

# PATH TO KNOWLEDGE

A Working Model for  
User Education Programme

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Arulanantham Srikanthaluxumy

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## **Path to Knowledge**





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*A Working Model for  
User Education Programme*

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by Arulanantham Srikanthaluxmy

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## **Preface**

### **Present Era**

The present world is characterized by popular concepts like information age, information society, global village, expansion and fragmentation of knowledge. For a developing nation like Sri Lanka, these new developments are a challenge. While trying to cope up with these new developments, she has to face the additional challenges of escalation of civil war, thirst for learning, acceleration of social change, isolation of individuals and poor reading habits. The political state of affairs that prevailed in our country during the last decade resulted in the loss of the reading habit among the society. In the education system it has become increasingly clear that students cannot learn everything they need to know in their field of study in a few years of their study. Information literacy equips them with the critical skills necessary to become independent lifelong learners.

### **Reading Habit Among the Society**

Primary element of a society is the Human Being. No resource in the world, even in this age of microchips and globalization, is more important than human resource. Well informed capable citizenry can improve the total ability of a society, and virtually of a country, or of a nation.

Access to information is crucial to individual advancement as well as corporate educational development. Information is indispensable and bridges the gap between knowledge and ignorance. One of the major avenues for acquiring information is reading. Reading is the foundation upon which other academic skills are built. It offers a productive approach to improving vocabulary, word power, and language skills. The ability to read is at the heart of self-education and lifelong learning and that is an art capable of transforming life and society.

Generally libraries are in a position to extend their service in a range of development in addition to the traditional practices of maintaining the collection of books and other information sources that they have acquired. Within this context Sri Lankan libraries, irrespective of their nature and functions have to set their objectives to meet the needs of the society as a whole. This will be a continuous process with both formulation and implementation of new services either within the library itself or within the parent organization. Indeed the planning process can be considered as the mechanism by which the library adapts itself to the changing environment in which it operates.

This is something that every library will have to do whether or not it decides to do it through a formal plan. The main benefits of producing such a plan for someone engaged in the process of starting a new library service is that it will help to provide an over-all policy framework against which decisions can be judged.

### **New Responsibilities of Libraries**

Laboriously though, the library has to function as the driving force not only in achieving the target of the parent institution but also to increase the Information Literacy among the readers and their concerned community. Information Literacy is the set of skills needed to find, retrieve, analyze, and use information. Library orientation programmes are conducted at the beginning of each academic year for new students. They are taught

- How to familiarize with different types of reading materials
- Ways of using them and means of locating the document with the help of classification and cataloguing.

It is the responsibility of the library to plan to increase the information literacy of these students and to guide how the library could be used to obtain maximum benefit.

The students should be taught how to understand an information need and availability, to find and evaluate information, to work with or handle the information, to communicate or share and manage their findings, ethics and responsibility of use .

Keeping in view that the library user education should provide basic, intermediate, and advanced guidance in the use of the library, I have experimented some of the programmes in the form of exhibition to provide user awareness, considering the reality that human beings are able to remember about 20% of what they might hear and about 50% of all they see and hear at the same time. Experience shows that learning activity combined programme of the duration of about ten minutes can prove to be more successful than a power point presentation for an hour or so.

With this aim, this book introduces an innovative project named 'Path to knowledge' which is the outcome of the research done in the Jaffna district to promote the reading habits at various levels of the society.

The primary aim of this project is to promote and to increase the habit of reading with the purpose of gathering knowledge. It aims to serve the reader community through the existing systems of library management. This project is an outcome of the deep felt thought that 'no resource in the world, even in this age of microchips and globalisation, is more important than human resource and the realisation that the well informed capable citizenry who are being generated from the society where lifelong reading practice, reading atmosphere, easy access to books, the protection of the freedom to read books, etc. exist, can improve the total ability of an organization, a society, a government agency and virtually of a country or of a nation.

Arulanantham Srikanthaluxmy  
Academic Librarian  
University of Jaffna

01-01-2009

## Acknowledgements

I have spent numerous days and nights to bring this working model in its present form. There have been some “behind-the-scene” to whom I would like to record my gratitude and appreciation since this project is as much about the people who were involved in the development and use of this project as much as it is about the project itself. I have been extremely fortunate and acknowledge the assistance extended to me by many people involved in this project; planners, designers, supporters, helpers, and participants too who have shared their experiences and unique personal insights

When I think about recording the support for this exhibition I personally feel that this exhibition would not have been possible without the essential and gracious support of the staff of the Jaffna Public Library for giving me their fullest cooperation not only in the initial stage and throughout the exhibitions. I acknowledge the effort of Mr.S.Thanabalasigham, the chief librarian of the Jaffna Public Library who provided me his fullest support when I planned to have an exhibition at public level by the name ‘Records of Human Thoughts from Stone Age’ to mark the celebration of International Day of the Book, on 23<sup>rd</sup> of April 2008 at the Jaffna Public Library. The exhibition considerably made a good impression on all participants of the exhibition and I got continuous support from S.Saravanapava, the Municipal Commissioner, Jaffna whenever I needed it.

All of my credits must go to first of all to my beloved student and at present my subordinate Mr.S.Navaneethakrishnan, Assistant Librarian who graciously extended his catalytic support during a challenging process of preparation and production of this exhibition at university level. He has taken all the pain in finding this attractive title for the exhibition ‘Path to Knowledge’, naming each face with suitable

terminology and doing the entire make up for this exhibition. He has listened to my thoughts, ideas, and has criticized in a positive manner in how we could improve our project. He helped me in creating this project with sound scientific basis and superior quality, which was further enhanced by our project team. Lastly, he has also edited my work, and made sure that this work is at a superior level enabling the Report to be policy relevant to its primary intended audience.

My credits must go to next to the beloved staff of my library working as team to mobilize its collective energy and capacity in the best way possible and taking all the pains to make this exhibition meaningful when I planned to have this exhibition at university level. My special thanks must go to the newly recruited library assistants at that time and thank them for taking this exhibition at School level and it will not be fair if I ignore the support extended by them.

I am so grateful to Mr.S. Mahiran who took all the trouble day and night to put up a central and the other pyramids for the 3D library. It is interesting to note or even appreciate how he bore my shouts and scolding with a smile and completed the work. Mr.S.Nagendran who is really a wonderful assistant to Mahiran sometimes worked throughout the night until the base was setup for the exhibition to be completed. His cooperation and support was really and he not only assisted in organizing the exhibition but also providing telecommunication equipment for 3D library too.

The immense help of Mr. Liyasuthan and Mr. Nirainthan must be recorded for not only designing paper based guide cards, models, preservation equipments but also for assisting in arranging the exhibition.

I am thankful to Mr.P.Akilan, and S.Nishanth for their tireless help during the exhibition even though they suddenly vanished from the scene.

Mr.T.Thananchayan who is the best designer for taking photographs and arranging photographs was of much help in documenting the event.

All of my thanks to Ms.P.Vivana for all her moral and physical support in conducting this exhibition though she is a new comer.

I wish to express my gratitude and appreciation to all those who helped me in numerous ways in bringing out this book.

This publication caught accidentally in the eye of Mr. Kumaran, the publisher, in the form of a report and I must also thank him for publishing this book in an attractive manner.

In concluding my acknowledgements to people, I would like to thank 'Pentha', my life partner Mr.N.Sivanesan for bearing all the inconvenience from the inception to present of this project

Thank you for the opportunity to express and contribute to the community of library science!

I offer my sincere apologies to those whose names I have inadvertently omitted who have contributed to this project and should it be that they have opted to remain anonymous for whatever reasons I also extend my appreciation.

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01-01-2011

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## **User Education Programme**

The term User Education - the central role for the proper utilization of the library is meant for guiding the users in exploiting library resources which is considered as an essential function of librarianship. User education programme improves the information consciousness of users and their ability to make the best use of available resources.

Various definitions are used by scholars to describe the concept "user education" According to Jacques Tocatlian, former Director, General Information Programme of UNESCO, user education and training has been defined in a generic way to include any effort or programme which will guide and instruct existing and potential users, individually or collectively, with the objective of facilitating:

1. the recognition of their own information needs;
2. the formulation of these needs;
3. the effective and efficient use of information services;
4. the assessment of these services.

User education is the term used for creating awareness among users of the resources and services available in a library and persuading them to use these resources for their benefit (Harrod 1987).

Fleming (1990) defines user education “as various programmes of instruction, education and exploration provided by libraries to users to enable them to make more effective, efficient and independent use of information sources and services to which these libraries provide access”.

The identification of user education with library orientation and bibliographic instruction came about in response to the requirements of undergraduate education. Orientation was considered the most essential step at the time of admission of new students. The laudable objective was to introduce the library to the entire mass of newly admitted students. It was discovered subsequently that library orientation was a continuous process requiring attention by librarians at several stages in the life of users.

Though User Education was the product of undergraduate education in its initial stages, it is no longer confined to that narrow framework.

User Education is necessary in school libraries for the simple fact that some of the students are expected to move from secondary school to tertiary educational institutions where they will be expected to use the library extensively, while those who are unable to go further will at various times need to consult public libraries for diverse needs. Thus, with User Education, students not only know what the library can offer them but also how best they can exploit the library for their own good.

### **Importance of User Education**

In the present environment surrounded by the rapid development of information technology revolution, User Education is considered as very important for a library at all levels regardless of academic or public

libraries to improve the information consciousness of users, and their ability to make the best use of available resources. Rapid increase in the subjects in different streams due to information explosion, wide dispersal of information, greater research on complex and interdisciplinary topics and rise in the number of users have made the library start the user education programmes to achieve the followings:

- To acquaint the user with the technique of library usages and to introduce the readers to the various services available in the library;
- to make the user be aware of the idea of physical facilities of the library and the procedures for using the different units for pinpointed information;
- To introduce the user to the various sections of the library so that they can approach the specific section for their specific queries and needs;
- To introduce the user to the library policy of the parent organization and to provide them with library rules such as issue and return of books, over due charges, inter library loan rules, proper care of the reading materials etc.
- To attract the user towards the library and use its resources;
- To teach several new methods of information transfer such as mechanized information retrieval system, OPAC etc. which are the new aspects of user education;
- To help the user to be able to find, acquire and use all kinds of educational materials;

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## **Elements of User Education**

Initially User Education was identified with library orientation and bibliographic instruction forming its two legs. Democracy (Ideology), Education (methodology) and library (service) were three components that constitute the essence of User Education. User Education has to be freshly defined, so as to cover user awareness and interest profiling. Since of late the parameter has been redefined and now recognizes four components.

### **User Awareness**

It is primordial. Without it the other steps which fall in proper sequence are devoid of any meaning. It aims to increase user awareness of the library user for primary source of information and as a agency to assistance with their information needs. It is achieved through publicity of the library with special reference to its resources and services available to the community.

The need specifically arises in the academic library systems of Sri Lanka in which the librarians have to introduce the complexities of university library facilities to the new students, coming from school systems where there are generally no school librarians or well established libraries and to familiarize the users who have little or no information seeking skills at all with a broad range of library resources in order to develop library skills. User awareness is not only an initial step; it is equally relevant with respect to bibliographic instruction and interest profiling. User awareness is an essential step for User Education for a library.

### **Library Orientation**

This orientation is concerned with introducing the users to the library so that they become aware of physical

location of different sections, staff, collections and services. The term initiation of a freshman instead of orientation is also used. Dr.S.R.Ranganathan uses the term 'initiation of freshman' which is concerned with providing orientation to a new member. This involves introducing the freshman to the library, its function, services, rules and regulations, facilities etc. size of the library, artificiality of retrieval tools such as library catalogues, accession lists, reading lists etc., peculiarities of the arrangement of books such as broken order, layout of various sections and the kind of services being provided.

The term orientation has been used here because it is in current use. It is intended to familiarize the user with the physical layout and the procedures for using the library units relevant to their needs, to make users aware of the staff that is available to assist them and to make the user comfortable seeking assistance and to inform users about basic library holding records such as the card catalogue and list that can be used to locate material within the system.

### **Bibliographic Instruction**

For more than a decade, the consensus has been that library User Education should focus on the many sources of information available and not on the mechanics of using the system. Many instruction librarians have espoused, and continue to espouse, the search strategy approach because it provides a conceptual framework for teaching students research techniques. This idea has dominated library instruction since the mid 1970s because it is a simple and adaptable teaching framework. It teaches the use of different types of tools and resources and provides an outline for systematic information seeking that is

broadly applicable, comprehensive, and time saving. In addition to teaching students how to find information, librarians now recognize the importance of teaching critical thinking skills to enable students to evaluate and select the best information for their needs.

Types of reference tools, form of publication, primary/secondary services, publication sequence, citation pattern, index structure, and systematic literature searching are identified as seven conceptual frameworks (Kobelski 1981).

Information literacy, which is now the avowed objective of most library User Education programs, is an expansion of instruction as to objectives, materials, and methods. It has evolved in the way that instruction evolved from library orientation into bibliographic instruction. The Think Tank II report on bibliographic instruction defined "information literacy" as encompassing the entire world of information and seeking to prepare people to pursue the concept of lifelong learning. Information literacy extends its objectives to teaching information-seeking skills to all ages and at all times. It prepares people to use information effectively in any situation. There are no boundaries for information anywhere in any format. Information literacy may be defined as the ability to access and evaluate information effectively for problem solving and decision making. Information literate people know how to be lifelong learners in an information society.

Bibliographic compilation is an aspect of study skills and students' mastery of this is very important. At the undergraduate and graduate levels essay writing, tutorials and class projects are common features of the various programmes and, unless students are familiar with the skill of compiling

bibliographies, they might find them difficult to do. For students to be able to do this successfully at the tertiary level they must acquire the required skills at their secondary school. At the secondary school level students can be given assignments to compile in different subject areas. By the time they have done this repeatedly over the years they will have mastered the skill.

### **Interest Profiling**

Profiling involves the highest level of conceptualization. The construction of a profile depends on the knowledge of the subject matter and also the ability to define the subject matter in terms of the contents of the database. Interest Profiling is able to take adequate care of the needs of research workers. Interest Profiling consists of creating profiles of the users, who are generally to be provided bibliographic instruction. A profile consists of keywords that collectively characterize the subject interest of an individual or of a group. Gathering of information for a profile is an important step. A profile card is designed for the purpose. Each user should be requested to fill up the profile card.

The four components are not to be viewed in isolation and those are closely interrelated.

### **Methods of User Education**

With the development in User Education, methods of instruction have also changed and become more varied. However, it has been found that there is no single method or media, which could serve as panacea for all the categories of User Education programmes.

Though User Education programmes are conducted in Sri Lankan Libraries in the form of Lectures, Seminars /tutorials /demonstrations /workshops, Practical exercises, Guided tours,

Programmed instruction, Colloquial method, Web-based instruction a new method has been introduced here in the form of exhibition which could be suitable for both group instruction as well as individual instruction.

### **Conclusion**

User Education is the best way to make the user aware about the library and information storage and retrieval process to fulfil his needs. User Education is concerned with the whole information and communication process and one part there of involves the total interaction of the user with the library. For the total utilization of its resources any library needs to sensitize its environment by means of User Education programmes geared to the requirements of a board target group. The filling of such need is growing fast prompted by the advancement of information technology, the phenomenal growth of information and the changing pattern of library.

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2. Harrod, L.M (1987). Harrod's librarians' glossary of terms used in librarianship documentation and the book craft and reference book. Compiled by Ray Prytherch, 6th ed. - London: Gower, 1987.
3. Fleming, Hugh (ed) *User Education in Academic Libraries*. London: Library Association Publishing Limited, 1990.



## **Planning of Theme**

### **Background of the Project**

- The political state of affairs that prevailed in the country during the last decade resulted in the loss of the reading habit among students.
- The beginning of the 21st century has been called the Information Age because of the explosion of information output and information sources. It has become increasingly clear that students cannot learn everything they need to know in their field of study in the few years of university education.
- Information literacy equips them with the critical skills necessary to become independent lifelong learners.
- The library staff serves the university community to their maximum ability notwithstanding the variety of difficulties faced

### **Need and Objectives**

The following thoughts emphasises the need of this project:

- In our society over the last 30 years or so the tide in reading has been on the upsurge. Reading promotion programmes in national library levels, school education levels all are symptoms of the persisting interest in reading.

- Changing Background in Sri Lanka – user-oriented pattern of library services
- Limitations of the University education system - Time frame of the courses
- New responsibilities of Librarianship in Sri Lanka - Importance of Information Literacy
- Need of a suitable solution to attract the readers - maximum benefit with minimum input

The following are the major objectives of the project:

- Increasing the standard of literacy of readers
- Guiding the readers to identify the various dimensions of information
- Making a specific subject familiar by displaying of corresponding script, picture and physical objects
- Encouraging the reader to observe the practice of evidence based research and education

### **Its Importance & Suitability**

- While encouraging the reading habit among the readers it helps to change the responsibility of the library from knowledge preservation to knowledge experimentation.
- It leads the community to preserve their cultural objects and to get knowledge from written and object information.
- It helps to develop the education with multimedia experience and evidence based life-long learning process.

