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The Statements made or opinions expressed in the Sri Lanka Library Association Review do not necessarily reflect the views of the Council or a Committee of the SLLA unless expressly stated.

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ආරම්භය :

1960 දශකයේ ආරම්භයේම පුස්තකාල සංගමයේ ආරම්භය ද සිදුවිය. මෙරට පුස්තකාල වෘත්තීයට සංගමයක අවශ්‍යතාවය ගැන කලක් තිස්සේ ඉදිරිපත් කරනු ලැබූ යෝජනා සැලකිල්ලට ගනිමින් එවකට සංස්කෘතික කටයුතු පිළිබඳ වැඩබලන අධ්‍යක්ෂ වරයා වූ ඇම්. ජේ. පෙරේරා මහතා එවකට සිටි පුස්තකාලයාධිපතිවරුන් අතලොස්ස රාජකීය විද්‍යාලයට කැඳවීය. එම රැස්වීමේදී පුස්තකාල සංගමයක් ආරම්භ කිරීමට තීරණය කර ඒ සඳහා ව්‍යවස්ථා මාලාවක් සකස් කිරීම සඳහා කමිටුවක් පත් කරන ලදී. එම කමිටුවේ සභාපති හා ලේකම් වශයෙන් ලංකා විශ්ව විද්‍යාලයේ පුස්තකාලයාධිපති වූ එස්. සී. බ්ලොක් හා ලංකා විද්‍යාත්මක හා කාර්මික පර්යේෂණ ආයතනයේ පුස්තකාලයාධිපති වූ ඩී. මහාලිංගම් යන මහතන් අනුපිලිවෙලින් පත් විය. ඔවුන් විසින් සැකසූ ව්‍යවස්ථා මාලාව 1960 අගෝස්තු 28 වන දින ලංකා විද්‍යාත්මක හා කාර්මික පර්යේෂණ ආයතනයේදී පැවති ප්‍රථම මහා සභා රැස්වීමේදී සම්මත විය. එහිදී පුස්තකාල සංගමයේ ප්‍රථම සභාපති හා ලේකම් වශයෙන් එස්. සී. බ්ලොක් සහ ඩී. මහාලිංගම් යන මහතන් ඒකච්ඡන්දයෙන් පත්කර ගන්නා ලදී. විසි දෙනෙකුගෙන් යුත් විධායක කමිටුවක්ද පත් කරගනු ලැබීය.

සංස්ථාගත කිරීම :

1960 අගෝස්තු 28 දින ඇරඹුණ පුස්තකාල සංගමය නොපමාව සිය ආරම්භක පරමාර්ථ ඉටු කිරීමට පටන් ගන්නා ලදී. ආරම්භක සාමාජිකයින් සංගමය නීතිගත කිරීමට උනන්දු වූහ. ඒ අනුව සංගමය නීතිගත කිරීමේ කෙටුම්පත 1970 වර්ෂයේ දෙවරක් හා 1972 වර්ෂයේ දීද පාර්ලිමේන්තුවට ඉදිරිපත් කර ඒකච්ඡන්දයෙන් සම්මත වුවද පාර්ලිමේන්තුව විසුරුවා හැරීම, සාමාජවාදී ජන රජයක් බවට පත්වීම ආදී හේතූන් නිසා පනතක් බවට පත්වීමට වූ අවස්ථාවන් මග හැරුණි. 1973 දී නැවත වරක් ඉදිරිපත් කරන ලද කෙටුම්පත අවසානයේදී 1974 ජුනි 27 වන දින පනතක් බවට පත්විය.

සංගමයේ අගනා කාර්යයන් හා සේවාවන් අවබෝධ කරගත් ඒ.සී.එස්. හමිඩ්, සී.එන්. මැහිවි, බර්නාඩ් සොයිසා, සුමනපාල දහනායක, එන්. එම්. පෙරේරා සහ මෛත්‍රීපාල සේනානායක වැනි පාර්ලිමේන්තු මැති ඇමතිවරුන් සංගමය සංස්ථාගත කිරීමේ පනතට නොමද සහයෝගයක් දුන්හ.

පරමාර්ථ :

- ශ්‍රී ලංකාවේ පුස්තකාල සේවා පිහිටුවීම, ව්‍යාප්ත කිරීම හා දියුණු කිරීම, වෘත්තීය ප්‍රමිතීන් ස්ථාපනය කිරීම;
- ග්‍රන්ථ විද්‍යාත්මක ප්‍රශ්න හා පුස්තකාලවලට බලපාන කරුණු සාකච්ඡා කිරීම සඳහා සම්මේලන හා රැස්වීම් පැවැත්වීමෙන් පුස්තකාල කටයුතු වල නිරත වූ හෝ ඒවා කෙරෙහි උනන්දුවක් දක්වන සියල්ලන් එක් කිරීම;
- පුස්තකාලයාධිපති වෘත්තීයෙහි යෙදී සිටින සාමාජිකයන්ගේ යහපත , ශුභ සිද්ධිය, අයිතිවාසිකම් හා වරප්‍රසාද අපේක්ෂා කිරීම සහ වර්ධනය කිරීම;
- පුස්තකාලයාධිපතිවරුන් පුහුණු කිරීම හා පුස්තකාලයාධිපතිත්වය පිළිබඳ වෘත්තීය විභාග පවත්වා ප්‍රවීණත්වය පිළිබඳ සහතික නිකුත් කිරීම;
- ශ්‍රී ලංකාවේ පුස්තකාල අතර වඩාත් කිට්ටු සමායෝජනය හා සහයෝගය වර්ධනය කිරීම;
- ග්‍රන්ථ විද්‍යාව පිළිබඳ අධ්‍යයනය හා පර්යේෂණ ද, වෘත්තීය පොත්පත් පළ කිරීමද, වර්ධනය කිරීම හා ඒවාට ධෛර්ය දීම;
- වෘත්තීය පොත්පත් එකතු කොට පුස්තකාලයක් පවත්වාගෙන යෑම;
- ශ්‍රී ලංකාව තුළ හා ඉන් බැහැර අධ්‍යාපනය හා සංස්කෘතිය වර්ධනය කිරීමෙහි ලා උනන්දුවක් දක්වන පුස්තකාල සංගම් සහ අන් සංවිධාන සමග සහයෝගයෙන් ක්‍රියා කිරීම;

සහ
ඉහත සඳහන් පරමාර්ථ මුදුන් පමුණුවා ගැනීමට අනුෂාංගික වූ හෝ හිතකර වූ අන් සියළු කටයුතු කිරීම.

පාලන සංවිධානය :

ඉහත සඳහන් කල පරමාර්ථ ක්‍රියාත්මක කිරීම සඳහා මැනවින් සංවිධානය කරන ලද පාලන පද්ධතියක් ඇත. පුස්තකාල සංගමයේ පාලක මණ්ඩලය වනුයේ පාලක සභාවයි. එයට සහාය වීමට විධායක කමිටුවක් ඇත .

පාලක සභාව

පාලක සභාව පහත සඳහන් නිලධාරීන්ගෙන් සමන්විත වේ.

සභාපති

පෙර වසරේ සිටි සභාපති

උප සභාපතිවරු දෙදෙනා

ප්‍රධාන ලේකම්

උප ලේකම්

භාණ්ඩාගාරික

අධ්‍යාපන නිලධාරී

ප්‍රකාශන නිලධාරී

එක් එක් වෘත්තීය කණ්ඩායමකින් තෝරා ගත් නියෝජිතයන්

එක් එක් ප්‍රාදේශීය ශාඛාවකින් තෝරාගත් නියෝජිතයන්

පාලක සභාව විසින් තෝරා ගන්නා සාමාජිකයන් දෙදෙනෙක්.

පාලක සභාවේ නිලධාරීන් වාර්ෂික මහාසභාවේදී තෝරා පත්කර ගනු ලැබේ.

පාලක සභාවේ ප්‍රධාන කාර්යයන් වනුයේ,

අවශ්‍ය ස්ථාවර කමිටු හා අනු කමිටු සංස්ථාපනය කිරීම, නීති පැනවීම සංශෝධනය හා වෙනස් කිරීම, පොදු මුද්‍රාව නිශ්චය කිරීම, වාර්ෂික වාර්තාව හා මුදල් ඇස්තමේන්තු කටයුතු, විශේෂ හා වාර්ෂික මහ සභා රැස්වීම් කැඳවීම, අධි සාමාජිකත්ව හා ආශ්‍රය සාමාජිකත්ව ප්‍රදානය කිරීම, සාමාජිකයන්ගේ විනය කටයුතු, වේතන ලබන නිලධාරීන්ගේ තනතුරු වැටුප් සේවා නියමයන් නිශ්චය කිරීම, ශිෂ්‍යත්ව ප්‍රදානය හා ඒ සඳහා විශේෂ අරමුදල් ඇති කිරීම, පොද්ගලික ආයතන මගින් පවත්වන පුස්තකාල පාඨමාලා පිළිගැනීම හා ඒවා සම්බන්ධව උපදෙස් දීම, අධ්‍යාපන කටයුතු සඳහා ගෙවිය යුතු මුදල්, සාමාජික ගාස්තු නිශ්චය කිරීම, වෘත්තීය කණ්ඩායම් හා ප්‍රාදේශීය කණ්ඩායම් පිහිටුවීම ආදියයි.

විධායක කමිටුව:

සංගමයේ ප්‍රධාන විධායක මණ්ඩලය විධායක කමිටුව වේ.

එහි නිලධාරීන් වනුයේ,

සභාපති

උප සභාපතිවරු දෙදෙනා

ප්‍රධාන ලේකම්

උප ප්‍රධාන ලේකම්

භාණ්ඩාගාරික

අධ්‍යාපන නිලධාරී

ප්‍රකාශන නිලධාරී සහ

පාලක සභාව විසින් තෝරාගනු ලබන සාමාජිකයන් සිව් දෙනෙක්

විධායක කමිටුවේ කාර්යයන් වනුයේ,

සංගමයේ දේපල හා අරමුදල් පිළිබඳ කාර්යයන්, පොදු මුද්‍රාවේ ආරක්ෂාව හා භාවිතය පිළිබඳ කටයුතු , වැටුප් ලබන නිලධාරීන්ගේ පරිපාලනය, වාර්ෂික වාර්තාව සහ මුදල් ඇස්තමේන්තු සැකසීම, සංගමයේ කාර්යයන්ට අවශ්‍ය ගොඩනැගිලි, දැව භාණ්ඩ හා උපකරණ සැපයීම සංගමය වෙනුවෙන් ගිවිසුම් ඇති කිරීම, පරමාර්ථ වර්ධනය සඳහා සම්මේලන පැවැත්වීම හා ඒ පිළිබඳ පරිපාලන කටයුතු, ප්‍රදර්ශන දේශන සංවිධානය, නව සාමාජිකයන් ලියාපදිංචි කිරීම, සාමාජිකයන්ගේ විනය කටයුතු , ශිෂ්‍යත්ව ප්‍රදානය ආදියයි.

කමිටු :

සංගමයට අයත් කාර්යයන් කාර්යක්ෂමව ඉටු කිරීම සඳහා පහත සඳහන් කමිටු පිහිටුවා ඇත .
ඒවා වනුයේ,

- අධ්‍යාපන කමිටුව
- විෂයමාලා සංවර්ධන කමිටුව
- විඥාපන තාක්ෂණ කමිටුව
- පර්යේෂණ හා ප්‍රකාශන කමිටුව
- ජ්‍යාතන්තර සහයෝගිතා කමිටුව
- අඛණ්ඩ වෘත්තීය සංවර්ධන කමිටුව
- කාර්යාල කළමනාකරන හා මුදල් කමිටුව
- පුස්තකාල කමිටුව
- විභාග මණ්ඩලය
- අධිසාමාජිකත්ව මණ්ඩලය

වෘත්තීය කණ්ඩායම්

විවිධ පුස්තකාල ක්ෂේත්‍රයන්හි අභිවෘද්ධිය සඳහා කටයුතු කිරීමට වෘත්තීය කණ්ඩායම් සංවිධානය කර ඇත . ඒවායෙහි සාමාජිකයන් වනුයේ ඒ ඒ පුස්තකාල ක්ෂේත්‍රයන්හි සේවය කරන වෘත්තිකයන් වේ. ඒවා වනුයේ,

- මහජන පුස්තකාල කණ්ඩායම
- පාසැල් පුස්තකාල කණ්ඩායම
- විශේෂ පුස්තකාල කණ්ඩායම
- විශ්ව විද්‍යාල පුස්තකාල කණ්ඩායම
- රජයේ පුස්තකාල කණ්ඩායම

ප්‍රාදේශීය නියෝජනය

පුස්තකාල ක්ෂේත්‍රය ප්‍රාදේශීය වශයෙන් වර්ධනය කිරීම සඳහා ප්‍රාදේශීය කණ්ඩායම් පිහිටුවා ඇත . ඒවා වනුයේ,

- ඛස්නාහිර පළාත් කණ්ඩායම
- මධ්‍යම පළාත් කණ්ඩායම
- උතුරු පළාත් කණ්ඩායම

උතුරු මැද පළාත් කණ්ඩායම
නැගෙනහිර පළාත් කණ්ඩායම
සබරගමුව පළාත් කණ්ඩායම
දකුණු පළාත් කණ්ඩායම

සාමාජිකත්වය

ශ්‍රී ලංකා පුස්තකාල සංගමයේ දැනට සාමාජිකයන් 390 ක් ඇත . සංගමයෙහි පුස්තකාල විද්‍යා හා විඥාපන විද්‍යා ඩිප්ලෝමා පාඨමාලාවෙහි 2 අදියර II කොටස හෝ ඊට සමාන පරීක්ෂණයන් සමත්වීම සාමාජිකත්වය සඳහා අවශ්‍ය සුදුසුකම වේ. සාමාජිකත්වය පෞද්ගලික හා ආයතනික වශයෙන් ප්‍රධාන වර්ග දෙකකි. වර්තමානයේදී පෞද්ගලික සාමාජිකයන් සඳහා වාර්ෂික සාමාජික ගාස්තුව වනුයේ රුපියල් තුන්සියයකි. ඔවුන්ට රුපියල් තුන්දහසක් ගෙවීමෙන් යාවජීව සාමාජිකත්වය ලබාගත හැක. වාර්ෂිකව රුපියල් දහසක මුදලක් ආයතන සාමාජිකත්වය ලබාගැනීමට ගෙවිය යුතුය.

ආශ්‍රය සාමාජිකත්වය

ආශ්‍රය සාමාජිකත්වයට අවශ්‍ය නියමයන් වනුයේ ශ්‍රී ලංකා පුස්තකාල සංගමය මගින් පවත්වනු ලබන පුස්තකාල හා විඥාපන විද්‍යා ඩිප්ලෝමා පාඨමාලාවෙහි 2 අදියර II කොටස හෝ එයට සමාන පරීක්ෂණයක් සමත්වීම හා පිළිගත් පුස්තකාලයක හෝ තොරතුරු මධ්‍යස්ථානයක වසර තුනක සේවා පලපුරුද්ද වේ. මෙයින් එක් වසරක සේවය අවසාන පරීක්ෂණය සමත්වීමෙන් පසුව වෘත්තීය සුදුසුකම් ලත් පුස්තකාලයාධිපතිවරයෙකු යටතේ සිදුවිය යුතුය. මේ සඳහා අදාල සුදුසුකම් ඇති සාමාජිකයන් අයදුම් කළ යුතු අතර ඔවුන්ට ආශ්‍රය සාමාජිකත්වය ප්‍රදානය කරනු ලබන්නේ ආශ්‍රය සාමාජිකත්ව කමිටුව විසින් පවත්වනු ලබන සම්මුඛ පරීක්ෂණයකින් පසුවය.

අධි සාමාජිකත්වය

අධි සාමාජිකත්වය සඳහා ආශ්‍රය සාමාජිකත්වය හෝ ශ්‍රී ලංකා පුස්තකාල සංගමය පිළිගත් එයට සමාන සුදුසුකම්, ශ්‍රී ලංකා පුස්තකාල සංගමය අනුමත කරන ලද ආයතනයක පස් අවුරුදු වෘත්තීය සේවාවක් සහ වෘත්තීය සේවාව සඳහා ලබාගත් පිළිගැනීම පිළිබඳව ලේඛනමය සාධක තිබිය යුතුය. අයදුම්කරුවන් තෝරා ගැනීම සඳහා කමිටුව පරීක්ෂණයක් පවත්වනු ලැබේ.

ගරු අධි සාමාජිකත්වය

ගරු අධි සාමාජිකත්වය ප්‍රදානය කරනු ලබනුයේ ශ්‍රී ලංකාවේ පුස්තකාල හා තොරතුරු සේවාවට අති විශේෂ සේවාවක් ඉටුකළ සංගමයේ සාමාජිකයින් හෝ සාමාජිකයින් නොවන විද්වතුන්ට වේ.

අධ්‍යාපනය:

ශ්‍රී ලංකා පුස්තකාල ක්ෂේත්‍රය සඳහා අවශ්‍ය මානව සම්පත් වර්ධනය කිරීම සඳහා සංගමය ආරම්භයේ සිටම ප්‍රමුඛස්ථානයක් දෙන ලදී.

පුස්තකාලයාධිපතිවරුන් පුහුණු කිරීම හා පුස්තකාල විෂය පිළිබඳ වෘත්තීය විභාග පවත්වා ප්‍රවීණත්වය පිළිබඳ සහතික නිකුත් කිරීම ශ්‍රී ලංකා පුස්තකාල සංගමයේ ප්‍රධාන පරමාර්ථයකි.

මේ පරමාර්ථය ඉටු කිරීම සඳහා සංගමය මගින් අධ්‍යාපනික හා පුහුණු වැඩසටහන් සංවිධානය කර ඇත පුස්තකාල හා විඥාපන විද්‍යා විෂය ක්ෂේත්‍රය පිළිබඳව විද්‍යාත්මක අවබෝධයක් දීම සහ එම අවබෝධය ක්‍රියාත්මක කිරීම සඳහා ප්‍රායෝගිකව පුහුණු කිරීම ප්‍රධාන අරමුණයි.

අධ්‍යාපනයේ ආරම්භය

1960 අගෝස්තු මස ආරම්භ කරන ලද සංගමය මගින් පුස්තකාල විද්‍යා පාඨමාලා පැවැත්වීම 1961 ආරම්භ කරන ලදී. ප්‍රථම පාඨමාලාව ඉංග්‍රීසි මාධ්‍යයෙන් කොළඹදී ආරම්භ විය. 1966 දී මධ්‍ය පාඨමාලාව ආරම්භ විය. 1967 දී ප්‍රථම පාඨමාලාවද 1970 දී මධ්‍ය පාඨමාලාවද සිංහල මාධ්‍යයෙන් ආරම්භ විය. 1963දී යාපනය සහ මහනුවර මධ්‍යස්ථානයන්හි ඉංග්‍රීසි මාධ්‍යයෙන් පාඨමාලාව ආරම්භ විය. ප්‍රථම වරට 1972 දී යාපනයේ දෙමළ මාධ්‍යයෙන් පාඨමාලාව ආරම්භ විය. 1972 දී ඉංග්‍රීසි මාධ්‍යයෙන් අවසාන පාඨමාලාව කොළඹදී ආරම්භ විය. මෙලෙස ආරම්භ කර නොකඩවා පවත්වන පාඨමාලාවන්හි වර්තමාන තත්වය පහත දැක්වේ.

පවත්වනු ලබන පාඨමාලාවන් :

පුස්තකාල හා විඥාපන විද්‍යා ඩිප්ලෝමා පාඨමාලාව

ශ්‍රී ලංකා පුස්තකාල සංගමය මගින් පවත්වන ප්‍රධාන පාඨමාලාව වනුයේ මෙයයි. මෙම පාඨමාලාව වසර තුනක පාඨමාලාවකි. ආරම්භයේදී ප්‍රථම පාඨමාලාව, මධ්‍ය පාඨමාලාව, අවසාන පාඨමාලාව යනුවෙන් හැඳින්වූ පාඨමාලාවන් තුන වර්තමානයේදී නම් කර ඇත්තේ පහත සඳහන් පරිදිය.

- පුස්තකාල හා විඥාපන විද්‍යා ඩිප්ලෝමා පාඨමාලාව I අදියර
- පුස්තකාල හා විඥාපන විද්‍යා ඩිප්ලෝමා පාඨමාලාව 2 අදියර I කොටස
- පුස්තකාල හා විඥාපන විද්‍යා ඩිප්ලෝමා පාඨමාලාව 2 අදියර II කොටස යනුවෙනි.

මාධ්‍ය : සිංහල, දෙමළ හා ඉංග්‍රීසි මාධ්‍යයන්ගෙන් පාඨමාලා පවත්වනු ලැබේ.

මධ්‍යස්ථාන : කොළඹ, මහනුවර හා ගාල්ල මධ්‍යස්ථානයන්හි දැනට පාඨමාලා පවත්වනු ලබන අතර 2002 වසරෙහිදී I අදියර පාඨමාලාව මඩකලපුවේදී ආරම්භ කරන ලදී. එසේම මෙම පාඨමාලාව 2002 වසරෙහි යාපනයෙහි ආරම්භ කිරීමට බලාපොරොත්තු වේ.

ප්‍රායෝගික පුහුණුව : පිළිගත් පුස්තකාල සේවාවන්හි නිරත නොවන ශිෂ්‍යයින්ට සති දෙකක ප්‍රායෝගික පුහුණුවක් දෙනු ලැබේ. මෙම පුහුණුව සම්පූර්ණ කරනු නොලැබුවන්ට පරීක්ෂණයට පෙනී සිටීමට ඉඩ දෙනු නොලැබේ.

පරීක්ෂණ : ඒ ඒ පාඨමාලාව සඳහා වර්ෂාවසානයේ පරීක්ෂණයක් පවත්වනු ලැබේ. එක් එක් විෂය පිළිබඳ මුළු දේශන සංඛ්‍යාවෙන් 75% ක පැමිණීම නොමැති සිසුන්ට පරීක්ෂණයට පෙනී සිටීමට අවසර දෙනු නොලැබේ. සෑම පරීක්ෂණයක් ම ලිඛිත හා ප්‍රායෝගික වශයෙන් දෙකොටසකින් සමන්විතය. ලිඛිත පරීක්ෂණයේ ලකුණු සහ සෑම විෂයයක් පිළිබඳව ලබාදී ඇති පැවරුම් වල ලකුණුද එකතු කර විභාගය සඳහා ලකුණු

ලබාදේ. ප්‍රායෝගික කොටස වනුයේ ඒ ඒ අදියර පරීක්ෂණ සඳහා පුස්තකාල පිළිබඳ වාර්තා, ග්‍රන්ථනාමාවලි, සාහිත්‍ය ගවේශන ආදී නිබන්ධනයන් ඉදිරිපත් කළ යුතු වීමයි.

සහතික නිකුත් කිරීම : ඒ ඒ පරීක්ෂණය අවසානයේදී ප්‍රථම ලේඛනයක් නිකුත් කරනු ලැබේ. ඒ ඒ පාඨමාලාවට අදාල වාර්තාව, ග්‍රන්ථනාමාවලිය, සාහිත්‍ය ගවේශණය සමත්වීමෙන් පසුව අදාල සහතික නිකුත් කරනු ලැබේ.

පාඨමාලාව හැඳෑරීම සඳහා අවශ්‍ය මූලික සුදුසුකම්:

ඕනෑම විෂයයක් සඳහා පිළිගත් විශ්ව විද්‍යාලයකින් ලබාගත් උපාධියක් හෝ අ.පො.ස. (උ.පෙල) එකවර විෂයයන් තුනක් සඳහා සාමාර්ථය සහ අ.පො.ස. (සා.පෙල) ඉංග්‍රීසි සහ ගණිතය යන විෂයයන් සඳහා සම්මාන සාමාර්ථයන් තිබිය යුතුය. දැනට පුස්තකාල සේවයේ නියුතු අයවරුන් සඳහා සහන සැලැස්වීමක් වශයෙන් පිළිගත් පුස්තකාලයක වසර තුනකට නොඅඩු පුණීකාලින පළපුරුද්ද සමග එකවර අ.පො.ස. (සා.පෙල) විෂයයන් හයකින් (ඉංග්‍රීසි සහ ගණිතය ඇතුළුව) සමත්වීම අවශ්‍ය වේ.

