

SRI LANKA LIBRARY REVIEW

Public Library
Jaffna

SPECIAL ISSUE
55th Anniversary
1961-2015



SRI LANKA LIBRARY ASSOCIATION
VOLUME 29
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Jaffna.

Special Issue
55th Anniversary - (1961-2015)
Volume 29 (2015)



Sri Lanka Library Association (SLLA)
275/75, OPA Centre,
Stanley Wijesundara Mawatha,
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SRI LANKA LIBRARY REVIEW

PUBLICATION

One volume is published annually in June by the Sri Lanka Library Association.

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Papers reporting results of original research, review articles, short communications, pertaining either directly or indirectly Library and Information Sciences, their utilization and management will be considered for publication in the review.

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Orders should be forwarded to:

The Secretary,
Sri Lanka Library Association (SLLA),
275/75, OPA Centre, Stanley Wijesundara Mawatha,
Colombo 07, Sri Lanka.
Email: slla@sltnet.lk; sllaoffice@gmail.com
Tel. 0112589103; 0112556990, Fax 0112589103

President's Message

It is my pleasure to send this message to this special issue of the Sri Lanka Library Review (SLLR) marking the 55th anniversary of the SLLA. It is also fitting that I acknowledge the contribution made by this professional journal towards the Library and information (LI) field, as a whole. The journal has been issued since 1962, and this is itself a significant achievement. It is a major publication in the country and is the avenue for Library and information professionals to gain knowledge in the LI and related fields and also to publish their own research and conceptual articles that are reviewed by experts in the profession.

The SLLR therefore serves as an essential and important tool in a learning environment. Learning and continuous learning is highly important today to keep up with the rapid changes taking place in all spheres of activity and disciplines. It is appropriate to quote from Reginald Revans who is widely regarded as the founder of action learning for managers-“learning must be equal to or greater than the rate of change” (<http://www.action-learning-management-education.com/Reg-Revans.html>). It is necessary to share knowledge to learn and the SLLR is the appropriate platform for this purpose.

I take this opportunity to congratulate and thank the Publication Officer Ms. Sunethra Kariyawasam, and her team for their hard and dedicated work in successfully publishing the SLLR and the Newsletter of the SLLA.

Marking anniversaries is also a time for reminiscing the past to learn for the future. I thank Ms.Nanda Wanasundera for her initiative taken to interview one of the senior, distinguished librarians and a member of the SLLA Ms.Ishvari Corea and provide the transcription of it to the Journal. Undoubtedly it will add much value to relive the history of librarianship in Sri Lanka and SLLA.

My appreciations also goes to the contributors of papers, reviewers and all those who rendered support to this endeavor.

Shivanthi Weerasinghe
President
Sri Lanka Library Association
June 2015

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Preface

The Library Review is the professional journal of the Sri Lanka Library Association. Commenced in 1962, the journal is one of the oldest professional journals in the LIS field in Asia.

There are 12 peer reviewed articles in the current issue, in Sinhala, Tamil and English and a write up on Mrs. Ishvari Corea, a distinguished pioneer librarian in Sri Lanka. The subjects of the articles are diverse which reflects the current trends in the LIS field. By reading the articles, hopefully readers will not only acquire new knowledge, but also be motivated to do their own research and produce more new knowledge. Research and publications are essential ingredients for the success of any professional field. As LIS professionals we are lagging behind in this important sphere and it is our collective duty to make a genuine effort to improve the situation. The Library Review will be delighted to extend every possible assistance in this area.

I would like to thank the authors of the articles for their excellent contribution. I also extend my gratitude to the reviewers for their hard work, especially for submitting the reviews on time.

Members of the Publication Committee extended me a tremendous support in many ways and I am genuinely grateful to them. My special thanks go to senior members of the committee, Mrs. Nanda Wanasundera and Ms Dilmani Warnasuriya for their quality contributions and support. Finally the assistance extended by the President and the Council of the Sri Lanka Library Association and the staff of the SLLA office is gratefully acknowledged.

B. G. Sunethra Kariyawasam
Publication Officer
June 2015.

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Content	Page No.
User delinquency in main library University of Peradeniya, Sri Lanka : perceptions of the students <i>B.N.G.S. Premarathne</i>	05
மட்டக்களப்பின் கலாசாரப் பாரம்பரியத்தினதும் சுதேசிய அறிவினதும் ஆவணப்படுத்தல் <i>செ.சாந்தரூபன், த.ரமணன், எம்.என்.ரவிக்குமார்</i>	17
Information Seeking and Information Use for Research. A Survey of Forty Undergraduate Students of the Faculty of Allied Health Sciences at the University of Peradeniya - 2012 November <i>K.P.K Dambawinna</i>	27
ශ්‍රී ලංකාවේ පුස්තකාලය සේවය හා සබැඳි අමරණීය නාමයන් පිළිබඳ නො නිඹී සංකීර්ණ විවරණය <i>ආර්.ඩී. ආනන්ද නිසේස</i>	38
Plagiarism amongst research students in the University of Moratuwa (UoM) in Sri Lanka <i>R. C. Kodikara and A.D.B. Kumara</i>	65
Application of 'Six Sigma' Quality Improvement Tool in Libraries for the Enhancement of Library Services - An Overview <i>Thivya Janen and Kalpana Chandrasekar</i>	82
முற்றிலும் தன்னியக்கமாக்கப்பட்ட 'கொஹா (Koha)' திறந்தமென்பொருள் தொகுதியைக் கொண்டு பொது நூலகச்செயற்பாடுகளில் பரிணாமமாற்றத்தை உருவாக்கல் : மட்டக்களப்பு மாவட்டம் சார்பான ஓர் விசேடநோக்கு <i>எம்.என்.ரவிக்குமார், த.ரமணன்</i>	92
A Case Study to identify factors affected the optimal utilization of Library at the Naval and Maritime Academy, Sri Lanka <i>T.C. Ranawella and T.N. Jayasinghe</i>	103
Use of standards for maintaining the quality of services provided by libraries <i>K.K.G Wijeweera</i>	115
Changing dimensions of libraries in Internet era: Social media applications in libraries – Is the Facebook being used effectively in marketing main University Libraries in Sri Lanka? <i>Lionel R. Amarakoon, Thushari M. Seneviratne</i>	129
කාර්යක්ෂම ජාතික පුස්තකාල සේවාවන් සඳහා ජාතික පුස්තකාල විශ්ලේෂණ සම්පාදනය <i>ජී.ඩී. අමරසිරි</i>	138
Implementation of 5s in the library <i>R.A. Vijitha Nandani</i>	148

Page No.	Title
12	Effect of ...
17	...
21	...
31	...
37	...
41	...
47	...
51	...
57	...
61	...
67	...
71	...
77	...
81	...
87	...
91	...
97	...
101	...
107	...
111	...
117	...
121	...
127	...
131	...
137	...
141	...
147	...
151	...
157	...
161	...
167	...
171	...
177	...
181	...
187	...
191	...
197	...
201	...



Tribute to Mrs Ishvari Corea

“I thought I had done a good job to the best of my ability and always enjoyed my work.”

That was Mrs Ishvari Corea’s answer to my question: “What is your main thought about your career as a librarian?” When I asked her about her retirement and was she happy, she replied with a wide smile brightening her face: “I enjoyed myself as a librarian because it was my life’s work. I did much for librarianship in the country and for youngsters too. Now it is time to depart. One must not stay too long for people to get tired of you. Also, we must make room for others.” This said with no regret or sadness, only a pragmatic acceptance of what life is.

I must add here that though Mrs Corea is not her sprightly self, she is fine, living with a nephew and his family in Borella. I visited her twice at the end of January this year and had a question and answer session with her, including reminiscing, discussing mutual colleagues and also laughing as we remembered incidents of long ago.

Life had been a full one for this distinguished librarian. The Colombo Public Library is her great achievement and the success of the National Library and Documentation Services Board is due to her and others who preceded and followed her.

Family

Ishvari Wijesinghe Kannangara was born in 1925 to a prosperous family in the Wijesinghe Walauwe in Bandaragama, one but the last in a family of a brother and three sisters. They all reached high posts in their different vocations. Her brother, Donald Kannangara who started his career at Bank of Ceylon was later a Founder Director of Sampath Bank, General Manager of People’s Bank and of Development Finance Corporation of Ceylon (DFCC) Bank. Her eldest sister - Vajira Cooke - was the well known Lecturer cum Warden of the University of Peradeniya; while her younger sister, Gita was a popular physician. Her other sister was a qualified Montessori teacher, who enjoyed teaching children.

Ishvari studied at Visakha Vidyalaya, Bambalapitiya, and then entered the University of Ceylon to read for a BA honours degree in Sinhala with English as a subsidiary. She graduated in 1945. Later, she followed a post graduate course in library and information science at the University of London. Her working life started with her joining the tutorial staff of Visakha Vidyalaya. This was when careers were frowned upon for girls. Her mother, however, was far sighted and probably knowing her daughter to be a conscientious doer, agreed to her taking on a teaching job, but with the stipulation it had to be at Visakha and no other school. In 1950 she changed careers from pedagogy

to librarianship; from giving service to only children to giving service to the entirety of society.

She married Dr C V S Corea, a homoeopathic physician, in May 1960 and moved to live with him in his home down Gregory's Road. Her step-son was Dr Gamini Corea, well known economist, civil servant and diplomat who was Secretary General of the UN Conference on Trade and Development and Under Secretary of the UN (1974-84).

Career

She transferred from teaching at Visakha Vidyalaya to the Colombo Public Library as an assistant librarian in 1950 and rose to be its Chief Librarian in 1961. This was the period when librarianship gained more prominence and was considered a necessary service. Librarians had to undergo training and the service became a honoured profession. Unesco helped in many ways and librarians were given exposure to information services as carried out in more developed countries.

The Public Library was in a converted house along Sir Marcus Fernando Mawata, Colombo 7. The need for a custom built library was felt. Ishvari Corea as Chief Librarian used the clout she had to ask for a modern, state-of-the-art library. The Colombo Municipal Council with B Sirisena Cooray as Mayor, accommodated her request and released necessary funds. She oversaw the construction of the new library, again on Sir Marcus Fernando Mawata, with many of her ideas incorporated in the building. The new building was completed in 1980 and the Public Library moved into it. It progressed from strength to strength under her guidance adding new services such as mobile libraries, a children's section, an A/V department and Braille book collection to mention but four innovations introduced by her, while branch libraries were opened in other parts of Colombo and the suburbs.

Unesco organized and held the National Library Conference in Colombo in 1967 which laid the foundation for the Ceylon National Library Services Board which was instituted in 1970. Prof Michael Browne, Unesco's consultant architect, designed the building as the new premises of the NLSB. Mrs Corea was appointed the Board's chairperson, the fifth after its inception in 1971, succeeding the late Sugunadasa Athukorale in 1989. She served as Chairperson till she left in 1994. The highlight of this sector of her career could be the fact of her being Chairperson when the National Library was declared open by the President Ranasinghe Premadasa, on 27 April 1990.

What others said about her

The Colombo Municipal Council issued a felicitation publication in January 1987 to mark 36 years of dedicated service just after her retirement. I read this publication very recently at the National Library and found it absorbingly interesting. A lovely picture of Ishvari Corea serves as a frontispiece. The first article is by the then

Prime Minister, Ranasinghe Premadasa, in which he writes about her dedication to work. *“Undoubtedly the large reading public during this period will be ever grateful to her. Mrs Corea’s period of service coincided with the time of rapid progress. It is gratifying to note that Mrs Corea’s dedication and enthusiasm, talent and wide experience will not be lost to the country. Her services and advice will continue to be available to both the Colombo Public Library as well as to many other similar institutions in our country.”*

The then Mayor, B Sirisena Cooray, wrote among other tributes: *“Although for more than 15 years the building of the new library underwent a period of inactivity, Mrs Corea never wavered in her efforts and during the intervening years she was able to meet both local and foreign experts in the library field and convince the administration of the day of the necessity of having a modern, well kept, up to date library and information centre. She could be proud the crowning glory of her career was witnessed in 1980 when the library was shifted to its present spacious surroundings. Mrs Corea ably handled the publication of several books released on festive occasions of the library. Also bibliographies and other publications of the Colombo Municipal Council. Her services were sought as an administrator, advisor and for the implementation of library services throughout the country.”*

Bernard Soysa’s contribution to the publication is titled: Fostered the reading habit while M J Perera, Chairman/ Sri Lanka Rupavahini Corporation noted: *“Librarians are silent workers. Their constant companions are books. They are the protectors of wisdom and culture enshrined in publications and while protecting them, they help a multitude of others to learn from them by running library services efficiently.”*

I personally liked best the tribute paid by Evelyn J A Evans, Unesco Library Consultant in her article titled: Established an excellent library service. She elucidated: *“When I first met Ishvari in 1967 I did not realize that the quiet attractive woman was a person of immense character and determination whose sheer professionalism resulted in establishing an excellent library service as well as a fine new building in Colombo. I found her to be an invaluable colleague during the years I spent in Sri Lanka.”*

There is also a Tribute to a Friend by Dr Wimala de Silva, Chancellor/ University of Sri Jayawardenapura. Clara Motwani, ex-Principal of Visakha Vidyalaya, refers to her as *“One of the distinguished old girls.”* H A I Goonetilleke – internationally famed bibliographer and Head Librarian/ University of Peradeniya - and Russel Bowden in his capacity as Deputy Chief Executive of the Library Association London also give her much praise. M D H Jayawardhena, who succeeded her as Chief Librarian/ Colombo Public Library, contributed a long biographical note on her to the publication felicitating her.

She has several publications to her credit. Basic Manual for School Librarians; Manual of Public Libraries in Sri Lanka and Glimpses of Colombo (1988) were authored by her. Edited by her were: Roads to Wisdom and Treasures of Knowledge and

Libraries and People and other publications. She was Chairperson of the editorial board of the book "Colombo update 1965-2005" first published in 2008.

An interesting anecdote is that when she was at Visakha Vidyalaya, probably in the senior school, her class was requested to write an essay on what they would like to be when grown women. Ishvari promptly wrote: 'I will be a Librarian' and went on to elucidate the reasons for her choice of career. That is early proof of her determination. Blessedly for the country, she kept faithful to her vision and achieved her schoolgirl dream, when libraries and librarians were far different from what they are now. The writer of this article remembers the librarian of the school in Kandy she attended and even the Visakha Vidyalaya librarian from the one year she attended this school. They were sadly not good school librarians, being strict and fussy keepers of the books - in locked cupboards!! Yet Ishvari probably so loved books and had ideas of how a good librarian could serve library users. Thus her ambition.

Ishvari is a devout Buddhist who was instrumental in the 'sil' campaigns at the Public Library. Her religion sustains her.

Honours

The Zonta Club awarded Ishvari Corea 'Woman of Achievement Award' for 1986. She was a visiting lecturer at the University of Kelaniya and the Sri Lanka Library Association. She was its President and served on its Council for many years. The SLLA felicitated Mrs Corea as a pioneer of the SLLA and also as one of the distinguished librarians in the country at its 50th anniversary celebrations held in 2010. She was also an office bearer in the Sri Lanka Federation of University Women and on the Council of the Blind and advisor on the Talking Books Project.

A tribute to her in the CMC publication 36 Years of Service: to Ishvari Corea sums her greatness: "It can be said the library profession is what it is today due to pioneers like Mrs Corea." She was an indefatigable pioneer in the field of librarianship and information science of this country. Thus a great debt of gratitude is owed her.

All librarians, young and old; those who knew this charming gracious woman and others who did not; join me in wishing her many more years of healthy living.

Nanda Pethiyagoda Wanasundera

Fellow/ SLLA

February 2015

User delinquency in main library University of Peradeniya, Sri - Lanka : perceptions of the students

B.N.G.S. Premarathne

Library, University of Peradeniya, Sri Lanka

Abstract

User malpractices of library materials by highlighting, underlining, removing pages/parts of the pages, binding, barcode labels, call number labels and damaging or defacing library materials is a threat to the library collection. Such practices can be described as abusing of the library materials. According to stock count carried out in 2008, 35 books (out of 3360) were highly abused and removed from the Arts and Archaeology collection in the Main Library. Therefore, this survey was conducted with following objectives: to identify various forms of abuse, to identify the reasons for the abuse and to identify the possible solutions to protect the library collection. The survey was conducted by using questionnaires with close and open ended questions. Final year students (74) were selected for the study and 63 responded and the rate was 85% from Departments of Archaeology, History and Fine Arts.

The respondents gave their answers to the forms of abusing library materials mainly tearing away pages, writing notes inside text books, highlighting/underlining the pages, mutilation, hiding of books. According to the reasons for abuse of the library materials, 60% of students mentioned that rare materials not allowed to be photocopied, 68% claimed that inadequate number of copies and 49% indicated high cost of photocopying charges. The respondents proposed a variety of strategies to protect the collection too. The study recommends proper orientation to users. The number of copies of demanded text books should be increased. Improving of photocopying services of the library. Introduce an electronic checking system as CCTV camera. Regularly reviewed set of library instructions should be drawn.

Keywords: User delinquency, Abuse of library material, Mutilation, Malpractices of readers, archaeology collection

1. Introduction:

The abuse of library materials can be defined in terms of theft, mutilation, unauthorized borrowing and vandalism. Mutilating library materials by marking, underlining, removing pages or portions of pages, removing binding, removing barcodes, removing call number labels, damaging or defacing library materials seriously affect the library. Abuse on library materials or mutilation and theft in libraries is a serious issue in any library.

The library of Peradeniya University originated in 1921 as the library of the Ceylon University College, Colombo. The Library was shifted to Peradeniya, in the central part of the country in 1952 and was moved to the present premises in 1960. After moving to Peradeniya, the library developed into a library network comprising the Main Library and seven other branch libraries, namely Agriculture, Science, Medical, Engineering, Veterinary Medicine, Allied Health Science and Dental libraries. The ninth library is attached to the sub-campus, Faculty of Agriculture at Mahailuppallama which is located in the north central province of the country.

Mission of the library is to provide comprehensive and user focused resources with high quality library services in support of teaching, learning and research needs of the university community, through developing collections, providing relevant infrastructure facilities and user guidance to encourage teaching learning and research in an intellectually stimulating university environment.

The threat to intellectual property through theft, mutilation and other forms of abuse has posed tremendous problems to the library profession worldwide. As mentioned earlier, the abuse of library materials can be defined in terms of theft, mutilation, unauthorized borrowing and vandalism. This is not a new experience for any library in the world according to Kesler (1977) "As a result of mutilation of its books, the library spends its already limited funds for replacements rather than for the purchase of needed new items. The cost of library loses is not measured only by the price of the discrete replaced item, staff time and effort required for searching, recording, processing and rebinding plus the frustration caused the library users (who discover that the needed article is ripped out) must be included in the entire picture".

Anoyaobi and Akpoma (2012) have done a study on abuse of library materials in Delta State Polytechnic Library, Oyawasi-Uku, Nigeria. They have found that the abuse of library materials in libraries is a menace that persisted, and the worsening state of libraries in Nigeria appears to have aggravated its intensity and the consequent

detrimental impact. Abuse of library materials has become a common occurrence in academic libraries in Nigeria as well as other parts of the world and if this is not investigated and checked, will create a serious threat to Nigerian library's collection and preservation. Disappointment arising from inability of library users to locate materials from shelves due to users' behavior of hiding materials and tearing out some pages in particular text. Senyaha and Lamptey (2011) describe that though book theft and mutilation may concern the personal security and safety of library staff. Matters of personal security and safety in a library have much to do with rules and regulations relating to the building, the library collection, the staff and users.

Tefera (1996) stated that the following factors constitute user delinquent in the library:

- Throwing out books and other information resources through windows at night during power outage.
- Carrying books and other information resources out of library without getting them properly charged out.
- Tearing off pages of books and other information resources.
- Using chemicals to clean off library ownership stamps in books and removing date due slips.
- Removing the jacket cover and preliminary pages of books so that those books cannot be identified.
- Stealing other registered library user borrower's tickets and using them to borrow books.
- Users conniving with some library staff such that a user can be issued with more tickets than allowed by the library.
- User borrows a book legally, goes out of the library, removes the date slip, comes back to the library, removes the date slip of the book intended to be stolen, uses gum to affix the date due slip to create the impression that it is a legally borrowed book and takes the stolen book out of the library. Several library materials could be stolen this way until it is a time to return the book that was legally borrowed.
- Library staff at times assist users to borrow books legally and destroy the records later.

Akussah, and Bentill(2010) in their study of abuse of library materials in academic libraries, a study of the University of Cape Coast main library, showed that there is no doubt that for as long as library materials are physically damaged and are intellectually explored, there is bound to be some form of abuse or the other. The results of the study have clearly indicated that the documents of the University of Cape Coast main library are under threat of abuse. These documents are variously under threat of theft, mis-

shelving, vandalism, non return and mutilation tearing of pages, highlighting. They suggested many thefts occur in libraries because of difficulties in getting access materials. It should provide multiple copies, adequate facilities for photocopying, liberal lending policy.

Abuse on library materials seriously affect the library. University of Peradeniya Library is the largest University Library Network in Sri Lanka. The strength of the Main Library collection by 2012 is over 400,000 volumes mainly on Social Sciences and Humanities and the collection includes monographs, serials, maps, manuscripts, records and audio – visual materials. The library provides open access to most of the resources except for few special collections. The Main Library provides membership to a wide range of readers in the University and outside with varying degree of facilities. Abusing of the library materials is the serious problem for academic libraries. According to stock count carried out in 2008, 35 books (out of 3360) which were highly abused were removed from the Arts and Archaeology collection in the Main Library. This is a tremendous challenge to protect the collection. Therefore this survey was conducted to find possible solutions to protect the collection.

Table 1 : Main Library University of Peradeniya- Stock count 2008 – Arts and Archaeology collection

Subject	Class Number	Amount of books
Arts	700	1054
Civic & Landscape Arts	710	07
Architecture	720	210
Plastic Arts & Sculpture	730	393
Drawing & Decorative Arts	740	120
Paintings & painting	750	347
Graphics Arts/Print making/Prints	760	01
Photography & photograph	770	02
Music	780	52
Recreational and performing Arts	790	224
Geography	910	919
Biography/Genealogy/Insignia	920	04
History of Ancient World	930	20
General History	950	07
Total		3360

Source: Main Library stock count report 2008

2. Objectives:

The objectives of the survey were to identify various forms of abuse in library materials, to identify the reasons for the abuse of library materials and to identify the possible solutions to protect the library collection.

3. Methodology:

The survey was conducted by using questionnaires with close and open ended questions. Observation of the abused library material was also used for this study.

4. Population of the study:

All final year students of the following Departments were selected for the study as they use the Arts and Archaeology collection especially in preparation of their final year dissertations. From Department of Archaeology 15 students were selected and 12(80%) responded, from Department of History 48 were selected and 44(92%) responded and the

Department of Fine Arts 11 students were selected and 07 (64%) responded. The total number of respondents was 63 students and total response rate was 85 %.

Table 2: Selected Departments (All the Final year Students)

Department	Selected all the Final year Students	Responded rate	Percentage
Archaeology	15	12	80%
History	48	44	92%
Fine Arts	11	07	64%
Total	74	63	85%

5. Results and Discussions:

Table 3: Forms of abusing library materials

Forms of abusing the library materials	* SA	* A	*D	*SD
Tearing away pages	19	24		18
Writing notes inside text books	18	32		12
Highlighting/underlining the pages	13	30		16
Hiding of books	17	07		20

*SA= Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

As shown in the table 3, over 60% respondents mentioned that the forms of abusing library materials mainly were tearing away pages, writing notes inside text books and highlighting/underlining the pages. There are low rate of responses for hiding of books. It is indicated that tearing away pages, writing notes inside text books and highlighting/underlining the pages are the main forms of abusing the library materials.

Table 4: Physical damages on library materials

Physical damages on library materials	* SA	* A	*D	*SD
Underlined words or scribbles	09	14	23	17
Marks in documents, Stain in document	03	11	19	30
Books with torn or removed covers ,figures	05	18	28	12
Creased books, Use of Tixex (Whitening)	11	24	16	12
Structural damages	11	06	11	35

Under the question on the physical damages on library materials 50% agreed that underlined words or scribbles, creased books, 60% agreed that use of Tixex (Whitening) are the reasons for physical damages. 60% agreed that students are doing structural damages. 40% said that marks in documents, stain in document books with torn or removed covers, According to these figures most of the physical damages of the books are underlined words or scribbles. It is obvious and true with comparison of the damages in the collections.

Table 5: Lack of appropriate information resources are to contribute to the abuse of library materials

Statements	* SA	* A	*D	*SD
Lack of photocopy services in the library	12	22	16	13
Strict library rules	08	12	16	27
Lack of support from the library staff	14	14	17	18
Lack of proper shelving and shelf reading of library materials.	07	13	19	24
Lack of adequate library orientation programmes for new library users.	20	17	14	12
Inadequate copies of popular library materials.	16	19	21	07
Inadequate copies of recommended text in the library	24	16	13	10
Library staff is not competent enough sometimes	20	19	16	08

According to the table 5 . The students are indicating that more than 60% agree to the all statements of the above table. It should be mentioned that inadequate number of copies of recommended text in the library is a serious issue for the readers. On the other hand lack of adequate library orientation programmes for new library users also is to be a seriously considering factor. The students have neutral responses to the statements of strict library rules, lack of support from the library staff, lack of proper shelving and shelf reading of library materials. It shows that the library staff are very supportive of the students.

Table 6: Reasons for abusing library materials

Reasons for abusing the library materials	* SA	* A	*D	*SD
Rare materials not being allowed to photocopy	31	07	15	10
Inadequate number of library materials	23	20	12	08
High cost of photocopying	15	16	18	14
Rare materials – Unavailability of copies	31	14	06	12
Inadequate supervision in the library	24	15	01	23

According to the table 6 there are various reasons for abuse of the library materials. Students have responded to the given statements and main reasons for abuse of library materials are rare materials not being allowed to photocopy, unavailability of copies of rare materials. Inadequate supervision is also another main reason for abuse of the library materials.

Table 7: Maintaining of disciplinary measures

Maintaining disciplinary measures	* SA	* A	*D	*SD
Charging for full cost of the abused material	39	16	08	00
Cancellation of membership	15	23	16	09
Exhibiting their photos with names	24	09	11	19
Suspending the membership for a few weeks	10	07	20	26

Disciplinary measures are essential for any institute for effective management. Library as an institute disseminating of information, it is essential to take disciplinary measures. According to table : 7, 42 students have responded to being charged full cost of the abused material. 24 students have responded to exhibiting their photos with names. Other measure have been indicated like cancellation on membership, and suspending the membership for a few weeks.

Table 8: Collection protection strategies

Collection protection strategies	*SA	*A	*D	*S
User education or awareness seminars	47	10	05	01
Library must constantly display mutilated books with names of the reader	30	16	11	06
Encourage users to protect the collection	47	09	05	02
Develop the collection ownership attitudes	45	09	07	02
Installation of security cameras	41	12	10	00
Provide electronic resources	39	18	06	00
Fine system according to the damage	38	14	06	05

More than 60% students have agreed to the statements given in the table. 47 (75%) students indicated the necessity of user education or awareness seminars and installation of security cameras. 45 (71%) students agreed to develop the collection ownership attitudes.

Table 9: Suggestions to protect the library materials

Suggestions to protect the library materials	*SA	*A	*D	SD
Improve supervision	46	15	02	00
Conduct regular library orientation programmes	38	19	02	04
Provide enough library materials	45	15	02	01
Digitization on rare materials	36	20	05	02
Regular supervision of users	37	19	05	02
Improve competence in security officers	26	15	18	04
Books should be examined after return or used by the reader	32	13	07	11
Introduce huge fine system for abusers	29	18	07	09
Make electronic accessible copies as far as possible	30	17	07	09
Ban bringing blades, tipex, water bottle, file covers, highlighting pens.etc. to the library	23	13	18	09
Introduce Electronic Checking system	39	11	07	06

Statements given in the table 9: most of the students have rated to 100-80% agreement with the statements given in the table.

Recommendation

The following recommendations are hereby given based on these identified problems.

- Proper orientation should be given to users. First year orientation should be well planned with video documentary with demonstration to the students.
- Multiple copies of books in the circulation section and those displayed in the open stack should be provided since it is discovered that textbooks are the most affected by theft and mutilation.
- User registration number should be mentioned on the date label below the return date, when issuing a book. It will give an idea about the list of users who borrowed the particular library materials. Book should be examined at the return counter at the same time of returning. An intensive, up to date, and regularly reviewed library instruction programme is to be drawn and to be implemented in libraries to change and improve the attitude of library users toward library material.
- Affected libraries should launch campaign against user delinquency; there should be posters containing warning against theft and mutilation being conspicuously pasted on the notice boards within and outside the library.
- Libraries should be in possession of a standby and efficient power generating set to provide electricity to the library services during power shortage. The period of temporary electricity blackout usually encourages library delinquency among users.
- Libraries should engage more trained security personnel.
- When providing rare and important materials for referencing, a supervisor should be present with that material until return. Bringing blades, highlighting pens, tippex, water bottles, is prohibited. Exhibit the damaged materials.
- In service training should be encouraged by libraries, particularly for the junior staff on what library profession is all about. This will enhance the efficiency of the workers.
- The photocopying services of the library should be subsidized. This will reduce the tendency of stealing or mutilating library materials.
- Strict implementation of reasonable circulation policies must be adhered to by all libraries to control and avoid library theft and mutilation.
- Should launch campaign against abuse of library material; there should be posters containing warning against theft and mutilation conspicuously pasted on the notice boards within and outside the library.

6. Conclusion

The study was mainly concerned with examination of the abuse of library materials in the main library at the University of Peradeniya Sri Lanka: perceptions of the final year undergraduates. There is no doubt that for as long as library materials are physically handled and intellectually explored, there is bound to be some forms of abuse or the other. The results of the study have clearly indicated that the documents of the University of Peradeniya Library Network are considerably abused by the users. Tearing away pages, writing notes inside text books, highlighting/underlining the pages, hiding of books are common. Abuses on library materials are higher on print materials than the non print materials, because print materials are used more often than the non print materials. The library awareness programme is a very important factor to the users. Students who undergo frequent library instruction and orientation understand better the value of borrowing and returning library materials, and avoid abusing them. Introducing of CCTV camera system is another alternation to reduce the abuse on library materials. Library should invest in more electronic resources which will reduce to a large extent the incidence of users physically handling documentary materials. The students have proposed that the library staff also should be carefully involved with the protection of the collection. They have submitted the following suggestions to in future. The library staff who work in the shelf area and the reading rooms should frequently visit and observe these areas. Show readers that the staff members are vigilant and show reader that they are giving their attention to the areas of book shelves and observe user behaviors. Books should be examined by the counter staff when they are returned by the user. Constantly educating users to protect the collection especially high demand books and request to acquire enough copies. Punish library staff for their careless of protecting the books, Provide adequate staff in the library, The library staff should be made aware of the value, importance, rareness of library materials, Should introduce motivational and punishable guidelines for library staff requiring the responsibility of the collection, Not issuing already damaged books, getting the assistance of security staff, employees placed in the stack areas, counter for supervision of the readers. Staff should be carefully examine when books are returned. Conducting awareness programmes to make the students understand the importance of protecting library materials. Inculcating proper attitudes will help them to refrain from abusing library material.

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மட்டக்களப்பின் கலாசாரப் பாரம்பரியத்தினதும் சுதேசிய அறிவினதும் ஆவணப்படுத்தல்

செ.சாந்தரூபன், த.ரமணன், எம்.என்.ரவிக்குமார்
நூலகம்/ கிழக்குப் பல்கலைக் கழகம், இலங்கை

Documentation of Cultural Heritage and Indigenous Knowledge of Batticaloa District

T. Santharoban, T. Ramanan and M.N. Ravikumar

Library, Eastern University, Sri Lanka.

Abstract

Sri Lanka is one of the countries that have a long history of human civilization. Its history was recorded not only in Pali texts such as Mahavangsa, Culavangsa, but also Tamil scriptures discovered in the island. In this regard, Tamil scriptures, stone inscriptions and archeological excavations revealed an enriched history of eastern coast, especially Batticaloa, in relation to the country's ancient history. Batticaloa's cultural heritage and indigenous knowledge practices are unique and ancient in their existence. However, these precious knowledge and cultural values are being depreciated in time, due to the past war and displacement, abrupt technological invasion, and fast urbanization. Traditional knowledge practices are environmentally friendly and time-tested, which will help sustain the natural eco system and local economy. Moreover, elements of cultural heritage have socio-economic values such as potentiality for cultural tourism. These are in need to be discovered and documented to treasure for posterity, before they become extinct. This paper, therefore, presents the preliminary discoveries of indigenous knowledge practices and cultural heritage aspects of Batticaloa, and its documentation using appropriate measures such as digital library software and tools.

Keywords: Cultural Heritage , Indigenous Knowledge , Batticaloa, Digital Library

அறிமுகம்

மனித நிலவுகையின் நீண்ட வரலாற்றுப் பின்னணியைக் கொண்ட நாடுகளுள் இலங்கையும் ஒன்றாகும். இலங்கையின் வரலாற்றுப் பின்னணியை மகாவம்சம், சூளவம்சம் போன்ற பாளி மொழியிலமைந்த இலக்கியங்களில் மாத்திரமன்றி தமிழிலமைந்த இலக்கியங்களிலும் அறியக் கூடியதாக உள்ளது. இத்தீவகம் தனது மொழி, வாழ்வியல், சமயச்சடங்குகள், உணவுப் பழக்கவழக்கம், விவசாயம், கட்டிட மற்றும் சிற்பக் கலைகள் போன்ற இன்னொரன்ன அம்சங்களில் தனது தனித்துவத்தைப் பேணிக்காத்து வந்துள்ளது. இந்நாட்டின் தனித்துவமான கலாசாரப் பண்புகளும் சுதேசிய அறிவுகளும் நிரம்பிய பிரதேசங்களுள் கிழக்கு மாகாணத்தின் மட்டக்களப்பு, அம்பாறை ஆகிய இரு மாவட்டங்கள் குறிப்பிடத்தக்கன. நீண்ட காலமாக இப்பிரதேசங்கள் தம்மகத்தே பேணிவந்த கலாசார அம்சங்களும், சுதேசிய அறிவுகளும் நாட்டில் கடந்த முப்பது வருடமாக நிலவிய உள்நாட்டுப் போரினால் பெரிதும் மக்களிடையே நின்று அகன்று விட்டன. இன்று அவற்றின் எச்சங்களே ஆங்காங்கே நிலவுகின்றன. இக்காலத்திலேனும் கலாசார அம்சங்களையும் சுதேசிய அறிவுகளையும் ஆவணப்படுத்தாவிடின் அவை பல்சமூகக் கலப்பினாலும் உலகமயமாதலினாலும் மேலும் அழிவடைந்து விடும்.

இந்தவகையில் இக்கட்டுரையானது மட்டக்களப்பு மாவட்டத்தில் காணப்படும் கலாசாரப் பண்புகள், சுதேசிய அறிவுகள் பற்றியும், அவற்றினை ஆவணப்படுத்திப் பாதுகாப்பதற்கான ஒரு எண்ணிமச் சுவடிக்காப்பகத்தையும் உருவாக்குதலின் சாத்தியக் கூறுகள், இடர்பாடுகள் பற்றி ஆராய்கின்றது.

மூலச் சொற்கள்: கலாசார மரபுரிமை, சுதேச அறிவு, மட்டக்களப்பு, கணனி மயப்படுத்தப்பட்ட நூலகம்.

Corresponding author – Email ssantharoban@yahoo.com

கலாசாரப் பாரம்பரியமும் சுதேசிய அறிவும் (Cultural Heritage & Indigenous Knowledge)

மக்களால் உருவாக்கப்பட்டு அவர்களது விழுமியங்கள், நம்பிக்கைகள், அறிவு, பாரம்பரியம் போன்றவற்றின் காரணமாக தொடர்ச்சியாக மாற்றத்திற்குள்ளாகி வருவதும் தனியொருவருக்குச் சொந்தமற்றதும், சந்ததிவழியே பேணப்பட்டு வருவதுமான வளங்களின் கூட்டம் கலாசாரப் பாரம்பரியம் என அழைக்கப்படும் (Dümcke & Gnedovsky, 2013). இது மக்களதும் அவர்தம் பிரதேசத்திற்கும் இடையேயான நீண்டகால இடைத்தொடர்பினால் உருவாக்கப்பட்ட சூழலின் அனைத்து அம்சங்களும் இதில் உள்ளடங்கும். இதன்படி கலாசாரப் பாரம்பரியமானது ஒரு பிரதேசத்தின் கலாசாரம் சார்ந்த அல்லது அப்பிரதேசத்தின் தனித்துவத்தைப் பிரதிபலிக்கின்ற உருவமான (Tangible) பெளதீக வளங்கள் மாத்திரமன்றி மக்களிடையே உள்ள அருவமான (Intangible) சுதேசிய அறிவுகளும் ஆகும்.

ஏனைய கலாசாரப் பாரம்பரியங்கள் போன்று சுதேசிய அறிவும் சமூக, பொருளாதார முக்கியத்துவம் வாய்ந்ததொன்றாகக் காணப்படுகின்றது. சுதேசிய அறிவானது ஒரு குறித்த சமூகத்தினால் தாம் வாழும் சூழலுக்கேற்ப உருவாக்கப்பட்டு, அச்சமூகத்திற்குத் தனித்துவமாகவும் பயன்பாட்டின் மூலம் பரிசீலிக்கப்பட்டதாகவும் மேலும் காலத்துடன் மேம்படுத்தப்பட்டு மாற்றமடையக்கூடியதுமான அறிவு என ஆய்வாளர்கள் வரையறை செய்துள்ளனர்.

மேலைத்தேய கல்வியிற் பயின்றவர்களிடையே எம்நாட்டின் சுதேசிய அறிவு பற்றிய தரக்கணிப்பீடு குறைவாகவே உள்ளது. எனினும் பிற வளர்முக நாட்டு ஆய்வாளர்கள் பலர் தத்தம் நாட்டில் சுதேசிய அறிவின் பயன்பாடுபற்றிக் குறிப்பிடத் தயங்கவில்லை. ஏழைகளின் சமூக மூலதனமான (Senanayake, 2006) இச்சுதேசிய அறிவு வளர்முகநாடுகளில் அரிதான இயற்கை வளங்களைப் பேணிப்பாதுகாத்து, அதன்மூலம் பொருளாதார அபிவிருத்தியை மேற்கொள்கின்றன என Ngulube (2002) சுட்டிக்காட்டுகின்றார். மேலும் Labelle (1997) உலகிற்கு உயிர்ப் பல்வகைமையைப் போன்று அறிவுப் பல்வகைமையும் அவசியமான தொன்று எனக்குறிப்பிடுகின்றார். சுதேசிய அறிவின் பயன்பாட்டினை ஊக்குவிப்பதன் மூலமே இவ்வறிவுப் பல்வகைமையைப் பேணலாம். இவ்வாறு பேணும் சமூகமே புதிய அறிவினைச் சமூகத்திற்கு வழங்கும். ஆகவே கலாசாரப் பாரம்பரியத்தின் அம்சமான இச்சுதேசிய அறிவும் மேலைத்தேய அறிவினைப் போன்று சேகரிக்கப்பட்டு, ஒழுங்குபடுத்தப்பட்டு, வழங்கப்படவேண்டும் என்பது ஆய்வாளர்களது கூற்று (Warren *et al.*, 1993; Agrawal, 1995; & Gonzalez, 1995).

இவ்வாறான கலாசாரப் பண்புகளையும் சுதேசிய அறிவுகளைப் பாதுகாப்பதும் ஒவ்வொரு சமூகத்தினதும் இன்றியமையாததொரு கடமையாகும். இது எதிர்காலச் சந்ததியைச் சரியான பாதையில் வழிப்படுத்திச் செல்லுமதேவேளை தன் தனித்துவத்தைப் பேணிக்காத்துக் கொள்வதற்குரியதோர் உபாயமுமாம். இதனைப் பேணுகின்ற உத்திகளில் கால வகையினால் அழிந்தோ அல்லது மாற்றமுற்றோ செல்லுமுன் கலாசாரப் பண்புகளையும் சுதேசிய அறிவுகளையும் பற்றி நன்கு பகுத்தாய்ந்து ஆவணப்படுத்திப் பேணுதல் அவசியமாகும்.

மட்டக்களப்பின் வரலாற்றுப் பின்னணி

மட்டக்களப்பின் தனித்துவமான கலாசாரப் பாரம்பரியத்திற்கு அதன் நீண்ட வரலாற்றுப் பின்னணி ஒரு காரணமாகும். இந்திரபாலா (Indrapala, 2005) அவர்களின் கருத்திற்கிணங்க மட்டக்களப்பில் மனித நிலுவைக்கான காலம் இரும்பு யுகத்தில் இருந்து ஆரம்பிப்பதாகக் கூறப்படுகின்றது. அதற்கு மட்டக்களப்புக் கதிரவெளியில் கண்டெடுக்கப்பட்ட ஈமத்தாழிகள் சான்றுபகருகின்றன. மேலும் கிறிஸ்துவிற்கு முன் மூன்றாம் நூற்றாண்டுக்கான பிராமிக் கல்வெட்டுக்களும் இப்பிரதேசத்தில் காணப்படுகின்றன (Canagaratnam, 1921). பின்னும் மாகோன் மன்னனது காலத்திலும் (கி.பி.1215) மட்டக்களப்பு அவனது ஆட்சிக்குட்பட்டிருந்ததற்கான ஆதாரங்களையும் ஆய்வாளர் தங்கேஸ்வரி (1995) அவர்கள் காண்பிக்கின்றார். ஆதிகாலம் முதலாக பல அரசர்களினதும், சிற்றரசர்களினதும் ஆதிக்கத்தின் கீழிருந்த மட்டக்களப்பு கி.பி 15 ஆம் நூற்றாண்டு முதலாக போத்துக்கேயர், ஒல்லாந்தர், மற்றும் பிருத்தானியரது ஆட்சிக்குட்பட்டிருந்தது (Nadaraja, 1998 & Gunasingam, 2008). இதனால் இப்பிரதேச மக்களது கலாசார அம்சங்களில் அந்நியர்களது செல்வாக்கும் காணப்படுகின்றது.

