection Development, Cataloguing and Classification, Readers' Services, Reference, Serials, Special Collection, and Short Loan. The aims and objectives as given by respondents to the questionnaire are to facilitate teaching, study and research. While trying to achieve the aims and objectives, the library is able to fulfil these in the range between 75% to 99%. Constraints faced by the library in carrying out its activities are due to inadequate funding.

3.5.3 MEMBERSHIP

Membership is free for students, teaching staff and other university staff. Outsiders may

be allowed membership for a fee. However, the general public can utilise the library for reading and consultation without paying any charges.

3.5.4 LIBRARY WORKING HOURS

The library working hours of the Copperbelt University Library are:

- Monday to Friday   -   08:30 - 22:00 hours
- Saturday   -   08:30 - 12:30 hours
- Sunday   -   14:00 - 18:00 hours

During vacations:

- Monday to Friday   -   08:30 - 17:00 hours
- Saturday   -   Closed
- Sunday   -   Closed

3.6 THE UNIVERSITIES

Table 3 shows comparative data about the universities being studied, indicating the respective years when the universities were opened and giving general information pertaining to schools, faculties and colleges; and programme levels being offered.

Out of the four universities Delhi University is the oldest and largest as it can clearly be seen from the year it was established and the number of its schools, faculties and colleges. The University of Zambia is second, Jawarhalal Nehru University is third and the Copperbelt University is the smallest and latest. Delhi University offers courses ranging from diploma to doctorate degree levels, University of Zambia offers courses from certificate to doctorate degree levels while Copperbelt University offers courses

from diploma to masters degree levels.

Jawarhalal Nehru and Copperbelt universities have all their schools, faculties and/ or colleges in one campus where as Delhi University and University of Zambia have some schools, faculties and/ or colleges in different campuses. And apart from Copperbelt University all the other three universities have colleges affiliated to them.

TABLE 3

COMPARATIVE DATA ABOUT THE UNIVERSITIES

Name of Library	Year of opening	Number of schools/ faculties/ colleges	All schools faculties/ colleges in one campus	Programme levels offered	Affiliated colleges
DU	1922	81	No	Diploma to doctorate Degree levels	Yes
JNU	1969	8	Yes	Diploma to doctorate Degree levels	Yes
UNZA	1965	11	No	Certificate to doctorate Degree levels	Yes
CBU	1987	4	Yes	Diploma to Master's Degree levels	No

3.7   THE LIBRARIES

Table 4 gives comparative data regarding the number of sections, aims and objectives of the four libraries being studied, and their constraints.

Jawarhalal Nehru University Library had 15 sections, University of Zambia Library had 12 and Copperbelt University Library had 8 at the time of the survey. Delhi University

Library did not indicate the number. More information on the sections is given in the next sub-heading. The aims and objectives of all the four libraries can be summarised as: to provide services to teachers, students and researchers. University of Zambia Library is able to fulfill these aims and objectives in the range of between 50 and 74% while the rest manage between 75 and 99%. The problem of inadequate funding is the major constraint.

TABLE 4

COMPARATIVE DATA ABOUT THE LIBRARIES

Name of Library	Number of sections/ Departments	Aims and objectives	Extent to which Aims & objectives are achieved	Constraints
DU	-	Support academic and research needs of the university	75% to 99%	Financial
JNU	15	Provide services to teachers, students, researchers and outsiders.	75 to 99%	Financial
UNZA	12	Serve teaching staff, students, researchers and public	50 to 74%	Financial
CBU	8	Facilitate teaching, study and research	75 to 99%	Financial

NOTE: The tables indicate data as provided by the respondents to the questionnaire

3.7.1 STRUCTURES OF THE LIBRARIES

The structure of a library reflects the activities that are performed. The activities in university libraries usually fall under administrative services, technical services, readers' services and special services [3]. These services are manifested in the various sections of the libraries.

The data as given by respondents to the questionnaire reveal that Administrative services, Technical services, and Readers' Services are present in all the four libraries studied. Collection Development, Classification and Cataloguing, Technical Processing, Serials/Periodicals, Membership and Circulation/Readers' Services, and Reference are available in all the libraries. Delhi University and Jawaharlal Nehru University libraries also mentioned the availability of Text book, Government Documents and Press Clippings sections. In addition to the above, Jawaharlal Nehru University Library mentioned Science, Humanities, Afro-Asian, Russian language, Automation, and Documentation sections. From personal interviews it was found out that libraries of Delhi University Library System also had sections of materials by subject related to the faculties, colleges or campuses.

University of Zambia and Copperbelt University Libraries both mentioned the availability of special collections and Short Loan sections. In addition University of Zambia library mentioned, Undergraduate, Binding and Extra Mural sections. From the extramural section and the fact that the University of Zambia library also serves as a National Reference library and depository for Zambian publications it is clear that it is engaged in the provision of special services. It was also found out from personal interviews that the other three university libraries were also involved in special services such as conducting library service lectures and special exhibitions.

Table five depicts the various sections presently functioning in the four university libraries that are being studied.

TABLE 5

SECTIONS OF THE LIBRARY

Name of library	Sections
DU	Management Membership and Circulation Acquisition Technical Processing Periodicals Textbook Government Documents Reference Press Clippings
JNU	Management Membership and Circulation Acquisition Technical Processing Periodicals Reference Textbook Government Documents Science Humanities Afro-Asian Russian Language Press Clippings Automation Documentation
UNZA	Administration Readers' Services Collection Development Cataloguing and Classification Reference Undergraduate Special Collection Short Loan Binding Photographic Serials Extramural
CBU	Administration Collection Development Cataloguing and Classification Reference Readers' Service Serials Special Collection Short Loan

REFERENCES

1. Universities Handbook, New Delhi: Association of Indian Universities,1997.p. 235

2. **IBID.** p. 257-63

3. **GELFAND, M.A.,** University Libraries for Developing Countries, Paris: unesco, 1968 p. 36.

CHAPTER 4

LIBRARY ADMINISTRATION: STAFF

CHAPTER 4

LIBRARY ADMINISTRATION: STAFF

4.1 INTRODUCTION

Libraries like all other institutions or organisations require efficient administration for their activities to be performed. University libraries are usually big libraries which need to address a variety of issues such as the following:

- Preparation and administration of budgets

- Planning library development

- Creating and administering policies and regulations

- Maintaining relations with university officials

- Participation in meetings

- Developing and supervising book-collection policies and procedures

- Planning and acquiring equipment of new library facilities

- Alteration of existing facilities

- Conducting surveys and analyses of services

- Classifying library positions

- Maintaining personnel records and recommending promotions and transfers

- Salary adjustments and dismissals

- Participating in library conferences and professional associations

- Ordering supplies and equipment

- Publicising library resources and services

For the above issues to be addressed and carried out effectively, high calibre staff is needed for library administration.

Professionally qualified and experienced staff are very important for efficient and quick information processing and retrieval. Librarians, their deputies and heads of various divisions are usually administrators in university libraries. They must be thus fully qualified in order for them to apply and uphold the principles of administration. Principles such as division of labour, authority and responsibility, discipline, subordination of individual interests to the common good and so forth are important for efficient organisation and administration. These can be implemented and interpreted by qualified librarians thereby inducing an environment of harmony in the library. Other members of staff ought to have professional qualifications as well for them to perform library activities efficiently and provide good service.

The number of staff should also be adequate for the library to carry out its various activities efficiently. The sections, especially the collection development, and cataloguing and classification are usually very important and require adequate professionally qualified staff.

4.2   NUMBERS OF STAFF MEMBERS IN THE LIBRARIES

In order to find out the number of staff members in the libraries surveyed, respondents were asked to state the total number of staff, number of staff with professional qualifications and number of staff without professional qualifications. Professional

qualifications as used here implies training in library and information science ranging from certificate, diploma, bachelor's degree, master's degree to Ph.D. Respondents were also asked to state whether the number of staff in their libraries was adequate or not, and to state the required number in the cases of having inadequate staff.

Table 6 shows that Delhi University library is having a total staff of 405 with 200 being professionally qualified and 205 without qualifications in library and information science, Jawaharlal Nehru University library having a total number of staff of 135 with 69 having professional qualifications and 66 without qualifications, and University of Zambia library having a total number of staff of 75 with 36 being professionally qualified and 39 unqualified. Delhi University and Jawaharlal Nehru University libraries indicated that their strength is adequate for the efficient and effective running of the libraries. University of Zambia Library indicated that it required more staff but no specific number was given. Copperbelt University Library only gave the number of professionally qualified staff as 11 but did not give data on the total number of staff, number of unqualified staff, and adequacy of staff.