අධ්‍යාපනය සඳහා දිරි ගැන්වීම :

පුස්තකාල හා විඥාපන විද්‍යා ඩිප්ලෝමා පාඨමාලාවේ පළමු අදියර හා පුස්තකාල හා විඥාපන විද්‍යා දෙවන අදියර පළමු කොටස සඳහා සියළු මාධ්‍යයගෙන් වැඩිම ලකුණු ලබාගන්නා ශිෂ්‍යයින් හට බිලොක් අනුස්මරණ ශිෂ්‍යත්ව ප්‍රදානය කරන අතර පළමු අදියරේ ලබාදිය යුතු නිබන්ධන වෙනුවෙන් වැඩිම ලකුණු ලබාගන්නා අයට තිලිණ සහ සහතික පත් ප්‍රදානය කරනු ලැබේ. එසේම ඩිප්ලෝමා පාඨමාලාවේ දෙවන අදියර දෙවන කොටස සඳහා වැඩි ලකුණු ලබාගන්නා ශිෂ්‍යයාට රන් පදක්කමක් ප්‍රදානය කරනු ලැබේ.

විෂය මාලාවන් :

පුස්තකාල හා විඥාපන ක්ෂේත්‍රයේ වෘත්තීයකට පිවිසීමකට හෝ දැනට පුස්තකාල සේවයේ නියුතු අයට දැනුම, වෘත්තීය අධ්‍යාපනය සහ පුහුණුව ලබාදීමට සැලසුම් කර ඇත . පුස්තකාල හා විඥාපන මධ්‍යස්ථානවලට අවශ්‍ය පිරිස පුහුණු කිරීම සඳහා වත්මන් හා අනාගත අවශ්‍යතා අනුව විෂය මාලාවන් සකසා ඇත. විෂය මාලාවන් කාලීන අවශ්‍යතාවයන් අනුව සංශෝධනය කරනු ලැබේ.

ආචාර්ය මණ්ඩලය :

අධ්‍යාපනික හා වෘත්තීය සුදුසුකම්ලත් පලපුරුදු ආචාර්ය මණ්ඩලයකින් සමන්විතය. ගුරුවරුන්ගේ න්‍යායාත්මක දැනීම මෙන්ම වෘත්තීය අත්දැකීම් සහ ඉගැන්වීමේ පලපුරුද්ද සලකා බලනු ලැබේ.

පුස්තකාල හා තොරතුරු සේවා ක්ෂේත්‍රයන්හි නියුක්ත වුවත් පමණක් නොව කළමනාකරණ පරිගණක ලේඛණාරක්ෂක ආදී ක්ෂේත්‍රයන්හි නියුතු විද්වතුන්ගෙන්ද ආචාර්ය මණ්ඩලය සමන්විතය.

ආචාර්ය මණ්ඩලය උනන්දු කිරීම හා ධෛර්යමත් කිරීම සඳහා සම්මේලන ඇගයීම් ආදිය වාර්ෂිකව පවත්වනු ලැබේ.

සංගමය මගින් පවත්වනු ලබන වෙනත් පාඨමාලාවන් :

පරිගණක පාඨමාලාව (Computer Course)

පුස්තකාල සඳහා පරිගණක භාවිතය හැඳින්වීමත් සමග පුස්තකාලයාධිපතිවරුන් සඳහා සති පහලොවක (15) අර්ධකාලින පරිගණක පාඨමාලාවක් 1984 දී ආරම්භ විය. දැනට මෙම පාඨමාලාව නොපැවැත්වේ.

පුස්තකාල ස්වයංක්‍රීය කරණ පාඨමාලාව (Course on Library Automation - COLA)

පරිගණක පාඨමාලාවේ වර්ධනයක් ලෙස මෙම පාඨමාලාව හැඳින්විය හැක. 1994 ආරම්භ වූ මෙම පාඨමාලාව නොකඩවා වාර්ෂිකව පවත්වනු ලැබේ.

පුස්තකාල ශිල්පී පාඨමාලාව (Library Technical Course - LTC)

ඒ ඒ දිස්ත්‍රික්කයන්හි පුස්තකාල හා තොරතුරු මධ්‍යස්ථානයන්හි සේවයේ නියුතු පුස්තකාල සහායක හා පුස්තකාල භාරකරු ආදී අර්ධ වෘත්තීය ශ්‍රේණිත්ත අයත් වූවන් පුහුණු කිරීමේ අරමුණින් සංවිධානය කරන ලදී.

1994 මිගලුව මහජන පුස්තකාලයෙහි මෙම පාඨමාලාව ආරම්භ විය. 1995 කුරුණෑගල , 1997 කලුතර, 1998 ගම්පහ ආදී මධ්‍යස්ථානයන්හි අනුපිලිවෙලින් පාඨමාලාවන් සංවිධානය කරන ලදී. මෙම පාඨමාලාව පලාත්බදුව පැවැත්වීම සඳහා සැලසුම් කර ඇත.

දුරස්ථ අධ්‍යාපන පාඨමාලාව (Distant Education Programme)

ශ්‍රී ලංකා පුස්තකාල සංගමය, ජාතික පුස්තකාල සේවා මණ්ඩලය සහ ඌව ප්‍රාදේශීය සභාව සමග සහයෝගිතාවයෙන් 1998 ඌව පලාතේ පුස්තකාල සේවයේ නියුක්ත වූවන් සඳහා තැපැල් මාර්ගික පාඨමාලාවන් පවත්වන ලදී.

දුරස්ථ අධ්‍යාපන පාඨමාලාව - මාලදිවයින DEPLIS/ADEPLIS

ශ්‍රී ලංකා පුස්තකාල සංගමයේ පාඨමාලාවන්ට ජාත්‍යන්තර වශයෙන්ද ඉල්ලුමක් ලැබී ඇත මාලදිවයිනෙන් ලැබුණු ඉල්ලීම අනුව 1995 වසරේදී ප්‍රථම වරට පාඨමාලාව ආරම්භ කරන ලදී. 1997 වසරේදී මධ්‍ය පාඨමාලාව ආරම්භ කරන ලදී. 2002 මාර්තු 17 දින අවසාන පාඨමාලාව ආරම්භ කළ අතර දැනට පවත්වාගෙන යනු ලැබේ.

ප්‍රකාශන

වෘත්තීය පොත්පත් පළකිරීම සංගමයේ මූලික පරමාර්ථයන්ගෙන් එකකි. ඒ සඳහා ආරම්භයේ සිටම ක්‍රියාකර ඇත .

Ceylon Library Association Journal නමින් සංගමයේ නිල ප්‍රකාශනය 1962 ජනවාරි මස ආරම්භ කර ඇත. එහි සිංහල දෙමළ හා ඉංග්‍රීසි භාෂාවලින් ලිපි අඩංගු විය. 1967 දී Ceylon Library Review නමින් නම වෙනස් විය. දැනට මෙම නිල ප්‍රකාශනය පළ වනුයේ Sri Lanka Library Review (New Series) නමිනි.

ශ්‍රී ලංකා පුස්තකාල සංගමයේ ප්‍රවෘත්ති පත්‍රිකාව SLLA Newsletter නමින් පළවේ. පුස්තකාල සංගමයේ ක්‍රියාවන් , වෘත්තීය හා අධ්‍යාපනික කරුණු, පුහුණු වැඩමුළු, ආදිය පිළිබඳව සාමාජිකයින් දැනුවත් කිරීම මෙහි පරමාර්ථයයි.

ශ්‍රී ලංකා පුස්තකාල සංගමය මගින් පහත සඳහන් ප්‍රකාශන දැනට ප්‍රකාශයට පත්කර ඇත .

- 1 ඩිවි දැනම වර්ගීකරණයේ විශේෂ සංස්කරණය
- 2 ග්‍රන්ථනාමාවලිකරණය
- 3 Library Standards for Sri Lanka
4. Code of Professional Conduct and Ethics
- 5 ශ්‍රී ලංකාව සඳහා පුස්තකාල ප්‍රමිතීන්
6. Library Standards for Sri Lanka - Tamil
7. Directory of LIS Personnel in Universities in Sri Lanka.

එසේම පහත සඳහන් ප්‍රකාශන ප්‍රකාශයට පත්කිරීමට කටයුතු යොදා ඇත .

- 1 වෘත්තීය ආචාර ධර්ම පද්ධතිය සිංහල හා දෙමළ සංස්කරණ
- 2 යුනෙස්කෝ පාසැල් පුස්තකාල ප්‍රඥප්තිය
- 3 සාහිත්‍ය ගවේශණය

සම්බන්ධතා

ජාතික

පුස්තකාල හා තොරතුරු ක්ෂේත්‍රයේ ප්‍රගතිය සඳහා සංගමය පුස්තකාල හා තොරතුරු සේවාවන්ට සම්බන්ධ විවිධ ආයතන සමග සබඳතා පවත්වනු ලැබේ. වෘත්තීය හා අධ්‍යාපනික තත්වයන් නගාලීම සඳහා ජාතික පුස්තකාල හා පුලේඛන සේවා මණ්ඩලයේ ආරම්භයේ පටන්ම එය සමග සහයෝගයෙන් ක්‍රියා කරනු ලැබේ.

සංගමය, ශ්‍රී ලංකාවේ විද්වත් වෘත්තිකයන්ගේ සංගම් සංවිධානයේ (OPA) ආරම්භක සාමාජිකයෙකි. එසේම පුස්තකාල හා විඥාපන විද්‍යා ජාතික ආයතනයේ (NILIS) පාලක මණ්ඩලයේ හා අධ්‍යාපන කමිටුව සංගමයේ සභාපති හා අධ්‍යාපන නිලධාරී විසින් අනුපිළිවෙලින් නියෝජනය කරනු ලැබේ.

ජාතික පුස්තකාල සහ පුලේඛන සේවා මණ්ඩලයේ පාලක සභාව සංගමයේ සභාපති විසින් නියෝජනය කරනු ලැබේ. මධ්‍යම පළාත් පුස්තකාල සේවා මණ්ඩලයේ පාලක මණ්ඩලය සංගමයේ සභාපති විසින් නියෝජනය කරනු ලැබේ.

ජාත්‍යන්තර

ආරම්භයේ සටන්ම සංගමය ජාත්‍යන්තර සංගම් සමග සබඳතා පවත්වා ඇත. සංගමය පිහිටුවීම සඳහා උද්යෝගයෙන් ක්‍රියාකල පුස්තකාල පිළිබඳ යුනෙස්කෝ විශේෂඥ හැරල්ඩ් වි. බොනි මහතා ආරම්භක රැස්වීමට පැමිණ ඇත.

“මේ සංගමය පිහිටුවීම ලංකා පුස්තකාල සංවර්ධන ඉතිහාසයේ පෙරට තැබූ ප්‍රධානම පියවර ලෙස මම සලකමි. මෙය නව යුගයක ආරම්භයයි” යනුවෙන් ආරම්භක රැස්වීමේදී ඔහු කරන ලද ප්‍රකාශයෙන් සංගමය පිහිටුවීමේ වැදගත් කම මනාව පැහැදිලි වේ .

1970 දී සංගමය අන්තර් ජාතික පුස්තකාල සංගම් සම්මේලනයේ (IFLA) ජාතික සාමාජිකත්වය ලැබීය. 1972 ආරම්භ වූ පොදුරාජ්‍ය මණ්ඩලීය පුස්තකාල සංගමයේ (COMLA) ආරම්භක හා ජාතික සාමාජිකත්වය උසුලයි.

ශ්‍රී ලංකා පුස්තකාල සංගමයේ රජන ජයන්තිය

ශ්‍රී ලංකා පුස්තකාල සංගමය පිහිටුවා වසර විසිපහක් පිරීම නිමිත්තෙන් 1985 ඔක්තෝබර් 20-25 දිනයන්හි සතියක විශේෂ වැඩසටහන් මාලාවක් සංවිධානය කරන ලදී.. ජාත්‍යන්තර තරුණ වසර සැමරීමටද අවස්ථාව කරගත් සංගමය රජන ජයන්තියේ තේමාව ලෙස ගෙන ඇත්තේ තරුණයා හා පුස්තකාලය යන්නයි. විශේෂ වැඩසටහන් මාලාවට සංගමයේ සභරාවේ විශේෂ අනුස්මරණ කලාපයක් නිකුත් කිරීම, තරුණයා හා පුස්තකාලය යටතේ සම්මන්ත්‍රණයක් පැවැත්වීම, එම තේමාව යටතේම පෝස්ටර් හා චිත්‍ර තරගයක් සංවිධානය කිරීම, පුස්තකාල හා ප්‍රදර්ශනයක් පැවැත්වීම, පොත් වෙළඳසැලක් පැවැත්වීම, සන්නිවේදන මාධ්‍ය මගින් විශේෂ ප්‍රචාරක වැඩසටහන් ක්‍රියාත්මක කිරීම ආදිය ඇතුලත් විය.

පුස්තකාලය:

සංගමයේ පරමාර්ථයක් වන වෘත්තීය පොත්පත් රැස්කර සේවය සැලසීම සඳහා 1960 වර්ෂය අවසානයේදීම පුස්තකාලය ආරම්භ කරන ලදී. ස්ථිර ස්ථානයක් නොවීම හේතුවෙන් වසර ගණනාවක්ම විවිධ ස්ථානයන්හි පුස්තකාලය පවත්වාගෙන යාමට සිදුවිය. මුල් වරට පුස්තකාලය ආරම්භ කරනු ලැබුයේ ලංකා විද්‍යාත්මක හා කර්මාන්ත පර්යේෂණ ආයතනයේ පුස්තකාලයේය. 1963 සිට 1968 දක්වා කොළඹ මහජන පුස්තකාල ගොඩනැගිල්ලෙහි පැවැත්වීය. 1969 දී කොළඹ 06 හැව්ලොක් පාරේ අංක 490 දරණ ස්ථානයට ගෙන යන ලදී. එතෙක් සාමාජික අතුරින් පත්කර ගනු ලැබූ ගරු පුස්තකාලයාධිපති වරයෙක් කටයුතු කළ අතර 1969 දී වැටුප් ලබන පුස්තකාලයාධිපතිවරයෙකු පත්විය. 1970-1971 දක්වා කොළඹ රේස් පිටියේ ග්‍රැන්ඩ් ස්ටැන්ඩ් ගොඩනැගිල්ලෙහිද, 1971-1983 දක්වා ශ්‍රී ලංකා විශ්ව විද්‍යාලයෙහි කොළඹ මණ්ඩපයට යාබද ගොඩනැගිල්ලෙහිද, 1983-1987 දක්වා වැල්ලවත්තහිද පැවැත්වූ පුස්තකාලයට ස්ථිර ස්ථානයක් ලද්දේ 1987 දී ස්ටැන්ලි විජයසුන්දර මාවතේ විද්වත් වෘත්තීය මධ්‍යස්ථානය වෙත ගෙන යාමත් සමගය. තාවකාලිකව 1999 දී වසා තැබූ පුස්තකාලය වඩා විධිමත් ලෙස සංවිධානය කර නැවත 2002.02.22 දින පුස්තකාලය සහ වෘත්තීය මාර්ගෝපදේශ තොරතුරු මධ්‍යස්ථානය ලෙස විවෘත කරනු ලැබීය.

දැනට පුස්තකාල හා විද්‍යාපන විද්‍යා ඩිප්ලෝමා 2 අදියර II කොටස හදාරා ඇති පුස්තකාලයාධිපතිවරයෙකු පුර්ණ කාලීනව සේවය කරනු ලැබේ.

වාර්ෂික මහා සභාව (Annual General Meeting)

වාර්ෂිකව පැවැත්වෙන මහා සභාව සඳහා සංගමයේ සියළුම සාමාජිකයන් කැඳවනු ලැබේ. එහිදී පාලක සභාව සඳහා නිලධාරීන් පත් කරගනු ලැබේ. ඒ සඳහා නාමයෝජනා ලබාගන්නා අතර එක් තනතුරක් සඳහා නාමයෝජනා කිහිපයක් ලැබී ඇත්නම් මහා සභාවේදී නිලවරණයක් පවත්වයි. විශේෂ කණ්ඩායම් සහ ප්‍රාදේශීය කණ්ඩායම් සඳහාද නියෝජිතයන් පත් කිරීම සිදුවේ. විද්වතුන් කැඳවා දේශන පැවැත්වීම, පාඨමාලා සඳහා වැඩි ලකුණු ලබා ගන්නා ගන්නා සිසුන්ට ශිෂ්‍යත්ව ප්‍රදානය, අධි සාමාජිකත්ව ප්‍රදානය, ගරු අධි සාමාජිකත්ව ප්‍රදානය, වසරේ හොඳම පුස්තකාලයාධිපති ආදිය වාර්ෂික සම්මේලනයේදී කරනු ලැබේ.

මූලස්ථානය :

සංගමය ආරම්භ වූ 1960 වර්ෂයේ පටන් 1967 දක්වා එයට ස්ථිර මූලස්ථානයක් නොවීය. එම කාල වකවානුවෙහි රැස්වීම් පවත්වන ලද්දේ ඇමරිකානු සංස්කෘතික මධ්‍යස්ථානය, කොළඹ මහජන පුස්තකාලය, බ්‍රිතාන්‍ය මණ්ඩල පුස්තකාලය ආදී ස්ථානයන්හි ය. සංගමයෙහි නිලධාරීන් සිය සේවා ස්ථානයන්හි සිට නිල කටයුතු කළහ. 1967 සිට මූලස්ථානයක සිට සංගමයේ කටයුතු කිරීමට හැකි වුවද ස්ථිර ස්ථානයක් නොතිබීම හේතුවෙන් 1983 දක්වා තනින් තනට මූලස්ථානය ගෙන යාමට සිදුවිය. අවසානයේදී ස්ථිර වශයෙන් 1983 දී කොළඹ 07 ස්ටැන්ලි විජේසුන්දර මාවතේ පිහිටි අංක 275/75, විද්වත් වෘත්තික මධ්‍යස්ථානයෙහි සංගමයේ මූලස්ථානය පිහිටුවනු ලැබුණි. 2001 පෙබරවාරි මස සිට සමුළු පැවැත්වීම සඳහා නව පහසුකම් සහිත අංග සම්පූර්ණ ශාලාවක්ද සංගමය සතුව ඇත. 1969 සිට පරිපාලන ලේකම්වරයෙකු සංගමයේ කටයුතු සඳහා පත්කර ඇත. දැනට පරිපාලන ලේකම්, ගිණුම් සහකාර, කාර්යාල සහකාර, සහ කාර්යාල කාර්ය සහායක යන අයගෙන් කාර්ය මණ්ඩලය සමන්විතය.

අභ්‍යන්තරවදා සිට සෙනසුරාදා දක්වා දිනයන්හි පෙ.ව. 9.00 සිට ප.ව. 5.00 දක්වා මූලස්ථානය විවෘතව තබනු ලැබේ. එසේ වුවද විශේෂ අවශ්‍යතාවයන් අනුව ඉටිදා සහ සඳුදා දිනයන්හිදී විවෘතව තබනු ලැබේ.

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විමර්ශන

- 1 ජාතික රාජ්‍ය සභාවේ 1974 අංක 20 දරණ ශ්‍රී ලංකා පුස්තකාල සංගමය (සංස්ථාගත කිරීමේ) පනත.
- 2 ශ්‍රී ලංකා පුස්තකාල සංගමය, වාර්ෂික වාර්තා.
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Redefining The Role of Public Libraries Through Community Information Services

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Abstract

This paper examines the importance of community information services for the economical and social development of a country. The role that public libraries have to play in provision of community information services is presented giving examples from United Kingdom, Africa and India. It also reviews the Sri Lankan situation and explains how an effective community information service could be carried out.

Introduction

A public library acts as the primary information centre in a locality providing equal rights to access to information by all citizens irrespective of age, educational, ethnic religious and social differences. Public libraries were emerged in the 19th century in the western world with the expansion of liberal traditions in the society. They were formed with public and private funds with the primary objective to develop minds of people to become more civilized citizens and to participate in the political process of the society (Haywood, 1997).

From the very beginning public libraries have been entrusted with a responsibility of empowering citizens to become more literate and more sensitive in understanding social cultural economical and political issues in the society and above all improve their quality of life. The mission of public libraries has been very challenging but public libraries have not been fully acted as change agents of the society in the past. Their main focus has been provision of reading materials primarily print media to educated people or literates in the society. This is a common trend shown by public libraries in all parts of the world.

In the past two or three decades some emphasis has been placed on public libraries to carry out community information services for backward groups or underprivileged groups of citizens in the society to improve their quality of life.

Information for development

The ultimate goal of economical and social development is to raise the standard of living of all citizens in a country. In a democratic society people have equal rights to develop their minds through formal or informal education and training and that has to be a life long process. As Astbury (1994) points out 'a literate informed society is a pre requisite for development to take place'. Right to acquire information is considered as a fundamental right of people in a democratic system. Education and literacy empowers people to acquire information and make informed choices of their lives and also to participate in all spheres of development of a country.

According to Kempson (1986) 'information services should be provided to aid and abet the citizenry in participating in the running of society and to take of more equal share of the benefits of the development of society'. The participation of local masses in developmental projects has been identified as a key factor for success of these projects.

Uphoff, Esman and Krishna (1998) taking a case at Gautamala funded by Oxfam point out 'rural development projects must be carried out by local people themselves'. Experts could provide new ideas and help establish new institutional mechanisms but the goal should be to handover the programme leadership to local people.

Taking the Sri Lankan situation Wijetunge (2002) emphasizes on the need of raising the literacy levels of rural people as a key factor for development. She points out 'if rural masses are developed it will be easier to achieve national development but this will require functional literacy of the Sri Lankan rural masses'.

All these examples place heavy emphasis on the fact that development in it's true sense cannot be achieved if people do not have the capacity to identify their needs and problems and find solutions to them. Hence a literate society acts as a driving force for development. In this context public libraries as literacy centres in the society have to play a significant role in educating and guiding people to

become literate and knowledgeable specially those who have not gone through formal education and training.

Why Community Information Services should be carried out by Public Libraries

Community information services constitute a wide range of activities, reaching out to people who are deprived of getting any kind of assistance to access to information. A public library which is the local centre for information may be out of place for these masses due to reasons such as illiteracy, poverty, ignorance and to other social constraints that they have. Since Public libraries have been entrusted to provide services to all citizens in the society, it has a responsibility to look into the information needs of underprivileged groups who have been left out.

According to the Unesco Public Library manifesto (1995) public libraries have a mandate to carry out community information services. It is included as one area out of the twelve key missions spelled out in the manifesto and it reads as : ensuring access for citizens to all sorts of community information.

On the other hand public libraries are funded by local authorities and people and part of the revenues of local authorities come from public taxes. This is also a reason for public libraries to carry out community information services.

Definition

Astbury (1994) defines community information services as 'services which assist individuals and groups with daily problem solving and with participation in the democratic process and concentrates as the needs of those who do not have ready access to other sources of assistance and as the most important problems that people have to face, problems to do with their homes, their jobs and their rights'.

Community information services are divided into two areas as 'survival information' and 'citizen action information' in the U.S.A. and in the African continent.

Astbury (1994) further points out community information services should be focussed on subgroups of citizens in the society who are least likely to be aware

of their information needs and who are less able to get assistance from information providers, than the more advantaged literates.

Types of community information services

Basically community information services are two types.

1. Information needed to solve daily problems in regard to health, housing, income, legal protection, economic opportunities, political rights etc.
2. Information needed for effective participation as individual or as a member of a group in the social, political legal and economic process (Pienaar, 1995).

A wide range of services can be provided under the umbrella term of community information services. Literacy programmes for adult and non-school going children, counselling type of services for workers and unemployed people, health care information services etc. are some of the most crucial ones which require librarians to act as mentors, advisors and counsellors.

Community information services in the United Kingdom

Many examples of community information programmes can be heard from different parts of the world. The 'open learning project' carried out by the British public libraries in 1992 is one such case. This project was aimed at people who did not have formal education and training to enter into the learning process with the aid of 'learning packages' provided under the guidance of public librarians (Astbury 1994). The British government has supported this project with funds and the contributions made by public librarians towards the success of this project was acknowledged by the government. At the end of the year 1992 50% of British public libraries were involved with this public literacy programme.