இம்மக்களிடையே செல்வாக்குப் பெற்றிருந்த கலாசாரப் பாரம்பரியத்திற்கும் சுதேசிய அறிவிற்கும் சான்றாக இங்கே காணப்பட்ட ஓலைச்சுவடிகள், செப்புப் பட்டயங்கள், தூண் மற்றும் துண்டுக் கல்வெட்டுகளைக் குறிப்பிடலாம். பலதிறப்பட்ட சுதேசிய அறிவுகள் எழுத்துருவிலன்று பேச்சு வழக்கிலேயே சந்ததி வழியாகக் கடத்தப்பட்டுக் கொண்டிருக்கின்றது.

மட்டக்களப்பின் கலாசாரப் பண்பாடுகள்

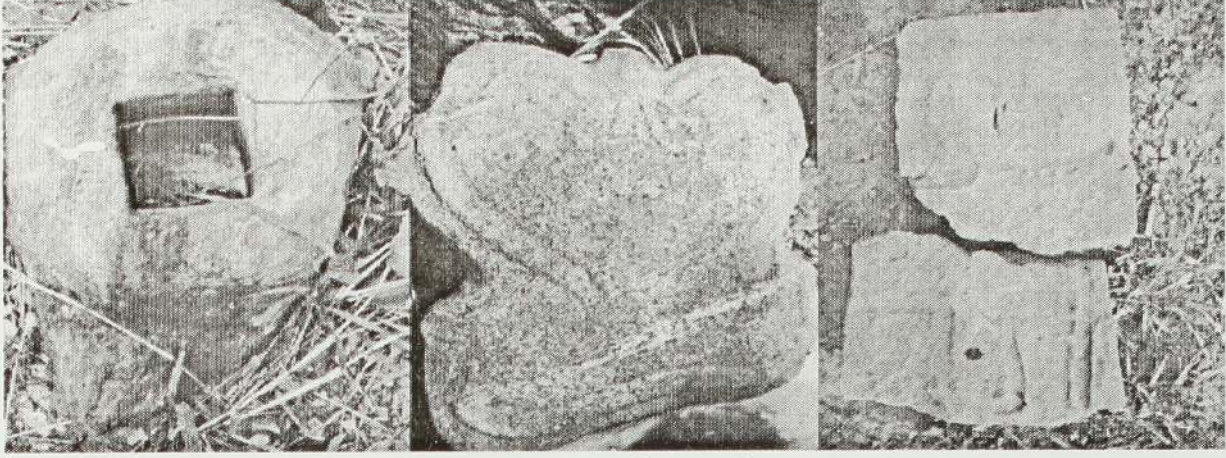
இலங்கையின் ஏனைய பாகங்களுடன் ஒப்பிடுகையில் இம்மக்களது பண்பாட்டு அம்சங்கள் தனித்துவமுடையதாகக் காணப்படுகின்றது. மட்டக்களப்பின் கலாசாரப் பாரம்பரியத்தினை நோக்குமிடத்து அது கலாசாரத்தைப் பிரதிநிதித்துவப்படுத்தும் பௌதீக அலகுகளையும், அருவமான அல்லது தொட்டுணரமுடியாத கலாசாரப் பண்புகளையும் சிறப்புறக் கொண்டமைந்துள்ளது. இப்பண்பாட்டு அலகுகள் சமூக உள்ளார்ந்த அல்லது செயற்பாட்டு விழுமியங்களாகக் காணப்படலாம். எனினும் துரதிஸ்ட வசமாக இத்தனித்துவத் தோற்றப்பாடுகள் கால ஓட்டத்தில் மறைந்து செல்கின்றது. ஆரம்பக்கட்ட ஆய்வுகளின் அடிப்படையில் மேல்வரும் கலாசாரப் பாரம்பரியங்களும் சுதேசிய அறிவுகளும் அடையாளங்காணப்பட்டுள்ளன.

பௌதீக கலாசாரப் பண்புகள்

1. கல்வெட்டுக்கள்

கல்வெட்டுக்கள் தூண்கல்வெட்டுக்களாகவும் துண்டுக்கல்வெட்டுக்களாகவும் காணப்படுகின்றன (தங்கேஸ்வரி, 1995). இவற்றில் சில கி.மு. 300 ஆண்டுகள் பழமையானவையாகவும் காணப்படுகின்றன. உதாரணமாக குசலான மலையில் காணப்படும் பிராமிக் கல்வெட்டினைக் குறிப்பிடலாம் (Canagaratnam, 1921). திருக்கோவிலிலும் இவ்வாறான கல்வெட்டுக்கள் காணப்படுகின்றன. எனினும் இன்னும் அனேகமான கல்வெட்டுக்கள் ஆய்வாளர்களால் வெளிப்படுத்தப்படாமல் உள்ளன.

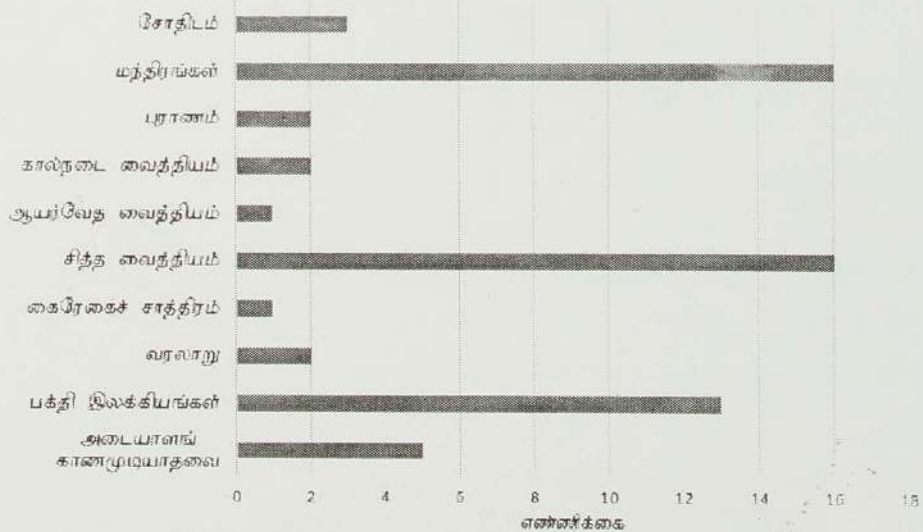
அடர்ந்த காடுகளில் காணப்படும் இக்கல்வெட்டுக்கள் பற்றி சாதாரண மக்களால் அறியப்பட்டிருந்தாலும் அவை ஆய்வாளர்களால் கவனிக்கப்படாமல் உள்ளது.



படம் 1: குசலான மலையில் காணப்படுகின்ற சில படிமங்கள்

2. ஓலைச்சுவடிகள்

மட்டக்களப்பில் நிறுவனங்களாலும் நூலகங்களாலும் பாதுகாக்கப்பட்டிருக்கும் ஓலைச் சுவடிகளிலும் பார்க்க அதிகளவான சுவடிகள் மக்களிடையே காணப்படுகின்றன. ஆரம்பக்கட்ட ஆய்வின் அடிப்படையில் இந்த ஓலைச்சுவடிகளில் காணப்படுகின்ற தகவல்கள் சோதிடம் மற்றும் கைரேகைச் சாத்திரம், வரலாறு, பக்தி இலக்கியங்கள், மாந்திரீகம், சித்த மருத்துவம், ஆயர்வேத மருத்துவம், விஷ வைத்தியம், புராணங்கள், கால்நடை வைத்தியம் போன்ற இன்னோரன்ன துறைகளிலும் அவற்றின் உபபிரிவுகளிலும் காணப்படுகின்றன. ஆரம்ப ஆய்வில் பெறப்பட்ட தகவல்களின் அடிப்படையில் எண்ணிக்கையளவில் கீழுள்ள வரைபின்(படம் 2) மூலம் இதனைக் காண்பிக்கலாம். மேலும் மட்டக்களப்பையாண்ட மன்னர்களாலும், சிற்றரசர்களால் வழங்கப்பட்ட செப்புப் பட்டயங்களிலும் கல்வெட்டுக்களிலும் உள்ள விடயங்களும் பிற்காலத்தில் ஓலைச் சுவடிகளிலும் எழுதப்பட்டுப் பேணப்பட்டுள்ளன. எனினும் ஏடுகளைப் பேணுவதில் அக்கறை காட்டாமை, பூச்சித் தாக்கம், ஏட்டில் உள்ளதை வாசிக்கும் திறனுடையவர்கள் இன்மை போன்ற இன்னோரன்ன காரணங்களால் தனியாரிடையே காணப்படும் இந்த ஓலைச் சுவடிகள் தற்போது ஆபத்தான நிலையிலுள்ளன. இதனால் இவற்றில் காணப்படுகின்ற சுதேசிய அறிவுகளும் தற்போது பயன்பாட்டிலிருந்து அகன்று போகின்றன.



படம்2: ஆரம்பக்கட்ட கள ஆய்வில் இனங்காணப்பட்ட ஓலைச் சுவடிகள்

3. ஏனைய பொருட்கள்

மரத்தளபாடங்கள், கைவினைப்பொருட்கள், கல்லாலான பொருட்கள், பீங்கான் பாத்திரங்கள், வெங்கல மற்றும் பித்தளைப் பொருட்கள், ஆபரணங்கள் போன்றவையும் கலாசாரப் பண்பாடுகளைப் பிரதிபலிக்கின்ற பௌதீகப் பொருட்களாக அமைகின்றன. கற்சாதனங்களாக உரல், செக்கு உரல், இருக்கைகள் போன்றவற்றைக் குறிப்பிடலாம். மரத்தினாலாக்கப்பட்ட பொருட்களிற்கு உதாரணமாக கொக்கட்டிச்சோலைத் தான்தோன்றீஸ்வர ஆலயத் தேரினைக் குறிப்பிடலாம். இதன் சிற்பவேலைப்பாடுகள் மிகவும் நுட்பமான முறையில், உயர்படைப்புச் சிற்பங்களாகவே பெரும்பாலும் அமைக்கப்பட்டுள்ளன. ஆலயப் பிரதமகுருவான சிவசிறி.வ.சோதிலிங்கம் அவர்கள் குறிப்பிடுகையில் பேராசிரியர் இந்திரபாலா இத்தேர் 1600 ஆம் ஆண்டிற்கு முற்பட்டது எனத் தெரிவித்ததாகக் கூறினார். எனினும் கட்டுரையாசிரியர்களினால் இத்தகவலை உறுதிப்படுத்த முடியவில்லை. ஆயினும் கட்டுரையாசிரியர்களின் களச் செயற்பாடுகளின் போது மிகச்சிறிய சிற்பங்களின் மேற்புறமாக 1825ஆம் ஆண்டிற்கு முன்னர் வழக்கிலிருந்த பழைய தமிழ் எண்கள் காணப்பட்டன. எனினும் தற்காலத்தில் இப்பொருட்களின் தொன்மைற்றிய அறிவின்மையால் அவற்றினை பாதுகாக்கும் நோக்கமும் மக்களிடையே அருகிவிட்டது. இதனால் இப்பொருட்கள் காலத்தால் அழிவடைந்துகொண்டு செல்கின்றன.



படம் 3: கொக்கட்டிச்சோலை ஆலயத் தேரில் காணப்படும் சிற்பங்கள். இறுதியாக உள்ளது சிற்பங்களின் மேற்புறமாகக் காணப்பட்ட 1825 ஆண்டிற்கு முன் வழங்கிய இலக்கம் முப்பதைக் குறிக்கப்பயன்படுத்திய தமிழ் எண்

இப்பௌதீக அம்சங்களைப் போன்று மட்டக்களப்பு மக்களிடையே நிலவுகின்ற வழக்காறுகள், மொழி வழக்கு, பாரம்பரியக் கலை போன்றனவும் தனித்துவமானதாக உள்ளது. எனினும் இப்பாரம்பரிய அம்சங்களும் இன்று அருகிவரும் நிலை காணப்படுகின்றது.

மட்டக்களப்பின் சுதேசிய அறிவு

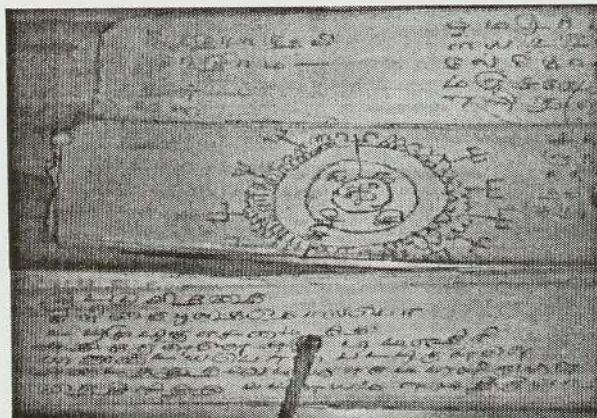
மட்டக்களப்பின் சுதேசிய அறிவானது பலதுறைகளிலும் காணப்படுகின்றது. அவையாவன மீன்பிடி, விவசாயம், உணவுத் தயாரிப்பு, மருந்து மாந்திரீகம், பாரம்பரியச் சட்டம் போன்றனவாகும். இயற்கைக்குப் பங்கம் விளைவிக்காது இயற்கையோடு இயைந்த வாழ்க்கைக்கு இச்சுதேசிய அறிவுகள் மக்களை இட்டுச்

சென்றன. உதாரணமாக மீன்பிடித் தொழிலில் இவர்கள் பயன்படுத்திய 'பறி', 'கரப்பு' முதலிய மீன்பிடி உபகரணங்களைக் குறிப்பிடலாம். மரத்தின் கொடிகள் தண்டுகள் போன்றவற்றாலாக்கப்பட்ட இவ்வுபகரணங்கள் குஞ்சு மீன்களை விடுத்து பெரிய மீன்களை மாத்திரமே பிடிப்பதற்கு உதவின. விவசாயத்தில் நிலத்தைப் பண்படுத்தல் தொடக்கம் அறுவடை செய்வது வரை இவர்கள் பலவகையான உத்திகளைப் பயன்படுத்தினர். நீரிறைப்பதற்கு 'ஏத்து' எனும் உபகரணத்தைப் பயன்படுத்தினர். விவசாயச் செய்கைகளுக்குப் பயன்படும் எருதின் தரத்தைக் கணிப்பதற்கு அவற்றின் உரோமத்தில் காணப்படும் சுழியின் அமைவைப் பயன்படுத்தினர்.

உணவு தயாரிப்பிலும் இப்பிரதேச மக்களிடம் தனித்துவமான முறைகள் காணப்பட்டன. இவற்றினை பண்டிகைக் காலத்தில் குறிப்பாக அவதானிக்கலாம். ஆயினும் தற்காலத்தில் மேலைத்தேய உணவுப் பயன்பாட்டினால் இவற்றின் தயாரிப்புகளும் அருகிவிட்டன. பால், தயிர் சார்ந்த உணவுப்பொருட்களே இப்பிரதேசத்தில் பெரிதும் வழக்கிலிருந்தது. தற்காலத்தில் அருகிவிட்ட அவ்வாறான உணவு வகைகளில் தயிர்த் தேங்காயைக் குறிப்பிடலாம். இம்முறைமூலம் கிட்டத்தட்ட நாற்பது நாட்களுக்கு மேலாக தயிரினைப் பேணிவைக்கலாம். குறிப்பாக இதனைக் கதிர்காமப் பாதயாத்திரைக்குச் செல்வோர் பயன்படுத்தி வந்துள்ளனர்.

பாய்பின்னல், நெசவு உற்பத்திகளும் இப்பிரதேசத்தில் காணப்பட்டுள்ளன. இங்கு நெய்யப்பட்ட துணிவகைகள் 1907 ஆம் ஆண்டுகளில் இலண்டனில் அமைந்துள்ள இம்பீரியல் நிறுவனத்திற்கு (Imperial Institute of London) ஏற்றுமதி செய்யப்பட்டதாக Canagaratnam (1921) அவர்கள் குறிப்பிடுகின்றார். இது அக்காலத் துணிவகைகளின் தரத்திற்கொரு சான்றாகும்.

மருந்து, மாந்திரீகத்திற்கு மட்டக்களப்பு பெயர் பெற்றது (கந்தையா, 1980). தென்னிந்தியாவின் கேரளப்பிரதேசத்தில் இருந்து இவ்வழக்கு வந்ததாக நம்பப்பட்டாலும், அனேகமானவை தமிழ் மொழியிலமைந்த மந்திரங்களாகவே காணப்படுகின்றன. மக்களின் நம்பிக்கையின் ஓர் அடையாளமாக மாந்திரீகம் விளங்குகின்றது. மாந்திரீகம் பல்வேறு தேவைகளுக்காகவும் பயன்படுத்தப்பட்டுள்ளது. எனினும் பாரம்பரிய வைத்திய முறைகளுடன் மாந்திரீகம் மிகவும் பின்னிப் பிணைந்ததாகக் காணப்படுகின்றது. இம்மாந்திரீகம் ஏடுகளிலும், பழைய அப்பியாசக் கொப்பிகளிலும் காணப்படுவதை கள ஆய்வின் மூலம் கண்டறியக்கூடியதாக இருந்தது.



படம் 4: மந்திர ஏடுகளின் சில பகுதிகள். எதிரியை நித்திரையுறச் செய்யும் நித்திராதேவி மந்திரத்தின் பகுதி என ஓலைச்சுடியின் உரிமையாளரால் தெரிவிக்கப்பட்டது

இதேபோன்று ஏடுகளில் காணப்படும் முக்கியமான சுதேசிய அறிவுக் கூறுகள் சித்த வைத்தியம், ஆயர்வேத வைத்தியம், கால்நடை வைத்தியம் என்பனவாம். மேற்கத்தேய மருத்துவத் துறைகள் போன்று பொதுவான வைத்தியம், மகப்பேற்று வைத்தியம், விஷ வைத்தியம் (சர்ப்ப சாத்திரம்) சிறுபிள்ளை வைத்தியம், என்பு முறிவு வைத்தியம் போன்ற துறைகளில் காணப்படுகின்றன. மேற்கத்திய விஷ வைத்தியத்தில் சரியான மருந்தினை வழங்குவதற்கு சர்ப்பம் அடையாளங் காணப்படவேண்டும் அல்லது கடியுண்டவரில் நோயறிகுறிகள் தென்படும் வரை காத்திருக்க வேண்டும். எனினும் இச்சுதேசிய விஷ வைத்தியத்தில் குறித்த மூலிகை இலையை உண்ணக் கொடுத்து அதற்குக் கடியுண்டவர் கூறும் சுவையை வைத்து கடித்த சர்ப்பத்தினை அடையாளங் காண்பர். இது இச்சுதேசிய வைத்திய முறையின் மேன்மைக்கொரு சான்று பகருகின்றது.

மட்டக்களப்பிற்கென ஒரு வழக்காற்றுச் சட்டம் நடைமுறையில் இருந்துள்ளது. இதனை முக்குவச் சட்டம் என்பர். எனினும் தற்காலத்தில் இச்சட்டம் வழக்கொழிந்து டச்சுச் சட்டத்தில் ஒரு சில விடயங்கள் உள்வாங்கப்பட்டுள்ளன (பத்மநாதன், 2002). சொத்துடமைகளின் வகை, கணவனும் மனைவியும் வாழுங்காலத்திற் சொத்துக்களைக் கையாளும் விதங்கள், கணவனும் மனைவியும் மரணித்த பின் சொத்துக்களைப் பங்கீடு செய்யும் விதங்கள், தாய்வழி முதுசமான ஆதனங்களின் உரிமை வகை, கணவன் மனைவி ஆகியோரில் ஒருவர் இறந்திருக்குங்காலத்திற் சொத்துக்களைக் கையாளும் விதம் என்பன பற்றி இச்சட்டம் விதிமுறைகளைக் கொண்டுள்ளது (Brito, 1876).

சாத்தியமான ஆவணமாக்கல் பொறிமுறை

மட்டக்களப்பின் சுதேசிய அறிவினையும் கலாசாரப் பண்பாட்டுக் கூறுகளை மேலும் அருகிப் போகச் செய்யும் ஆபத்துகளிலிருந்து பாதுகாப்பதற்குத் தகுந்த நடைமுறையில் ஆவணப்படுத்திப் பாதுகாக்க வேண்டிய கடப்பாடுள்ளது. இதனடிப்படையில் பிரதேசத்திலுள்ள சுதேசிய அறிவுக்குரிய சாதனங்களையும், அவ்வுறிவினைக் கொண்டுள்ள மனிதர்கள், கலாசாரப் பண்பாட்டு அம்சங்கள் மற்றும் அவற்றின் இடவமைவு போன்ற முதற்கட்டத் தகவல்களைத் துல்லியமாக இனங்கண்டறிதல் அவசியமாகின்றது. எனினும் உரிய தகவல் வளங்கள் பரந்துபட்டளவில் சிதறிக்கிடப்பதால் இது இலகுவான காரியமல்ல. இவ்வாறான தகவல்களைச் சேகரிப்பதற்கு விக்கி கருவியினைப் (Wiki tool) பயன்படுத்தலாம். இதற்கெனத் தனியானதொரு விக்கி தளத்தினை உருவாக்கி, அதனை செய்தியூடகங்களினூடாகவும், சமூகவலையமைப்புகளினூடாகவும் ஆர்வலர்களிடையே விளம்பரப்படுத்தி அவர்களை இச்செயன்முறையின் பங்காளிகளாக்கலாம். இதன்மூலம் தனி மனிதர்களிடமிருந்தும் நிறுவனங்களிலிருந்தும் தகவல் திரட்டுதல் ஓரளவு இலகுவாக்கப்படும். மேலும் பாடசாலைகளிலும் பல்கலைக்கழகங்களிலும் முறைசார் மற்றும் முறைசாரா செயலமர்வுகள் மூலமும் இதனைப் பற்றிய பொது அறிவுட்டல் நிகழ்த்தியும் தகவல்களைப் பெற்றுக்கொள்வதோடு இந்த விக்கி திட்டத்திற்கான பங்காளிகளையும் இணைத்துக் கொள்ளலாம். ஆயினும் இவ்விக்கி திட்டத்தில் எவரும் பங்களிக்கலாம் என்பதனால் இதில் உள்ள தகவல்கள் வெறுமனே ஆய்வுக்கான ஆரம்பத்தகவல் மாத்திரமாகவே கொள்ளப்படும். இச்செயற்பாடுகளின் மூலம் பெறப்பட்ட தகவல்களின் அடிப்படையில் ஒவ்வொரு அம்சங்களைப் பற்றியும் மேலும் துல்லியமாக ஆராய்தல் வேண்டும். இதனைப் பல்கலைக்கழக விரிவுரையாளர்கள் மற்றும் மாணவர்கள் ஆகியோரின் ஆய்வு நடவடிக்கைகளுக்குப் பயன்படுத்துவதற்கு வழிசெய்யலாம். இவ்வாய்வாளர்களினால் உறுதி செய்யப்பட்ட தகவல்களை

நூலகர்கள் சுட்டியிட்டு விபரணங்களை வழங்குவர். இறுதியாக ஆய்வுகள் மூலம் அத்தாட்சிப்படுத்தப்பட்ட தகவல்கள் பொருத்தமான இலத்திரனியல் சுவடித் தொகுதியினுள் தரவேற்றஞ் செய்யப்படும். எண்ணிம நூலகத் தொகுதிகளான Green Stone Digital Library (GSDL) அல்லது DSpace போன்றவற்றை இத்தேவைகளின் பொருட்டுப் பயன்படுத்தலாம். இவ்வெண்ணிமச் சுவடித் தொகுதியினை ஒரு இணைய வாயிலில் (web portal) இணைத்துக் கொள்வதன் மூலம் ஆய்வாளர்களும் ஏனையோரும் பயனுறும் வகையில் இத்திட்டத்தை நடைமுறைப்படுத்தலாம்.

மட்டக்களப்பின் கலாசார பண்பாட்டு அம்சங்களையும் சுதேசிய அறிவுகளையும் ஆவணப்படுத்தலில் உள்ள சவால்கள்

மட்டக்களப்பின் கலாசாரப் பண்பாட்டு அம்சங்களையும் சுதேசிய அறிவுகளையும் ஆவணப்படுத்தலென்பது இலகுவான காரியமல்ல, அதற்காக அது சாலாக்காரியமுமல்ல. அது பெரும் சவால்களைக் கொண்டுள்ளது. நாட்டில் நிலவிய நீண்டகால யுத்தம் காரணமாக பல இடங்கள் நிலக்கண்ணிகளைக் கொண்டும், காட்டர்ந்து இருப்பதனாலும் கல்வெட்டுகள், கற்சாதனங்கள் போன்றவற்றை ஆவணப்படுத்தல் கடினமாகும். மேலும் பிரதேசம் மிகவும் பரந்ததாகக் காணப்படுவதனால் ஆங்காங்கே காணப்படும் பொருட்களை ஆவணப்படுத்துவதற்கு நீண்ட காலம் அவசியம். ஆய்வாளர்களுக்குப் புலப்படாமல் இருந்த கல்வெட்டுக்கள், கற்சாதனங்கள் பல கல் அகழ்வோரினால் அழிக்கப்பட்டும் உள்ளன.

ஓலைச்சுவடிகளின் தற்போதைய உரிமையாளர்கள் அவற்றை ஏனையோருக்குக் காண்பிக்கத் தயங்குதல் மற்றுமொரு சவாலாகும். குறிப்பாக மந்திரம் மற்றும் மருத்துவ ஏடுகளை ஏனையோருக்கு வெளிப்படுத்துவதை அவர்கள் தவிர்க்கின்றனர். ஓலைச்சுவடிகள் சம்பந்தமான மற்றுமொரு சவால் அவற்றில் உள்ள விடயங்களை வாசித்து விளக்கம் தரக்கூடிய அனுபவம் வாய்ந்தோர் அருகிவிட்டமையாகும். இச்சுவடிகளிலுள்ள சில தமிழ் கூட்டெழுத்துக்கள் சில தற்காலத்தில் வழக்கொழிந்து போனமையும் இவற்றை வாசிப்பதில் சிரமத்தையேற்படுத்துகின்றன. மேலும் தனியாரிடம் உள்ள இச்சுவடிகள் அவர்களது அறியாமையினால் பூச்சித் தாக்கம் போன்ற காரணிகளால் பழுதுண்டு செல்கின்றது. வைத்தியம் தொடர்பான நுட்பங்களை வெறும் ஏட்டின் மூலம் மாத்திரம் பெற்றுக் கொள்ளுதல் கடினம். இந்நுட்பங்கள் பரம்பரை வழியே குருசீட முறைமூலம் வழங்கப்பட்டு வந்துள்ளன. ஏனைய சுதேசிய அறிவுகள் பலவும் இவ்வாறே சந்ததி வழியே வழங்கப்பட்டு வந்தது. இப்பாரம்பரிய அறிவு வழங்கல்களின் தொடர்ச்சி யுத்த சூழ்நிலைகளால் அறுந்துவிட்டது. இவற்றையும் இக்காலத்தில் பெற்றுக் கொள்ளுதல் கடினமானது. பிரதேசத்தில் ஏற்பட்ட சூறாவளி, சுனாமி, வெள்ளப்பெருக்கு போன்ற இயற்கையனர்த்தங்களால் ஓலைச்சுவடிகள் உட்பட்ட பழம்பொருட்கள் பல அழிவடைந்துள்ளன.

மேற்கத்திய கல்வியில் பயின்ற இன்றைய தலைமுறையினரின் இச்சுதேசிய அறிவு பற்றி தரக்குறைவான மதிப்பீட்டினால் சுதேசிய அறிவு சார் அம்சங்கள் மக்களிடையே அருகிவிட்டன. இவற்றில் புலமையான முதியோர்களிடம் இருந்து இன்றைய சமுதாயம் இவ்வறிவுகளைப் பெறத் தவறியுள்ளது. இதனால் எழுத்துருவிலன்றி அனுபவ வாயிலாக மக்களிடையே பல துறைசார்பாகவும் காணப்பட்ட சுதேசிய அறிவுகள் இன்று

அகன்றுவிட்டன. எனினும் எஞ்சியுள்ள சுதேசிய அறிவுகளையும் அத்துடன் கலாசார அமிசங்களையும் பாதுகாப்பது கடமையாகும்.

முடிவுரை

சுதேசிய அறிவும் கலாசாரப் பண்பாட்டுக் கூறுகளும் ஒரு சமூகத்தினதும் நாட்டினதும் தனித்துவம் பேணலிலும் அவற்றின் சமுதாய பொருளாதார வளங்களை மேம்படுத்துவதிலும் தவிர்க்க முடியாத பங்கும் செல்வாக்கும் செலுத்துகின்றன. அவ்வகையில் மிக நீண்டவரலாற்று மற்றும் பண்பாட்டுக் கூறுகளைக் கொண்ட மட்டக்களப்பின் தனித்துவமான வளங்களைப் பாதுகாத்து எதிர்காலச் சந்ததிக்குத் தரும் பொறுப்பு பிரதேசத்திலுள்ள நூலகர்களின் கடமையாகும். மேலும் சுதேசிய அறிவு மற்றும் பண்பாட்டுச் சாதனங்களைப் பேணல் என்பது வெறுமனே கலாசாரப் பாரம்பரியத்தை மாத்திரம் பாதுகாப்பதற்கான குறிக்கோளுடன் நின்றுவிடாது குறித்த பிரதேசத்தின் சமூகப் பொருளாதார அபிவிருத்தியையும் பேண்தகு இயற்கைச் சூழலையும் மேம்படுத்தும் நோக்கிலும் அமைகின்றது.

இப்பிரதேசத்தின் சுதேசிய அறிவும் பண்பாட்டுக் கூறுகளும் காலவோட்டத்தில் விரைவாக அருகிப் போனமைக்கு முப்பது வருடகாலமாக நிகழ்ந்த யுத்தத்தையும் அதன் விரும்பத்தகாத விளைவுகளையும் முக்கிய காரணியாக ஆய்வு கண்டறிந்துள்ளது. அத்துடன் ஏனைய இயற்கை அழிவுகளான சூறாவளி சுனாமி அனர்த்தங்களும் பிரதேச அடையாளங்களை அழித்துள்ளன. இது தவிரவும் அதிவேக தொழிநுட்ப வளர்ச்சி மற்றும் தனிமனிதக் காரணிகளும் பண்பாட்டுத் தடயங்களை உருச்சிதைத்து வருகின்றன.

இவ்வாறான அழிவுகளிலிருந்து மட்டக்களப்பின் முதுசமான கலாசார, சுதேசிய அறிவுக் கூறுகளைப் பாதுகாக்கும் நடவடிக்கையே இலத்திரனியல் மற்றும் எண்ணிம நூலக சுவடிக் காப்பகங்களை உருவாக்கல் ஆகும். இதன் மூலம் சுதேசிய அறிவு மற்றும் பண்பாட்டுச் சாதனங்கள் சேகரித்து பின்னர் எண்ணிமப்படுத்தி கணனி வழங்கிகளில் சேமிப்பதற்கான சாத்தியமான முறையே இங்கு விபரிக்கப்பட்டுள்ளது. இக்கட்டுரையாசிரியர்கள் இங்கு விபரிக்கப்பட்டுள்ள முறைகளுக்கேற்ப ஆரம்பக்கட்ட ஏற்பாடுகளை மேற்கொண்டுள்ளனர்.

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Information Seeking and Information Use for Research. A Survey of Forty Undergraduate Students of the Faculty of Allied Health Sciences at the University of Peradeniya- 2012 November

K.P.K Dambawinna

The Library, Faculty of Allied Health Sciences, University of Peradeniya, Sri Lanka

Abstract

The Department of Nursing of the Faculty of Allied Health Sciences of the University of Peradeniya emphasizes on the research projects of the final year students. The main purpose of this research was to assess information seeking and information use by the students for research. The objectives were to examine the usage of different sources / resources cited in the reference lists of research reports, to reveal the use of Journals in the Sri Lanka Journals online, to study the usage of information in terms of resources, channels and products, to reveal the barriers faced by the students in using information and to make the recommendations to improve information seeking and use of the students. Survey design was adopted. A sample of 40 final year students was interviewed with structured questions. Analysis of data showed that there were 485 (59.15%) citations of printed journals and serial publications and 206 (25.12%) WWW sites. 2.56 % references were not clear. Many journals cited were published outside Sri Lanka. Students have used journal articles heavily. 95% have used discussions with supervisor to gather information. More than half of the respondents used many information products to access information. Information sought was used for literature review. Language inability and poor literacy skills were the main barriers to use information. Recommendations were made to enhance information seeking and information use by the undergraduates.

Keywords: Information Seeking, Information Use, Nursing, Undergraduate Students.

Corresponding author – Email: kamanid@pdn.ac.lk

Introduction

The Faculty of Allied Health Sciences, University of Peradeniya, Sri Lanka offers five degree courses in Allied Health Sciences. These are Nursing, Medical Laboratory Science, Radiology/ Radiography, Pharmacy and Physiotherapy. "Research Method" is a credit course common to all disciplines and the final year research project is a part of that. The Department of Nursing of the Faculty gives much emphasis to the final year research project. Research enhances the knowledge of undergraduates and the application of evidence based practice in the nursing profession. It improves the talents of creative thinking, critical argument, and skills for problem solving and information seeking and use.

In the context of information seeking and information use, relevant and up-to-date information should be sought to get the maximum benefit of using information. Information seeking and use have been positively affected by the development of information technology and communication. Internet access made paths to access of data bases. Wilson (1999) described information seeking behavior as "The purposive seeking for information as a consequence of a need to satisfy some goal. In the course of seeking, the individual may interact with manual information systems (such as a newspaper or a library), or with computer-based systems (such as World Wide Web)". Information seeking behavior covers: purpose of information seeking, variety of information sought, sources and channels and utilize of such information.

Nursing students as undergraduates use information mostly related to psychology, psychiatric nursing and mental health, health promotion, critical care nursing, emergency and disaster nursing, ethical and professional issue, leadership and management, sociology and anthropology, trends in nursing, nutrition and dietetics, general pathology, adult nursing, microbiology, biochemistry, basis statistics, epidemiology, human biology, maternity nursing, pharmacology, child health, teaching and learning, community health nursing, and nursing theory and practice.

The general model of information behavior of Wilson (1999) may include three elements. They are the factors that give rise to an individual's perception of a need, the factors that affect the individual's response to the perception of need, and the processes or actions involved in that response.

Taylor (1991) defines information behavior as the product of certain elements of the information use environment. The elements are the assumptions formally learnt or not, made by a defined set of people concerning the nature of their work, the kinds and structure of the problems deemed important by these people and the conscious or

unconscious assumptions made as to what constitutes a solution or a resolution of problems and what makes information useful and valuable in their contexts.

The Library of the Faculty of Allied Health Sciences plays a dominant role in assisting students to find information by providing services as lending, reference, referral, OPAC search and access to internet etc.

But any survey was not carried out so far to assess the information use by students. Therefore the Faculty Librarian had a role in ensuring that the use of information sources, resources and services are maximized for the user's benefits. Thus assessment of information sought, the problems faced by the students and suggestions to improve the information seeking and use for research were felt as needed timely and a vitally important task.

The objectives of the study were;

1. To examine the usage of different sources/resources cited in the reference lists of research reports.
2. To find out the titles of the journals that were used by the students.
3. To study the usage of information in terms of resources, channels and products.
4. To reveal the barriers faced by the students in using information.
5. To make recommendations to improve information seeking and use.

Review of related literature

Extensive, systematic and critical examination of scholarly publications related to the study was carried out. The most important and recent ones were quoted in this article. Many studies in the past described the use of library services and the barriers in using such services. Studies of Wilson - a famous researcher have been consulted by many other researchers. Wilson (1994) reported that students seldom buy books but found difficulties in using libraries. They often used the neighboring public library. Seminars on library use had little effect.

Carol C. Kuhthau (1993) has studied empirical research about students' information seeking behavior in libraries. She developed a general model of the information seeking process (ISP). It has six stages; initiation, selection, explication, formulation, collection and presentation. Students experience the ISP with interplay of thought, feelings and actions.

Rissanen (1994) has studied, as a case study, the information needs, uses and information literacy of healthcare students. He found that teachers, staff and the collection of the practice department, college library, public library, text books and journals were the most

important information channels for the students. Barriers that Rissanen found for information gathering were lack of time and money, language problems and poor skills in information seeking.

Dee & Stanley (2005) has studied information seeking behavior of twenty five nursing students and twenty five clinical nurses in a college of Nursing. Many were most likely to rely on colleagues and books for medical information. Other resources mostly cited were personal digital assistants, electronic journals and books and drug representatives. Significantly, more nursing students than nurses used online databases including CINAHL and Pub Med to locate health information. More nursing students performed searches on data bases relevant to their subject matter. Participants were eager for more patient care information, data base training, and better computer skills where health sciences librarians' role is considered important to improve the information behavior of nurses and students.

Jones *et al.*, (2011) studied barriers and benefits associated with nurses information seeking behaviour. They found the rationales that nurses use in information seeking tasks and benefits of information seeking in the context of patient education needs in inpatient clinical settings. The barriers to use of web-based resources included time requirements to perform a search, nurses' experience and knowledge about the resources or required technology, specific characteristics of individual electronic information resources, and organizational procedures and policies.

Research Design and the Methodology

The survey design method was applied for this study. The entire population was 43 students; in the discipline of nursing in the final year. Forty students were randomly selected as the sample for the interviews. Data was collected by the researcher by conducting interviews with structured questions. The questions were pre tested by a pilot survey using a small random sample of fifteen students. Response rate was 100%.

The data regarding the usage of information sources were collected from reference lists included at the end of each research report submitted to the Department of Nursing, Faculty of Allied Health Sciences, University of Peradeniya.

Findings

Data was analyzed as percentage techniques and frequency counts.

The Information resources cited by the undergraduates

The analysis of cited references in the reference lists exposed the following findings.

Table 1- Number of Citations

Types of information sources/ resources	Number of citations	Percentage
Journal articles & serial publications	485	59.15
www cites	206	25.12
Books	65	07.93
Project reports	1	0.12
Other reports	5	0.61
Manuals	1	0.12
Standards	1	0.12
Proceedings	7	0.85
Bulletins	6	0.73
Leaflets	1	0.12
Theses	3	0.36
Workshop papers/congress paper	3	0.36
Reference Books(Dictionary etc)	1	0.12
News papers	3	0.36
Source not clear	21	2.56
Other	11	1.34

Majority of the students have cited articles in printed journals (59.15%). Majority have cited many journals published outside Sri Lanka. The Sri Lanka Bulletin of Nursing and Allied Health Sciences published by the Faculty was cited only once. Proceedings of University of Peradeniya research sessions were cited only twice. The following journals from the SLJOL (Sri Lanka Journals Online) were cited as shown in the Table 2.

Table 2 - Number of Journal Citations with respect to SLJOL

Name of the Journal	Number of Citations
<i>Ceylon Journal of Medical Science</i>	2
<i>Ceylon Medical Journal</i>	3
<i>Galle Medical Journal</i>	1
<i>Journal of the National Science Foundation of Sri Lanka</i>	2
<i>Sri Lanka Journal of Child Health</i>	3
Tropical Agricultural Research	2

Using www, the respondents have accessed various resources such as news items, some journal articles, other articles, short communications, proceedings, notes at workshops, newspapers, encyclopedias, Wikipedia, organizations as WHO and research papers

Students have cited the information in public health reports, statistics, health profiles, WHO reports, budget reports, survey reports, guiding principles, standards, World Bank reports, definitions, and population growth records. 2.56% of citations were not clear. Some have just cited as “PUBMED” without detailed descriptions.

The usage of different types of information sources/ resources to seek information.

The students as researchers use many types of information resources for their research. But they have not cited all of them in the reference lists. The usage of different items was varied. The figure 1 displays the extent of usage of information sources for the research.

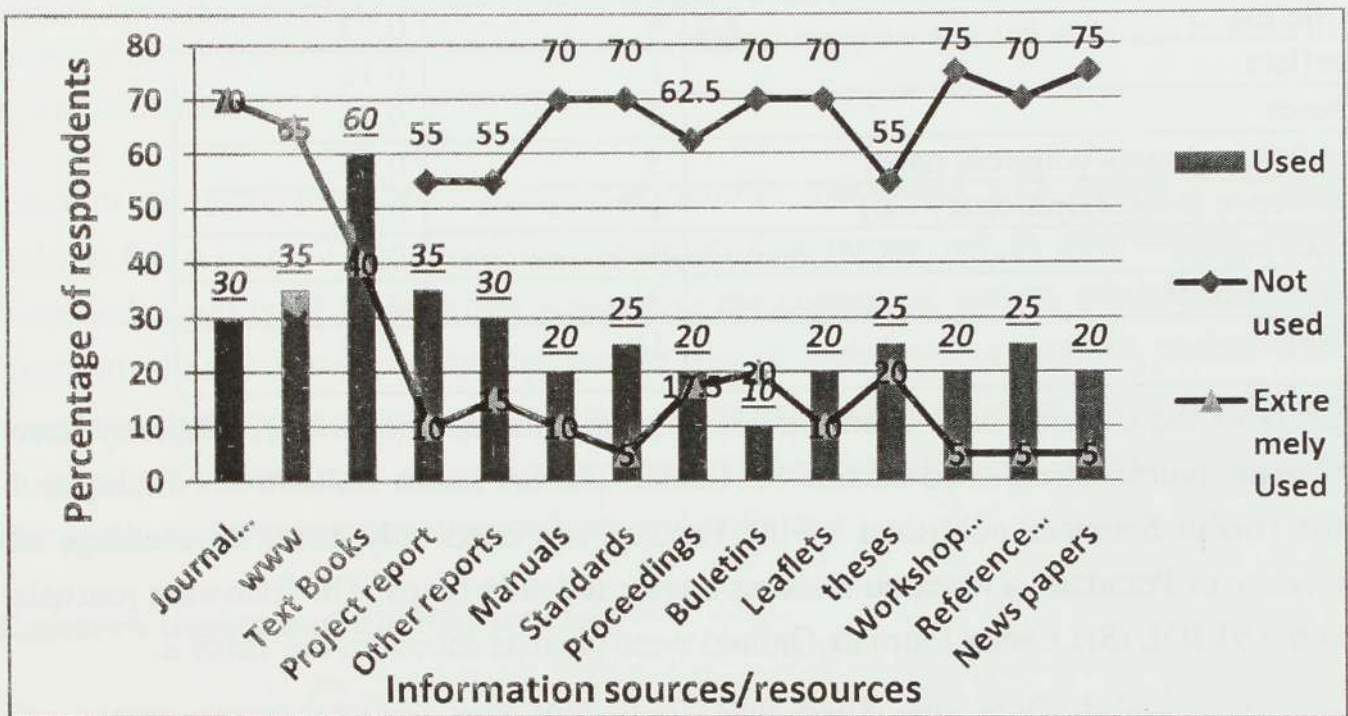


Fig. 1 – Usage of information sources/resources

Journal articles and information downloaded from www were used heavily by the students. All students have used journal articles, www and text books.