TABLE 6

STAFF STRENTH IN THE LIBRARIES

Name of Library	Total number of staff	Number of staff with professional qualifications	Number of staff without professional qualifications	Adequacy of staff	Required Number of staff
DU	405	200	205	Yes	NA
JNU	135	69	66	Yes	NA
UNZA	75	36	39	No	-
CBU	-	11	-	-	-

NA   denotes Not Applicable

-      denotes Non availability of data

4.3   QUALIFICATIONS OF THE LIBRARIANS

In order to find out whether there was uniformity in terms of qualifications for university librarians, respondents were asked to state the minimum qualifications as stipulated by the University Acts or University Grants Commission. Data as presented in Table 7 depict that the minimum qualifications for librarians in all the four libraries surveyed was a master's degree with professional training in library and information science.

It was found out that the incumbent librarian in Delhi University Library was a scholar of eminence who possessed a Master of Arts degree and a Bachelor of library and Information Science degree with 38 years of experience in the field of librarianship. The incumbent librarian in Jawaharlal Nehru University Library possessed a Master of Arts,

Master of library and Information Science, and Master of Philosophy degrees with 30 years experience. In the University of Zambia Library, the incumbent librarian possessed a Doctor of Philosophy, Master of library and Information Science, Bachelor of Arts, and Certificate in library Management. And the incumbent librarian in the Copperbelt University library possessed a Doctor of Philosophy, Master of Library and Information Science, and a Bachelor of Arts degree.

TABLE 7

QUALIFICATIONS AND

EXPERIENCE OF THE LIBRARIANS

Name of Library	Minimum Qualifications	Qualifications of the Incumbent	Years of Experience
DU	Master's degree and above with professional training	M.A, B. Lib. Sc.	38
JNU	Master of Library Science	M.A, M. Lib. Sc. M. Phil	30
UNZA	Master of Library Science Management	Ph.D. M. LIS, B.A; Cert. Lib	25
CBU	Master of Library Science	Ph.D, M. LIS, BA	28

4.4   STATUS OF LIBRARY STAFF IN THE UNIVERSITIES

Respondents were asked to state the status of the position of librarian in the university, whether there was a well defined policy on library staff development, whether the library

staff were enjoying same training opportunities as other university staff and had comparable privileges and salary grades with other university staff. Data as shown in all the four universities is reveal that the position of university librarian has status of management (Table 8).

Delhi University, Jawaharlal Nehru University and Copperbelt University indicated to have well defined policies on library staff development, the same training opportunities as other members of staff in the universities, and that library members of staff had comparable privileges and salary grades with other university staff. To the contrary, University of Zambia was found to have no well defined policy on library staff development, did not enjoy same training opportunities, and did not have comparable privileges and salary grades with other university staff.

TABLE 8

STATUSE OF LIBRARY STAFF

IN THE UNIVERSITIES

Name of Library	Position of Librarian	Policy on library Staff development	Training opportunities as other staff	Privileges and salary grades as other staff
DU	Management	Yes	Yes	Yes
JNU	Management	Yes	Yes	Yes
UNZA	Management	No	No	No
CBU	Management	Yes	Yes	Yes

The survey findings show that all the University Acts governing the four libraries, respectively, stipulate minimum qualifications of a masters degree for the position of university librarian. This is in line with the numerous professional and administrative tasks that university librarians are required to perform.

All the university librarians in the libraries being studied were found to be sufficiently qualified and experienced. The position of librarian has the status of management in all the four university libraries. The number of staff, both professionally and unprofessionally qualified was found to be adequate in Delhi University and Jawaharlal Nehru University libraries. The University of Zambia and Copperbelt University libraries were found to be understaffed. And apart from the University of Zambia the other universities have clearly defined policies on staff development; and the library staff have equal training opportunities, privileges and salary grades as other staff of the university.

CHAPTER 5

LIBRARY FINANCE AND BUDGECT

CHAPTER 5

LIBRARY FINANCE AND BUDGET

5.1 INTRODUCTION

The significance of university libraries to universities has already been emphasized in the preceding chapters. However, it is appropriate to mention again that the existence of a quality library determines the efficiency and effectiveness of the university in realising its aims and objectives. As Shukla states "the whole structure of a country ultimately depends upon the work and research, being carried out in the universities and university libraries serve the required environment and information services to the scholars in their serious study and research."[1] A quality library must have sufficient reading materials, equipment and other supplies, its staff must be qualified and competent, and its building must be a standard one with modern facilities meant for the purpose. A quality library must be able to cope with new changes, developments and challenges of the profession. For a library to meet the foregoing attributes of a quality library it must be adequately, steadily and consistently funded. The sources of funding of university libraries will be discussed later in this chapter.

The university librarian must be highly qualified with ability to plan and prepare budgets which could be justified. Budget preparation should be done well in advance before its submission and all necessary consultation should be made. Depending on the policies and procedures of the university the budget may be required to be submitted annually,

biannually, quarterly or whichever the case maybe as befits the university concerned.

5.2 FINANCIAL ADMINISTRATION

Full accounting procedures are carried out by the university bursar's office which pay for salaries, bills of books, equipment, furniture and other supplies for the library. Monthly financial statements indicating expenditures and balances may be issued by the bursar's office to keep the library informed of its expenditures.

5.3 SOURCES OF LIBRARY FUNDS

In order for university libraries to effectively, coordinate their various activities and operations so that they are able to provide high level service, it is imperative that they are consistently funded. Sources of university library funds include the following:

- Universities themselves
- Grants from University Grants Commission
- Governmental grants
- Library fees
- Endowments, gifts and donations
- Fines
- Charges for documentation, translation and reprographic services

The largest source of income for any university library is from allocations from university budgets. These allocations maybe made directly to the library or through academic and research units.

The University Grants Commission in countries where it exists like India is the second prime source of income for university libraries. It gives grants for specific periods of time directly to the libraries to make them self-sufficient.

Another important source of income for university libraries is the government. Although these are usually awarded to the general university budgets there are times when allocations for the libraries are specified by the government. These allocations are for specific periods of time.

In most of the universities, along with tuition fees are fees meant for the library. These fees also constitute some source of income for university libraries. Researchers and other outsiders who are permitted to utilise library facilities and services are also charged fees.

Endowments, gifts and donations are other sources of university library income. These usually come from outside organisations such as international agencies and other non-governmental organisations. These endowments, gifts and donations are usually unrestricted when they are meant for the library and the librarian can withdraw from them freely.

Other possible sources not meant for the purpose but which may bring in some revenue include fines on late return of books, against damage or loss of books; charges for documentation, translations and reprographic services.

5.4   LIBRARY BUDGET

In order to investigate whether the four libraries surveyed received annual budgets from university allocations, respondents were asked to state the total annual budgets for the period 1998 to 1999. They were also asked to indicate the amounts allocated for the following items:

- Books/monographs

- Periodicals

- Equipment

- Teaching aids

- Computers

- CD-ROMs

- Internet subscriptions

- E-mail subscriptions

- Online search charges

- Audio visual materials

- Maintenance

- Training

- Software

- Others

Table 9 shows expenditure on the items where the respondents made data available. Items where data was not available have not been included in the table.

Three libraries namely, Delhi University, Jawaharlal Nehru University and University of Zambia libraries reported to have received allocations for the year 1998 from the University budgets. Delhi University and Jawaharlal Nehru University libraries also indicated apportionment for library items as shown in Table 9. Copperbelt University library, however, did not give any data on their library budget.

TABLE 9

EXPENDITURE ON LIBRARY ITEMS DURING THE PERIOD 1998-99

THE AMOUNTS ARE IN THOUSANDS (000)

Item		Name of Library										
		D U			J N U			UNZA			C B U	
		Rs	$	K	Rs	$	K	Rs	$	K	Rs	$	K
Books		16009	400.225	1000562.5	2000	50	125000	-	-	-	-	-	-
Periodicals		-	-	-	17500	437.5	1093750	-	-	-	-	-	-
Equipment		-			200	5	12500	-	-	-	-	-	-
Computers		906	22.65	56625	325	8.125	20312.5	-	-	-	-	-	-
Others		-	-	-	625	15.625	39062.5	832	20.8	52000	-	-	-
Totals		16915	422.875	1057187.5	20650	516.25	1290625	-	-	-	-	-	-

REFERENCE

SHUKLA, K.H., University libraries in India, Jaipur: RBSA Publishers, 1994. p60

CHAPTER 6

LIBRARY COLLECTION

CHAPTER 6

LIBRARY COLLECTION

6.1 INTRODUCTION

The size of a library is usually determined by the size of its collection. University libraries are usually large libraries which contain good collections of both general reading materials such as books and journals, and special materials like theses and dissertations, reports, audio visual materials, teaching aids and so on. This is in order to satisfy the demands of the students, researchers faculty members and other university members. According to Holdsworth [1] a university library, under African conditions and regardless of the number of students, does not begin to be really effective either in range or in depth with a stock of less than 100,000 volumes. Although Holdsworth has commented on African University libraries, his comment shows that the size of the collection is important for any university library.