Community information services in African countries

Public libraries in African countries are directly involved with community information services (Pienaar 1995). Citizen or community surveys have been carried out in many parts of Africa to determine the information requirements of citizens. According to Pienaar (1995) urban black women in disadvantaged

communities in South Africa have identified health, income and education as the main problem areas for them. These information is important as baseline data for planning and implementation of community information services.

Computer based community information services

In U.S.A. community networks (Das, 2001) were established in view of providing access to information through electronic media for low-income individuals, people in remote areas and for people who are not familiar with networking. The producers of community networks have placed a great faith on public libraries as information providers to the common citizens. These networks focus on electronic delivery of specific material needed for the local masses rather than provision of world wide resources. Since the public librarians are key persons who know about information requirements of the local community these network terminals were placed at public libraries. The American experience shows the role that the public libraries have to play in delivery of community information services by making use of computer and telecommunication technology.

Public libraries in Sri Lanka

In the Sri Lankan context there are about 600 public libraries (Vidanapathirana, 1997) come under the purview of local authorities of municipal councils, urban councils and pradeshiya sabas. The first public library was established in 1920 during the colonial period and the public library system of the country has a history of eighty one years. The public libraries mostly cater to the information needs of educated or literate groups in the society in provision of print based reading materials.

Only a few public libraries have initiated in launching community information services in the country. The information services provide to fish folk in the Negombo area by the Negombo public library is one such case (Karunawathie, 1998). A public library in a very remote village in Handungamuwa in kandy has launched a language training programme for the less privileged people in that area, as a community information service. The public library at Harispaththuwa has compiled a information need profile for implementing a community information service.

It is of vital importance that community information services should be added on to the agenda of public library services in Sri Lanka. Less privileged people

can be found among people in rural areas, urban areas, plantation areas etc. who are unable to make a reasonable living due to illiteracy, poverty and other socio-economic constraints. Public libraries should target these groups and implement community information services so that the underprivileged people would be able to add some quality to their lives by overcoming some of their barriers for development. This is a challenging role that the Sri Lankan public librarians have to undertake as change agents in the society

Establishing a community information service

A community information service has to be well planned in order to achieve the expected results. The goals should be very clear and the targetted group has to be indentified well in advance. The beliefs and cultural practices of the local people should not be under estimated when designing a community information service. The success of a community information service will depend on the level of acceptability of such programmes by the local community.

Studying the socio-economic features of the local community

A community information service cannot be introduced without studying the socio-economic conditions of the community. Therefore a survey of the population (taking a good cross section of the population) of the local area has to be carried out as a pre requisite of implementation of a information service.

This can be done by means of a simple questionnaire and a informal interview and observations. The data should include demographic features of the population, birth rates, mortality etc., educational levels in order to find out the literacy levels etc., income per person in order to identify the degree of poverty, occupational data about main occupations, the degree of unemployment, cultivations and industries in the locality, natural disasters which stands as barriers for flow of information (floods,droughts earthslips) religious practices, communication practices, welfare and recreation facilities in the community.

The collected data has to be compiled in a systematic manner to make it as a profile which has to be updated continuously. The information profiles should be prepared categorising information into broad areas such as Adults, Aged, children, agriculture, education, health, housing, religions, mass communication,

trade and industry, sports and recreation, welfare services, government departments etc.

These information will describe the socio-economic conditions of the local community which will help to determine the information needs of different groups. It will be very helpful if the information is kept in a computer database for easy access and making updates.

Planning of the service

After undertaking the initial study of the community, some steps have to be followed in planning of an effective community information service. The steps should include the following areas.

- ◆ What
 - ◆ Who
 - ◆ Where
 - ◆ When
 - ◆ How
1. **What** : The kind of the service that is going to offer, the goals have to be very clear and the targeted group has to be known in order to make the preparations for the service to be offered.
 2. **Who** : The tasks has to be set out and persons performing the tasks have to be given clear instructions. At this point the librarian has to take the initiative but the delivery of the service can be done by a person who will be more responsible or more competent for that task. For example health care information could be delivered through medical personnel. This will have an impact on the acceptability of the information provided.
 3. **Where**: Venue of the service to be delivered . The venue has to be a convenient place where most of the targeted group is present. The village bazar or a religious venue can be used appropriately.
 4. **When** : Date of implementation of the service. The dates for repeating the service and dates for evaluation also to be noted.
 5. **How** : Procedures that should follow in delivery of the services. This has to be systematically implemented taking into consideration the language of the targeted group, the type of materials and media that will be used in order to

achieve good results of the programme. Multilingual programmes have to be developed if the targeted group is a multilingual community. If a programme is implemented for people who are unable to read and write graphical presentations including pictures, posters, banners, films, videos and audio media has to be used.

An example can be drawn from a case in Veerapattinam a coastal village in South India, where loud speakers are used to provide information daily to fish folk in the village (Mohan, 2000) The M.S. Swaminathan Research Foundation has installed a computer in a village information centre which operates through wireless local area network based on radio frequencies. The computer provides available data daily on wave heights, wind forecasts, fish locations etc. taken from a U.S. Navy website. This information broadcasts to local fish folk early in the morning through loud speakers on the roof of the information centre. Armed with this information the fish folk can do their work efficiently and safely.

The media and materials have to be carefully selected to suite the conditions of the local community for achieving the expected outcomes of a community information service.

Once the implementation is over it is important that constant understanding is established between the library and the community. The public library should display a range of materials for the people to get access to information when they turn out for libraries after the programmes.

Evaluating a programme

After implementation of a programme an evaluation has to be undertaken through observation or by some other possible way in order to determine the effectiveness of the programme and for future development of such programmes. A comparison could be done between the conditions which had before and after the programme.

Community information services are beneficial for a public library to make the community aware, that it is not a place only meant for educated groups but a place for any individual who could get access to information, guidance, advice for making informed choices in their lives.

Public librarians should take the initiative in provision of community information services which make their role as change agents in the society very significant and demanding. As the modern concepts of development place high emphasis on 'knowledge based societies' the public librarians have a responsibility and opportunities to uplift the literacy levels and living standards of disadvantaged groups in the society.

The public librarians have to develop new skills in planning and implementation of community information services and it will be the driving force for reorientation of the role of public librarians in the 21st century.

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Changing Education and Training Needs in the Information Communication and Technology (ICT) Environment

Prof. Russell Bowden

1. Introduction:

The purpose of this article is to emphasise major issues needing to be addressed urgently by the library and information science [LIS] community in general and, more specifically, by the Sri Lanka Library Association, the universities and other LIS-related institutions. Many of the problems considered in this article are already known by some, ignored by others and only tactfully and diplomatically, and therefore obliquely, referred to by others for fears of upsetting individuals or institutions involved. This author believes that this 'polite' situation has continued for too long thus hampering progress in Lankan LIS developments. The time has come to face head-on these issues. Actions need inaugurating urgently to redress these problems. Much that follows may appear to be critical. It is. However the motive must be understood. The criticisms are not intended to be, nor are they, destructive and negative. Their purpose is to awaken genuine concern amongst the LIS community that all is not well with the development of libraries and information services on the island and create a realization of the need for urgent actions for the development of Sri Lanka's LIS. If criticisms are to be valid and useful then the source from which they come must be sound. The source is a librarian and information scientist with a large field of experiences on which to draw [see endnote]. He has had genuine concerns for LIS developments in Lanka in the forefront of his mind and has tried, over the last half decade, to do something to assist with them. Readers, when reading further, are requested to remember these motives.

Training – a simple definition is: “bring person to desired state or standard of efficiency etc by instruction and practice”: and “teach and accustom (person) to do (an action)”. Education is defined simply as: “systematic instruction”. The significant point to emphasise is that training cannot effectively take place without the proper and substantial foundation of education being put in place first. [1]

2. Information Managers & Technologists:

Secondly another clear distinction must be made between librarians and technologists. Librarians are not information technologists. Librarians are Information managers.

This distinction is made clear in a recent paper delivered to the Organisation of Professional Associations: “The Information Technology revolution started with computer and telecommunication developments – that is the ‘marriage’ between computer developments [the ‘boxes’] and telecommunication developments [the ‘strings’ and ‘wires’] so that the ‘boxes’ when linked with the ‘strings’ created the networks [put very simply] without which many professions today could not exist. The networks created the conduits through which information could pass. I believe that this example usefully distinguishes between an information technologist who is, in his day-to-day work, exactly that – a technologist concerned with the creation of ‘things’ and objects. Whilst the Sri Lanka Library association represents those who are professionals [in the correct sense of that word] and managers of the information that flows through the technologically-created networks.”[2]

Nevertheless Information Managers must be in positions to communicate effectively with the technologists – therefore they must have some understanding of information communication technologies [ICT] otherwise, like a man with a new car not knowing where is the filler for the petrol tank, or how the automatic gears work or what are correct tire pressures, they will not be knowledgeable enough to speak with some authority particularly when the stages of negotiations, e.g. on new systems, come to be initiated.

So Library Managers do not have to be expert technologists but they must know and understand enough to speak and negotiate with the technologists with mutual respect if not quite as equals.

3. ICT Environment

What is this environment and what are its distinguishing features? Two experts’ views suggest that in essence ICT is little more than ‘librarianship writ large’ or modernized with fashionable or ‘trendy’ words adopted. There is probably much truth in these views if one accepts that the essence of librarianship over the centuries has changed little: what have changed have been the technological developments [from the movement of recording information from documents onto paper and then to the development of the book with the invention of

moveable type in Europe in the mid-fifteenth century] to the fastest recorded changes now apparent in the IT Revolution. Terry Kuny suggests: "ICT is really just a simple acronym to reference all Information and Communications Technologies". He points out that it is rarely used in America and essentially appears to have evolved within the UN or EU. [3] Then IT was understood as essentially a p.c. and the ability to use Microsoft Office. However some specialists felt that this was inadequate to encompass the enhanced abilities associated with the use and management of information [i.e. the development of spreadsheets and the addition of graphics to texts] so it became defined as: managing content, delivery & presentation of information via IT]. This developed further to include people with skills in metadata and the organization of knowledge [i.e. Knowledge Management] according to Derek Law who called it 'essentially old wine in new bottles' - in other words the old skills of classification and cataloguing and the organization of information that relate back to the three 'C's of Content, Connectivity, Competences or the three 'S's Selection, Storage, Support [4].

Interestingly a definition of 'metadata' confirms precisely these points. Stella Keanan defines it as a " 'trendy' word that describes data about data e.g. a catalogue". [5]

4. Needs equal requirements:

If this is what ICT really is then what do employers in the market want of future librarians to ensure that they are capable of working in an ICT environment? Derek Law's 3 'S's provide some non-specific suggestions.

Selection: identifying appropriate resources on the web with the 'old' Ranganathan objectives reworked to become "the right information to the right user at the right time". [Incidentally Law puts the web into a useful perspective by quoting a recent assessment that the web is much smaller than supposed at 9 hundred million indexed web pages: so, if an average book contains 300 pages then a library with 3 million volumes would be about the same size as the web].

Storage: is concerned with digital preservation that Law assesses as likely to become an increasing LIS professional responsibility. In the UK, the EU and the US he suggests that the profession is failing to find solutions to this problem a. It is also failing to find the answer to where today are the electronic research collections of the future being constructed? At the present these are apparently intractable problems. He emphasizes the professions' failure to manage these issues because of a forthcoming EU Resolution on preservation that will expect

libraries to play key roles. He goes on to suggest that librarians will need to manage the Open Archives Initiative [OAI] also. [This may need an explanation? Law states: “Essentially started as an initiative for every institution to run a preprint server archiving the work of its staff. This has caught on and OAI is the interoperability glue of standards so that you can cross search etc. [It] then dawned on people that it doesn’t have to be preprints but can be any material – images, theses, reports etc. So it becomes an institutional content manager with ideally managing metadata etc.” [6]

Support: particularly with the use of so-called ‘user-friendly systems’ which are not user friendly. This will be an important future area of LIS responsibilities with librarians being trained to make systems more user friendly to assist users when they remain not so. More significantly librarians will be trained to train users via user instruction packages - an area of mushrooming work and responsibilities for librarians. In other words librarians educated and trained to train others!

Management of information will include skills ranging from spreadsheet usage to the incorporation of graphics into texts. Contents will require better analysis and decisions taken regarding quality, up-to-dateness, comprehensiveness and with skills to provide added value and re-packaging. Improvements are required in delivery and presentation of contents. Improved understanding of information creation, flows, structures and delivery mechanisms etc and the management of knowledge and the ubiquitous Knowledge Management will be needed. As a slight aside it is interesting to note that as far back as the 1600’s Sir Francis Bacon, one of Britain leading philosophers, realized that “Knowledge itself is power” [7] aptly modernized by the American management guru Alvin Toffler who up-dated it with “The old idea that knowledge is power is now obsolete: to achieve power today you need knowledge about knowledge” [8] Which is precisely what modern librarianship, if practiced correctly as information management, is all about. All this implies as Kuny states: these convergences of skills [some traditional ones with new names or dressed in more contemporary clothes] and new expertise requirements suggests that very different skills may be required for very different work places – with the consequences that these changes hold for education and training as the so-called ‘core’ of the curricula disappears (that is if it ever existed). [9]

The ‘Management of information’ is a happy hold-all, or generic, name that tends to disguise specifics – but it is specific ICT issues that this article is attempting to identify. They might be labeled, for clarities’ sake, ‘core

elements'. For the traditional reference librarian these requirements include database management, knowledge of on-line information sources and their authority, information search strategies particularly to sift the rubbish from the valuable on the Internet. At the more technical end needs include systems analysis, administration of networks – both WANs and LANs – understanding of artificial intelligence, expert systems and data security.

It is a formidable list – on which more later.

In order to assess how Lanka rates in the provision of education & training for ICT it is necessary to examine briefly the situation outside Sri Lanka.

5. Education for ICT – Overseas:

How are ICT requirements being supplied overseas? As a starting point it is worth noting that the Professor Emeritus of Sheffield University's Department of Information dates the use of IM [Information Management] as far back to a US National Commission on Federal Paperwork of 1977![10] Twenty-five years ago – so not, in many countries, is ICT such a 'new' subject.

Debate in the US about educational content has been a major continuing concern. Evidence? The quantity of papers in the LIS literature. Results? Changes continually take place sometimes in spite of the ALA's COA [the American Library Association's Committee on Accreditation]. These changes encouraging a gap to widen in educational provision because 'librarianship' in its very broadest definition requires very different skills for different settings – for instance employers wanting skills for 'web managers' and for 'information architects'.

Another example [this time from Canada] - as far back as 1988 in the 'Libri' article already referred [11] Wilfred. Lancaster wrote: "Information science is essentially inter-disciplinary: it covers all phenomena involved in the transfer of information from the producer to the consumer. The curriculum of information science must deal with all components of this information transfer cycle because they all interact and knowledge of these interactions is important for the efficient design and management of information services."

In the UK the 18 university-based LIS departments are free to experiment and develop within an extremely liberal framework constructed by the Library Association's Board of Associateship working with the Institute of Information Scientists. Note that the departments always have an eye on the seductiveness of the courses to attract students without which they would cease to exist. Many no

longer even call themselves “Library and ...” have dropped the ‘library’ word. A general ‘core’ for information management [but with local ‘mixes’] was identified by Tom Wilson in 1986. It listed:

- application areas (such as banking, local government, industry etc);
- artificial intelligence;
- economics of information (including the information industry);
- education for information management;
- information management functions (eg manpower aspects, strategic monitoring, etc);
- information policy;
- information systems (including database systems, decision support systems, legal aspects, organizational impact etc.);
- information technology (with two main sub-categories: management aspects and technology aspects);
- information use and users;
- systems theory. [12]

In Australia the situation appears much to be similar to the UK.

France continues to educate and train separately for information science & documentation and library work. Also in Germany where education is different even for specific types of library work i e. for universities or public libraries and there exist library associations for each of these different categories as well as for differently qualified levels of education and subsequent work.

It is to Denmark’s Royal School of Library and Information Science [recently given university and degree-awarding status] with many of its courses developing to the very fringes of computer science experimentation and software development under the guidance of Peter Ingwersen and Irene Wormald, one should turn for up-front up-to-date innovations. In Bibliography students are taught about information structures in various disciplines. These structures are examined and dissected – truly the science of information that proves the existence of information as a science.

The point to emphasise here is that in almost all these departments and schools of LIS there occur almost continuous and non-stop reviews and modernizations of either the whole or parts of the curricula. Why? Because the opportunities provided by ICT to enhance services and innovate with new ones in order to constantly improve the quality of services to users (who have themselves developed far more sophisticated requirements and thus expectations) continues

unabated. If education fails to produce librarians with the knowledge and experience required to meet their employers' increased demands and standards then other people will move in to do so. Librarians will lose their jobs, students will not find the employment that they have been led to expect exists for them and the profession will continue to lose its reputation, status and respect and will quickly fade from power and influence. Already there are disturbing signs, if one chooses to read them, in Lanka – for example – a recent newspaper advertisement by Virtusa [formerly eRunway] for an 'Information Architect'. In it there is no mention of information handling skills requirements yet the advertisement makes clear that the job is about information management. What the company wants is IT and 'Human Computer Interaction'. In the UK that job would very likely go to a Library Association member. Unfortunately very unlikely to an SLLA member in Sri Lanka.

6. Education for ICT – Sri Lanka – What is the situation?

This is only the briefest survey of the education and training available to the Library and Information Science profession in Lanka.

The courses in Kelaniya University are - a General Bachelor degree of three years with an LIS elective, more importantly a Special Bachelor degree in LIS, the Masters degree and a part-time three levels Diploma course.

As already noted Information Management education and training in the US, UK, France, Denmark and Australia have been in existence for more than two decades. In all these countries there is constant up-dating of course contents [even to the reviewing of Departmental names where usually the 'L' of 'library' has been completely dropped] and where student's future employment is just as likely to be in an office as in a library.

In Kelaniya the MA was reviewed in 1998 on the instruction of the then Vice-Chancellor, Senaka Bandaranayake, but there were problems implementing the recommended changes. [These will be referred to later].

With the objective of modernizing course contents along the lines of ICT [as outlined above] the British Council paid for the Head of the School of Information and Media in The Robert Gordon University in Aberdeen Scotland in 1999 to visit to discuss with Kelaniya's Department a three year link between them in order to modernize teaching, up-grade staff qualifications and enhance education and training expertise much along ICT lines. Unfortunately when the

UK government turned down the proposal not a finger was lifted by any of the parties involved in Lanka to discover what had gone wrong and what might be rescued to prepare another submission. So not only was money and time wasted but, worse, an opportunity to link that Department with ICT education and other innovatory and ambitious educational objectives, not only in the UK but also in the EU, was lost.

The Kelaniya BA curricula have been modernized particularly to take account of the technology supplied to the Department and Faculty in the last five years to provide hands-on experiences for students and thus support, in the best possible manner, theories with practice. A new Diploma is planned although details are not yet published. A quick glance indicates that some of the ICT needs [identified above] have already been addressed to a point. Whether the courses 'deliver' what ICT employers need remains to be proven. An English saying applies 'the proof of the pudding is in the eating'! Nevertheless, unless these new and planned Kelaniya curricula are nothing but words there is some chance that the products from off these courses will go some way to meeting Lanka's future LIS needs.

Entry qualifications are generally lower than those required by the SLLA and popular opinion appears to be that Kelaniya's products are less likely to speedily find acceptable employment after studies than will those from the SLLA where employers have made clear their preferences for the mixture of theory and practice that the SLLA provides to what previously was considered to be the mainly theoretical education provided by Kelaniya. That situation is likely to be reversed putting Kelaniya ahead of the SLLA in the 'employment' stakes.

In Colombo a Masters was established about 1995 and since then, as far as can be discovered, there has been no major reviews of the curricula or course contents. Entry qualifications are a first degree or similar. This Masters mainly concentrates on management and research skills (and is none the worse for that). Although it appears to pay lip service to IT with course contents entitled 'electronic engineering', telecom. technology and networks, and 'computer systems' and 'data storage'. The very 'generic' nature of these course contents' names suggest their being too general to meet the very specific ICT needs – the 'core' needs - [identified earlier] which this paper is concerned to address.

NILIS is a new organisation on the scene. It has training objectives but by the very nature of this World Bank project and its funding these are primarily aimed at school libraries' which, in the future, will not preclude ICT.

The SLLA's three level educational programme has been – on and off – subject to updating. A comprehensive update [under Mrs Sumana Jayasuriya's chairmanship] took place in 1997 / 98 by a Curriculum Development Committee that was then disbanded to be replaced by a Curriculum Implementation Committee. The results were published with the SLLA's Annual Report for 2000.[13] Little progress towards curricula modernization, and changes for ICT, appear to have taken place. However a new Level 2 B paper is about to be introduced suffice it here to note that 'generic' subjects like 'Keyword indexing', 'KWOC, KWIC, KWAC', 'Permuterm indexing', 'citation order' for three hours need replacing if the SLLA is really to educate to meet 'core' ICT needs.

7. Training in Sri Lanka.

Who trains [as opposed to] educates?

Neither of the universities of Colombo nor Kelaniya identify training as a priority – and, given their educational priorities this is understandable and probably correct.

The SLLA, quite correctly for a responsible professional organization, is the body most involved. So how does it rate? It holds in a year a number of one-off events often exploiting the skills, knowledge and expertise of visitors to the island. It arranges meetings, seminars and workshops using Lankan expertise [of which there is a considerable reservoir if it were properly tapped] but on an unplanned ad hoc basis. There does not exist a structured, planned and well-managed programme with objectives clear to all and available all over the island e.g. by Distance Learning or via the Open University. No identified infrastructure exists, to support such activities within the SLLA, and to manage effectively training programmes either for new recruits into the profession or, more importantly, for those already long employed in jobs. Incomes from, and expenditures on, education and training are not separated from other activities so it is difficult to manage activities.

A notable initiative is the SLLA's COLA [Course On Library Automation]. However it is only partially what its title implies so it is not entirely correctly descriptive. Its remit appears to be narrower - concerned to train on the Unesco software CDS ISIS and its up-graded programme WIN ISIS. Out of a 26 hour course ten hours are spent on ISIS training. The remainder appear, from the published literature, to be largely theory ie 'Introduction to Computers' [4 hours] or somewhat elementary for ICT expertise ie 'File organization' 'MS

DOS', 'Windows', 'File editing' etc. – in other words falling more within the 'generic' framework than 'core' elements. The initiative and energies of those involved establishing this course are commendable but whether this training serves to further develop and advance effective and workable automation in libraries, furthers the national cataloguing responsibilities of main libraries and the development of networks to facilitate resource-sharing, encourages managed national acquisition policies, national and international library inter-lending practices etc. is a very debatable point given that outside the Third World many believe this formerly once most helpful Unesco programme to be obsolete and beyond further effective development. [The continuing use of ISIS in Lankan libraries, incidentally, is one that urgently requires resolution. Some argue that its continuing use appears to be an obstacle towards libraries' developments. What is required is an informed experts' debate between the protagonists and antagonists – a task that either the SLLA or the National Library should take responsibility for organising. A continuing lack of clear opinions of ISIS efficacy - or otherwise - severely hampers Lanka's national libraries' developments.

Another commendable SLLA initiative is the establishment of the Maldives LIS aid programme ADEPLIS [Advanced Distance Education Programme in Library and Information Science]. It is not, as its label suggests, a distance-learning package in the generally-accepted sense. However it could well form the basis for any future distance-learning package either developed alone by the SLLA or with the Open University or an organization in the private sector. However for it to serve 'core' ICT needs adequately it would require much content development.

The National Library – has an important role to play and [as with the organization of the Seminar on Automation Seminar] - takes its responsibilities in this area seriously. But whether training of school librarians or even public librarians is a prime objective for a National Library, with extremely broad and heavy national leadership responsibilities, many Directors overseas would seriously doubt. What is equally questionable is whether the National Library's relatively small staff has the human resources and necessary expertise to train in any area other than the management of a national library and the services that it ought to be providing.

At this stage in this Lankan review it is important to stop for a moment to be reminded that in considering changes in education for the ICT environment inevitably one is talking about changes relatively far-distant into the future given

the length of university-based educational programmes. What can we do, we have to ask ourselves, for those with no time to take off from work for education because they are fully-employed today? This problem is concerned with the re-education and re-training of those librarians and information managers already in work. In other professions in Lanka requirements for modernization of expertise and the up-dating of skills are supplied by dynamic Continuing Professional Development [CPD] programmes.