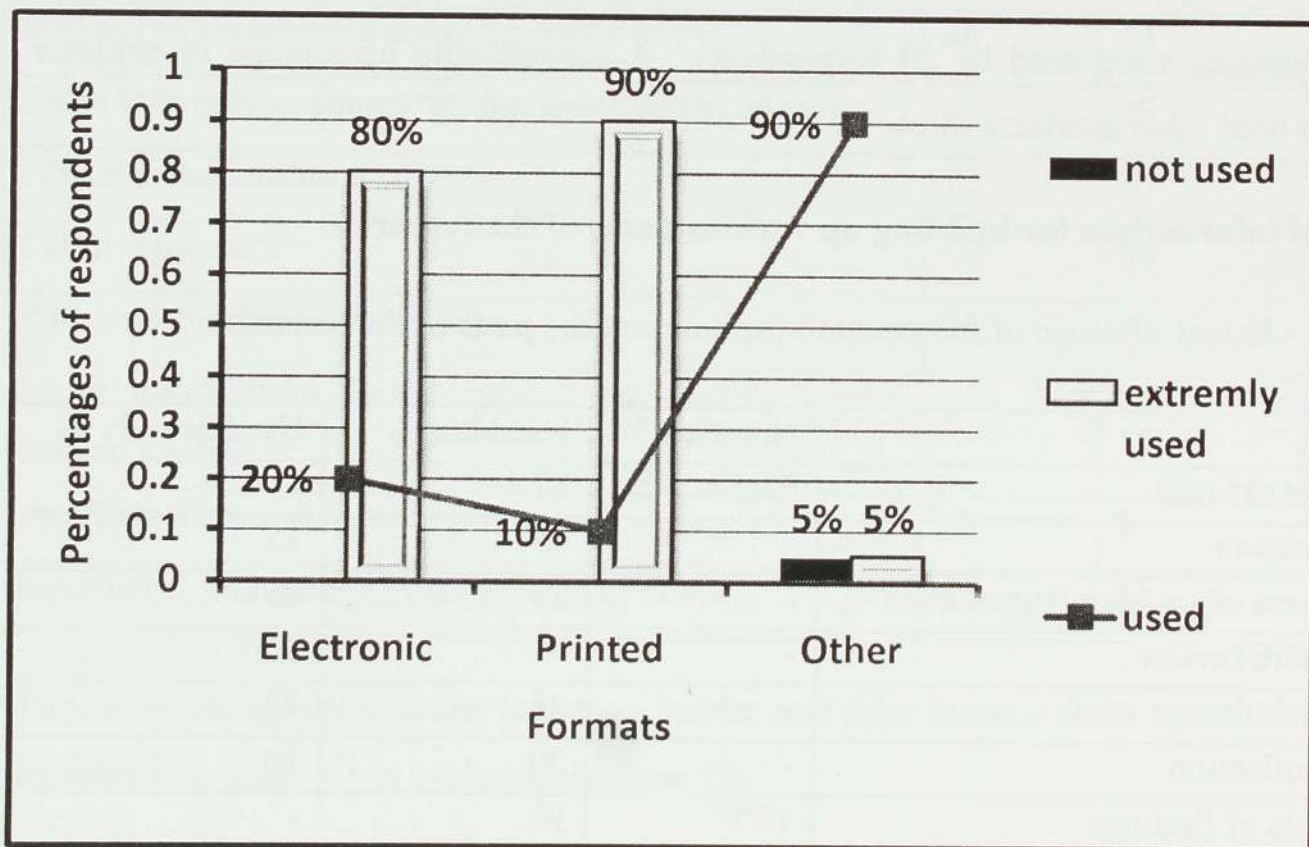
The extent of usage of various methods/channels to gain information

Information and knowledge can be obtained not only from print and non print materials but also from own experiences, human interaction etc. These are sometimes referred to as channels, media or methods of seeking information. The extent of usage of various methods/channels was displayed in Table 3.

Accordingly 80% respondents used personal reading. 95% used the information gathered from the supervisor.

Table 3 - Usage of various methods/channels to gather information

Channels/Methods of information gathering	Used less %	Used heavily %
Personal reading	20	80
Lecture notes	60	40
Discussion with the supervisor	5	95
Discussion with other experts	72.5	27.5
Discussion with seniors	75	25
Discussion with colleagues	90	10
E.mail alert	80	20
Attending conferences/ workshops/ seminars	85	15
Discussion forums/ news & chat groups	100	-
Electronic conferencing	100	-
Bulletin boards	100	-

The extent of usage of different formats of information resources/sources.**Fig. 2 - usage of different formats of information resources/sources**

Printed sources were extremely used by 90% of the respondents. All the respondents have used electronic and printed sources/ resources. 5% had not used other formats.

The information products/tools used to seek information for the research

The information centers provide information products for the users for easy finding of information resources and sources. The respondents have used such to different extents as shown in the Table 4.

Table 4 - Usage of information products/ tools

	Not used%	used less%	used heavily%
OPACs	32.5	50	17.5
Search engines	-	50	50
Abstracting Indexes	35	50	15
Citation Indexes	35	45	20
Directories	30	50	20
Accession lists	30	45	25
Current awareness bulletins	25	50	25
Bibliographies	10	60	30
Reading lists	20	50	30
Book catalogues	15	57.5	27.5

Search engines were used by all respondents. A considerable percentage of students have not used other products/tools.

Usage of information for building up various parts of the research

Table 5 - Extent of usage of information for building the parts of the research

	Not used %	Used less%	Used heavily %
Finalize the title	62.5	37.5	-
Introduction	-	65	35
Statement of problem/hypotheses	-	35	65
Literature review	-	-	100
Research design	-	25	75
Data collection	-	20	80
Analysis of findings	10	90	-
Discussion	50	50	-
Conclusion	80	20	-

The table 5 above shows usage of gathered information to buildup the various parts of the research.

The research title in the mind of the researcher or under sketch can be refined after reading or discussion with the supervisor. It is evident that students compulsorily perform literature searches in the research process. They may have adopted the same data collection method carried out by a previous researcher.

The problems faced by the students in information use

When students attempt to access, acquire and use such information, they face many barriers. Some barriers may be restricted to one country or one nation. Others may be literacy levels, religious or cultural barriers. The opinions of the respondents regarding barriers were assessed. The result is shown in Table 6.

Table 6 - Barriers faced when using information

Problems	Agree %	Disagree %
Language barriers	85	15
Difficult to understand some technical terms	50	50
Difficult to understand some Scientific terms	40	60
Some information found has not practiced in Sri Lanka	65	35
Ethical considerations	70	30
Cultural barriers	50	50
Poor information literacy skills	85	15
Some information found cannot be applied to Sri Lankan context	60	40
Insufficient time duration for research	95	5
Insufficient knowledge in some subject areas	50	50

Many students agreed that the language barrier and poor literacy skills were the main obstacles they faced when using information.

Discussion and Conclusion

It was found that printed sources were more popular than online sources among nursing students. Using foreign journals was predominant. Local journals were less used in references. Some students have not used the standard styles of citing references. This should be addressed in the information literacy program of the library. All respondents

have used journal articles, internet sites and text books to different extents. Past project reports are usually recommended for initial reading for preparation of final year projects. But 55% of respondents have not read them. 95% used discussion with supervisor. 80% resorted to personal reading. Discussions with the supervisor may lead the students to read the text in reading lists recommended by the supervisor. Students should be encouraged to use information products /tools as some of the respondents were unaware of some tools. 80% of the students seemed to be dependent on their own findings when writing the conclusion.

Recommendations that are made to enhance information seeking and use of the undergraduates can be incooperated into various library programs. The study concluded that the research project undertaken is a successful first step for the students to know relevant facts and guidelines of retrieved information.

Recommendations

Taking into consideration the suggestions made by the respondents and researcher's observations, the following measures are felt as important in improving the search for information by undergraduate students; retrieval of relevant information, facts, figures; and use of what has been retrieved. The recommendations also cover what can be done to assist them in their research.

1. The English language program of the Faculty should be enhanced.
2. The English program should be included with subject related paragraphs.
3. More glossaries, guides should be provided in the library
4. Sufficient time to be allocated by the Faculty for research enabling the students to use information.
5. Students should be made aware of the appropriate information products.
6. Discussion rooms should be available in the library to discuss the collected information
7. Methods of accessing up to date developments of the subject discipline should be introduced to the students.
8. Skills of writing citations in the approved standard formats should be taught to the students
9. The existing Information Literacy Program of the Faculty should be improved

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ශ්‍රී ලංකාවේ පුස්තකාලය සේවය හා සබැඳි අමරණීය නාමයන් පිළිබඳ නො නිමි සංකෂිප්ත විවරණය

ආර්.ඩී. ආනන්ද තිස්ස

ජ්‍යෙෂ්ඨ සහකාර පුස්තකාලයාධිපති, ගම්පහ වික්‍රමාරච්චි ආයුර්වේද විද්‍යායතනය කැලණිය විශ්වවිද්‍යාලය, යක්කල.

Abstract

It is mentioned in history that there prevailed a Library service with qualified Librarians from the beginning of human civilization of the world. Librarianship is considered as a science and profession as well. Among the other services, Librarianship should have the ability to do systematically book selection and exhibition and to the guide when needed. The real service of librarianship would be implemented on the foundation of exhibition methods, private guidance & c. It could be identified that those are several information on the career of librarianship.

Librarianship is considered an important profession in the modern world. Especially, the responsibility of upliftment of social, educational and economical situation of the people of developing countries as Sri Lanka has been attributed to libraries. The building of an excellent library is not an impossible task. In addition to the other factors, an efficient staff, dedicated to the moral principles of the library profession is essential to implement this ambition. In this article, special attention is given to the historical foundation of librarianship in Sri Lanka and only to several inaugural (clergy) librarians as well as the late professionals who were honoured as awarded librarians. Hence, I have presented here an abridged description about the two factions, laymen and the priests.

Keywords : Library History, Librarianship, Library Profession, History of Library Profession, Librarianship of Sri Lanka

සාරාංශය

ලෝකයේ මානව ශිෂ්ටාචාරය ආරම්භයේ සිට ම පුස්තකාලය සේවය පැවති බවටත්, පුස්තකාලයාධිපතිවරුන් සිටි බවටත් තොරතුරු සඳහන් වෙයි. පුස්තකාලයාධිපතිත්වය විද්‍යාවක් හා වෘත්තියක් වශයෙන් සලකනු ලබයි. වෙනත් සේවාවන් අතර පොත් තේරීම හා ප්‍රදර්ශනය කිරීම ක්‍රමානුකූල ලෙස කිරීමට සහ අවශ්‍ය අවස්ථාවන්හි දී මඟ පෙන්වීමටත් පුස්තකාලයාධිපතිත්වයට හැකියාව තිබිය යුතු ය. පුස්තකාලයාධිපතිත්වයෙහි නියම සේවය ඉටු වන්නේ ප්‍රදර්ශන ක්‍රම, පුද්ගලික මඟ පෙන්වීම ආදී කරුණු පදනම් කර ගනිමිනි. පුස්තකාලයාධිපතිත්වයේ කාර්යභාරය පිළිබඳ වැදගත් තොරතුරුවලින් කිහිපයක් ලෙස ඒවා හඳුනා ගත හැකි ය.

පුස්තකාලයාධිපතිත්වය නූතන ලෝකයේ වැදගත් වෘත්තියක් වශයෙන් සැලකෙයි. විශේෂයෙන් ම ශ්‍රී ලංකාව වැනි සංවර්ධනය වන රටවල ජනතාවගේ සාමාජික, අධ්‍යාපනික සහ ආර්ථික තත්ත්වය නගා සිටුවීමට පුස්තකාලයවලට පැවරී ඇත්තේ විශාල වගකීමකි. විශිෂ්ට පුස්තකාලයක් බිහිකිරීම පහසුවෙන් ඉටු කළ හැකි කාර්යයක් නො වේ. වෙනත් සාධකවලට අමතර ව පුස්තකාල වෘත්තියේ ශ්‍රේෂ්ඨ සාරධර්මවලට කැප වූ දක්ෂ කාර්යමණ්ඩලයක් ඒ සඳහා අවශ්‍ය ය. මේ ලිපියෙන් විශේෂ අවධානයට පාත්‍ර වී ඇත්තේ ශ්‍රී ලංකාවේ පුස්තකාලයාධිපතිත්වයෙහි ඓතිහාසික පදනම හා මෙරට සමාරම්භක පැවිදි (හික්‍සුන් වහන්සේලා) පුස්තකාලයාධිපතිවරු කීප දෙනෙක් හා වෘත්තීය පුස්තකාලයාධිපතිවරුන් වශයෙන් සම්මානිත දුනට ජීවතුන් අතර නො මැති වෘත්තිකයන් පිළිබඳ ව පමණි. එහි දී පැවිදි හා ගිහි දෙපාර්ශවයන් පිළිබඳින් සංක්ෂේපයෙන් විස්තර කර ඇත.

මූලිකපද : පුස්තකාල ඉතිහාසය, පුස්තකාලයාධිපතිත්වය, පුස්තකාල වෘත්තිය, පුස්තකාල වෘත්තියෙහි ඉතිහාසය, ශ්‍රී ලංකාවේ පුස්තකාලයාධිපතිත්වය

Corresponding author – Email: rdathissa@gmail.com

1. හැඳින්වීම

පුස්තකාලයාධිපතිත්වයේ ප්‍රධාන කාර්යය වනුයේ පොතක්, පාඨකයාත් එක් තැන් කිරීම සඳහා අවශ්‍ය සියලු කටයුතු ක්‍රමානුකූල ලෙස ඉටුකිරීම ය. පුස්තකාලයාධිපතිගේ කාර්යයන් පුස්තකාලයවල ස්වරූපය අනුව වෙනස් විය හැකි ය. පුස්තකාලයාධිපති පොත් පත් පිළිබඳ ව සේවයට කැප වූ කෙනෙකි. පුස්තකාලයවල වර්ධනයත් සමඟ ම නූතනයේ වෘත්තියක් වශයෙන් හඳුන්වනු ලබන පුස්තකාලයාධිපතිත්වය ආරම්භ විය.

පුස්තකාල ඉතිහාසය පිළිබඳ ව අවධානය යොමු කිරීමේ දී පුස්තකාලයවල කටයුතු කළේ ද ඒවා භාර ව සිටියේ ද බහුශ්‍රැත පිරිස් බව (රණසිංහ, 1993, පි. 7) පිළිගත යුත්තේ ය. ඔවුන් හඳුන්වන ලද්දේ “පුස්තකාල ආරක්ෂකයා” යනුවෙනි. කෙසේ වුව ද වර්තමාන පුස්තකාලයවලට අවශ්‍ය වී ඇත්තේ ප්‍රධාන වශයෙන් බහුශ්‍රැත අය නො ව පාලන ශක්තිය ඇත්තාවූ ද, පොත් සැපයීමේ කාර්යය ඉතා නිවැරදි ව හා කාර්යක්ෂම ව කළ හැකි වූ ද, ව්‍යාපාරයන් කෙරෙහි ශූරතාවක් ඇත්තා වූ ද පිරිසකි. පුස්තකාලය සෑම මට්ටමක ම පුද්ගලයන්ගේ අවශ්‍යතා ඉටු කරනු ලබන සමාජ ආයතනයක් වුවහොත් පුස්තකාලයාධිපතිවරයා ද සමාජයට අත්‍යවශ්‍ය වෘත්තියකයෙක් වන්නේ ය.

පුස්තකාලය හා ඒවායේ අධිපතිවරුන් විසින් සාමාන්‍ය පාඨකයන්ගේ දෘෂ්ටිය පුළුල් කිරීමෙහි ලා ආධාර කළ යුතු ය. පුස්තකාලයාධිපති විසින් පාඨකයන්ගේ අධ්‍යාපනය දියුණු කිරීමෙහි ලා කටයුතු කිරීමත්, ඒ සම්බන්ධ ව පහසුකම් සැපයීමත් තමන් සතු වරප්‍රසාදයක් සේ සැලකිය යුතු ය. පුස්තකාලයාධිපතිත්වය පිළිබඳ විද්‍යාවේ ප්‍රධාන කාර්යය නම් පොත් තේරීම යි. මේ සඳහා එක් එක් විෂයයන් වෙන් වෙන් වශයෙන් ගෙන ඒ ඒ විෂය පිළිබඳ ව ඇති පොත් මොනවා දැයි සොයා බැලිය යුතු ය. ඒ පිළිබඳ ව ග්‍රන්ථ විස්තර ලේඛන ද පරීක්ෂා කර බැලිය යුතු ය.

2. පුස්තකාලයාධිපතිත්වයෙහි සමාරම්භය හා විකාසය

පුස්තකාලයවල ආරම්භය පිළිබඳ ව ඓතිහාසික තත්ත්වය, පෞරාණික හා මධ්‍යතන යුගයන් හා සම්බන්ධ වන බව පුස්තකාලය ඉතිහාසයෙහි සඳහන් වේ. ඒ අනුව අතීත පුස්තකාලයාධිපතිත්වය හා එහි කාර්යභාරය නූතන පරිසරය අනුව අපූර්ව ආකාරයෙන් වෙනසකට පරිවර්තනය වී ඇත. පුරාතන යුගවල පුස්තකාලයවල පැවතියේ කෞතුක අගයකි. ඒවායේ එකතුව විශිෂ්ටත්වය සඳහා ම පමණක් විය. එහෙත් වර්තමානයේ පුස්තකාල ජනසන්නිවේදන ආයතන වශයෙන් ක්‍රියාකාරී වී ඇති අතර සමාජයේ ඥාන ප්‍රබෝධය සඳහා වැදගත් මෙහෙවරක් හා නිහඬ සේවාවක් ඉටුකරනු ලබයි. මේ අනුව සමස්තයක් වශයෙන් පුස්තකාලයේ කාර්යභාරය වෙනසකට භාජනය වී ඇත.

විවිධ රැකියා හා වෘත්තීන් අතර විඳිවත් වෘත්තියක් වශයෙන් පුස්තකාලයාධිපතිත්වය ද සම්භාවනාවට ලක් වී ඇත. පුස්තකාල හා විඥාපන විද්‍යා විශ්වකෝෂයෙහි විඳිවත් පුස්තකාලයාධිපතිත්වය නිර්වචනය කර ඇත්තේ “පොත් පිළිබඳ දැනුම යොදා ගැනීම, පොත් සහ පුස්තකාලයේ ඇති අනෙකුත් ද්‍රව්‍ය භාවිතය, සංවිධානය, ආරක්ෂා කිරීම හා ස්ථාපිත කිරීම සම්බන්ධ මූලික සිද්ධාන්ත, ත්‍යාගයන් හා ක්‍රම ශිල්ප හා පුස්තකාල සේවා ව්‍යාප්ත කිරීම විඳිවත් පුස්තකාලයාධිපතිත්වය වේ.” (Encyclopedia of Library, 1993) යනුවෙනි.

යථෝක්ත නිර්වචනයෙන් පැහැදිලි වන්නේ, ඉහළ අධ්‍යාපන සුදුසුකම් මෙන් ම, පුස්තකාලයාධිපතිත්වය පිළිබඳ පුහුණුව ලැබූ තැනැත්තා විඳිවත් පුස්තකාලයාධිපතිත්වය දරන

බවයි. මෙවැනි විද්වත් රැකියා සඳහා නිදසුන් ලෙස, වෛද්‍ය, නීතීඥ, ඉංජිනේරු වැනි රැකියා මෙන් ම ගුරු සේවය ද අයත් වේ.

පුස්තකාලයාධිපතිත්වයෙහි සමාරම්භක ඓතිහාසික කතා පුවත්තිය සුමේරියන්වරුන්ගේ සිට ආරම්භ වෙයි. ගිණුම් වාර්තා පවත්වා ගැනීම පිණිස ලිපිකරුවන් පුහුණු කළ ප්‍රථම ජාතිය වශයෙන් මොවුහු ගෞරවාදරයට පාත්‍රවෙති. සංකීර්ණත්වයෙන් පිරිපුන් මෙකී වාර්තා අතිවිශාල ප්‍රමාණයක් හැසිරවීම හා මෙහෙයවීම පිණිස පුහුණු කරන ලද ලියන්නෝ (පිටපත් කරන්නෝ) හා පූජකයෝ සත්‍යයෙන් ම 'පුස්තක විශේෂඥයෝ' හෙවත් 'පොත්පතියෝ' (Masters of Books) හෝ 'මැටි පුවරු ආරක්ෂකයෝ' බවට පත්වූහ. එසේ වුවත්, ඔවුන්ගේ නියත රාජකාරි කුමක්ද යි අවිනිශ්චිත ය.

ක්‍රි. පූ. 3 වන සියවසේ මුල් භාගයේ දී පමණ ඇලෙක්සැන්ඩ්‍රියානු පුස්තකාලය ගොඩනැංවීම පිළිබඳ ගෞරවය හිමි වන්නේ පළමුවැනි හා දෙවැනි ටොලමි රජවරුන්ට ය. පුස්තකාලය ආරම්භ වූයේ ඇලෙක්සැන්ඩ්‍රියානු කෞතුකාගාරයට අනුබද්ධ ආයතනයක් ලෙසිනි. ජාත්‍යන්තර පර්යේෂණ මධ්‍යස්ථානයක් වශයෙන් පැවති මෙම කෞතුකාගාරයට විවිධ ශාස්ත්‍රීය හා පර්යේෂණ කටයුතු සඳහා පැමිණි විද්වතුන්ගේ පරිහරණය සඳහා පොත්පත් අවශ්‍ය විය. ඇලෙක්සැන්ඩ්‍රියානු මහා පුස්තකාලය යථෝක්ත අවශ්‍යතාව සම්පූර්ණ කිරීමේ ප්‍රතිඵලයක් ලෙස ආරම්භ වී ඇති බව පෙන්වා දිය හැකි ය. මෙම පුස්තකාලය ශාඛා පුස්තකාලය දෙකකින් සමන්විත ය. මවු පුස්තකාලය බිරුවියම් නගරයේ ද, ශාඛා පුස්තකාලය පළමුවැන්නට වසර 50කට පසු තෙවන ටොලමි විසින් සෙරපිස්වල ද පිහිටුවන ලදී. පළමුවැනි පුස්තකාලයේ පැපිරස් පොත් 400,000ක් ද, දෙවැන්නේ 428,000ක් ද වූ බව සඳහන් වේ.

ක්‍රි. පූ. 307 දී ආරම්භ වූ ඇලෙක්සැන්ඩ්‍රියානු පුස්තකාලය රාජකීය පුස්තකාලයක් වූ නිසා එහි පුස්තකාලයාධිපතිවරයා පත්කිරීමේ පූර්ණ බලතල හිමි වූයේ එරට අධිරාජ්‍යයාට ය. ඒ අනුව එවක පුස්තකාලයාධිපති තනතුර ගෞරවාන්විත තනතුරක් වූ බව පැහැදිලි වෙයි. ඇලෙක්සැන්ඩ්‍රියානු පුස්තකාලයේ සේවයේ යෙදුණු සුවිශේෂ පුස්තකාලයාධිපතිවරුන් පිළිබඳ ශාස්ත්‍රීය වැදගත්කමක් සහිත තොරතුරු විශ්වකෝෂයන්හි සඳහන් වේ. කැලිමකස් (Callimachus), ඩිමෙට්‍රියස් (Demetrius), සෙනඩෝටස් (Zenodotus), එරටොස්තිනිස් (Eratosthenes), ඇපොලනියස් (Appollonius), ඇරිස්ටෝපානිස් (Aristophanes) සහ ඇරිටාකස් (Aritachus) යන ප්‍රසිද්ධ පුස්තකාලයාධිපතිවරුන් (Librarian, p. 2) නිසා විශිෂ්ටත්වයට පත්විය. ඩිමෙට්‍රියස් රාජ්‍ය ප්‍රකාශකයෙකු වූ අතර කැලිමකස් රාජ්‍යතාන්ත්‍රිකයෙකු වූ බව පුස්තකාලය ඉතිහාසයෙහි සඳහන් වේ. එසේ ම පුස්තකාලයාධිපතිත්වය ඔවුන්ගේ වෘත්තියේ අහඹු සංසිද්ධියක් වුවත් ඇලෙක්සැන්ඩ්‍රියානු පුස්තකාලයේ විවිධ වර්ගයේ එතුම් පොත් ("එතුම් ආකාර ලියවිලි" = Scrolls) එකතුව ප්‍රවර්ධනය හා සුවිකරණය පිණිස මෙකී විද්වත්හු සුවිශේෂී වශයෙන් දායක වූහ.

ලෝක පුස්තකාල ඉතිහාසයෙහි සඳහන් පුස්තකාලයාධිපතිවරුන් අතර ග්‍රීක පඬිවරයෙකු වන කැලිමකස් (ක්‍රි. පූ. 305-240) (විජේතුංග, 1988, පි. 215) විශේෂයෙන් සඳහන් කළ යුතු වෘත්තිකයෙකි. උතුරු අප්‍රිකාවේ සයිරීනි නගරයෙහි උපන් හෙතෙම ඉතා තරුණ අවධියෙහි ඇලෙක්සැන්ඩ්‍රියාවට ගොස් එහි ප්‍රත්‍යන්ත නගරයක පාසැලක ඉගැන්වීය. ඉන් පසු ටොලමි ගිලඩෙල්ෆස් රජු යටතේ සුප්‍රකට ඇලෙක්සැන්ඩ්‍රියානු මහා පුස්තකාලයෙහි සේවය කළේ ය. ප්‍රචිණ ලේඛකයකු වශයෙන් කැලිමකස් විසින් ග්‍රන්ථ 800ක් පමණ රචනා කරන ලද බව කියනු ලැබේ. 'සටහන්'පොත් (Pinakes)' නමැති මුල් ම විධිමත් පුස්තකාල නාමාවලිය ඔහු විසින්

සකස්කර ඇත. හෙතෙම විෂයයන් විශාල සංඛ්‍යාවක් පිළිබඳ වූ ව්‍යක්ත ගද්‍ය කෘති රැසක් ද ලෝක සාහිත්‍යයට දායාද කර ඇත. ඔහුගේ කාව්‍යවලින් ද අපූර්ව නිර්මාණ ශක්තියක් හෙළි වෙයි. ග්‍රන්ථ 4කින් සැදුම් ලත් 'ප්‍රභවයෝ' නමැති විශිෂ්ට කෘතියෙන් ආගමික උත්සව, සිහිවටන, පිළිවෙත් ආදියෙහි ආරම්භයන් හා හේතු විස්තර කරන අතර හෙකලි නමැති වීරකාව්‍යය ඉතා ප්‍රකට වූවකි.

ඇලෙක්සැන්ඩ්‍රියානු පුස්තකාලයේ පුස්තකාලයාධිපතිවරයකු වශයෙන් සේවයේ යෙදුණු එරටොස්තිනීස් (ක්‍රි. පූ. 276-194) (හෙට්ටිආරවිච්චි, 1974, පි. 312) උතුරු අප්‍රිකාවේ සයිරීනි නුවර උපන්නෙකි. ග්‍රීක ජාතිකයෙකු වූ ඔහු විද්‍යාව, සාහිත්‍යය හා දර්ශනය පිළිබඳ ලේඛකයෙකි. වයස 41දී ඔහු සුප්‍රසිද්ධ ඇලෙක්සැන්ඩ්‍රියා පුස්තකාලයේ ප්‍රධාන භාරකාරයා විය. එරටොස්තිනීස් කවියකු, නක්ෂත්‍රකරුවකු හා ගණිත විද්‍යාඥයකු ද විය. පෘථිවි ගෝලයේ ප්‍රමාණය මැනීමට සරල ක්‍රමයක් සොයාගත් පළමුවැන්නා ද ඔහු ය. මේ අයුරින් ආරම්භ වූ පුස්තකාලයාධිපතිත්වය පෙරපර දෙදිග ම ප්‍රචලිත විය.

3. ශ්‍රී ලංකාවේ පුස්තකාලයාධිපතිත්වයෙහි සමාරම්භය හා විකාසය

අනුරාධපුර යුගයේ මධ්‍යම භාගය වන විට ග්‍රන්ථ නිෂ්පාදනය හා පාණ්ඩිතය පිළිබඳ ව දේශීය කීර්තිය විදේශයන්හි පවා පැතිරිණි. බුද්ධසෝම හිමියන් වැනි මහා විද්වතුන් ත්‍රිපිටකය හදාරන්නට මෙහි වැඩිම කරන ලද්දේ එහි ප්‍රතිඵලයක් වශයෙනි. බුද්ධසෝම හිමියන් ත්‍රිපිටක අටුවා අධ්‍යයනය කර ඇත්තේ මහා විහාරයෙනි. සිංහල අටුවා පාළියට පෙරළන්නට උත් වහන්සේ මහා විහාරයෙන් අවසර ඉල් වූ කල්හි එබඳු වගකිවයුතු කටයුත්තක යෙදීම සඳහා ස්වකීය සාමාර්ථ්‍යය පළ කරනු වස් නිබන්ධයක් සම්පාදනය කොට ඉදිරිපත් කිරීම පිණිස මහා විහාරවාසී හික්ෂුහු එනම් එවක ලේඛන භාරකාරත්වය ඉසුලූ හික්ෂුන් වහන්සේලා එහිමියන්ට මාතෘකා පාඨ වශයෙන් ගාථා දෙකක් සැපයූහ. ඒ ගාථාද්වයට අර්ථ කථන සපයමින් උත් වහන්සේ විසින් ලියන ලද ශ්‍රේෂ්ඨ ග්‍රන්ථ රත්නය නම් විශුද්ධි මාර්ගය යි.

විශුද්ධි මාර්ගය වූ කලි විවිධ පෙළ අටුවා සංසන්දනයෙන් හා සමයාන්තර කාරණා ඉදිරිපත් කිරීමෙන් රචනා වූ මාහැඟි පර්යේෂණ කෘතියකි. මෙම පර්යේෂණ කෘතිය මෙරට සිදුකරන ලද ප්‍රථම පශ්චාත් උපාධි පර්යේෂණ කෘතිය වශයෙන් සම්භාවනාවට ලක්විය යුතුව ඇත. මෙය පිටපත් තුනකින් යුක්ත ව ඉදිරිපත් කරන ලද බව සඳහන් වේ. එබඳු කෘතියක් සම්පාදනය සඳහා බුදුගොස් හිමියන්ට අවශ්‍යයෙන් ම අවශේෂ ග්‍රන්ථ රාශියක් පරිහරණය කරන්නට සිදු වූ බව පෙනේ. අංග සම්පූර්ණ පුස්තකාලයක් එවක මහාවිහාරයේ ස්ථාපිත වී නො තිබුණේ නම්, එබඳු ග්‍රන්ථයක් සඳහා අවශ්‍ය කරුණු සපයා නො ගත හැකි වන බව අමුතුවෙන් කිව යුතු නොවේ.

4. අනුරාධපුර යුගයේ සිට මහනුවර යුගයේ අවසානය දක්වා පුස්තකාලයාධිපතිත්වය

අනුරාධපුර යුගයේ පටන් ම පුස්තකාලයාධිපතිත්වයේ ක්‍රමික විකාසයක් නිරීක්ෂණය කළ හැකි ය. නිදසුන් වශයෙන් අනුරාධපුර යුගයේ සිට දඹදෙණි යුගය දක්වා පොත්ගුල් භාර ව කටයුතු කළ පිරිස හඳුන්වා ඇති විවිධ නම්වලින් කීපයක් මතු සඳහන් කර ඇත.

අනුරාධපුර යුගය ද්වාර පණ්ඩිත සංඝපාල මහා තෙරණුවෝ
 මහාවිහාරයෙහි වැඩ වාසය කරමින් අටුවාචාරී බුද්ධසෝම හිමියන්ගේ දෑනුම පරික්ෂා කිරීම කරන ලදී. මහාවිහාර පුස්තකාලයේ අධිපතිත්වය දරන ලද බවට විශ්වාස කළ හැකි ය.

ද්වාර පෞද්ගලික යසපාල මහා තෙරණුවෝ

දුරසංකර ග්‍රන්ථාකර පිරිවෙනෙහි වැඩ වාසය කරමින් යසපාල මහා තෙරණුවන් ශාසනික හා ශාස්ත්‍රීය සේවාවේ නිරතවූයේ ද මෙම පිරිවෙනෙහි වැඩ වාසය කරමිනි. දුරසංකර ග්‍රන්ථාකර යනු මහාවිහාරයේ පැවති සුවිසල් පුස්තකාලය විය. මහාවිහාර අටුවාවාරී බුද්ධසෝම හිමියන් අටුවා ඉගෙන ගැනීම සඳහා මේ පිරිවෙනෙහි තේවාසික ව වැඩ වාසය කර ඇත.

පොළොන්නරු යුගය පොතකි, පොත්තකින් (සිගිරි ගී 8-13 සියවස්), බණ්ඩාර පොත්තකින් (Chief Keeper of the Book), අධිපොත්තකින් (Director of Libraries)

පොළොන්නරුවේ රජ කළ නිශ්ශංකමල්ල රජුගේ රාජ සභාවේ සිටි පොත්වරුන් පිළිබඳ ව මහාවාරිය මැන්දිස් රෝහණධීර මහතා විසින් අදහස් දක්වා ඇත. ඔහුට අනුව පොත්වරුන් යනු 'දිවෙල් පොත්කරන්' (දිවෙල් ලියා දෙන) එනම් ලේඛන ලියාපදිංචි කරන යන අර්ථය ප්‍රකාශිත ය. එහෙයින් නිශ්ශංකමල්ල රාජ සභාවේ පොත්වරුන් ද, රාජකීය ප්‍රකාශන ලේඛන ගතකොට සම්පාදනය කිරීමේ වගකීම දැරූ රජයේ නිලධාරී පිරිසක් වූහ. (රෝහණධීර, 1969, පි. 137)

දඹදෙණි යුගය වාචිස්සර හිමි නමින් පුස්තකාලයාධිපතිවරයෙක් (පොත්ථකාලයාධිපති) විය.

ශ්‍රී ලංකාවේ අතීත අධ්‍යාපන ක්‍රමය හා පුස්තකාලයාධිපතිත්වය හිඤ්ඤන් වහන්සේලා අත පැවතියකි. බුදුදහමට අනුගත ව ඉදිරිපත් කරන ලද ශීල, සමාධි හා ප්‍රඥා යන ත්‍රිශික්ෂාව පදනම් කර ගත් අධ්‍යාපන ක්‍රමය පසු කාලයේ දී ශාස්ත්‍රීය අංශය ග්‍රන්ථ දුරය හා භාවනාමය අංශය විදර්ශනා දුරය වශයෙන් දෙයාකාරයකින් හිඤ්ඤන් වහන්සේලා අතර ප්‍රචලිත වී තිබුණි.

අනුරාධපුර යුගයේ අවසානය වන විට අකුරු ලිවීමේ හා කියවීමේ හැකියාව ජනතාව අතර මැනවින් ව්‍යාප්ත ව තිබූ බවට ද කදිම සාධකයක් ලෙස සිගිරි කුරුටු ගී ගෙන හැර පැමට පිළිවන. ක්‍රි. ව. 7 වන සියවසේ සිට රචිත සිගිරි පද්‍යවලින් (මුදියන්සේ, 2004, පි. 161) අගනා තොරතුරු රැසක් හෙළි වී ඇත. සිගිරි ගීවලින් ජන කාව්‍ය සම්ප්‍රදායේ මූලික ලක්ෂණ පිළිබඳ ව අවබෝධයක් අපට ලද හැකි ය. එහෙත් මෙම සිගිරි ගී අතර අලංකාර සම්ප්‍රදායට අනුගත ගී අනලොස්සක් ද ඇති බව අමතක නො කළ යුතුය. ප්‍රකට ව බහුලව දක්නට ලැබෙන්නේ පොදු ජනයාගේ නිර්මාණයන් ය. විවිධ සමාජ කුලයන්ට අයත් පුද්ගලයන් සිගිරි ගී රචනා කළ ද, ඒවායින් බොහෝමයක් පොදු ජනයාගේ නිර්මාණයන් ය. සිගිරි ගී අතර විවිධ තනතුරු නාම පිළිබඳ ව සඳහන් වන ගී කීපයක් ද නිරීක්ෂණය වේ. 8 වන ශත වර්ෂයේ යා ගී විරිතෙන් රචිත එක් ගීයක් පහත සඳහන් වේ. ලේඛන කලාව හා පොතපත පිළිබඳ පර්යේෂණය කරන අවස්ථාවක මෙම ගී ඓතිහාසික මූලාශ්‍ර වශයෙන් පාදක කර ගත හැකි ය.

පොතකි (වෙ)ණ ද (ති)ස (හු) ගී
දසදන ආ ද අළි දිසි රජ වී සිති සෙබවින
ගල කළ (ළ) බෙයදහි (වෙස වි) ද
තද අසර (යට) තිපි (16 වන ගීය)

මෙම ගියෙහි අර්ථය මෙසේ දැක්වේ. පොත් තැබීම කරන කිසි වෙළෙන්දාගේ ගිය යි. යහලු ව ආ (තැනැත්තා) ඔබේ දාසයෙකු වුව ද, සැබවින් ම ආයේ රජතුමා යැයි සිතන ලද ද?, බෙයදෙහි විසීම නිසා තොප සිත ගලක් වී ද? තොප ඇසුර සෙවිනාහට තද බව වත්නහු ද?

පොතකි යනුවෙන් අදහස් කෙරෙන්නේ පුස්තකාල සේවාවක් ද, එසේත් නො මැති නම් පොත් තබන්නාද යි නිවැරදි ව නො කිව හැකි ය. පොත හා සම්බන්ධ තවත් ගී කීපයක් ද සිහිරි ගී අතර දක්නට ලැබේ.

මහා විහාරය, අභයගිරිය, ජේතවනය යන ප්‍රධාන සංඝාරාම ත්‍රිත්වය ආශ්‍රයෙන් පසු කලෙක ආයතන අටක් (අශ්ඨායතන හෙවත් පීඨ) බිහි වූ බව පෙනේ. ගලතුරුමුල, කපාරමුල, උතුරුමුල, වාදුම්මුල, මහ නෙන් පාමුල, අකුණුමුල, සෙනෙවිරත් මුල හා විල්ගම්මුල යන ආයතන අභයගිරියට ද, දකුණු මුල හා සෙනෙවිරත් මුල ජේතවනයට ද සම්බන්ධ ව තිබූ බව සඳහන් වේ. මෙම ආයතන එවකට පැවති ප්‍රසිද්ධ විද්‍යාස්ථාන වූ අතර ඒවායෙහි ශාස්ත්‍රෝද්‍රහණ කටයුතුවල නියුක්ත පිරිස්වල පහසුව පිණිස පුස්තකාල තිබෙන්නට ඇතැයි ද, ඒවා භාර ව පුස්තකාලයාධිපතිවරුන් සිටි බවට ද අනුමාන කළ හැකි ය.

ඓතිහාසික යුගවල දී පොතකි, රක්සමණන්, අරක් සමණන්, පොත්ත කාලීන, බණ්ඩාර පොත්තකින් හා අධිපොත්තකින් යන නම්වලින් ලේඛන භාරකාරත්වය හෝ ඒවා ආරක්ෂා කර ගත් තනතුර හෙවත් පුස්තකාලයාධිපති තනතුර හඳුන්වා ඇති බව බදුලු ටැම් ලිපියෙහි ද, වෙනත් ශිලා ලේඛනවල හා සාහිත්‍ය ග්‍රන්ථවල ද සඳහන් වෙයි. වර්තමාන ලෝකයේ පමණක් නො ව මනුෂ්‍ය ශිෂ්ටාචාරය ආරම්භයේ පටන් ම දැනුම එක් තැන් කිරීම සහ බෙදා හැරීම සඳහා කිසියම් ස්වරූපයක පුස්තකාල පැවැති බවට සාධක හඳුනා ගෙන ඇත. ශ්‍රී ලංකාවේ පුස්තකාල සේවාවේ ඉතිහාසය ලෝක පුස්තකාල වෘත්තියේ ඉතිහාසයට වඩා පැරණි ය. අනුරාධපුර රාජධානි යුගයේ ම ශ්‍රී ලංකාවේ ඉතා දියුණු පොත්ගුල් සම්ප්‍රදායක් හා පුස්තකාල සේවයක් පැවතුණු බවට කොතෙකුත් සාධක ඇත. (කොරයා, 1969, පි. 1181)

අනුරාධපුර යුගයේ මෙන් ම පොළොන්නරු යුගයේ ද ඉතා දියුණු තත්ත්වයකින් පැවති පොත්ගුල් සම්ප්‍රදාය ක්‍රි. ව. 1215 දී සිදු වූ කාලිංග මාස නමැති චෝළ ආක්‍රමණිකයාගේ විනාශකාරී ක්‍රියාවන් සමඟ ම විනාශයට පත්විය. දඹදෙණි යුගය (ක්‍රි. ව. 1236-1283) පුස්තකාල ඉතිහාසය හා පුස්තකාලයාධිපතිත්වය සම්බන්ධයෙන් වැදගත් වෙයි. (ක්‍රි. ව. 13 හා 14 සිය වස්වල) ක්‍රි. ව. 1220-1224 කාලය තුළ දඹදෙණි රාජධානිය ගොඩ නැගූ තුන් වන විජයබාහු රජතුමා සිය රාජධානිය ගොඩ නංවා විනාශ වී තිබූ පොත් පත් හා අත් පිටපත් නැවත පිටපත් කර වූ බව ඉතිහාසයේ සඳහන් වේ. ප්‍රසිද්ධ උගතකු වූ දෙවැනි පරාක්‍රමබාහු රජතුමා මෙම යුගයේ දී සාහිත්‍ය කටයුතු සඳහා අනුග්‍රහය දැක්වීය.