Collection development policies and programmes of university libraries should be formulated on the basis of the needs of the university departments, faculties and colleges. The librarians must also consult with heads of departments, deans of faculties and principals of the colleges of the universities. For a balanced collection students must also be encouraged to submit their suggestions or requirements regarding materials to be acquired for the library. Taking the above issues into consideration and addressing them accordingly, university libraries could hence develop collections that should satisfy the

needs of their clienteles.

6.2 LIBRARY HOLDINGS

In order to find out the sizes of the collections of the four libraries surveyed respondents were asked to give figures for the following library holdings:

- Books and monographs

- Journals

- Theses and dissertations

- Reports

- Audio visual materials

- Teaching aids

- Software

- Others

Delhi University library did not give the figures for specific library holdings but just gave a total figure of 1,304,303 volumes that included the holdings of all its libraries. Copperbelt University library also did not give figures for specific library holdings but gave a total number of 24,573 volumes.

Jawaharlal Nehru University library as shown in table 10 gave the following figures: 313,369 for books and monographs, 795 for journals subscribed, 5,925 for theses and dissertations, and 386 for audio-visual materials which gives a total of 474,952 volumes. University of Zambia gave the following: 130,000 for books and monographs, 100 for

journals subscribed, 1,800 for theses and dissertations, and 3,000 for audio visual materials giving a total of 134,939. Reports were included in books and monographs; and CD ROM's, teaching aids and software were given under others.

TABLE 10

LIBRARY HOLDINGS OF THE UNIVERSITY LIBRARIES

Name of Library	Books/ Monographs	Journals	Theses/ dissertations	Audio Visual materials	Others	Total
DU	-	-	-	-	-	1,304,303
JNU	313,369	795	5,925	386	154,477	474,952
UNZA	130,000	100	1,800	3000	39	134,939
CBU	-	-	-	-	-	24,573

6.3 SATISFACTION RATES OF THE LIBRARY COLLECTIONS

Respondents were asked to give rates of the demands their collections were able to meet, how they fulfilled the demands the collections could not meet, whether the demands they were able to meet were satisfactory, and what they should do in order to improve the situation.

Analysing data in Table 11, it was found that Delhi University and Jawaharlal Nehru University libraries are able to meet the demands in the range of 75 to 99%, the remaining demands are being met through inter-library cooperation and their fulfillment of the demands is satisfactory.

University of Zambia and Copperbelt University libraries are able to meet the demands in the range of 50 to 74%, they meet the remaining demands through inter-library cooperation, their fulfillment of the demands is not satisfactory, and they need more financial allocation in order to improve the situation.

TABLE 11

SATISFACTION RATES OF THE LIBRARY COLLECTIONS

Name of library	Rate of demand being met	How the remaining demand is met	Whether rate of demand being met is satisfactory	What should be done
DU	75 to 99%	Inter-library co-opera tion	Yes	NA
JNU	75 to 99%	Inter-library co-opera tion	Yes	NA
UNZA	50 to 74%	Inter-library co-opera tion	No	more financial allocation
CBU	50 to 74%	Inter-library co-opera tion	No	more financial allocation

6.4 MAIN SUBJECT AREAS IN THE COLLECTIONS

According to data in Table 12, it is found that except Copperbelt University library all the other three libraries had subject areas representing all the major disciplines of study. This indirectly reflects the variety of the courses offered by their universities. The collection of Delhi University library includes publications in subjects like Arts, Physical Sciences, Law, Medical Sciences, Social Sciences, Planning and Administrative Studies, Education, Management, Humanities, languages and literature, and Music. Jawaharlal Nehru University library has Arts, Sciences, Environmental Sciences, languages and literature, and computer and systems sciences areas. University of Zambia Library covers

subject areas like Humanities and Social Sciences, Physical Sciences, Law, Education, Life Sciences, library studies, medical sciences, and languages and literature. Lastly Copperbelt University Library has materials on Business Studies, Environmental Sciences, Life Sciences and Technology.

Although respondents were asked to give percentages of these subject areas represented in the collections, none of the respondents could give the actual figures.

TABLE 12

MAIN SUBJECT AREAS IN THE COLLECTIONS

Name of Library	Main subjects
DU	Arts
	Physical Sciences
	Law
	Medical Sciences
	Social Sciences
	Planning and Administration
	Education
	Management
	Humanities
	Languages and Literature
	Music
JNU	Arts
	Physical Sciences
	Social Sciences
	Humanities
	Life Sciences
	Environmental Sciences
	Computer and Systems Sciences
	Languages and literature

TABLE 12 (CONTINUED)

UNZA	Humanities and Social Sciences
	Physical Sciences
	Law
	Education
	Life Sciences
	Library Sciences
	Medical Sciences
	Languages and Literature
CBU	Business Studies
	Environmental Sciences
	Life Sciences
	Technology

.6.5 MAJOR LANGUAGES OF THE DOCUMENTS IN THE COLLECTIONS

Table 13 reveals data on the major languages represented by the documents of the collections of the four libraries surveyed, Delhi University and Jawaharlal Nehru University libraries, according to the collected data, have English and Hindi as their major languages both representing 80% and 10% of their collections. From personal interviews it was found that other languages such as German, French, Russian, Japanese, Chinese, Persian, Arabic and other Indian languages were also represented.

University of Zambia and Copperbelt University libraries have English as their major language representing 90% and 95% of their collections respectively. Some Zambian and European languages are also represented in both these libraries.

TABLE 13

MAJOR LANGUAGES OF THE DOCUMENTS IN THE COLLECTIONS

Name of library	Major languages	Percentage
DU	English	80%
	Hindi	10%
	Other Languages	10%
JNU	English	80%
	Hindi	10%
	Other Languages	10%
UNZA	English	90%
	Other Languages	10%
CBU	English	95%
	Other Languages	5%

As already stated in the preceding chapters Delhi University Library is the largest and, thus, has the largest collection of materials out of the four university libraries being studied. Jawaharlal Nehru University Library has a far larger collection than the University of Zambia Library while the Copperbelt University Library has the smallest collection.

Delhi University and Jawaharlal Nehru University libraries are able to meet the demands of their clients in the range of 75 to 99% where as University of Zambia and Copperbelt University libraries fulfill the demands in the range of between 50 and 74%. All the four libraries are engaged inter-library co-operation with other libraries and information centres at regional, national and international levels; and to fully meet the demands of their users they require more financial allocation from their respective benefactors.

REFERENCE

HOLDSWORTH, H. University and Special libraries and Higher Education in Africa, Unesco bulletin for libraries, 15; 1961; p.70-7.

CHAPTER 7

LIBRARY FACILITIES AND ACTIVITES

CHAPTER 7

LIBRARY FACILITIES AND ACTIVITIES

7.1 INTRODUCTION

For a library to provide good services its physical facilities must be convenient and attractive to the users. The building should be planned in a way that library materials are arranged in an organised manner. The library should be well ventilated, and in countries having hot climate, it must be air-conditioned. The seating arrangement must have adequate furniture and space. The catalogues should be easy to use and the shelves well labeled for the users to locate the documents easily. The issue and information desks have to be in visible positions in the library usually near the entrance. Good physical facilities create a conducive atmosphere for the users as they enable the materials to be organised in a definite and systematic pattern.

In order to organise library materials systematically, professional activities ought to be performed which include cataloguing and classification. These call for uniformity and consistency which is possible through the use of standard codes for cataloguing and schemes for classification. There are a number cataloguing codes and schemes in existence which libraries use but the decision on which codes or schemes are to be used depend on individual libraries upon consideration of a variety of factors such as institutional programmes, availability of qualified staff, size of the library and so forth.

Cataloguing and classification are technical processes that form the very core of the activities in a library thus justifying their existence as institutions for systematic storage and retrieval of knowledge and information. To perform these activities, professional as well as intellectual abilities and experience are required. These activities involve subject analysis of the documents acquired by the library so that major subject matters are identified for representation in the catalogues. Subject analysis involves the use of standard subject lists.