### **Some Experiments**

It was decided to apply this in three levels - University level, School level and Public library level.

In the initial stage an exhibition was organized in the Jaffna Public Library to mark the International Book Day in 2008. The exhibition was named "Records of Human Thoughts from the Stone Age to the present". School children and young people from various parts of Jaffna Peninsula attended this exhibition in great numbers. Many appreciations came from these participants and requests also were made to the library administration to organize this type of exhibition in their areas as well.

This concept was experimented at school level in the form of a mobile exhibition with more information added. It was taken to more than 35 schools of IAB, IC and Type II level and numerous public places. As an outcome of this project, it was observed that many school children and people of various age groups in the Jaffna District joined the library as members after we started this mobile exhibition.

The exhibition was arranged under the title 'Records of Human Thought from Stone Age'. Materials were divided into three major divisions under the caption "Book Speaks." Each division was arranged under this title with the following headings

1. 'My Body' – All types of objects related to the base materials were displayed.
2. 'My Characteristics - This was again divided into books based on shape size, language, binding style etc.
3. 'My Soul' – This was classified as reading for recreation, reading for information and reading for inspiration.

The main concern was given to exhibit realia and artefacts for the topics selected. It was realized that through observation that the information seeking behaviour of the students are enhanced with the

evidence based display. The discussions and interviews with the students and teachers revealed the fact that realia and artefacts could act as the most important resources for enhancing education.

In 2009, this exhibition was remodelled and arranged permanently inside the premises of the Jaffna Public Library. Many professionals and scholars visiting the library consider this idea as very remarkable and innovative in the field of librarianship.

With the celebration of Reading Month of the year 2009 October, this exhibition was organized at the centre part of the library, University of Jaffna, under the caption 'Path to Knowledge' for one month and extended for another month at the request of the reader community. The feedbacks of the viewers inside as well as outside of the university have shown the effectiveness of such service and the need to spread the idea all over the country.

This project is now being implemented at the grass root level focusing mainly on the student community. Suitable areas are selected to mount the exhibition to target the student community of cluster based schools.

Following three areas have benefitted from this exhibition so far.

1. Exhibition was held in October 2010 for five days to celebrate the Reading Month at Chunnakam Public Library and more than 2000 students from major schools of Valigamam zone and the readers of the Vali south Pradesia Sabha benefitted from this exhibition.
2. Thiyagarajah Mahavidyalayam at Karainagar was selected as the site to mount the exhibition in Februry 2011 for five days with the target

of almost all the schools in Karainagar area being benefitted and more than 2000 students were benefitted by this exhibition.

3. With the aim of focusing on Thenmaradchi area as a whole. Madduvil Pathmasani Vidyalayam was selected as a site to mount this exhibition in May 2011 for five days and more than 3000 students from various schools and the members of the community benefitted from this project.

### **Barriers & Challenges**

With the available limited resources, implementation of this project was difficult due to the lack of objects in some curricula at school and university level.

Lack of standard policy to select the subject at University level.

### **Current Status**

The readers' feedback shows that the readers realize the need of such service and they are most satisfied to find the knowledge in a single view. They appreciated the layout of arrangement of information which is new. It reflects from the opinion book for the readers that, the time duration is not sufficient for them and, they request to extend the exhibition.

### **Future Developments**

This concept has to be shared with other libraries to lead them to their goals. Mean while we are in a position to direct and implement the idea at school and community levels to develop the society from grass root level.

Funds should be raised and discussions also should be carried out to shape up the project.

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of almost all the schools in Karnataka were being benefited and more than 2000 students were benefited by this exhibition.

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The readers' feedback shows that the readers realize the need of such service and they are most satisfied to find the knowledge in a single view. They appreciated the layout of arrangement of information which is new. It reflects from the opinion book for the readers that the time duration is not sufficient for them and they request to extend the exhibition as possible.

### Future Developments

This concept has to be shared with other libraries to lead them to their goals. Mean while we are in a position to direct and implement the idea at school and community levels to develop the society from grass root level.

Funds should be raised and discussions also should be carried out to shape up the project.

## Planning of Each Face

**Type**

**Title**

**Need**

**Target Audience**

**Philosophy**

### Face 1

- Type: User Awareness Programme
- Title: 3D Library – A Model
- Need: to encourage evidence based information searching behavior
- Target audience: Grade 6-13 from schools and undergraduate students from universities
- Philosophy: education is evidence based in this era

### Face 2

- Type: User Awareness Programmes
- Title: The World of Objects – A Tour
- Need: to improve the preservation and documentation culture among readers
- Target Audience: All kinds of readers regardless of the types of libraries
- Philosophy: save the past and create the future

### Face 3

- Type: User Awareness Programmes
- Title: World's best Images – A Listing
- Need: to impress the importance of the library and to know about its current trends
- Target Audience: undergraduates, school students and public.
- Philosophy: Art is long and life is short

### Face 4

- Type: Library Orientation Programmes
- Title: Here we are - A sample
- Need: to introduce various kinds of information resources



- Target audience: All readers
- Philosophy: Information spread all over the world

#### Face 5

- Type: Library Orientation Programmes
- Title: Where you are – A test
- Need: to introduce each and every corner of the library to readers
- Target audience: new readers of all kinds
- Philosophy: Save the time of the reader

#### Face 6

- Type: Library Orientation Programmes
- Title: Take care of us – A Practical
- Need: to enhance the ethical responsibility of the readers
- Target audience: all readers
- Philosophy: where there is a will there is a way

#### Face 7

- Type: Bibliographic instruction
- Title: Let's go and find – A Guide
- Need: to do the literature research effectively
- Target Audience: undergraduate and postgraduate researchers, specially final year students
- Philosophy: research is systematic search of a fact

#### Face 8

- Type: Bibliographic instruction
- Title: Important events of the day – a view
- Need: to increase the knowledge of current awareness of the regular readers

- Target audience: all regular readers
- Philosophy: Information Literacy enables learners to master content and extend their investigations

### Face 9

- Type: Bibliographic instruction
- Title: Know your role model – a search
- Need: to improve and motivate young readers with self confidence and willingness
- Target Audience: young readers
- Philosophy: A truly great library contains something in it to offend everyone

### Face 10

- Type: Interest Profiling
- Title : Our best corner – a Face
- Need: to develop self confidence to new readers and to expose the library collection
- Target Audience: all new readers
- Philosophy: A book is valued where it belongs

### Face 11

- Type: Interest Profiling
- Title: World of serials – a collection
- Need: to introduce the importance of serial form which covers a wide spectrum of knowledge
- Target Audience: all regular and research readers
- Philosophy: Learning is a treasure that will follow its owner every where

## **Arrangement of Each Face**

### **Purpose**

### **Description**

### **Special Features**

## Overall Arrangement

### **Purpose**

The purpose of setting up this phase is

- to introduce the user to the importance of the library for the development of a society
- to show the readers the importance of information for national development
- To motivate the readers to be life long learners through reading

### **Description**

The space is decorated with world famous quotations around the space. Approximately 200 quotations from English and Tamil are selected and hanged. Each wall is used to hang the posters consisting of poems related to library, book and reading. Guide cards with different styles are used to explain each corner. Instruction boards are used to guide the users to each corner. The arrangement is made in such a way which allows users to freely move to see, view or study the corner which he wants. Rolling shelves are used to display the books under the following headings

- **Learn to know What?** Dictionaries, encyclopedias, almanacs, year books and introductory books of various subjects are displayed here.
- **Learn to know Why?** Books related to history, philosophy, science and research which could answer the question why? are displayed here.

- **Learn to know How?** Hand books, manuals, how-to-do books, practical oriented materials of various disciplines are displayed here.
- **Learn to know Where?** All materials related to the places a person seeking to visit are displayed here. Atlases, guide books, gazetteers are of this kind.
- **Learn to know Who?** Biographies, autobiographies from various subject fields are collected and displayed here.

### **Information Tree**

Branch of a Jakfruit tree is more ideal to use for information tree. Images of all kinds of information resources from stone recordings to the present times with brief descriptions are placed inside the CD covers and hung on the information tree enabling the viewers to have overall understanding of the resources.

### **Special features**

- Don't touch instructions
- Poems
- World famous quotations
- Special instruction boards
- Guide cards
- Model of the library

## **3D Library**

### **A Model**

#### ***Purpose***

The purpose of setting up this phase is to make up a student who is an independent learner

- to pursue information related to personal interests
- to appreciate literature and other creative expressions of information
- to strive for excellence in information seeking and knowledge generation

#### ***Description***

The three basic elements of the 3D Library are as follows:

1. Objects and their meaning – as primary resources
2. Documents and related materials – as secondary resources
3. Information bits – as tertiary resources

#### ***Objects and Their Meaning (1st Dimension)***

Objects run the gamut of human experience from the stone axes and spear-heads of primitive man to the most sophisticated electronic mechanisms of today's scientists and engineers. Objects, as the first dimension of THE 3D library, reach the readers as primary resources through the faculty of body in the form of seeing, hearing, smelling, tasting and touching and occupy their location in the low level of the pyramid. Objects representing all the cultures and sub-cultures in the form of artefact (realia or models)

could be taken into consideration. All the objects which have already been produced or are being made in a particular subject could be collected from all the members of the society and placed here. It would be more useful to collect the artefacts available in each subject since artefacts have the ability to motivate the readers and are more powerful to induce the interest to read.

The object oriented display has another inherent characteristic which leads to a new concept 'social equilibrium'. Since any library whether academic or public is prepared to give a space for all the products from the knowledge as well as skills of all members of the society, irrespective of literates or illiterates, for the production of the objects, the considerable coordination and the cooperation of the human resources of the society reaches the libraries through this object display.

The object display has an outstanding quality of having the formation of the reading community at various levels since the contribution of all members of the society from farming to carpentry; welding etc is needed for the object display. Since the libraries whether public or academic provide opportunity not only to knowledge but to skills, the object oriented display will pave the way to accommodate all the skill based objects produced by the members from all the social strata such as farmers, welders, carpenters etc irrespective of their education. The formation of a reading society at various levels is the outstanding feature of this object oriented display since it warrants for considerable support and cooperation of these human resources at various levels.

## **Resources and Their Formats (2nd dimension)**

The description about the objects used as first dimension can be found in the form of script, documents, books etc. and they reach the reader as secondary resources. They could be either in the form of book form materials such as books, journal articles, pamphlets, dissertations or non-book materials as micro forms, audio video tapes, internet etc. They are considered as secondary resources for the purpose of knowledge gathering as second dimension of the 3 D library and placed in the middle of the pyramid. Contribution from the selective members of the society whether in book form or non-book form helps the readers to easy access to information since all the relevant materials hidden in the shelves and the materials scattered everywhere due to the techniques of broken order are brought together and displayed here.

While the first dimension focuses on social equilibrium by bringing the skills of all the members of the particular society, the second dimension helps to select the members who can contribute to the knowledge of the society by their writings. At the same time the document part will be helpful to identify the gaps of the book production in the subjects and concentrate more in producing the materials by the society.

## **Information and Their Standards (3rd Dimension)**

Formation of information is considered as the third dimension of this 3D library and treated as tertiary resources and occupy its location in the top level of the pyramid reflecting the density in quality. Information could be either produced from the object as primary



information through the observations, interviews with regard to the creators of objects, etc or abstracted or extracted from the object related materials in the form of bits, abstracts, etc. Since the documents are produced in different languages and different styles of writing the main advantage of this part is to help the readers to overcome all the barriers to the access to information in a particular subject.

The information needed for the third dimension could be obtained in the following ways.

- Display of the graphs, diagrams, laboratory process, photographs etc.
- Display of the interviews made with the human resources
- Compiling information from other relevant resources.
- Producing information through translating from foreign languages
- Getting the information from websites
- Display of the materials borrowed from other sources if the library doesn't have the same.

It is expected that the formation of the third dimension is the contribution from the library professionals since the responsibility of finding the proper location for a particular subject which has already been formed through the mode of formation and the subject which is being formed due to the new research and development in the particular discipline and need to do information search to fulfill the information need of the readers has increased the responsibility of the library professionals in the generation of tertiary information of the third dimension. This could be done by providing translation services to the materials

displayed in the second dimension of the pyramid written in foreign languages and compilative services in the form of abstracts, digests etc. Suppose if it is identified that the document part is very weak in a particular subject it is the responsibility of the librarians to gather and produce information regarding the objects from various sources – materials in other libraries, information included in other relevant documents and related websites. If this too is not enough to fill the information part, human resources could be approached and the interviews, opinions of these human resources will be a great asset to fulfill the information part of the pyramid.

### ***Special Features***

The following topics are covered during the exhibition.

#### ***Science and Technology***

Telecommunication technology-Radio / Telecommunication technology-Telephone / Printing technology/ Computer technology/ Corals/ Insects/ Seeds/ Tools and equipment/ Batteries/ Wooden materials/ Metals/ Preventive medicine

#### ***Arts and Humanities***

1. Sculpture/ Handicrafts/ Culture/ Coins and currencies/ Stamps/ Lamps/ Musical equipment/ Food processing equipment/ Sports Items/ Information storage media
2. Food containers/ Water containers/ Ornaments

## **The World of Objects**

### **A Tour**

#### ***Purpose***

The purpose of this corner is to make up the reader who contributes positively to the learning community and to society

- to recognize the importance of information to a democratic society
- to practice ethical behaviour with regard to information and information technology
- to participate effectively in groups to pursue and generate information
- to improve the ability to evaluate critically the intellectual, human and social strengths and weaknesses, potentials and limits, benefits and costs of information technologies
- to access needed information effectively and efficiently

#### ***Description***

Models and objects related to curriculum are selected for this purpose. Often realia are selected because they provide a kinesthetic experience which can be quite meaningful in and of it.

This Face is carefully arranged with the norm as “At least a single example for the each of the following should be placed”

**Models** – represent objects in the real world and are acquired by libraries whenever it is not feasible to include the actual objects in the library collection. A model can show with little or no verbal description what an object looks like or does. Models should be

differentiated with the miniature. If an item is made of the same material and can perform the same function as a larger version, it is miniature. If an item needs outside mechanism in order to function it is a model.

## Models

- **Exact model:** is one that, except for enlargement or reduction, is exact in detail and can even be a working replica. Ex: Globe, milky way, Electronic car, aeroplane
- **Simplified model:** contains only those parts of the original necessary for study or observation, and even then, the parts are in simplified form. Ex-model air plane.
- **Static model:** is one having no moving parts, even though it is quite possible the original item it replicates does have moving parts. The purpose of the static model is basically to show what the original looks like, rather than what it does. Ex: All animals in various materials
- **Working model:** shows how the original functions and operates; unlike the static model, it does not necessarily have to show what the original looks like, but rather what it does.
- **Mock-up:** is a symbolic version of the actual object designed to show how the object works, even though the mock-up does not resemble the actual object in many aspects. A mock-up is used to illustrate the principles involved in the function or purpose of a real object.
- **Cutaway:** is a model with a surface removed or cut away to reveal the inner working, function, or structure of the actual object. ex: Computer parts

**Realia** - Actual objects are categorized as realia and these can be either natural or manufactured. When practical and feasible, the acquisition of realia should be strongly considered because they can provide the user with a direct, purposeful, and concrete experience. Anything less than realia is an abstraction and thus requires some degree of communication skill to interpret its relations to the actual object.

Realia can be classified into four types.

- **Applied sciences and arts**- Realia related to industry, home, health and medicine, military sciences and recreation
- **Humanities and the arts** – Realia related to art, music, drama, and the humanities
- **Science**- Realia related to biology, chemistry, geology, natural science, physics, meteorology, ecology, and the environment
- **Social sciences**- Realia related to anthropology, geography, ethnic studies, history, psychology and philosophy

## ***Special Features***

### **Realia**

#### **For the 3D library**

- All kinds of Insects
- All kinds of objects of Telecommunication Technology
- Parts of computer technology
- Stamps
- Coins and Currencies
- Lamps

- Tools
- All kinds of Handicraft items
- Objects related to 'Tampoolam'

**For Here we are**

- Paper based materials
- Audio visual materials

**For Take care of us**

- materials affected by book enemies such as man, macro organism, micro organism, light, heat, pollutants etc

**Models**

- Information storage media used in early times are designed as models. ex: Clay tablet
- Globe
- most of the objects used for pre-school corner

## **World's Best Images**

### **A Listing**

#### ***Purpose***

The purpose of setting up this corner is

- To make the readers improve reading through picture oriented materials
- To show the reader the world's best things—places, buildings, nature, etc

#### ***Description***

An image is an artefact that has a similar appearance to some subject—usually a physical object or a person. The word image is used here in the broader sense of any two-dimensional figure such as a map, a graph, a pie chart, or an abstract painting rendered manually such as by drawing, painting, carving, or they may be captured by optical devices such as cameras, mirrors, lenses, telescopes, microscopes, etc. and natural objects and phenomena, such as the human eye or water surfaces and rendered automatically by printing or computer graphics technology, or developed by a combination of methods, especially in a pseudo-photograph.