දඹදෙණි රාජධානියේ පරිහානියත් සමඟ ම කුරුණෑගල රාජධානිය එනම් කුරුණෑගල යුගය (ක්‍රි. ව. 1310 - 1344) ආරම්භ විය. කුරුණෑගල යුගය වැදගත් වන්නේ මෙරට පිරිවෙන්වල වර්ධනය ලක්ෂණ මෙම යුගයේ ඇති වූ නිසා ය. සිංහල සාහිත්‍යය අතින් ද මෙම යුගය වැදගත් කමක් උසුලයි. එනම් සිංහල ජාතක පොත් වහන්සේ රචනා කිරීම යි. පසු කාලීන සිංහල සාහිත්‍යයේ සෑම අංශයක් ම වර්ධනය කරලීමට බලපෑමක් කරන ලද්දේ සිංහල ජාතක පොත විසිනි. එමෙන් ම මෙකී ග්‍රන්ථය සෑම පොත්ගුලක ම තිබිය යුතු ප්‍රධාන ග්‍රන්ථයක් විය. ගම්පොළ යුගය (ක්‍රි. ව. 1344 - 1410) වැදගත් වන්නේ සිංහල සාහිත්‍යයට නවාංගයක් වූ සිංහල සන්දේශ කාව්‍යය සම්ප්‍රදාය ආරම්භ වීම නිසා ය.

සිංහල පද්‍ය සාහිත්‍යයේ ස්වර්ණමය යුගය ලෙස හැඳින්වෙන කෝට්ටේ යුගය (ක්‍රි. ව. 1412 - 1521) උදාවිය. මෙම යුගයේ සිටි ප්‍රබලතම රජු වර්ෂ 50කට ආසන්න කාලයක් රජකම් කළ හය වන පැරකුම්බා (ක්‍රි. ව. 1412-1467) රජතුමා ය. මෙම රජතුමා විසින් කරවන ලද ගොඩනැගිලි අතර පුස්තකාලයක් වූ බවත්, පොත් පිටපත් කරන්නන්ට සැපයිය යුතු දෑ ඔහු විසින් නියම කළ බවත් "පස්විසි දහසක් ධන වියදම් කොට පාණ්ඩුණුබද පැපිළියානෙහි ප්‍රාකාර ලොපුර ප්‍රතිමාගෘහ මණ්ඩප බෝධි වෛතාස සංඝාවාස දේවාලය පුස්තකාලය පුෂ්පාරාම ඵලාරාමාදීන් යුක්ත කොට සමාද්ධ කර වූ විහාරය..." වශයෙන් පැපිළියාන සෙල් ලිපියෙහි (අභයනිස්ස හිමි, 2010, පි. 10) සඳහන් වේ.

යථෝක්ත සෙල්ලිපි පාඨය අනුව පුස්තකාලයක් ආරම්භ කර ඇත්නම් එය භාර ව කිසියම් හික්ෂුවක් හෝ පුස්තකාලයාධිපතිවරයකු සිටිය යුතු ය. එමෙන් ම මෙම සෙල්ලිපියෙහි පුස්තකාලය පිළිබඳ ව කරුණු මෙසේ දක්වා ඇත. "කෝට්ටේ අවධියේ පැපිළියාන පිරිවෙනෙහි ත්‍රිපිටකය ග්‍රන්ථාරූඪ කළ ආයතනයක් සේ ම රටපුරා ම පැවති අධ්‍යාපන ආයතනවලට භාවිතයට අවශ්‍ය වූ පාඨ ග්‍රන්ථ හා පරිශීලන ග්‍රන්ථවල පිටපත් සැපයීම සිදුකළ ආයතනයක් වශයෙන් ද ප්‍රසිද්ධ වී ඇත. මෙම කාර්යය අඛණ්ඩ ව පවත්වන යාමේ අරමුණින් පොත් ලියන්නන් යොදාගෙන එම පිරිස් සඳහා අවශ්‍ය වන වැටුප් ගෙවීමට හා මෙහෙකරුවන් සැපයීමටත්, පොත් ලිවීමට අවශ්‍ය ලිපි ද්‍රව්‍ය සඳහා පුස්තකාල ලබා ගැනීමට තල් ගස් වැවීමටත් රටේ විවිධ පැතිවලින් ගම්වර ලබා දී ඇත."(එහි ම, පි. 10) කෝට්ටේ යුගයේ ඉතා දියුණු පිරිවෙන් හෙවත් විද්‍යාස්ථානවල අධ්‍යයන කාර්යය සඳහා විෂය නිර්දේශානුකූල හොඳ පොත් එකතුවක් අනිවාර්යයෙන් ම තිබිය යුතු බවට විශ්වාස කෙරේ.

කෝට්ටේ යුගයේ ඉතා දියුණු පිරිවෙන් පද්ධතියක් පැවති අතර එම පිරිවෙන් විද්‍යාස්ථාන ආශ්‍රිත ව ඉතා දියුණු පුස්තකාල පද්ධතියක් තිබුණු බවට තොරතුරු එවක රචනා වූ කෘතිවල සඳහන් වේ. හංස හා ගිරා සංදේශවලින් හෙළිවන කරුණු අතර තත්කාලීන අධ්‍යාපන ආයතනවල තත්ත්වය ගැන කෙරෙන විවරණය බෙහෙවින් වැදගත් වන අතර පිරිවෙන් ඉගෙනුම ගැන කෙරෙන වර්ණනය (හංස සංදේශය 172 සිට 185 දක්වා කවි) ඊට නිදසුන් සපයයි.

ඒ අනුව ත්‍රිපිටකය, හෙරණසික, මුල් සික, සික වළඳ, කසයින් විරිත, කාව්‍ය ශාස්ත්‍ර නාටකාදිය, ව්‍යාකරණ, ජන්දස් අලංකාර, සකු, මගධ, දෙමළ, කවි නළුවේදය, අර්ථ ශාස්ත්‍රය, ජ්‍යොතිෂය, තාරකා විද්‍යාව ආදී පුළුල් විෂයමාලාවක් අධ්‍යයනය කර ඇත. පිරිවෙන් අධ්‍යාපන නිර්දේශයට ඇතුළත් ව තොටගමුවේ විජයබා පිරිවෙනෙහි ඉගැන් වූ ඇතැම් විෂයයන් කැරගල පද්මාවතී පිරිවෙනෙන් බැහැර කරන ලද්දේ ඒවා ග්‍රාමවාසී හික්ෂුන්ට කැප නොවන හෙයිනි. මෙම පිරිවෙන් ආයතනවලින් කැරගල පද්මාවතී පිරිවෙන හා තොටගමුවේ විජයබා පිරිවෙන යන ආයතන ආරම්භ වී ඇත්තේ කැරගල යුගයේ දී ය. කෝට්ටේ යුගයෙන් තදනන්තර ව පොත්ගුල් හා පුස්තකාල සම්ප්‍රදායෙහි පරිහානියක් දක්නට ලැබේ.

සවන පැරකුම් රාජ්‍ය පාලන යුගයෙහි පැවති සාහිත්‍යය නවෝදය සවන භුවනෙකබා (ක්‍රි. ව. 1470-1478) රාජ්‍ය සමයේ ද පැවැත්තේ ය. මෙසේ පැවති පිරිවෙන් අධ්‍යාපනය අතීතයේ සිට සිංහල රජවරුන්ගේ ආධාරයෙන් ආරක්ෂිත ව පැවතිය ද කෝට්ටේ යුගයේ සිටි ධර්මපාල රජතුමා පෙර රජ දරුවන්ගේ ක්‍රියා කලාපයට පටහැනි ව කටයුතු කර ඇත. ඔහු පෘතුගීසීන් හා ඉතා කුළුපග විය. එහි ප්‍රතිඵලයක් වශයෙන් මිෂනාරි අධ්‍යාපන ක්‍රමයන්, විදේශීය ආධිපත්‍යයන් නිසා මෙරට බෞද්ධ ජනයාගේ ප්‍රමාණය ක්‍රමයෙන් අඩු වන්නට විය. මෙම පසුබිම මත බෞද්ධ අධ්‍යාපනය බිඳ වැටිණි. එ පමණක් නොව දේශීය අධ්‍යාපන ආයතනවලට විදේශීය පාසැල් සමඟ තරග කිරීමට නො හැකි නිසා පිරිවෙන් අධ්‍යාපනයේ පසුබෑම වඩාත් වේගවත් විය.

කෝට්ටේ යුගයෙන් තදනන්තර ව පොත්ගුල් හා පුස්තකාල සම්ප්‍රදායෙහි පරිහානියක් දක්නට ලැබේ.

කෝට්ටේ රාජධානිය පැවති කාලයේ දී සීතාවක උපරාජධානියක් (ක්‍රි. ව. 1521 - 1593) වශයෙන් ගොඩ නැගෙමින් පැවතුණි. ක්‍රි. ව. 1581 - 1592 සීතාවක රාජසිංහ රජුගේ පාලන සමය සීතාවක රාජධානි සමය වශයෙන් සලකනු ලැබේ. මෙම යුගය වන විට කෝට්ටේ සාහිත්‍ය යුගයට අදාළ පඬුවරුන් විසින් උදාකරන ලද ශාස්ත්‍රීය ප්‍රබෝධයක් යටපත් වී තිබිණි. පෘතුගීසි පාලනය පැවති ප්‍රදේශවල හික්ෂුන් වහන්සේලා ප්‍රමුඛ බෞද්ධ ජනයාට ජීවත්විය නොහැකි තත්ත්වයක් උදාවිය. පෘතුගීසින් විහාරාරාම කොල්ලකෑම, පුස්තකාල වැනසීම නිසා ශාස්ත්‍රීය කටයුතු සහ සාහිත්‍ය ප්‍රබෝධය යටපත් විය. ශිව සමය වැළඳ ගත් රාජසිංහ රජ බෞද්ධ පොත් පත් සොයා විනාශ කර දැමීය. මේ නිසා 1505 පෘතුගීසින් පැමිණීමේ සිට ක්‍රි. ව. 1592 තෙක් සියවසකට ආසන්න වූ කාලය පුස්තකාල ඉතිහාසයට අඳුරු කාල පරිච්ඡේදයක් විය. මහනුවර යුගය (ක්‍රි. ව. 1593 - 1815) පුස්තකාල සේවයේ පමණක් නොව මෙරට සාහිත්‍යය ව්‍යාපාරයේ පිරිහීම පෙන්නුම් කළ යුගයක් වශයෙන් ඉතිහාස ගත වී ඇත.

5. ශ්‍රී ලංකාවේ පුස්තකාලය සේවය හා සබැඳි සම්භාවනීය හික්ෂුන් වහන්සේලා හා වෘත්තිකයෝ

19 වන ශතවර්ෂය ශ්‍රී ලංකාවේ පුස්තකාල සේවාවේ විවිධ ඉසව් සංවර්ධනය වූ කාල පරිච්ඡේදයකි. නිදහස ලබා ගැනීම සඳහා විවිධ ජාතික ව්‍යාපාර බෞද්ධ හික්ෂුන් වහන්සේලා හා ජාති මාමක විරුවන් විසින් ආරම්භ කිරීම මෙහි දී විශේෂයෙන් සිහිපත් වේ. මෙකී පුනරුද ව්‍යාපාර සඳහා විද්‍යාදාය හා විද්‍යාලංකාර පිරිවෙන් ඇසුරෙන් ලබා දෙන ලද්දේ සුවිශේෂ දායකත්වයකි.

ශ්‍රී ලංකාවේ පුස්තකාල වෘත්තියේ ප්‍රගමනය සඳහා වෘත්තීය දායකත්වය ලබා දෙන ලද පුස්තකාල වෘත්තිකයන් කිහිපදෙනෙකු පුස්තකාල ඉතිහාසයෙහි සඳහන් වේ. මෙම වෘත්තිකයන් විවිධ වකවානුවල සිය උපරිම දායකත්වය පුස්තකාල වෘත්තීය සංවර්ධනය සඳහා ලබා දී තිබේ. මෙරට පුස්තකාල වෘත්තීය වෘත්තීයක් වශයෙන් සංවර්ධනය වූයේ නිදහස ලබා ගැනීමෙන් පසුව ය. එනම් 50 දශකය (පියදාස, 1985, පි. 6) අග භාගයේ දී ය. කෙසේ වුවත් නිදහස ලබා ගැනීමට පෙර එනම් යටත් විජිත යුගයේ පවා මෙරට සම්භාවනීය තත්ත්වයක පුස්තකාල වෘත්තීය පැවති බව විවිධ පුස්තකාල ග්‍රන්ථවල මෙන් ම පර්යේෂණ නිබන්ධනයන්හි සඳහන් වේ.

ශ්‍රී ලංකාවේ පුස්තකාල වෘත්තීය වෘත්තීයක් වශයෙන් වර්තමානය වන විට ස්ථාපිත වී ඇත. ඒ සඳහා විවිධ ක්‍ෂේත්‍රයන්ගෙන් දායකත්වය ලබා දී ඇති සැබෑ පුස්තකාල වෘත්තිකයන් කිහිපදෙනෙකු පිළිබඳ සංක්ෂිප්ත විස්තරයක් මතු සඳහන් වෙයි. එහි දී ප්‍රධාන අංශ කීපයක් යටතේ මෙම වෘත්තීය සඳහා සිය උපරිම දායකත්වය දැක් වූ විශිෂ්ට පුස්තකාල වෘත්තිකයන් කීපදෙනෙක් ම පුස්තකාල ඉතිහාසයෙහි සඳහන් වේ. එම පිරිස බෞද්ධ හික්ෂුන් වහන්සේලා හා ගිහි පිරිස වශයෙන් වෙන වෙන ම ගෙන දැක්විය හැකි ය.

5. 1. වෘත්තීය හිමි

දඹුදෙණි යුගය (ක්‍රි. ව. 1236 - ක්‍රි. ව. 1283) රාජකීය පුස්තකාලයෙහි පුස්තකාලයාධිපතිත්වය හිමි වූයේ වෘත්තීය නම් හිමිනමකට බව ඉතිහාසයෙහි සඳහන් වේ. පැවිදි පාර්ශ්වය හෙවත් හික්ෂුන් වහන්සේලා පුස්තකාල සේවයෙහි නියුක්ත වීම පිළිබඳ ව ප්‍රථමයෙන් සඳහන් වන්නේ දඹුදෙණි යුගයේ (ක්‍රි. ව. 1236 - ක්‍රි. ව. 1283) දී ය. දඹුදෙණියේ පොත්ගුල් කන්ද යනුවෙන් ස්ථානයක් අද

ද දක්නට තිබේ. රාජකීය පුස්තකාලය මෙහි තිබෙන්නට ඇතැයි මෙයින් නිගමනය කළ හැකි ය. මෙහි පුස්තකාලයාධිපති වූයේ වාචිස්සර නම් හිමි නමක් බව ජනප්‍රවාදයෙහි සඳහන් ය.

වාචිස්සර යන නමින් පෙනී සිටි හික්ෂුන් වහන්සේලා තෙතමක් ගැන මහාචාර්ය ජී. පී. මලලසේකර මහතා (Malalasekara, 1938, p. 1010) සඳහන් කර ඇත. මෙහි පුස්තකාලයාධිපති වූ වාචිස්සර හිමියන් පොළොන්නරු යුගයේ වැඩ සිටි සුප්‍රසිද්ධ යාරිපුත්ත ස්වාමීන් වහන්සේගේ ශිෂ්‍ය නමකි.

වාචිස්සර හිමියන් සාහිත්‍ය කෘති විශාල ප්‍රමාණයක් ද, ව්‍යාකරණ ශාස්ත්‍රය පිළිබඳ කෘති බොහොමයක් ද රචනා කර ඇත. ඒ අතර සම්බන්ධ චිත්තා ටීකා, සුබෝධාලංකාර ටීකා, වූත්තෝදය විවරණය, බුද්ධක ශික්ෂා පිළිබඳ ව සුමඛගල පසාදිනී නම් කෘතිය ද, මොග්ගල්ලායන ව්‍යාකරණය පිළිබඳ ටීකාවක් ද රචනා කර ඇත. වාචිස්සර හිමියන් එවක පුස්තකාලයාධිපති වූයේ නම් දඹදෙණි යුගයේ පුස්තකාලයාධිපතිත්වයේ සම්භාවනීයත්වය මනාව පැහැදිලි වේ. මෙම යුගයේ සාහිත්‍යය වර්ධනය ගැන උනන්දුවක් දැක් වූ අනෙක් රජවරුන් අතර පළමුවන භුවනෙකබාහු හා සතරවන පරාක්‍රමබාහු යන රජවරු සුවිශේෂී වෙති. කුරුණෑගල යුගයේ සිට පිරිවෙන් ඇසුරෙන් වර්ධනය වූ පුස්තකාලය සේවාවක් පිළිබඳ තොරතුරු විධිමත් පර්යේෂණවලින් මතු කර ගත හැකි ය.

5. 2. වේරගොඩ අමරමෝලි හිමි

දහනව වැනි සියවසේ අග භාගයේ දී මෙරට සමාජ, සංස්කෘතික හා සාමයික දිශානතිය වෙනස් කිරීමට තුඩු දුන් ප්‍රබල සංසිද්ධි දෙකක් වූයේ විශිෂ්ට ගණයේ ප්‍රාචීන විද්‍යා පීඨ දෙකක් වන විද්‍යාදාය හා විද්‍යාලංකාර පිරිවෙන් ආරම්භය යි. වර්ෂ 1873 දී මාළිගාකන්දේ විද්‍යාදාය පිරිවෙන බිහි කළ, හික්කඩුවේ ශ්‍රී සුමංගල නා හිමියන් මතු අනාගතයෙහි ස්වකීය ආයතනය දේශයේ මතු නොව සමස්ත ලෝකයෙහි ම ශාස්ත්‍රාලෝකය පතුරුවන විශ්වවිද්‍යාලයක් වනු ඇතැයි ඇතැම් විට නො සිතන්නට ඇත. එහෙත් ඉන් සියවසක් ඉක්මෙන්නටත් පෙර, එනම් 1959 පෙබරවාරි 18 දින විද්‍යාදාය පිරිවෙන පූර්ණ විශ්වවිද්‍යාලයක් බවට එවක පැවති රජය විසින් පත් කරනු ලැබීම මෙරට උසස් අධ්‍යාපන ක්ෂේත්‍රයේ සිදු වූ විශාලතම පෙරළියක් විය. ප්‍රථම පුස්තකාලයාධිපතිවරයා වූයේ පිරිවෙනෙහි ප්‍රධාන පුස්තකාලයාධිපති තනතුර දැරූ පණ්ඩිත වේරගොඩ අමරමෝලි හිමිපාණෝ ය.

1958 අංක 45 දරන විද්‍යාදාය විශ්වවිද්‍යාලය හා විද්‍යාලංකාර විශ්වවිද්‍යාලය පනත අනුව 1959 ජනවාරි මස 1 වන දින ආණ්ඩුකාර ශ්‍රීමත් ඔලිවර් ගුණතිලක මහතා විසින් වැලිවිටියේ සෝරන නාහිමියන් විද්‍යාදාය විශ්වවිද්‍යාලයාධිපති වශයෙන් පත්කරන ලදහ. විද්‍යාදාය විශ්වවිද්‍යාලයේ අධ්‍යාපනය හා පරිපාලනය සම්බන්ධ ආරම්භක සාමාජිකයන් 12ක් පත්කරන ලද අතර වේරගොඩ අමරමෝලි නාහිමියන් ද එහි සාමාජිකයෙක් විය.

පේරාදෙණිය විශ්වවිද්‍යාලය බමුණු කුලයක් ව සිංහල භාෂාව ඉවතට තල්ලුකරමින් ඉංග්‍රීසියට ම ආවැඩු වකවානුවක වැලිවිටියේ සෝරන නාහිමියන් විසින් විද්‍යාදාය විශ්වවිද්‍යාලය ගොඩනගමින් අංග සම්පූර්ණ මහා පුස්තකාලයක් ද එහි ද ස්ථාපිත කරන ලදී. එම පුස්තකාලයෙහි අධිපති ධුරයට වැලිවිටියේ සෝරන නාහිමියන්ගේ අනුදානම පරිදි ශ්‍රීමත් ඔලිවර් ගුණතිලක ආණ්ඩුකාරතුමන් විසින් වේරගොඩ අමරමෝලි නාහිමියන් රාජකීය ලියවිල්ලකින් පත්කරන ලදී. එවක විද්‍යාදාය පිරිවෙන වූ වර්තමාන ශ්‍රී ජයවර්ධනපුර විශ්වවිද්‍යාලයෙහි

පුස්තකාලයෙහි ප්‍රථම පුස්තකාලයාධිපති වශයෙන් චේරගොඩ අමරමෝලී හිමියන්ගේ නම ඉතිහාස ගත වී ඇත.

චේරගොඩ අමරමෝලී හිමියන් පුස්තකාලයාධිපති තනතුරට කෙතරම් සුදුසු ද යන්න උන්වහන්සේගේ අධ්‍යාපන සුදුසුකම්වලින් පෙන්නුම් කෙරේ. ප්‍රථම පන්ති සහිත පශ්චාත්තාල පාඨය, ගෞරව සාමාර්ථය සහිත විද්‍යාදය පිරිවෙන්හි අවසන් විභාගය, විද්‍යාදය පිරිවෙන් ආචාර්ය හා ග්‍රන්ථ කර්තෘ යන තත්ත්වයන්ගෙන් පරිපූර්ණ විද්වත් පඬුවරයෙකි. ශාස්ත්‍රය ඉගෙනීම ම සඳහා ම කැප වූ ද, එසේ ඉගෙන ගන්නා ලද අධ්‍යාපනයට සුදුසු පරිදි ජීවත්වීමට ද කටයුතු කළ මේ හිමියෝ කලාතුරකින් සංඝ සමාජයෙහි දක්නට ලැබෙන සුවිශේෂී චරිතයකි. පොත් පරිශීලනයට හා ග්‍රන්ථ රචනයට වැඩි රුචියක් දැක් වූ මේ හිමියන් ජංගම පුස්තකාලයක් ව ස්ථාවර පුස්තකාලයක් පාලනය කරන්නට පටන් ගැනීම ලංකාවේ පුස්තකාලය සේවා ඉතිහාසයෙහි ස්වර්ණමය සංසිද්ධියකි. 'දෙයක් වේ නම් යම් සුදුස්සාට ම අයිති විය යුතු' යන සනාතන කියමන අනුව ඥාන ගබඩාවක භාරකාරිත්වය මේ හිමියන්ට පැවරීමෙන් සෝරත නාහිමියන්ගේ දුරදර්ශී නුවණ මෙයින් මොනවට පැහැදිලි කෙරේ.

5. 3. විනයාචාර්ය නාත්තන්ඩියේ පඤ්ඤාකර හිමි

විද්‍යාලංකාර පිරිවෙනෙහි අවසන් පුස්තකාලයාධිපති මෙන් ම කැලණිය විශ්වවිද්‍යාලයෙහි ප්‍රථම පුස්තකාලයාධිපති වශයෙන් සේවය කරන ලද්දේ විනයාචාර්ය නාත්තන්ඩියේ පඤ්ඤාකර හිමි බව විද්‍යාලංකාර පිරිවෙන් ඉතිහාසයෙහි සඳහන් වේ.

විනයාචාර්ය නාත්තන්ඩියේ පඤ්ඤාකර හිමි විද්‍යාදය-විද්‍යාලංකාර පනතින් විද්‍යාලංකාර පිරිවෙන විශ්වවිද්‍යාලයක් බවට පත්වීමෙන් අනතුරුව, 1959 පෙබරවාරි මස 02 වන දින විද්‍යාලංකාර විශ්වවිද්‍යාලයේ පුස්තකාලයාධිපති තනතුරට පත් විය. නාත්තන්ඩියේ පඤ්ඤාකර හිමි පුස්තකාල හා විද්‍යාපන විද්‍යාව පිළිබඳ සුදුසුකම් ලත් හිමි නමක් බව විශේෂයෙන් සඳහන් කළ යුතු ය. මේ හිමියන් 1959 සිට 1964 දක්වා විද්‍යාලංකාර විශ්වවිද්‍යාලයේ පුස්තකාලයාධිපති තනතුරෙහි සේවය කර ඇත.

විනයාචාර්ය නාත්තන්ඩියේ පඤ්ඤාකර හිමි පුස්තකාලයාධිපතිත්වය පිළිබඳ මූලික සුදුසුකම් ලද හිඤ්ඤන් වහන්සේ නමක් වශයෙන් ගෞරවාදරයට පාත්‍ර වී ඇත. විද්‍යාලංකාර පිරිවෙනෙහි එවක සේවය කළ කාර්යමණ්ඩලය සමඟ විශ්වවිද්‍යාලයකට සුදුසුවන පරිදි පුස්තකාලය සංවර්ධනය කිරීමට මේ හිමියන් කළ කැප කිරීම පිළිබඳ ව විශ්වවිද්‍යාල පුස්තකාල ඉතිහාසයෙහි පමණක් නොව කැලණිය විශ්වවිද්‍යාල පුස්තකාලයෙහි පවා විධිමත් ව නො සඳහන්වීම සංවේගයට කරුණකි. විනයාචාර්ය නාත්තන්ඩියේ පඤ්ඤාකර හිමි පුස්තකාල විද්‍යා විෂයට අදාළ ශාස්ත්‍රීය ලිපි කීපයක් ප්‍රකාශයට පත්කර ඇත. ශ්‍රී ලංකා පුස්තකාල සංගමයේ Ceylon Library Review (වෙළුම් 2, අංක 1) සඳහා වර්ෂ 1967 ජූලි මස කලාපයේ පළ වූ 'පුරාණ ලංකාවේ පොත්ගුල් හා ඒවා ආරක්‍ෂාවට හිඤ්ඤන්ගෙන් සිදු වූ සේවය' පිළිබඳ විශේෂයෙන් සඳහන් කළ යුතු ශාස්ත්‍රීය ලිපියකි.

5. 4. විනයාචාර්ය මිරිස්සේ පඤ්ඤාසිරි හිමි

විනයාචාර්ය මිරිස්සේ පඤ්ඤාසිරි හිමි නියෝජ්‍ය පුස්තකාලයාධිපති වශයෙන් පැලියගොඩ විද්‍යාලංකාර භූමියෙහි පුස්තකාලය තිබූ කාල සීමාවෙහි සේවය කළ සේක. විද්‍යාලංකාර

මණ්ඩපය බවට පරිවර්තනය වී දළුගම පරිශ්‍රයෙහි ස්ථාපිත වන කාලසීමාවේ දී පුස්තකාලය සේවයෙන් ඉවත් වූ බව එවක පුස්තකාලයේ සේවය කළ වොලී රණසිංහ මහතා ප්‍රකාශ කරයි.

5. 5. පිනැංගුවේ ආනන්ද හිමි

පිනැංගුවේ (පිනැං යනු මැලේසියාවේ ප්‍රදේශයකි) ආනන්ද හිමි සහකාර පුස්තකාලයාධිපති වශයෙන් පැලියගොඩ විද්‍යාලංකාර පිරිවෙන් පුස්තකාලයෙන් පුස්තකාල සේවයට පැමිණ තිබේ. විද්‍යාලංකාර මණ්ඩපය බවට පරිවර්තනය වී දළුගම පරිශ්‍රයෙහි ස්ථාපිත වන කාලසීමාවේ දී ද, කැලණිය විශ්වවිද්‍යාලය වශයෙන් නම සංශෝධනය වූ කාල සීමාවේ දී ද පුස්තකාලයෙහි සේවය කළ අතර පුස්තකාල වෘත්තීය සුදුසුකම් ලබා ගැනීමෙන් පසු පිනැංගුවේ ආනන්ද හිමි වැඩබලන පුස්තකාලයාධිපති වශයෙන් ද සේවය කළ සේක. ටී. ජී. පියදාස මහතාගේ අභාවයෙන් පසු පුරප්පාඩු වූ පුස්තකාලයාධිපති තනතුරෙහි සේවය කරන අතරතුර වර්තමානයෙහි මෙරට කීර්තිමත් පුස්තකාල වෘත්තීයයකු වන මහාචාර්ය පියදාස රණසිංහ මහතා කැලණිය විශ්වවිද්‍යාල පුස්තකාලයට බඳවා ගන්නා ලද සම්මුඛ පරීක්ෂණයේ දී පුස්තකාලය නියෝජනය කරමින් සහභාගි වූයේ පිනැංගුවේ ආනන්ද හිමියන් ය.

5. 6. ජෙරාඩ් ඒබ්‍රහම් (ආබ්‍රහම්) ජෝසප්

වර්තමාන අර්ථයෙන් ශ්‍රී ලංකාවේ පුස්තකාල වෘත්තීය බිහි වූයේ යුරෝපීය ජාතිකයන්ගේ පැමිණීමෙන් පසුව ය. එනම් ක්‍රි. ව. 1815 දී සම්පූර්ණයෙන් ම යටත් විජිතයක් බවට පත්වීමෙනි. අනුරාධපුර සමයේ සිට පුරාණ රාජධානි යුගවල පොත පත කියවන පිරිස ඉතා සීමිත වූ අතර එවක අසන්නන්ගේ සමාජයක් පැවතුණි. එවැනි සමාජයක අංග සම්පූර්ණ පුස්තකාල වෘත්තීයක් බිහි විය නො හැකි ය. කෙසේ වෙතත් ක්‍රි. ව. 1887 - 1935 අතර කාලයෙහි පුස්තකාල වෘත්තීයේ යම් ප්‍රබෝධයක් වර්ධනය විය.

ශ්‍රී ලංකාවේ දෙපාර්තමේන්තු පුස්තකාල ඉතිහාසය පිළිබඳ ව අවධානය යොමු කිරීමේ දී ඉතා පැරණි ම පුස්තකාලය වශයෙන් ජාතික කෞතුකාගාර පුස්තකාලය සඳහන් කළ හැකි ය. කොළඹ කෞතුකාගාර පුස්තකාලය ආරම්භ කරන ලද්දේ වර්ෂ 1877 දී ය. කෞතුකාගාර පුස්තකාල ඉතිහාසය තුළ (අ). රිචර්ඩ් වැන්කියුලන්බර්ග් (ක්‍රි. ව. 1877 - ක්‍රි. ව. 1885), (ආ). එච්. එච්. ජී. කෝබර්ට් (ක්‍රි. ව. 1886 - ක්‍රි. ව. 1893) හා (ඇ.) ජෙරාඩ් ඒබ්‍රහම් ජෝසප් (ක්‍රි. ව. 1893 - ක්‍රි. ව. 1923) යන පුස්තකාලයාධිපතිවරු සේවය කර ඇති බවට තොරතුරු සඳහන් වේ.

මෙරට යටත් විජිත යුගයේ සම්භාවනීය පුද්ගලයන් පුස්තකාලයාධිපති වෘත්තීයේ නියැලී සිටි බවට ජෙරාඩ් ඒබ්‍රහම් ජෝසප් නාමය හොඳ ම සාක්ෂියකි. ශ්‍රී ලංකාවේ දෙපාර්තමේන්තු පුස්තකාල පිළිබඳ ව අධ්‍යයනය කිරීමේ දී කෞතුකාගාර පුස්තකාලය ද සුවිශේෂ පුස්තකාලයක් වශයෙන් හැඳින්විය හැකි ය. ශ්‍රී ලංකා ජාතික කෞතුකාගාර පුස්තකාලයේ පුස්තකාලයාධිපති වූ ජෙරාඩ් ඒ. ජෝසප් 19 වන ශත වර්ෂයේ ශ්‍රී ලංකාවේ සිටි කීර්තිමත් පුද්ගලයෙකි, එමෙන් ම පතිවරයෙකි. ශ්‍රී ලංකාවේ යටත් විජිත යුගයේ ද ඉතා ක්‍රමවත් පුස්තකාල සේවාවක් පැවති බවට කෞතුකාගාර පුස්තකාලය නිදසුන් වශයෙන් ගත හැකි ය. එයට හේතුව මෙරට පාලනය කළ විදේශීය ජාතීන්ගේ කියවීමේ රුචිකත්වය යි.

ජාතික කෞතුකාගාර පුස්තකාලයෙහි තෙවන පුස්තකාලයාධිපති වශයෙන් ජෙරාඩ් ඒබ්‍රහම් ජෝසප් වර්ෂ 1893 සිට 1923 දක්වා සේවය කර ඇත. ඔහු ජාතික කෞතුකාගාර පුස්තකාලයේ පුස්තකාලයාධිපති තනතුර මෙන් ම ශ්‍රී ලංකා ජාතික කෞතුකාගාරයේ ලේකම් තනතුර ද

හෙබවිය. මෙම කීර්තිමත් පුස්තකාලයාධිපතිවරයා විසින් ග්‍රන්ථ නාමාවලි කීපයක් ද සම්පාදනය කර ඇත. මොහු රාජකීය ආසියාතික සංගමයේ පුස්තකාලය භාර ව ද කටයුතු කිරීමට තෝරාගැනීමෙන් ම ඔහු එවකට ශ්‍රී ලංකාවේ සිටි ප්‍රවීණතම පුද්ගලයෙකු බව තහවුරු වෙයි.

ජෙරාඩ් ඒ. ජෝසප් මහතාගෙන් මෙරට පමණක් නොව ජාත්‍යන්තරව ද කීර්තියට පත් පුස්තකාල වෘත්තිකයෙකු වශයෙන් හැඳින්විය හැකි ය. මෙතුමාගෙන් පුස්තකාලය සේවාවට වූ දායකත්වය වර්ෂ අනුව පිළිවෙළින් දැක්වීමට අදාළ වන මූලාශ්‍ර සපයා ගැනීම ඉතාමත් දුෂ්කර කටයුත්තක් විය. කෙසේ වුව ද විවිධ අත්ලිපි, වාර්ෂික වාර්තා, පරිපාලන වාර්තා ඇසුරෙන් අදාළ සාධකාරී තොරතුරු සපයා ගෙන මෙසේ සඳහන් කරනුයේ තවදුරටත් මේ තොරතුරු වැළලී යාම වළක්වා ගැනීමේ අරමුණෙනි.

වෘත්තීයමය තනතුරු හා නිල සේවා

- ශ්‍රී ලංකා ජාතික කෞතුකාගාර පුස්තකාලය සඳහා විශාල ග්‍රන්ථ ප්‍රමාණයක් අත්පත් කර ගැනීම.
- සාමාන්‍ය කියවීම් පොත් රාශියක් ද, ස්වාභාවික විද්‍යා පොත් රාශියක් ද ලබාගැනීමට කටයුතු කිරීම.
- සංස්කෘත පුස්තකාල පොත් රාශියක් පුස්තකාල පොත් එකතුවට ආබද්ධ කර ගැනීම.
- පාළි පුස්තකාල පොත් රාශියක් පුස්තකාල පොත් එකතුවට ප්‍රතිග්‍රහණය කර ගැනීම.
- 1885 අංක 1 දරන මුද්‍රණකරුවන්ගේ හා ප්‍රකාශකයන්ගේ ආඥා පනත අනුව ලද පොත් එකතුව අනුව පුස්තකාල පොත් එකතුව වර්ධනය කර ගැනීම.
- 1894 දී අකාරාදී පිළිවෙළට සකස් කළ කර්තෘ ලැයිස්තුව ප්‍රකාශයට පත් කිරීම.
- ජාතික කෞතුකාගාර පුස්තකාලයේ පොත් විධිමත් පරිද්දෙන් සුවිකරණය කිරීම.
- කෞතුකාගාර පුස්තකාලයේ පොත් එකතුව සඳහා ප්‍රථම වරට ග්‍රන්ථවිද්‍යානුකූල සුවිකරණ ක්‍රමවේදයක් අනුගමනය කිරීම මගින් එය සංවිධානය කිරීම.
- පුස්තකාල පොත් නාමාවලියක් සහකාර පුස්තකාලයාධිපති එම්. එච්. ගුණසේකර මහතා මගින් සකසා ගැනීම.
- කෞතුකාගාර භූමියෙහි එවක පවත්වා ගෙන ගිය ජීවමාන සත්ත්ව උද්‍යානයෙහි ආරක්ෂකයා වශයෙන් කටයුතු කිරීම.
- රාජකීය ආසියාතික සංගම් පුස්තකාලය සම්බන්ධයෙන් ග්‍රන්ථ නාමාවලියක් සකස් කිරීම.
- 1896 දී ප්‍රථම වරට සුවිය සකස් කර ගෙන සුවිකරණය කිරීම.
- කෞතුකාගාරයේ වැඩ බලන අධ්‍යක්ෂ වශයෙන් කටයුතු කිරීම

ජෙරාඩ් ඒ. ජෝසප් මහතාගෙන් මෙරට පුස්තකාල හා විද්‍යාපන විද්‍යා ක්ෂේත්‍රයේ ප්‍රගමනයට සිදු වූ සේවාවන්, ශ්‍රී ලංකා ජාතික කෞතුකාගාර පුස්තකාලයේ වර්ධනයට වූ දායකත්වයන් සඳානුස්මරණීය වනු ඇත.

5. 7. එස්. සී. බ්ලොක් මහතා (1901-1969)

කොළඹ මහජන පුස්තකාලයේ ප්‍රථම පුස්තකාලයාධිපති වශයෙන් ද, ජේරාදෙණිය විශ්ව විද්‍යාලයේ පුස්තකාලයාධිපති වශයෙන් හා ශ්‍රී ලංකා පුස්තකාල සංගමයේ ප්‍රථම සභාපති

වශයෙන් සේවය කළ මොහු මෙරට සිටි විශිෂ්ට ගණයේ වෘත්තීය පුස්තකාලයාධිපතිවරයකු වශයෙන් හැඳින්විය හැකි ය. එස්. සී. බ්ලොක් 1925 සිට 1949 දක්වා කොළඹ මහජන පුස්තකාලයේ පුස්තකාලයාධිපති වශයෙන් සේවය කර ඇත.

උපන් දිනය හා අභාවය

උපත : 1901 මැයි මස 14 අභාවය : 1969 ජූලි 10

ශ්‍රී ලංකාවේ නිදහස් මහජන පුස්තකාල සේවය ආරම්භය වර්ෂ 1925 දී බව සඳහන් වේ. කොළඹ හා පිටකොටුවේ තිබූ පුස්තකාල දෙක එක් කරමින් කොළඹ මහජන පුස්තකාලය බිහිවීමත් සමඟ මහජන පුස්තකාල ව්‍යාපාරය මහජනතාවට සමීප විය. ශ්‍රී ලංකාවේ මහජන පුස්තකාල ක්ෂේත්‍රය පිළිබඳ ව අධ්‍යයනය කිරීමේ දී කොළඹ මහජන පුස්තකාලයට ප්‍රධාන තැනක් හිමි වන අතර නිරන්තරයෙන් ම ගෞරවයෙන් යුතු ව සඳහන් වන නාමයක් වශයෙන් එස්. සී. බ්ලොක් නාමය ඉතිහාස ගත වී ඇත.

සොලමන් සිසිල් බ්ලොක් මහතා ලංකා පුස්තකාල සංගමය පිහිටුවා ගැනීම සඳහා වැදගත් සේවා කීපයක් ම ඉටු කෙළේ ය. ලංකා පුස්තකාල සංගමය 1960 දී පිහිටුවා ගන්නා ලද අතර පුස්තකාල සංගමයේ ප්‍රථම සභාපතිවරයා ලෙස එස්. සී. බ්ලොක් ද, ලේකම්වරයා ලෙස ඩී. මහාලිංගම් ද ඒකච්ඡන්දයෙන් තෝරා පත් කර ගන්නා ලදී.

වෘත්තීයමය තොරතුරු

බ්ලොක්ගේ මහතාගේ කාලයේ කොළඹ මහජන පුස්තකාලය සේවකයින් හත්දෙනෙකුගෙන් හා සේවා ස්ථාන තුනකින් සමන්විත විය. ඒවා නම් බැහැර දීම, විමර්ශන හා කියැවීමේ ශාලාව වශයෙන් දක්විය හැකි ය. කොළඹ මහජන පුස්තකාලය ආරම්භය සඳහන් වී ඇත්තේ ඉංග්‍රීසි පොත් 16000ක් වාරසඟරා 54 කින් හා සේවාදායකයින් හත්දෙනෙකුගෙන් ය. බ්ලොක් ඉතා හොඳ පදනමක් මත කොළඹ මහජන පුස්තකාලය ගොඩ නැංවීය. පසුව ඔහු පුස්තකාල විද්‍යා ඩිප්ලෝමාව සඳහා එංගලන්තයට යවන ලදී. පුස්තකාල විද්‍යා ක්ෂේත්‍රයේ ඩිප්ලෝමා පාඨමාලාවක් සඳහා එංගලන්තයට යවන ලද දෙවන පුස්තකාලයාධිපති වශයෙන් මොහුගේ නම ඉතිහාස ගත වී ඇත.

සොලමන් සිසිල් බ්ලොක්ගේ නායකත්වය යටතේ කොළඹ මහජන පුස්තකාල එකතුව වර්ධනය විය. 1951 වර්ෂය වන විට එකතුව පොත් 25000 ක් විය. ඉදිරි සැලසුමක් ද ක්‍රියාත්මක විය. මුද්‍රණ පොත් එකතුව සඳහා කාඩ් සුවිසක් මෙම කාලයේ දී සකස් කරන ලදී. පුස්තකාල ගොඩනැගිල්ලේ උපරිම ප්‍රයෝජනය සඳහා කටයුතු දියත් කරන ලදී. මෙම ගොඩනැගිල්ල ශ්‍රී චන්ද්‍රසේකර පදනම විසින් දෙනු ලැබූ පරිත්‍යාගයකි. මෙම කාලයේ පුස්තකාලයේ කනිෂ්ඨ සේවා මණ්ඩලය පුහුණු කිරීමට ද වැඩ පිළිවෙලක් දියත් කළේ ය. 1953 දී බ්ලොක් ජේරාදෙණිය විශ්වවිද්‍යාලයේ පුස්තකාලයාධිපති තනතුරට පත්වූයේ ය.