In addressing CPD an important point to be made is that none of the current ad hoc activities of the SLLA, however excellent is each one of them, should be confused with a comprehensibly structured, efficiently managed and clearly identified SLLA Continuing Professional Development [CPD] programme supported by an identified and separate internal infrastructure inside the SLLA Secretariat. In the SLLA nothing remotely like this currently exists. Despite SLLA Council establishing a CPD Committee in 1998 in its first two years it made little progress and received little feed-back or encouragement from the membership. All this despite an SLLA / IFLA Net-ELIS recommendation: "Library associations, academic institutions and other organizations should develop Continuing Professional Development [CPD] programmes to allow librarians to enhance skills and develop core professional competencies for the management of electronic resources eg. leadership in information infrastructure-building, data management, electronic library management, needs assessment etc.". [14] Many professional bodies in, and out of, membership of the OPA operate dynamic continuing professional development programmes fully realising the needs to up-date their members' skills.

8. Expertise & skills available:

The picture painted thus far is based on carefully investigated facts and might look bleak for Sri Lanka. That is not the case. For the island the situation appears bright. For the Lankan LIS profession the picture is bleak. The profession works in this island with, in many cases, apparently blithe disregard to the fact that outside their own libraries and the SLLA there exists a world that is developing fast. Not only an international professional world overseas that the SLLA and the LIS profession continue to ignore at their peril, but here in Sri Lanka itself much more is developing outside libraries than is happening in libraries. It is the private sector that leads.

Outside libraries and the SLLA there is much available if only the profession would look. For instances there are organizations like the Arthur C Clarke

Centre, CINTECH, Computer Departments of the universities of Peradeniya, Colombo, Moratuwa, Kelaniya and possibly others. Are there any agreements within the universities for the DLIS to relate to these departments and to those teaching management as the Net-ELIS Resolution on Human Resource Development recommends: “5. Recognising the increasing inter-disciplinary nature of LIS studies, LIS Departments should work with other disciplines to ensure that the curriculum is broadly based”? [15] As far as can be ascertained – there is not very much.

What of other areas of the private sector? From only two English-language papers on one Sunday eighteen cuttings advertising IT-related courses were obtained. Examples are overseas degrees such as from Singapore Informatics offering IT degrees from Portsmouth University [UK], University of Southern Queensland [Australia], Salem International University [US] as well as Colombo University; the Informatics Institute of Computer Studies offering a degree from Manchester Metropolitan University; the Royal Institute offering a Diploma in IT with the UK’s National Computer Centre; the Asia-Pacific Institute of Information Technology with Stafford University [UK] and Monash [Australia]; the National Institute of Co-operative Development and Melbourne’s NMIT; IDM Computer Studies’ Bachelor of Information Technology with Charles Sturt University [Australia] and finally, the Colombo Business School with the University of Huddersfield [UK].

Outside these academically designated courses there exist numerous ‘tutories’ some of doubtful standards but where people are also employed with the ICT knowledge and skills that the LIS profession needs to harness if it is to keep itself au fait with developments and the times.

On-line access to the Internet may not be readily available to students in their university libraries nor to users in the National Library but even in places like Ratnapura and other similar towns Cyber Cafes exist to offer just the services that the libraries claim that they cannot. What High Street is without its boutique offering IDD and e-mail services even though they are rarely available to the clientele of libraries?

9. Summary so far:

Educational course contents thought, at first before investigations, to be out-of-date and to be barren of any teachings of ICT-related subjects are, unfortunately, in most cases, exactly that but with the notable exception of Kelaniya University

– although even here one must remember that the case is only proven when its graduands are recruited into jobs and there are readily apparent developments in the libraries that have employed them. The jury on this must still be out.

Training is ad hoc, unstructured and unplanned and it is limited to calling on the skills [unfortunately somewhat limited] of the LIS sector only and ignoring the very substantial knowledge, expertise and skills available in the Lankan private sector. In the LIS sectors there exist so few libraries that operate anything like the ‘ideal’ ICT practices outlined above, on a regular and reliable basis, that the opportunities for experiment and ‘hands-on’ learning scarcely exist.

Whilst librarians face problems acquiring hardware and telecommunication links this, as already demonstrated, is only true for them. The Ratnapura Cybercafe and the e-mail services from the High Streets in most towns suggest few problems for the adventurous entrepreneurs. The obvious question cannot be evaded: why do the majority of libraries lag behind in ICT provision when the High Street entrepreneurs manage better? The answers may be unpalatable!

Equipment, on which to train, is scarcely available in the public sector with the exception of this one university.

Lanka is not poor in ICT provision or in opportunities for education and training for the ICT environment. It is some of the libraries and information services – locked, as they are, into the public sector with all of its restrictions and none of the freedoms to exploit the very exciting energies and resources available in the private sector - that restricts opportunities.

Money, it is usually argued is not available. On that excuse many librarians retire to rest their [faded] laurels. However successful management, stated simply, is about ‘money’, ‘men’ and ‘materials’. To be recognized as ‘successful’ one cannot manage the two easiest and ignore the most difficult. Good and successful management is about all three. Money is never easy to obtain in any library service anywhere in the world yet librarians, against all the odds, obtain finances with which to operate services. Managers that use lack of money to excuse away other failings and shortcomings in their services are ‘failed’ managers.

The question is: how long will governments and the profession at large permit these excuses to remain as a continuing obstacle hampering LIS progress?

10. Other problems

The examination and up-dating of the SLLA curricula threw up a number of important and related problems which the similar up-date of Kelaniya's MA confirmed. They cannot be ignored and must be addressed. They include:

1. Lack of knowledgeable instructors with necessary expertise from which to instruct and to train in the new syllabi.
2. Lack of books and journals. The British Council today no longer provides materials in the librarians' own discipline. Similarly the university libraries are weak in LIS stock holdings, especially journals, as is the National Library. Hopefully the new SLLA / OPA Library will help to fill the gap and encourage the improvement of standards in LIS information provision.
3. Journal articles, abstracting services like 'Library Abstracts' and 'LISA' [to know what is available, when and where] are so scarce as to be almost non-existent.
4. English language skills of the LIS students with few exceptions are inadequate to study from foreign language materials. In Sinhala few publications exist and in Tamil the situation is scarcely any better. So the exciting developments outside the shores of Lanka are scarcely known about.
5. Without English language skills how is it possible to provide accurate and reliable information including assessments of its value and with add-on values without the standards of English necessary even to usefully access the Internet etc?
6. Equipment on which to train is scarce. The IFLA / SLLA Net-ELIS Workshop identified in October 1999 this problem and high-lighted it in a Resolution which reads: "The appropriate authorities must recognize that the teaching of librarianship and information science [LIS] requires the provision of IT workshops equipped with up-to-the-date hardware and software and internet interconnectivity." [16] These are good words but little LIS action has resulted since October 1999 with the exception of Kelaniya.
7. The development of services that should be made possible by ICT are hampered as I've indicated by lack of equipment, knowledgeable professionals etc. So how can the profession instruct related but important subjects such as on information policies' development, managed acquisitions in libraries and between libraries, and machinery for resource-sharing between the major libraries' collections, about inter-library lending, nationally and internationally, and retrieving for users information from the Internet, when in our own LIS profession these scarcely exist?

8. Services on which to train and from which to show exemplary services scarcely exist.

This requires some clarification. Under the umbrella of NATNET LANKA, Ms Janaki Fernando in a recent and fully comprehensive review presented in China in May 1999 [17] identifies, eight networks. The paper is informative and paints, with some exceptions, a reasonably healthy picture of networking in Lanka. The objectives of each network are clearly stated, and activities are listed. All network development in Lanka looks in excellent state to the un-informed overseas reader. However examine carefully the paper: the language provides clues. An example from AGRINET “This system which is known as AIS [AGRINET Information System] is capable of handling cataloguing of books and serials, indexing, SDCP services etc.” Is ‘capable of’ implies that if it were to be carried out in the future that it would be capable of doing it. This implies that it is not being done now. This language usage is indicative of too many Lankan papers [understandably for overseas audiences] that are full of similar promises and even worse – half-truths. They lead the profession overseas and - more dangerously in the island along with the parent organizations and government authorities - to believe that Lankan libraries and information services operate in a land full of ICT ‘milk and honey’ and massively successful professional achievements. Most readers will recognize this as being untrue [and to be fair to Ms. Fernando at the end of her paper she does point out problems and shortfalls]. LIS professionals seem to prefer to live in a professional ‘cloud cuckoo land’ rather than face truths that are sometimes painful to confront. Library inter-lending is referred to as an example. Most professionals understand the administrative problems over librarian’s personal responsibility for stocks’ loss etc. nevertheless readers need to be informed about how effective is the service: in other words on average [of a week, a month or a year] how many books are inter-loaned in-wards and out-wards? Similarly of a network such as ENLINET established in 1993 where the report states that “computerized databases of environmental related information is being created” – note that it does not read “has been created’. These facts are useful, but of far greater use to judge the effectiveness of the other seven data-bases, would be an indication of the average number of ‘hits’ on each. This information is never provided. This results in a suspicion that use is minimal and that all these excellent initiatives are introduced as ‘good librarianship’ rather than as a greatly-used and highly-appreciated services to the scientists, researchers and the commercial and business and government organizations that the profession ought to be impressing with these dynamic and innovative services. Is the

correct picture, many readers will be led to wonder, being presented? If not then there is a fundamental question to be addressed – why do librarians pull veils over their professional eyes and fail to face truths? Without recognizing truths, whether they are to be celebrated or lamented, is to fail to face facts and therefore to wilfully ignore the pointers to urgent actions that are required.

Nearly all these eight networks have objectives to train and some do good work but if the services are not fully operative then full training cannot be provided in practice. So, one has to conclude, that facilities for training appear to be limited.

11. What can be done?

A number of problems have been identified – So what can be done about them? Ignore the problem hoping that it will go away? or that it will not get worse? Alternatively the problem can be expanded to make it larger and so immense that the librarian can genuinely argue that the problem is now so huge that it is truly beyond almost anyone's capabilities to be resolved!! [A common approach in LA's over most of the world!]

That is definitely not the way to go. A number of practical proposals come to mind. Reader – please think – how can they be resolved? Then – take action and do something. Do not just talk and complain and add another set of 'action points' to reams and reams of minutes of meetings from which issue puffs of professional 'hot air' but very little in the way of positive actions, improvements or developments.

12. Proposals for actions:

These include:

1. Current teachers' knowledge and skills –up-date them via overseas agencies like the British.Council and US Centre, French, Indian, Russian & German centres etc.
2. Achieve this via 'link programmes' one of which might be to invite an External Examiner onto the SLLA's Education Committee from one of the Boards of Associateship [or a similar body] from either the UK, US, Australia, New Zealand etc.
3. Books & journals – establish under the National Library's Book Development Programme, or the SLLA Publications Committee, a translation programme into Sinhala and Tamil of basic student texts both from monographs and journal articles.
4. English language - contact the British Council that already possesses programmes on teaching English for doctors and for engineers etc to encourage

the development of a similar one for English for Librarians and Information Scientists. [An embryonic one works between the Association des Bibliothécaires Français, the British Council in Paris and The Library Association.]

5. Private sector expertise – survey to know who and what is available and where and negotiate to contract into LIS teaching – both for education and training.
6. Equipment – beg, borrow or steal from outside agencies or contract to use others' equipment.
7. CPD - the librarianship and information science community should understand and be interested in CPD's benefits. LIS Community should pay it's immediate attention to up-date skills of the current working members in the profession.
8. Distance education - SLLA and / or NILIS / National Library to negotiate a course with the O.U. for distance-learning provision.
9. Curricula development – no longer a one-off process but a continuing development so arrange with an agency or through IFLA for a member of the SLLA's Curriculum Implementation Committee annually to visit one of the main countries each year in which change in the curricula is initiated to bring back new ideas.
10. A most basic question remains so far unanswered. If there are few courses on which to educate, and fewer organizations with adequate ICT equipment and service on which to train, where does one break this vicious circle – where is the starting point?

It probably has to be with education. Certainly there is no reason for optimism that operating libraries and information services can take the initiatives particularly with regard to the manner in which the majority of them are currently being resourced and managed. Support for this view is that in the last decade and, in comparison with developments elsewhere in this geographical region, few librarians [with a small number of honourable exceptions] have initiated major innovations as ICT 'core' elements [as described in fully earlier]. Why should they start now? Why will parent organizations and the managers take note and change? Outside the private sector they will not. They will cite lack of monies, the costs of the national conflict, difficulties of getting to work, and a host of other major reasons. Nevertheless it should not be forgotten that defined simply 'management' is about – money, men and materials. To ignore one – money - is an indictment of management skills.

Consequently the education that the SLLA and the universities provide has to change to produce the ICT proficient future staff that can initiate change. The next question is – can it be done in time? Even if there existed the will today in the relevant organisations to immediately initiate changes, expert opinions believe, that from the development of a new idea to the output from a department of newly skilled potential employees, these initiatives take a minimum of nine years to bring to fruition!

13. Summary / Conclusions:

These are:

Miniscule progress to implement any ICT - based services [using the criteria of the ‘core’ rather than the general] in most libraries.

Consequently limited places available for training

Little teaching of the ‘core’ [as opposed to the ‘generic’] elements of ICT on LIS courses with the exception of some in Kelaniya University – although still to be proven.

Consequently little knowledge exists of the extent and details of the curricula changes necessary for ICT.

In the public sector a severe shortage of instructors with necessary knowledge or expertise to teach ICT.

Curricula not only void of ICT – related subjects but too far out-of-date. Urgent continuous up-dating necessary.

The Introduction warned that this would be a hard-hitting paper written with the purpose of awakening the profession to the opportunities that are speedily slipping from the LIS profession’s grasp. It is presented to encourage debate and argument. If contentions in this paper are proved correct, then there must be the expectation that the profession [if it is to be true to its description as a ‘profession’ and preserve its reputation with other organizations in the OPA] will speedily initiate changes that will result in faster progress in the future for the education and training of information managers for ICT.

All dedicated LIS professionals will wait to see what, if anything, happens – and on what time-scale!!

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NOTE:

The Author's experiences include the creation, with Professor Havard-Williams, in Loughborough University of Technology in the UK, of the course leading to an MA in Archives, Librarianship, Information Science and Education. This MA-ALISE, established with Unesco, British Council and UK government financial support, was the only course in the world aimed to improve overseas the curricula and education of LIS professionals. Subsequently, as Deputy Chief Executive of the second largest library association in the world, The Library Association [UK], he had responsibilities for standards and contents of LIS education and training through the LA's relationship with the seventeen university-based departments or schools of librarianship and information science. Also for overseeing the establishment of a CPD programme embracing all 26,000 members and highly regarded world-wide. At the same time within the International Federation of Library Associations [IFLA] he worked, for more than twenty years, as a member of its Committee for Education and Training as well as Secretary to the Division of Education and Training. For six years an elected member of IFLA's Executive Board and also elected as IFLA's First Vice-President. A creator of the IFLA Roundtable for the Management of Library Associations, author of a popular Unesco Guideline used, in translation, for training seminars in more than six Asian countries. Earlier he worked in four developing countries as the British Council's Librarian. From later consultancies and working visits to more than a dozen other countries in Africa, Asia, Eastern Europe and Latin America he obtained invaluable professional experiences. This list is intended to indicate some credentials on which the observations and judgments contained in the article are founded.

[NOTE: This article originated as a paper to the National Library & Documentation Services Board's twelfth anniversary celebratory Seminar on Library Automation. It was presented as the 'lead' paper in the 10th session on Training on 22 May 2002 with the title "Changing Training needs in ICT environment".]

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Critical Issues of School Library Development in Sri Lanka

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Abstract

This article addresses to a series of initiatives that can make a difference involving individual student support, developing information system for academic staff, exploiting the management structures, space and the roles and skills of library staff, major concerns in school librarianship in Sri Lanka

Introduction

Libraries are responsible for gathering, selecting, organizing, disseminating and preserving recorded knowledge and information in all forms and for providing assistance and instruction in their use. Today the wonderful resources in libraries are being endangered by technology. The increasing reliance on computers and digital information has affected library users and staff. As the technologies used by libraries have evolved, library jobs, organizational structures, and working conditions have changed. With this background school libraries and learning resource centres become more effective in supporting teaching and learning. What are main pitfalls? what are the answers to these and related questions? Faced with such a reality, one must think in terms of long and short-term solutions.

In order to universalize education and improve educational quality in Sri Lanka, the Ministry of Education has signed a memorandum of agreement with the World Bank. Under this programme a library component was introduced specially for the development of school libraries in Sri Lanka. And also National Institute of Library and Information Science (NILIS) was established by an act of parliament affiliated to University of Colombo.

The Role of Libraries in Education

The school library is the place to teach pupils the knowledge and skills they need to become information literate. This stands on its own. It has to be integrated into the complete course. Therefore it is very important that the school librarian works closely with his or her teaching colleagues. The school librarian need to know what material teachers like to work with and what information they need. Librarians devise strategies for assisting pupils to find their way through the huge amount of information and information sources available under the new educational reform introduced by the National Educational commission (NEC). Developing information skills and communication methods has been identified as one of the major national objectives of the educational reform. Finally the school librarian needs to know what is expected of the pupils, and how and what the pupils are being taught. The best way to make the school library more effective overall the following qualities have to be developed by school libraries.

- Communication with teaching staff
- Involvement in curriculum development (Course planning etc.)
- Organization of knowledge for the benefit of the school community
- Allowing students to use a wide range of resources effectively
- Appearance of the library
- Usage of IT

Issues and Concerns

In Sri Lanka five major issues can be posed as questions:

01. What should be the role of school libraries?
02. How can school libraries be developed?
03. What are the personnel needs of school libraries?
04. How can we build up school library collection?
05. What facilities are required and what can be done without them?

Major concerns have been summarized under five headings.

Library Budgets

- Library budgets depend on the school management
- Inadequate financial provisions

Information and commiunication Technology

- Many libraries are not organized their even collections in manual forms. Not computerized.
- ICT within the educational role needs to be addressed.
- Lack of training

Qualifications, Training and Status of School Library personnel

- Need for qualified teacher librarians in school libraries.
- Education and training on school libraries is lacking. (Training retraining methodologies have to be introduced with the assistance of curriculum developers.
- Status and salaries of school library personnel need to be equitably defined. (Service minutes for school librarians equivalent to the teacher service minutes has to be introduced taking into consideration their educational and professional qualifications)
- Role of the teacher librarian need to be addressed with career.

Commitment on School Libraries

- Lack of commitment from government in supporting school libraries.
- Local educational authorities are not employing professionally trained school librarians.
- School management is not convinced of the value of professional staff.
- It is not compulsory for schools to have a school librarian.
- The teacher librarian has too much in the way of teaching deliberations and cannot focus enough on the school library programme

Pollicy, Standards/Guidelines and Associations

- Need for developing school library standards such as integrating information skills into the New curriculum with the assistance of National Institute of Education (NIE), Maharagama. Although NIE is responsible for the designing of national curriculum it's participation of the school librarinship programmes is totally neglected
- Need for an implementable national policy, for school libraries, which should be suited to the local needs.

Reading Promotion and Guidance

Helping children develop reading habits and skills and encouraging the reading of literature is a premier role of school libraries throughout the world. Under World Bank assistance in Sri Lanka has launched a project for developing reading habit, which focus mainly on primary education. It should be expanded to the senior secondary level with the assistance of curriculum developers.

Classroom Teachers

Another area of general agreement is that effective school library programme depend on classroom teachers and administrators who understand the library's educational role. It is not enough to train a few teachers to run the library. All teachers need to understand the role of the library and acquire experience in using library resources.

Information searching and handling skills should be reflected across the curriculum. At present, it is obvious that subject content of the library and information studies is available without proper teaching methodologies.

Conclusion

It is necessary to take a broad view and link up with all those working for the same objectives, not to keep strictly to our own profession and type of library. Many of the problems are beyond the scope of the individual school librarian or even school librarians as a body. For the first time in the history of librarianship in Sri Lanka we have got a massive fund from the World Bank for the development of school libraries in the country. We need therefore to form alliances and work out joint strategies for effecting change.

Electronic Access: a Revolutionary change in Reference Services for University Academics

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Abstract

The role of the academic reference librarian is changing tremendously with the rapid development of information communication technology. University academics also are forced to change their patterns of teaching and information seeking methods. Changes in the reference services provide fast access in information retrieval and connectivity which was not experienced in the past. Librarians are faced with the problem of information over-load with the advent of the Internet and the World Wide Web. Information in these networked environments are delivered in the form of journals, books, e-magazines, and other forms. Academics in the less resourced countries find access to online journals, which are considered most valuable, hindered due to financial constraints. However, journals and other forms of material offered free could be made use of through academic library reference services. Managed Learning Environments (MLEs) and Virtual Learning Environments (VLEs) could be exploited by the teachers as well as librarians in the universities to improve the teaching and learning process. To the university reference librarian of the new millennium, electronic resources and services are just now the expected way of life.

Introduction

Academic libraries in the world have faced unprecedented changes in the past decade because of advances in the way in which information is disseminated and also due to revolutionary developments in information and communication technology (ICT) available to students and faculty. These advances slowly but steadily trickle into countries such as Sri Lanka and already signs of this happening are evident. This information revolution is transforming the forms and methods of instruction requiring university academics to rethink the way they carry out their work. The hour lecture and the chalk board are as doomed

as the card catalogue. Multimedia, computer assisted instruction, and collaboration between students and teachers made possible by electronic mail and computer conferencing have changed the nature of instruction. Academic libraries, as suppliers of electronic resources, should be central to these developments, and this is likely to enhance their standing in the university. (Lewis 1995)

For what purposes do University Academics need Information?

University academics seek information for to fulfill the following needs;

- Teaching undergraduate & postgraduate students
- Carrying out research in their respective specialties
- Obtaining information for curriculum development, consultancies & project reports, and for administrative requirements
- Dissemination of knowledge through textbooks, popular articles, etc.

for all these activities the provision of current information on various disciplines is crucial. Milne (1999) states that the quality of all 'knowledge generation', and more specifically, the quality of research output regardless of discipline, is dependent on access to information. University libraries should play a vital role in providing up-to-date, accurate and relevant information in the shortest possible time to the academic community. Academic librarians support teaching, learning and research by building collections, providing electronic access to information, offering proactive library services and integrated information skills instruction (Rader 2001).

Reference Services

Reference services in the library caters to meet the information needs of academics and in simpler terms, this can be provided in person, by telephone or via e-mail (Reitz 2002). In addition, the following aspects are also important in providing information; instructing in the selection and use of appropriate tools and techniques for finding information (use of the library catalogue or the On-line Public Access Catalogue, OPAC), conducting literature searches on behalf of the patron, directing users to locations of specific resources, assisting in the evaluation of information, keeping reference statistics and developing the reference collection (Kent et. al. 1978). Reference service is the area where users most directly experience the effects of technological advances.

In-House Reference Services Traditionally Provided by Libraries

Libraries and librarians at present, both philosophically and in practice, reflect wide variations in the extent and character of the assistance they render to those in search of information.

- Compiling bibliographies on topics about which information is sought or is expected to be sought
- Preparing guides and aids on the use of the library and its collections
- Constructing special indexes and maintaining special files (pamphlets, reprints, manuscripts, etc.)
- Assisting in the selection of teaching material for curricula in various disciplines
- Inter-library-loan services
- Abstracting
- Selective dissemination of information (SDI) services to academics (Kent et. al.1970)

As proposed by Grieg Aspnes (1970), “the ultimate goal of any reference library or information center must be to supply its users with all the information and only the information they need at the lowest possible cost”.

Electronic access in the current era

The assembling of local collections has become less important since library materials in electronic form lend themselves to remote access and shared use. Coordinated collection development and cooperative shared access become imperative. Information is the raw form from which knowledge is derived; but information must be organized to foster connections and relevant interpretations before it will lead to knowledge. Bits and bytes of information are important only if they can be linked to other pieces of information to build the orderly patterns that are the fabric of knowledge. Hence, the mission of libraries is more properly identified as the provision of access to organized information, for the fostering of knowledge (Harloe & Budd 1994). Electronic collections take the form of library material in digital format including e-zines and e-journals, e-books, reference works published online and on CD-ROM, online bibliographic and full-text databases and other Web based resources. Emphasis is on resources that are networked and browsable electronically. Value is placed on the availability and deliverability of information. ‘Just in time’ approach to collection management is based upon high reliance on expedited document delivery (Harloe & Budd 1994).