The most attractive corner is the picture corner which is set up in a 3D library format with the best books and all kinds of pictures and art prints, paintings and drawings. From newspaper print to high quality photographic slides are displayed in this corner. The pictures too are varied in size and kinds. Pictures from tiny size to posters are included. World's best 10 photographs of world notable libraries, archives, museums, art galleries, universities, were

downloaded from the web and made as hard print and displayed in an attractive manner. Picture postcards covering all aspects of tourist importance were collected and displayed. The countries include - Britain, USA, Canada, Thailand, Malaysia, India and Sri Lanka. In addition to this Archeological evidences, world best photographs published in magazines as centre page, world notable personality in the field of Library and Information sciences, cultural heritage of Sri Lankan Tamils and paintings of local traditions are also displayed in this corner.

### **Special Features**

- World famous photographs published in magazines, newspapers etc.
- Best Paintings
- Cultural heritage of Tamils
- Images downloaded from websites
- World famous picture postcards



## Here We Are A Sample

### **Purpose**

The purpose of setting up this phase is

- to introduce the user to the various dimensions of information resources available in a human society.
- to improve the resource literacy, or the ability to understand the form, format, location and access methods of information resources, especially daily expanding networked information resources.
- to determine the nature and extent of the information needed.

### **Description**

For this purpose, information resources are classified into different types as follows with the caption 'Book Speaks'. The phase is divided into nine major types as resources by their origin, body, format, content, concept, nature, standard, help and arrangement.

**1. My Body:** Here all the base materials in which information is recorded from Stone Age to present times are displayed. The devices like papyrus, bamboo and birch bark are not available here, so the photographs of the same are displayed. Models are made of the storage media such as clay tablet, wood, metal book, parchment, and cloth and displayed. Other devices such as ola leaf, modern audio visual materials such as audio cassettes, micro film, micro fiche, realia of each item are collected and displayed. All the base materials such

PUBLIC LIBRARY

JAFFNA

as stone, clay, wood, bark, cloth, leaf, parchment, metal, paper and fiber are displayed here to expose the devices used by the society in recording the information.

2. **My Format:** the format of each material based on its structure, size, shape, styles and language are considered as major classification.
  - a. **Structure:** Tablets, scroll and codex are the three major formats in each storage device and the samples are collected in each format and displayed here.
  - b. **Mode of access:** This again is categorized into three types – visual media, audio media and audio visual media. Visual media: which do not require the use of equipment in order to be read or viewed are displayed here in the form of realia or models, printed material, graphics and drawings, art prints, illustrations and photographs. The information recorded in slides, filmstrips, and information appearing on the CRT of a computer and CDROM requires the use of some types of electrical-optical equipment to project it on to a screen. Audio media: In Musical instruments user has direct access to them. All forms of audio disks and tape recordings in a variety of playing speeds and formats need equipment to use it. Audio Visual media: In speeches and interviews with human resources users have direct access. Sound filmstrips and sound slides, multi media, motion picture films need equipment to use it.

- c. Size:** All the size of materials in paper format from miniature to oversize in length as well as in dimension are displayed here.
- d. Shape:** Physical format of library materials with regard to their different shapes and the usage of materials made from fibre materials are displayed here.
- e. Language:** Books written in different languages are collected as much as possible from other libraries too are displayed here.

**f. Style**

- **Binding:** each sample of different kinds of binding applied for paper based materials are displayed here. Examples of this type are spiral binding, publishers binding, deluxe binding, full binding, half binding, etc.
- **Recording:** Samples of five kinds of recordings of human beings used from its historical times - pictorial recordings, handwritten recordings, print recordings, micro recordings, electronic recordings - are collected and displayed here.
- **Expression of information:** Here four types of expression are identified, namely object form, graphic form, script form and wave form.

**3. My Characteristics:** Here Information resources are categorized as documentary resources and non-documentary resources based on their content. Documentary resources are of three kinds - primary resources which address the original research, secondary resources which is the compilation of primary resources and tertiary resources which

is again recompilation of secondary resources. Non documentary resources can either be formal as institutional resources or informal as human resources.

**4. My Soul:** Information resources are categorized as Recreative resources, Informative resources and Inspirative resources

- a. Reading for recreation - Resources that provide a new feeling of recreation, sensation, excitement, etc., Example of this kind may be drawn from the disciplines Literatures – Poetry, Drama, fictions, short stories., Arts- Paintings, Sculpture, Classics- puranas, Ithigasas.
- b. Reading for information - Information resources that provide general and specific information about each topic. Monographs on a particular subject, text book for educational fulfillment, reports, theses, research articles, periodicals that help research and reference books
- c. Reading for inspiration: Resources that motive, stimulate, induce knowledge, thoughts in every human and ultimately develop the society as a whole. Some of the inspirative books in human society are 'Wealth of a Nation' by Adam Smith, 'Das Capital' by Karl Marx, 'Principles of Evolution' by Charles Darwin, 'Population Theory' by Malthus, 'Prince' by Machiavelli, 'Volga to Ganga' by Ragula Sankrithiyayan

**5. My Standard:** Following six types of standards could be identified.

- a. Elementary materials: A material which is elementary to serve the beginner of any study. Children's books, text books and for primary and secondary education.

- b. Seminal materials: Materials that provide the deep concepts and description on a particular topic. Topics related to Principles and Philosophy, Pictures, Paintings, and Drawings.
- c. Research materials: These are the first published records of original research and development or description of new application or new interpretation of an old theme or idea. Theses Dissertations, Primary Periodicals, Reports, Unpublished Documents, Pamphlets, Monographs, Government Documents
- d. Expository materials: Text books, Hand books, Manuals, Dictionaries, Legal Documents
- e. Reporting materials: Government and non-Government Reports, News Letters, News Bulletins, Year Books, Almanacs.
- f. Condensed Materials not only provide digested information but also serve as bibliographical key to primary information resources. The basic aim of this kind of resources is to assist the user in locating the existence of or identifying a book or any other material which may be of interest to him. Bibliographical tools such as Abstracts, Indexes, Bibliographies and Information analysis and consolidation products such as Technical Reports, Trend Reports, State-of-the-Art-Reports are under these categories.

## 6. My Nature:

- a. Ordinary Resources: The ordinary resources which are made of continuous exposition and developed sentence by sentence, paragraph by paragraph, chapter by chapter are written to

read consecutively for inspiration, enjoyment, or information.

- b. Reference resources: They are meant for a consultation for a specific piece of information and not for continuous reading. There are two kinds of reference resources. Reference tools include materials like dictionary, encyclopedia, year books, almanac, geographical resources, current reference resources, handbooks and manuals etc. The bibliographical tools include indexes, abstracts, bibliographies etc.

**7. My help:** Following are six types of help an information resource would provide. This arrangement is based on by the types of information needs of the users.

- a. Know-why information which is more technical oriented. Hand books, manuals, how to do books provide this kind of information,
- b. Know-who information which is more personally oriented.
- c. Know-how Information which is more operationally oriented,
- d. Know-what Information which is more definition oriented,
- e. Know - where Information which is geographical oriented.

**8. My discipline:** Here the Universe of knowledge is categorized into five major discipline as preliminary sciences, Natural sciences, Applied sciences, Social sciences, Human sciences follows and sample of each material are displayed.

**9. My Origin:** Here the Information Resources are categorized according to their origin as

by Observation, Research, Compilation and Creation.

### **Special features**

Each of the above types has different display. Sample of a book, reference book, newspaper and microfilm displaying all the above features are displayed in different locations. Rolling shelves are also used for this purpose.

#### **Sample 1: Book:** யாழ்நூல்

- |                 |                                |
|-----------------|--------------------------------|
| 1. Production   | - by study, research           |
| 2. Form         | - Paper based materials        |
| 3. Format       | - Book form                    |
| 4. Content      | - Primary Information resource |
| 5. Concept      | - Informative                  |
| 6. Standard     | - Expository                   |
| 7. Use          | - Normal materials             |
| 8. Help         | - Know-why information         |
| 9. Script       | - Tamil                        |
| 10. Arrangement | - Human sciences               |

#### **Sample 2 - Reference book- Encyclopedia Britannica**

- |                 |                             |
|-----------------|-----------------------------|
| 11. Formation   | - by study, compilation     |
| 12. Medium      | - Paper                     |
| 13. Format      | - Book form                 |
| 14. Content     | - Secondary resources       |
| 15. Concept     | - Informative material      |
| 16. Standard    | - Expository material       |
| 17. Use         | - Reference material        |
| 18. help        | - Know-what information     |
| 19. Language    | - English                   |
| 20. Arrangement | - Preliminary sciences(030) |

**Sample 3 – Realia - Coins**

1. Production - by sculpture
2. Form - Metals
3. Format - Coin
4. Content - Primary resources
5. Concept - Informative
6. Standard - Expository
7. Use - Reference materials
8. Help - Know what information
9. Script - English
10. Arrangement - Human sciences (737)

**Sample 4 – Newspaper - *Ilakecari***

1. Production - by study, by research
2. Form - Photographic materials
3. Format - Microfilm
4. Content - Primary resources
5. Concept - Informative
6. Standard - Expository
7. Use - Normal materials
8. Help - Know-what information
9. Script - Tamil
10. Arrangement - Preliminary Sciences



## **Where You Are A Test**

### ***Purpose***

- To improve the understanding of how information is socially situated and produced
- To evaluate information and its sources critically and incorporate selected information into (his or her) knowledge base and value system
- To understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally

### ***Description***

This corner is designed as the readers' corner.

The main mode of display is the hanging descriptions and instruction. Readers are requested to answer the following questions.

1. How can I search in OPAC? - Methods of simple search and advanced search using library automation software is described . This interface allows for development of complex search strategies using Boolean operators 'OR', 'AND', and 'AND NOT' between keywords in various fields.
2. I lost the borrowed book or document- what are the steps that could be taken if the borrower lost the books, are elaborately described.
3. I lost my reader's tickets
4. Description of Catalogue card and their components

5. I wish to become a home librarian- the seven steps to enhance the information literacy are displayed.
6. What are the facilities available in this library?
7. I wish to register as a reader.
8. I wish to know about this library.
9. I wish to know about the rules and regulations of this library.

This corner uses bristle boards and information is attached to the board in a news paper clipping style. Some of the instructions used drawings and cutting and pasting the models of the materials needed for registration of readers and the circulation materials were attached to the boards. A building construction model of the library was placed in the centre of the corner displaying all the sections.

### **Special Features**

The model of the Library building could be mounted in the centre space of this corner.

The following information is displayed

Library facilities

Regulations regarding readers

Regulations regarding materials

Regulations regarding circulation

## **Take Care of Us**

### **A Practical**

#### ***Purpose***

The main purpose of this corner is

1. to educate the user to understand the hazards for the library resources and
2. to make them realize how the good handling practice would safeguard the resources

Display of this section has the 3D library set up in which samples of materials affected by the hazards are displayed.

#### ***Description***

This corner is divided into three following major areas

- Enemies of Information resources
- Physical preservation and conservation methods of the resources
- Content preservation and conservation methods of the resources

#### ***Enemies of Resources***

This section is again divided into five major sections as follows.

1. Physical properties of the materials: This section describes in detail the various methods to preserve deteriorated information materials using various chemicals and also, the library is planning to develop a good preservation and conservation policy. Here detailed information

is given how paper based materials in tropical climates and how high humidity combined with paper glue and the binding medium invites micro organisms to grow as fungi.

2. Physical and chemical factors
3. Biological factors
4. Environmental factors
5. Unexpected disasters

This section concentrates to display all the theoretical information of the natural and man made hazards for the materials, by hanging banners and posters and placing each example of the damaged material in a glass front box to make the awareness of deterioration of the materials.

Physical preservation: Since binding is regarded as the main preservation of paper based materials the steps involved in binding are displayed in a sequential manner. This section is very useful for the librarians from other small public and school libraries. All the binding materials necessary for binding are displayed. Photographs of binding equipment are displayed and the process of the binding is explained by verbal presentation by the binder.

### ***Special Features***

Special features of this section is to show how each material could be protected by preserving it in a proper container. For this purpose following models are made to display each sample

1. Book stand wooden
2. Pamphlet box
3. Manuscript box
4. Photograph cover

## **Let's Go and Find A Trial**

### ***Purpose***

The purpose of this phase is

- To guide the user to search and find the information from resources, specifically from reference resources in a meaningful manner.
- To improve the tool literacy, or the ability to understand and use the practical and conceptual tools of current information technology relevant to education and the areas of work and professional life that the individual expects to inhabit.
- To improve the research literacy, or the ability to understand and use the IT-based tools relevant to the work of today's researcher and scholar.
- To improve the locating or ability to identify sources of information and to find those resources. Depending upon the task, sources that will be helpful may vary. Sources may include books, encyclopedias, maps, almanacs, etc. Sources may be in electronic, print, social bookmarking tools, or other formats.

### ***Description***

All the reference tools of source types and directional types from dictionaries to bibliographies available in the library are brought together in this corner and clearly arranged with detailed descriptions. Charts and diagrams are used as the major media of explaining the procedures and process of this corner.

Charts and diagrams are displayed for developing a search strategy and viewers are also guided accordingly. Some key points for example.

- Be as specific as possible about what you are looking for.
- Become familiar with the phrases and concepts using background information, your textbook, reference tools and Quick Starts.
- Divide your question into concepts for searching.
- Think about and look for alternative search terms.
- Review your strategy and your results.
- Use what you've found to find more information.

### ***Special Features***

Though charts and diagrams are displayed, trained staff members are assigned to explain the search strategy to the viewers. Viewers are shown how to do the following for a systematic information search.

- Identify the important concepts of your search.
- Choose the keywords that describe these concepts.
- Determine whether there are synonyms, related terms, or other variations of the keywords that should be included.
- Determine which search features may apply, including truncation, proximity operators, Boolean operators, and so forth..
- Choose a search engine.
- Read the search instructions on the search

engine's home page. Look for sections entitled "Help," "Advanced Search," "Frequently Asked Questions," and so forth.

- Create a search expression, using syntax, which is appropriate for the search engine.
- Evaluate the results. How many hits were returned? Were the results relevant to your query?
- Modify your search if needed. Go back to steps 2-4 and revise your query accordingly.
- Try the same search in a different search engine, following steps 5-9 above.

## **Important Events of the Day**

### **A View**

#### ***Purpose***

The main purpose of this corner is

- to promote its current awareness service in the form of bulletin boards, newspaper corner etc.
- to give background information to the readers on important days of a year.
- to give the reader general awareness of the collection of the library.
- to exhibit materials with objects in relation to the subjects.

#### ***Description***

Selection of the topic is based on the current event, the importance of the particular day for the exhibition and the important personalities at national level and the available resources, print and non-print form.

A multimedia presentation is also mounted in relation to the subject. A subject is selected in a way of the important events of the day. It can be displayed for at least two weeks to enable the reader to do reference.

Students are encouraged to make an official request to obtain the relevant books for the studies which are not available in the Library.

#### ***Special Features***

Following Multimedia demonstrations for readers via PPT is accompanied with the presentation

International Day of the Family/ World Telecommunication Day/ World Refugee Day/ World Environment Day/ Tsunami/ World Famous Libraries/ World Famous Disasters



## **Know Your Role Model**

### **A Search**

#### **Purpose**

Purpose of this section is

- to bring awareness about a person and his or her contributions to the society
- to show the readers the strength of the collection of great personalities worldwide

#### **Description**

A separate corner is selected in the centre of the reader services section on the ground floor to exhibit this programme.

- Personalities of local importance are given priority
- Exhibition is based on the following
  - picture of the particular person in the centre
  - publications available at the library and the list of the publications not available in the library
  - Biographical sketch of the person
- Some of the programmes are accompanied by power point presentations

#### **Special Features**

The presentation is accompanied by following multimedia demonstrations for readers via PPT. It can be displayed for at least two weeks enable the reader to take reference.

தங்கம்மா அப்பாக்குட்டி/ S.கைலாசநாதக் குருக்கள்/ சுவாமி விபுலானந்தர்/ யோகர் சுவாமிகள்/ S.வித்தியானந்தன்

## **Our Best Corner**

### **A Face**

#### ***Purpose***

The main purpose of this corner is

1. to identify the most important collection needed for the curriculum of each class in a school and each batch in a faculty

#### ***Description***

One of the best methods of educating the user is to show the best collection of the library in their subject field. Though permanent reference area could show the best collection of the library in a subject field, this corner highlights the materials in subject areas which are in high circulation. From this display, the reader is able to identify the best materials for their subject interest.

To study the information seeking behaviour of the student of each subject, all the materials which are in high circulation are traced and the section is divided subject by subject under each faculty. The strength and weaknesses of the collection from the library's point of view and the information needs of the user could easily be identified in this corner.

Another benefit may be the ability to identify the taste of the readers, whether they are purely curriculum based or go for general reading to at least some extent.