වෘත්තීයමය තනතුරු හා නිල සේවා

- 1953 - 1949 පුස්තකාලයාධිපති, කොළඹ මහජන පුස්තකාලය
- 1949 - 1952 සහකාර ලේඛකාධිකාරී, ලංකා විශ්වවිද්‍යාලය (වර්තමාන ජේරාදෙණිය විශ්වවිද්‍යාලය)

- 1952 - 1964 පුස්තකාලයාධිපති, ලංකා විශ්වවිද්‍යාලය (වර්තමාන ජේරාදෙණිය විශ්වවිද්‍යාලය)
- 1957 බ්‍රිතාන්‍ය පුස්තකාල සංගමයේ සාමාජිකත්වය ලබා ගැනීම
- 1960 ශ්‍රී ලංකා පුස්තකාල සංගමය ආරම්භ කිරීමට මූලිකත්වය ගැනීම.
- 1960 - 1965 ප්‍රථම සභාපති, ශ්‍රී ලංකා පුස්තකාල සංගමය
- 1961 පුස්තකාල හා විශ්‍යාපන විද්‍යා ප්‍රථම පශ්චාත් උපාධි පාඨමාලාව ජේරාදෙණිය විශ්වවිද්‍යාලයේ ආරම්භ කිරීම.
- 1962 පුස්තකාල සංගමයේ සභාපතිවරයාගේ දේශනයේ දී ඔහු සඳහන් කර ඇත්තේ "සෑම පුස්තකාලයකම දර්ශනය වෙනස් නොවිය යුතුයි. පුස්තකාල දර්ශනය එක් ඉරියව්වක් අනුව තේරුම් ගත යුතුයි" බිලොක් පුස්තකාල විද්‍යා දර්ශනය පිළිබඳ ව ඉතා ප්‍රචිත දේශකයෙකු විය.
- 1962 - 1965 උපදේශක, ලංකා ජාතික ග්‍රන්ථාලය
- 1964 ලංකා විශ්වවිද්‍යාලයේ වසර 12ක සේවයෙන් පසු පුස්තකාලයාධිපති තනතුරෙන් විශ්‍රාම ගැනීම
- 1965 පුස්තකාල හා විශ්‍යාපන විද්‍යා පශ්චාත් උපාධි පාඨමාලාව නැවැත්වීමට සිදුවීම.

යටෝක්ත කටයුතුවලට පරිබාහිර ව ජාතික ග්‍රන්ථ නාමාවලි කමිටුවේ සාමාජිකයෙකු වශයෙන් ද කටයුතු කර ඇත. පසුකාලීන ව ග්‍රන්ථ නාමාවලියෙහි ප්‍රධාන කතුවරයා වශයෙන් කටයුතු කළ මෙතුමා පාරිභාෂික වචන මාලාව සඳහා පත් කළ කමිටුවේ සාමාජිකයෙකු වශයෙන් ද පුස්තකාල ක්ෂේත්‍රයෙහි වෘත්තීය කටයුතු සඳහා දායකත්වය ලබා දී ඇත.

පුස්තකාල වෘත්තීයව අදාළ ව සහභාගි වූ අන්තර්ජාතික සම්මේලන හා විදේශ වාරිකා

- 1960 දකුණු ආසියාවේ පුස්තකාල සංවර්ධනය සඳහා පැවැත් වූ නවදිල්ලි සැසිය
- 1962 වෘත්තීය සංගම් අතර සහයෝගිතා නගාලිම පිළිබඳ යුනෙස්කෝ සැසිය (එහි දී ඔහු ලංකාවේ පුස්තකාල සේවා හා පුස්තකාල සංගමය යන මෑයෙන් දේශනයක් පැවැත්වීම.)
- 1966 මැනිලා නගරයේ පවත්වන ලද යුනෙස්කෝ රැස්වීමට සහභාගි වීම.
- 1967 කොළඹ පවත්වන ලද ආසියාවේ පුස්තකාල සේවා සැලසුම් කිරීම පිළිබඳ සැසිය

කොළඹ නගර සභා පුස්තකාලයේ ප්‍රථම පුස්තකාලයාධිපති, ජේරාදෙණිය ලංකා විශ්වවිද්‍යාලයේ දෙවන පුස්තකාලයාධිපති, පුස්තකාල සංගමයේ ආරම්භක සභාපති, ලංකා ග්‍රන්ථ නාමාවලි උපදේශක, ලංකා ජාතික පුස්තකාල මණ්ඩලයේ ආදි කතුවරයා වීම, පුස්තකාල හා විශ්‍යාපන විද්‍යා ප්‍රවීණ දේශකයෙකු වීම යන කරුණු මත ඔහු මෙරට පුස්තකාල හා විශ්‍යාපන විද්‍යාවෙහි පිතෘවරයෙකු වශයෙන් ගෞරවාදරයට ලක් වී ඇත. ඔහු ඉතා පර්යේෂණාත්මක සඟරා ලිපි ද සම්පාදනය කර ඇති බව ද සඳහන් කළ යුතු ය. ජේරාදෙණිය විශ්වවිද්‍යාල පුස්තකාල සේවයෙන් විශ්‍රාම යාමෙන් පසුව ද ජාතික ග්‍රන්ථ නාමාවලියේ කටයුතු සඳහා සහයෝගය ලබා

දෙන ලදී. වර්ෂ 1969 ජූලි 10 වන දින මෙම පුවිණ පුස්තකාල වෘත්තීය පුස්තකාල ලෝකයෙන් සමුගත්තේ ය.

5. 8. ටී. ජී. පියදාස මහතා (1920-1988)

“විශ්වවිද්‍යාල පුස්තකාල ජීවිතය මට ඉතා ම සතුටු දායක යුගයක්. බුද්ධිමතුන් විශාල පිරිසක් ඇසුරු කිරීමට ලැබීම වෘත්තීය වශයෙන් මා ලැබූ ලොකු ම ජයග්‍රහණයක්. විශ්වවිද්‍යාල ආචාර්ය මණ්ඩලයේ සාමාජිකයන් හා ශිෂ්‍යයන් සමඟ ඉතා සුභද ව කටයුතු කිරීමේ අවස්ථාව ලැබුණි. රාජකාරි වශයෙන් මෙන් ම පෞද්ගලිකව ද මගේ ජීවිතයේ ඉතාමත් සතුටුදායක යුගය ලෙස මා හඳුන් වන්නේ මේ කාල පරිච්ඡේදය යි. එබඳු අවස්ථාවක් ලැබීම ගැන මං සතුටු වෙනවා” මේ ටී. ජී. පියදාස මහතාගේ ම වචනයයි.

උපන් දිනය හා අභාවය

උපත : 1920 ජනවාරි 16

අභාවය : 1988 ජූනි 08

සම්පූර්ණ නම හා උපත සිදු වූ ස්ථානය
තිරිප්පුවසම් ගාල්ලගේ පියදාස
සිදු විම

අනංගම දී උපත

ප්‍රාථමික, ද්විතීය හා උසස් අධ්‍යාපනය

අනංගම රෝහණ විද්‍යාලයෙන් මූලික අධ්‍යාපනය ලබා ඇත. පසුකාලීන ව ගාල්ලේ, ශාන්ත ඇලෝසියස් විද්‍යාලයට ඇතුළත් ව එහි දී ඊ. ඇල්. සී. එස්. විභාගය දක්වා ඉගෙනීම ලැබී, තදනන්තරව වැඩිදුර අධ්‍යාපනය සඳහා කොළඹ, ආනන්ද මහ විදුහලට ඇතුළත් විය. එය ආනන්ද-නාලන්දා විද්‍යාලයාද්වය සම්බන්ධ වී තිබුණු අවධියක් විය. දෙවන ලෝක සංග්‍රාමය අවසාන වකවානුවේ දී ලංකා සමසමාජ පක්ෂය අධිරාජ්‍ය විරෝධී සටන මෙහෙයවන කල්හි එවකට පක්ෂයට පනවා තිබූ තහනම මධ්‍යයේ පවා කටයුතු කරමින් කැපී පෙනුණ ආනන්ද නාලන්ද සිසුන් අතර ටී. ජී. පියදාස ප්‍රමුඛයෙකි. එහි ශිෂ්‍ය නායකයකු බවට පත් වී විශ්වවිද්‍යාල ප්‍රවේශයෙන් සමත් වී ලංකා විශ්වවිද්‍යාලයට ඇතුළත් විය. සරසවියට පිවිස එහිදී ද සමාජවාදී හා අධිරාජ්‍ය විරෝධී කටයුතුවල නිරත විය.

තදනන්තර ව ඉන්දියාවේ කල්කටා විශ්වවිද්‍යාලයෙන් ඉතිහාසය විෂය පිළිබඳ විශේෂ උපාධියෙන් සමත් ව, පෙරළා දිවයිනට පැමිණ කැලණියේ විද්‍යාලංකාර පිරිවෙන මඟින් පවත්වා ගෙන ගිය ගුරුකුල විදුහලෙහි ආචාර්ය මණ්ඩලයට සම්බන්ධ විය. පසුව එහි විදුහල්පති ධුරය ද හෙබවීය. පැලියගොඩ, විද්‍යාලංකාර පිරිවෙනෙහි ආචාර්යවරයකු ලෙස ද, ඔහු එම වකවානුවෙහි සේවය කළේ ය.

වෘත්තීයමය තොරතුරු

විද්‍යාදාය-විද්‍යාලංකාර පනතින් විද්‍යාලංකාර පිරිවෙන විශ්වවිද්‍යාලයක් බවට පත්වීමෙන් අනතුරුව, 1959 පෙබරවාරි මස 02 වන දින විද්‍යාලංකාර විශ්වවිද්‍යාලයේ සහකාර පුස්තකාලාධිපති තනතුරට පත් විය. මෙසේ වසර තුනක් සේවය කොට පශ්චාත් උපාධි අධ්‍යයන කටයුතු සඳහා ලන්ඩන් විශ්වවිද්‍යාලයට ඇතුළත් විය. එහි දී ඔහු විසින් ලියන ලද “Libraries in Sri Lanka : Origin and History” නමැති පර්යේෂණ කෘතිය ඉදිරිපත් කොට

පශ්චාත් උපාධිය ලබා, පෙරළා පැමිණි පසු විද්‍යාලංකාර විශ්වවිද්‍යාලයේ පුස්තකාලයාධිපති පදවියට පත්කරනු ලැබීය. මෙම පර්යේෂණ ග්‍රන්ථය දිල්ලියේ ශ්‍රී සන්ගරු සමාගම විසින් මුද්‍රණය කරනු ලැබ, එදා මෙන් ම වර්තමානයේ ද මෙරට පුස්තකාලයවල හා පුස්තකාල විද්‍යාව පිළිබඳ පාඨමාලාවල පාඨග්‍රන්ථයක් වශයෙන් පරිශීලනය කිරීම එහි ඇති වැදගත්කම පෙන්නුම් කරයි.

1978/79 වර්ෂයේ බ්‍රිතාන්‍ය මණ්ඩලය විසින් පිරිනමන ලද අධීක්ෂණත්වයක් මත නැවත එක්සත් රාජධානියට ගිය පියදාස එහි දී බ්‍රිතාන්‍ය ජාතික පුස්තකාලය, ලන්ඩන් විශ්වවිද්‍යාලයේ පෙරදිග හා අප්‍රිකානු අධ්‍යයන ආයතනය (School of Oriental and African Studies), චේල්ස්හි පුස්තකාල විද්‍යා ආයතනය, වෙස්මිනිස්ටර් නාගරික පුස්තකාලය යන ආයතනවල පර්යේෂණ කාර්යයෙහි නියැලී සිටියේ ය. මේ කාල සීමාවේ දී ටී. ජී. පියදාස මහාචාර්ය ජේ. ඩබ්. පියර්සන්, මහාචාර්ය රේමන්ඩ් අර්චන් හා ආචාර්ය ඩබ්. ජී. වොට්සන් යන විද්වතුන්ගේ ද සහාය ලබා ගෙන සිය අධ්‍යයන කටයුතු සාර්ථකව කර ගෙන ඇත.

ශ්‍රී ලංකාවේ පුස්තකාලයවල නියාමක ග්‍රන්ථයක් වශයෙන් භාවිතා වන හා එම විෂයෙන් ලියැවුණ ප්‍රථම සිංහල ග්‍රන්ථ වූ "පුස්තකාල විද්‍යා ප්‍රවේශය" රචනා කරන ලද්දේ 1960 දී ය. පුස්තකාල විද්‍යා අධ්‍යාපනික කටයුතු දේශීය වශයෙන් ආරම්භ කිරීමෙහිලා පුරෝගාමියෙකු වූ මොහු එම කටයුතු සඳහා වෙන ම අධ්‍යයන අංශයක් කැලණිය විශ්වවිද්‍යාලයේ පිහිටුවීමෙහිලා ද මූලික විය.

ස්වකීය පාලන සමයේ දී කැලණිය විශ්වවිද්‍යාලය සඳහා අංග සම්පූර්ණ පුස්තකාල ගොඩනැගිල්ලක් ලබා ගැනීම ද, ඔහු කරන ලද විශිෂ්ට සේවාවේ කොටසක් ලෙස සඳහන් කළ හැකි ය. විවිධ බාධක මධ්‍යයේ විශ්වවිද්‍යාලයීය ආචාර්ය සංගමය පිහිටුවීමට මූලිකව කටයුතු කිරීම හා පසුව, විශ්වවිද්‍යාලයාන්තර ආචාර්ය සමිති සම්මේලනය ආරම්භ කිරීමෙහිලා ද පුරෝගාමියෙක් විය. විශ්‍රාම ගන්නා අවස්ථාව දක්වා ම කැලණිය විශ්වවිද්‍යාලයීය ආචාර්ය සංගමයේ ක්‍රියාකාරී සාමාජිකයෙකු වූවා පමණක් නොව විශ්වවිද්‍යාලයීය ආචාර්ය, ශිෂ්‍ය හා සේවක මණ්ඩලවල සියලු කටයුත්තකදීම පෙරමුණ ගෙන ක්‍රියා කර ඇත. තව ද නව පනත යටතේ විශ්වවිද්‍යාල පාලක මණ්ඩලයේ සාමාජිකයෙකු ලෙස සේවයෙන් විශ්‍රාම යනතුරුම කටයුතු කළේ ය. විශ්‍රාම යාමෙන් පසුව වුව ද විශ්වවිද්‍යාලය පිළිබඳ ව ඔහු දැක් වූ උනන්දුව අඩු නොවීය.

ශ්‍රී ලංකාවේ පුස්තකාල විද්‍යාව වෘත්තීයමය විෂයයක් ලෙස සංවර්ධනය කිරීමෙහිලා ටී. ජී. පියදාස විසින් කර ඇත්තේ අනුපමේය සේවයකි. එතෙක් විසිරී සිටි පුස්තකාල, වෘත්තීයයන් එක් රැස් කොට ඔවුන්ගේ වෘත්තීයමය අයිතිවාසිකම් දිනා ගැනීම සහ වෘත්තීයමය අභිවෘද්ධිය ඇති කිරීම අරමුණු කර ගෙන ශ්‍රී ලංකා පුස්තකාල සංගමය ආරම්භ කිරීමෙහි මුල් වූ ස්වල්ප දෙනා අතරින් ප්‍රමුඛයෙක් විය. ප්‍රථමවරට ශ්‍රී ලංකාව වෙනුවෙන් ජාත්‍යන්තර පුස්තකාල සංගම් සම්මේලනය (IFLA) නියෝජනය කරන ලද්දේ ද ඔහු විසිනි. ජාතික ග්‍රන්ථ සංවර්ධන මණ්ඩලයෙහි ද උද්‍යෝගිමත් සාමාජිකයෙකු වූ පියදාස මහතා දේශීය ග්‍රන්ථ ප්‍රකාශන කටයුතු සංවර්ධනයෙහිලා විශාල සේවයක් ඉටු කර ඇත.

වෘත්තීයමය තනතුරු හා නිල සේවා

1948 - 1959 කැලණිය ගුරුකුල විද්‍යාලයේ ගුරුවරයකු ලෙස සේවය කර තිබූ අතර පසුව කාලීනව එම විද්‍යාලයේ ම විදුහල්පතිවරයා වශයෙන් ද කටයුතු කර තිබුණි.

- 1959 වසරේ විද්‍යාලංකාර විශ්වවිද්‍යාලය (වර්තමාන කැලණිය විශ්වවිද්‍යාලය) ආරම්භයේ දී ම සහකාර පුස්තකාලයාධිපතිවරයකු වශයෙන් සේවයට බැඳීම. මෙම පත්වීමත් සමඟ ම පියදාස මෙරට පුස්තකාල ක්ෂේත්‍රයට ඇතුළත් විය.
- 1961 - 1962 ලන්ඩන් විශ්වවිද්‍යාලයේ පුස්තකාල විද්‍යා අංශයෙන් වැඩිදුර අධ්‍යාපනය ලැබීම හා එහි දී පුස්තකාල විද්‍යා පශ්චාත් උපාධි ඩිප්ලෝමාවක් ලබා ගැනීම.
- 1964 පුස්තකාලයාධිපති, ශ්‍රී ලංකා විශ්වවිද්‍යාලයේ විද්‍යාලංකාර මණ්ඩපයේ (වර්තමාන කැලණිය විශ්වවිද්‍යාලය)
- 1970 - 1973 සභාපති, ශ්‍රී ලංකා පුස්තකාල සංගමය
ශ්‍රී ලංකා පුස්තකාල සංගමයේ සභාපතිවරයා වශයෙන් කටයුතු කළ මොහු පුස්තකාල අධ්‍යාපන කටයුතු පිළිබඳ ව වැඩි අවධානයක් යොමු කිරීම.
- 1972 කමිටු සාමාජික, විශ්වවිද්‍යාල අධ්‍යාපන කටයුතු සංවිධානය කරලීම පිළිබඳ කමිටුව
- 1985 සැප්තැම්බර් 30 වන දින පුස්තකාලයාධිපති තනතුරින් විශ්‍රාම ගැනීම.

සාමාජිකත්ව

ශ්‍රී ලංකා පුස්තකාල සංගමයේ ආරම්භක සාමාජිකයෙකි

පුස්තකාල ක්ෂේත්‍රයට පියදාස මහතාගෙන් සිදු වූ සේවය අගය කිරීම සඳහා ශ්‍රී ලංකා පුස්තකාල සංගමය 1987 වසරේ දී අධිසාමාජිකත්වයක් පිරිනමන ලදී.

ග්‍රන්ථ හා ලේඛන නාමාවලිය

පුස්තකාල විද්‍යා ප්‍රවේශය

ශ්‍රී ලංකාවේ පුස්තකාල හා විඥාපන විද්‍යා ක්ෂේත්‍රයේ ප්‍රථම සිංහල ග්‍රන්ථය යි)

ජාතික පුස්තකාල සේවාවේ දියුණුවට මනාව සංවිධානය වූ දේශීය පොත් වෙළඳ ව්‍යාපාරයක් අවශ්‍ය ය (1984), පුස්තකාල ප්‍රවෘත්ති, ශ්‍රී ලංකා ජාතික පුස්තකාල සේවා මණ්ඩලයේ ප්‍රවෘත්ති ප්‍රකාශනය, ජනවාරි ජූනි 5 (1/2), පි. 5-6

ශ්‍රී ලංකාවේ පුස්තකාල වෘත්තීය පිළිබඳ මතක සටහන් (1985), පුස්තකාල ප්‍රවෘත්ති, ශ්‍රී ලංකා ජාතික පුස්තකාල සේවා මණ්ඩලයේ ප්‍රවෘත්ති ප්‍රකාශනය, ජූලි-දෙසැම්බර් 6 (3/4), පි. 5-8

උපාධි හා පශ්චාත් උපාධි පර්යේෂණ ප්‍රකාශන

Libraries in Sri Lanka Origin and History

(මෙරට පුස්තකාල ඉතිහාසය පිළිබඳව ලියවුන ප්‍රථම පර්යේෂණ කෘතිය යි)

පුස්තකාල වෘත්තීයට අදාළ ව සහභාගි වූ අන්තර්ජාතික සම්මේලන

- 1971 වසරේ දී ලිවුලේ හි පැවති අන්තර්ජාතික පුස්තකාල සමිති සම්මේලනයේ දී (IFLA) ශ්‍රී ලංකාව නියෝජන කිරීම.

- පොදු රාජ්‍ය මණ්ඩලීය පුස්තකාල සංගම් සම්මේලනයේ දී (COMLA) ශ්‍රී ලංකාව නියෝජනය කළ ප්‍රථම පුස්තකාල වෘත්තිකයා වශයෙන් ගෞරවාදරයට පාත්‍ර වීම.

ශ්‍රී ලංකාවේ සිටි ප්‍රමුඛ ගණයේ පුස්තකාල වෘත්තිකයකු වශයෙන් ටී. ජී. පියදාස හැඳින්විය හැකිය. මෙරට විශ්වවිද්‍යාල පුස්තකාල ක්ෂේත්‍රය පිළිබඳ ව සඳහන් කිරීමේ දී මොහු ගෞරවයෙන් යුතුව සිහිපත් කරනු ඇත. කැලණියේ විද්‍යාලංකාර පිරිවෙතේ බඹරැන්දේ සිටි සීවලී, වල්පොල රාහුල, කළුඇල්ලේ ආනන්ද සාගර හා නාත්තන්ඩියේ පඤ්ඤාකර ආදී විද්වත් ශාස්ත්‍රධර ස්වාමීන්ද්‍රයන් වහන්සේලා සමඟ දේශපාලන වේදිකාවට ද පිවිසියේ ය.

1940 දශකයේ අග භාගයේ දී ලංකා සමසමාජ පක්ෂයේ සාමාජිකත්වය ලබා පසුව එහි දේශපාලන අධ්‍යාපන මණ්ඩලයේ සාමාජිකයකු වශයෙන් සේවය කළ ටී. ජී. පියදාස පසුව සමසමාජ පක්ෂයේ නිල ප්‍රකාශනවල කර්තෘ මණ්ඩලයේ සාමාජිකයකු ලෙසත්, ඉන් අනතුරුව එම පුවත්පත්වලට ශාස්ත්‍රීය හා දේශපාලන තත්ත්වය පිළිබඳ විචාරාත්මක ලිපි නො කඩවා සැපයූ ලේඛකයකු ලෙසත් කටයුතු කළේ ය.

ටී. ජී. පියදාස මහතා මිය යාමට පෙරදින ලියන ලද ශාස්ත්‍රීය ලිපියක් 1988 ජූනි මස 12 වන ඉරිදා ජනසතිය පුවත්පතේ පලවීමෙන් ම තදවිෂය පිළිබඳ ව ඔහු දැක් වූ උද්යෝගිමත්භාවය හා කැපවීම හෙළිදරව් වෙයි. මේ වූ කලී ඔහු විසින් ලියන ලද ලිපිපෙළක අවසානය ද විය. ආචාර්ය ඇන්. ඇම්. පෙරේරා විසින් ඉංග්‍රීසියෙන් ලියන ලද ශාස්ත්‍රීය ග්‍රන්ථයක් පරිවර්තනය කිරීමේ කාර්යභාරය පවරන ලද්දේ ද ටී. ජී. පියදාසට ය. එය 'ශ්‍රී ලංකා ආණ්ඩුක්‍රම ව්‍යවස්ථාවේ විග්‍රහාත්මක විශ්ලේෂණය' නමින් ප්‍රකාශයට පත් කර ඇත.

ශාස්ත්‍රීය ඥානයෙන් හෝ නිලතල ආදියෙන් හිස උදුම්මා නො ගත් බුද්ධිමතෙක් අප අතරින් වෙන් ව යාම දැරිය නො හැකි පාඩුවකි. දේශපාලන මතවාද කුමක් වුවත් සිතා මුසු මුහුණින් නිසි තැනට නිසි අයුරින් ප්‍රතිචාර දැක්වීම ටී. ජී. පියදාසයන්ගේ චරිත ලක්ෂණය වූයේ ය. මිනිසුන් අතර යහපත් මිනිසකු ලෙස තමා වෙත පැවරුණු සමාජීය හා ශාස්ත්‍රීය මෙහෙවර නිමා කොට සැබෑ පුස්තකාල වෘත්තිකයකු වශයෙන් වර්ෂ 1988 ජූනි මස 08 වන දින දැයෙන් සමුගත්තේ ය.

5. 9. ආචාර්ය එච්. ඒ. අයි. ගුණතිලක මහතා (1922-2003)

"මෙතුමා ලංකාවේ ප්‍රමුඛ පෙලේ විද්වත් පොත් පිළිබඳ හසළ දැනුමැති පුස්තකාලයාධිපති කෙනෙකු වන අතර කලා ශිල්ප වෙනුවෙන් සිය නො මද අනුග්‍රහය දැක් වූ කීර්තිමත් උගතෙකි. ඔහු සිය ප්‍රාඥ බුද්ධිය හා නිසි මඟ පෙන්වීම මෙම විශ්වවිද්‍යාලයට එය ඇරඹී මුල් අවධියේ සිට ම නො මසුරුව ලබා දුනි."

1991 දෙසැම්බර් 21 වන දින ජේරාදෙණිය විශ්වවිද්‍යාලයේ 50 වන ස්වර්ණ ජයන්ති සමරු උත්සවයේ දී එච්. ඒ. අයි. ගුණතිලකට (හෙන්රි ඇල්ෆඩ් ඉයන් ගුණතිලක) ආචාර්ය උපාධිය පිරිනමන අවස්ථාවේ ඔහු හැඳින් වූ වදන් ඉහත සඳහන් කර ඇත. ඉහත දැක්වෙන කෙටි හැඳින්වීම ම, ඔහු මෙරට සිටි කෙතරම් සුවිශේෂී පුද්ගලයකු දැයි මනාව පැහැදිලි වෙයි. මානව සංහතියේ ඉතාම අගනා වස්තුවක් වූ එවක ග්‍රන්ථ හය ලක්ෂයකටත් වඩා තිබෙන ජේරාදෙණි සරසවි පුස්තකාලය ගුණතිලකයන්ගේ අසමාන නිර්මාණය යි. විශ්ව ඥානය අතැඹුලක් සේ පසක් කොට ගෙන සිටි ගුණතිලකයෝ කවර පොතපතක්, කවර විෂයක්, ගැටලුවක් ගැන වුව විමසන්නෙකුට ව්‍යක්තව, විශාරද ව පහදා දීමේ සහජ හැකිවාවක් තිබූ වෘත්තිකයෙකි.

පේරාදෙණි සරසවි පුස්තකාලයෙහි අධිපති වූ ගුණතිලකයෝ දේශපාලන රකුසා වැදි එහි ඇති කළ විනාශකාරී වාතාවරණය හේතු කොට ගෙන තම සේවා කාලය තවත් අටවසක් ඉතිරිව තිබිය දී ඒ සුරැකියාව අභිනිෂ්ක්‍රමණය කොට ආහ. එසේ පැමිණ මහරගම නාවිත්තේ කුඩා නිවහනක් කුලියට ගෙන ජීවත් වූහ. පසුව ඔරුවල එගොඩවත්තේ ඇති නිවසක් අසල ඉදි කළ කුඩා නිවහනක විසූහ. කාමර දෙකකින් සමන්විත මෙහි සිලිමක් පවා නොවීය. එහෙත් එහි අස්සක් මුල්ලක් නැර අනර්ඝ ග්‍රන්ථ ද, දුර්ලභ චිත්‍ර හා කලා වස්තු ද පිරි පැවතිණි. පසුව ඒ සියල්ල පේරාදෙණි පුස්තකාලයට පරිත්‍යාග කරන ලදී.

විශ්ව ඥාන කෝෂ්ඨාගාරය අතැමුලක් සේ පසක් කොට ගෙන සිටි ගුණතිලකයෝ කවර පොතපතක්, කවර විෂයක්, කවර ගැටලුවක් ගැන වුව විමසන්නෙකුට ව්‍යක්ත ව, විශාරද ව, නිරාශංක ව, නිරාකුල ව එය පහදා දෙති. සංඝරාජ සාධු චරියාවේ ඉංග්‍රීසි පරිවර්තනයක් නොවීම ගැන මහාචාර්ය සුවර්ත ගමිලත් සමඟ කරන ලද කථාවක දී 19 වැනි සියවසේ තායිලන්තයෙහි එය ඉංග්‍රීසියෙන් පළ වී ඇති බවත් එහි පරිවර්තකයා තම සියා කෙනෙකුත් බවත් කියූ ගුණතිලකයෝ ඒ ගැන සියලු තොරතුරු නොපැකිළිව ප්‍රකාශ කර ඇත. පේරාදෙණි සරසවිය ඇසුරින් පහළ වූ දේශීය වූ ද, විදේශීය වූ ද වියත්නු, ගත්කතුවරයෝ ඉයන් ගුණතිලකයන්ගේ මඟ පෙන්වීමෙන් ද, ග්‍රන්ථ ස්මරණ ඥානයෙන් ද මහත් ප්‍රයෝජන නෙළා ගත්හ.

උපන් දිනය හා අභාවය

උපත : 1922 ජනවාරි 05

අභාවය : 2003 මැයි 21

සම්පූර්ණ නම

හෙන්රි ඇල්ෆඩ් ඉයන් ගුණතිලක

ප්‍රාථමික, ද්විතීය හා උසස් අධ්‍යාපනය

ඉයන් ගුණතිලකයන් ගාල්ල රිච්මන්ඩ් විද්‍යාලයේ සිටි දීප්තිමත් ශිෂ්‍යයෙකු වශයෙන් ගෞරවාදරයට පාත්‍ර විය. පාසල් අවධියේ ඉතාමත් දක්ෂ ලෙස අධ්‍යාපන කටයුතුවල යෙදී සිටි බවට ඔහු ලබා ගත් ශිෂ්‍යත්ව හා ත්‍යාගයන් ම සාක්ෂි දරනු ඇත. Queens Jubilee ශිෂ්‍යත්වය Senior Parke ශිෂ්‍යත්වය, වික්‍රමසිංහ ලතින් ත්‍යාගය හා Darrell පදක්කම යනාදිය උදාහරණ වශයෙන් දැක්විය හැකි ය. ගුණතිලකයන් 1939 ලංකා විශ්වවිද්‍යාලයට ඇතුළත් වූයේ Darrell ශිෂ්‍යත්වය ද හිමිකර ගෙන ය. ඔහු විශ්වවිද්‍යාල ශිෂ්‍යයකු වශයෙන් සිටි කාලයේ සිට ම විවිධ පුවත්පත් හා සඟරාවන්ට ලිපි ලියමින් ඒවාට ද දායක විය.

1953 වසරේ දී මදුරාසි විශ්වවිද්‍යාලයෙන් පුස්තකාල විද්‍යාව පිළිබඳ පශ්චාත් උපාධි ඩිප්ලෝමාවෙන් ප්‍රථම පෙළ සාමාර්ථයක් ලබා ගැනීම මෙරට පුස්තකාල හා විඥාපන විද්‍යා ක්ෂේත්‍රයේ ප්‍රගමනයට හේතු විය. ඔහුගේ වෘත්තීයමය ජීවිතය දෙස අවධානය යොමු කිරීමේ දැඩි කැපවීමෙන් යුතුව ස්වකීය වෘත්තීයට අදාළ කටයුතුවල නිරන්තරයෙන් ම යෙදී සිටි වෘත්තීකයෙකි. පුස්තකාල විද්‍යාව හා ඊට වැදගත් දෑ නියත ලෙස ම හඳුනා ගැනීමට සුදුසු තුවණක් ඔහුට තිබුණි. ඉයන් ගුණතිලක ස්වකීය ප්‍රතිපත්ති දුෂ්කර අවස්ථා මධ්‍යයේ ඉදිරියට ගෙන ගිය අතර අප්‍රමාදයකින් තොරව තමාගේ දෘෂ්ටියට හසු වූ ගැටලු පිළිබඳ ව ස්ථිර විශ්වාසයකින් යුතුව අදහස් ප්‍රකාශ කළේ ය. එච්. ඒ. අයි. ගුණතිලකගෙන් පුස්තකාල හා විඥාපන විද්‍යා ක්ෂේත්‍රයට ලැබුණ දායකත්වය පහත සඳහන් කර ඇත.

වෘත්තීයමය තනතුරු හා නිල සේවා

- 1953 ලංකා විශ්වවිද්‍යාලයේ (පේරාදෙණිය) සහකාර පුස්තකාලයාධිපති
- 1958 පුස්තකාල විද්‍යාව (Librarinship) පිළිබඳ පශ්චාත් උපාධි ඩිප්ලෝමාව ලත්වත් විශ්වවිද්‍යාලයෙන් හිමි කර ගැනීම. එහි දී පවත් වන ලද පරීක්ෂණයේ දෙවන කොටස වෙනුවෙන් ඉදිරිපත් කරනු ලැබූ “The Art and Architecture of Ceylon : a Bibliographic Guide” උපාධි නිබන්ධය සඳහා John Duncan Cowley ත්‍යාගය හිමි විය
- 1961-1963 කොළඹ විශ්වවිද්‍යාලයේ පුස්තකාලයාධිපතිත්වය පිළිබඳ පශ්චාත් උපාධි ඩිප්ලෝමා පාඨමාලාවේ කථිකාචාර්ය හා පරීක්ෂක වශයෙන් කටයුතු කිරීම
- 1962-1966 ලන්ඩන් විශ්වවිද්‍යාලයේ පුස්තකාලයාධිපතිත්වය පිළිබඳ පශ්චාත් උපාධි ඩිප්ලෝමා පාඨමාලාවේ ප්‍රශ්න පත්‍ර අංක 2 හි උපාධි නිබන්ධන අධීක්ෂක හා පරීක්ෂක වශයෙන් කටයුතු කිරීම
- 1971-1974 ශ්‍රී ලංකා ජාතික පුස්තකාල සේවා මණ්ඩලයේ සාමාජිකයෙකු වශයෙන් කටයුතු කිරීම
- 1971 ලංකා විශ්වවිද්‍යාලයේ සිව්වන පුස්තකාලයාධිපති තනතුරට පත්වීම
- 1972 ලංකා විශ්වවිද්‍යාලයේ පුස්තකාල හා විඥාපන විද්‍යා අධ්‍යාපනය පිළිබඳ පත් කරන ලද කමිටුවේ සභාපති වශයෙන් කටයුතු කිරීම
- 1977-1981 එක්සත් ජාතීන්ගේ අධ්‍යාපනික විද්‍යාත්මක හා සංස්කෘතික සංවිධානයේ පුස්තකාල හා ප්‍රලේඛන කටයුතු පිළිබඳ ව අධ්‍යක්ෂ ජනරාල් වශයෙන් කටයුතු කිරීම
- 1979 ශ්‍රී ලංකාවේ විශ්වවිද්‍යාල තුළ පුස්තකාල හා විඥාපන විද්‍යා අධ්‍යාපනය ඉගැන්වීම පිළිබඳ විශ්වවිද්‍යාල ප්‍රතිපාදන කොමිෂන් සභාවට වාර්තා කිරීම

සාමාජිකත්ව

- 1957 බ්‍රිතාන්‍ය පුස්තකාල සංගමය
 - 1966 බ්‍රිතාන්‍ය පුස්තකාල සංගමයේ අධිසාමාජිකත්වය ලබා ගැනීම
- විශ්වවිද්‍යාල ගුරු සංගමය හා විශ්වවිද්‍යාල කලා කවුන්සිලයේ ද සාමාජිකයෙකි.

එංගලන්තයේ හා අයර්ලන්තයේ පුස්තකාල සංගමයේ අධිසාමාජිකත්වය ආචාර්ය උපාධි නිබන්ධනයකින් ලත් ප්‍රථම ශ්‍රී ලාංකික පුස්තකාලයාධිපති වශයෙන් ද හැඳින්වේ. විශ්වවිද්‍යාල ගුරු සංගමයේ, විශ්වවිද්‍යාල කලා කවුන්සිලයේ සාමාජිකයෙකු වූ ගුණතිලක අධ්‍යාපන ශික්ෂණය හා එහි ස්වාධීනත්වය පිළිබඳ ව මූලිකත්වය ගෙන කටයුතු කළේ ය.

ග්‍රන්ථ ලේඛන නාමාවලිය

ඉයන් ගුණතිලකයන් ග්‍රන්ථ දහතුනක් ද, සිය ගණන් විවිධ විෂයක ශාස්ත්‍රීය ලිපි ද ලියා පළ කොට ඇත. කලාව, සාහිත්‍යය, ඉතිහාසය, චරිතාපදාන, දේශපාලනය, සමකාලීන ගැටලු හා කරුණු යනාදිය මෙම ලිපි මගින් අවධාරණය කර ඇත. මෙම සියලු ග්‍රන්ථ අතර අති දීප්තිමත්ව

බබළන්නා වූ අග්‍රගණ්‍ය මහා කෘතිය නම් වෙළුම් සයකින් සමන්විත A Bibliography of Ceylon - ශ්‍රී ලංකාව පිළිබඳ ග්‍රන්ථ සූචිය යි. ශ්‍රී ලංකාව, එහි සාහිත්‍යය, වැසියන් ඉතිහාසය හා සංස්කෘතිය ගැන පසු ගිය ශත වර්ෂ හතර හමාරක කාලය තුළ පෙර අපර දේදිග විවිධ භාෂාවලින් ලියැවුණු සියලු පොත්පත්, ලිපි ලේඛන ගැන විස්තර මෙහි සඳහන් වෙයි. තම ජීවිත කාලය තුළ කාය ජීවිත නිරපේක්ෂව රචනා කළ මේ ශ්‍රේෂ්ඨ කෘතිය තරම් ජගත් විද්වතුන්ගේ සම්භාවනාවට පාත්‍ර වූ ශ්‍රී ලාංකික විද්වතෙකුගේ වෙනත් කෘතියක් නොමැත. මේ කෘතිය ගැන නොදන්නෝ ශ්‍රී ලංකාව ගැන කිසිවක් ම නොදන්නා බාලයන් පිරිසකි.

උපාධි, පශ්චාත් උපාධි පර්යේෂණ ප්‍රකාශන හා ජාත්‍යන්තර සම්මාන

ඉයන් ගුණතිලකයන්ගේ විශිෂ්ටත්වය පහත සඳහන් ජාත්‍යන්තර සම්මානයන්ට පාත්‍රවීමෙන් ම පැහැදිලි වෙයි.

- 1956 දී ලන්ඩන් විශ්වවිද්‍යාලයෙන් ජෝන් ඩන්කන් කවිලි ත්‍යාගය ලැබීම. (1919 දී මෙම ත්‍යාගය පිහිටු වූ දා පටන් එය ලත් ප්‍රථම ආසියාතිකයා වීම)
- 1977-78 එක්සත් ජාතීන්ගේ පුස්තකාල උපදේශක මණ්ඩලයේ සාමාජිකත්වය ලද එක ම ශ්‍රී ලාංකික පුස්තකාලයාධිපති
- ලන්ඩන් විශ්වවිද්‍යාලයේ පුස්තකාල විද්‍යා ආචාර්ය උපාධි නිබන්ධ පරීක්ෂකත්වය ලත් ප්‍රථම ශ්‍රී ලාංකික පුස්තකාලයාධිපති

පුස්තකාල වෘත්තියට අදාළ ව සහභාගි වූ අන්තර්ජාතික සම්මේලන හා විදේශ වාරිකා

- 1961 පැරිසියේ පැවති සුවිකරණ ප්‍රතිපත්ති පිළිබඳ ජාත්‍යන්තර සමුළුව
- 1969 කෝපන් හේගන්වල පැවති සුවිකරණ විශේෂඥයන්ගේ සමුළුව
- 1972 බැංගලෝරුවල පැවති මහජන පුස්තකාල පද්ධතිය පිළිබඳ කලාපීය සමුළුව
- 1973 බැංකොක්වල පැවති සමාජ විද්‍යා ක්ෂේත්‍රයෙහි ප්‍රලේඛන පිළිබඳ කලාපීය සමුළුව
- 1979 ජයිපූරුවල පැවති දකුණු ආසියානු විමර්ශන සම්පත් පිළිබඳ සමුළුව

වර්තමාන පුස්තකාල වෘත්තියන් මෙන් ම මෙම වෘත්තියට පිවිසෙන තරුණ පරපුර ගුණතිලකයන් ගැන නොදැනීමෙන් සංකේතවත් වන්නේ කුමක් ද ? ඔවුන් වෙනෙකක් තබා තම රට ගැනවත් නොදන්නා බව යි. මෙය ඔවුන්ගේ නො ව මෙරට අධ්‍යාපන ක්‍රමයේ වරදයි. අනේකවිධ භාෂා ශාස්ත්‍ර සමය දර්ශනාදියෙහි පාරප්‍රාප්ත වූ ගුණතිලකයෝ වචනයේ පරිසමාප්ත අර්ථයෙන් ම සෘෂිවරයාණ කෙනෙක්, මුණිවරයාණ කෙනෙක් වූහ.

ආචාර්ය ඉයන් ගුණතිලකයෝ 2003 මැයි මස 21 වන දින අභාවප්‍රාප්ත වූහ. පසු දිනම ස්වල්ප දෙනෙකුන්ගේ සහභාගිත්වයෙන් ඔහුගේ අවසන් කටයුතු කොළඹ කනත්තේ දී සිදු කෙරිණි. අභාවප්‍රාප්ත වන විට ඔවුහු අසූ විය සපුරා සිටියහ. මෙහි විශේෂ ලක්ෂණය වූයේ හිතවත් ම කීපදෙනෙක් හා ඥාතීන් හැරුණු විට සැට වියෙන් මෙපිට කිසිවෙකු ඊට සහභාගි නොවීම ය.

5. 10. මහාචාර්ය වි. බ. දොරකුඹුර මහතා (1931 - 2012)

ශ්‍රී ලංකාවේ විශ්වවිද්‍යාලයක උපකුලපති තනතුර හෙබවූ ප්‍රථම පුස්තකාලයාධිපති මොහු ය. මහාචාර්ය විජේරත්න බණ්ඩාර දොරකුඹුර සතුව නිසඟයෙන් ම පිහිටි නායකත්වයේ ගුණාංග, හසළ පළපුරුද්ද, දූෂ්කර ගැටලුවලට මුහුණ දීම හා ඒවා විසඳීමේ දී දැරූ සමබර ආකල්පය මෙරට සෑම පුස්තකාල වෘත්තිකයන්ට ම ආදර්ශයට ගත හැකි ය.