The most significant change in reference services over the past few years is the extent to which the Web has overshadowed the use of print reference sources. University libraries now emphasize self-service online sources for reference services over all other media. Helping users navigate through the multi-faceted electronic sources is a challenge for academic librarians, for example, showing a user how to begin with a bibliographic database, then look up the journals in the catalogue, use another database or e-journal site to get the full-text (Tenopir & Ennis 2001). These technologies help us provide a better reference service by enabling us to reach patrons at their time of need, not only when they come into the library (Tenopir 2001).

Advantages of Electronic Information Retrieval

Digital material can be sorted, transmitted and retrieved easily and quickly and also can be linked, thus made interactive, besides enhancing the retrieval of more information (texts, numbers, algorithms or statistics). Access to electronic information is cheaper than its print counter part when all the files are stored in an electronic warehouse with compatible facilities and equipment. OPAC's, databases, electronic journals, and Internet based resources that are expensive initially, but worthy of efforts because of the much enhanced accessibility. More information would likely be distributed and stored digitally as the cost of digital storage continues to drop. Digitization leads to the development of Internet based digital libraries as the Internet is now the preferred form of publication and dissemination. Electronic documents can be annotated and repackaged from time to time. McKinley (1997) and Mason (1997) have rightly regarded that the shift to electronic access as not merely a change in terms of storage and delivery, but which brings about connectivity and interactivity through techniques such as Hypertext Markup Language (HTML). Information in the digital format can integrate text, graphics, sound and video in a user-friendly manner. It is desirable too as it enables to search external library databases in a networked environment and allows rapid information retrieval. Information sharing can be enhanced and redundancy of collections reduced solving the space problem in libraries (Ming 2000)

Current Global Trends

With the information explosion and the revolutionary changes in information technology, the traditional role of the libraries as store houses of information in the printed form (books, journals, etc.) has changed to places of access to electronic information (Webster & Jackson 1994). Libraries are increasingly becoming automated with the deployment of Online Public Access Catalogues (OPAC's), networked CD-ROM databases and access to information through the Internet and the World Wide Web (WWW). With the advent of the electronic library, librarians must now instruct not only on home information resources, but also point to the existence of, and means to access, the vast aggregate of global material. Librarians play a dynamic, central role in the present and future educational mission of universities (Rapple 1997). Changes from mediated searching to end-user searching affect the traditional interactions between librarians and users. In academic libraries in the developed nations, electronic resources have become an integral and prominent part of library collections because of the rapid developments of information communication technology through the Internet and the World Wide Web.

Electronic reference services provided by University libraries

The accelerating changes in academic library reference services have been profound. Much of these changes correspond to rapid development of online catalogues, CD-ROM workstations and the Internet.

- ❑ WebCat – the library catalogue on the Web
- ❑ Access to online journals the library has placed subscriptions
- ❑ CD-ROM databases
- ❑ Online databases and Internet access
- ❑ Web based instructor designed tutorials, exams and coursework
- ❑ User education programmes
- ❑ Online current awareness publications (Newsletters, updates, reports, etc.)
- ❑ Style manuals for citations
- ❑ Links to other university resources
- ❑ Assistive technology access (specialist programmes designed for users with dyslexia, visual or hearing impairment) in the form of dictation software (voice to text), Braille

embossing, etc. through their Web pages to the patrons.

Societies are increasingly relying on knowledge for economic prosperity and the challenge for the librarians worldwide is to provide information to their patrons. With the phenomenal rise in the number of journals and other information services it is pertinent to examine how other countries both developed and developing have attempted to find solutions to this problem. There is increased reliance on the organization of knowledge through the development of databases, bibliographies, online journals and textbooks, teaching material, etc. using advances in information and communication technology. This has resulted in the development of digital libraries in developed countries where information can be accessed 24 hours-a-day from the homes of academics. Such access does not come free and the trend is for university libraries to form consortia (eg. Consortium of University Research Libraries CURL in the United Kingdom) for common access to a wide range of electronic information sources. Consortia formation also helps in negotiating with publishers of books and journals. Free access to a fair amount of information available on the Web is also available.

Types of Electronic Information Resources available Worldwide

■ - Fee levying access to electronic journals

Scientific journals are one of the main information carriers to the research community, especially in the medical, natural sciences and technological areas. Most of the reputed publishers have now moved towards electronic journals which are extremely convenient from the point of information retrieval. However, subscription rates of the electronic format are very much higher than their print versions.

- **American Chemical Society (ACS) Archives** have more than 11,000 journal issues, 500,000 articles, 2.5 million pages of original chemistry, full-text searching of all titles from 1879 to current and to ACS Web editions subscriptions.
- **Web of Science**
 - Offers a collection of highly academic and informative databases such as-
 - Science Citation Index Expanded with cited references & author abstracts from 1981-
 - Social Science Citation Index Expanded with cited references & author abstracts from 1981-

- Arts & Humanities Citation Index Expanded with cited references & author abstracts from 1981-
 - **Institute for Scientific Information (ISI) Proceedings**
 - * Science + Technical edition
 - * Social Science + Humanities edition

➤ **Current Contents Connect** (Current Contents online)

Most international scholarly journals are available online for a fee which is far beyond the reach of developing countries. However, a large number of medical journals are accessible free of charge on the Internet. e.g. British Medical Journal (BMJ), New England Journal of Medicine.

• **Free access to journals or at a very low cost**

There has been a rapid growth in the number of journals during the second half of the 20th century. University libraries are in most cases, the main buyer of scientific journals. With cuts in library budgets librarians tend to seek sites in the World Wide Web where access to journals is offered free of charge or at affordable rates. Most of these are provided through initiatives established to assist researchers in less privileged countries (Eriksson <http://www.lub.lu.se/sida/papers/eriksson.html>). Galbraith (2001) focuses on the announcement by six of the world's leading scholarly journal publishers (Blackwell, Elsevier Science, the Harcourt Worldwide STM Group, Lippincott Williams & Wilkins, Springer Verlag and John Wiley) who have plans to provide poor countries with free or low-cost electronic access to more than 1,000 medical and scientific journals.

● **Journal ServerTrust** <http://Journalserver.org>

An international freeware digital library initiative has been founded by scholars of Oxford University,

- to assist good quality scholarly journals to be online free of cost
- to promote the use of these journals by the international community

Over 20 leading journals in a wide range of disciplines from 10 countries and the United Nations will go online before the end of 2002. Sri Lanka *Journal of Child Health* and *Zeylanica* (formerly Journal of South Asian Natural History) will be hosted on the World Wide Web through this initiative.

- **Developing Nations Initiatives**

<http://www.library.yale.edu/~llicense/develop.shtml>

In the year 2001, a number of organizations started to develop or to publicize programmes designated to bring high quality, peer-reviewed sciences journals for free or very cheaply to developing nations.

- American Medical Association (AMA) <http://www.amapubs.com>
AMA participates in a programme to deliver the ten scientific journals they publish without a fee to developing nations including the prestigious Journal of the American Medical Association (JAMA).
- Berkeley Electronic Press (Bepress) <http://www.bepress.com>
Bepress makes its current list of journals freely available to researchers in the developing world. Unrestricted access to full-text articles of Bepress's published articles is provided to those who request for this facility. Bepress presents a dual pronged approach to the academic community besieged by the high cost and slow speed of scholarly communication.
- Best of Science <http://bestofscience.free.fr/>
A free access scientific publication of preprints and peer reviewed articles.
- BioMed Central <http://www.biomedcentral.com>
Full-text articles published in all BioMed Central primary journals are freely available to developing countries.
- HighWire Press <http://highwire.stanford.edu/lists/devecon.dtl>
Offers free online access to all countries that appear in the World Bank's list of 'low income economies'. This site contains over 350,000 articles from high quality peer reviewed biomedical journals.
- ICSU-UNESCO <http://bestofscience.free.fr/icsu.html>
Joint declaration of the International Council for Science (ICSU) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) supporting broad and free access to scientific information in the developing world.
- SciDev <http://www.scidev.net>
A free access, Internet based network devoted to reporting on and discussing those aspects of modern science and technology that are relevant to sustainable development and the social and economic needs of developing countries.

- **International Network for the Availability of Scientific Publications (INASP)** <http://www.inasp.info> One of the most important programmes supporting electronic access to developing nations is the INASP which was established in 1992 by the ICSU as a programme of the Committee for the Dissemination of Scientific Information (CDSI).

Objectives Of INASP

- ◆ to map, support and strengthen existing activities promoting access to and dissemination of scientific and scholarly information and knowledge
- ◆ to identify, encourage and support new initiatives that will increase local publication and general access to quality scientific and scholarly literature
- ◆ to promote in-country capacity building in information production, organization, access and dissemination.

INASP's Programme for the Enhancement of Research Information (PERI) Initiative is of special relevance to University and research institutions in the developing world. Under this programme, the INASP has been successfully negotiating for the provision of differentially priced electronic information resources. This programme has been developed in collaboration with researchers and librarians and the support of development programmes such as ENRECA (Enhancement of Research Capacity) in developing countries, Danida (Danish Agency for Development Assistance) and Swedish Agency for Development Cooperation (SIDA, formerly SAREC).

The PERI programme provides access to over 5,000 full-text online journals in the following areas;

- science,
- technology,
- medicine,
- social science
- the humanities

Support has been extended by publishers such as, Academic (Elsevier), Blackwell Publishers, The Cochrane Library, EBSCO Publishing, Mary Ann Liebert and Munksgaard. EBSCO, SilverPlatter and British Library Document delivery services are providing access to their full-text databases. In the first instance, members of universities and research institutions and professionals in several developing countries including Sri Lanka were invited to participate in the provision of free access.

- Blackwells (<http://www.blackwell-synergy.com>) 146,592 articles from 414 leading journals on disciplines such as Agriculture, Animal Science, Economics, Accounting, Finance, Mathematics, Statistics, Medicine, Engineering etc.
- At present, it is possible to access electronic journal and database resources at EBSCOHost (<http://search.epinet.com>) which provides full-text articles in 10 databases (Academic Search Premier, MEDLINE, Health Sources, ERIC (Educational resources Information Centre), Newspapers, etc. which were hitherto not available to Sri Lankan researchers. As a result, this service is gaining popularity in the academic community.

ADVANTAGES OF THE PERI PROGRAMME

- Retrieval of full-text articles is possible through several access points (such as by journal title, author, subject, keywords, etc.).
- Access is permitted to university academics and researchers in the departments or from their homes which is an island wide facility.

INASP has just launched 'INASP Health Links' <http://www.inasp.info/links/health/>, a gateway to selected web sites and Internet resources that will be of special interest to health professionals, medical library communities, publishers and non-governmental organizations in developing and transitional countries

Information from the World Wide Web (www) and the Internet

With the rapid growth of the World Wide Web and the Internet, an enormous increase in the volume and range of networked information has become evident. Slowly but surely there has been an increase in the amount of 'quality information' on the Web (Netskills... <http://www.ariadne.ac.uk/issue2/netskills/intro.html> 1996). With rising student numbers and decreasing library budgets, networked information resources are becoming an increasingly important element in the spectrum of information used by both staff and students in the higher education community. It is possible to retrieve useful information for academic activities through search engines such as;

http://dir.yahoo.com//Computers_and_Internet/Internet/World_Wide_Web/Searching_the_Web/Search_Engines_and_Directories/

- ◆ **Yahoo** – services range from commerce and communications, to media and entertainment
- ◆ **Altavista** – web and newsgroup search engine
- ◆ **123World.com** – links to sites on chambers of commerce, companies, United States, other countries, publications and international organizations
- ◆ **All Academic** – provides free academic searches on the Internet. Authors can index academic work as well
- ◆ **Resource Discovery Network** – dedicated to providing effective access to high quality Internet resources for the learning, teaching and research community
- ◆ **Study Web** – for students and educators
- ◆ **TheIndex** – for locating commercial professional, technical and academic information, products and services

University academics are able to access proceedings of very recent conferences, seminars and preprints of journal articles loaded into the World Wide Web by researchers worldwide. Users of information and those supporting them need to acquire adequate network skills in order to make effective use of networked information resources. As more academics and students take advantage of the ease of publication on the network to publish their lecture notes or their research papers, there is a need to train them to provide quality online information. Netskills play a major part in shifting the culture towards creating an effective learning information society that equips individuals with skills to contribute and participate. Here is a fine opportunity for librarians to establish their role in leading users to access to subject gateways, electronic journals, eLib services, etc. in the new information era. Therefore, it is essential for librarians to be active in installing e-print servers locally and smoothing the path for academics to contribute to them. Secondly, librarians should take the role of raising awareness on these issues amongst the academics. (Pinfield 2001)

Electronic Information for Teaching Activities

In addition to accessing latest research publications, Sri Lankan university academics would also make use of electronic access to gather teaching material from the Web. Some of these material include; relevant pages of electronic

textbooks, illustrations/ diagrams/ pictures, slides on Power Point presentations, tutorials/ sample examination papers for evaluating students, etc. Eriksson (1998) points out that the World-Wide-Web-based courses could be supported by the library to enhance the present form of teaching university students. Information on courses is located at a website; probably in the library Web page. This facility could be extended at present in our university libraries with the existing facilities and with the cooperation of our academics. All that is necessary for this service is access to the Internet and a Web browser. The tools used are the Web pages, e-mail for communication and bulletin boards where a simple form is utilized to post messages and announcements.

The development of Managed Learning Environments (MLEs) is now at the top of the agenda for many institutions in the developed world. MLEs are systems which facilitate the learning and teaching process by providing resources and tools online (Pinfield 2001). They offer a virtual environment that supports all educational activity that is normally associated with the learning experience. In this respect, the MLEs will offer functions to support pedagogy, the management of learning materials, communications environment, links to useful Websites, etc. (Harris 2001). According to the Joint Information Systems Committee, UK (JISC <http://www.jisc.ac.uk/mle/>) Technology Applications Programme (JTAP <http://www.jisc.ac.uk/jtap/mle.html>), MLEs may loosely be defined as computer and information technology (C&IT) systems which enable the practice of education - lectures, tutorials, seminars, brainstorming a late essay and so on - to be carried out without the participants needing to travel to meet face to face. This can be seen as opening up access to education and as a necessity in making the goal of lifelong learning feasible.

Richard Everette (2001) describes the term Managed Learning Environment (MLE) to include the complete range of information systems and processes of a college that contribute directly, or indirectly, to learning and the management of that learning. The term Virtual Learning Environment (VLE) which has a more advanced sense, is used to refer to the “online” interactions of various kinds which take place between learners and teachers. The principal functions that a comprehensive VLE could deliver are (Everette 2001);

- Controlled access to components of the curriculum that can be separately assessed and recorded
- Tracking student activity and achievement against these components using simple processes for course administration and student tracking that make it possible for academics to define and set up a course with

accompanying materials and activities to direct, guide and monitor learner progress

- Support of online learning, including access to learning resources both in-house and external, assessment and guidance. The learning resources may be self-developed, or professionally authored and purchased materials that can be imported and made available for use by learners
- Communication between the learner, the teacher and other learning support specialists to provide direct assistance and feedback for learners, as well as peer-group communications that build a sense of group identity

Challenges faced by University Libraries in Srilanka

Almost all services mentioned earlier and programmes such as PERI refer to information from the developed nations reaching the developing countries. There is also a need to strengthen and develop access to information within a developing country or within a region of developing nations and to the developed countries. Such dissemination of results from national and regional research is vital for university academics because it gives international exposure and feedback from the international community as well as for publicizing such research in the absence of access to reputed international journals. Information moving from the South to the North in this manner may include original academic research as well as the traditional knowledge available at the local level.

There is an enormous challenge for University librarians to become effective partners for electronic access and to provide electronic reference services to the academic community. Foremost amongst these are the financial constraints in meeting the technological demands for library automation, developing electronic resources, improving staff skills in electronic operations and technical know-how, obtaining access to fee levying information resources, etc. In the provision of remote access to university library holdings, it is absolutely essential for libraries to develop Web catalogues as only the University of Moratuwa, University of Ruhuna, the Open University and the University of Kelaniya provide access to Library catalogues on the Web with the University of Moratuwa leading in the fore front having a fully automated library system. Other university libraries have a long way to reach the status of automated stage with progressing on the development of OPACs at present.

In today's dynamic environment, academic libraries face enormous changes in user expectations and information seeking behaviour. University academics eventually will expect 24 hour seven days a week online access to library resources including collections, databases, online full-text electronic resources, etc. Libraries have a key role to play during this transition to move from traditional reference service models to the modern day services where the emphasis is on access to information. Throughout the world, library and information services have seen an enormous change in the last ten years. But change is set to continue in the next decade. Academic libraries are going to be expected more than ever to be fast-moving, innovative organizations which can still deliver stable services. However, it will also involve developing institutions with the right staff with the right skills working in the right structures. It is in this way that librarians will be better able to support the needs of university academics.

In order to make this vision a reality, it is important for administrators, academics and librarians to bring about a revolutionary change in their attitudes towards achieving goals in the electronic era or else face the consequence of being left behind while more progressive libraries leap frog into the new age of information revolution. To the university reference librarian of the new millennium, electronic resources and services are just now the expected way of life.

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Cooperative Software for Library Networking

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1. Library Networks

A library network is an organized group of libraries that have agreed to improve user services by sharing and development of their resources. A library network becomes effective when it aims at a specific group of users. Parameters of a network are defined by the characteristics of the users. Location, subject of interest, type of the affiliated organization, language, level of education, profession, age, sex are the characteristics that are normally used to define a user group. When a user group is defined, characteristics of the group are used as the parameters of the library network that serve the group.

Agricultural Information Network of Sri Lanka (AGRINET) serves a specific user group.

- Location - Sri Lanka
- Subject - Agriculture (including fisheries and forestry)
- Profession - Technical and research personnel
- Organization - Public sector

AGRINET is defined as a group of libraries serving technical and research personnel interested in agriculture who are attached to public sector organizations in Sri Lanka.

A library network becomes *operative* when its management mechanism is established. Three management committees and a Coordinating Secretariat are needed to complete the management mechanism. These are:

Policy committee: This is responsible for formulating objectives, identifying parameters of the network, organizing funds for network operations, appointing other two management committees and the secretariat

Planning committee: This committee is appointed by the policy committee. It is responsible for programs, work plans, procedures, standards etc.

Implementation committee: Representatives of the participant libraries comprise this committee. Participant libraries are selected by the Policymaking committee on the recommendation of the Planning committee.

Secretariat: the secretariat reports to the Policy committee and coordinates the activities of the three management committees. The secretariat is the node which links the components of the management mechanism. The secretariat uses effective communication channels such as circulars, newsletters, meetings, e-mail for coordination.

The composition of the management mechanisms of the four main library networks in Sri Lanka are shown below:

AGRINET (Agricultural Information Network):

Policy - Board of Directors of the council for Agricultural Research Policy - CARP

Planning - AGRINET Advisory Committee
(appointed by the Board)

Implementation - AGRINET Librarians meeting

Secretariat - CARP Library

ENLINET (Environment Library Network):

Policy - Board of Directors of the Central Environmental Authority- CEA

Planning and implementation - ENLINET librarians meeting

Secretariat - CEA Library

HELLIS (Health Literature, Library and Information Network):

Policy - Ministry of Health

Planning and implementation - HELLIS librarians meeting

Secretariat - University of Colombo, Medical Library

SLSTINET (Sri Lanka Scientific & Technical Network):

Policy - Board of Directors of the National Science Foundation - NSF

Planning - Standing Committee on Scientific & Technical Information (appointed by the Board)

Implementation - SLSTINET Librarians meeting

Secretariat - Sri Lanka Scientific & Technical Information Centre (SLSTIC)

A library network is *activated* by implementing cooperative programs designed by the Planning committee. The implementation committee is responsible for initiating these programs. Network Secretariat provides administrative support for program implementation. Cooperative programs of a network are designed under three main themes. Sharing and exchange of (a) *information and documents*, (b) *experience and skill of staff*, (c) *equipment and facilities*.

Active cooperative programme operated by of library networks in Sri Lanka are listed below under the three main themes:

(a) Information & documents -

Rationalization of acquisitions

Cooperative Acquisition Plan (CAP) -
SLSTINET (not in operation)

Compilation of information products

UNICAST - SLSTINET (not in
operation)

UNILIST - SLSTINET

UCAT - NL & DC

UNICEB - ENLINET (not in
operation)

UNILEP - ENLINET

NAB - AGRINET

AGNET - AGRINET

Contents Page Bulletin

Current Contents Environment -
ENLINET

Content page dissemination

SDCP - HELLIS

SDCP - AGRINET

- (b) Experience & skills –
 - Training program (HELLIS, SLSTINET, AGRINET)
 - User seminars (AGRINET)
 - Exhibitions (SLSTINET)

- (c) Equipment & facilities –
 - Computers (HELLIS)
 - Internet/CD ROM Bureau (SLSTINET)
 - Internet facilities (HELLIS)

2. Use of Computers in Networking

A library network can use computer and other information technologies to operate cooperative programmes in three ways.

- a. Online programmes: A network of automated libraries linked to a wide area network can engage in online cooperative programme. In online programmes the participant libraries communicate data or messages through wide area networks. E-mail and file transfer services are used by the participants in implementing the cooperative programmes.. In the case of Union Catalogue Programmes , the participant libraries input their entries direct to the central database. The central database is accessible online by all participating libraries. In Sri Lanka none of the library networks conduct online cooperative programs.

- b. Offline programmes: A network of automated libraries which is based on a computer network operates cooperative programs offline. All networks in Sri Lanka engage in offline cooperative programme. Here, the participants send their documents and data on diskettes to the coordinating library as the cooperative database is not accessible online for data entry. A library can use e-mail facilities to transfer files.

- c. Computer assisted programmes: the cooperative programme uses computers to process and prepare various information products. The cooperative database is used as one of the information sources.

In the above mentioned three methods, the library networks use cooperative databases directly or indirectly for cooperative programs. The database can be a catalogue, bibliography, directory or inventory. Participant libraries are involved in selection, collection and documentation of data, while the coordinating centre handles the organization of databases and preparation of information products.

3. Cooperative Databases

A cooperative database is a database generated from a cooperative program. It is a database developed with the contribution of the libraries participating in the network. Library networks in Sri Lanka create four types of cooperative databases in their cooperative programmes. These are: Union catalogue of books, union list of serials, union bibliographies and union directories.

- a. Union Catalogues: UNICAST (Union catalogue of scientific and technical books), UNICEB (union catalogue of environmental books) and UCAT (Union catalogue of books) are the three computerized union catalogues developed by library networks in Sri Lanka. UNICAST and UNICEB were stopped when UCAT was started.

UCAT is compiled by the National Library and Documentation Centre (NL&DC). It was started as a card catalogue and in 1996 it was converted to a computerized database. 50 major libraries in Sri Lanka participate in the project. Libraries except a few, send their new entries on diskettes and some as e-mail attachments. UCAT has more than 100,000 records. Periodically new additions to UCAT are printed as a author/title list. NL&DC plans to issue UCAT on CD-ROM.

UNICAST was compiled by the National Science Foundation (NSF) for SLSTINET in 1977 as a card catalogue. This was computerized in 1983. It was the first union catalogue and the first bibliographic database

generated in Sri Lanka. Central Environmental Authority (CEA) started UNICEB in 1993 for ENLINET. Both these union catalogues were stopped when UCAT was started.

- b. Union lists: UNILIST (Union list of scientific and technical periodicals) is compiled by NSF with the help of SLSTINET libraries. It was started in 1977 as a card catalogue and converted to a database in 1983. UNILIST has more than 5000 entries giving holdings of the libraries. 85 major libraries contribute to UNILIST. NSF published Current list of scientific and technical periodicals in 1998 listing current periodicals in the network. UNILEP (Union list of environmental periodicals) is the equivalent of UNILIST in ENLINET
- c. Union bibliographies: NAB (National agricultural bibliography) is compiled by the Council for Agricultural Policy (CARP) with the assistance of AGRINET libraries. NAB covers agricultural documents generated in Sri Lanka or written by Sri Lankans. Books, unpublished reports, newspaper and periodical articles are included. AGRINET libraries extract entries from their computerized catalogues, store them in diskettes and send to CARP.