#### ***Special features***

Special display of each subject discipline in rolling shelves

## **The World of Serials**

### **A Collection**

#### ***Purpose***

The purpose of this section is

- to introduce the importance of serial form which covers a wide spectrum of knowledge.
- to show the variety of serials from news papers to magazines, news letters, souvenirs as well as periodicals.

#### ***Description***

1. Periodicals are classified based on language and then by place of publication. Tamil periodicals of rare nature are given importance and collected and displayed in two different sizes of folders.
2. Magazines: A popular interest periodical usually containing articles on a variety of topics, written by various authors in a non scholarly style. Most magazines are heavily illustrated, contain advertising, and are printed on glossy paper.
3. Newspapers: Newspapers too are classified based on language and displayed in a folder.
4. Souvenirs: Important souvenirs of inauguration ceremonies, annual souvenirs, silver jubilee souvenirs, Golden jubilee, Diamond jubilee and centenary souvenirs are collected and displayed.
5. Newsletters: A serial publication consisting of no more than a few pages, devoted to news, announcements, and current information of interest primarily to a specialized group of subscribers or members of an association or organization who

receive it as part of their membership, available in print and online.

### **Special Features**

- Magazines are classified as children's magazines, electronic magazines, general interest magazines, hybrid journals, news magazines, special interest magazines, and women's magazines
- Folders are made according to the size of the journals
- Maximum efforts are taken to collect the first issue of the newspapers published in Tamil.
- Sample issues of important newsletters of all kinds are collected and displayed in a clear holder file.
- All kinds of souvenirs from important personalities to popular social institutions of the society such as schools, community centres, etc at local national and international levels are collected.

## **Designing of Each Face**

### **Layout and Photographs**

## General Layout

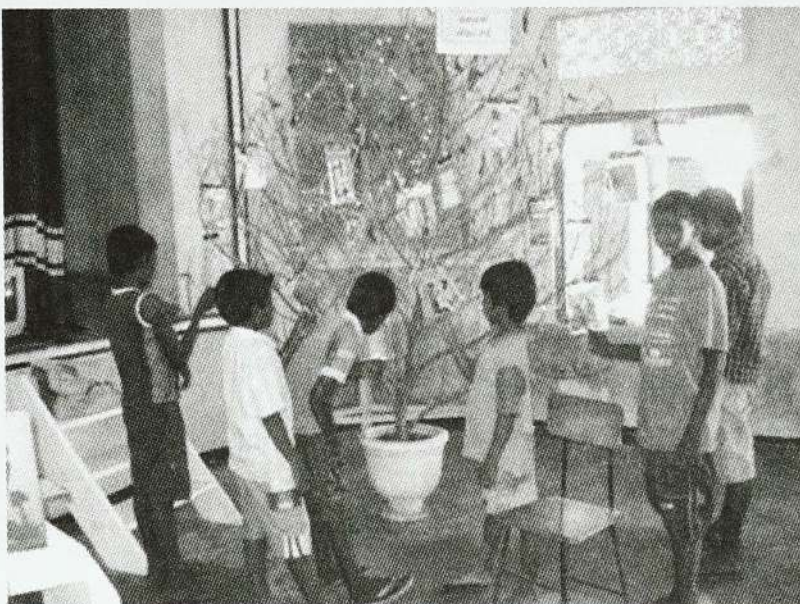
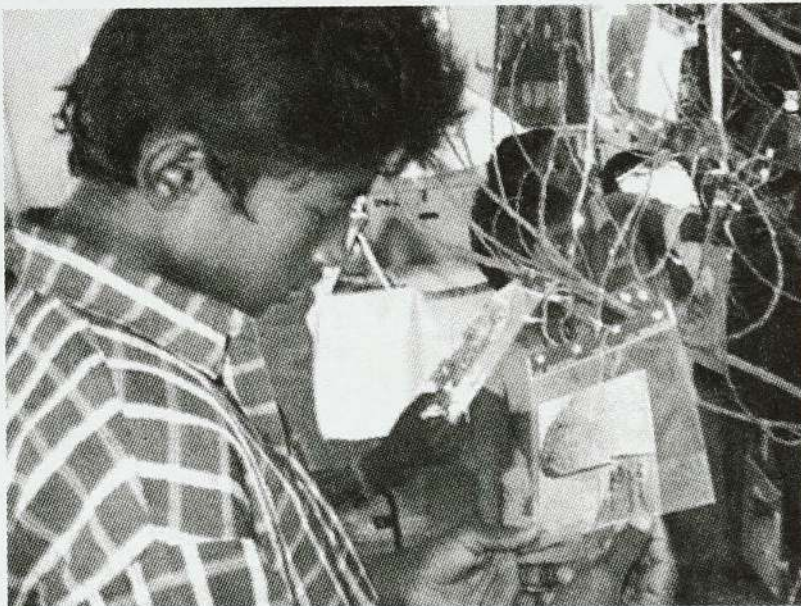
<b>The World of Objects</b> - A Tour	<b>World Best Ten Photographs</b> - A Listing	<b>Where You Are</b> - A Test	<b>Take Care of Us</b> - A Practical
<b>Here We Are</b> - A Sample	<b>World of Serials</b> - A Collection	<b>3D Library</b> - A Model	<b>Entrance</b>
<b>Let's Go and Find</b> - A Guide	<b>Our Best Corner</b> - A Face	<b>Importance of the Day</b> - A View	<b>Know Your Role Model</b> - A Search

### Exhibit Design

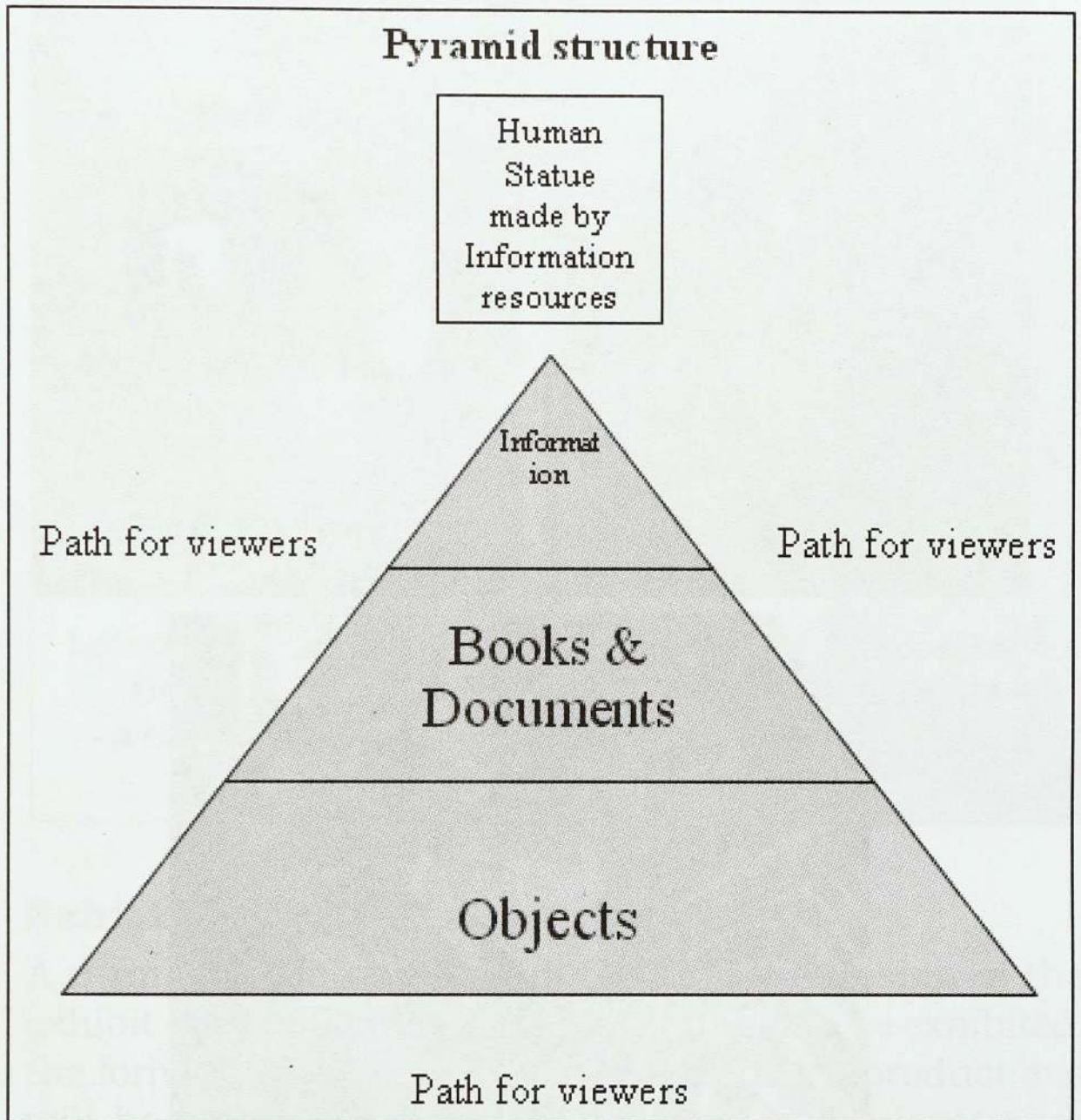
A number of factors will determine the design of the exhibit, including the amount of material to be exhibited, the format of the items exhibited, whether reproductions will be used and of course, budget considerations. However, some basic design considerations can make any exhibit appealing and informative.

### Basic Design Considerations

An exhibit is successful when it combines the physical (objects displayed) and the intellectual (the interpretation of the object). How the items are displayed also has an effect on the viewer

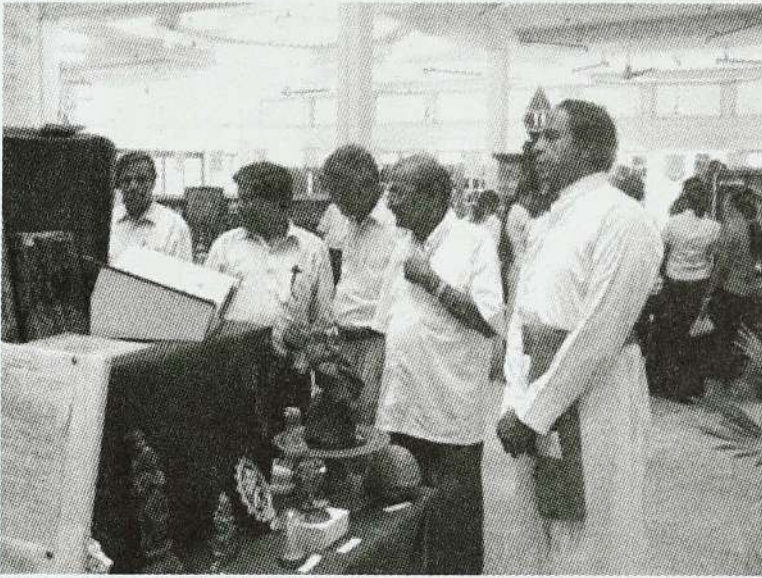


### 3 D Library- A Model Layout

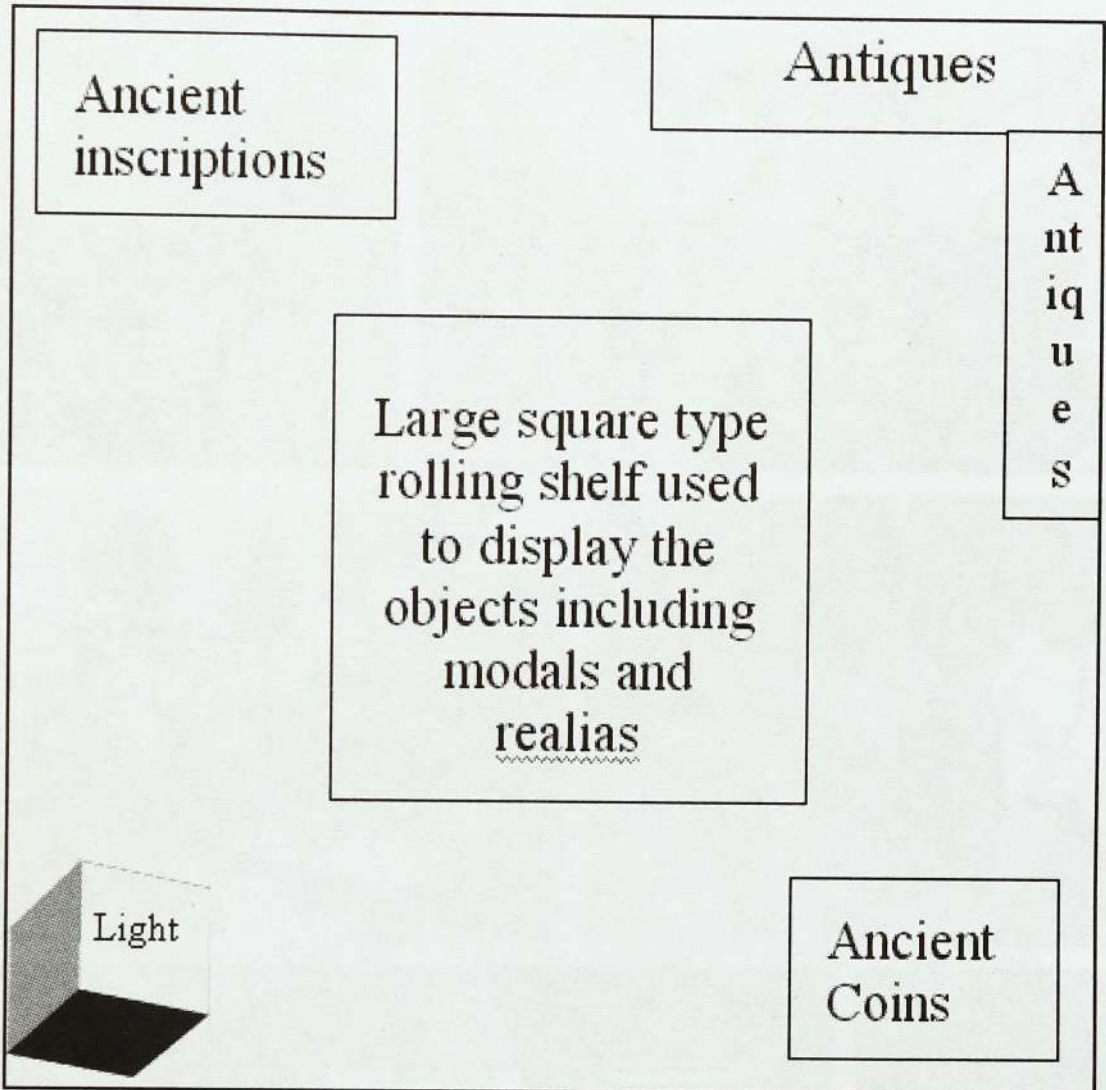


The World of Objects - A Tour	World Best Ten Photographs - A Listing	Where You Are - A Test	Take Care of Us - A Practical
Here We Are - A Sample	World of Serials - A Collection	3D Library - A Model	Entrance
Let's Go and Find - A Guide	Our Best Corner - A Face	Importance of the Day - A View	Know Your Role Model - A Search