ප්‍රවීණ පුස්තකාලයාධිපතිවරයකු මෙන් ම පරිපාලකයකු වූ මහාචාර්ය වි. බ. දොරකුඹුර වර්තමාන අමරණීය වන්නේය. ඒ ඔහු සතුව පැවති වෘත්තීය විශේෂඥතාව නිසා පමණක් නොව මානුෂීය ගුණාංග ද නිසා ය. ඔහු පුස්තකාල හා විද්‍යාපන විද්‍යාව පිළිබඳව ප්‍රාමාණික විද්වතෙක් විය. විශිෂ්ට ගණයේ විශ්වවිද්‍යාල පුස්තකාලයාධිපතිවරයෙකු පමණක් නොව, සාර්ථක උපකුලපතිවරයකු, ආයතන ප්‍රධානියකු, ප්‍රාචීන, ප්‍රතිචීන භාෂා ශාස්ත්‍රවේදියකු, නීතිවේදියකු, රාජ්‍ය තාන්ත්‍රිකයකු මෙන් ම සමාජ සුබ සාධකයකු ලෙස ඔහු විසින් ශ්‍රී ලාංකේය සමාජ විෂයෙහි ඉටු කොට ඇති මෙහෙය අති මහත් ය. මහාචාර්ය දොරකුඹුරයන් සෑමවිට ම අතිශය ප්‍රගතිශීලී පුද්ගලයෙකු විය. තත්විසි තුවණින් යුත් ඔහු විවක්ෂණශීලී විය, දුරදර්ශී විය, එහෙයින් තමන් අතගැසූ කවර කටයුත්තක් වුවද සාර්ථක ලෙස නිමා කිරීමට ඔහුට කිසිවිටක අසීරු නොවීය.

තම හිතවතුන් අතර විනෝදකාමී රසබර කතා කියමින් ඔවුන් සියලු දෙනා සිනාගැස්සීමට කිබූ දක්ෂතාව නිසා මිතුරන් අතර ඔහු ජනප්‍රිය තත්ත්වයට පත්විය. ඔහු හැමවිට ම සාහිත්‍යයට, නාට්‍ය කලාවට ලැදිකමක් දැක්වීය. ප්‍රංශ ජාතික චිකිට්‍ය නාට්‍යකරුවෙකු වූ මොලියර්ගේ 'ලෙ මලාද් ඉමැජිනයාර්' (Le Malade imaginaire) නාට්‍යයේ අනුවාදයක් වශයෙන් ජේරාදෙණිය විශ්වවිද්‍යාලයට පැමිණි නිවුමාන් ජුබාල් නම් විදේශීය නාට්‍යකරුවා විසින් නිෂ්පාදිත "වෙද හටන" නාට්‍යයේ රඟපෑමෙන් ඔහුගේ රංගන කුසලතාවය පෙන්නුම් කළත් ඔහු දිගටම රංගන කටයුතුවල යෙදී නො සිටියේ ය.

උපකුලපති වශයෙන් විශ්වවිද්‍යාලයේ සේවය කළ කාලය ඉතා කාර්යක්ෂම හා වැඩ දායක කාලයක් බව සනිටුහන් කිරීමට හැකි විය. තව ද මෙතුමාගේ නිවැරදි මඟ පෙන්වීම යටතේ සිසුන් පරම්පරා කීපයක් ම රටට වැඩ දායක පුද්ගලයන් බවට පත් කරලීමට ද හැකි විය. ශ්‍රී ජයවර්ධනපුර විශ්වවිද්‍යාලයේ සංවර්ධනය පිණිස කටයුතු කළ දොරකුඹුරයන් එහි ප්‍රතිඵලයන්ගෙන් තෘප්තිමත්ව එයින් ස්වකීය කටයුතු තව තවත් ශක්තිමත් කළේ ය. වෙනත් විශ්වවිද්‍යාල හා ආයතන වෙනුවෙන් ද සේවය කිරීමට උත්සුක විය.

රජරට විශ්වවිද්‍යාලය නිර්මාණයෙහි ලා මුල් වූ අනුබද්ධ විශ්වවිද්‍යාල ආරම්භ කිරීමේ මුල් පියවර සකස් කරන ලද්දේ මෙතුමාගේ දක්ෂතාවයෙන් හා නායකත්වයෙනි. අතහැර දමා දීරා පත් වෙමින් තිබූ කෘෂි කර්මාන්ත දෙපාර්තමේන්තුවට අයත් ගබඩා සංකීර්ණය පිළිසකර කොට අනුබද්ධ විශ්වවිද්‍යාලය එහි ආරම්භ කිරීමට දොරකුඹුරයන් මුල් විය. මෙතුමාගෙන් මෙරට පුස්තකාල හා විද්‍යාපන විද්‍යා ක්ෂේත්‍රයට වූ සේවය සංකෂිප්ත ව පහත සඳහන් කර ඇත.

උපන් දිනය හා අභාවය

උපත : 1931 සැප්තැම්බර් 30

අභාවය : 2012 ඔක්තෝම්බර් 25

සම්පූර්ණ නම හා උපත සිදු වූ ස්ථානය

විජේරත්න බණ්ඩාර දොරකුඹුර

මාතලේ දී ය

ප්‍රාථමික, ද්විතීය හා උසස් අධ්‍යාපනය

දුල්ලුව මිශ්‍ර පාසලෙන් හා මාතලේ ශාන්ත තෝමස් විද්‍යාලයෙන් මූලික අධ්‍යාපනය ලබා ස්වකීය ද්විතීය අධ්‍යාපනය සඳහා තෝරා ගනු ලැබුයේ කොළඹ රාජකීය විද්‍යාලය යි. ගෞරව ශාස්ත්‍රවේදී උපාධිය හිමි කර ගත්තේ පේරාදෙණිය ලංකා විශ්වවිද්‍යාලයෙනි. එමෙන් ම පුස්තකාල විද්‍යාව පිළිබඳ ව පශ්චාත් උපාධි දෙකක් දිනා ගැනීමට ද දොරකුඹුරයන් සමත් විය.

වෘත්තීයමය තනතුරු හා නිල සේවා

- 1952 උසස් අධ්‍යාපනය සඳහා පේරාදෙණිය ලංකා විශ්වවිද්‍යාලයට ඇතුළත් වීම
- 1956 ගෞරව ශාස්ත්‍රවේදී උපාධිය ලබා ගැනීම
- 1960 ආධුනික සහකාර පුස්තකාලයාධිපති, විද්‍යාදය විශ්වවිද්‍යාලය
- 1961 කැනඩාවේ මැගිල් විශ්වවිද්‍යාලයෙන් පුස්තකාල හා විද්‍යාපන විද්‍යා ප්‍රථම උපාධිය (Bachelor of Library Science-BLS) සමත්වීම
- 1963 කැනඩාවේ ටොරොන්ටෝ විශ්වවිද්‍යාලයෙන් පුස්තකාල හා විද්‍යාපන විද්‍යා ශාස්ත්‍රපති (Master of Library Science-MLS) උපාධිය සමත්වීම
- 1965 - 1968 පුස්තකාලයාධිපති වශයෙන් සේවය කරමින් සිටියදී ම ලංකා නීති විද්‍යාලයට ඇතුළත් ව නීතිය හැදෑරීම
- 1966 - 1967 අධ්‍යාපන නිලධාරී, ශ්‍රී ලංකා පුස්තකාල සංගමය
- 1969 නීතිඥවරයකු වශයෙන් දිවුරුම් දීම
- 1969 සභාපති, ශ්‍රී ලංකා පුස්තකාල සංගමය (1969 පෙබරවාරි - දෙසැම්බර්)
- 1972 පුස්තකාලයාධිපති, විද්‍යාදය විශ්වවිද්‍යාලය
- 1973 - 1974 සභාපති, ශ්‍රී ලංකා පුස්තකාල සංගමය
- 1976 කළමනාකරණ මණ්ඩල සාමාජික, බණ්ඩාරනායක ජාත්‍යන්තර අධ්‍යයන කේන්ද්‍රයේ පවත්වන පාඨමාලා සංවර්ධනය, පාඨමාලාවලට සිසුන් බඳවා ගැනීම, පරීක්ෂණ පැවැත්වීම හා උපාධි පිරිනැමීම පිළිබඳ නීති රීති කෙටුම්පත් කිරීම ආදියෙහි සහාය වීම
- 1979 මැයි සිට ඔක්තෝබර් දක්වා කාලය තුළ පුස්තකාලයාධිපති වශයෙන් කටයුතු කරමින් ම විශ්වවිද්‍යාලයේ ලේඛකාධිකාරී තනතුරේ වැඩ ආවරණය කිරීම
- 1980 - 1986 විද්‍යාදය විශ්වවිද්‍යාලයේ පුස්තකාලයාධිපති වශයෙන් සේවය කරමින් සනාතන සභාවේ සාමාජිකයෙකු හා පාලක මණ්ඩල සහිතයෙකු වශයෙන් කටයුතු කිරීම
- 1982 - 1988 සභාපති, ශ්‍රී ලංකා පුස්තකාල සංගමය

- 1984 - 1988 උප සභාපති, අසියාතික හා පැයිපික් කලාපයේ පොදු රාජ්‍ය මණ්ඩලීය පුස්තකාල සංගම් සංවිධානය
- 1987 පුස්තකාල හා විශ්‍යාපන විද්‍යාව සඳහා වෙන ම පශ්චාත් උපාධි ආයතනයක් ගොඩ නැගීමේ අවශ්‍යතාව සලකා ඒ සඳහා වාර්තාවක් සකසා එය එක්සත් ජාතීන්ගේ අධ්‍යාපනික විද්‍යාත්මක හා සංස්කෘතික සංවිධානය (UNESCO) වෙත ඉදිරිපත් කිරීම
- 1990 - 1995 සනාතන සභාවේ සාමාජික හා පාලක මණ්ඩල සභික, විද්‍යාදාය විශ්වවිද්‍යාලය
- 1991 ප්‍රථම අධ්‍යක්ෂ, අනුරාධපුර විශ්වවිද්‍යාල අනුබද්ධ කොලීජිය
- 1991 අනුකම්චු සභාපති, පුස්තකාල ස්වයංක්‍රීයකරණය සඳහා පත්කළ අනුකම්චුව
- 1991 - 1992 සාමාජික, විද්‍යාදාය විශ්වවිද්‍යාලයේ වෛද්‍ය පීඨය ආරම්භ කිරීමට පත්කළ කම්චුව
- 1992 - 1995 උපකුලපති, ශ්‍රී ජයවර්ධනපුර විශ්වවිද්‍යාලය
(ශ්‍රී ලංකාවේ පුස්තකාල විද්‍යා වංශ කථාවේ ස්වර්ණමය අවස්ථාවක් ලෙස මෙය සනිටුහන් වී ඇත. ආසියාවේ මෙවැනි තනතුරක් ලද එක ම පුස්තකාල වෘත්තිකයා වශයෙන් ඉතිහාස ගත වී තිබේ.)
- 1997 - 2000 ආරාධිත මනාවාර්ය හා උපදේශක, කැලණිය විශ්වවිද්‍යාලයේ පුස්තකාල හා විශ්‍යාපන විද්‍යා අධ්‍යයන අංශය
- 2000 - 2002 උපදේශක, ධීවර හා නාවික ඉංජිනේරු ආයතනය
- 2002 සම්මාන ආචාර්ය උපාධිය පිරිනැමීම
(2002 ජනවාරි 28 දින පැවති ශ්‍රී ලංකා රජරට විශ්වවිද්‍යාලයේ තෙවන උපාධි ප්‍රදානෝත්සවය)
- 2002 කැලණිය විශ්වවිද්‍යාලයේ පුස්තකාල හා විශ්‍යාපන විද්‍යා (සමාජීය විද්‍යාපති) උපාධි විෂය මාලාව සැකසීමට අවශ්‍ය සහාය ලබා දීම
- 2007 පාකිස්ථානයේ ශ්‍රී ලංකා මහ කොමසාරිස් තනතුරට පත්වීම (2007 ජනවාරි 27 දින)
(2007 ජනවාරි 27 දින පාකිස්ථානයේ ශ්‍රී ලංකා මහ කොමසාරිස් තනතුරෙහි වැඩ බාර ගත් දොරකුඹුරයන් සාක් කලාපීය රටක් වශයෙන් පාකිස්ථානය හා ශ්‍රී ලංකාව අතර හොඳහිත වර්ධනය කිරීම සඳහා සිය උපරිම දායකත්වය ලබා දෙන ලදී.)
- 2009 ඉස්ලාමාබාද් දේශගුණය ඔහුගේ ශරීර සෞඛ්‍යයට අහිතකර වීම නිසා තම සේවා කාලය නිමවීමට පෙර 2009 අගෝස්තු මාසයේ දී ආපසු ලංකාවට පැමිණීම

සාමාජිකත්ව

ශ්‍රී ලංකා පුස්තකාල සංගමයේ අධි සාමාජිකත්වය

ග්‍රන්ථ හා ලේඛන නාමාවලිය

මහාචාර්ය දොරකුඹුරයන්ගේ රුචිකත්වය පුස්තකාල හා විඥාපන විද්‍යාවට පමණක් නො ව ලේඛන කලාව වෙත ද යොමු විය. දොරකුඹුරයන්ගේ පර්යේෂණ ලිපි සුපතල සඟරා රැසක පළ වූ අතර ඔහුගේ නව සොයා ගැනීම් හා ලිපි මෙරට පමණක් නො ව වෙනත් රටවල ද ප්‍රචලිත විය.

උපාධි, පශ්චාත් උපාධි පර්යේෂණ ප්‍රකාශන හා ජාත්‍යන්තර සම්මාන

හයිද්‍රොලොජි (ඉන්දියාවේ) ඇමෙරිකන් හැදෑරීම් පිළිබඳ පර්යේෂණ ආයතනය මගින් මෙතුමා හට ඇමෙරිකාවේ මානව හිමිකම් පිළිබඳ ව හැදෑරීමට ශිෂ්‍යත්වයක් ලබා දෙනු ලැබූ අතර නවසීලන්තය, ඕස්ට්‍රේලියාව හා සිංගප්පූරුව යන රටවල ස්වංක්‍රීය පුස්තකාල පද්ධතිය (Automated) පිළිබඳ කරුණු හැදෑරීමට පොදු රාජ්‍ය මණ්ඩලීය විශ්වවිද්‍යාල සංගමය මගින් ශිෂ්‍යත්වයක් පිරිනමනු ලැබීය. මහාචාර්ය දොරකුඹුරයන්ට පොදු රාජ්‍ය මණ්ඩලීය ඕස්ට්‍රේලියාව ශිෂ්‍යත්වයක් පිරිනමනු ලැබුයේ පුස්තකාල හා තොරතුරු සේවා පාලන යන්ත්‍රණය පිළිබඳ පුහුණුව හා දැනුම ලබා දීමට ය.

මහාචාර්ය විජේරත්න බණ්ඩාර දොරකුඹුරයන් පුස්තකාල ක්ෂේත්‍රයේ විවිධ කටයුතු සඳහා සිය දායකත්ව ලබා දී ඇත. ඒ අතරින් ශ්‍රී ජයවර්ධනපුර විශ්වවිද්‍යාලයේ මධ්‍යම පුස්තකාලය පිහිටු වීම සඳහා පුරෝගාමී වීම, පරිගණක ගත විශ්වවිද්‍යාල පුස්තකාල පද්ධතියක් හඳුන්වා දීම හා ජාතික පුස්තකාල පනත නිරීක්ෂණය කිරීම සඳහා පත් කළ කමිටු සාමාජිකත්වය දරමින් කරන ලද සේවා ද විශේෂයෙන් කැපී පෙනේ. ශ්‍රී ලංකාවේ පුස්තකාල සේවාව සඳහා අමරණීය සේවාවක් කළ දොරකුඹුරයන් අවුරුදු 81ක් ආයු වළඳා ජීවිතයේ අනිත්‍යතාව මොනවට පැහැදිලි කරමින් 2012 ඔක්තෝබර් මස 25 වන දින පුස්තකාල ලෝකයෙන් සමුගත්තේ ය.

6. සමාලෝචනය

පුස්තකාලය වෘත්තීය හා පුස්තකාලයාධිපතිත්වය අසුර්බනිපාල්, කැලිමකස්, එරස්ටොස්තීනිස් යන ඇලෙක්සැන්ඩ්‍රියානු පුස්තකාලයාධිපතිවරු ද, පෙරදිග භාෂක සම්ප්‍රදාය ත්‍රිපිටක ධර්මය ලේඛනාරූඪ වන තෙක් පරම්පරානුයාත වශයෙන් අඛණ්ඩ ව ආරක්ෂා සහිත ව පවත්වා ගැනීම ථේරවාදී බෞද්ධ සම්ප්‍රදායේ විශිෂ්ට ලක්ෂණයක් සේ ම පුස්තකාලයාධිපතිත්වයෙහි ද ස්වභාවයකි.

පියරේ ඩිපිඤ්ඤ, ඇන්ටොනි ඇලෙක්සැන්ඩර් බාබියර් ප්‍රංශ පුස්තකාල ඉතිහාසයෙහි කැපී පෙනෙන සේවාවක් කර ඇති පුස්තකාල වෘත්තීකයන් වශයෙන් සම්භාවනාවට පාත්‍ර වී ඇත. ඇමරිකානු පුස්තකාලයාධිපතිත්වය අයිත්ස්වර්න් රැන්ඩ් ස්පොපර්ඩ්, වාර්ල්ස් එම් කටර්, ජස්ටින් වින්සර්, මෙල්විල් ලුවිස් කොසුන් ඩිවි ආදී වශයෙන් ද, ඉන්දීය පුස්තකාලයාධිපතිත්වය මහාචාර්ය එස්. ආර්. රංගනාදන් ප්‍රමුඛ ව අධ්‍යයනය කෙරේ. මෙරට වෘත්තීය පුස්තකාලයාධිපතිත්ව එස්. සී. බ්ලොක්ගේ සිට විකාසය වූ බවට විවිධ මතවාද සමාජගත වූව ද, යටත් විජිත යුගයේ පවා වෘත්තීය සුදුසුකම්ලත් පුස්තකාලයාධිපතිවරුන් මෙරට සිටි බවට

තොරතුරු ඇත. සම්භාවනීයත්වයෙන් සම්මානනයට පාත්‍ර වූ එවැනි පුස්තකාල වෘත්තීයයන් කීපදෙනෙකුගේ වෘත්තීය ජීවිතයේ වැදගත් කරුණු කීපයක් පිළිබඳ ව පමණක් මේ ලිපියෙන් විස්තර කර ඇත. අතීතයේ පුස්තකාල ආරක්ෂකයන් හා භාරකරුවන්ගෙන් ඇරඹී පුස්තකාලයාධිපතිවරුන් බවට පත් වූ නූතන පුස්තකාලයාධිපතිත්වය සමාජ අවශ්‍යතා අනුව සංවර්ධනය වෙමින් ඉදිරියට ගමන් කරනු ලබයි.

පුස්තකාලයාධිපතිත්වය වෘත්තීයක් ලෙස වර්ධනය වීම නිසා එයට ආවේණික න්‍යායන් හා සංකල්ප බිහි වී ඇත. පුස්තකාලයාධිපතිත්වය වූ කලී විවිධ වර්ගයේ අධ්‍යාපන සම්ප්‍රාප්ති, ජයග්‍රහණ හා පෞද්ගලික ගුණාංගයන්හි විශිෂ්ට සම්බන්ධතාවක් ලෙස අර්ථ දැක්විය හැකි ය. පුස්තකාලයාධිපති යනු උගෙනෙකුට නො දෙවෙනි පරිපාලකවරයෙකි. සෛද්ධාන්තිකයෙකුට නො දෙවෙනි විද්‍යාඥයෙකි. පොත්වලට ආදරය කරන ග්‍රන්ථ ලෝලියකු වන ඔහු ජනතාවට ද ඒ අයුරින් ම ආදරය කරන්නෙකි. තාක්ෂණය පිළිබඳ විද්වතකු මෙන් ම, උගෙනෙකු ද වෙයි. මක්නිසාද යත් තාක්ෂණික දියුණුවේ සියලු ම ප්‍රවණතා පුස්තකාලයවලට සහ ඒවායේ සමාජ අදාළත්වයට බලපෑම් කරන හෙයිනි.

ආශ්‍රේය

අභයනිස්ස හිමි, මැදගොඩ (2010), 6 වන පරාක්‍රමබාහු රජතුමාගේ පැපිරියාගේ සෙල්ලිපිය. සුනෙන් : සුනේත්‍රා මහාදේවී පිරිවෙන් රාජමහා විහාරය සහ සියවස් සැමරුම හා ආචාර්ය මැදගොඩ සුමනනිස්ස නාහිමි පස්වෙනි ගුණසමරු ශාස්ත්‍රීය සංග්‍රහය, පි. 9-30

කොරයා, ඊශ්වරී (1969), පුස්තකාල, ලංකාවේ අධ්‍යාපනය : (ක්‍රි. පූ. ස වැනි සියවසේ සිට අද දක්වා) සියවස ප්‍රකාශනය III කාණ්ඩය, කොළඹ : අධ්‍යාපන හා සංස්කෘතික අමාත්‍යාංශය, පි. 1181

පියදාස, ටී.ඒ. (1985), ශ්‍රී ලංකාවේ පුස්තකාල වෘත්තීය පිළිබඳ මතක සටහන්, පුස්තකාල ප්‍රවෘත්ති, කොළඹ : ශ්‍රී ලංකා ජාතික පුස්තකාල සේවා මණ්ඩලයේ ප්‍රවෘත්ති ප්‍රකාශනය, ජූලි - දෙසැ. 6 3/4 පි. 5-8.

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Plagiarism amongst research students in the University of Moratuwa (UoM) in Sri Lanka

R.C. Kodikara and A.D.B. Kumara

Library, University of Moratuwa, Moratuwa, Sri Lanka

Abstract

Plagiarism has become a major issue in learned societies with the advent of sophisticated software and information via digital media, though the scholars should practice qualities of honesty, ethics and professionalism. Under this circumstance, it is obligated to explore the concerns on plagiarism in the University of Moratuwa (UoM) as information professionals. Therefore, this research focuses on investigating the state of affairs about plagiarism of the research students in the UoM. The survey research strategy was adapted and a structured questionnaire was distributed among 181 stratified random sample of final year students and the postgraduate students in the UoM. Results reveal that even though most of research students suppose that they are knowledgeable about plagiarism, they do not have a complete knowledge of plagiarism. Further the eight significant factors affecting plagiarism were extracted using the principal component analysis. The key factor to lead plagiarism was the lack of awareness about plagiarism. Therefore, the recommendations were composed to make research students aware of plagiarism via specific programs.

Keywords: Plagiarism, Awareness about plagiarism, Academic dishonesty

Corresponding author – Email: ruvinik@lib.mrt.ac.lk

Introduction

Universities produce graduates with high skills and competency to serve society with honesty, ethics and professionalism. Therefore, graduates should move to the society as honest in crediting and acknowledging the authors for their innovations. However, due to easy access to an infinite amount of information and resources, “academic dishonesty and plagiarism” is on the rise in higher education institutions worldwide (Brimble & Stevenson-Clarke, 2005).

Simply speaking, plagiarism means using the words and thoughts of others’ ideas, concepts, images, sentences etc. as if they were one’s own, without crediting the creator or citing the source. Plagiarism is defined as “the intentional use of the ideas and words of others without the clear acknowledgement of the source of that information” (Smith, Ghazali, & Minhad, 2007). Further, the Oxford English Dictionary (2010) defines plagiarism as “the action or practice of taking someone else’s work, ideas, etc., and passing it off as one’s own; literary theft”. Similarly, Janowski (2002) has identified the range of activities that might be thought to constitute plagiarism which will be considered for the current study:

- buying or downloading a paper from a research service or a term paper-mill and offering it as your own;
- turning in another student’s work, with or without that student’s knowledge, as your own;
- copying any portion of another’s work without proper acknowledgment;
- copying material from a source and supplying proper documentation, but leaving out quotation marks or failing to indent properly; and
- paraphrasing ideas and language from a source without proper documentation.

Plagiarism has been a major concern in educational institutions (Breen & Maassen, 2005) and it has become more severe in this digital era where all the information is confined with novel technologies in a sophisticated manner. Those digital practices divert people to plagiarize. Shirazi, Jafarey & Moazam (2010) and Sheikh (2008) have pointed out that plagiarism is a common problem worldwide. Therefore, this issue is discussed in academic institutions and different methods introduced to overcome this problem among their students and researchers (Ramzan, Munir, Siddique, & Asif, 2012). It is obvious that plagiarism is a problem in universities and it is an obligation to investigate whether the research students are aware of plagiarism; Why do they plagiarize? What are policies in universities and whether this trend is rapidly continuing.

Although plagiarism has become a major problem in universities and the numbers growing rapidly all over the world, very limited studies had been conducted in Sri Lanka. Due to the non-availability of a specific study on the awareness of plagiarism regarding

University students studying Engineering subject in Sri Lanka, the current research aims to fill this gap by examining the students' awareness regarding plagiarism and the reasons leading to plagiarism.

Objectives of the study

The main objective of the study is to explore the responsiveness on plagiarism amongst final year students and research students of the University of Moratuwa, Sri Lanka. The specific objectives of the study are;

1. To examine the level of awareness concerning plagiarism among the research students
2. To examine the awareness about university policies on plagiarism
3. To investigate the major reasons for plagiarizing

2 Literature review

Studying the environment of plagiarism has been a major issue of Information Science research since researchers' dishonesty has been increasing day by day. Therefore empirical evidence of academic dishonesty is vastly researched all over the world. Many studies have been conducted in western countries and they have focused on different user contexts, various perspectives and a number of different aspects.

Plagiarism among university students

Several researches have been conducted to examine plagiarism in universities. Among academic institutions, universities have been identified as a common place where plagiarism is highly noted. Davis states that academic dishonesty has been prevailing in every discipline in academic institutions and is not a new issue. Davis, Grover, Becker, & McGregor (1992), Karlins, Michaels, & Podlogar(1988) and Power adds that research has been conducted on how different ways of cheating occur in all disciplines and specially at university level.

Plagiarism among college students has been studied by Hale (1987) who found that 55% of the students reported to have plagiarized material. Similarly, Lloyd (2000) found over 40% of UK university students have been involved in plagiarism and the increases in the occurrences of plagiarism was mainly by students. Further, a study from USA, revealed that most of the students accepted the fact that they cheated while submitting projects and assignments (Ameen, Guffey, & McMillan, 1996).

Clough describes that students in academic institutions tend to copy from materials such as books, journals, Internet etc. with no references made to the main source (Clough, 2000). O'Connor mentions that students are unaware of what plagiarism is and what leads to plagiarism. O'Connor (2003), Scanlon & Neumann (2002) and McCabe (1999)

points out that it is a common feature to note that most of the university students fail to acknowledge the original authors. Rosnow adds that less knowledge in how to cite and paraphrase information leads to plagiarism, and because of that they tend to plagiarize (Rosnow & Rosnow, 2008). Therefore it is apparent that awareness of plagiarism is a must.

Plagiarism and electronic media

Ramzan adds that till mid-nineties many plagiarized from printed materials (Ramzan et al., 2012). Yet, Batane and Price mention that through internet and word processing software, plagiarism has become a major factor (Batane, 2010; Price & Price, 2005). This helped students to access many resources required for their studies which opened many avenues for plagiarism (Howard, 2007; Brians, 2002; Selwyn, 2008) and reported that about 60% undergraduate students in UK higher educational institutions used materials retrieved from Internet and that such Internet users were more involved in plagiarism.

Ramzan et al. state that there is a misconception that plagiarizing Internet resources is less problematic than using printed materials. Ramzan et al., (2012) and Galus (2002) records that Internet allows to copy the information easily. Evans, Stebelman (1998) and Baruchson-Arbib & Yaari (2004) mention that students believe that access to Internet is free and has no restrictions in obtaining information from it and no acknowledgement is required. As such McMurtry (2001) points out that Internet paves the way to plagiarism as it provides the facility to copy and paste, download texts, obtain papers submitted by students in other universities.

Bugeja (2001) notes that recently there is a tendency to download papers from web sites without acknowledging the authors.: “. . . officials at some colleges say that in recent years they have seen a sharp increase in students cutting and pasting material into papers from web sites without attribution, or purchasing term papers from on-line term-paper mills (p. 22)”. Scanlon & Neumann (2002) in their study report that 16.5% of students copy without acknowledging “sometimes” and 8% “often” or “very frequently” and 50.4% by the colleagues of the students. They also indicate that 8.3% of students purchased papers from on-line term paper mills “sometimes” or “very frequently” 62.2% of students estimated that their colleagues access web very often (Scanlon & Neumann, 2002).

Auer & Krupar (2001) point out that copying text online is easier than retyping materials from a book. In this techno-centric era, this is a common situation as universities allow students to use their own computers. Yeo (2007) emphasizes that there is a high tendency

to plagiarize electronic resources and in considering the subject discipline engineering, this field tops with highest occurrences. Therefore, it is important to further research this situation with students following Engineering courses in the Sri Lankan context.

Reasons to plagiarize by university students

There may be different reasons for plagiarism to exist in academic institutions. Many researchers have focused on this aspect and ended with tremendous reasons to plagiarize and made recommendations to avoid plagiarism in academia.

While Ashworth, Bannister, & Thorne (1997) find that the student has no clear idea of what plagiarism is, but that attitudes of students and teachers affect plagiarism (Evans & Youmans, 2000; Ponemon & Glazer, 1990; St Pierre, Nelson, & Gabbin, 1990). Sierles & Hendrickx (1980) showed that students faced with obtaining high-grades tend to plagiarize. Their study further analyzed that supervisors did not enforce rules for plagiarizing, therefore less opportunity for punishments. McGowan (2005) mentioned that foreign students in higher educational institutions tend to plagiarize as language difficulties come in. They need to undergo a transitional period to get familiarized in doing research in a different language. Due to this delay in their research work, plagiarizing seems to be the only option available to them.

However, the reasons to plagiarize found by many researchers (Park, 2003; Cummings, Maddux, Harlow, & Dyas, 2002; Auer & Krupar, 2001; Caruana, Ramaseshan, & Ewing, 2000; Love & Simmons, 1998; Franklyn-Stokes & Newstead, 1995; Roig & DeTommaso, 1995) can be summarized into six causes as external and internal and depicted in Table 2.1.

Table 2.1: Causes to plagiarize in university contexts

Cause	Description
Internal causes	
Lack of awareness	Students do not fully understand what constitutes plagiarism, or what the penalties for its detection are, they may not see it as a problem.
Personal attitudes	Positive or negative attitudes and willingness to expend effort will be reflected in the incidence of plagiarism, since cheating may be seen as a suitable, if risky, alternative to hard work
Lack of competence	Lack of confidence in completing assignments, at a technical or inter-personal level, which may contribute to plagiarism.
External causes	
Pressure	Task, time, grade and family pressures are all acknowledged as potential contributors to plagiarism.

Internet facilities	Improved downloading facilities and wider broadband access have facilitated access to information, and simplified the process of “cut and paste” plagiarism from such sources.
Institution	Cheating and plagiarism continue to have increasing exposure in universities. Institution-specific factors can take many forms, including the attitudes of lecturers and administrators to the incidence of plagiarism, and the associated prevention, detection and punishment mechanisms in place.

Source: Smith et al.(2007)

As shown in Table 2.1, lack of awareness on plagiarism is one of the major causes to plagiarize by university students. Further, students should be aware of policies implemented by the university on plagiarism and how much they are strict (University Grants Commission, 2012). However, in order to prevent plagiarizing, observations of rules and constant reminding by supervisors are expected by the students. In addition, awareness programs on referencing styles, mainly on Internet resources are expected by students. Therefore, exploring the phenomenon of awareness on plagiarism is useful to make solutions to avoid academic dishonesty among students.

3. Research methodology

To gain a better understanding of the attitude towards plagiarism among the research students in the University of Moratuwa, the survey research strategy was adopted to describe the current problem in quantitative manner using structured questionnaires as the data collecting tool.

Students who are engaged in research activities for their courses in the University of Moratuwa, were the target population for the research. Usually, the final year students and the postgraduate students have a compulsory research component as a partial fulfillment for their degree programs. Therefore, the final year students and the postgraduate students were considered as the study population. There were 1129 final year students and 792 postgraduate students in the registration list of the university.

The sample size was determined according to Yamane (1967) simplified formula under 10% precision level and 95% confidence level and the formula was employed separately for two identified strata: final year students and post graduate students. Ninety two (92) final year students and eighty nine (89) postgraduate students were drawn using the stratified sampling technique. The total sample was hundred and eighty one (181) which is 9.4% of the study population.

The questionnaire was developed in three main parts to collect the background information of the research students, awareness about plagiarism and the reasons to plagiarize. Most of the questionnaire items were adopted from the study of Smith et al. (2007). The questionnaire was electronically distributed during August-October 2014 among the randomly selected students.

4. Findings of the study

The focus of the current study was to explore the responsiveness on plagiarism amongst research students in the University of Moratuwa. It was supposed to examine the level of awareness concerning plagiarism, explore the awareness about university policies and investigate the major factors causing plagiarism.

Out of 181 questionnaires distributed, 173 were completed. The response rate was 95.58% which is adequate for the analysis. 98.91% of final year students and 92.13% postgraduate students contributed in completing the questionnaire.

Background information of respondents

Table 4.1 shows the distribution of the respondents according to their background information. According to the Table 4.1, the majority of the respondents (55.6%) were males and most of them (74%) were in the age group of 21-30. Further it shows that the highest percentage of engineering students (66.5%) represented the respondents of the study.

Table 4.1: Distribution of respondents

		Final year students		Postgraduate students		Total	
Faculty	Architecture	30	(33.0%)	15	(18.3%)	45	(26.0%)
	Engineering	55	(60.4%)	60	(73.2%)	115	(66.5%)
	IT	6	(6.6%)	7	(8.5%)	13	(7.5%)
Age	Below 20	0	(.0%)	0	(.0%)	0	(.0%)
	21-30	90	(98.9%)	38	(46.3%)	128	(74.0%)
	31-40	1	(1.1%)	29	(35.4%)	30	(17.3%)
	41-50	0	(.0%)	13	(15.9%)	13	(7.5%)
	51-60	0	(.0%)	1	(1.2%)	1	(.6%)
	Above 60	0	(.0%)	1	(1.2%)	1	(.6%)
Gender	Male	51	(56.0%)	45	(54.9%)	95	(55.6%)
	Female	40	(44.0%)	37	(45.1%)	76	(44.4%)
Total		91(52.6%)		82(47.4%)		173(100%)	

Then the respondents were asked the kind of sources they use to find information for their research activities and the results were summarized in the Figure 4.1.

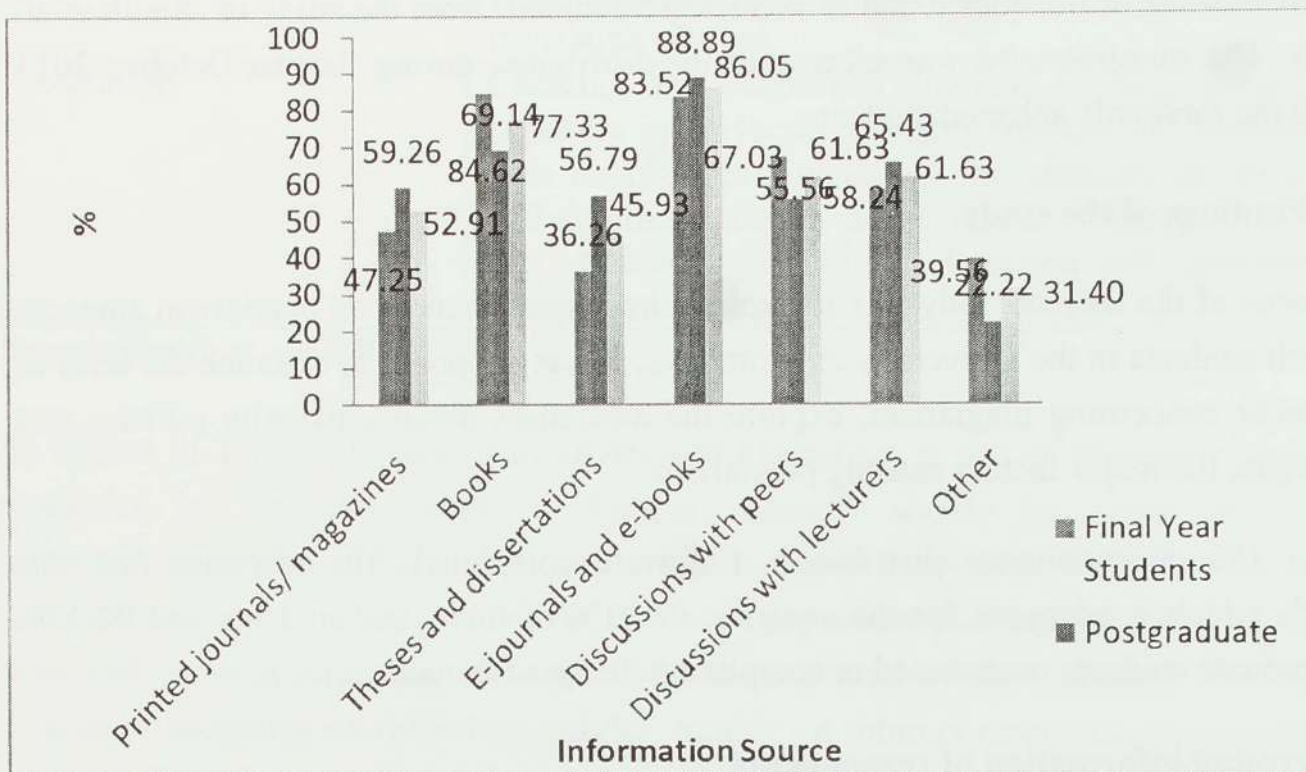


Figure 4.1: Sources used to find information

Respondents were asked whether they use any referencing manuals, since they provide guidance for users to acknowledge others' work. Majority of the research students (83.1%) stated that they use referencing guidelines for their research activities and only 16.9% have not known about the referencing guidelines.

Level of awareness concerning plagiarism

As the first step, respondents were asked whether they know about plagiarism or not. Most of them (92.44%) have responded that they know about plagiarism and only 7.56% respondents have informed that they do not know about plagiarism. As depicted in Figure 4.2, a higher percentage of postgraduate students (11.0%) do not know about plagiarism when compared with final year students.

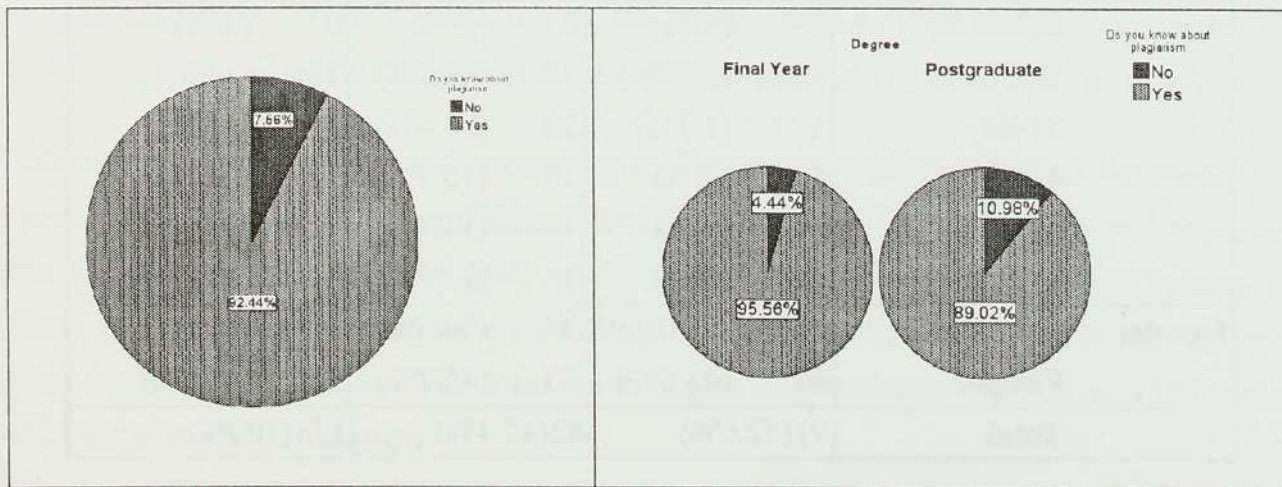


Figure 4.2: Awareness about plagiarism

Next they were questioned about their awareness of university policies on plagiarism. Results were summarized in Figure 4.3.

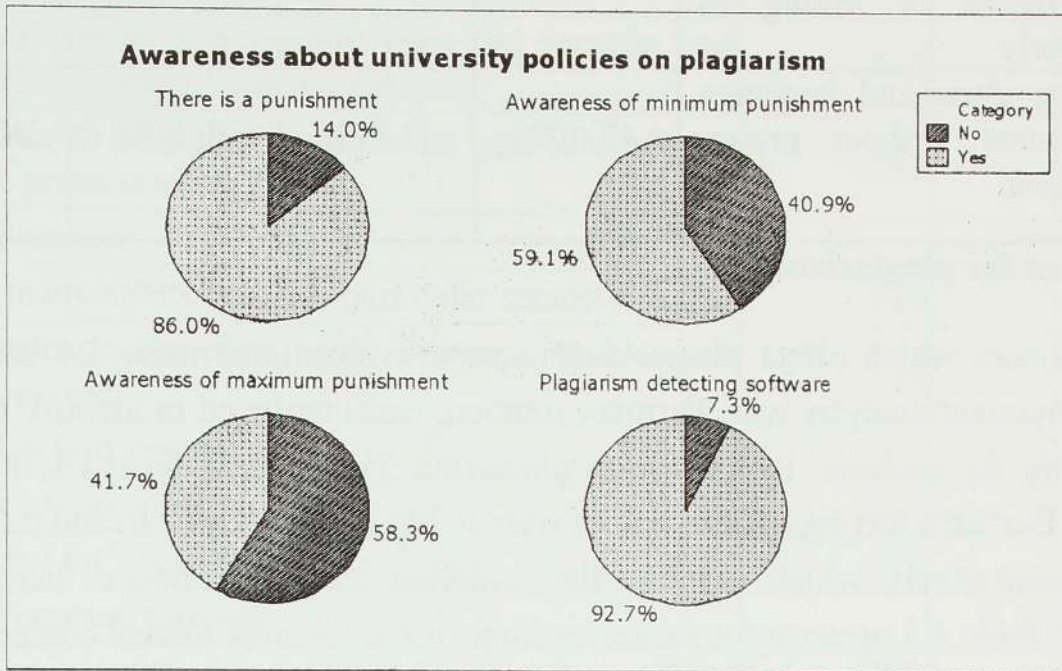


Figure 4.3: Awareness about university policies on plagiarism

As shown in Figure 4.3, majority of the research students know the existing punishment if they plagiarize, the minimum punishment and the availability of software to detect plagiarism. Yet, most of the research students do not know that the maximum punishment is the cancellation of the candidature from all the examinations pertaining to the particular semester in which the offence was committed. These results do not indicate any significant differences with background information of the respondents.