DEVINSA (Database of the Development Information Network in South Asia) was operated by the Marga Institute, Colombo. Bangladesh, India, Maldives, Pakistan and Sri Lanka contributed to the project. When DEVINSA was stopped in 1997 it had over 14000 entries.

- d. Union directories: AGNET is a database compiled by CARP with the help of AGRINET libraries. This database has information on agricultural libraries, their users and periodicals available in the libraries. AGNET is used by AGRINET for its contents page services.

4. Cooperative Software

Cooperative software is a software used for compilation of a cooperative database. It is essential that the same software is used by all participating libraries in the network. If different software are used, the data files output by them have to be converted to suit the cooperative software. This can be done by the coordinator or by the participant libraries. Conversion of data files that are out put by different software should be handled by persons conversant in data processing. They should study different software used by the participant libraries and compile conversion programmes. This will become more time consuming and complicated if the libraries use close access software. Similarly, the output data files have to be reconverted to the original software for the use of participant libraries. This question would not arise if the participant libraries satisfy with paper outputs. However, if the libraries need digital files to be used in their systems it is necessary to provide compatible files.

A library wanting to compile a specialized union catalogue by selecting the entries from the main union catalogue would not be able to do so if the cooperative software is not available in the library. Hence it is important that the cooperative software is copied for the participating libraries. In case of commercial software special arrangements have to be made with the vendors for multiple copying.

All the cooperative databases of the library networks in Sri Lanka use CDS/ISIS. This database management system developed by UNESCO is the most popular software in the developing world. Recent survey discloses that more than 100,000 libraries use this software. All libraries in Sri Lanka, except for a few, use CDS/ISIS or WINISIS in their library systems.

NSF, the national distributor of the software uses it for all its in-house data bases and for the cooperative database (UNILIST). Some CDS/ISIS database of NSF are accessible through Internet. NL&DC, the apex organization in the library system in Sri Lanka uses CDS/ISIS for the development of all its data base. These include, UCAT (national union catalogue), NCAT (national catalogue), SLNB (Sri Lanka National Bibliography).

At present, libraries not using CDS/ISIS find difficult to contribute to cooperative databases. They make special arrangements with the network coordinator to input their data manually. ITI (Industrial Technology Institute) has no inputs in cooperate data bases such as UCAT or NAB. A special program is required to convert their data to CDS/ISIS

As more than 100 libraries are involved in cooperative databases it will be practically and economically impossible to replace CDS/ISIS or WINISIS with any other database management system in the market. Hence it is important when acquiring a commercial package to request the vendors to add a special module for converting data to and from CDS/ISIS. As an alternative the library networks could be restricted to information (and financially) rich libraries who can afford commercial packages. One would argue that this restriction would not promote the concept of nation-wide library cooperation.

Conversion programmes are available for software that output data files which comply with ISO 2709 (*Format for Information Exchange*). Many such conversion programmes are available in the public domain. Fangorn, NISO and TXT2ISO are some programmes used to convert of ISO file to ISIS files.

5. Data formats

Structure of a data file is defined by a data format which describes the data fields used in the file. A data field has a name, tag number, indicators, data element identifiers, etc. Data format is defined by the data base developer. Exchange of data fields is easy if the data files use the same or parallel formats. If the data files are outputs of the same software, the two data files could be merged automatically. If different data formats are used they should be converted (re-formatted) before merging. CDS/ISIS has a facility for re-formatting data files. When the two files have equivalent data fields, re-formatting becomes straightforward as it involves one-to-one conversion of tags. If fields are not equivalent, re-formatting process become complex.

MARC is the most widely used format for bibliographic databases. This format uses a three character tag for fields. It has indicators, control characters, sub field delimiters etc. Some of these characters are introduced at the time of data entry. CCF (common communication format) was developed by UNESCO and FID to promote exchange of bibliographic data fields.

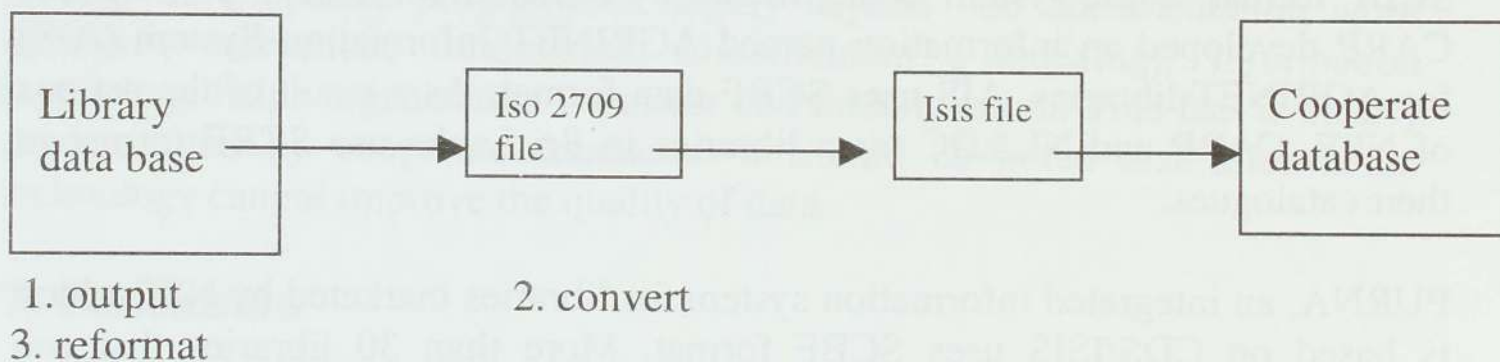
SCBF (SLSTINET common bibliographic format) is the data format adopted by the SLSTINET for its cooperative databases. This was initiated at a meeting of librarians organized by NL&DC in 1983. In 1988 the format was formally adopted by SLSTINET librarians for UNICAST and UNILIST. This format is based on CCF format with few modifications. Bibliographic data fields are grouped into blocks according to areas used in AACR. Non bibliographic data

fields on user, circulation, serials registration and acquisitions are organized in different blocks. All cooperative databases (UCAT, UNILIST, UNILEP, NAB, AGNET) use SCBF. Main objective of SCBF was to provide a simplified data format that is easily followed by the librarians who are not fully competent in data processing. Since libraries participate in the above mentioned cooperate programmes use a common software and a common data format, compilation of cooperative databases can be done by simply merging the data files.

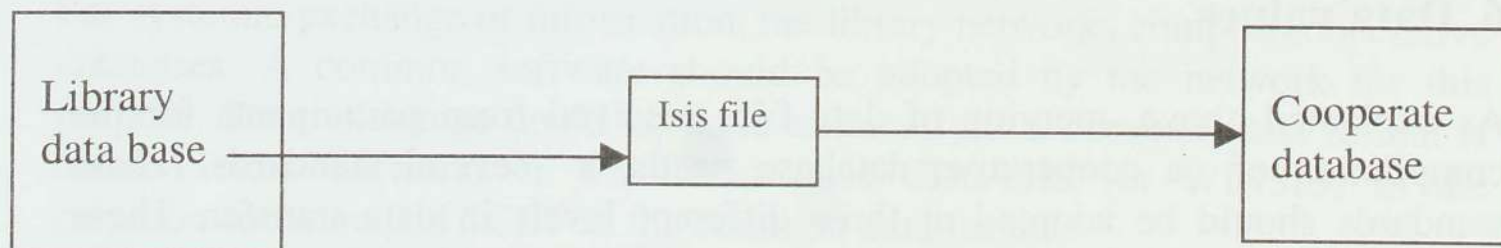
However, in the case of University libraries direct merging is not possible. University libraries decided in 1990 to adopt a different data format for the ISIS data bases developed by them. IDRC designed a data format named MIBIS (micro computer based bibliographic information system) and distributed among libraries in the developing countries. This format supported an integrated cataloguing system designed by IDRC. Hence the compilers of cooperative catalogues have to reformat the data files received from the university libraries. Field Lists of MIBIS and SCBF are not fully compatible and hence one-to-one conversion in reformatting is not possible.

Conversion and reformatting of data files is done as illustrate below:

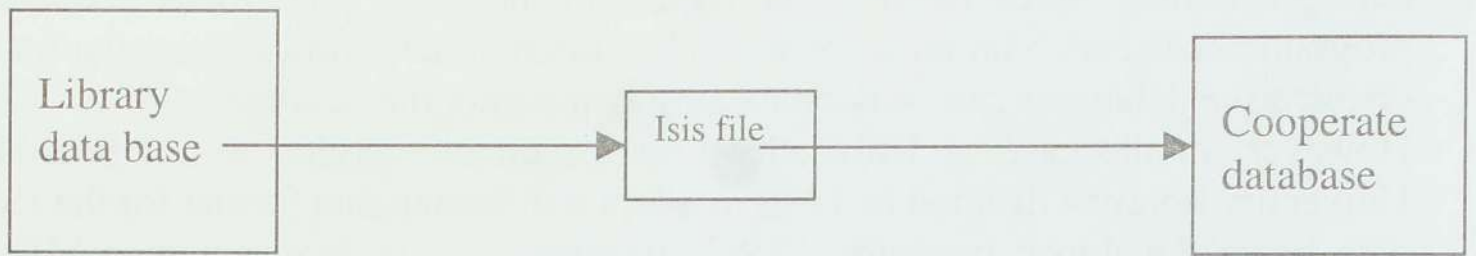
a. Different software and different formats



b. Same software but different formats



- 1. export
- 2. reformat
- d. Same software and formats
- e.



- 1. export
- 2. import

Networks ensure that same data format is adopted by the participants by developing common information systems. This could be a cataloguing system, circulation system or serials control system. When a common information system is used by the participants all databases of the network will be created with a common data format. This method is used by networks to ensure that all databases use the same data format so that cooperative databases could be compiled conveniently.

NSF provides a catalogue system which generate databases (catalogues) in SCBF format. Same system is distributed by NL&DC for UCAT participants. CARP developed an information named AGRINET Information System (AIS) for AGRINET libraries. AIS uses SCBF data format. As a result of the actions of NSF, CARP and NL&DC most libraries in Sri Lanka use SCBF format in their catalogues.

PURNA, an integrated information system for libraries marketed by NSF which is based on CDS/ISIS uses SCBF format. More than 30 libraries that use PURNA participate in cooperative programmes effectively.

6. Data values

As explained above, merging of data files received from participants for the compilation of a cooperative database needs, a several standards. These standards should be adopted at three different levels in data transfer. These levels are: a) data valve b) data format c) software. Problems associated with data formats and software are discussed above.

Standards of data values are crucial in data base management. If standardization of data is overlooked the cooperative databases would become messy and useless sources of information. These standards should be used at the stages of data extraction and data entry. Two categories of personnel are engage in this work. First, the cataloguer (professional librarian) who select data from the source, validate and structure it. The cataloguers use standards such as cataloguing rules, classification schemes, list of subject headings, bibliographic standards and thesauri in data extraction. The data entry operators should carefully enter data along with control characters defined in the software.

Errors made in data extraction and data entry can not be detected before merging the data files to the cooperate database. The compilers first store the imported files in a temporary database and check for errors in data values. After removing the errors the modified data files are merged with the cooperate database. Editing of data to remove data errors is a time consuming and professional work. Often it is not possible to edit without consulting the source document. Compilers of library networks in Sri Lanka complain that more than 75% of their time is taken for editing the data records. Unfortunately the libraries participating in networks do not pay sufficient attention to this problem.

Quality of cooperate programmes largely depend on documentation work (analysis, extraction, cataloguing, classification , indexing). Information technology helps organization , transfer and dissemination. This fact is clearly demonstrated by cooperate databases. It should be noted that information technology cannot improve the quality of data.

7. Conclusion

Main purpose of library networks is sharing information and documents to improve user services. Computers are used by library networks for this purpose. For systemic exchange of information, the library networks compile cooperative databases. A common software should be adopted by the network for this purpose. Data exchange could be done efficiently if a common data format is used. Library networks in Sri Lanka uses CDS/ISIS (or WINSIS) as the common software and SCBF as the common data format.

However it is possible to use different software and different data formats in a library network. Conversion and re-formatting of data files should be done by

the coordinating library. This process should be reversed when data files output by the cooperative database are made available to the participant libraries.

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முகாமைத்துவச் செயற்பாடுகளும், நூலகத்தின் செம்மையான வளர்ச்சியில் முகாமையாளரின் தலைமைத்துவமும் கடமைகளும்

- எம்.பி.எம். பைரூஸ் -

அறிமுகம்

முகாமைத்துவம் என்பது தொட்டுணர முடியாததொரு நடவடிக்கையாகும். இதனை யாரும் பார்க்கவோ தீண்டவோ முடியாது. முகாமைத்துவத்தின் இருப்பு, அந்நிறுவனத்தின் செம்மையான செயற்பாட்டின் மூலமே அறியப்பட வேண்டும். எனவே நூலகருக்கும், அவரின் கீழ் கடமையாற்றும் இதர அலுவலர்களுக்குமிடையேயான கருத்து வேறுபாடுகளையும், சிக்கல்களையும் களைந்து, எடுத்த பணியை அவர்களைக் கொண்டே செய்யத்தூண்டுவதாகும். இங்கு தொழில்நுட்ப அறிவு அவசியமாகின்றது. எனினும் அது முகாமையாளர்களுக்கு இன்றியமையாததாகக் கருதப்படுவதற்கில்லை. தங்களின் கீழ் பணியாற்றும் இதர அலுவலர்களின் தொழில்நுட்ப அறிவை செம்மையான முறையில் பயன்படுத்த வேண்டியது இவரது கடமையாகும். எனவே சிறந்த முகாமைத்துவம் என்பது பிறருடைய திறமையை உரிய முறையில் பயன்படுத்துவதே ஆகும்.

முகாமைத்துவம் மனிதனின் கலாச்சார மலர்ச்சியுடன் ஆரம்பித்தாலும், முறையான ஒரு முகாமைத்துவம் பற்றிய அறிவை 20ம் நூற்றாண்டிலேயே காணக் கூடியதாக உள்ளது. இந்நிலைப்பாட்டிற்கு நூலகமும் விதிவிலக்கல்ல. நூலகத்தை நாம் ஒரு நிறுவனம் என்று கூறும்போது அந்நிறுவனத்தின் நிர்வாக ஒழுங்கமைப்புக்கு முகாமைத்துவம் ஒரு கருவியாக (Tool) உள்ளது. நூலக ஆவணங்கள், பாவனையாளர்கள், உத்தியோகத்தர் கணிசமானளவு அதிகரித்த போது அவற்றை நிர்வகித்து ஒழுங்குபடுத்துவதற்குத் திறமையான முகாமைத்துவம் தேவைப்பட்டது. எந்த ஒரு நிறுவனமும் அதன் உற்பத்தி அல்லது தாய் நிறுவனத்தின் (Parent body) கெளகைகளை நிறைவேற்றக் கூடியதாக இருக்க வேண்டும். ஆகவே இங்கு நூலக நிர்வாகம் (Library Administration) நூலகம் ஒரு நிறுவனம் (Organization) போன்றன நூலக வளர்ச்சியில் முக்கிய இடம் பெறத் தொடங்கின. இவ்வகையில் தான் நூலகத்தைத் திறம்பட நடாத்துவதற்குத் திட்டமிடப்பட்ட நூலக முகாமைத்துவம் (Library Management) அவசியம் என்ற நிலையும் ஏற்பட்டது.

ஒரு நூலகத்தின் பணிகள் யாவற்றையும், அந்நூலகத்தின் நூலகரே செய்வதென்பது இயலாத காரியம். எனவே, நூலகர் இவ்வாறான கடமைகளில் தானே நேரடியாகச் செயற்படாது, அப்பணிகளை பிற அலுவலர்கள் அல்லது ஊழியர்கள் செம்மையாகச் செய்யும்படி இயக்குவித்தல் வேண்டும். எனவேதான் ஒரு நூலகரின் வெற்றி, நூலகத்தின் நோக்கங்களை தனக்குக் கீழ் இயங்கும் பணியாளர்களின் மூலம் அவர்கள் எந்தளவில் அடைகின்றார் என்பதன் அடிப்படையிலேயே நிர்ணயிக்கப்படுகின்றதெனலாம்.

தற்கால சமூகத்தில் வேறு எப்போதுமில்லாதவாறு முகாமைத்துவத்தின் தேவை நன்கு உணரப்பட்டுள்ளது. வணிகம், வியாபாரம், கைத்தொழில், பொதுச்சேவை, பாதுகாப்பு நடவடிக்கைகள் போன்ற எவ்வகையான துறைகளினதும் அல்லது அவற்றின் முன்னேற்றத்திலும் முகாமைத்துவம் உறுதுணையாக அமைந்துள்ளமையைக் காணலாம். நூலகத்துறையிலும் முகாமையாளராக, நூலக வளங்கள், நூலக நோக்கங்கள், கொள்கைகள் என்பனவைகளை அமுல்படுத்தவும், முகாமைத்துவ நடவடிக்கைகள் பயனுள்ளதாக அமைகின்றன.

முகாமைத்துவத்தின் தேவையும், நோக்கமும்

ஒரு நூலகத்தின் நோக்கம் அறிவைப் பரப்புதல் (Dissemination of Knowledge) என்பதில் கருத்து வேறுபாடு இருக்க முடியாது. நூலகமும் மற்றைய நிறுவனங்களைப் போல முக்கியமான அடிப்படைத் தத்துவங்களைக் கொண்டது. அத்தத்துவங்கள் நூலகத்தின் நோக்ககை மையமாகக் கொண்டே இருக்கும். ஒரு தகவலை பெற அல்லது அறிய நூலகத்தை அணுகிய வாசகருக்கு எவ்வாறு அது அத்தகவலை அளித்தது என்பதில் தான் நிறுவனத்தின் வெற்றியே தங்கியுள்ளது. மேற்குறிப்பிட்ட நோக்கத்தை, தத்துவத்தை நிறைவேற்ற வேண்டுமானால் நூலகம் ஒரு ஒழுங்கு செய்யப்பட்ட முறையில் அமைதல் அவசியம்.

எனவே இவற்றை ஒரு திறமையான சுயலாபமற்ற நூலக முகாமையாளராலேயே பாதுகாக்க முடியும். அதனால் தான் நூலகர் ஒரு முகாமையாளர் என்ற புதுக் கொள்கையை நூலக விஞ்ஞான உலகம் உருவாக்கியள்ளது. இதைத் தொடர்ந்து நூலக விஞ்ஞானம், தகவல் விஞ்ஞானம் என்றும் நூலகம், தகவல் நிலையம் போன்ற மாற்றுப் பதங்களும் பாவனையில் இடம் பெறத் தொடங்கின. மேலும் நூலகம் வாசகர்களின் அறிவை வளர்ப்பதால் அது ஓர் ஊடகமாகவும் செயற்படுகின்றது. சேவையை மையமாகக் கொண்டுள்ளதால் அது ஒரு செலவு செய்யும் நிலையமாகவும் (Spending Institution) உள்ளது.

இத்தகைய நோக்கமும் சேவையும் கொண்ட ஒரு நூலகத்திற்கு ஒரு முகாமைத்துவம் தேவை. அல்லது நூலகம் ஒரு முகாமைத்தன்மை உடையது என்று கூறலாம். அரசாங்க நிதி அல்லது வேறு ஒரு நிதியை வாசகர் தேவையைப் பூர்த்தி செய்வதற்காக செலவிடும் போது அவற்றை வாசகர் பாவனைக்கு அளித்துப் பாதுகாத்தல் அவசியம். ஆகவே அரசாங்கம் பொது மக்களுக்காகச் செலவு செய்வதால் அவற்றைப் பாதுகாத்தல் எமது கடமையாகும். தகவல்களை மீள்பெறுதலுக்கும் (Retrieval) இப்பாதுகாப்பே உதவி செய்கிறது. இதன் காரணமாக எந்தவொரு நூலகரும் அதாவது தேசிய நூலகம், பொது நூலகம், கல்வி நிறுவன நூலகம், சிறப்பு நூலகம் என்பவற்றின் நோக்கங்களை நிறைவேற்றும் முகாமையாளராகவே செயற்படுகின்றார் என்பது கண்கூடு.

மேலும் வளர்ச்சியடைந்த தொழிநுட்ப வசதிகளையும், தகவல் வளங்களையும் நூலக முகாமையாளர் தன் வாடிக்கையாளர்களுக்குப் பெற்றுக் கொடுக்க வேண்டியது அவசியம். எவ்வாறு ஒரு நிறுவன முகாமையாளர் புதிய கண்டுபிடிப்புக்களை தன் நிறுவனத்திற்கு உடனே அறிமுகம் செய்வது போல, நூலக முகாமையாளர்களும் விரைவில் தம் நிறுவனத்தின் பாவனைக்கும் ஒழுங்கு செய்தல் அவசியம். அப்போதே பல வாசகர்கள் நூலகத்தை நாடி வருவார்கள்.

காரணம் இளைய சமுதாயம் துடிப்பான எதையும் அறிய வேண்டும் என்ற அறிவுப் பசி கொண்டது. இத்தகைய தேவைகளை ஒரு நூலகர் நிறைவேற்ற வேண்டுமானால் அவர் முகாமைத்துவ நுட்பங்களை அறிந்து, பெற்று அவற்றை வாசகர்களுக்குப் பயனுறச் செய்வதே இன்றைய நூலகரின் தலையாய கடமையாகும். இக் கட்டுரை நூலக முகாமைத்துவம் பற்றி செயற்பாடுகள் அதனது கூறுகள் பற்றி ஆராய்கின்றது.

நூலக முகாமைத்துவத்திற்கும் குறிப்பிட்ட நோக்கம் இருப்பது அவசியம். நூலக முகாமைத்துவத்தின் வெற்றி, அது தனது நோக்கங்களை எந்தளவிற்கு அடைந்து கொள்கின்றது என்பதன் அடிப்படையிலேயே நிர்ணயிக்கப்படுகின்றது. மேலும் மனிதனுடைய முழுத் திறமையையும் பயன்படுத்துவது முகாமைத்துவமாகும். ஒரு நூலகர் சிறந்த முகாமைத்துவத்தின் மூலம் நூலகத்தில் பணிபுரியும் அலுவலர்களை நல்ல முறையில் ஊக்குவித்து, அவர்களது திறமையை பெருக்கி செயலாற்றும்படி செய்ய வேண்டும்.