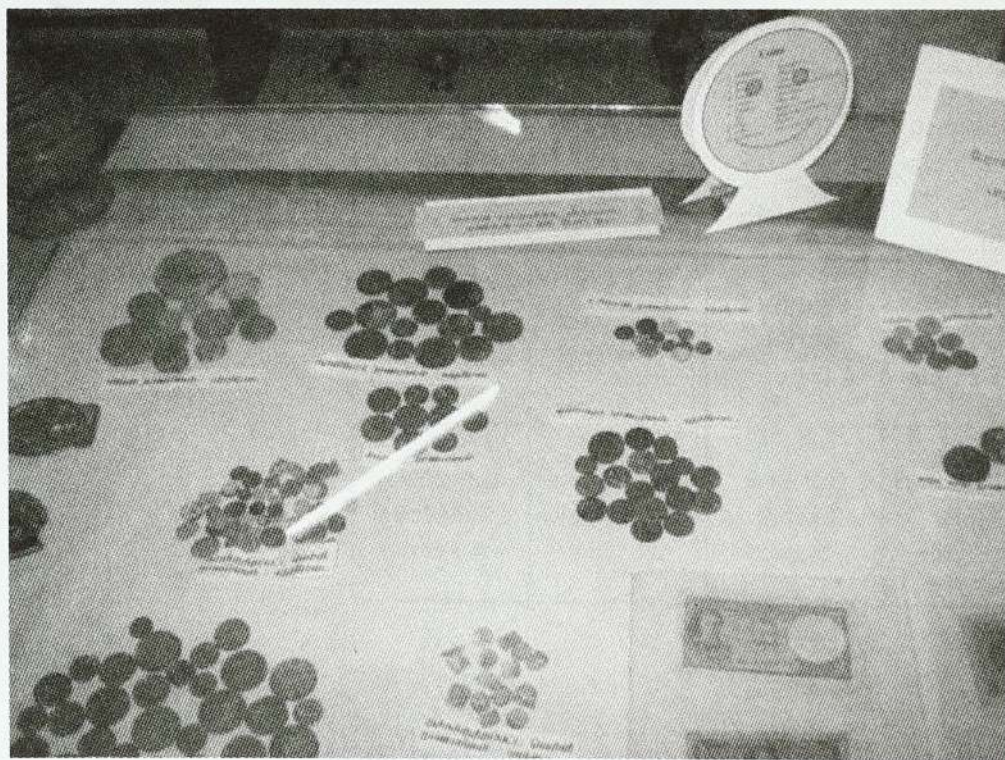
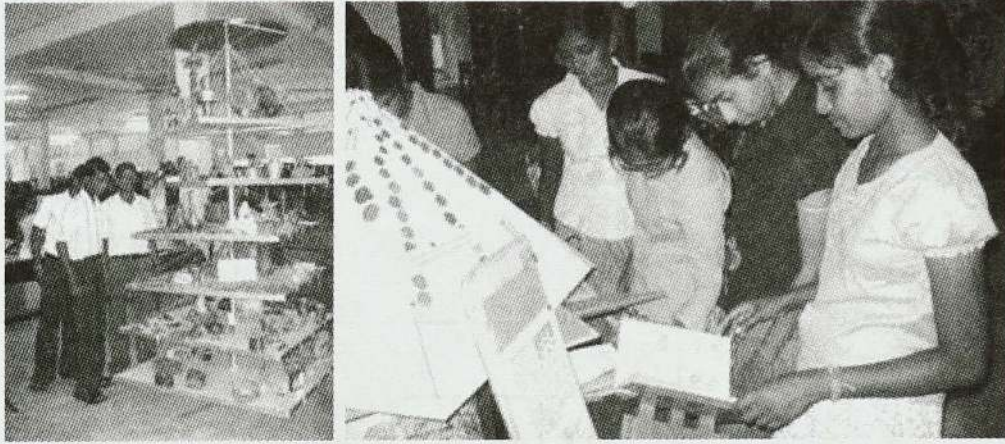




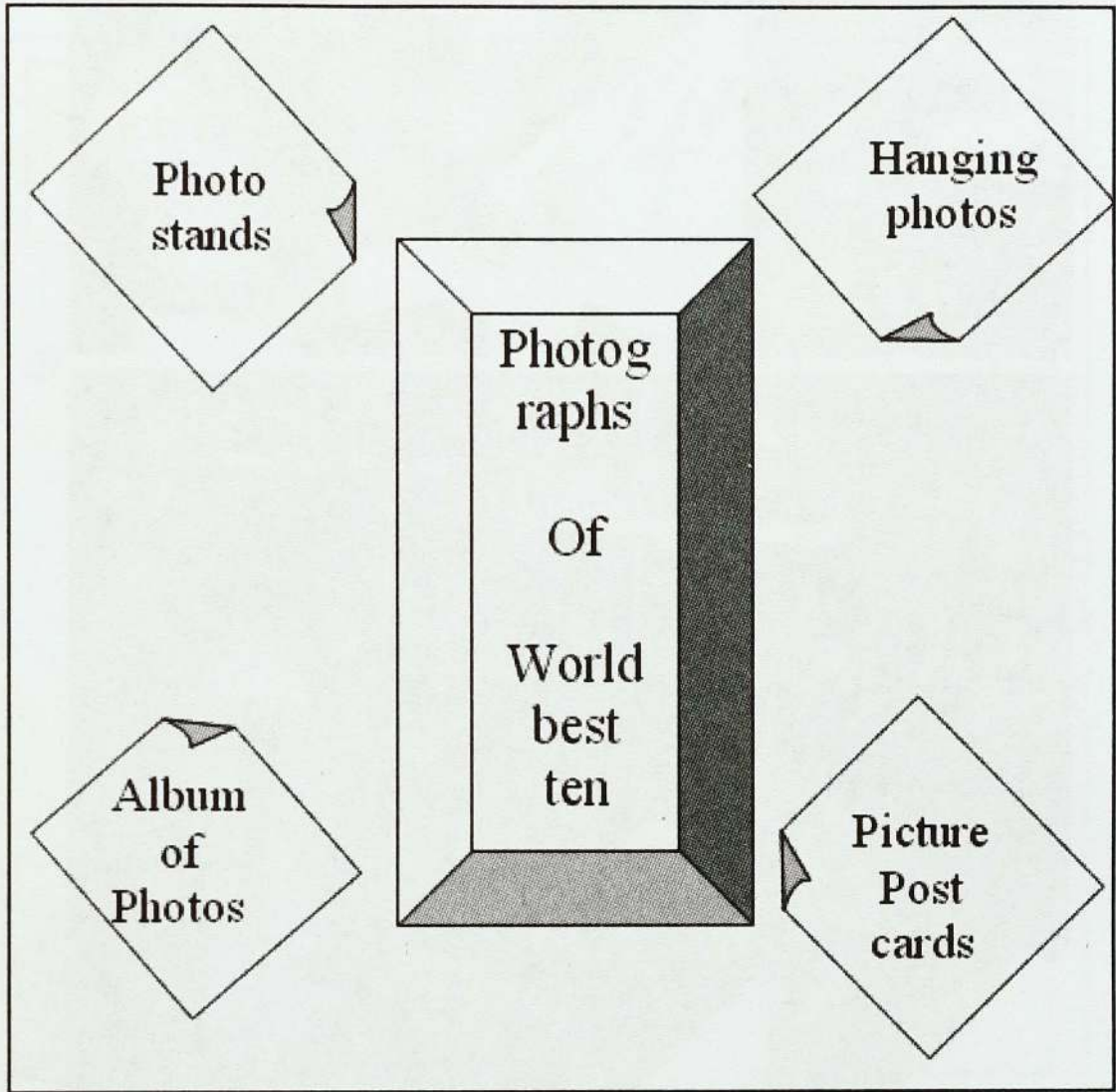
# The World of Objects – A Tour Layout



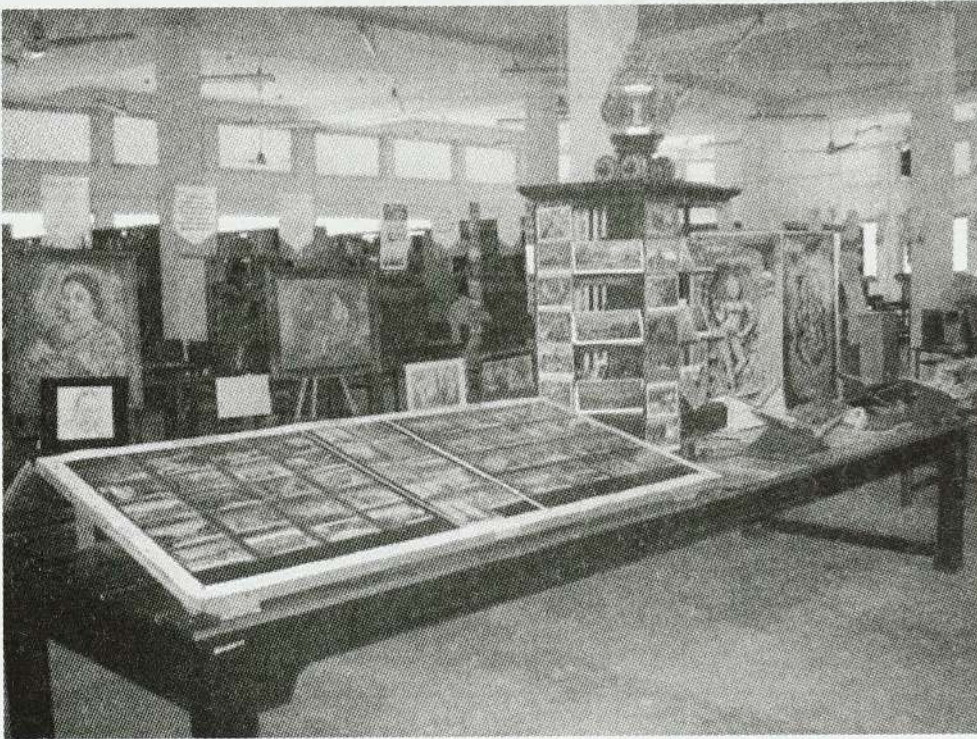
<b>The World of Objects</b> - A Tour	<b>World Best Ten Photographs</b> - A Listing	<b>Where You Are</b> - A Test	<b>Take Care of Us</b> - A Practical
<b>Here We Are</b> - A Sample	<b>World of Serials</b> - A Collection	<b>3D Library</b> - A Model	<b>Entrance</b>
<b>Let's Go and Find</b> - A Guide	<b>Our Best Corner</b> - A Face	<b>Importance of the Day</b> - A View	<b>Know Your Role Model</b> - A Search



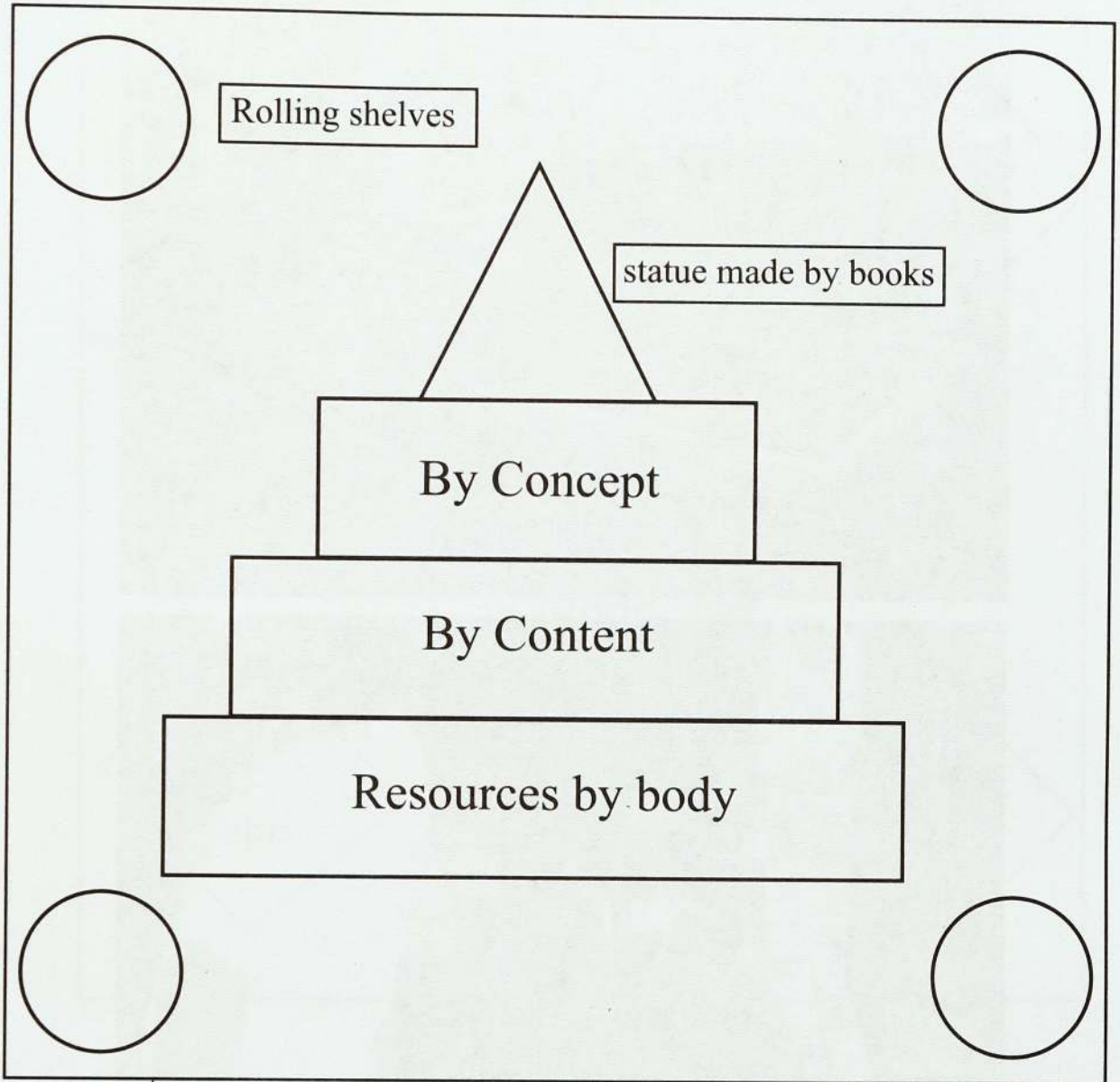
# World's Best Images – A Listing Layout



The World of Objects - A Tour	<b>World Best Ten Photographs</b> - A Listing	Where You Are - A Test	Take Care of Us - A Practical
Here We Are - A Sample	World of Serials - A Collection	3D Library - A Model	Entrance
Let's Go and Find - A Guide	Our Best Corner - A Face	Importance of the Day - A View	Know Your Role Model - A Search



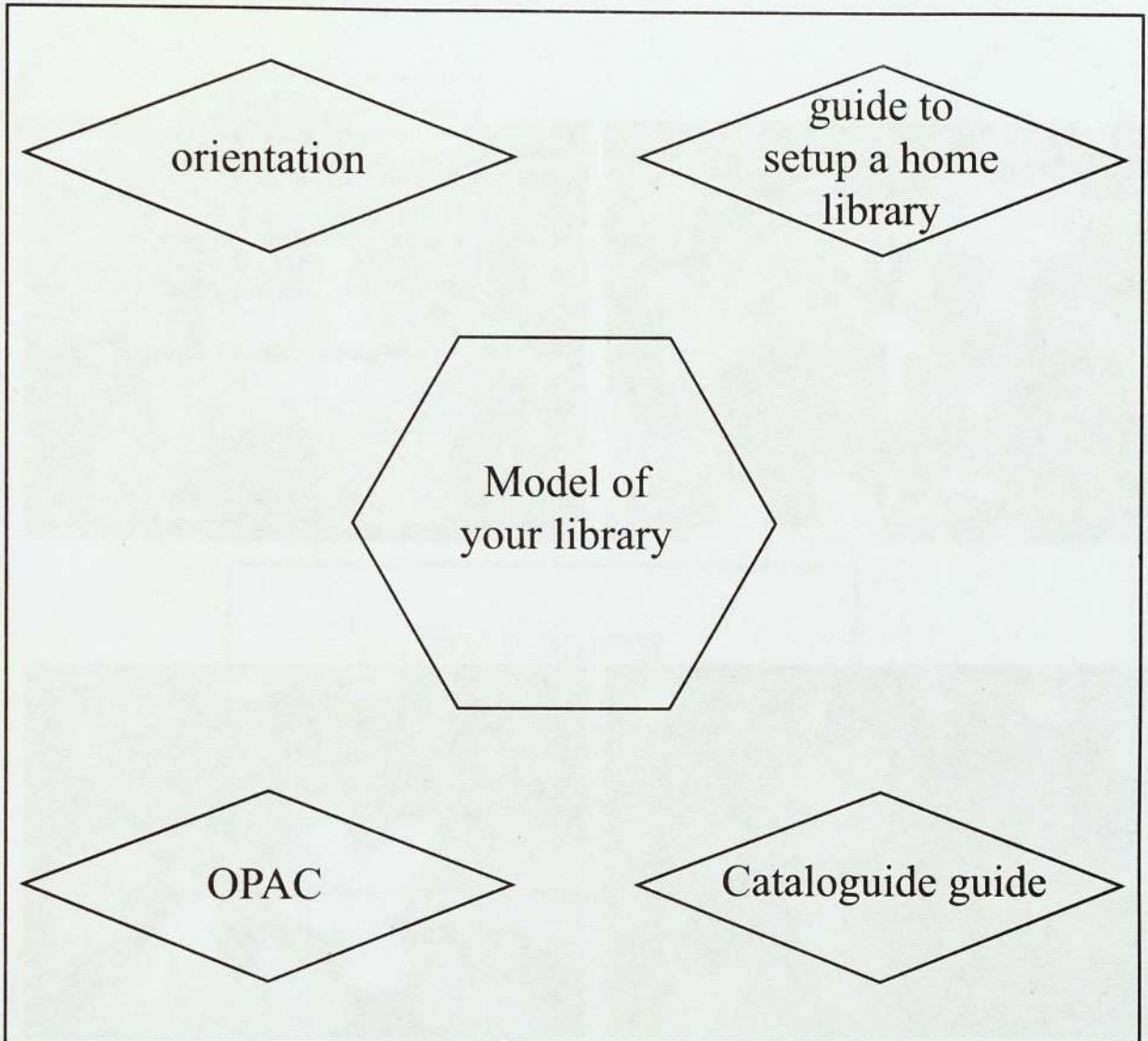
## Here We Are - A Sample Layout



The World of Objects - A Tour	World Best Ten Photographs - A Listing	Where You Are - A Test	Take Care of Us - A Practical
<b>Here We Are</b> - A Sample	World of Serials - A Collection	3D Library - A Model	Entrance
Let's Go and Find - A Guide	Our Best Corner - A Face	Importance of the Day - A View	Know Your Role Model - A Search