However, these results indicate that most of the research students in the UoM are supposed to know about plagiarism. Therefore, in order to confirm this aspect, five questions leading to plagiarism were included in the questionnaire. They help to further examine the level of awareness on plagiarism of the research students in the UoM. Results are presented in Table 4.2.

Table 4.2: Level of awareness about plagiarism

Clashes on plagiarism	Plagiarism	Cheating	Not plagiarism	Uncertain
Buying or downloading a paper and offering it as a own.	63.70%	24.60%	6.40%	5.30%
Turning in another student's work, with or without that student's knowledge, as own	47.90%	40.30%	5.90%	5.90%
Copying any portion of another's work without proper acknowledgment	78.10%	11.80%	4.70%	5.40%

Copying material from a source and supplying proper documentation, but leaving out quotation marks or failing to indent properly	36.50%	7.80%	32.30%	23.40%
Paraphrasing ideas and language from a source without proper documentation	47.60%	11.80%	20.60%	20.00%

Major reasons for plagiarizing

The major factors which affect plagiarizing were then examined using 24 items. The principal component analysis with Varimax rotation, was employed to identify the main factors causing the students' inclination to plagiarize. The Kaiser-Meyer-Ohlin (KMO) measure and Bartlett's test significant values were 0.700 (higher than 0.6) and 0.000 (less than 0.05) respectively which indicate the sampling adequacy. Seven factors were extracted and Table 4.3 presents the factor loadings of the Varimax rotated components.

Table 4.3: Varimax rotated principal components

Principle components	Correlation	Eigen value	% of Variance
Factor 1- Lack of awareness		4.46	18.565
I do not know how to acknowledge properly the author through citation	.755		
I do not know institutional rules and regulations on plagiarism	-.701		
I never attended any formal course conducted by the university or by the lecturer on plagiarism	.575		
I do not understand what constitutes plagiarism	.520		
Factor 2- Lack of competence		2.00	8.345
I find it easy to construct sentences in English	-.756		
I have poor research skills	.731		
I have difficulty in understanding articles in English	.695		
Factor 3- Institutional factors		1.79	7.450
My lecturer does not know the consequences of plagiarism	.856		
I think that the lecturer will not identify even if I plagiarize	.713		
I have found lecturers being reluctant to take action against students who commit plagiarism	.615		

Action taken by the university to punish students who are caught in plagiarism takes a long time/inefficient	.530		
Factor 4- Network facilities		1.59	6.643
I think that cutting and pasting from the Internet and word processing is much easier and faster	.745		
I feel it easier to plagiarize because the type of academic assessment given is similar	.741		
Factor 5- Pressure		1.37	5.707
I have too many subjects in one particular semester	.840		
I feel pressure to complete many assignments during a given time period	.719		
Factor 6- Lack of resources		1.26	5.267
I want to learn on citing sources	.679		
I see the need for knowledge in the future	.595		
Factor 7- Personal attitude		1.21	5.025
I do not see plagiarism as a problem	.828		
Cumulative variance explained (per cent)			
Factor 8- Digital information		1.01	
I find that there is too much information available in electronic format especially from web sites	.516		4.228

Most of the results arising from above factors in this study correspond with those proposed by Smith et al., 2007. These eight factors all together explain a considerable percentage of variance (61.23% in Table 4.3) of the plagiarizing process.

Following sections will interpret the factors identified for plagiarizing.

Lack of awareness

This factor proposes that the research students in the UoM do not have a complete understanding about plagiarism and the institutional policies on plagiarism. Moreover, they have not attended any program in this regard. Therefore, this may be a major reason to plagiarize. However, lack of awareness significantly differs as student category (p -value=0.023<0.05). Mean ranks of the Kruskal-Wallis test further revealed that the difference is mostly affected by the final year students. A highest percentage of the variance furnished by this factor is shown in the Table 4.4. Therefore, the lack of awareness is the most considerable factor in plagiarizing which has been similarly identified by many authors.

Lack of competence

This factor describes the difficulties faced by students with low skills in understanding

facts and writing in English. Those difficulties may further be followed by poor research skills too. Therefore, this may encourage the research students to plagiarize.

Institutional factors

Institution-specific attributes may be a reason for plagiarism at universities. Attitudes of institution – specific lecturers, their understanding about plagiarism may cause occurrence of plagiarism.

Network facilities

The Internet provides opportunities for students to download information needed for their assignments or reports or theses. A vast array of information flows through Internet and sometimes provides same types of assignments, complete researches etc. with the provision for anyone to download. Then the students download information and submit it as their own. This situation easily promotes the growth of plagiarism.

Pressure

Because of the course unit method with the semester examinations, students are always under pressure to complete a substantial number of assignments within a limited time period. With this pressure students are compelled to resort to plagiarism. Pressure shows a significant difference among the student categories. The relevant p-value is 0.001 which is less than 0.05. The mean ranks of the Kruskal-Wallis test indicates that this pressure is higher for final year students and that leads them to plagiarize.

Lack of resources

Sometimes, students may be in doubt what plagiarism is. In such situations, Sometimes, students lack of knowledgeable persons, courses to attend for future knowledge might lead them to plagiarize.

Personal attitude

This factor tends on the negative attitudes of students towards work completion. They don't make much effort to complete their assignments due to lack of interest and laziness. Therefore students may find it easier to complete their assignments by plagiarizing.

Digital information

Due to availability of vast amounts of digital information, students get tremendous opportunities to copy and paste easily unlike earlier. This type of information is easy to access through Internet. This situation has simplified the process of plagiarism.

Conclusion and recommendations

This study explores plagiarism among the research students in the University of Moratuwa. Study confirms that plagiarism is considerable at the university. That is because most of the students (74%) were in a young age group (21-30) and majority (88.89%) use e-journals and e-books for their research practices. Young students should be taught not to indulge in malpractices. Heavy use of digital information always spreads plagiarism. The other issue the results revealed is that though the majority of the respondents (92.4%) stated that they are aware of plagiarism, lack of full awareness has become a major reason to plagiarize.

Based on the principle component analysis, it was found that eight factors may affect plagiarism. They are: the lack of awareness; lack of competence; institutional factors; easy availability of network facilities; pressure; lack of resources; personal attitude and easy access to digital information. Lack of awareness was the decisive factor for plagiarizing and therefore it is recommended that students be made fully aware of what plagiarism is and the consequences of plagiarizing through programs and workshops, preferably conducted by the relevant Faculty of the University of Moratuwa, the University itself, or its Library. Since the problem of plagiarism must surely be relevant in other universities too, the awareness/training seminars would target a wider audience if conducted by an organization of combined universities.

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Application of 'Six Sigma' Quality Improvement Tool in Libraries for the Enhancement of Library Services - An Overview

Thivya Janen and Kalpana Chandrasekar

Library: University of Jaffna, Jaffna, Sri Lanka

Abstract

Six sigma is a quality improvement tool used to measure the process output for error reducing in a system. It aims to maximize user/customer satisfaction and minimize defects in products and services being offered by an organization. This tool is intended to evaluate user satisfaction and assess the quality of the products or services, which are modified or newly introduced. In this paper, *Six sigma* quality improvement tool has been described in detail, along with its applications. Besides, case studies are also reported to demonstrate the efficiency of the tool in the library system. This present review anticipated that implementation of *Six sigma* in the academic and public libraries of Sri Lanka, would improve the quality of library services and have an impact on the user satisfaction.

Keywords: Service quality, *Six Sigma*, Library service, Quality improvement.

Introduction

For the enhancement of quality management in an organization, purposeful quality arrangement is imperative. Since ancient times, traditional quality management theories and concepts such as statistical quality control, statistical process control, zero defect and total quality measurement were used for this purpose. However, *Six sigma* was developed as a mathematical concept and introduced by Motorola. Later, it was used as a tool in overcoming the difficulties which occur during the assessment of day-to-day operations, by the SPC (Statistical Process Control), FMEA (Failure Mode Effect Analysis), and TQM (Total Quality Management) methods, while seeking for the quality improvement (Ulhe and Patil, 2011). In this regard, support of the respective organization is vital.

The *Six sigma* is being the tool for assessing the quality of the services, in addition function as a problem solving tool for corporate sectors. It is applicable in the library system too (Dutt, 2013). User satisfaction with regard to the services offered is the ultimate goal of a library system (Zubi and Basha, 2010). This goal can be achieved with the help of the *Six sigma* tool. It uses a set of quality management and statistical methods to obtain the maximum user satisfaction. This tool supports in library management, and improve the quality of the services offered by the library system. Further, *Six sigma* helps in continuous appraisal and delivery of quality services by the library system, in order to satisfy the needs of the library users (Agrawal, 2011).

This paper emphasizes that implementing *Six sigma* in the evaluation of library management activities (e.g. acquisition, cataloguing & classification, stock maintenance), and assessment of services offered (e.g. Inter library loan, CAS, SDI, etc.) would have an impact on user satisfaction. Moreover, application of *Six sigma* helps to provide quality library services in the present competitive world to accomplish the needs of the users.

Description of *Six sigma* tool

Six sigma is a Greek word and it implies 'standard deviation' in English. It is known by the symbol ' σ '. *Six sigma* means 'the system for removal of defects in the present processes and provides specialized products and services to the customer with high quality' (Coronado and Antony, 2002). In simple sense, *Six sigma* means a standard for measurement of six deviations from the mean. It is a standard to completely remove the defects in any constituent, in relation to quality. This is one of the well-known and reputed quality improvement tools, in the world (Kaushik, 2007).

Six sigma in Motorola is considered at three different levels, known as metric, methodology, and management system. Essentially, *Six sigma* function at all three levels at the same time. Furthermore, key factors to be examined using *Six sigma* tool are:

- User satisfaction
- Figure of defects
- Processing time

***Six sigma* process methodologies**

There are two types of *Six sigma* process methods, namely *Six Sigma* DMAIC and *Six Sigma* DMADV. Each term of these process methods derived from the major steps involved in the process.

1. *Six sigma* DMAIC is a process that Defines, Measures, Analyzes, Improves, and Controls existing processes that fall below the *Six sigma* specification. Hence, it is used to improve an existing business process.
2. *Six sigma* DMADV Defines, Measures, Analyzes, Designs, and Verifies new processes or products that are trying to achieve *Six sigma* quality. Therefore, it is employed to design a new process.

Both *Six sigma* processes are executed by *Six sigma* Green belts or *Six sigma* Black belts, white belts which are then overseen by a *Six sigma* Master Black belts, terms created by Motorola.

Measuring sigma level of a process

Six sigma calculation for a library process is described below:

Circulation of library materials is considered as a process in a library system. In general, circulation process depends on six factors, namely valid membership, technical processing (cataloguing & classification), physical processing, power supply (in an automated library), condition of barcode, and system error. By considering these six factors *Six sigma* levels for circulation process of a library can be calculated.

As per the above description circulation of books in a library depends on six factors. Suppose each factor influencing this process has two chances to have defects (e.g., power failure may be due to short circuit or interruption, system error may be due to hardware or software, and so on), then,

$$\text{Total defect opportunity is} \quad \longrightarrow \quad 6 \times 2 = 12$$

If 20 circulations out of 100 circulations taking more time than expected or defective, then,

Defects per issue $\longrightarrow 20/100 = 0.2$

Defects Per Opportunity (DPO) $\longrightarrow 20/ (12 \times 100) = 0.01666$

Defects per Million Opportunities (DPMO) $\longrightarrow 0.01666 \times 1000000 = 16660$

For DPMO 16660, the Sigma level is calculated by using the conversion table given below (Table 1).

Table 1: *Six sigma* conversion table

Sigma level	Quality (%)	Defects Per Million Opportunities (DPMO)
6 Sigma	99.9999998	3.4
5 Sigma	99.999943	233
4 Sigma	99.9937	6210
3 Sigma	99.73	66807
2 Sigma	69.1	308537
1 Sigma	30.1	691462

According to the above conversion table, sigma level for DPMO 16660 falls within 3-4, and quality falls between 99.73% - 99.9937%. Subsequently, the actual sigma value of this book circulation process would be obtained from Z-table.

In order to improve the sigma value, the root cause for low quality need to be identified, and factors which are more influencing the circulation process (among the six factors mentioned earlier) have to be further examined. Thus, the implementation of *Six sigma* would help to identify the gaps and enable to take appropriate action for improvement, in relation to circulation process.

Case studies: Application of *Six sigma* tool in libraries

Jayakar Library, University of Pune, India: The study on *Six sigma* implementation in Jayakar library of Pune University was done by Ulhe and Patil (2011). *Six sigma* tool was implemented at Pune University in 2007 and was applied to all sections of the

library. In defect determination phase, they grouped the defects in three categories i.e., in context of quality, in context of management, and in context of other departments. After identification of defects or errors, they decided to go for phase wise improvement and rectified more than 25 defects out of 86 defects identified. Though they could not achieved the level of 3.4 DPM, lot of improvement has been observed. The library is still working on it and expected to achieve 3.4 DPM level of *Six sigma* in the near future.

Sungkyunkwan University, Seoul, South Korea: A detailed case study on the advantages and disadvantages of *Six sigma* implementation in Sungkyunkwan University was carried out (Kim, 2010). Sungkyunkwan University applied *Six sigma* tool in all the departments of the university, including library. Data collected through interview and questionnaire was analyzed using qualitative as well as quantitative techniques. Researcher observed certain positive effects due to *Six sigma* implementation, such as scientific way of working, increased process capacity, and turning subjective knowledge into a formal format. Besides, the negative effects include lack of time management, lack of interest among employees, poor standardization procedures, and difficulty in defining work process. The researcher finally concluded that there are many advantages of implementing *Six sigma* tool in a library. However, he pointed out that at present it is too early to expect great results from the implementation. Furthermore, implementation of *Six sigma* tool requires organizational support to change the mindset of the participants. Moreover, a high level of transparency is required for the successful implementation of *Six sigma* tool.

University of Arizona Library, Arizona, United States: In University of Arizona Library, *Six sigma* was implemented as a seven month project with the purpose of improving the Document Delivery Services (DDS), which includes ILL (Interlibrary loan), scanning, printing, and photocopying services. Later in 2009, a study was carried out by Voyles *et al.* in relation to this project. Initially, to execute the plan, library consulted the *Six sigma* specialists from Raytheon Missile Systems (manufacturing company). During the application of *Six sigma* tool, they identified the problems in the process of DDS. Implementation of *Six sigma* resulted in reduction of turnaround time for requested articles to 70%, increased output via appropriate staffing, etc. Researchers observed that application of *Six Sigma DMAIC* and similar process improvement approaches in libraries would be beneficial to current and future customers only. On the basis of their findings, they concluded '*Six sigma as a data-based analysis of current processes, tool for identifying gaps between service expectation and delivery of service, and a team approach to discover and design process improvements*'.

Newcastle University Library, Newcastle, United Kingdom: This is another *Six sigma* application at the Newcastle University Library (UK) with the purpose of improving

self-services facility in the library. Pre-implementation statistics had shown high level of satisfaction among readers with regard to self-services. Students and staff rated 89.6% and 72% respectively. However, the total rate of self-issue was quite lower, i.e. 35% of total circulation. Since, library had made quite a large investment on self-circulation system, there was a need to justify this expenditure. Kumi and Morrow (2006) did a study based on *Six sigma* and identified the defects in the self-circulation system at Newcastle University Library. This plan was implemented for a period of six months and certain recommendations were made. Those are:

- Reduce the staff strength at the circulation desk
- Move the self-issue units to more appropriate locations
- Encourage self-issue among readers by increasing the loan period for self-issued materials, conducting user awareness programs on self-issue system, and increase the number of self-issuable resources available in the library.

The library benefited from *Six sigma* tool not only in the aspect of increasing self-service percentage, but it also provided a powerful method of addressing a problem effectively and efficiently in a systematic way.

Application of *Six sigma* tool in a library system

In a library system, Chief Librarian is the master black belt, Assistant Librarians are black belt, Library Assistants are green belt, and Library Attendants are white Belt. In most occasions, their roles and duties are assigned according to the hierarchy. The potential areas of a library system, where the *Six sigma* tool could be applied are as follows:

- Acquisition of materials for the library
- Technical (Classification & Cataloguing) and physical processing of acquired materials
- Circulation of library materials
- Maintenance of library collection
- Library services

Among the two process methods mentioned above, *Six sigma* DMAIC method is generally applied to improve the existing library system and discussed below, in detail.

According to Figure 1, initial step of the *Six sigma* DMAIC process emphasizes on *defining* the problems, opportunities, processes, projects, goals and customers. The second step is named as *Measure*, which helps to study the current status, existing

processes, customer needs and requirements. The next step of the process is known as *Analyze*, which guides to identify the origin and source of defects. Eventually, the fourth step helps to *improve* the existing system by eliminating defects in the performance / current procedure / standard of work. Finally, the step termed as *Control*, takes overall control of all the steps mentioned above. In order to attain the proposed goal, DMAIC cycle method should be repeated several times (Sharma, 2004).

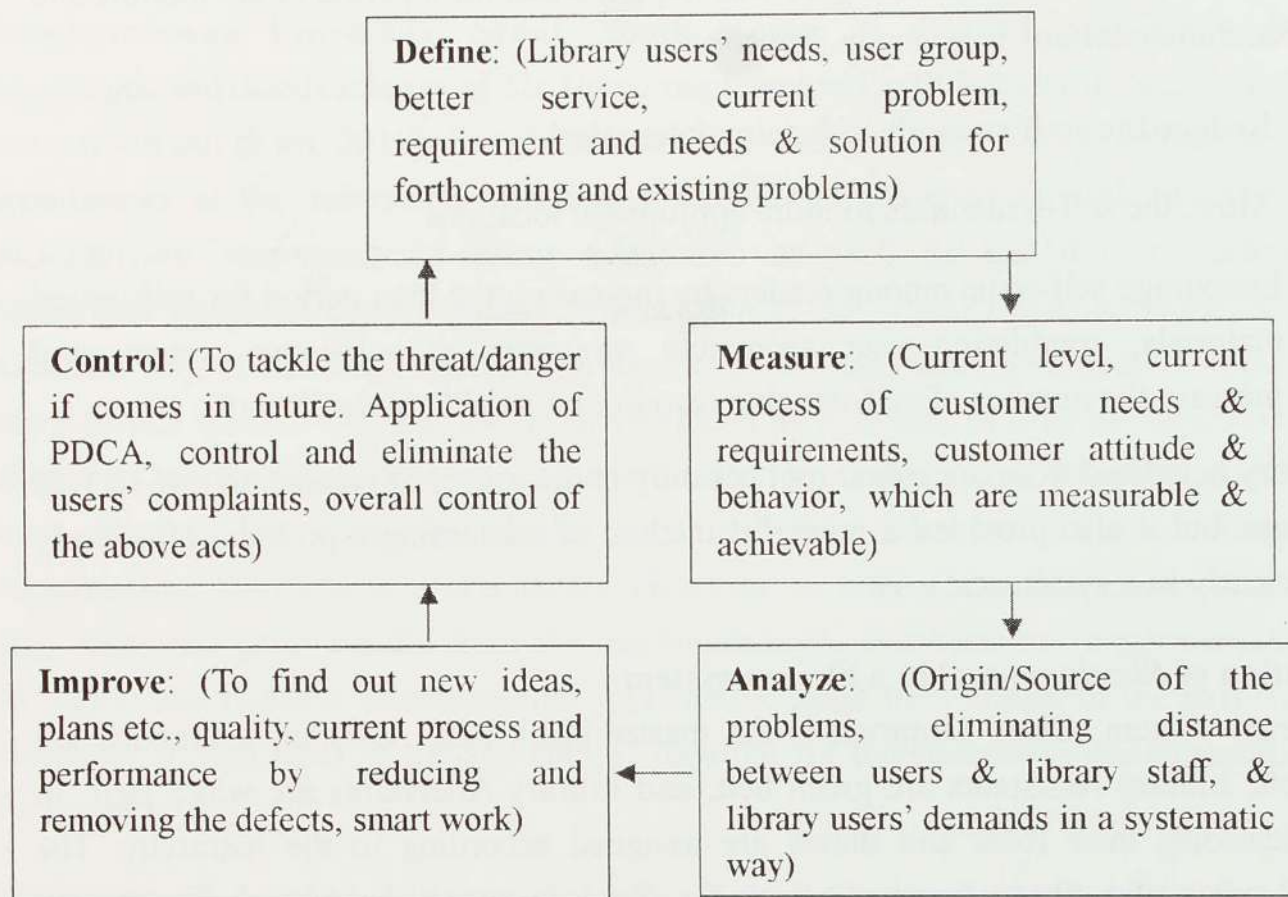


Figure 1: Six sigma DMAIC cycle method (Sharma, 2004)

Detail description of the steps involved in the *Six sigma* DMAIC cycle is given in the following section, with special reference to acquisition of materials for libraries.

➤ **Define:**

This is the first and foremost stage of the *Six sigma* DMAIC process. In this step, the problem is identified, clearly defined and analyzed from its inception. Hence, helps to construct the *problem statement*. This problem statement will provide a clear description of the problem and its significance. Moreover, this phase will help to understand the existing problem, and assist in developing suitable objectives and goals to meet the requirements. For example, if we consider acquisition of materials for libraries, major problem may be time delay during the purchase of materials. Some sample questions are given below, which would be helpful in formulating the problem statement.

- Define the existing problems and necessary requirements of the library?

- Define the solutions for existing and forthcoming problems in the library?
- Define the user groups of the library?
- Define the needs of the different library users groups?
- Define how library services could be improved to satisfy the needs of different user groups?

➤ **Measure:**

The second stage of the *Six sigma* DMAIC process is *measure*. The purpose of this stage is to collect data and facts related to problems. Data collection is one of the important processes before analyzing the situation. Measurement will be done based on the data collected. This will lead to analysis of data, mapping the process with analyzed data, and description of the process. In relation to acquisition of materials, measuring the time taken between different steps in the procurement procedure of books and periodicals would be helpful in analyzing the situation. Further, libraries should always set up measurable and achievable targets or goals, and follow appropriate strategies to improve library services.

➤ **Analyze:**

In this stage, the origin of the problem is analyzed, in order to find ways to eradicate the problem/ reduce its impact. Better solution could be attained by analyzing the root cause of the problem. In general, this is the most difficult task of the process. If the root cause has been identified, then it can be analyzed in a systematic way. In acquisition of materials for libraries, it was observed that delay in purchasing is due to procurement procedure. Therefore, time duration between different stages of the procurement procedure (book selection, call for quotation, quotation opening, technical evaluation, obtain approval, placing order and delivery of books) need to be measured and analyzed to find out the root cause.

➤ **Improve:**

This stage helps to enhance the existing library condition and improve the library services provided. In this phase, the library procedures need to be modified to incorporate new ideas, plans, thoughts, and ways to attract users to the library. Further, library functions to be performed effectively to meet the needs of the library users. This will result in saving the money, labor, and time of the library, and promote easy and quick access to resources required by the users. Hence, efficient and systematic approach is indispensable to improve the quality of the library services. In the above example, if the root cause is identified as delay in book selection, then action to be taken to improve

it (e.g., perform the book selection throughout the year, ask the readers to select books from the trade catalogues available at library, etc.), in order to enhance the efficiency of acquisition process.

In addition, this phase would guide the library employees to work smart rather than work hard. Thereby, helps to minimize the workload and maximize the delivery of services to the library users.

➤ *Control:*

This is the final stage of the *Six sigma* DMAIC process. This stage helps to review and update the process. It takes control over, all stages or phases mentioned above. At this stage, it is mandatory to determine the effectiveness of the processes implemented. Hence, there should be a feedback mechanism for validation. Moreover, controlling the existing system and policies to prevent the repetition of the problems is also essential.

The *Six sigma* DMAIC process which has been applied for libraries in the past, is presented in this article. This method supports in controlling or removing the grievances of the library users, enhance the competence of library employees, improve the quality of library services, etc.

Some of the major advantages of *Six sigma* tool for a library system are listed below:

- It helps to improve the service level of the library
- It increases the patron satisfaction with regard to quality of library services
- It improves the efficiency of library staff
- It reduces the waste and streamline the library functions
- It makes awareness of the customer requirements
- It helps to prioritize the work or process
- It detects the defects of the process
- It verifies the reason for failure of the current process
- It provides continuous support for the improvement of the existing process

Conclusion

Six sigma is a philosophy for quality improvement. By applying the strategic principles of this philosophy in libraries, quality of services could be improved to the level of readers' satisfaction. It would also help to enhance the efficiency of the routine process, and improve the capabilities of the staff. Usually, libraries have issues related to over dues, number of users, missing books, stock verification process, library automation, etc.

These issues could be addressed by the *Six sigma* tool, and appropriate solution for each problem could be identified.

Public Library
Jaffna.

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முற்றிலும் தன்னியக்கமாக்கப்பட்ட 'கொஹா (Koha)
திறந்தமென்பொருள் தொகுதியைக் கொண்டு பொது
நூலகச்செயற்பாடுகளில் பரிணாமமாற்றத்தை உருவாக்கல் :
மட்டக்களப்பு மாவட்டம் சார்பான ஓர் விசேடநோக்கு

எம்.என்.ரவிக்குமார், த.ரமணன்
நூலகம்இ கிழக்குப் பல்கலைக் கழகம், இலங்கை

Changing dimension of Public library functions with the support of fully automated open source 'Koha' system: with reference to Batticaloa District

M.N. Ravikumar and T. Ramanan
The library, Eastern University, Sri Lanka.

Abstract

Public libraries serve as information hubs for general public to provide basic information in wider range of subjects. In Batticaloa District, these public entities are of different grades, nevertheless, with scarce resources, they struggle to establish quality and satisfactory services to users. Although a few libraries are benefitted with advanced technology and equipment, many public libraries in the district are not more than small buildings to house newspapers and materials donated by philanthropists. Three decades of war in this area curtailed upgrade of information services, however, recent infrastructure development has improved a lot to advance in their functions. In this regard, considering financial situation of these libraries, library systems developed on open-source software are being installed to help automate their functions. This article narrates as to what challenges are faced by public libraries in the district, and how Koha Open Source Software has become pragmatic to computerize the function and services. It also discussed the intiaitions taken to install Koha at two public libraries that have comparative advantage in required facilities and equipment to run the system.

Keywords: Open-Source Software, Integrated Library System, Koha, Automation, Public Libraries, Batticaloa District, Sri Lanka

சுருக்கவுரை

பொது நூலகங்களே பொதுமக்களின் அடிப்படைத் தகவல் தேவைகளைத் தீர்க்கும் ஒரு தகவல் மையமாகக் காணப்படுகின்றன. கடந்த ஆண்டுகளில் மட்டக்களப்பு மாவட்டத்தில் ஏற்பட்டு வந்த யுத்த குழ்நிலைகளின் விளைவாக இம் மாவட்டத்தில் உள்ள பொது நூலகங்களுக்கு தமது சேவைகளை மேம்படுத்தவதற்கான வாய்ப்புகள் கிட்டவில்லை. ஆனால் தற்போது குழ்நிலைகள் மாற்றப்பட்டு மட்டக்களப்பு மாவட்டத்தில் பாரிய அபிவிருத்திகள் நடைபெற்று வரும் நிலையில் பொது நூலகங்களும் வளர்ந்துவரும் புதிய தொழிநுட்பங்களைக் கையாண்டு வினைத்திறன் மிக்க இலத்திரனியல் சேவைகள் மூலம் விரைவானதும் பயனுள்ளதுமான தகவல் சேவைகளை பொது மக்களுக்கு வழங்கவேண்டியது அவசியமாகிறது. இதன் பொருட்டு பொது நூலகங்களை கணனிமயப்படுத்தல் மூலம் அவற்றின் அடிப்படைச் செயற்பாடுகளைத் தன்னியக்கமாக்க

வேண்டிய தேவை ஏற்பட்டுள்ளது. எனினும் பொது நூலகங்களில் காணப்படக் கூடிய வளப்பற்றாக்குறை காரணமாக தன்னியக்கமாக்கல் செயற்பாடுகளை நூலகங்களில் மேற்கொள்வது சவாலாக அமைகிறது. எனவே இக் கட்டுரையானது மட்டக்களப்பு மாவட்டத்தில் உள்ள பொது நூலகங்கள் தன்னியக்கமாக்கல் தொடர்பில் எதிர்நோக்கும் இடர்பாடுகளை ஆராய்வதுடன் இலவசமாக பெற்றுக்கொள்ளக் கூடிய 'கொஹா (Koha)' திறந்த மென்பொருளைப் பயன்படுத்தி இலகுவாகவும் சிக்கனமாகவும் தன்னியக்கமாக்கல் செயற்பாடுகளை நூலகங்களில் மேற்கொள்ளுவதற்கான வழிமுறைகளையும் அது தொடர்பான முன்னெடுப்புக்களையும் பற்றி எடுத்துரைக்கின்றது.

திறவுச் சொற்கள்: பொது நூலகங்கள், கொஹா, திறந்தமென்பொருள், ஒன்றினைக்கப்பட்ட நூலகமுகாமைத்தொகுதி, நூலகதன்னியக்கமாக்கல், மட்டக்களப்பு.

1.0 அறிமுகம்

பொது நூலகங்கள் மக்களின் நலன் கருதி தகவல் சேவையை வழங்கும் ஸ்தாபனங்களாகும். இதுவே வாசித்தலுக்கும் சமூகதொடர்புக்கும் உரிய ஓர் இணைப்பிடமாக அமைகிறது. வளர்ந்து வரும் நாடுகளில் சமூக ரீதியிலான ஜனநாயகமாக்கலில் பொது நூலகங்களே பெரிதும் பங்களிப்புச் செய்வதாக நம்பப்படுகிறது. 1947 இல் நூலகங்கள் மற்றும் நிறுவனங்களுக்கான சர்வதேசம் மேளனத்தினால் (IFLA) வெளியிடப்பட்ட பொது நூலகங்களுக்கான அறிக்கையில் பொது நூலகங்களை உருவாக்குவதன் மூலம் இலவசமானதும் வரையறையற்றதுமான தகவல் பாவனை மற்றும் அறிவு, கருத்து, கலாச்சாரம் சார்பான பரிமாற்றம் என்பன நடைபெறுவதை உறுதி செய்வதுடன் ஜனநாயக சமுதாயத்தில் மனிதத்துவத்தின் பெறுமதி நிலைத்திருப்பதையும் உறுதி செய்யமுடியும் எனக் குறிப்பிடப்பட்டுள்ளது(UNESCO, 1994, in Ignatow *et al*, 2012).

மேலும் பொது நூலகங்கள், பல்கலைக்கழக மற்றும் விசேட நூலகங்கள் போல் ஒரு குறிப்பிட்ட சமூகத்துடன் நின்று விடாது பல தரப்பட்ட வர்க்கத்தைச் சேர்ந்த பாவனையாளர்களுக்கும் தேவையான பல்வேறுபட்ட தகவல்களை வழங்க வேண்டும். அதாவது சிறுவர்கள், பாடசாலைமாணவர்கள், ஓய்வுபெற்றோர், விவசாயிகள் போன்ற பல்வேறு சமூகத்தினருக்கும் சேவைகளை வழங்கவேண்டியது ஒரு பொது நூலகத்தின் பிரதான கடமையாகும். இலங்கையில் பொது நூலகங்கள் அரசு உள்ளூராட்சி மன்றங்களினால் நிர்வகிக்கப்பட்டு வருவதுடன் இவை உள்ளூராட்சி அலுவலகங்களிலும் தனியான கட்டிடங்களிலும் அச்சபைகளின் நேரடி மேற்பார்வையில் இயங்குகின்றன (Selvarajah, 2008).

தற்காலத்தில் இணைய சேவைகள் மற்றும் தொலைத்தொடர்பு சேவைகள் போன்றவற்றின் அதீத வளர்ச்சியினால் அணுகுவதற்கு வாய்ப்புகூறாத பல வளங்களையும் இலகுவாக அணுகவும் பாவிக்கவும் கூடிய வசதிகள் உருவாக்கப்பட்டுள்ளன. மேலும் தகவல் பரிமாற்றத்தில் தொழிநுட்பத்தின் ஆதிக்கம், புதிய தகவல் வடிவங்களின் அறிமுகம் மற்றும் தகவல் நுகர்வோர் மத்தியில் நவீன கையடக்க தகவல் சாதனங்களின் பாவனை என்பவை பொது நூலகச் சேவைகளில் பாரிய பரிணாம மற்றத்தை ஏற்படுத்துகின்றது.

கிழக்கிலங்கையில் கடந்த முப்பது ஆண்டுகளாக இடம்பெற்ற யுத்த நிலமைகளினால் மட்டக்களப்பு மாவட்டத்தில் உள்ள பொது நூலகங்கள் தமது சேகரிப்புகளையும் சேவைகளையும் மேம்படுத்துவதற்கான வாய்ப்பைப் பெற்றிருக்கவில்லை. ஆனால் தற்போது யுத்தம் நிறைவுபெற்று சமூகமான சூழ்நிலை ஏற்படுத்தப்பட்டுள்ளதுடன் மட்டக்களப்பு மாவட்டத்தில் பல புதிய அபிவிருத்தி நடவெடிக்கைகள் மேற்கொள்ளப்பட்டு வருகின்றன. குறிப்பாக வீதி அபிவிருத்தி மற்றும் புதிய கட்டட நிர்மாணங்கள் போன்றவை மாவட்டத்திற்கு ஓர் புதிய பொலிவினைத் தோற்றுவித்துள்ளது. இத்தருணத்தில் மட்டக்களப்பு மாவட்டத்தில் உள்ள பொது நூலகங்களும் தமது இருப்புக்களையும் சேவைகளையும் மேம்படுத்தி புதிய பாவனையாளர் மையமாக்கப்பட்ட தகவல் சேவைகளை வழங்குவது அவசியமாகிறது. எனவே, விரைவானதும் வினைத்திறன்மிக்கதுமான தகவல் மீளப்பெறுகை மற்றும் தகவல் வழங்கல் சேவைகளை பொது நூலகங்கள் தமது பாவனையாளர்களுக்கு வழங்குவதற்கு நவீன தொழிநுட்பங்களை உள்வாங்க வேண்டியது இன்றியமையாதொன்றாகிறது. இதனடிப்படையில் நூலகத்தின் செயற்பாடுகளைத் தன்னியக்கமாக்கல் என்பது வினைத்திறன்மிக்க தகவல் வழங்கலின் ஓர் அடிப்படையான செயன்முறையாக அமைகிறது. மேலும், இது பாவனையாளர்களுக்கு விரைவான தகவல் சேவைகளை சரியான நேரத்தில் வழங்குவதற்கு உதவுவதுடன் பாவனையாளரினதும் நூலகரினதும் நேரத்தை மீதப்படுத்தவும் உதவும்.

நூலகதன்னியக்கமாக்கல் மற்றும் கணணிமயப்படுத்தல் தொடர்பான தேவையினை உணர்ந்த இக் கட்டுரையின் ஆக்குனர்கள் மட்டக்களப்பு மாவட்டத்திலுள்ள பொது நூலகங்களைக் கணணிமயப்படுத்துவதன் மூலம் நூலகச் செயற்பாடுகளை தன்னியக்கமாக்க முனைகின்றனர். இதற்கான தொடக்கப்படியாக, பொது நூலகங்களின் தேவைக்கேற்ப இலவசமான 'கொஹா (Koha)' திறந்த மென்பொருள் தொகுதியை வடிவமைத்து அதை நிறுவுவதற்கான தொழிநுட்ப உதவிகளை நூலகங்களுக்கு

வழங்குவதுடன், நூலகங்களிலுள்ள நூலகங்கள் மற்றும் ஊழியர்களுக்கு இம் மென்பொருள் தொகுதியைக் கையாளுவதற்கு தேவையான பயிற்சிகளையும் வழங்குவதனுடாக மாவட்டத்தில் உள்ள பொது நூலகங்கள் தமது சேவைகளை தன்னியக்கமாக்க உதவுகின்றனர்.

எனவே இக் கட்டுரை, பொதுநூலகங்கள் தன்னியக்கமாக்கலில் எதிர்நோக்கும் இடர்பாடுகளை வெளிக்கொணர்ந்து அவற்றைச் சீரமைக்கக் கூடிய வழி வகைகளைப் பரிந்துரைப்பதுடன், 'கொஹா (Koha)' திறந்தமென்பொருளைப் பயன்படுத்தி மட்டக்களப்பு மாவட்டத்திலுள்ளபொது நூலகங்களின் செயற்பாடுகளைத் தன்னியக்கமாக்கல் தொடர்பான சாத்தியக் கூறுகளையும் எடுத்துரைக்கின்றது.

2.0 நூலக தன்னியக்கமாக்கல்

நூலகதன்னியக்கமாக்கல் என்பது கணணித் தொகுதிகளைப் பயன்படுத்தி ஒரு நூலகத்தின் அடிப்படைச் செயற்பாடுகளை மேற்கொள்வதைக் குறிக்கும். 'ஒரு நூலகத்தின் பாரம்பரிய செயற்பாடுகளான கொள்வனவு, பட்டியலாக்கம், பகுப்பாக்கம், நாற்கழற்சி அல்லது இரவல் மற்றும் பருவ இதழ் முகாமை போன்ற செயன்முறைகளை மேற்கொள்ள முழுமையான அல்லது பகுதியான தன்னியக்க தரவு நிரற்படுத்தும் இயந்திரங்களைப் பயன்படுத்தல்' (Kent, 1997) நூலகத் தன்னியக்கமாக்கல் என வரையறுக்கப்படுகிறது.

மேலும் தன்னியக்ககணணித் தொகுதியின் உதவியுடன் ஒரு பொதுவான தரவுத்தளத்தைப் பயன்படுத்தி ஒரு நூலகம் தனது அடிப்படைச் செயற்பாடுகளை மேற்கொள்ளும் போது அது ஓர் ஒருங்கிணைக்கப்பட்ட நூலகத்தொகுதியென அழைக்கப்படுகிறது. இவ்வாறான ஒருங்கிணைக்கப்பட்ட நூலகத்தொகுதியின் உருவாக்கத்திற்கு ஒருங்கிணைக்கப்பட்ட நூலக முகாமை மென்பொருள் ஒன்று இன்றியமையாததாகும். இம் மென்பொருளே பாரம்பரிய நூலகசேவைகளை நவீன மயமாக்க உதவும் வலுவான ஓர் சாதனமாக அமைகிறது. தற்காலத்தில் பல்வேறு வகையான நூலகத் தன்னியக்கமாக்கல் மென்பொருட்கள் பல்வேறுபட்ட நிறுவனங்களினால் வடிவமைக்கப்பட்டு வெளியிடப்பட்டுள்ளன. இவற்றுள் சில வர்த்தக ரீதியிலான மென்பொருட்களாகவும் (Commercial Softwares) வேறுசில இலவச, திறந்த மென்பொருட்களாகவும் (Free and Open-Source Software- FOSS) காணப்படுகின்றன.

பொது நூலகங்கள் பெரும்பாலும் பொதுமக்களிடம் இருந்து அறவிடப்படும் வரிப்பணத்தின் மூலம் அரசாங்கத்தினால் நிர்வகிக்கப்பட்டு வருவதானால் இந்நூலகங்களை நிர்வகிப்பதற்கு போதியளவு நிதி கிடைப்பதில்லை. எனவே நிதிபற்றாக்குறை நிலவும் நூலகங்களில் தன்னியக்கமாக்கலை மேற்கொள்ள இவ்வாறான இலவச, திறந்தமென்பொருட்கள் மிகப் பொருத்தமாக அமையும்.

3.0 ஒன்றிணைக்கப்பட்ட நூலகத்தொகுதிக்கான திறந்தமென்பொருட்கள்

திறந்தமென்பொருள் என்பது GNU Public Licence எனப்படும் பொதுஅனுமதியின் கீழ் விநியோகிக்கப்படும் மென்பொருட்களாகும். இதனால் இவற்றை இலவசமாக இணையங்களிலிருந்து பதிவிறக்கம் செய்யமுடிவதுடன் இவற்றின் மூலச் சங்கேதவடிவம் (source code) திறந்தபாவனைக்குரியதாக அமைவதால் எமது தேவைக்கேற்ப அவற்றை மாற்றியமைத்துப் பயன்படுத்தமுடியும். மேலும், மாற்றியமைக்கப்பட்ட மென்பொருளை எவ்விததங்குதடையுமின்றி சுதந்திரமாகப் பயன்படுத்தமுடியும். ஆனால், வர்த்தக மென்பொருட்கள் இவ்வாறான நெகிழ்வுத்தன்மையைக் கொண்டிருப்பதில்லை. தற்காலத்தில் பல நூலகத் தன்னியக்கமாக்கல் செயற்பாடுகள் பெருமளவில் திறந்தமென்பொருட்களின் மூலமே மேற்கொள்ளப்படுகின்றது. இவ்வாறான

மென்பாருட்களுள் Koha,, OpenBiblio, Evergreen, PMB,PhpMyLibrary, NewGenLib போன்றவை குறிப்பிடத்தக்கவையாகும்.

4.0 மட்டக்களப்புமாவட்டத்திலுள்ளபொது நூலகங்களில் தன்னியக்கச் செயற்பாடுகள்

இவ் கட்டுரை ஆக்குனர்கள் மட்டக்களப்பு மாவட்டத்தில் மேற்கொண்ட ஆய்வு அளவையின் படி மட்டக்களப்பு மாவட்டத்தில் உள்ள பொது நூலகங்களின் விபரங்களையும் இலங்கைத் தேசிய நூலகம் மற்றும் ஆவணமாக்கல் சபையினால் அங்கிகரிப்பட்டு இந் நூலகங்களுக்கு வழங்கப்பட்ட தரங்களையும் பின்வரும் அட்டவணை 1 எடுத்துக்காட்டுகின்றது.