To investigate whether the four libraries contained good facilities and conformed to standard cataloguing and classification activities respondents were asked to state the conditions of their physical facilities, the forms of catalogues they have, the kinds of catalogues, the cataloguing codes they use, the subject heading lists they use, and the classification schemes they used for classifying their documents.

7.2   CONDITIONS OF THE PHYSICAL FACILITIES

According to Table 14 it can be seen that Delhi University and University of Zambia libraries have their spaces, shelves and seating arrangements all to be in good conditions. Jawaharlal Nehru University library has its space and shelves in satisfactory condition while its seating arrangement is in good condition. Copperbelt University library reported to have space and shelves in unsatisfactory condition while the seating arrangement was in good condition.

TABLE 14

PHYSICAL FACILITIES IN THE LIBRARIES

Name of library	Space	Shelves	Seating arrangement
DU	Good	Good	Good
JNU	Satisfactory	Satisfactory	Good
UNZA	Good	Good	Good
CBU	Not satisfactory	Not satisfactory	Satisfactory

7.3   FORMS OF CATALOGUES

Table 15 reveals that all the four libraries have card catalogues. This portrays that card catalogues are widely used. This could be because they are easy to handle by the users and library staff as they are easy to maintain due to ease of withdrawal and updation of records by simply removing cards from and inserting new ones into the catalogues, and they are also considerably durable.

Computer catalogues, although expensive, are also widely used. They are the most efficient forms for storage and retrieval of information, and hence provide the quickest method by which materials can be located from the library. Apart from Delhi University Library System which is still in the process of computerising its catalogues, the other three libraries already have computer catalogues.

Jawaharlal Nehru University library reported to be using sheaf and microfilm catalogues also. The book catalogue was not reported to be used by any of the four libraries.

TABLE 15

FORMS OF CATALOGUES

Name of library	Card	Computer	Book	Sheaf	Microform	Others
DU	Yes	In process	Nil	Nil	Nil	Nil
JNU	Yes	Yes	Nil	Yes	Yes	Nil
UNZA	Yes	Yes	Nil	Nil	Nil	Nil
CBU	Yes	Yes	Nil	Nil	Nil	Nil

7.4 KINDS OF CATALOGUES

Analysing data in Table 16, it is found that Delhi University, Jawaharlal Nehru University and Copperbelt University libraries are using dictionary and classified catalogues. The University of Zambia is using a divided catalogue and a classified catalogue for its Special Collection.

The dictionary catalogue is widely used because it is easy to follow as it is alphabetically arranged. The divided catalogue is also alphabetically arranged but slightly different in that two catalogues, author/title and subject, are created separately. All the four university libraries being studied are using the classified catalogue. Although the classified catalogue may be difficult to use by laymen as it follows standard classification schemes it can be said to be appropriate for university libraries as evidenced by its usage in all the four libraries. This could be due to the diversity of materials found in university libraries.

TABLE 16

KINDS OF CATALOGUES

Name of library	Dictionary	Classified	Others
DU	Yes	Yes	Nil
JNU	Yes	Yes	Nil
UNZA	Nil	Nil	Divided
CBU	Yes	Yes	Nil

7.5 CATALOGUING RULES

Details in Table 17 reveal that all the four libraries are using AACR II. This could be because AACR II incorporates IFLA ISBD (G) features for its descriptive rules for all materials. These features list all the elements required to describe and identify materials of information content and assign an order to and prescribe punctuation for those elements. In addition to the above cataloguing by AACR II facilitates easy conversion to computerised catalogue form.

Along with AACR II, Delhi University Library also uses CCC. No library, out of the four being studied uses AACR I.

TABLE 17

CATALOGUING RULES USED BY THE LIBRARIES

Name of library	AACR I	AACR II	Others
DU	No	Yes	CCC
JNU	No	Yes	Nil
UNZA	No	Yes	Nil
CBU	No	Yes	Nil

7.6 SUBJECT HEADING LISTS

Data in Table 18 shows that all the four libraries use the Library of Congress List of Subject Headings for rendering subject headings. This could be because it is more comprehensive than other lists.

TABLE 18

SUBJECT HEADING LISTS USED BY THE LIBRARIES

Name of library	Library of Congress	Sear's	Others
DU	Yes	Yes	Nil
JNU	Yes	No	Nil
UNZA	Yes	No	Nil
CBU	Yes	No	Nil

7.7 CLASSIFICATION SCHEMES

According to data in Table 19, Delhi University library uses Colon Classification Scheme (CC), Jawaharlal Nehru University library uses both Universal Decimal Classification Scheme (UDC) and CC, and University of Zambia and Copperbelt University libraries Library of Congress Classification Scheme (LCC).

TABLE 19

CLASSIFICATION SCHEMES USED BY THE LIBRARIES.

Name of library	DDC	UDC	LCC	Others
DU	No	No	No	CC
JNU	No	Yes	No	CC
UNZA	No	No	Yes	Nil
CBU	No	No	Yes	Nil

Generally, it can be said that all the four university libraries follow accepted standard practices in librarianship. Cataloguing rules and Classification Schemes are used to ensure that there is uniformity in their activities, operations and applications. Except for the Copperbelt University Library, the other libraries are housed in buildings with sufficient space and shelves. The seating arrangement is also in good condition in these three libraries.

CHAPTER 8

LIBRARY SERVICES

CHAPTER 8

LIBRARY SERVICES

8.1 INTRODUCTION

The purpose of providing library services is to link the users to the library materials and therefore, the aim of a library is to ensure that the knowledge and information it preserves is disseminated to the users. Library services are offered on a self-service or staff-assisted basis. Previously, most of the information services were aimed at guiding the users to the documents where the required information was likely to be available. These services were responsive rather than proactive.

New trends in library services are dynamic and are not only confined to lending or inter-lending of documents but also to identifying the users and their needs, and satisfying them with the actual information and knowledge. The impact of information technology with the use of modern machines like computers and telecommunication technologies has made possible the transfer of documents electronically to long distances through telecommunication lines or satellites at extremely fast speed.

Services provided by libraries now aim at making information and knowledge flow from library materials to the users and stocks available from elsewhere are being utilised, in addition to their own stocks, through computer networks for instance.

University libraries should be able to provide their clientele the right information at the right time. As they serve a variety of users with diverse needs, demands and interests, university libraries ought to offer services which are aimed at assisting the users in locating the actual knowledge and information sought, their services should be proactive rather than responsive, and information technology should be utilised for them to offer efficient services.

8.2 LIBRARY SERVICES

A number of services which aim at assisting the users in locating the actual information and knowledge, are proactive, and utilise information technology were identified as follows:

- Reference services

- Indexing and Abstracting services

- Current Awareness Services

- Selective Dissemination of Information

- Online search

- Inter-library loan

- Reprography

- Network based services

- Special Services for the handicapped

- CD-ROM search

Respondents were asked to indicate which ones of the above services were available in

their libraries.

8.2.1 REFERENCE SERVICES

Reference services are important to library users for they are intended to assist the users to make maximum use of the available information sources a library can offer. Reference services can be distinguished by the following features:

- Well-qualified staff

- A rich collection of bibliographic tools,

- A rich collection of reference tools

Reference staff are intermediaries between the users and library materials and hence, should be professionally well-qualified and experienced people with thorough knowledge of reference works. The reference librarian and his sub-ordinate staff should be jovial people with high interactive abilities in order for them to guide the users to the materials and interpret what is contained in them accordingly whenever and even before they are approached. It is the responsibility of the reference librarian to refer users to the right documents with correct information sought.

For reference services to be deemed good the reference section should have a good collection of bibliographic tools like indexes abstracts directories and bibliographies which assist in research. A good collection of reference tools includes dictionaries, encyclopaedias, handbooks, manuals, critical tables, databooks, atlases, yearbooks etc.

From the survey, it was found out that all the four university libraries offered good reference services. Delhi university library system with various libraries had all its libraries with reference sections, and University of Zambia with two branches had both the branches with reference sections.

8.2.2 DOCUMENT DELIVERY SERVICE

Document Delivery Service is concerned with the supply of documents to the users on demand either in original or their photocopies irrespective of the location and form of the original documents. The service was originally concerned with lending of documents over a specified period of time, and depended on the traditional mailing system. At present the documents can also be duplicated using new technologies and issued to the users permanently. The advent of online database search services like Knight Rider has enabled huge amounts of information to be searched directly from database vendors. Documents using information and telecommunication technologies can also be transmitted over very long distances in fractions of seconds.