## Where You Are – A Test Layout



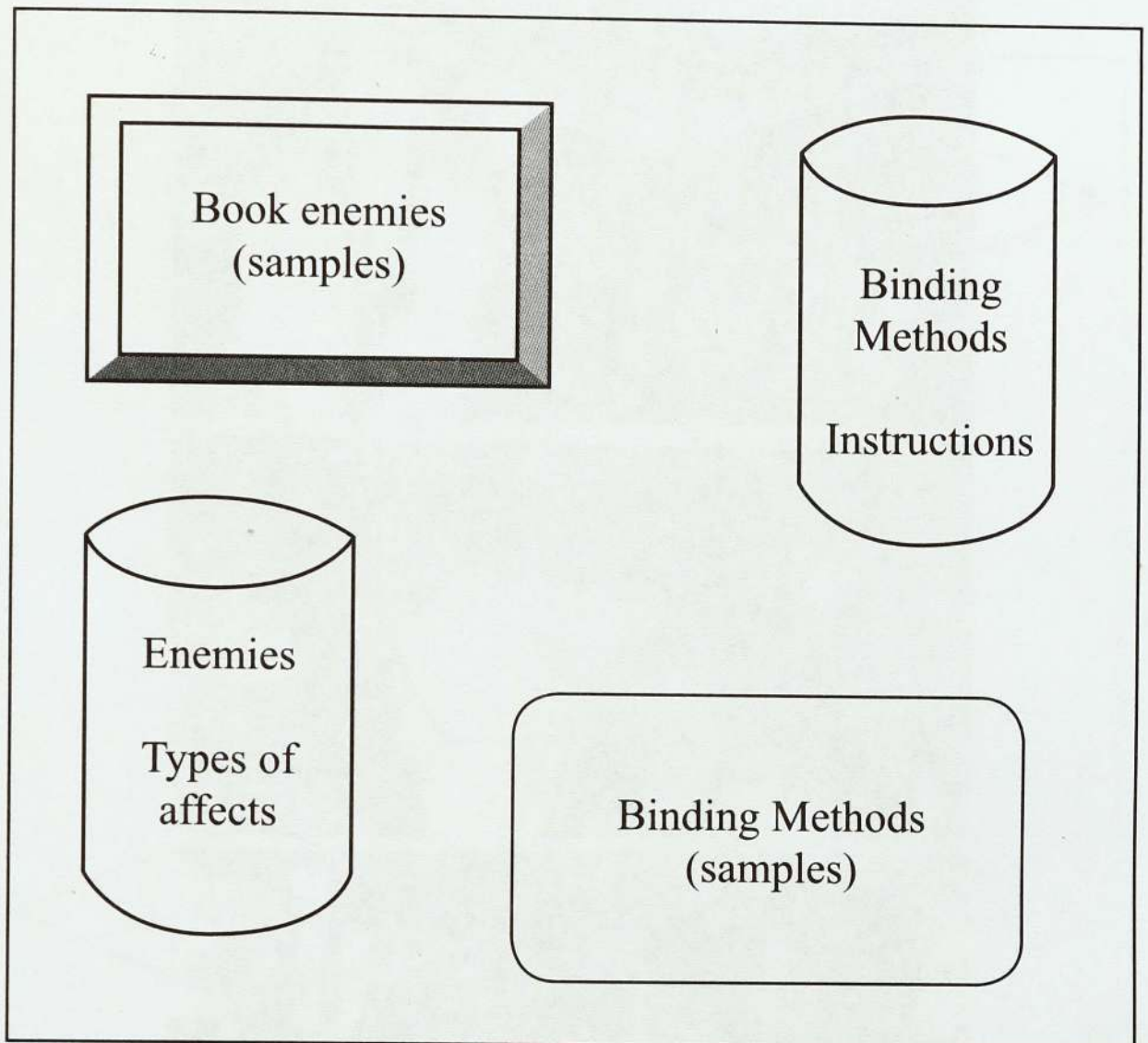
The World of Objects - A Tour	World Best Ten Photographs - A Listing	Where You Are - A Test	Take Care of Us - A Practical
Here We Are - A Sample	World of Serials - A Collection	3D Library - A Model	Entrance
Let's Go and Find - A Guide	Our Best Corner - A Face	Importance of the Day - A View	Know Your Role Model - A Search



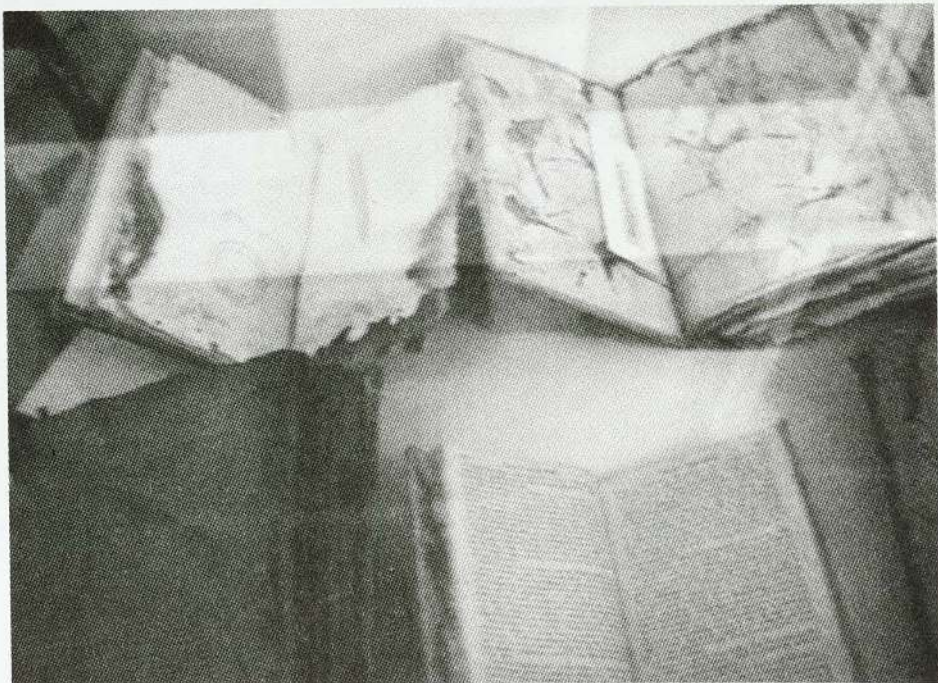


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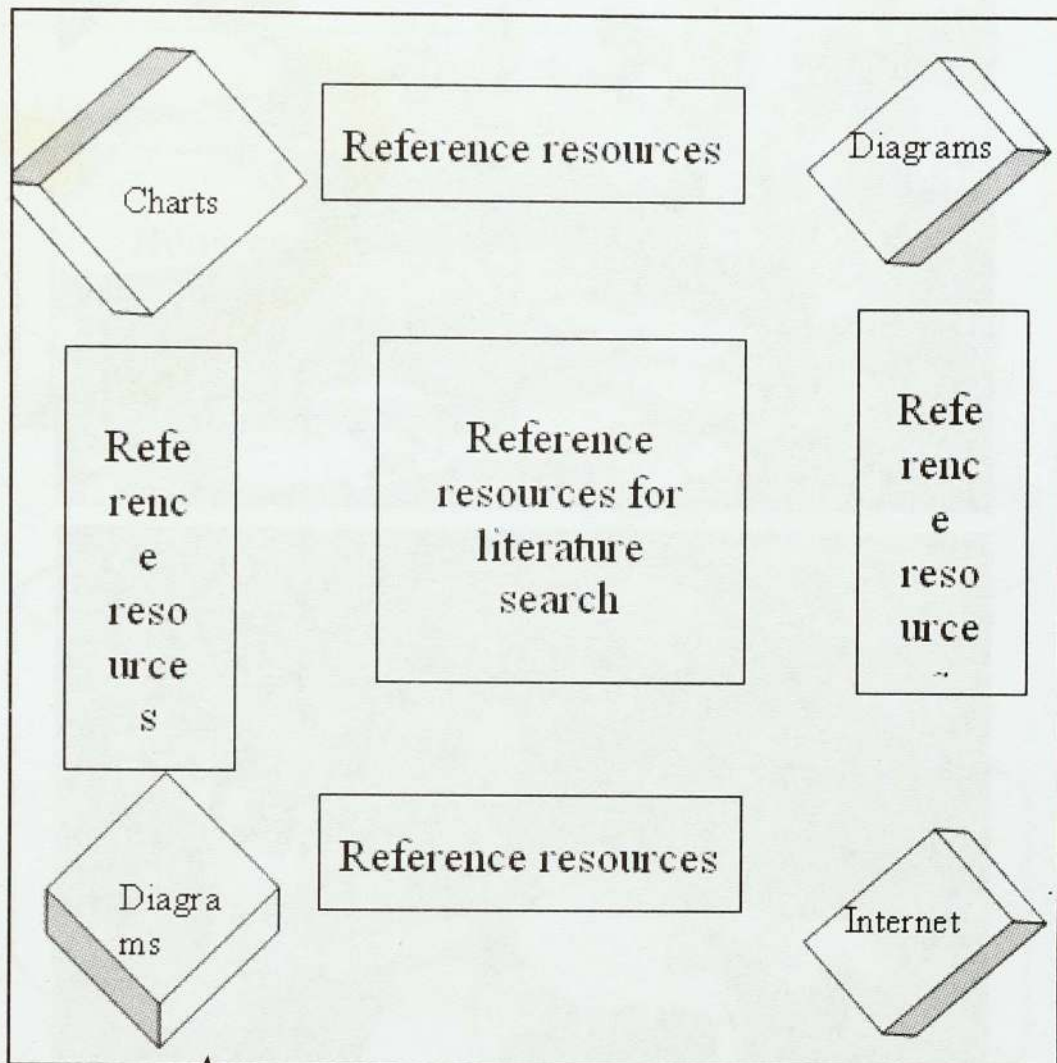
## Take Care of Us – A Practical Layout



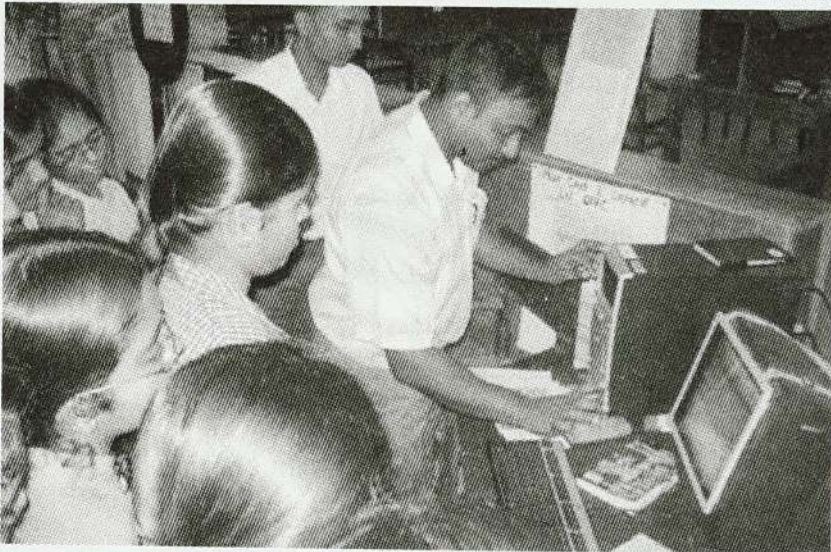
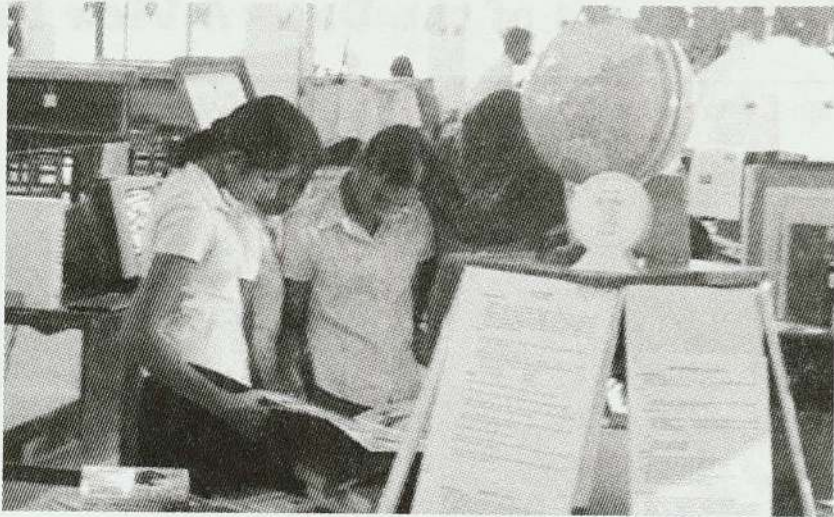
The World of Objects - A Tour	World Best Ten Photographs - A Listing	Where You Are - A Test	Take Care of Us - A Practical
Here We Are - A Sample	World of Serials - A Collection	3D Library - A Model	Entrance
Let's Go and Find - A Guide	Our Best Corner - A Face	Importance of the Day - A View	Know Your Role Model - A Search



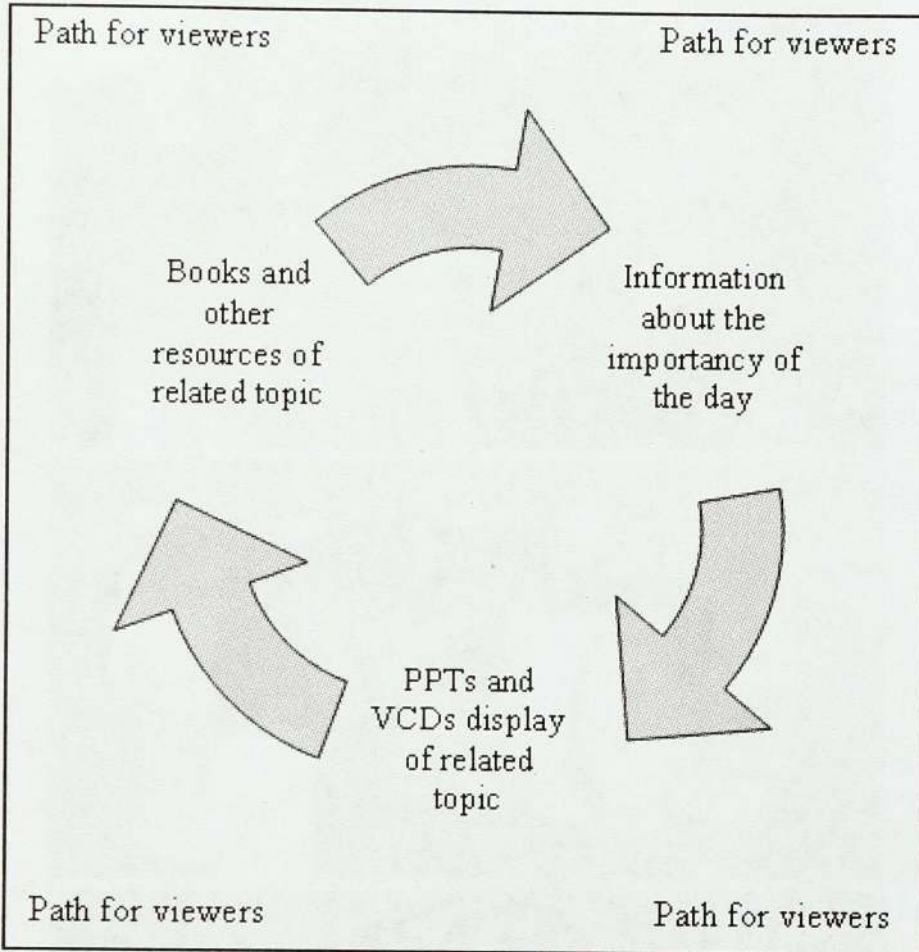
## Let's Go and Find – A Trial Layout



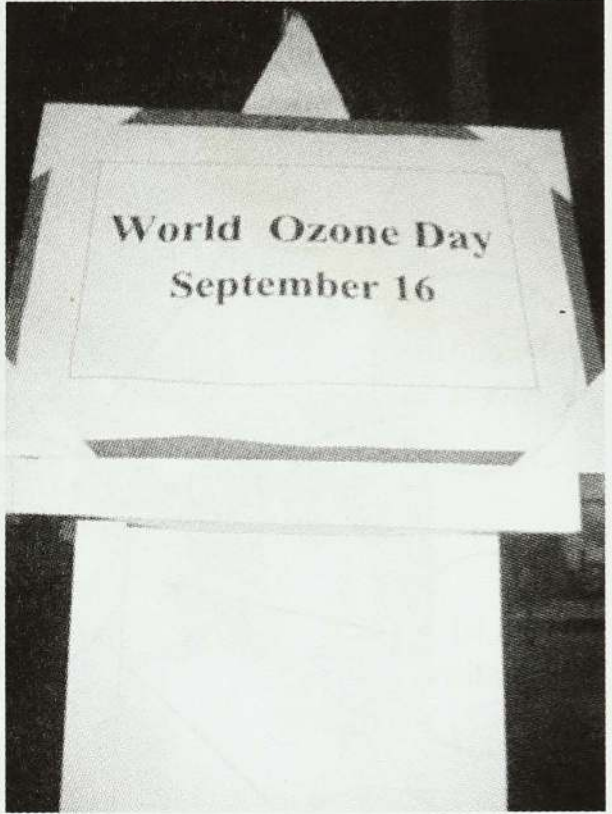
The World of Objects - A Tour	World Best Ten Photographs - A Listing	Where You Are - A Test	Take Care of Us - A Practical
Here We Are - A Sample	World of Serials - A Collection	3D Library - A Model	Entrance
Let's Go and Find - A Guide	Our Best Corner - A Face	Importance of the Day - A View	Know Your Role Model - A Search