முகாமைத்துவச் செயற்பாடுகள்

பொதுவான முகாமைத்துவ நடவடிக்கை மூலம், முகாமையாளர்கள் நிறுவனத்தின் இலக்குகளையும் குறிக்கோள்களையும் அடையத்தக்கவாறு வளங்களையும், சேவைகளையும் இயக்குவித்தலே முகாமைத்துவச் செயற்பாடாகும். இங்கு அலுவலர்கள் எனும் மனித வளம், கட்டிடங்கள், உபகரணங்கள், தளபாடங்கள், நிதி, நூல்கள், சஞ்சிகைகள், வேறு தகவல் மூலங்கள் போன்றவை வளங்களாகும். நூலகமொன்றின் பிரதான நிறுவன நோக்கமாக அமைவது, வாசகர்களின் தகவற் தேவையைப் பூர்த்தி செய்வதற்காகத் தேவையான தகவல் மூலங்களை ஈட்டல், ஒழுங்கமைத்தல், வழங்கல் போன்றவற்றுடன், சேவைகளைக் கொண்டு நடத்துவதுமாகும். எனவே தனக்குக் கீழ் இருக்கும் வளங்களைப் பயன்படுத்தி நிறுவனத்தின் நோக்கத்தை செயற்படுத்தும் போது, நூலகரின் அடிப்படைக் கடமையாவது முகாமையாளராய் செயற்படுவதாகும். அப்போது அவரால் மேற்கொள்ளவேண்டிய செயற்பாடுகளாக திட்டமிடல், இயக்குவித்தல், ஒருங்கிணைத்தல், ஒழுங்கமைத்தல், நிதிக்கட்டுப்பாடு போன்றவை விளங்குகின்றன. எனவே முகாமைத்துவத்தின் அடிப்படைக் கூறுகள் பற்றி பல்வேறு ஆசிரியர்களாலும் கருத்துக்களும், விளக்கங்களும் முன்வைக்கப்பட்டிருப்பினும், 1937 ல் லூதர் கூர்லிக் (*Luther Grulick*) என்பவரால் முன்வைக்கப்பட்ட முகாமைத்துவ அடிப்படைக் கூறுகள் பற்றிய விளக்கம் நூலக முகாமைத்துவத்திற்கு பொருத்தமாக உள்ளது. மேலும் நெகிழ்ச்சித்தன்மை வாய்ந்ததாகவும் தேவைக்கு தக்கவாறு மாற்றிப் பயன்படுத்தத் தக்கதாக காணப்படுவதும் விசேட சிறப்பம்சமாக உள்ளது. கூலிக் இவ்வடிப்படைக் கூறுகளை 'POSDCORB' என்ற சொல்லில் ஒழுங்குபடுத்தி பிரதான ஏழு கூறுகளாக பின்வருமாறு வழங்கியுள்ளமை குறிப்பிடத்தக்கது. அவையாவன:-

- | | |
|-------------------------------------|-------------------------------------|
| 1. திட்டமிடல் (Planning) | 5. ஒருங்கிணைத்தல் (Co-ordinating), |
| 2. ஒழுங்கமைத்தல் (Organising) | 6. அறிக்கை அனுப்புதல் (Reporting) |
| 3. அலுவலர்களை நியமித்தல் (Staffing) | 7. வரவு - செலவு (Budgeting) |
| 4. இயக்குவித்தல் (Directing) | |

எப்படியெனினும் கூலிக், ஆர்விக் என்பவர்களது மேற்காட்டப்பட்ட அடிப்படைக் கருத்துக் களுக்கு புறம்பான கருத்துக்களும், விளக்கங்களும் உள்ளன என்பதை இங்கு குறிப்பிட வேண்டும். எத்துறையும் மனிதனுக்கு அவசியமானதாகக்

காணப்படும்போது அத்துறையானது வளர்ச்சியடையும் என்பது மறுக்க முடியாத உண்மையாகும்.

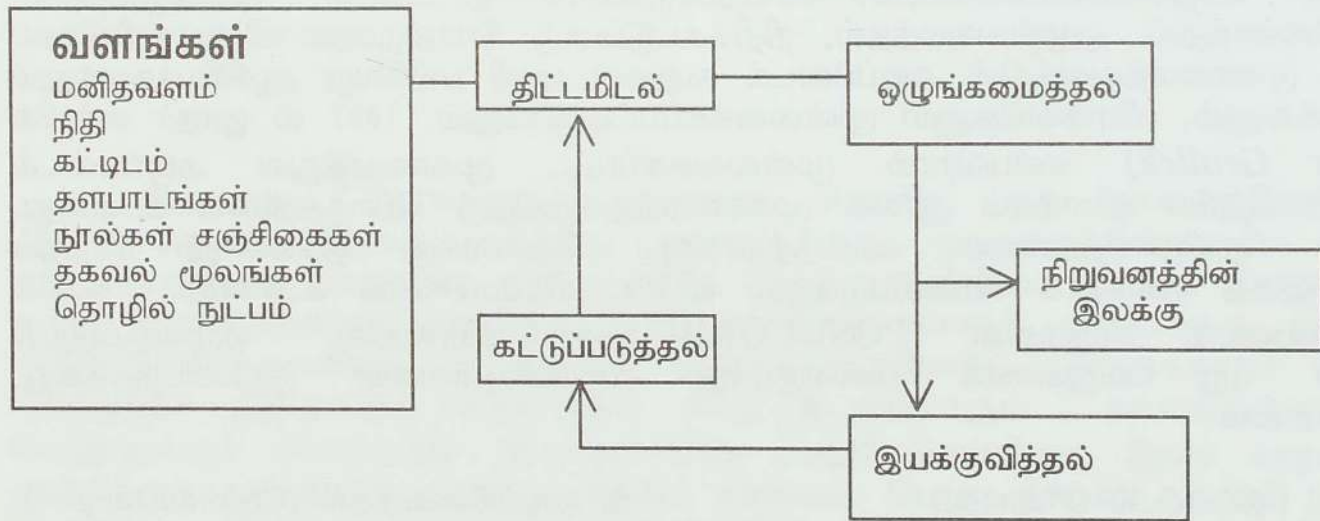
முகாமைத்துவம் என்பது நிறுவனத்தின் வளங்களைத் திட்டமிடுதல், ஒழுங்கமைத்தல், இயக்குவித்தல், கட்டுப்படுத்தல் என்பன மூலம் நிறுவனத்தின் இலக்கினை பயனுறுதிமிக்க தாகவும், திறமையாகவும் அடைய முற்படும் செயற்பாடாகும்.

திட்டமிடுதல் எனப்படுவது இலக்கினை நிர்ணயித்து, அதனை அடைவதற்கு எத்தகைய செயற்பாடுகள் மேற்கொள்ளப்படுதல் வேண்டும் எனவும், வளங்கள் எவ்வாறு பயன்படுத்தப்படல் வேண்டும் எனவும் நிர்ணயித்துக் கொள்வதனைக் குறிக்கும்.

ஒழுங்கமைத்தல் எனப்படுவது நிறுவனத்தின் இலக்கினை அடையும் பொருட்டு செயற்பாடுகளை ஒதுக்கீடு செய்வதனையும் அவற்றினை தொகுதிகளாக வகுப்பதனையும், வளங்களை ஒதுக்கீடு செய்வதனையும் குறிக்கும்.

இயக்குவித்தல் எனப்படுவது நிறுவனத்தின் இலக்கினை அடையும் பொருட்டு ஊழியர்களிடமிருந்து தன்னிச்சையான ஒத்துழைப்பினைப் பெறும் நோக்கோடு அவர்களை ஊக்குவிக்கும் செயற்பாட்டினைக் குறிக்கும்.

கட்டுப்படுத்தல் எனப்படுவது திட்டமிட்டவாறு செயற்பாடுகள் மேற்கொள்ளப்படுவதனையும், நிறுவனம் தனது இலக்கினை அடைந்து கொள்வதற்கான சரியான பாதையில் செல்கின்றது என்பதனையும் உறுதி செய்யும் பொருட்டு மேற்கொள்ளப்படும் நடவடிக்கைகளைக் குறிக்கின்றது. பின்வரும் படம் முகாமைத்துவ செயற்பாட்டினை விளக்குகிறது.

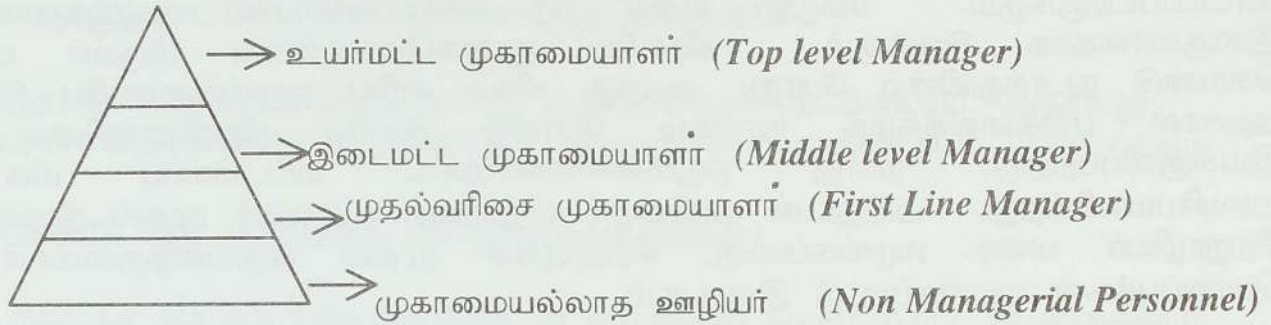


முகாமையாளர் (Manager)

ஒரு நிறுவனத்தை முகாமை செய்பவர் முகாமையாளர் எனப்படுவர். இது முகாமையாளரை வரையறை செய்வதற்குப் பயன்படுத்தப்படும் மிகவும் எளிமையான வரைவிலக்கணமாகும். முகாமையாளர் எனப்படுபவர் பிறரை வழிநடாத்தி அவர்கள் மூலம் கடமைகளை நிறைவேற்றி, அதன் மூலம் நிறுவனத்தின் நோக்கம் அல்லது இலக்கினை அடைவதற்காக உழைப்பவராவர். முகாமையாளராகச் செயற்படும்

ஒருவரின் பதவிப் பெயரானது முகாமையாளர் என்ற சொல் கொண்டு அழைக்கப்படவேண்டிய அவசியமில்லை. உதாரணமாக: நூலகத்தின் அதிபர், நூலகர், கிரிக்கட் அணியின் தலைவர் ஆகியோர் முகாமையாளரின் கடமைகளையே மேற்கொள்கின்றனர். ஆனால் அவர்களின் பதவிப் பெயரானது முகாமையாளர் என்ற பதம் மூலம் குறிப்பிட்டு அழைக்கப்படுவதில்லை. அதேபோன்று முகாமையாளர் என அழைக்கப்படும் சகலரும் முகாமையாளரின் தொழிற்பாடுகளை மேற்கொள்வதும் இல்லை.

நிறுவனமொன்றின் செயற்பாடுகளுக்கு பொறுப்பாகவுள்ள முகாமையாளர்களை அவர்களின் அதிகாரம், பொறுப்புகளுக்கு ஏற்ப பின்வரும் விளக்கப்படத்துக்கமைய நிலைக்குத்து ரீதியாக (Vertical Dimension) நான்கு வகைகளாக வகுக்க முடியும்.



முகாமையாளர் ஒருவர் ஏனைய அலுவலர்களைவிடக் கூடியளவு பொறுப்புக்களைக் கொண்டிருப்பதுடன், அவர்களை இயக்கவேண்டிய பொறுப்பினையும் கொண்டுள்ளார். முகாமையாளர் தனது பொறுப்புக்களுக்கு மட்டுமன்றி, தன் கீழ் பணிபுரியும் ஏனைய அலுவலர்களின் பொறுப்புக்களுக்கும் பதில் சொல்ல வேண்டிய கடப்பாட்டினைக் கொண்டுள்ளார். அதாவது முகாமையாளர் தன் கடமை தொடர்பாக ஏற்படும் தவறுகளுக்கு மட்டுமன்றி, தன் கீழ் பணிபுரியும் அலுவலர்களின் தவறுகளுக்கும் பொறுப்புடையவராவர்.

இதன் காரணத்தினாலேயே ஒரு நிறுவனம் திறனற்று இயங்கும் போது, அம்முகாமையாளரே விமாசிக்கப்படுகின்றார். அதேபோல் ஒரு நிறுவனம் திறமையாக இயங்கும் போது அதன் முகாமையாளரே பாராட்டப்படுகின்றார். நிறுவனம் ஒன்றின் வெற்றிக்கும் தோல்விக்கும் முகாமையாளரே காரணம் எனக்கூறுவது மிகவும் பொருத்தமானதாகும்.

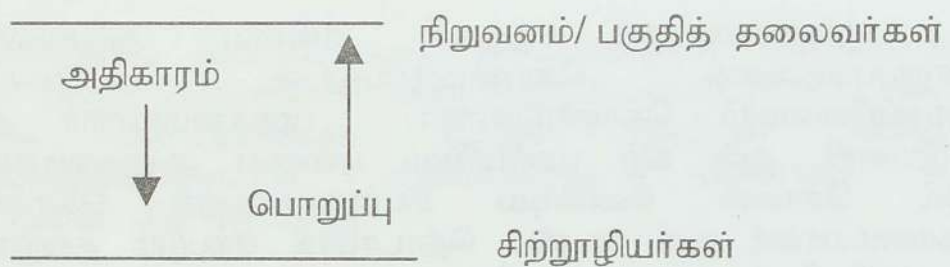
திட்டமிடல் (Planning)

எதிர்காலச் செயற்பாடுகள் பற்றித் தீர்மானிப்பது திட்டமிடலாகும். அது நூலகரின் முகமைத்துவப் பணிகளில் மிக முக்கியமான பணியாகக் கருதப்படுகிறது. ஒரு குறிப்பிட்ட குறிக்கோளை ஒழுங்கான முறையிலும், திறமையான முறையிலும் அடைய வேண்டுமெனின் அக்குறிக்கோளை எவ்வாறு சிறந்த வகையில் அடைவது என்பது பற்றி மிக ஆராய்ந்து திட்டம் ஒன்று வகுக்கப்படல் வேண்டும். எனவே திட்டமிடல் என்பது முக்கியமாக செயல் முறையை தேர்ந்தெடுத்தலையே குறிக்கின்றது. நோக்கங்களை எய்த பல மாற்று வழிகள் இருக்கும் நிலையில்தான் திட்டம் தீட்டலுக்கு அவசியம் எழுகின்றது. இதே போன்று, ஒரு நூலகத்திலும், பிரதான நூலகரின் முக்கிய கடமைகளில் ஒன்றாக திட்டமிடல் அமைகின்றது. நூலகத்திற்கு வரும் பல்வேறு தரப்பட்ட

வாசகர்களையும் திருப்திப்படுத்தக்கூடிய சேவையை வழங்கும் மிகப் பொறுப்புள்ள கடமையைச் செய்யத் திட்டமிடல் உதவுவதால் நூலகத் திட்டமிடலுக்கு பரந்து பட்ட அறிவும் அனுபவமும் தேவைப்படுகின்றது. திட்டமிடலானது எதிர்காலத்தில் என்ன செய்யப்பட வேண்டும்? யாரால் செய்யப்பட வேண்டும்? எவ்வாறு செய்யப்படல் வேண்டும்? என்ற விடயங்களில் கவனத்தினைச் செலுத்துகின்றது. திட்டமிடலானது எதிர்கால நிகழ்வகள் தொடர்பாக, நிகழ்கால தீர்மானத்தை மேற்கொள்கின்றது.

ஒழுங்கமைத்தல் (Organising)

நிறுவனமொன்றின் அதிகாரங்களையும், பொறுப்புக்களையும் பகிர்ந்தளிப்பது பற்றிய கட்டமைப்பே அதனது ஒழுங்கமைப்பாகும். அதன்மூலம் அதிகாரமும் பொறுப்பும் உள்துறைகளுக்கு உரியவாறு வழங்கப்பட்டுள்ளமை தெளிவாக காட்டப்பட்டிருக்கும். மேலும் சிறிய நிறுவனமொன்றினில் ஒழுங்கமைப்பானது இலகுவானதாக இருக்கும். கிராமிய நூலகமொன்றினை இருவர் மாத்திரம் கொண்டு நடாத்துகின்ற போது, அதற்கு மிகச் சிறிய ஒழுங்கமைப்பே இருக்கும். ஆனால் பல்கலைக்கழக நூலகம் போன்ற பெரிய நிறுவனத்தினை நன்கு இயக்குவிப்பதற்கு, நன்கு ஒழுங்கமைக்கப்பட்ட கட்டமைப்பு மிக மிக அவசியமாகின்றது. அத்துடன் அதிகாரம் நிறுவனத் தலைவர் முதல் நிறுவனத்தின் சிற்றாழியர் வரை வழங்கப்பட்டு, சிற்றாழியர் முதல் நிறுவனத்தலைவர் வரை பொறுப்புக்கள் வழங்கப்பட்டு இருக்கும்.



'ஒழுங்கமைப்பு' செயற்பாட்டின் போது அடிப்படையாக அமைவது பொறுப்புக்களும் அதிகாரங்களும் பகிர்ந்தளிக்கப்படுவதையே குறிக்கின்றது. எனவே எத்தகைய உத்தியோகத்தருக்கும், தமது கடமையை நன்கு செய்வதற்கான சூழலை உருவாக்கத் தக்கவாறு வழங்கப்படல் வேண்டும். உதாரணமாக: இரவல் வழங்கும் பகுதி துணை நூலகருக்கு, நூல்களை இரவல் வழங்கும்போது, தீர்மானம் எடுப்பதற்கான போதிய அதிகாரம் வழங்கப்படாது போனால், பிரச்சினை ஏற்படும் அனைத்து வேளைகளிலும், தேவையான ஆலோசனை பெற நூலகரை அடிக்கடி அணுக வேண்டியிருக்கும் இதன் மூலம் வாசகருக்கு இலகுவானதும் வசதியானதுமான சேவையைக் கொண்டு நடத்துவது மிகக் கடினமாயிருக்கும்.

அலுவலர்களை நியமித்தல் (Staffing)

நிறுவனமொன்றில் காணப்படும் பல்வேறு பதவிகளுக்கும் அலுவலர்களை நியமிப்பது, பயிற்சியளிப்பது, நிறுவனத்தின் கடமை பற்றி அலுவலர்களுக்கு புரியத்தக்க சூழலை ஏற்படுத்துவது, கட்டளை பிறப்பித்தல், நிர்வகித்தல் போன்ற செயற்பாடுகளே அலுவலர்களை நியமித்தல் என வழங்கப்படுகின்றது. நிறுவனமொன்றின் செயற்பாடுகளுக்கு தேவையான வேறு கணினி வளங்களிருப்பினும், பாவனையாளக்கூடிய சேவைகளை சிறப்பான வகையில் வழங்கவும், நிறுவனத்தைக் கொண்டு நடாத்தவும் அலுவலர்களை நியமிப்பது மிக முக்கியமான முகாமைத்துவச் செயற்பாடாக கணிக்கப்படுகின்றது. ஒரு நிறுவனத்தின்

வெற்றி அந்நிறுவனத்தின் அலுவலர் நியமனம், பின் அவ்வலுவலரின் உண்மையான உழைப்பிலேயே தங்கியுள்ளது.

சிறப்பான அலுவலர் நியமித்தல் பற்றிய நிகழ்ச்சித் திட்டத்தை ஆரம்பிக்கும்போது அடிப்படையாக அமைவது (Job Analysis) தொழிற் பகுப்பாய்வாகும். இதன் மூலம் தொழிலில் ஈடுபடும்போது செய்ய வேண்டிய கடமைகள் பற்றி தெரிந்து கொள்ள அவருக்கு தேவையான அறிவு, அனுபவம், நிபுணத்துவம் போன்றனவைகளை தீர்மானிப்பதும், முழு நிறுவனத்தினதும் தெரிவுகளை ஒன்றுடன் ஒன்று தொடர்புடையதாக இருப்பதுமாகும். தொழில் விபரத்தின் (Job Specification) மூலம் பின்வரும் தகவல்களை அலுவலர்களுக்கு வழங்கலாம்.

நூலக அலுவலரின் வேலைப் பகுப்பாக்கம்

நூலக அலுவலர்களை மூன்று படிக்குள் அடக்கலாம். அதாவது தொழில்சார், தொழில்சார் உதவியாளர், தொழில்சார் அல்லாதவர் போன்றாகும்

தொழில்சார் கடமைகள் (*Professional Duties*)

நூலகச் செயற்பாடுகளுக்கான கடமைகளில் தொழில்சார் நிபுணத்துவம் அவசியமானவைகளாக பின்வரும் கடமைகளைக் குறிப்பிடலாம். நூற் தெரிவு, நூற் கட்டளை அனுப்பல், பகுப்பாக்கம், பட்டியலாக்கம், சுட்டியாக்கம், உசாத்துணைச் சேவை போன்ற கடமைகளை தொழில்சார் கடமைகளைக் கருதலாம்.

தொழில்சார் உதவியாளர் கடமைகள் (*Para- Professional Duties*)

நூற் சேர்ப்பு, பட்டியல் பதிவுத் தட்டச்சு, பட்டியற் பதிவுகளைக் கோவைப்படுத்தல் நூல் இறாக்கைகளில் நூல்களை முறையாக வைத்தல் சுழற்சி (Circulation) போன்றன தொழில்சார் உதவியாளர் கடமைகளாகக் கருதப்படுகின்றன. இக்கடமைகளைச் செயற்படுத்தும் போது ஏதாவது அடிப்படையான தொழில்சார் நிபுணத்துவம் தேவைப்படுகின்றது. இந் நிலைமையை அனுபவத்தினாலும், தொழில்சார் பாடநெறிகளைப் பயில்வதன் மூலமும் பெற்றுக் கொள்ளலாம்.

தொழில்சார் அல்லாத கடமைகள் (*Non - Professional Duties*)

எவ்விதமான தொழில்சார், தொழில்சட்ட நிபுணத்துவம் இன்றி செய்யத்தக்க கடமைகள் தொழில்சார் அல்லாத கடமைகளாகக் கருதப்படுகின்றன. பொதுவான அலுவலகக் கடமைகள், நூலகத்தை சுத்தமாக வைத்திருப்பதற்காக எடுக்கப்படும் நடவடிக்கைகள் என்பன இவற்றுள் அடங்கும்.

அலுவலர் தெரிவும் பதவியில் அமர்த்தலும் (*Selection and Recuritement*)

நூலக அலுவலர் குழுவுக்கு புதியவர்களை சேர்த்துக் கொள்ளும் போது தெரிவு செய்தல் முக்கியமான பணியாகக் கருதப்படுகின்றது. நிறுவனத்திற்கு

நபரொருவரை புதிதாக தேர்ந்தெடுக்கும் போது பல அளவுகோல்கள் உபயோகிக்கப்படுகின்றன. கல்வி, தொழில்சார் தகைமைகள், அனுபவம், அனுபவம் வாய்ந்தவர்களின் கைமைச் சான்றிதழ், எழுத்துப் பரீட்சை, நேர்முகப் பரீட்சை போன்றன

எனினும் இலங்கையின் சேவைத் தளங்களுக்குள் சிறப்பியல்பாகக் காணப்படுவதும், ஊழியர்களை இலகுவாக சேவைக்கமர்த்துவதும் தகுதியற்றவர்களை நீக்க முடியாதளவுக்கு கஷ்டமாக இருப்பதுமாகும். எனவே புதியவர்களைப் பதவியில் அமர்த்துவது மிகக் கவனமாகச் செய்யப்பட வேண்டியுள்ளது. அரச சேவையில் காணப்படும் இவ்வாறான முறைமையிலிருந்து புதிதாகப் பதவிக்கு நியமிக்கப்பட தகுதியற்ற நபர்களிடம் இருந்து மீள்வது ஒரு நிறுவனத்தைப் பொறுத்தவரையில் வரையறுக்கப்பட்டுள்ளது. எனவே அவ்வாறான ஒரு நபர் நியமிக்கப்பட்டதன் பின்னர், அவன் அந்நிறுவனத்தில் கடமைபுரியும் காலம் முழுவதும் மேலதிகமான பளுவை அந்நிவனம் சுமக்க வேண்டியிருக்கும். தியாகம். நம்பிக்கை, சுயமாக ஈடுபடல் போன்ற அடிப்படைக் குணநலன்கள் மிக முக்கியமாகத் தேவைப்படும் நூலக சேவைக்கு பொறுத்தமற்றவர்கள் பதவிக்கு அமர்த்தப்படுவதால் நிறுவனத்திற்கு ஏற்படும் நஷ்டம் மிக மிகப் பாரதூரமானதாக இருக்கும். மேலும் நூலகம் வேறு அனைத்து வழங்களாலும் பூரணப்படுத்தப்பட்டாலும், தரமான சேவையை வழங்கவும், வாசகர் நாடும் நிலையமாக மாறவும் சிறந்த அலுவலர்களின் தேவை இன்றியமையாததாகிறது. எனவே தகுதியற்றவர்களை சேவைக்கமர்த்துவதை தவிர்ந்து கொள்வது சிறந்த நூலக சேவையை வழங்க வரப்பிரசாதமாக அமையும் என்பதில் சந்தேகமில்லை.

பயிற்சியும் அபிவிருத்தியும் (Training and development)

புதிதாக சேவைக்கமர்த்தப்பட்ட ஊழியர்களை பயிற்றுவிப்பது பெறும்பாலும் அவசியமாகின்றது. நூலகக் கடமைகளில் பெரும்பாலானவை தொழில்சார், தொழில்சார்

உதவியாளர் கடமைகளாக இருப்பதே இதற்குக் காரணமாகும். எனினும் தொழில்சார் தகைமை, அனுபவம் உள்ளவர்களை நியமிப்பதன் மூலமாக பயிற்சித் தேவையை ஓரளவு குறைத்துக் கொள்ளலாம். புதிய அலுவலர்களைப் போன்று பழைய அலுவலர்களையும் அடிக்கடி பயிற்றுவிப்பது மிக முக்கியமாகும். அடிக்கடி தொழில்சார் ரீதியாக ஏற்படும் அபிவிருத்திக்கு அமைவாக ஏற்படும் மாற்றங்களுக்கு ஈடுகொடுக்கத்தக்கதாக, புதிய தகவற் தொழில் நுட்பத்தை அறிமுகப்படுத்தி, புதிய நிலைமைகளுக்கு ஏற்ப கடமைபுரியத் தக்கவாறு தேவையான பயிற்சிகளை வழங்கப்படுவது மிக மிக அவசியமாகின்றது. இவ்வாறான சந்தர்ப்பங்களில் அலுவலர்களை பின்வரும் மூன்று வழிமுறைகளில் பயிற்றுவிக்கலாம்.