From the survey it was found that all the four libraries offered document delivery services.

8.2.3 INDEXING AND ABSTRACTING SERVICES

Indexing and abstracting services are important because they have good bibliographic control over publications. As information is constantly increasing, it becomes difficult to retrieve and manage. Indexes enable quick retrieval of information and abstracts enable

quick perusal of the information contents of a variety of documents. All important disciplines of knowledge have one or more indexes and abstracts. Examples of common indexing services include Science Citation Index, Engineering Index, Cumulative Book Index, Current Papers in Physics, Business Periodical Index etc. Examples of common abstracting Services include Chemical Abstracts, Biological Abstracts, Library and Information Science Abstracts, Indian Science Abstracts etc.

Indexes and abstracts are also usually produced periodically by various institutions. Libraries stock these in order to retrieve information quickly and keep track of what information is being or has been produced in various disciplines of knowledge. It is the responsibility of the library staff to assist users to know how to use these bibliographic tools.

From the survey it is found that all the four university libraries do stock indexes and abstracts in various fields and of various types and forms thereby providing indexing and abstracting services. None of these libraries reported to be producing indexes and abstracts of their own.

8.2.4 CURRENT AWARENESS SERVICES (CAS)

CAS is provided to users by libraries in order to keep them abreast with the latest developments in their respective disciplines. The service aims at promptly informing users about the availability of new information as soon as it has been published in primary sources and before it is absorbed into comprehensive secondary sources.

CAS is not meant to answer any specific queries but to help users to keep track of latest developments in various fields. CAS is offered through different methods which include the following:

- Preparation and distribution of CAS bulletins

- SDI service

- Circulation of contents pages

- Telephoning to individuals

From the survey, three libraries namely Delhi University, Jawaharlal Nehru University and University of Zambia libraries, reported to be offering CAS. Although CBU library did not report to be offering the service, it was however, found out from personal interviews that the library displayed lists of new arrivals to the collection and did contact certain individuals on telephone to inform them about latest acquisitions.

8.2.5 SELECTIVE DISSEMINATION OF INFORMATION SERVICE (SDI)

This service is virtually an advanced form of CAS offered on selective basis to specific individuals or groups of individuals in order to provide them with up to date information in the fields of their interests. As it is a personalised service, it is proactive for it provides anticipated service by identifying information based on predetermined needs of specific users.

The survey findings clearly show that Delhi University, Jawaharlal Nehru University and

University of Zambia libraries do provide SDI service. As for CBU library it was deduced from personal interviews that it also provides the service. Persons interviewed pointed out that a number of individuals were contacted and informed of the availability of newly acquired materials in the subjects of their interests.

8.2.6 ONLINE SEARCH SERVICE

Online search service makes it possible to locate specific information in machine readable form from a host computer installed in a vast distant place through a computer in another place. Online services provide information access with greater flexibility, precision and speed as online search is carried out through a computer connected to a host computer which provides software and telecommunication support that enable remote users to access databases. Databases contain either bibliographic, textual, or numeric data records which are searched using text retrieval software. Users using online search immediately get responses to their queries.

There are several commercial hosts operating through out the world which provide access to several databases on various subject areas. Online search service is highly beneficial to libraries as information providers and thus it is imperative for them to have the facility.

From the survey, it is found out that three libraries, Jawaharlal Nehru University, University of Zambia and Copperbelt University libraries are offering online search service. Delhi University reported that the facility was in the process of being installed.

8.2.7 INTER-LIBRARY LOAN SERVICE

This service is offered by a library in order to satisfy the needs and demands of its clientele using materials outside its own collection. For various reasons a library at times fails to meet all the needs and demands of its users and through cooperation with other libraries and relevant institutions it can share resources with them in an attempt to cover its shortfall. Cooperative activities involving inter-library lending are very important for the benefit of both the users and the library. The users get encouraged to use the library when they are provided with the documents they want and the image of the library is upheld when it is able to provide the documents the users want.

Going by the survey it is found out that all the four university libraries are engaged in cooperative activities involving inter-library lending. It was found out also from personal interviews that the engagement of these libraries in cooperative activities is at local, regional, national and international levels.

8.2.8 REPROGRAPHY

Reproduction of library materials is necessary in order to expedite the transmission of knowledge and to improve library resources and services. The processes of copying and duplicating documents and other materials are collectively referred to as REPROGRAPHY. Reprography is offered as an auxiliary service by libraries in order to communicate information and knowledge to researchers, students, teachers etc. It is therefore important that university libraries avail themselves with reprographic facilities and services.

From the survey it is found out that all the four university libraries have reprographic facilities and do provide reprographic services to their users.

8.2.9 NETWORK BASED SERVICES

These services involve the use of data communication networks classified in accordance with their geographical coverage as Local Area Network (LAN), Metropolitan Area Network (MAN) and Wide Area Network (WAN) generally interconnected to form a global network. These networks are important to libraries as they enable users to access information within the library premises rather than for them to go to centralised computer centres or host computers of vendors in different towns, cities or countries.

The Internet can be said to be the network of all networks. It is a communication device which allows world-wide reach to information in many disciplines thereby enabling librarians to bring information from various sources directly to the users. Furthermore, librarians as well as users can send messages and documents without being constrained by postal expenses and delays. The Internet supports a number of services such as electronic mail, file transfer protocol remote login and many others. With the use of advanced navigational tools like gopher, archies, WWW and WAIS the Internet makes it easy for researchers and students to access available information world-wide.

Online search service which also uses data communication networks has already been discussed. CD-ROM search service also uses data communication networks and shall be discussed in more details later.

From the survey it was found out that all the four libraries are connected to the internet and do provide internet search services to their users.

8.2.10 SPECIAL SERVICES FOR THE HANDICAPPED

These are services which are provided specially to people with physical, sight and hearing disabilities. Services for such people require special facilities and materials such as audio cassette players, radios, braille, books printed in large fonts and so on.

Out of the four libraries surveyed, only Jawaharlal Nehru University library reported to be providing special services for the handicapped. However, it was found out from personal interviews that the handicapped people were given special assistance by the library staff in all the four libraries to ensure that they accessed the documents they wanted easily. As for Delhi University Library System, it was in fact found that one of its branch libraries caters specially for the blind students. This library has a collection of braille, audiotapes, and facilities for recording audio discussions for students.

8.2.11   CD-ROM SEARCH SERVICE

This is a computer based information storage and retrieval medium using laser technology. Data is stored on strong highly resistant compact discs with a lot of capacity to contain data of more than 300,000 pages when printed on A4 size paper. CD-ROM databases are usually bibliographic indexes on various subjects which can be used for research, ready reference, instructional, educational and recreational purposes. CD-ROM databases are in two major categories namely textual CD-ROM and multimedia CD-

ROM. Where there is connectivity to data communication networks, CD-ROM databases can be searched through these.

Storage of information on CD-ROMs is more reliable and cheaper than in books. Vast amounts of information as pointed out above can be stored on a small disc of about 12cm in diameter. Moreover, it is faster to search information on CD-ROM than to search the same in a book.

From responses to the questionnaire it is found out that University of Zambia and Copperbelt University libraries do offer CD-ROM service to their users. Delhi University library reported that the facility was in the process of being installed; and Jawaharlal Nehru University library reported not to be offering the service to its users.

From personal interviews it was found out that the facility was available in Jawaharlal Nehru University Library but the service was only offered to users on request and under special arrangements. It was also found out that other libraries of Delhi University library system had the CD-ROM search facility and offered the service to their users. Delhi University Central Science library reported that it independently offered the services to its clientele.

TABLE 20

SERVICES IN THE LIBRARIES

Services	Name of Library			
	DU	JNU	UNZA	CBU
Reference Services	Yes	Yes	Yes	Yes
Document Delivery Services	Yes	Yes	Yes	Yes
Indexing and Abstracting	Yes	Yes	Yes	Yes
CAS	Yes	Yes	Yes	Yes
SDI	Yes	Yes	Yes	Yes
Online Search	In process	Yes	Yes	Yes
Inter-Library Loan	Yes	Yes	Yes	Yes
Reprography	Yes	Yes	Yes	Yes
Network Based Services	Yes	Yes	Yes	Yes
Special Services for the Handicapped	Yes	Yes	No	No
CD-ROM Search	In process	Yes	In process	Yes

The survey reveals that in addition to traditional services of book lending, all the four university libraries being studied also offer reference, document delivery, indexing and abstracting, current awareness, selective dissemination of information, online search, network based, CD-ROM services, interlibrary loan and reprography. This is a clear implication that these libraries are to great extent engaged in proactive than responsive services.