# Important Events of the Day - A View Layout

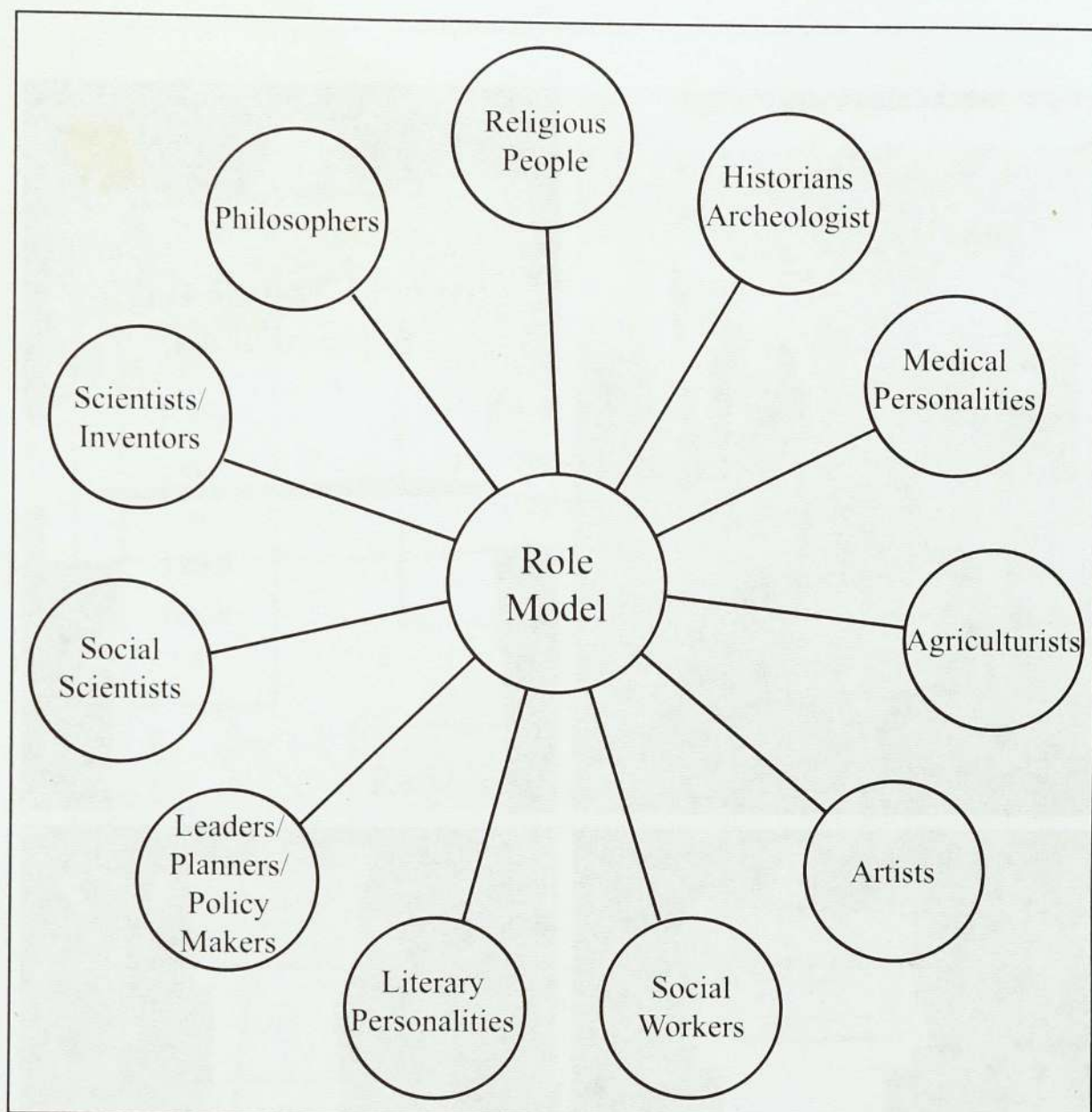


<b>The World of Objects</b> - A Tour	<b>World Best Ten Photographs</b> - A Listing	<b>Where You Are</b> - A Test	<b>Take Care of Us</b> - A Practical
<b>Here We Are</b> - A Sample	<b>World of Serials</b> - A Collection	<b>3D Library</b> - A Model	<b>Entrance</b>
<b>Let's Go and Find</b> - A Guide	<b>Our Best Corner</b> - A Face	<b>Importance of the Day</b> - A View	<b>Know Your Role Model</b> - A Search



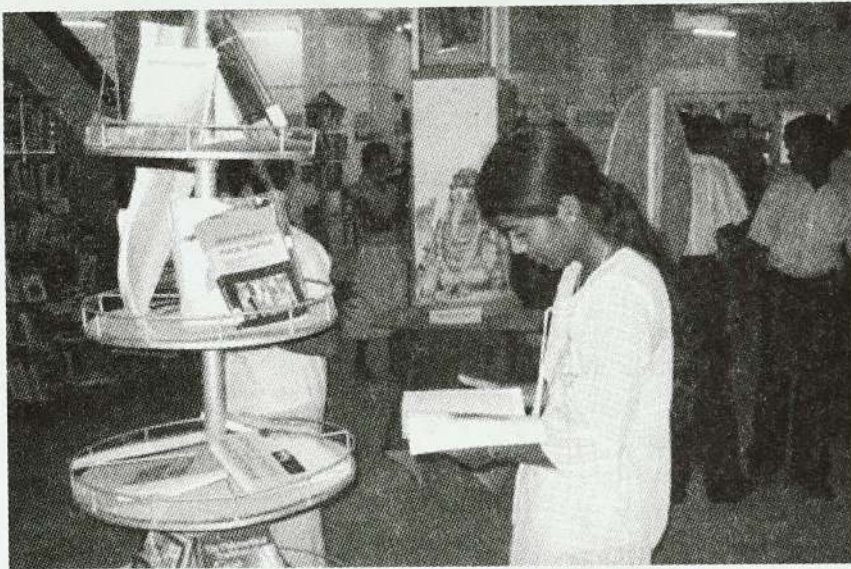
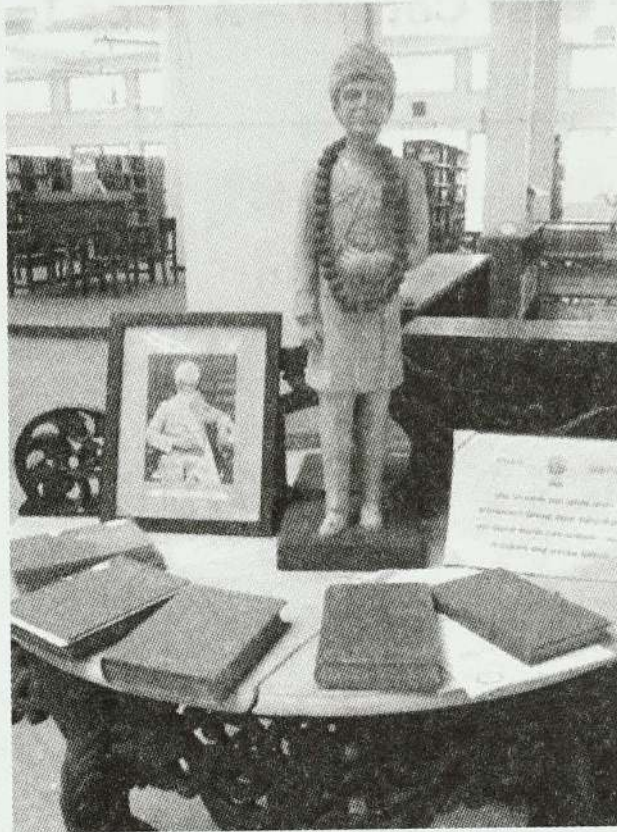
PUBLIC LIBRARY  
JAFNA

## Know Your Role Model - A Search Layout

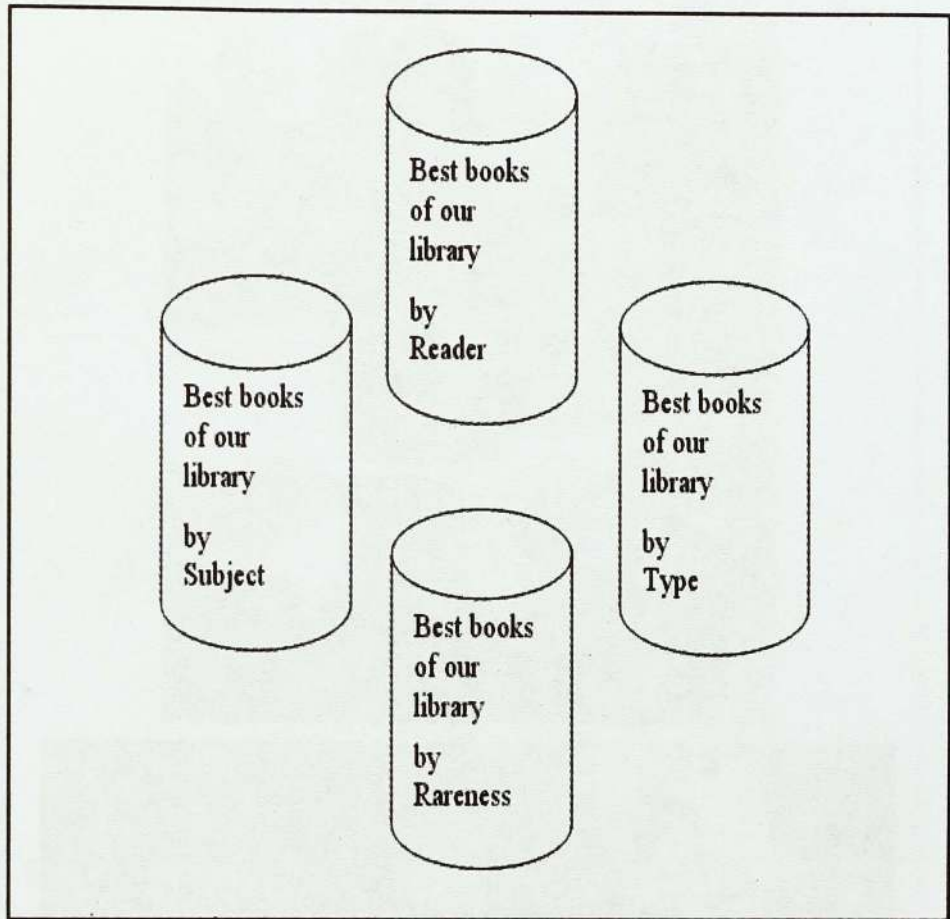


The World of Objects - A Tour	World Best Ten Photographs - A Listing	Where You Are - A Test	Take Care of Us - A Practical
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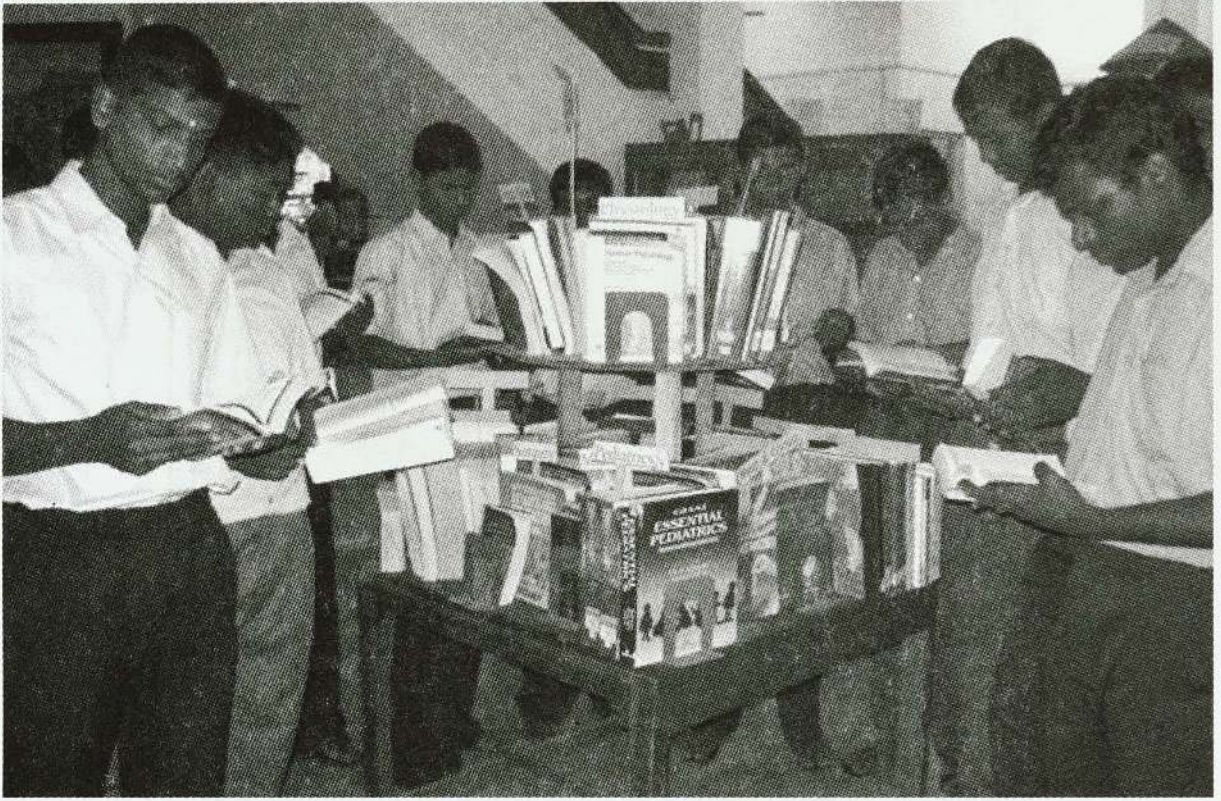




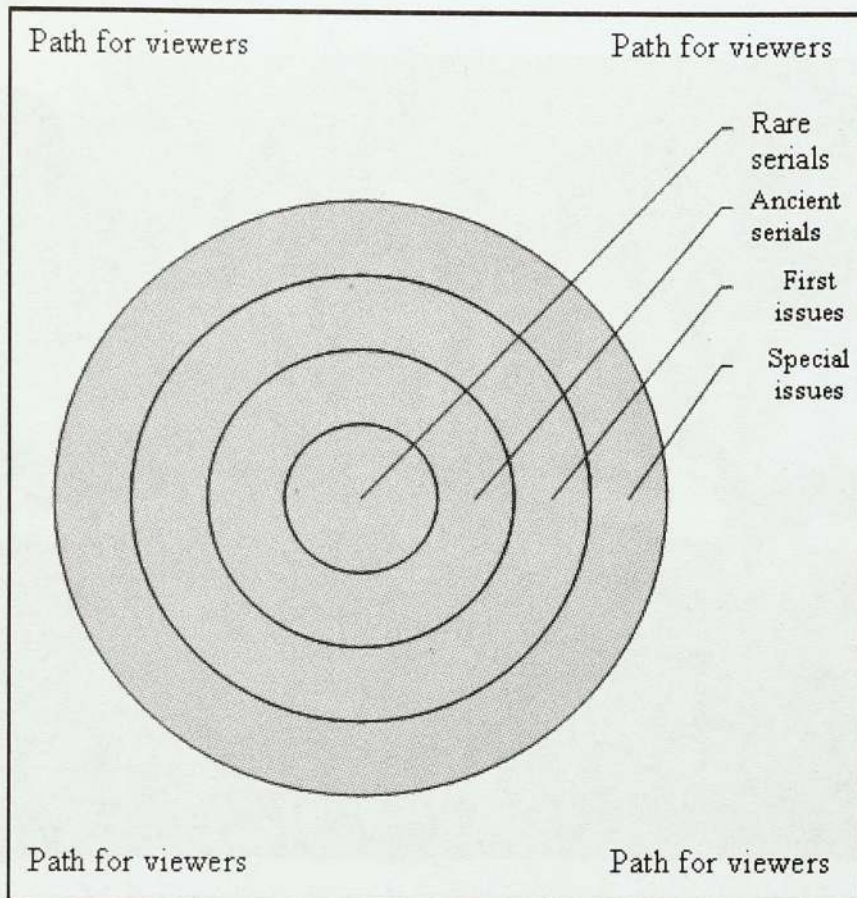
## Our Best Corner – A Face Layout



The World of Objects - A Tour	World Best Ten Photographs - A Listing	Where You Are - A Test	Take Care of Us - A Practical
Here We Are - A Sample	World of Serials - A Collection	3D Library - A Model	Entrance
Let's Go and Find - A Guide	<b>Our Best Corner - A Face</b>	Importance of the Day - A View	Know Your Role Model - A Search



# The World of Serial – a Collection Layout



<b>The World of Objects</b> - A Tour	<b>World Best Ten Photographs</b> - A Listing	<b>Where You Are</b> - A Test	<b>Take Care of Us</b> - A Practical
<b>Here We Are</b> - A Sample	<b>World of Serials</b> - A Collection	<b>3D Library</b> - A Model	<b>Entrance</b>
<b>Let's Go and Find</b> - A Guide	<b>Our Best Corner</b> - A Face	<b>Importance of the Day</b> - A View	<b>Know Your Role Model</b> - A Search



## Implementation Set Up

- Any library can introduce and adapt this programme.
- Small space which could be the attraction for readers is well enough to conduct each aspect of this programme separately. This may be either the corner of a reference section or centre of the section. Even a corner of the class room is useful to implement this. The topic of the 3D display could be made once a week based on the curriculum.
- The fact that the objects will be produced for each and every subject must be realized. At the same time it will be very difficult to collect the objects which are given up by the society.
- Picture oriented display will be of more help in place of objects to attract the readers. Subjects like literature and philosophy in the field of humanity have very less opportunity for the objects. In this case picture oriented materials will be more helpful.
- Every library should establish storage for the objects. One glass front cabinet will be enough for a small school library. The collection of objects could be used to form an art gallery and preserved in the centre of the school.