தொழில்சார் பாடநெறிகள்
கருத்தரங்குகள்
தொழில் வழிப் பயிற்சி நெறிகள்

இவ்வாறு நூலக அலுவலர்களுக்கு மேற்சொன்ன பயிற்சிகளில் கலந்து கொள்வதற்கு தேவையான விடுமுறை, கட்டணம் போன்றவற்றை வழங்குவது நூலகத்தின் முன்னேற்றத்திற்கு சாதகமாகக் காணப்படும். பெரிய நூலகங்களில் விதவிதமான ஆற்றலுடைய பலர் இருப்பதால், சேவையிலிருக்கும் போதே பயிற்சிபெற அதிகளவு சந்தர்ப்பம் கிடைக்கின்றது. எனவே ஒரே தரத்திலிருக்கும் நூலகங்களில் ஒருவரைத் தெரிவு செய்யும்போது அவரது அனுபவத்தையும், விசேட தகைமைகளையும் கருத்திற்கொண்டு சிறந்த நபர் ஒருவரை நியமிப்பது மிக முக்கியமாகும்.

பதவியுயர்வு, ஊக்குவிப்பு முறை விசேட சேவைக்கான மதிப்பீடு போன்ற நடவடிக்கைகள் மூலம் நிறுவனத்தின் அலுவலர்களிடையே தொழிற்பாடு ரீதியான அணுகுமுறையை ஏற்படுத்துவதே ஊழியர் ஊக்குவிப்பு எனப்படுகின்றது. நிறுவனத்தினுள் அதிகளவு தியாகத்துடன் ஒழுங்காகக் கடமைபுரிபவர்களுக்கு, பதவியுயர்வுக்கான சந்தர்ப்பத்தினை அதிகப்படுத்துவதுடன், விசேட பாடநெறிகளில் பங்கு பெறவும் சந்தர்ப்பத்தை வழங்கி அலுவலர்களை ஊக்குவிக்கலாம்.

இயக்குவித்தல் (Directing)

நிறுவனமொன்றின் திட்டமிடல், ஒழுங்கமைத்தல், அலுவலர்கள் நியமித்தல் என்ற முகாமைத்துவ செயற்பாட்டிற்கு அடுத்தபடியாக காணப்படுவது அவற்றை இயக்குவித்தலாகும். இங்கு நிறுவன நடவடிக்கைகளை ஆரம்பித்து நடாத்திச் செல்ல தீர்மானம் எடுக்க வேண்டிய அவசியம் ஏற்படுகின்றது. இங்குதான் செயற்பாடு ஆரம்பிக்கிறது. இயக்குவித்தலின் போது இதர அலுவலர்களுக்கு வழிகாட்டல், ஊக்கவித்தல் அவர்களை பரிட்சித்தல் போன்றவை நடைபெறும். எனவே நூலகர் தானே நேரடியாகச் செயற்படாது, அப்பணிகளை பிற அலுவலர்கள் அல்லது ஊழியர்கள் செம்மையாகச் செய்யும்படி இயக்குவித்தலாகும். வேறு வகையில் சொல்வதாயின் மனிதர்களைக் கொண்டு கடமைகளைச் செய்விப்பது இயக்குவித்தலாகும். எனவே ஒரு நூலகரின் வெற்றி, பிற ஊழியர்களின் மூலம் நூலகத்தின் நோக்கங்களை, அவர் எந்த அளவில் அடைகின்றார் என்பதன் அடிப்படையிலேயே அமைந்துள்ளது எனக் கூறலாம்.

முகாமையாளர்களின் செயற்பாடுகளில் தீர்மானம் எடுத்தல் ஒரு முக்கியமான செயற்பாடாகும். இதனால் முகாமையாளர்களை தீர்மானம் மேற்கொள்பவர் (Decision Maker) என்ற பெயர் கொண்டும் அழைக்கின்றோம். தீர்மானம் எடுத்தல் எனப்படுவது பல மாற்று வழிகளில் இருந்து ஒரு மாற்றுவழியினைத் தெரிவு செய்தலைக் கறிக்கின்றது. ஒருவர் ஒரு குறிப்பிட்ட நிலைமை தொடர்பாக எடுக்கும் முடிவே தீர்மானம் எடுத்தலாகும். நூலகரொருவரை இயக்குவித்தல் செயற்பாட்டின்போது, சிறந்த தீர்மானத்தை எடுக்க கல்வி, தொழில்சார் தகைமைகளும், அனுபவமும் தேவைப்படுகின்றது.

ஒருங்கிணைத்தல் (Co-ordinating)

முகாமையாளரின் பணிகளில் ஒருங்கிணைத்தலுக்கு முக்கிய இடம் வழங்கப்படுகின்றது. நிறுவனத்தின் பல்வேறு பிரிவுகளையும் ஒரு நோக்கத்திற்கு இசைவாக இயக்குவிக்க ஒருங்கிணைப்பு தேவைப்படுகின்றது. மனிதனுடைய முழுத் திறமையையும் பயன்படுத்துவது முகாமைத்துவம் ஆகும். ஒரு நூலகத்தில் பணிபுரியும் நூலகரது ஒருங்கிணைந்த பணிகளின் மூலம் தான் நோக்கங்களை அடைய முடியுமே தவிர, தனிப்பட்ட அலுவலர் ஒருவரது பணியால் அல்ல.

இவ்விதம் நூலக அலுவலர்களை ஒரு குழுவாக ஒருங்கிணைப்பதன் மூலம்: அலுவலர்களின் திறன் மிகுதியடைந்து பணிகள் திறமையாகச் செய்யப்படுகின்றன.

ஒருங்கிணைத்தல் பற்றிய பொறுப்பு உச்ச முகாமைத்துவத்தையே சாரும் ஏனெனில் நிறுவனத்தின் சகல பிரிவுகளையும் ஒருங்கிணைத்து செயற்படுவதற்குத் தேவையான தலைமைத்துவத்தை உச்ச முகாமைத்துவத்தால் வழங்க வேண்டியிருப்பதாகும். இங்கு முக்கியமாக கவனிக்கப்பட வேண்டிய காரணிகளாக பின்வருபவை கருதப்படுகின்றன.

அறிக்கை அனுப்புதல் (Reporting)

தமது சேவைப் பிரிவின் நடைமுறைகளை பற்றி உயர் அதிகாரிகளுக்கு தகவல் வழங்குவதன் மூலம் அலுவலர்களை அறிவுறுத்துவதே அறிக்கை அனுப்புதல் என லூதர் கூலிக் (Luther Grulick) குறிப்பிடுகின்றார். அறிக்கை அனுப்புதலில் முக்கியத்துவம் நூலகத்தின் அளவு அதிகரிக்குமளவிற்கு கூடும். நிறுவனத்தின் விசாலத்திற்கு ஏற்ப அவர்களின் பிரிவுகளுக்கிடையே தொடர்புகளை நன்கு அறிக்கை அனுப்புவதன் மூலம் கொண்டு நடத்தலாம். இங்கு நூலகம் வளரும் தாபனம் என்பதை கவனத்திற் கொள்வது அவசியமாகின்றது.

உதவி நூலகர் ஒருவர், நூலகத்தின் பட்டியலாக்கப் பிரிவினை மாதாந்த முன்னேற்ற அறிக்கையினை நூலகருக்கு அறிவித்ததன் பிறகு, நூலகர் தமது ஆண்டு அறிக்கையின் மூலம் தாய் நிறுவனத்தின் பிரதானிகளுக்கு வருடத்திற்குள் தயாரிக்கப்பட்ட நூல்களின் எண்ணிக்கை பற்றி தெரிவிப்பது இதற்கு உதாரணமாகக் கொள்ளலாம். எனவே நிறுவன மொன்றின் திறமையான செயற்பாட்டிற்கும் ஒருங்கிணைப்புக்கும் அறிக்கை அனுப்புதலின் தாக்கம் அதிகரித்துக் காணப்படும்.

வரவு - செலவுக் கட்டுப்பாடு (Budgetary Control)

வரவு-செலவு தயாரித்தல் என்பது மிகவும் பயன்பாடுடைய முகாமைத்துவக் கருவியாகும். கவனமாகத் திட்டமிடல், நிதிக் கட்டுப்பாடு என்பன ஒரு நிறுவனத்தின் வெற்றிக்கு மிக மிக உருதுணையானவையாகும். எந்தவொரு நிறுவனத்தின் செயற்பாட்டிற்கும் நிதிக் கட்டுப்பாடு மிகவும் அவசியமானது. நிதிக் கட்டுப்பாடு எனும் போது நிறுவனத்திற்கு தேவையான நிதி, வளங்கள் என்பனவற்றை உசிதமான முறையில் பெறுதலும், அவற்றை பிரயோசனமளிக்கத் தக்கவகையில் நிறுவனத்தின் செயற்பாடுகளில் ஈடுபடுவதையும் குறிக்கின்றது. நிதிக் கட்டுப்பாட்டினை மேற்கொள்ள, வரவு-செலவு அறிக்கையினைத் தயாரித்து அதன்படி நடவடிக்கைகளை மேற் கொள்வதாகும். மேலும் குறிப்பிட்ட காலவரையறை கொண்டதாகவும், எதிர்பார்க்கப்படும் வருமானம் செலவு பற்றிய வெளியீடாக வரவு-செலவு அறிக்கையினை அறிமுகப்படுத்தலாம்.

மேலும் நூலகத்திற்காக புத்தகங்களை கொள்வனவு செய்வது என்பது, ஏனைய பண்டங்களை கொள்வனவு செய்வதிலிருந்தும் மாறுபட்டதாக இருக்கும். ஏனெனில் மேசை, கதிரை மின்உபகரணங்கள் போன்ற பொருட்களை குறிப்பிட்ட விற்பனையாளரிடமிருந்து பெற்றுக்கொள்ள முடியாத போது, இன்னுமொரு இடத்தில் அவற்றை பெறத்தக்க வாய்ப்பு உள்ளது. என்றாலும் நூலொன்று விற்பனையிலிருக்கும் காலத்திற்குள் கொள்வனவு செய்யாது போனால், அந்நூலின் மறுபதிப்பு வரும் வரை காத்திருக்க வேண்டி இருக்கும். ஏனெனில் ஒரு ஆசிரியரின் நூலுக்கு ஈடான இன்னுமொரு நூலைப் பெறுவது கடினமாக இருக்கும்.

எனவே நூலகங்களுக்கு புத்தகங்களை கொள்வனவு செய்ய வருடம் பூராகவும் ஓரளவுக்காவது நிதி ஒதிக்கி வைப்பது மிக முக்கியமான தேவையாகும். இந்நிலைமையை ஏற்படுத்த வரவு-செலவுக் கட்டுப்பாடு மிக அவசியமானதாகும்.

தலைமைத்துவம் (Leadership)

எந்தவொரு நிறுவனத்திலோ அல்லது நூலகத்திலோ சிறப்பான இயக்குவித்தலை மேற்கொள்ள சிறந்த தலைமைத்துவம் மிக அவசியமாகின்றது. குறிப்பிட்ட ஒரு தொகையினரை தன்னிச்சையாகத் தூண்டி, அத்தொழிற்பாட்டின் மூலம் ஒரு நோக்கத்தை அடைய ஆற்றலுடையவர் தலைவர் அல்லது பொறுப்பாளர் எனவும், அவர் கொண்டிருக்கின்ற அம்சம் தலைமைத்துவம் எனவும் பொதுவாகக் குறிப்பிடலாம்.

மேலும் தலைமைத்துவம் நடத்தையுடன் தொடர்புடையது. ஒரு பகுதியின் அல்லது நிறுவனத்தின் பொறுப்பாளராக இருக்கின்ற தலைவர் அந்நிறுவனத்தின் நோக்கத்தை அடையும் வகையில் வழிநடாத்திச் செல்ல வேண்டும். தலைவர்கள் பிறக்கின்றார்கள் என்பதல்லாமல், தற்போது தலைமை என்பது ஆளுமையாலும், மரபுரீதியான அந்தஸத்தாலும், ஒருவரது தனிப்பட்ட செயல்பாட்டாலும் உருவாகலாம் என்பதே உளவியல் வாதமாகும். எந்தவொரு நிறுவனமும் தனது இலக்கை சிறப்பாகவும் வினைத் திறனான முறையில் அடைந்து கொள்ள சிறந்த தலைமைத்துவத்தின் பிரதிபலிப்பு இன்றியமையாததாகும். ஆனால் தற்கால நிறுவனங்கள் செயன்முறையில் நிறுவன ரீதியான பிணக்குகளுக்கு மூலகாரணமாக அமைவது தகுந்த தலைமைத்துவ பிரயோகமின்மையே ஆகும். இதற்கு தகுந்த வழி நெகிழ்வுத் தன்மை கொண்ட தலைமைத்துவப்பணியே என்பது தற்கால உளவியலாளர்களின் கூற்றாகும்.

1. ஒரு பொறுப்பாளர் இடும் கட்டளையை கீழ் மட்டத்தில் உள்ளோர் முன்வந்து பொறுப்பேற்று நிறைவேற்றும் விருப்பு இருத்தல் வேண்டும்.
2. தலைமைத்துவத்திற்கும் கீழ்மட்டத்திற்குமிடையே நல்ல உறவு இருத்தல் வேண்டும்.
3. தலைமைத்துவம் கீழ்மட்ட பிரச்சினையை உடனுக்குடன் தீர்க்கவேண்டும்.
4. பிழைகளை தவறுகளை தனிப்பட்டமுறையில் சுட்டிக்காட்டுவதுடன் திறமைகளை பலரது முன்னிலையிலும் பாராட்ட வேண்டும்.

தலைமைத்துவ அதிகாரங்கள் (Leaders Authority)

தலைவர் மற்றவர்களை வழிநடத்தும் இயல்புள்ளவராகவும் கட்டுப்பாடும், ஒழுக்கமும் உள்ளவராகவும் இருத்தல் வேண்டும். வழமையான நடைமுறைப் பிரமானங்களை அனுசரித்து நடப்பவராகவும், பிரமாணங்கள் முரண்படும் இடத்தில், அதற்கு தெளிவான தீர்வை எடுக்கக் கூடியவராகவும் இருத்தல் வேண்டும். இத்தீர்மானம் எடுப்பதில் தனித்தீர்மானம் எடுப்பதிலும் பார்க்க, குழுத் தீர்மானத்தை பெரிதும் விரும்புவவராகவும் இருப்பது விரும்பத்தக்கது. ஒரு நிறுவனத்தின் வெற்றி, அந்நிறுவனத்தின் நோக்கத்தை அடையும் வகையில் வழிநடத்தி செல்லத்தக்க தலைமைத்துவத்திலேயே தங்கியுள்ளது எனலாம். முகாமைத்துவ விஞ்ஞான தில் நீண்டகாலத் தலைமைத்துவம் இரண்டு வகையாகக் கூறப்படுகின்றது.

1. சனநாயகத் தலைமைத்துவம்.
2. சர்வதிகாரத் தலைமைத்துவம்.

சனநாயகத் தலைமைத்துவம்

அனைத்து தரப்பினரதும் கருத்துக்களுக்கு மதிப்பளித்து, ஆலோசனைகளை ஏற்று செயற்படுவது சனநாயக தலைமைத்துவம் எனப்படுகின்றது. இவ்வாறான நிலைமையில் தேவையானபோது, கீழ்மட்ட உத்தியோகத்தர்களது ஆலோசனை, பிரேரணை போன்றவற்றை செவிமடுத்து தீர்மானம் எடுக்கப்படுகின்றது. அப்போது நிறுவனத்தின் வெற்றிக்கு முழு அலுவலர் குழாமும் தியாகத்துடன் பணிபுரிவர். எனவே நிறுவனத்தின் ஒவ்வொரு பிரிவிலும் உள்ள குறைபாடுகள் கண்டறியப்பட்டு, அவற்றைக் கலைவதற்கு வாய்ப்புக் கிடைக்கின்றமை நன்மையாகக் கருதப்படுகின்றது.

சர்வதிகார தலைமைத்துவம்

கீழ்மட்ட ஊழியர்களுக்கு அதிகாரங்களை வழங்காது, அவர்களது எந்தவிதமான ஆலோசனைகளையும் பெறாது, நூற்றுக்கு நூறு தனது தீர்மானத்தை மற்றவர்கள் ஏற்று நடக்க வேண்டும். என்று செயற்படுவதே சர்வதிகார தலைமைத்துவமாகும். இவ்வாறான நிலைமையில் தொழில்கொள்வோர், ஊழியர்களுக்கிடையே நல்லுறவை எதிர்பார்க்க முடியாது. மேலும் இங்கு தலைமைத்துவத்தின் தீர்மானம் மற்றவர்களினால் அமுல்படுத்தப்படுவது இலகுவானதாக அமையும் எனவே இத்தலைமைத்துவம் சனநாயகத் தலைமைத்துவத்திற்கு முற்றிலும் முரணாகவே இருக்கும்.

தலைமைத்துவம் செய்யவேண்டிய அடிப்படைக் கடமைகள்

1. சமயோசிதமும், தந்திரோபாயங்களும் கொண்டவராக இருத்தல் வேண்டும். அதன்படி தலைமைத்துவம் பிரச்சினைகளின்போது தலைவராக இருந்து செயற்படவேண்டும். இவ்வாறு செயற்பட நூலகருக்கு சிறந்த தொழில்சார் அறிவு மிக அவசியம். உதாரணமாக நூற்பகுப்பாக்கத்தின் போது, நூலொன்றுக்கு பல பகுப்பிலக்கங்கள் இருப்பின், நூலகத்திற்கு பொருத்தமான பகுப்பிலக்கத்தை தெரிவு செய்யக்கூடிய நிபுணத்துவம் அவரிடம் இருக்க வேண்டும்.
2. அனைத்து பிரேரணைகளிலும் இருக்கின்ற பிழைகளையும், தவறுகளையும் விமர்சிக்கக்கூடிய வல்லமை இருத்தல் வேண்டும். உதவி நூலகர்கள் மூலம் நூலகத்தின் பல்வேறு பிரிவுகளின் கடமைகள், ஒழுங்கமைப்புகள் பற்றி முன் வைக்கப்படுகின்ற முடிவுகளை பக்கச் சார்பின்றி அவற்றை ஏற்கவோ அல்லது மாற்றியமைக்கவோ நூலகருக்கு ஆளுமை இருக்க வேண்டும்.
3. முன்வைக்கப்படும் ஆலோசனைகள் தரமானவைகளாக இல்லாத போது, தரமானதாக முன்வைக்கவும், தீர்மானங்களை செயற்படுத்தவும் ஆளுமை வேண்டும். அதாவது எடுக்கப்படும் தீர்மானங்கள் செயற்படுத்தப்பட

வேண்டும். உதாரணமாக நூலகத்திற்கு நூற்கொள்வனவின்போது, எத்தனை பிரதிகளை கொள்வனவு செய்வது எனத்தீர்மானித்தால், அதற்கு அமைவாக தொடர்ந்து செயற்படவேண்டும். தீர்மானம் எடுக்கும்போது ஏற்படும் எதிர்ப்புகளுக்கு அஞ்சாது இருப்பதுடன், அவ்வாறான எதிர்ப்புகளைத் தவிர்த்துக் கொள்ளத்தக்க ஆளுமை இருக்க வேண்டும்.

4. ஒழுங்கமைப்பையும், தந்திரோபாயங்களையும் நடைமுறைப்படுத்தக் கூடியவாறாக இருக்க வேண்டும். அதாவது தலைமைத்துவம் புதியனவைகளையும், நவீனத்து வத்தையும் ஏற்கக்கூடியவாறாக இருக்க வேண்டும். மரபுரீதியான செயற்பாடுகளுக்கு மாற்றிடான முறைகளைப் பின்பற்றி நூலகத்தை நவீனகாலத்திற்கு ஒத்ததாக மாற்றியமைக்க வேண்டும். ஏனெனில் தகவல்துறையில் அண்மைக்காலத்தில் ஏற்படும் மாற்றங்களுக்கு அமைவாக மாற்றங்களைக் கொண்டுவராது போனால், எவ்வளவோ நன்மைகளை இழக்க வேண்டியிருக்கும்.
5. தீர்மானங்களை நடைமுறைப்படுத்துவதன் மூலம் ஏனையவர்களின் நன்மதிப்பை பெற வேண்டும். தகவல் பரிமாற்றத்தை நன்கு ஒழுங்கமைக்க வேண்டும். ஊழியர்களுக்கிடையே சிறந்த நல்லுறவை வளர்க்க வேண்டும். இதன்காரணமாக சட்ட ஒழுக்கக் கோவைகளின் தயவை நாடவேண்டிய தேவை ஏற்படாது
6. ஒரு பூரணமான தலைவராக இருக்க வேண்டும். அதாவது பிரச்சினைகளின் போது சமாதான நீதவானாக இருக்க வேண்டும். அதாவது ஏதாவது ஒரு நோக்கத்தை இலக்காகக் கொண்டு இயக்குவிக்கும்போது பிரச்சினைகள் ஏற்படுவது தவிர்க்க முடியாது. எனவே அவ்வாறான நிலைமைகளில் கருத்துகளை சமநிலைப்படுத்தி மீண்டும் வேறுபாடுகளை அகற்றி, ஒரு குழுவாக செயற்படவைத்து நிறுவன இலக்கை அடைய முயற்சிப்பது சிறந்த தலைமைத்துவமாகும்.

நூலகம் என்பது குறிக்கப்பட்ட சில நோக்கங்களுடன் கட்டி எழுப்பப்படுகின்ற, குறிக்கப்பட்ட சில தேவைகளைப் பூர்த்தி செய்யக்கூடிய வாய்ப்பை வழங்குகின்ற, குறிக்கப்பட்ட உண்மையான உள்ளூறவுள்ள நடவடிக்கைகளைக் கட்டுப்படுத்துகின்ற ஒரு நிறுவனமாகக் காணப்படுகின்றது. நூலகர்கள் செயற்படு பிரிவுகளாக ஒழுங்கமைக்கப்படும் போது, அங்கே நூலகர் என்பவர், இச்செயற்பாட்டு பிரிவுகளின் தொழிற்பாடுகளுக்கும், அங்கு சேவை புரியும் அலுவலர்களுக்கிடையில் ஒரு பாலம் போல் செயல்படுகின்றார். மேலும் நூலகத்தின் மிக உயர்ந்த நோக்கத்தை எய்த, தங்களுக்குக் கீழ் கடமையாற்றும் அலுவலர்களுக்கு ஊக்கமும், செயல்திறனும் அளிப்பவர்களாக இருப்பதுடன், அதற்கான உந்து சக்தியை வழங்குபவர்களாகவும் காணப்படுகின்றன. எனவே சிக்கலானதும் நுண்முறைகளுடன் கூடியதுமான நூல்களின் தொகைரீதியானதும், அடிப்படையிலானதுமான வளர்ச்சி நூலக முகாமைத்துவக் கோட்பாடுகளிலும் பாரியளவு மாற்றத்தை ஏற்படுத்தி இருப்பதுடன், விஞ்ஞான முறை சார்ந்த நூலக முகாமைத்துவத்தின் தோற்றத்திற்கு அடிகோளியிருப்பதையும் அவதானிக்கலாம். எனவே சேவையை பெறும்பாலும் முக்கிய குறிக்கோளாகக் கொண்ட நிறுவனமான நூலகமும் முகாமைத்துவக் கொள்கைகளை பின்பற்றுவதன் மூலம், அதனது அளப்பரிய நோக்கமான நூலக சேவையை திறமையான முறையில் நடத்த முடியும் என்பதில் ஐயமில்லை.

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