CHAPTER 9

LIBRARY AUTOMATION

CHAPTER 9

LIBRARY AUTOMATION

9.1   INTRODUCTION

Library automation refers to the use of computers in order to carry out the various library activities. Computers increase efficiency and hence enable librarians to provide better service to their clients. As libraries are institutions aiming at disseminating information and knowledge contained in different media it is imperative that they do so as fast as possible. The use of computers to carry out activities such as acquisition of books, circulation, cataloguing, reference work and administration allows for faster and accurate organisation of materials in libraries, easy retrieval of these materials, and quick and extensive access to information and knowledge.

Other facilities such as teletext, videotex, facsimile, electronic mail, the Internet, and telephone using telecommunications or a combination of computers and telecommunications are useful resources for providing information and thus libraries ought to make use of them. Projectors, photographic equipment, copying machines and micro-card readers are also expected to be found in large libraries like university libraries.

9.2   COMPUTERISATION OF LIBRARY ACTIVITIES

Considering the benefits of using computers in handling information, most libraries have

now computerised or are in the process of computerising their activities. Respondents were asked to state whether they were using computers in their libraries and indicate which ones of the following activities were already computerised:

- Acquisition

- Circulation

- Cataloguing

- Reference work

- Administration

Classification was included under others by the respondents in two university libraries (Table 21).

9.2.1 ACQUISITION

A computerised acquisition system makes it easy and faster to perform functions such as book selection, pre-order searching, printing of purchase orders, query letters to publishers, reminder letters, letters of cancellation, notification of users and so on. Files showing current orders, lists of orders made in the past, and those containing names and addresses of publishers used by a library can also be maintained easily on computer.

Table 21(a) shows that Jawaharlal Nehru University, University of Zambia and Copperbelt University libraries have already computerised their acquisition systems. Delhi University library reported that it was in process of computerising its activities. From personal interviews, however, it was found out that other individual libraries which

were units of Delhi University library system had already computerised and were still to be integrated into the system upon finalising the whole system's computerisation process.

9.2.2 CIRCULATION

A computerised circulation system provides on the spot information on whether the materials are on loan, on reserve, at the bindery or being recatalogued. It gives details of the materials on loan to the borrowers, can print recall notices, renew loans and alert library staff about over-due materials. Furthermore, it can easily calculate fines, print fine notices and record receipt of fines. It can also calculate and print statistics and general orders for lost books and books needed to be added to the collection. Hence, it can be said that a computerised circulation system makes it easier for the library staff to charge and discharge materials, and maintain accurate and up to date records.

Except for Delhi University library, all the other three libraries have already computerised their circulation systems (Table 21).

9.2.3 CATALOGUING

Computerised cataloguing using international standards such a IFLA's UNIMARC or UNESCO PGI's CCF give data elements for the identification of library materials ensuring uniformity in the way the materials are organised. This makes it easy for documents to be located in a library or a group of libraries since the same procedures are followed. In addition computerised cataloguing supports library cooperation through union catalogues which can easily be searched on computers.

Table 21(a) shows that three out of the four libraries viz., Jawaharlal Nehru University, University of Zambia and Copperbelt University libraries have already computerised their cataloguing processes while Delhi University was in the processes of computerisation.

9.2.4 REFERENCE WORK

Reference work becomes easy when the reference section is computerised. It is quicker to retrieve information on computer in order to respond to various queries presented by the users. Since it is also possible to retrieve databases of many other libraries on computer the reference staff are thus able to refer the users to the right information and knowledge by informing them the exact location of the materials sought.

From the survey, it is found that three out of the four libraries surveyed have already computerised their reference sections. Table 21(b) shows that only Delhi University library is still in the process of computerising its activities.

9.2.5 ADMINISTRATION

For a library to be administered efficiently computers are necessary to carry out the varied administrative functions. The preparation and administration of budgets, ordering supplies and equipment for instance are functions which involve calculations of large figures which can easily be carried out on computers.

Table 21 shows that University of Zambia and Copperbelt University libraries have

computerised their administration sections. Delhi University is in the process of computerisation while Jawaharlal Nehru University library did not give information on the computerisation of their administration section.

9.2.6 CLASSIFICATION

Respondents from Jawaharlal Nehru University and University of Zambia libraries also reported that their classification systems were computerised. Computerised classification systems use standard terms which have been fed into computers following chosen classification schemes.

TABLE 21(a)

COMPUTERS IN THE LIBRARIES AND COMPUTERISED ACTIVITIES

Name of library	Computers in use	Acquisition	Circulation	Cataloguing
DU	Yes	In process	In process	In process
JNU	Yes	Yes	Yes	Yes
UNZA	Yes	Yes	Yes	Yes
CBU	Yes	Yes	Yes	Yes

TABLE 21(b)

Name of library	Reference	Administration	Others
DU	In process	In process	-
JNU	Yes	Yes	Classification
UNZA	Yes	Yes	Classification
CBU	Yes	Yes	-

9.3   MEMBERSHIP OF LIBRARY NETWORKS .

Through the questionnaire instrument respondents were also asked whether their libraries

were members of any library networks.   Delhi University Library reported that it was

already a member of DELNET although it was still in the process of computerisation of

its various library activities.   Jawaharlal Nehru University Library reported that it was a

member of DELNET and INFLIBNET.   University of Zambia and Copperbelt University

libraries reported that they were not members of any library network.

9.4   OTHER INFORMATION FACILITIES

Respondents were also asked to state whether the following facilities were available in

their libraries:

- Videotex and teletext

- Facsimile

- Electronic mail

- Internet

- Projectors

- Photographic equipment

- Copying machines

- Micro-card readers

- Telephone

According to data as portrayed by Table 22, electronic mail, Internet, copying machines

and telephone facilities are available in all the four university libraries surveyed. Micro-

card readers were reported being available in Delhi University, Jawaharlal Nehru and

University of Zambia libraries. Facsimile facilities were reported being available in Delhi University, University of Zambia and Copperbelt University libraries. Jawaharlal Nehru University library reported non-availability of this important facility. Only Delhi University library reported availability of videotex and teletext facilities.

TABLE 22

OTHER INFORMATION FACILITIES IN THE LIBRARIES

Facilities	Name of library			
	DU	JNU	UNZA	CBU
Videotex and teletext	Yes	No	No	No
Facsimile	Yes	No	Yes	Yes
Electronic mail	Yes	Yes	Yes	Yes
Internet	Yes	Yes	Yes	Yes
Photographic equipment	Yes	No	Yes	No
Copying machines	Yes	Yes	Yes	Yes
Micro-card readers	Yes	Yes	Yes	No
Telephone	Yes	Yes	Yes	Yes

Apart from Delhi University Library the other three libraries being studied have computerised their house-keeping activities of acquisition, circulation, cataloguing, reference work and administration at the time of survey. However, computers were in use and the library was already proving Internet services to its users. Videotex and teletext which use a combination of computers and telecommunications were also available in Delhi University Library.

CHAPTER 10

OBSERVATIONS AND RECOMMENDATIONS

CHAPTER 10

OBSERVATIONS AND RECOMMENDATIONS

10.1 BACKGROUND INFORMATION

Out of the four libraries studied it is observed that Delhi University library, opened in 1922, is the oldest and largest with a total collection of 1,304,303 materials catering to over a hundred thousand clients. Administered generally from the Central Reference Library which is the main library, the system's branch libraries are on a daily basis run autonomously with no interference from the general administration. Major branches like the Central Science, law, Arts and South Campus libraries have large collections and can be compared with other university libraries respectively. For instance it was found out that the collection of Delhi University South Campus had 125,000 books and monographs where as University of Zambia reported to have 130,000 books and monographs.

Jawaharlal Nehru University, opened in 1969, has its library housed in a single story building located within the university campus. With a total collection of 474,952 materials catering for over four thousand regular clients, it is the second largest library. Third is the University of Zambia library, opened in 1966. The University of Zambia library has a total collection of 134,939 materials catering for over five thousand regular clients. It has the main library located at the centre of the university's main campus and two branch libraries in separate locations. The smallest is the Copperbelt University

Library with a total collection of 24,573 materials.

For all the four libraries the aims and objectives are to support the academic and research needs of the universities they serve; and membership is open to students, teaching staff, other members of staff of the universities and outsiders engaged in research and higher studies. And the library working hours are long enough to provide users with ample time in which to use the library facilities.