## **Achievements & Outcomes**

The student who is an independent learner is information literate and

- pursues information related to personal interests.
- appreciates literature and other creative expressions of information.
- strives for excellence in information seeking and knowledge generation.
- recognizes the importance of information to a democratic society.
- practices ethical behaviour in regard to information and information technology.
- participates effectively in groups to pursue and generate information

## **Achievements**

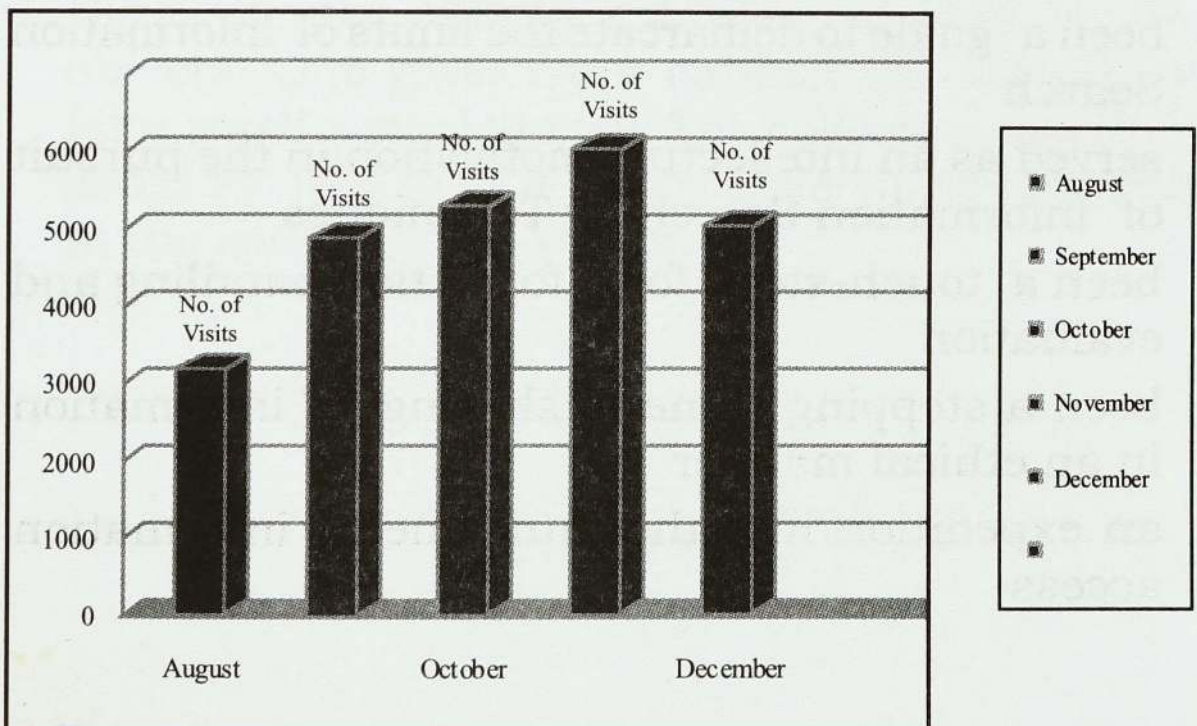
This innovative programme has

- paved the way for an introductory phase to the broad field of Information Universe
- been a guide to demarcate the limits of Information Search
- served as an intellectual motivation in the pursuit of Information Searching Techniques
- been a touch-stone for information handling and evaluation
- been a stepping stone to sharing of information in an ethical manner
- an expedition into the multi media information access

The following are the notable outputs of this project

- Remarkable increase in number of visits of readers.
- According to the opinion book and feedback form most of the viewers were attracted by 3DL in a positive manner and they felt their IL was also enriched by this concept.
- Moral support of the departments to develop such kinds of service.
- Appreciation and collaboration of departments to continue the service to improve the Information Literacy of their students by providing related images and objects of their subject.
- Development of library awareness at society level through the requested visits of the schools
- Re- origination of documentation culture among the reader society

As a total view, feedbacks of the viewers have shown the effectiveness of such service and the emerging need to spread the idea all over the country.





## **Feed Back Mechanism Tool**

### **'Scripts of Thoughts'**

A record book with the name "Scripts of Thoughts" is placed at the exit way of this exhibition in each area to find out the viewers' opinions and their valuable suggestions for the successful achievement of this wonderful event.

## Thoughts from Academics

### 'Path to Knowledge'

University of Jaffna (05-10-2008)

- எங்கள் பல்கலைக்கழகத்து மாணவர்- ஆசிரியர்- ஏனைய சமூகத்தினரிடையே வாசிப்புப் பண்பாட்டை மேம்படுத்தும் பெறுமதியான முயற்சி. மனித நாகரிகத்தின் வளர்ச்சிப் படிகளை அறிவின் வழி நாம் கண்ட மேன்மைகளை அழகாய் சித்தரிக்கும் இந்தக் கண்காட்சி ஒழுங்கமைப்பு பாராட்டுதற்குரியது. மனிதப் பண்பாட்டின் வேர்களை அறிந்து விழுதுகளை உரமாக்கும் இந்தப் பணியில் உழைத்த நூலகருக்கும் அவரோடு இணைந்து இந்த ஆக்க முயற்சியில் துணையான அத்தனைபேருக்கும் என் எல்லையில்லாத அன்பு வாழ்த்துக்கள்.

(It is a valuable effort to promote the reading habit among students, teachers and other members of society. The layout and the arrangement of this exhibition which beautifully describes the developmental stages of human civilization, the excellence we see through the knowledge is appreciable. My best wishes go to the librarian and to (the support given by) all who worked hard in this mission to find the roots of human culture and strengthen the aerial root)

- *Prof.N. Shanmugalingam, Vice-Chancellor, University of Jaffna (2008-2011)*

- The exhibition is very informative and well arranged on the basis of scribed evidences. This collection of materials should be placed as permanent at this location.

- *Prof. S.Krishnarajah. Dean/Faculty of Arts, University of Jaffna*

- நூலகம் என்பது நூல்களை வைத்திருப்பதற்கும் கேட்போருக்கு இரவல் வழங்கவும் என்னும் கருத்தை மாற்றி நூலகம் சிந்தனை விருத்திக்கும் அறிவியல் வளர்ச்சிக்கும் உந்துசக்தியாகவும் விளங்கமுடியும் என்பதை இக்கண்காட்சி புலப்படுத்துகிறது.

(This exhibition changes the concept that the library is a place for keeping books and lending to borrowers and makes known that the library can be a force for inducement for the development of thoughts and scientific development.

- *Dr.K.Sivapalan, Dean Faculty of Medicine, University of Jaffna.*

- 'Thought into reality'. A Library does this wonderful exhibition exhibiting all sorts of information, ideas, novelty and lively materials. Simply superb. First time in the history of library- I am proud of 'you' – Best wishes

- *Dr.G.Mihunthan, Faculty of Agriculture, University of Jaffna*

- The main library has made constructive and comprehensive as well as impressive initiatives after a long gap. Well done!. Please go on having all setbacks, uprightness, labour, dedication etc. Never let man down. I wish better fortune for our library.

- *Prof. A.V. Manivasagar, University of Jaffna*

- I was delighted to see the informative exhibition of the Jaffna University Library. It will arouse the interest of the students to study the primary sources in doing research. My heartiest congratulations to the librarian Ms. S.Arulanantham.

- *Fr.S. Jebanesan, Former Bishop, Jaffna College*

- நல்ல முயற்சி, பயனுள்ள வேலை, நீண்டகாலத்திற்குரிய முறையில் பேணுக.

(Good effort, useful work. keep this as permanent here for a long period.)

- *M.Sripathi, Member of the Council, University of Jaffna*

- கண்கள் கண்டதைவிட சிந்தனை தூண்டப்பட்டது. இது போன்ற முயற்சிகளால் மாணவர், இளம் சமூகம் தமது சிந்தனை ஆற்றலை உபயோகிக்கட்டும். மெருகூட்டட்டும். போற்றத்தக்க வேண்டிய முயற்சி

- *S.Kalaichelvan, Sarva Integrated & Pvt Ltd. Colombo*

- மாணவர்கள் கற்கும் இடம் வகுப்பறை மட்டுமல்ல நூலகமும் கூட. நூலகம் கற்குமிடமல்ல. கற்பிக்கும் இடமாக மாற்றப்பட்டுள்ளது. மிகவும் பாராட்டத்தக்க முயற்சி நூலகர் செயல்திறம் மிக்கவர். மேன்மேலும் புதுமைகளைச் செய்வார் என்பதற்கு 3னு நூலகம் ஒரு சான்று.

(The place of learning of students is not only the class room but the library too. This library is not a place for studying this has been changed into a place for teaching. Very appreciable effort. The librarian is active. This 3D library is an evidence that she will make so many innovative efforts in future).

- *Bagthavathsala Barathy, TamilNadu, India*

- The exhibition is arranged with informative as well as aesthetic senses. My best wishes to the librarian and the staff to go forward in their task of integrating the knowledge resources along with the

academics. Congratulations to you for organizing the exhibition with limited resources.

- *V.Kandeepan, Registrar, University of Jaffna*

### **'Presence of Information Resources'**

#### **Chunnakam Public Library (30-10-2010)**

- This exhibition has changed the concept from that the library is a place for reading to that the library is a tool for creating new information . The arrangement is well structured.

- *S.Sivananthan, Teacher, Skandavarothaya College,*

### **'World of Knowledge'**

#### **Karainagar Dr.Thiyagarajah M.V (15-02-2011).**

- எந்தவொரு நிகழ்வுக்கும் மூன்று படிிகள் உண்டு என்பதையும் பல அரிய கருத்துக்களையும் அறிய முடிந்ததுடன் பண்டைய பொருட்கள் பலவற்றையும் காணமுடிந்தது.

- *Principal, Yarlton College*

### **'World of Knowledge' ,**

#### **Madduvil Kamalasan M.V ( 15-06-2011)**

- கண்காட்சி சிந்தனையைத் தூண்டுவதாகவும் சிறப்பான ஒழுங்கமைப்புடையதாகவும் பயனுறுதி மிக்கதாகவும் காணப்பட்டது. பாராட்டுகள் உரித்தாகுக.

- *K. Premakanthan, Zonal Director of Education, Thenmaradchy*

## Thoughts from Students

- After seeing this exhibition, I really don't believe that such knowledgeable and skillful interest groups are among us.

- *K.Kamalaraj, University of Jaffna*

- Lots of thanks for arranging this kind of exhibition. I have collected some interesting and useful catch words from the great genius of the world....

- *P.Lavanya, Dept. of English and Linguistics*

- Great wishes to the librarian. You have done wonderful changes in the library so far. The new set up of the library is very good. The exhibition which is held is very impressive, creative and excellent.

- *R.Selva, 3rd year, Faculty of Management*

- It is very useful for all students and users. It may give more information and technology to teachers and students.

- *Idaikkuruchi Subramania Vidyalayam, Varani*

- இன்றைய நவீன காலகட்டத்தில் சீரழிந்து செல்லும் மாணவர்களுக்கு ஓர் தெளிவினையும், கல்வியின் மகிமையையும், சிறப்பையும், கல்வியில் ஆர்வத்தையும் ஏற்படுத்தும் ஓர் பாரம்பரிய பொக்கிசமாகவும்'. . எம் வாழ்வில் நீங்கா ஒரு பொக்கிஷம் இது என்றால் மிகையாகாது.

- *ஏ.எல் மாணவர்கள், புகழ் கல்வி நிலையம்*

- It was really nice. An appreciable effort to inspire not only children but also youngsters and adults to enhance the habit of reading and learning.  
- Ms.S. Vinotha/Chunnakam
- 3D முப்பரிமாண குறியீட்டு விளக்கம் மிகவும் வரவேற்கத்தக்கது. இவ்வாறான சிறப்பம்சம் பொருந்திய நூல்களை சேதப்படுத்தும் வழிமுறைகளில் மனிதர்களின் தலையீடு மிகவும் வேதனையாக இருந்தது. நிச்சயமாக இக்கண்காட்சி மூலம் பலவற்றை அறிகிறார்களேயோ இல்லையோ நூல்களை மாணவர்கள் சேதப்படுத்த மாட்டார்கள்.  
- K.Tajeswary, Sociology
- ஒரு வேளை நான் இங்கு வந்திருக்காவிட்டால்? ஒரு கலைக்களஞ்சியத்தை நிச்சியமாக காணும் சந்தர்ப்பத்தை இழந்திருப்பேன். தமிழர் பாரம்பரியத்தை பறைசாற்றும் உன்னதமான கலைப்படைப்புகள் யாவும் உள்ளங்கைக்குள் காட்சிப்படுத்தப்பட்டிருக்கிறது. பலவற்றை முதன்முதல் என் வாழ்க்கையில் தரிசித்தேன். மனநிறைவுகொள்ள வேறென்ன வேண்டும். ஆனாலும் எதையோ இங்கு எழுதாமல் செல்கிறேன். வார்த்தைகள் இல்லாமல். உண்மையில் உங்கள் தொடுகை என்னை உறுத்துகிறது.  
- ச.லக்ஷ்மிகாந்தன், மாணவன், ஊடக வளங்கள் பயிற்சி நிலையம், யாழ். பல்கலைக்கழகம்

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It was really nice. An experience, other to inspire  
not only children but also for the very adults  
to explore the beauty of nature and learning.

3D printing was used to create the  
models of the structures and the  
designs of the buildings. The  
students were able to see the  
structures in a different way.

The students were able to see the  
structures in a different way. The  
designs of the buildings were  
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# Path to Knowledge

## Arulanantham Srikanthaluxmy



Arulanantham Srikanthaluxmi: Academic Librarian of University of Jaffna, Sri Lanka, is a graduate in Economics from University of Jaffna, Sri Lanka. She got postgraduate degree in Library and Information Science in Madurai Kamaraj University, Tamil Nadu.

She further specialized in the field of documentation and Information Science from Documentation Research and Training Centre (DRTC), Indian Statistical Institute, Bangalore, India which is the one and only research Institute founded by S.R.Ranganathan, the father of Eastern librarianship.

She joined as assistant Librarian in University of Jaffna in 1989 and at present is the Acting Librarian, University of Jaffna. She is the founder of 'Foundation for Library Awareness, a non-profit organization shortly named as FOLA, working at grassroots level. She actively involves in enhancing reading habits of children at village level as well as in school level by organizing exhibition for students and the public, organizing workshop for public librarians and Teacher Librarians. She is the author of *Library Classification: Manual for Librarians* (2005), *Thesaurus Construction, Maintenance and Use* (2005), *Alphabetic-Classified Glossary of Technical Terms in Library and Information Science* (2006), *Research Papers in Library and Information Science* (2008), *Managing Information Resources* (2009), *Information Resources and Services* (2010), *Library Development: A Practical Approach* (2010), *Encyclopedic Dictionary of Library and Information Science* (2010) and *New faces of Librarianship in Northern Sri Lanka* (2010).



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