10.2 LIBRARY ADMINISTRATION: STAFF

The survey findings revealed that Delhi University and Jawaharlal Nehru University libraries had sufficient numbers of staff capable to run the libraries efficiently and effectively. The numbers of professionally qualified staff were also found to be good enough; and a considerable number of staff without professional qualifications were found to posses other academic degrees in various disciplines. There were clearly defined policies on library staff development in both Delhi University and Jawaharlal Nehru University administrations, the position of university librarian in both the universities was of management status, and training opportunities, privileges and salary grades were favorably comparable with other members of staff in the universities. It is observed that these are conditions as stipulated by the University Grants Commission of India.

Although the Copperbelt University library reported that the university administration had a policy on library staff development, the position of university librarian was of management status and that training opportunities, privileges and salary grades were

favorably comparable with other members of staff in the university, it was not clear whether the total number of staff was adequate as that information was not made available. According to Table 6, the only available information was that there were 11 professionally qualified members of staff. It is observed that this number could at present be good enough considering the extent ranging between 75 to 99% to which the library fulfills its aims and objectives as shown in Table 4 but this number may be inadequate when the university expands to include more programmes and increases student enrolment.

The University of Zambia library was found to have an inadequate number of staff, both professionally qualified and unqualified, clearly implying that there were vacant positions which needed to be filled up. Personal interviews with members of staff indicated that a good number of highly qualified members of staff resigned from their positions to go somewhere else for better conditions of service. The position of university librarian was not of management status, there was no clearly defined policy on library staff development, and training opportunities, privileges and salary grades were low compared to other members of staff in the university holding similar levels of qualifications.

It is observed that the exodus of qualified staff from the library is because members of staff in the library feel segregated from their colleagues in other sections of the university. Therefore, it is recommended that the university should review its policy in terms of conditions of library staff. This is important if the central role the library plays in enhancing the attainment of the university's goals to produce fully baked graduates who

would prove useful to the nation is to be achieved. It is also recommended that the university should devise a policy on library staff development which when implemented would harmonise the conditions of service and salary scales of library members of staff with their colleagues in other sections.

As for the qualifications of the incumbent university librarians it is interesting to note that the librarians in all the four libraries had sufficient qualifications and experience which conformed to the stipulations of the Universities' Acts or University Grants Commission.

10.3 LIBRARY FINANCE AND BUDGET

It is observed that during the period 1998 to 1999 Delhi University, Jawaharlal Nehru University and University of Zambia libraries received annual allocations for the purchase of library items. Delhi university and Jawaharlal Nehru University libraries also gave estimates of library materials as shown in Table 9. From personal interviews it was also found out that University of Zambia library largely depended on endowments, gifts and donations from local and international agencies. It was also found out that many times in the past, the library did not receive adequate budgetary allocations for the reason that the university itself was poorly and precariously funded by the government which is its major source of funds. The Copperbelt University library did not give data on its budgetary allocations. However, it is noted that its problems could be synonymous with those of the University of Zambia library since the main source of funds for the Copperbelt University is the government too.

It is recommended that librarians should prepare comprehensive and convincing budgets based on past expenditure, requirements and shortcomings with due consideration of the present and the future. Presentation of budgets should be done in advance to enable the universities to prepare overall budgets which could be submitted to the government, University Grants Commission or donors in time.

10.4 LIBRARY COLLECTION

It has already been noted that Delhi University library has the largest collection out of the four libraries followed by Jawaharlal Nehru University library. These two libraries indicated that they were satisfied with the rate of demand they were able to meet. It should be noted, however, that inspite of this satisfaction the libraries could not fully meet the needs of their clienteles and so in attempt to meet the discrepancy in the supply of materials they were engaged in inter-library cooperation for exchange of resources with other libraries.

The University of Zambia and Copperbelt University libraries were not satisfied with the rate of demand they were able to meet and hence required more financial allocations for acquisition of more library materials. The Copperbelt University library's collection of 24,573 volumes is too small for a University library and thus the issue of increasing its collection should be considered a matter of urgency. A meaningful collection for a university library however small the university maybe should not be less than a hundred thousand volumes as already pointed out. Although the collection of the University of Zambia library is over a hundred thousand it is observed that this is inadequate for a

library of the major university of a country, and so it is recommended that consideration should be taken for expansion of the library's collection. It is also observed that both the University of Zambia and Copperbelt University libraries are engaged in cooperative activities in order to supplement their resources.

Pertaining to the major subjects in the collections and the major languages used in the documents, it is observed that in all the four libraries the major subjects are in accordance with the courses taught in the respective universities, and the major language is English as shown in Table 13. The usage of English may be explained by the fact that both India and Zambia are former British colonies.

10.5   LIBRARY FACILITIES AND ACTIVITIES

It is observed that the physical facilities in terms of space, shelves and seating arrangement of Delhi University and University of Zambia libraries are good. Jawaharlal Nehru University library has a problem of space and shelves which are not in good but in satisfactory condition. It is recommended that plans should be put in place to construct a branch library in a separate location within the university campus so that more space can be created. Consideration to acquire better shelves should also be taken.

The Copperbelt University library has unsatisfactory space and shelves, which makes the seating arrangement unsatisfactory too. It is observed that the current building is not big enough and appropriate for a university library. Therefore, it is recommended that a new building should be constructed for the library and better shelves should be acquired.

Regarding professional practices, activities, operations and applications it is observed that there is, to a greater extent, some uniformity in the way these are carried out. Universally accepted standard practices are followed as can be evidenced by data depicted in Tables 16 to 19.

10.6 LIBRARY SERVICES

It is observed that in all the four university libraries surveyed, there has been some considerable effort made in attempt to provide new proactive services in addition to the traditional ones of mere book lending. For instance, document delivery services, network-based services and online search have been in practice in all the four libraries. CAS and SDI are also in practice assisting users to keep track of latest information and knowledge in various fields.

It is also observed that the problem of inadequate funding is prevalent in these libraries. This has hampered the performance of the library staff in trying to effectively motivate the users thereby resulting into underutilisation of the available library resources. Despite this problem, it is recommended that affordable library awareness programmes, that include the display of posters inside and outside the libraries, the distribution of brochures etc, aimed at motivating students and other users be followed. Such programmes can contribute greatly to the much required library user education.

10.7 LIBRARY AUTOMATION

Computers are already in use in all the four university libraries. Although Delhi

University Library is in the process of computerising its housekeeping activities of acquisition, circulation, cataloguing, reference work and administration it was at the time of the survey already providing Internet services to its users. Other libraries of Delhi University Library System had already computerised their activities and were waiting to be integrated into the whole system upon completion of computerisation. The other three libraries, Jawaharlal Nehru University, University of Zambia and Copperbelt University libraries had already computerised their various activities at the time of the survey.

Other information facilities found available in all the four libraries were copying machines and telephone. Videotex and teletext were available only in Delhi University library. It is recommended that libraries should make available different types of information facilities as much as possible. It is unexpected to find that a large university library such as Jawaharlal Nehru University library reported not to have the facsimile facility. Although this facility may not be of direct benefit to the users there can be instances when the facility can be utilised as the most appropriate medium for communication with other libraries, and even some users.

10.8 CONCLUSION

The findings of the current study portray that standard procedures, practices, operations and applications are followed by all the four university libraries. There are differences in the choices of forms and kinds of catalogues used, classification schemes and subject heading lists used. The decision of which ones of these to use depends on individual libraries following a variety of factors such as the availability of qualified staff, size of

the library and so forth.

Proactive services, in addition to traditional services of book lending aimed at assisting the users in keeping abreast of latest information, knowledge and developments in various fields are provided in all the four libraries. Computers are in use in order achieve the efficient and effective provision of these services.

Although the problems affecting these libraries, identified in this study, differ from each other it is found that the issue of inadequate funding is predominant in all of them giving rise to and exacerbating more other problems as discussed above. Consequently, the services provided have been negatively affected. It is hoped that the recommendations given in this study will be considered seriously in addressing the various issues affecting the four libraries respectively.

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APPENDIX

APPENDIX

**JAWAHARLAL NEHRU UNIVERSITY AND DELHI UNIVERSITY
LIBRARIES, INDIA; AND UNIVERSITY OF ZAMBIA AND
COPPERBELT UNIVERSITY LIBRARIES, ZAMBIA:
A COMPARATIVE STUDY**

QUESTIONNAIRE

Date_____

A.   **THE UNIVERSITY**

1.   Name of the university   _____

2.   Year it was opened   _____

3.   NumberofSchools/Colleges_____

4.   Please give names of the schools/colleges if possible

(i)   _____

(ii)   _____

(iii)   _____

(iv)   _____

(v)   _____

(vi)   _____

(vii)   _____

(viii)   _____

(iv)   _____

(x)   _____

5.   Are all the schools/colleges in one campus? (Please tick correct option)

     Yes [ ]   No [ ]

6.   Programme levels being offered by the university. (Please tick correct option)

(a)   Diploma and Bachelor's degree level courses   [ ]

(b)   Diploma, Bachelor's and Master's degree level courses   [ ]

(c)   Bachelor's and Master's degree level courses   [ ]

(d)   Diploma, Bachelor's, Master's and Doctor's degree level courses   [ ]

(e)   Bachelor's Master's and Doctor's degree level courses   [ ]

(f)   Master's and Doctor's degree level courses   [ ]

7.   If none of the options given answers question six above please give your answer

_____ .

8.   Are there schools/colleges affiliated to the university. (Please tick correct option)

    Yes [ ]   No [ ]

9.   If answer to question eight above is "Yes" please give the names of the affiliated schools/colleges.

(i)   _____

(ii)   _____

(iii)   _____

(iv)   _____

(v)   _____

B.   THE LIBRARY

1.   Name of the library   _____

2.   Year it was opened   _____

3.   Number of sections/departments _____

4.   Please give names of the sections/departments

(i)   _____

(ii)   _____

(iii)   _____

(iv)   _____

(v)   _____

(vi)   _____

(vii)   _____

(viii)   _____

(iv)   _____

(x) _____

(xi) _____

(xii) _____

5. Are the libraries in the affiliated schools/colleges part of the university library? (Please tick correct option)

Yes [ ] No [ ] some [ ] Not applicable [ ]

6. (i) Give, in brief, the aims and objectives of the library_____

_____

_____

_____

_____

_____

(ii) Tow that extent are these aims and objectives being fulfilled? (Please tick correct option)

(iv) Mention the constraints you face in trying to achieve your aims and objectives._____

_____

_____

_____

_____

C. LIBRARY ADMINISTRATION/STAFF

1. (i) Total number of staff _____

(ii) Number of staff with qualifications in library science _____

(iii) Number of staff without qualifications in library science _____

(iv) Are the staff sufficient to effectively run the library?

Yes [ ] No [ ]

(v) If the above answer is "No" what are the required numbers? _____

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2.   What are the qualifications of the position of librarian as provided for by the university act?_____

3.   (i)   What are the qualifications of the incumbent librarian? _____

_____

(ii) Number of years experience_____

4.   What is the status of the position of librarian in the university? (Please tick correct option)

(a)   Management   [   ]

(b)   Academic   [   ]

(c)   Non Academic   [   ]

5.   (i)   Does the university administration have a well defined policy on library staff development? (Please tick correct option)

Yes [   ]   No [   ]

(ii) Are the library staff enjoying same training opportunities as other university staff? (Please tick correct option) Yes [   ]   No [   ]

(iii) Do the library staff have comparable privileges and salary grades with other university staff? (Please tick correct option

Yes [   ]No [   ]

D.   LIBRARY BUDGET

1.   Total annual budget for the library _____

2.   Budget allocated for the following (Please give where applicable. You may give in percentages)

(i)   Books/monographs   _____

(ii)   Periodicals   _____

(iii) Equipment   _____

(iv)   Teaching aids   _____

(v)   Computers   _____

(vi)   CD-ROM's   _____

(vii) Internet   _____

(viii) E-mail _____

(ix) Online search _____

(x) Audio visual materials _____

(xi) Maintenance _____

(xii) Training _____

(xiii) Software _____

(xiv) Any other(s) _____

E. LIBRARY COLLECTION

1. For the following library holdings give numbers where applicable

(i) Books/monographs _____

(ii) Journals _____

(iii) Theses and Dissertation _____

(iv) Reports _____

(v) Audio visual materials _____

(vi) CD-ROM's _____

(vii) Teaching aids _____

(viii) Software _____

(ix) Others _____

2. How much information demand is being satisfied by your collection? (Please tick correct option)

100% [ ]   75 [ ] 50 to 74% [ ]   25 to 49% [ ] less than 25% [ ]

3. How do you satisfy the remaining demand? _____
_____

4. Are you satisfied with the amount of information supplied/ (Please tick correct option)

Yes [ ]   No [ ]

5. If no, what should be done to improve the situation?
_____
_____

6. List the main subject areas and their percentages in the collection

(i)   _____

(ii)   _____

(iii) _____

(iv)   _____

(v)   _____

(vi)   _____

(vii) _____

(viii) _____

(iv)   _____

(x)   _____

(xi)   _____

(xii) _____

(xiii) _____

(xiv) _____

7. List the major languages for the documents in your collection, and give their percentages.

(xv)   _____

(xvi) _____

(xvii) _____

(xviii) _____

(xix) _____

(xx)   _____

F. LIBRARY FACILITIES/ACTIVITIES

1. Condition of the physical facilities in the library. (Please tick correct option)

Facilities	Good	Satisfactory	Not Satisfactory
Space	[ ]	[ ]	[ ]
Shelves	[ ]	[ ]	[ ]
Seating arrangement	[ ]		

2. What form(s) of catalogue does your library have? (Please tick correct option. You may tick more than one option if applicable).

(i) Card   [   ]

(ii) Computer   [   ]

(iii) Sheaf   [   ]

(v) Microform   [   ]

(vi) Others, please specify _____

_____

_____

3. What kind(s) of catalogue does your library use?

(i) Dictionary   [   ]

(ii) Classified   [   ]

(iii) Others, please specify _____

4. What catalogue rules does your library use?

(i) AACR 1   [   ]

(ii) AACR 11   [   ]

(iii) Others, please specify _____

5. What subject heading list does your library use?

(i) Library of congress   [   ]

(ii) Sear's   [   ]

(iii) Others, please specify _____

6. What classification schemes(s) does your library use?

(i) DDC   [   ]

(ii) UDC   [   ]

(iii) LCC   [   ]

(iv) Others, please specify _____

G. LIBRARY SERVICES

1. For the following library services tick those which are available in your library.

(i) Reference services   [   ]

(ii)	Document delivery services	[ ]
(iii)	Indexing and Abstracting	[ ]
(iv)	CAS	[ ]
(v)	SDI	[ ]
(vi)	Online search	[ ]
(vii)	Inter-library loan	[ ]
(viii)	Reprography	[ ]
(ix)	Network based services	[ ]
(x)	Special services for the handicapped	[ ]
(xi)	CD-ROM search	[ ]

2. Other services, please list them

(xxi) _____

(xxii) _____

(xxiii) _____

(xxiv) _____

(xxv) _____

(xxvi) _____

(xxvii) _____

H. LIBRARY AUTOMATION

1. (i) Are you using computers in your library? (Please tick correct option)

Yes [ ]   No [ ]

(ii) If "Yes" tick the functions/activities which are computerized from the following

(a)	Acquisition	[ ]
(b)	Circulation	[ ]
(c)	Cataloguing	[ ]
(d)	Reference	[ ]
(e)	Administration	[ ]

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(f) Others, please specify_____

_____

_____

(iii) If "No" do you have plans to acquire some? (Please tick correct option)

Yes [ ]   No [ ]

2. (i) What library package do you use? (Please give name)

_____

(ii) Did the library develop the package? (Please tick correct option)

Yes [ ]   No [ ]

3. (i) Is the library a member of any library network(s)? (Please tick correct option)

Yes [ ]   No [ ]

(ii) If "Yes", please give the name(s) of the network(s)

(a) _____

(b) _____

(c) _____

I. OTHER INFORMATION

1. Are the following facilities/technologies available in your library? (Please tick correct option)

(i)   Teletext and Videotext   Yes [ ]   No [ ]

(ii)   Fax   Yes [ ]   No [ ]

(iii) E-mail   Yes [ ]   No [ ]

(iv)   Internet   Yes [ ]   No [ ]

(v)   Projectors   Yes [ ]   No [ ]

(vi)   Photographic equipment   Yes [ ]   No [ ]

(vii) Copying machines   Yes [ ]   No [ ]

(viii) Micro-card readers   Yes [ ]   No [ ]

(ix)   Telephone   Yes [ ]   No [ ]

(x)   Others, mention them _____

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2.   Please give suggestions or comments on the information not covered above

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