அட்டவணை 1: மட்டக்களப்பு மாவட்டத்தில் உள்ள பொது நூலகங்களின் விபரங்கள்

பிரதேச செயலாளர் பிரிவு (நிர்வாக வட்டங்கள்)	நூலகங்களின் எண்ணிக்கை	நூலகங்களின் தரம்
மண்முனை வடக்கு (மட்டக்களப்பு)	01*	Gr. I
மண்முனை மேற்கு (வவுண தீவு)	01	Gr. III
மண்முனை பற்று (ஆரையம்பதி)	01	Gr. III
மண்முனை தெற்கு மற்றும் எருவில் பற்று (களுவாஞ்சிக்குடி)	02	Gr. III
காத்தான்குடி	01	Gr. III
போரதீவுப்பற்று (வெல்லாவெளி)	03	Gr. III
ஏறாவூர் பற்று (செங்கலடி)	01	Gr. III
ஏறாவூர் நகரம் (ஏறாவூர்)	01	Gr. III
கோரளைப் பற்று (வாழைச்சேனை)	02	Gr. III
கோரளைப் பற்று தெற்கு (கிரான்)	01	Gr. III
கோரளைப் பற்று வடக்கு (வாகரை)	01	Gr. III
கோரளைப் பற்று மத்தியம்	01	Gr. III
கோரளைப் பற்று மேற்கு (ஒட்டமாவாடி)	01	Gr. III
மண்முனை தெற்கு மேற்கு (பட்டிப்பளை)	01	Gr. III

*இது 07 கிளை கொண்டது இவற்றுள் 04 வாசிகசாலைகளாகும்.

(மேற்படி தரவுக்கணிப்பு 16.01.2015 இல் மேற்கொள்ளப்பட்டது)

மேற்கூறப்பட்ட பொது நூலகங்களில் சில மாநகரசபையின் கீழும் சில நகரசபையின் கீழும் மேலும் சில பிரதேசசபையின் நிர்வாகத்தின் கீழும் இயங்கிவருகின்றன. இவற்றின் பிரதான சேகரிப்புக்களாக கதைப்புத்தகங்கள், பயிற்சி புத்தகங்கள், ஜி.சீ.ஈ சாதாரணதர மற்றும் உயர்தர மாணவர்களுக்கான பாடநூல்கள், சிறுவர் நூல்கள், போன்றவற்றைக் கொண்டிருப்பதுடன் உசாத்துணைப் பகுதி, இரவல் பகுதி, சிறுவர் பகுதி, பத்திரிகை மற்றும் சஞ்சிகைப்பகுதி போன்ற பகுதிகளைக் பிரதானமாகக் கொண்டு சேவையினை வழங்கி வருகின்றன. இவற்றுள் சில நடமாடும் நூலக சேவையினை வழங்குவதுடன் மிகச் சில நூலகங்கள் மட்டுமே தமது பிரதேசத்திற்குரிய கலாச்சாரங்களைக் குறிக்கும் நூற்ச்சேகரிப்பைக் கொண்டிருப்பது குறிப்பிடத்தக்கது.

இப் பொது நூலகங்களின் தன்னியக்கமாக்கல் செயற்பாடுகளை நோக்கும் போது பெரும்பாலான நூலகங்களில் உள்ள நூலகர்களுக்கு வின் ஜசிஸ் (Win ISIS) எனப்படும் யுனஸ்கோ (UNESCO) நிறுவனத்தினால் வழங்கப்படும் ஒரு தன்னியக்கமாக்கல் மென்பொருள் தொடர்பாக அறிவும் பயிற்சிகளும் வழங்கப்பட்டுள்ள போதிலும் இதற்கு தேவையான உபகரண வசதி இன்மை, உட்கட்டமைப்பு போதாமை மற்றும் மென்பொருளை நிறுவுவதற்கான தொழிநுட்ப அறிவு போதாமை போன்றவற்றினால் தன்னியக்கமாக்கல் செயற்பாடுகளை நடைமுறைப்படுத்த முடியாதநிலை உள்ளது. எனினும் மட்டக்களப்பு நகர்பொது நூலகத்தில் 'கொஹா' மென்பொருளை உள்வாங்குவதற்கான நடைமுறைகள்தற்போது மேற்கொள்ளப்பட்டு வருவது அறியப்படுகிறது.

ஆகவே பொது நூலகங்களில் தன்னியக்கச் செயற்பாடுகளை சீராக தங்குதடையின்றி மேற்கொள்ள அவற்றில் கணணிகள், கணணி வலையமைப்புக்கள், ஏனைய இலத்திரனியல் உபகரணங்கள், மற்றும் நூலக தன்னியக்க மென்பொருள் போன்றவற்றை நிறுவுவதுடன் நூலக ஊழியர்களுக்குத் தேவையான தொழிநுட்ப அறிவும் மென்பொருளை கையாளுவதற்கான பயிற்சிகளும் வழங்கப்படல் அவசியமாகும்.

5.0 நூலகத் தன்னியக்கமாக்கலில் பொது நூலகங்கள் எதிர்நோக்கும் சவால்கள்

உலகத்தில் உள்ள எந்ததவொரு நூலகமும் தனக்கு தேவையான அனைத்து வளங்களையும் பெற்று இயங்குவதற்கான சாத்தியமில்லை. எனவே ஒவ்வொரு நூலகமும் தான் கொண்டுள்ள வளங்களை வினைத்திறனுடன் உபயோகித்து திறம்படச் செயற்படவே முனைகின்றன. எவ்வாறாயினும் மட்டக்களப்பு மாவட்டத்திற்குட்பட்ட பொது நூலகங்கள் தமது செயற்பாடுகளை தன்னியக்கமாக்குவதில் பின்வரும் சவால்களை எதிர்நோக்குகின்றன.

5.1 நிதிப் பற்றாக்குறை

மட்டக்களப்பு மாவட்டத்தில் உள்ள பொதுநூலகங்கள் அனைத்தும் உள்ளூர் ஆட்சி மன்றங்களின் நிர்வாகத்தின் கீழேயே செயல்படுகின்றன. இவ்வாறு உள்ளூராட்சி மன்றங்களின் கீழ் இயங்கும் போது பல அனுகூலங்களும், சில பிரதி கூலங்களும் உண்டு. இவற்றுள் நூலகங்களுக்கான போதுமான அளவு நிதி ஒதுக்கப்படாமை ஒரு முக்கிய பிரதி கூலமாகும். மேலும் நூலகங்களின் அபிவிருத்திக்காக ஒதுக்கிய நிதியும் பூரணமாக உள்ளூராட்சி மன்றங்களால் பயன்படுத்தப்படாமையும் நூலக செயற்பாடுகளுக்கு முன்னுரிமை வழங்கப்படாமையும் ஒரு துர்ப்பாக்கியமாகும். ஆகவே பொது நூலகங்களின் தன்னியக்கமாக்கல் செயற்பாட்டிற்கு தேவையான தொழிநுட்பங்களையும், இலத்திரனியச் சாதனங்களையும் உள்வாங்கிக் கொள்வதற்காக நூலகத்திற்கு போதுமானளவு நிதி ஒதுக்கப்படுவதுடன் அது பூரணமாக உபயோகப்படுத்தப்படவும் வேண்டும்.

5.2 திறன் மிக்க கணினி வசதி போதாமை

சில நூலகங்களில் கணினி உபகரணங்கள் காணப்பட்ட போதிலும் அவற்றை தற்கால தேவைகளுக்காக பயன்படுத்த கூடிய அளவிற்கு அவற்றின் திறன் போதாது உள்ளது. இதனால் நூலக தன்மயமாக்கல் மென்பொருளை உள்ளீடு செய்ய முடியாத நிலை காணப்படுகிறது. எனவே நூலகங்களில் புதிய தொழிநுட்பங்களைக் கொண்ட திறன் மிக்க கணினிகள் பொருத்தப்பட வேண்டிய தேவையுள்ளது. அத்துடன் போதியளவு கணினி வேலைத்தளங்களும் உருவாக்கப்பட வேண்டும்.

5.3 கணினி வலையமைப்பு இல்லாமை

ஒருங்கிணைக்கப்பட்ட நூலக தொகுதியை வடிவமைக்க கணினி வலையமைப்புக்கள் இன்றியமையாத ஒன்றாகும். எனவே பொது நூலகங்களின் திறன் மிக்க கணினிகளை நிறுவுவதுடன் அவற்றை பொருத்தமான உள்ளக வலையமைப்பொன்றில் இணைப்பதும் அவசியமாகிறது. மட்டக்களப்பு மாவட்டத்தில் உள்ள அநேகமான பொது நூலகங்களில்

உள்ளக கணினி வலையமைப்புகள் இல்லை. ஆகவே பொருத்தமான வலையமைப்பு உபகரணங்களைக் கொண்டு கணினி வலையமைப்புக்களை தோற்றுவித்தல் அவசியமாகிறது. இதற்காக தற்காலத்தில் காணப்படும் கம்பியில்லா வலையமைப்புகள் (Wireless Network) தொழிநுட்பத்தை உள்வாங்குவது இலகுவானதும் இலாபகரமானதாகவும் அமையும்.

5.4 மனிதவளப் பற்றாக்குறை

பொதுவாக மட்டக்களப்பு மாவட்டத்தில் உள்ள அனைத்து பொது நூலகங்களிலும் போதியளவு ஊழியர்கள் வேலைக்கமர்த்தப்படாமை அறியப்படுகின்றது. பல நூலகங்கள் தற்காலியமான ஊழியர்களைக் கொண்டே இயங்கி வருவருகிறதென்பது குறிப்பிடத்தக்கது. இதனால் இவ் நூலகங்கள் தமது அன்றாட சேவைகளை பாவனையாளருக்கு வழங்குவதில் சிரமங்களை எதிர்கொள்கின்றன. மேலும் வேலைக்கு அமர்த்தப்பட்டுள்ள நூலக உதவியாளர்களுக்கும் போதியளவு கணினி அறிதிறன் இல்லை. இந்நிலையில் பொது நூலகங்களில் தன்னியக்கமாக்கலை மேற்கொள்ளுதல் என்பது சாத்தியமற்றவொன்றாகும். எனவே நூலகங்களில் உள்ள நூலக ஊழியர்களுக்கான வெற்றிடங்கள் நிரப்பப்படுவதுடன் தன்னியக்க மென்பொருளை கையாளக் கூடிய கணினி அறிவுடைய ஊழியர்கள் பொது நூலகங்களில் வேலைக்கமர்த்தப்படல் வேண்டும்.

6.0 பொது நூலகங்களில் தன்னியக்கமாக்கலை மேற்கொள்ளுவதற்கான தீர்வுகளும் முன்மொழிவுகளும்

நவீன யுகத்தில் தகவல் தொடர்பாடல் தொழிநுட்பம், கணினிகள் மற்றும் கணினி மென்பொருட்கள் என்பவற்றின் மூலம் நூலகங்களின் அடிப்படை செயற்பாடுகளை குறைந்த மனித வலுவின் வினைத்திறனாக மேற்கொள்ளுவதானது, நூலகவியலின் தந்தையான எஸ்.ஆர்.ரங்கநாதனின் (1931) ஐந்தாவது கூற்றான 'பாவனையாளரின் நேரத்தை மிதப்படுத்தல்' என்பதைத் திறம்பட சாத்தியமாக்கிறது. மேலும் இவ்வாறான நூலக தன்மயமாக்கல் மூலம் நூலக நடவடிக்கைகளையும் சேவைகளையும் எவ்வித தங்குதடையின்றி இலகுவாக மேற்கொள்ளவும் முடிகிறது.

நூலகங்களின் தன்மயமாக்கல் தொடர்பாக மட்டக்களப்பில் உள்ள பொது நூலகங்கள் எதிர்நோக்கும் சவால்களைக் கருத்திற் கொண்டு நோக்கும் போது இலவசமாக பெற்றுக்கொள்ளக் கூடிய தன்னியக்க திறந்த நூலகமுகாமை மென்பொருள் ஒன்றை நூலகங்களில் நிறுவுவதே ஒருங்கிணைக்கப்பட்ட நூலகத் தொகுதியை பொது நூலகங்களில் வடிவமைக்க ஓர் சிறந்த வழியாகும்.

6.1 பொது நூலகங்களில் திறந்த ஒருங்கிணைக்கப்பட்ட நூலக மென்பொருளை நிறுவல்

பொது நூலகங்களின் பராமரிப்பு மற்றும் அபிவிருத்தி போன்றவற்றிற்காக ஒதுக்கப்படும் நிதியின் பெரும்பகுதி பொதுமக்களிடம் இருந்து பெற்றுக் கொள்ளப்படுவதனால், இந்நிதியைத் திறம்பட பயன்படுத்துவது அவசியமானதொன்றாகும். அதேவேளை பொது நூலகத்தின் தன்மயமாக்கலுக்காக அதிகளவு நிதியும் பெறப்பட வாய்ப்புக்களில்லை. எனவே இலவசமாக கிடைக்கக்கூடிய ஒரு திறந்த ஒருங்கிணைக்கப்பட்ட நூலக மென்பொருளை நூலகங்களில் நிறுவது ஓர் சிக்கனமான தன்னியக்கமாகல் நடவடிக்கையாக அமையும். நூலகத் தன்மயமாக்கலுக்கான பல தரப்பட்ட திறந்த மென்பொருட்கள் தற்போது அறிமுகப்படுத்தப்பட்டுள்ளது. ஆகவே எந்த தன்னியக்க மென்பொருட்களை நூலகத்திற்கு தெரிவு செய்யவது என்பது ஒரு முக்கிய கேள்வியாக அமைகிறது.

ஒருங்கிணைக்கப்பட்ட ஒரு நூலக மென்பொருளானது ஒரு நூலகத்தில் உள்ள நூல்களின் விபரங்களையும் ஏனைய தரவுகளையும் இலத்திரனியல் தரவுகளாக பதிவு செய்ய உதவுவதுடன் நூலக செயற்பாடுகளின் வினைத்திறனையும் அதிகரிக்கும் (Kumar and Thomas ,2009). எனவே இக் கட்டுரையின் இனிவரும் பகுதியானது கொஹா (Koha)

எனப்படும் ஒரு திறந்த ஒருங்கிணைக்கப்பட்ட நூலக மென்பொருளைப் (ILS) பற்றி அறிமுகம் செய்வதுடன். இம் மென்பொருளை பொது நூலகங்களின் உள்வாங்குவதற்கான காரணங்களையும் எடுத்துரைக்கிறது.

6.1.1 கொஹா(Koha)என்றால் என்ன?

கொஹா என்பது முற்றிலும் பூரணமான ஒருங்கிணைக்கப்பட்ட நூலக முகாமைத்துவ மென்பொருளாகும். இது ஒரு திறந்த மென்பொருள் தொகுதியாகும். இம் மென்பொருள் 1999 ல் Katipo Communications இனால் Horowhenua Library Trust எனப்படும் அமைப்பினால் New Zealandல் உருவாக்கம் பெற்றது. இது முதன் முதலாக ஜனவரி மாதம் 2000ம் ஆண்டில் ஒரு நூலகத்தில் நிறுவப்பட்டது. மேலும் இம் மென்பொருளானது தற்போது, மென் பொருள் வல்லுனர்கள் மற்றும் நூலக தொழிநெறிஞர்கள் ஆகியவர்களைக் கொண்ட குழுவொன்றினால் பராமரிக்கப்பட்டு வருகின்றது. இம் மென்பொருளை உள்வாங்குவதன் மூலம் நாமும் இக் கூட்டமைப்பில் இடம்பெற முடிவதுடன் அதன் வளர்ச்சியில் பங்குபெற்றவும் முடியும். (<http://www.koha-community.org>)

கொஹா(Koha) மென்பொருள் தொகுதியானது Perl (பேல்) எனப்படும் நிரல்மொழி மூலம் உருவாக்கப்பட்டுள்ளது. இதில் தரவுகள் யாவும் MySQL (மை எஸ் கியூ எல்) எனப்படும் தரவுத் தளத்தில் சேமிக்கப்படுவதோடு Apache Web Server (அப்பாச்சி வெப் சேவர்) எனப்படும் வெப் சேவர் மூலம் இணைய உலாவின் (Web Browser) உதவியுடன் பயன்படுத்த முடியும். எனவே இது ஒரு இணையம் சார்ந்த (Web based) மென்பொருள் தொகுதியாகும். Perl, MySQL, Apache server எனப்படும் மூன்று உதவி மென்பொருள்களையும் இலவசமாக இணையத்தில் இருந்து பதிவிறக்கம் செய்து பயன்படுத்த முடியும். மேலும் கொஹா ஆனது Windows (விண்டோஸ்) மற்றும் Linux (லினக்ஸ்) எனப்படும் இரு பிரதான தொழிற்பாடு மென்பொருள் தளங்களிலும் (OS platforms) பயன்படுத்தக் கூடியவாறு வெளியிடப்படுவது குறிப்பிடத்தக்கது. கொஹா(Koha) நூலகமொன்றிற்கான கொள்வனவு, பட்டியலாக்கம், பருவ இதழ்களின் முகாமை, அறிக்கை தயாரித்தல், நூலக நிர்வாகம் மற்றும் இலத்திரனியல் நூற்பட்டி (OPAC) போன்ற ஒவ்வொரு செயற்பாடுகளுக்கும் தனித்தனி மோடியுள்களைக் (Modules) கொண்டுள்ளது. இதனால் ஒரு நூலகத்திற்குரிய அனைத்து செயற்பாடுகளையும் திறம்பட மேற்க்கொள்ள முடியும்.

6.1.2 கொஹா (Koha) வை தேர்ந்தெடுப்பதற்கான காரணம் என்ன?

கொஹா தொழிற்பாட்டு ரீதியில் எல்லா வகையான நூலகங்களும் பொருந்தக்கூடிய மிகவும் சிறந்த ஒரு திறந்த தன்மயமாக்கல் மென்பொருள் என நிறுபிக்கப்பட்டுள்ளது. இதன் சமீபத்திய வெளியீடானது கொஹா(Koha) Version 3.0 (2005 ல் வெளியிடப்பட்டது) இல் Zebra எனப்படும் மிகவும் திறன்மிக்க Indexing Engine (சுட்டி இயந்திரம்) இதனுள் உள்வாங்கப்பட்டுள்ளது. இதனால் இது மிகவும் வினைத்திறமான ஒரு நூலக மென்பொருள் என செயற்பாட்டு ரீதியாக உறுதிசெய்யப்பட்டுள்ளது (Govardhan & Sivashankar, 2013).

இம் மென்பொருள் உலகம் பூராகவும் உள்ள நூற்றுக்கணக்கான நூலகங்களில் நிறுவப்பட்டு அதன் செயற்பாடுகள் பரிசோதனை செய்யப்பட்டு உறுதியளிக்கப்பட்டுள்ளதுடன் இது ஒரு திறந்த மென்பொருளாக அமைவதால், இதை பாவனையாளரின் தேவைக்கேற்ப மாற்றியமைக்கவும் முடியும். இலங்கையில் உள்ள அநேக நூலகங்களில் குறிப்பாக அநேக பல்கலைக்கழக நூலகங்களில் கொஹா மென்பொருள் தற்பொழுது நிறுவப்பட்டு தன்னியக்க நடைமுறைகள் தொடங்கப்பட்டிருப்பது குறிப்பிடத்தக்கதாகும் (Ratnabahu & Hettiarachchi, 2013).

மேலும் கொஹா இல் உள்ள சில அடிப்படை சிறப்பியல்புகள் பொது நூலகங்களுக்கு பிரத்தியோகமாக பொருத்தமானதாக அமைகின்றது. அதாவது கொஹா வில் உள்ள 'patron child relationship' எனப்படும் அம்சமானது ஒரு பொது நூலக பாவனையாளர் ஒருவர் தனது பிள்ளையை, சிறுவர் பகுதியில் அங்கத்தவராக சேர்க்கும் போது இலகுவாக பிள்ளையை ஏற்கெனவே உள்ள பெற்றோருக்கான நூலக அங்கத்துவத்துடன் இணைத்து அங்கத்தவராக பதிவு செய்ய கூடிய வசதியுள்ளது. அத்துடன் 'copy patron' எனப்படும் செயற்பாட்டின் மூலம் இலகுவாக அங்கத்தவர் பதிவுகளை பிரதி செய்து கொள்ள முடியும். இது சந்ததியினரிடையே நூலகம் செல்லும் வழக்கத்தை அதிகரிப்பதுடன் வாசிப்பு பழக்கத்தையும் ஊக்கப்படுத்தும். அத்துடன் கொஹா(Koha) ல் உள்ள 'clubs & services' எனப்படும் அம்சம் மூலம் ஒரு நூலகத்தின் வாசகர் வட்டம் ஏனைய நூலகம் சார் குழுக்களை இலகுவாக முகாமை செய்ய முடியும்.

கொஹா ஒருங்கிணைக்கப்பட்ட நூலக தொகுதியில் முக்கிய நூலக பட்டியலாக்க நியமமான MARC 21 (மார்க் 21) மற்றும் தகவல் மீளப்பெறல் நியமமான Z39.50 போன்ற நியமங்கள் உள்ளடக்கப்படுவதால், இலகுவாக நாற்பட்டிகளை பிரதி (Copy Catalogue) செய்து கொள்ள முடிவதுடன் நூல் விபரணங்களை திறந்த எண்ணிமை நூலக மென்பொருட்களான (Digital Library Softwares) DSpace, GSDL போன்றவற்றுடனும் ஏனைய நூலகங்களின் ஒருங்கிணைக்கப்பட்ட நூலக தொகுதிகளுடனும் தரவுகளை பகிர்ந்து கொள்ள முடிகிறது.

கொஹா இருவகையான இணைய இடைமுகங்களை (Web Interface) வழங்குகிறது. இவற்றுள் ஒன்று நூலக ஊழியர்களின் பாவனைக்குரியது மற்றயவொன்று பாவனையாளருக்குரியது. இவ்விடைமுகங்கள் பாவனையாளர் சிநேகமாக இடைமுகங்களாக (User Friendly Interface) அமைவதால் இதன் மூலம் கொஹா மென்பொருளை தொழிநுட்ப அறிவு குறைந்தவர்களினாலும் இலகுவாக பயன்படுத்த முடியும். மேலும் இவ் இடைமுகங்களைப் பயன்படுத்தி பாவனைகளுக்கான சூழற்சி நடவடிக்கைகளை திறம்பட மேற்கொள்ள முடிவதுடன் பாவனையாளர்களுக்கான அறிவுறுத்தல்கள், மேலதிக பற்று சிட்டைகள் (Overdue notice) போன்றவற்றை மின்னஞ்சல் (e-mail) மூலமாக அனுப்ப முடியும்.

மேலும் கொஹா மென்பொருளின் உருவாக்கம் மற்றும் பராமரிப்பு போன்றவை தற்போது தனி ஒரு விநியோகஸ்தரால் மேற்கொள்ளப்படுவதில்லை மாறாக உலகமெங்கிலும் உள்ள பல மென்பொருள் விற்பனர்கள் நூலகவியல் வல்லுனர்கள் போன்றவர்கள் மூலம் இது நடைபெறுவதால் இம் மென்பொருளுக்கான தொடர்ச்சியான வாழ்நாள் உதவிகளை (Life Long Support) பெற்றுக்கொள்ள கூடியதாக அமைவது ஒரு முக்கிய அனுசூலமாகும். இவ்வாறான பல சிறப்பம்சங்களைக் கொண்டு நோக்கும்போது கொஹா மென்பொருள் தொகுதியானது பொது நூலகச் சேவைகளை தன்னியக்கமாக்கமிக பொருத்தமான மென்பொருளாக அமையும் என்பதில் ஐயமில்லை.

7.0 கொஹா ஒருங்கிணைக்கப்பட்ட தொகுதியை பொது நூலகங்களில் அமுல்படுத்துவதற்கான முன்னெடுப்புகள்

நூலக தன்னியக்கமாக்கலில் பொது நூலகங்கள் எதிர் நோக்கும் சவால்கள் மற்றும் கொஹா(Koha) மென்பொருளில் உள்ள அனுசூலங்கள் என்பவற்றைக் கருத்திற் கொண்டு, பொது நூலகங்களுக்கு தேவையான ஒரு தன்னியக்க தொகுதியை குறைந்த செலவில் கைவசமுள்ள வளங்களைக் பாவித்து உருவாக்குவதே இக்கட்டுரை ஆக்குனர்களின் பிரதான நோக்கமாகும். இதற்காக கொஹா மென்பொருளை படிப்படியாக மட்டக்களப்பு மாவட்டத்தில் உள்ள பொது நூலகங்களில் நிறுவுவதற்கான முன்னெடுப்புகள் ஆக்குனர்களினால் மேற்கொள்ளப்பட்டு வருகின்றன. எனினும் கொஹா மென்பொருளை நிறுவுதல் மற்றும் தன்னியக்க தொகுதியை வடிவமைத்தல் போன்ற செயற்பாடுகளுக்கு தொழிநுட்ப திறன் இன்றியமையாதொன்றாகும். எனவே பொது நூலகங்களுக்கான முற்றிலும் மாற்றியமைக்கப்பட்ட கொஹா மென்பொருளை

நூலகத்திற்கு வழங்குதல். கொஹா மென்பொருளை நூலகத்தில் நிறுவுவதற்கான பூரண தொழிநுட்ப உதவிகளை வழங்குதல், அதை கையாளுவதற்கான பயிற்சிகளை நூலக ஊழியர்களுக்கு வழங்குதல், நூலக தன்னியக்கமாக்கல் தொடர்பான ஆலோசனைகளை நூலகர்களுக்கும் பிரதேச சபை அதிகாரிகளுக்கும் வழங்குதல் போன்ற பல்வேறுபட்ட சமூக சார் சேவைகள் ஆக்குனர்களால் முன்னெக்கப்பட்டுள்ளது. இவ் முன்னெடுப்பு சேவையின் முக்கிய அம்சங்களாக பின்வருவனவற்றைக் குறிப்பிடலாம்.

- கைவசமுள்ள நூலக வளங்களை பரிசோதனை செய்து நூலக தன்னியக்கமாக்கலுக்கு தேவையான வளங்களை பரிந்துரை செய்தல்.
- நூலகங்களில் தேவையான வன்பொருட்களை நிறுவி கணினி வலையமைப்பை தோற்றுவித்தல்.
- கொஹா மென்பொருளை நிறுவி தன்னியக்க நூலகத் தொகுதியை நூலகத்தில் உருவாக்குதல்.
- கொஹாநூலகத் தொகுதியை கையாளுவதற்கான பயிற்சிகளை நூலக ஊழியர்களுக்கு வழங்கல்.
- தன்னியக்க நூலகத் தொகுதியில் ஏற்படக்கூடிய சிக்கல்களை தகர்தலும் தன்னியக்க நடவடிக்கைகளை மேற்பார்வை செய்தலும்.

இதனடிப்படையில் நூலக தன்னியக்கமாக்கலின் ஆரம்பக் கட்டமாக தற்போது ஆக்குனர்களினால் மட்டக்களப்பு மாவட்டத்தில் உள்ள தன்னியக்கமாக்கலுக்கு தேவையான சில அடிப்படை வசதிகளைக் கொண்டுள்ள பேத்தாளை பொது நூலகம் மற்றும் காத்தான்குடி பொது நூலகம் போன்றவற்றில் கொஹா ஒன்றிணைக்கப்பட்ட தொகுதி திறம்பட நிறுவப்பட்டு தன்னியக்கலுக்கான நடவடிக்கைகள் முன்னெடுக்கப்பட்டுள்ளது.

8.0 முடிவுரை

மட்டக்களப்பு மாவட்டத்தில் நடைபெற்று வரும் துரித உட்கட்டமைப்பு சார் அபிவிருத்திகள் பொது நூலகங்களின் தரத்தையும் சேவைகளையும் மேம்படுத்துவதற்கான வழிவகைகளைத் தோற்றுவித்துள்ளது. மேலும் தகவல் தொடர்பாடல் தொழிநுட்பத்தில் ஏற்படும் தொடர்ச்சியான வளர்சிக்கு ஈடுகொடுக்கும் முகமாக பொது நூலகங்கள் தமது சேவைகளையும் தன்னியக்கமாக்க வேண்டிய தேவை ஏற்பட்டுள்ளது. இருப்பினும் மட்டக்களப்பு மாவட்டத்திற்குட்பட்ட பொது நூலகங்கள் தமது சேவைகளை தன்னியக்கமாக்கலில் பல சிக்கல்களை எதிர்நோக்குவதோடு வளங்களை பொருத்தமட்டில் ஒவ்வொரு நூலகமும் ஒவ்வொரு வகையான வளங்களைக் கொண்டு காணப்படுகின்றன. அதில் சில நூலகங்கள் மாத்திரமே தொழிநுட்ப ரீதியில் தன்னியக்கலுக்கான பொருத்தமான வளங்களைக் கொண்டுள்ளன. பொது நூலகங்களில் தன்னியக்க தொகுதியை நிறுவதில் பெரும் சவாலாக அமைவது நிதிபற்றாக்குறையும், தொழிநுட்ப திறன் போதாமையும் ஆகும். இவற்றைக் கருத்திற்கொண்டு பொது நூலகங்களில் தன்னியக்க தொகுதியை தோற்றுவிக்க இலவசமான கொஹா(Koha) திறந்த மென்பொருளை ஆக்குனர்கள் பரிந்துரை செய்வதுடன் இம் மென்பொருளை பொது நூலகங்களில் நிறுவுவதற்கான முன்னெடுப்புகளையும் மேற்கொண்டுள்ளனர். மேலும் இதற்கான பூரண தொழிநுட்ப உதவிகளை பொது நூலகங்களிற்கு வழங்கி வருகின்றனர். இத் திட்டத்தின் முதற்கட்டமாக மட்டக்களப்பு மாவட்டத்தில் உள்ள இரு பொது நூலகங்களில் கொஹா திறந்த ஒன்றிணைக்கப்பட்ட மென்பொருள் (Koha-Open Source Software) நிறுவப்பட்டு தன்னியக்க நடைமுறைகள் மேற்கொள்ளப்பட்டு வருகின்றன. அதே போல் மட்டக்களப்பு மாவட்டத்தில் உள்ள ஏனைய பொது

நூலகங்களையும் கொஹா திறந்த மென்பொருள் தொகுதியைக் கொண்டு குறைந்த செலவில் தன்மயப்படுத்துவதே ஆசிரியர்களின் நோக்கமாகும்.

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A Case Study to identify factors affecting the optimal utilization of the Library at the Naval and Maritime Academy, Sri Lanka

¹T.C. Ranawella and ²T.N. Jayasinghe

¹ Acting Librarian, General Sir John Kotelawala Defence University

² Commissioned Officer, Sri Lanka Navy

Abstract

This study focuses on investigating factors which affect optimal utilization of library facilities by the under trainees of the Navel and Maritime Academy (NMA), Sri Lanka and it proposes suitable recommendations to Commandant of NMA to extend the utilization of library by the under-trainees. This research employed the use of 200 structured questionnaires distributed to 200 under- trainees attached to NMA as the main tool of collecting data. The findings of the study show that the utilization level of NMA library is very low and it also reveals that most of the under-trainees use electronic resources than printed materials. Therefore, the given opportunity to purchase a personal laptop with a dongle to access internet is directly affected by the utilization of the NMA library. It was noted that the location and opening hours are not compatible with the requirements of the under-trainees. The researcher therefore recommends that adequate funding be made available to the library to ensure the provision of electronic resources which is essential to improve the utilization of the NMA library as well as to allocate compulsory library hours in the time table of the under-trainees.

Keywords: Utilization, books, library usage, readers, evaluation, electronic resources

Introduction

Naval and Maritime Academy (NMA) situated in Trincomalee is the pioneer training establishment of the Sri Lanka Navy which grooms the young blood of the country as officers and sailors. It conducts training for both officers and sailors of the branches in Sri Lanka Navy. Number of under-trainees at NMA consists of 165 OUTs (Officer Under-Trainees) and 2180 sailor under trainees. Most of them had purchased laptops from the welfare package on easy payment basis which was introduced by the Sri Lanka Navy in year 2007. Further, the under-trainees at NMA are officially allowed to use dongles to access internet facility.

The training pattern is different at the NMA. Both OUTs and sailor under trainees are required to undergo physical training and follow academic studies as well due to the system of the training at the NMA. Academic studies include classroom lectures, individual studies, group studies and research work. Training at NMA is entirely based on converting a civilian into an eminent officer or a sailor with a sound knowledge and better attitudes, which can be inculcated by providing high quality education. In that regard, the library plays a major role as illustrated in following diagram.

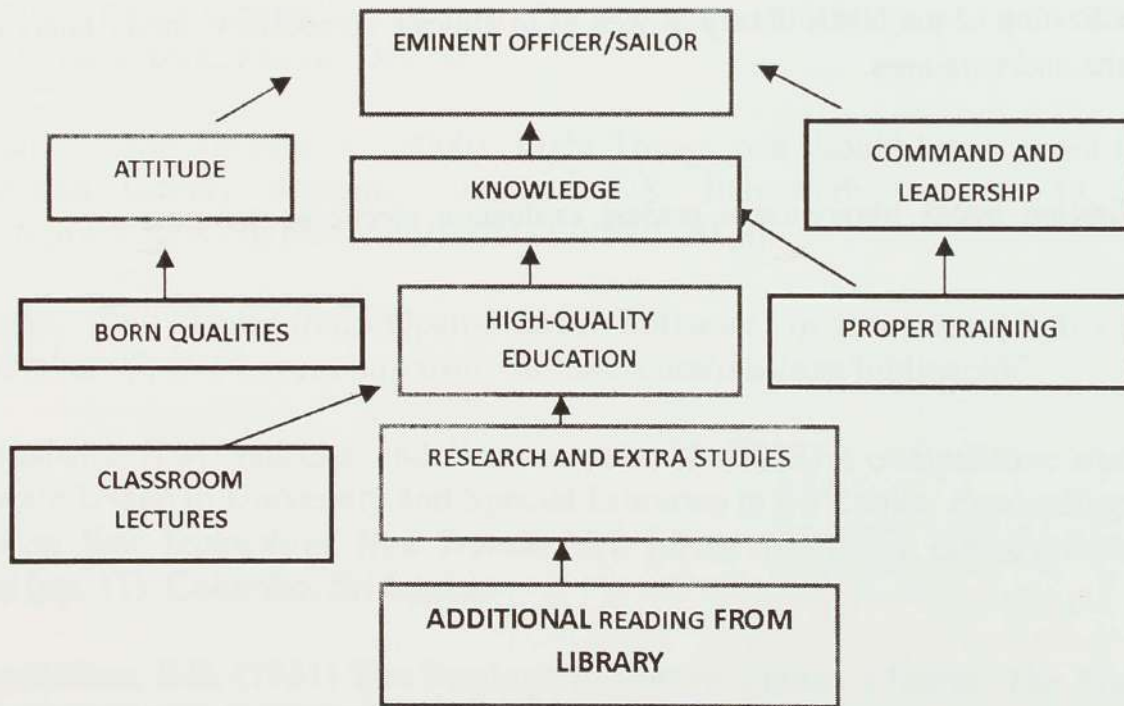


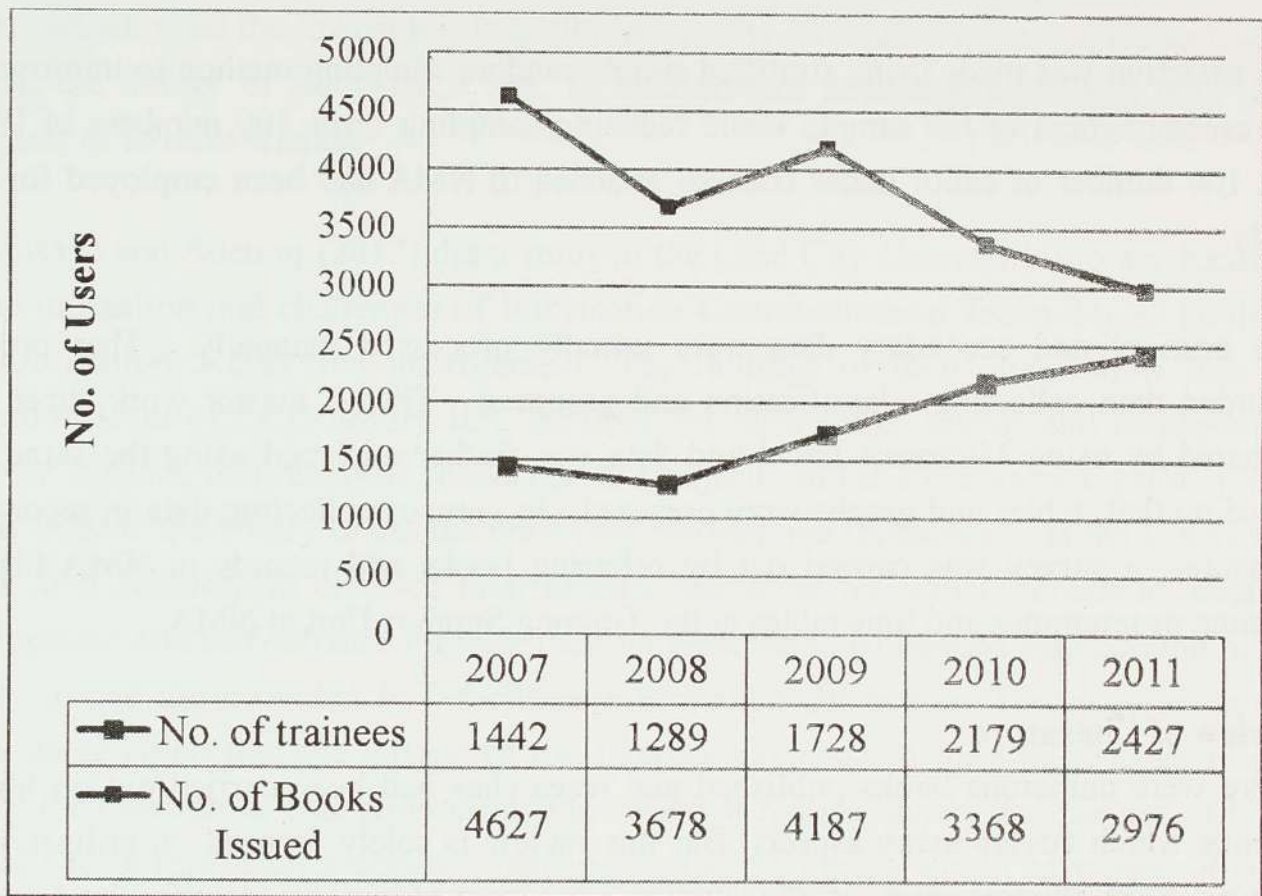
Figure 1: Relationship between a Library and an Eminent Officer/a Sailor

NMA is blessed with a good library in Sri Lanka Navy which is categorised as an Academic and Research Library. Officer under-trainees, sailor under-trainees, directing and administrative (officers and sailors) staff, officers and sailors of other establishments and ships in the naval dockyard and families of officers and sailors are the patrons of the library. NMA library is able to provide a conducive environment for the users by providing a fully air-conditioned, computerised, furnished library, which is equipped

with adequate books for the required disciplines. Same as the other educational institutions, the library of the NMA is also established within their premises.

Research Problem

When analysing the relationship between number of under-trainees at NMA and their library usage pattern, it is observed that even though number of trainees has gradually increased, their library usage has declined in the past years. It is clearly illustrated in Figure 2 below.



(Source: Records of the Training Support Section and Library)

Figure 2: Average Number of Under-trainees at NMA and Number of Books Borrowed from Library

Objectives of the Study

Objectives of the study are as follows.

- To investigate the different factors which affect the utilization of NMA library by under-trainees.
- To propose suitable recommendations to Commandant-Naval and Maritime Academy (CN&MA) to extend the utilization of library by under trainees.

Methodology

A preliminary data survey was conducted to identify the problem. In order to build up the framework of this research, at the initial stage observations, records at the NMA library were studied and interviews/telephone conversations conducted with some key officials at NMA. This consultation had helped to understand the existing problem. After identifying the problem, advanced preliminary data survey and a secondary data survey had been carried out by administering close-ended questionnaires among under trainees at NMA. Questionnaires in English were given to officers and questionnaires in Sinhala were distributed among trainee-sailors.

The selection was made using stratified simple random sampling method to improve the representativeness of the sample while reducing sampling error 100 numbers of OUTs and 100 number of sailor under trainees attached to NMA had been employed for this study.

The primary and secondary data were initially processed manually. That process included data collecting, classification and grouping. Then a master work sheet was prepared by using Microsoft Excel and data was further analyzed using the same and based on that, tables and graphs were prepared. In view of collecting data in secondary measures, a survey was carried out by referring books and records in NMA library, training programmes and time tables at the Training Support Unit at NMA.

Review of Literature

There were numerous books published and researches had been carried out on library science which covers many aspects. But this review is solely focused on utilization of library. Even though most of the studies were carried out to identify the level of awareness and utilization of the facilities and resources supplied by their libraries, this study attempts to identify the factors that affect the library utilization as a whole.

Raza, Upadhyay, and Noor (2011) identified the level of awareness and use of library resources and services by the students of management institutes of Aligarh. They had found that most of the students were aware of resources and services, but most of the students used them to consult their course material. They also found that most of the students seek assistance of library staff while searching a document and were satisfied with their issue system. Onifade, Ogbuiyi and Omeluzor (2013) also had examined the use of library resources and services among postgraduate students in Babcock University Library, Nigeria but found that the majority of the postgraduate students do not use the library regularly. The students who visit the library are to consult research materials.

They used more internet sources and their major challenge was lack of time, and they were also averagely satisfied with the library services.

The very nature of utilization of a library depends on many factors. Jiao and Onwuegbuzie (1997) in their research on "Prevalence and reasons for university library usage" studied 522 university students to find out how often students use their library and why. At the same time the researchers wanted to develop a general profile of college student library users. The researchers found that students who used the libraries most tended to be those who lived the nearest to the academic library, who preferred to study alone, and who had the lowest levels of library anxiety. In addition, these students tended to visit the library to study for a test, to read current newspapers, to read their own textbook, or to meet friends.

Olorunsaye and Adetunj (2012) did a study at the Lead City University Library focusing on the utilization and challenges of Information Communication Technologies facilities for information access and management. The findings of their study show that the utilization level of LCU library ICT facilities for information access and management was low. Further, their analysis shows that the majority of the students perceptibly prefer to stay outside the library to use the university information technology via the V-SAT and Local Area Network to enhance their holistic education for social, economic, cultural development and self-reliance through their wireless personal laptops than coming to the library to use the provided ICT facilities information for access. The majority of the respondents noted that the advent of the Internet has negated their need to sit in any library for research or education need. The research finding shows that the use of I.C.T facilities for information access and management in the library would have been of good use if not for the inhibiting factors listed in the paper. Useful recommendations were given to eradicate the perennial challenges militating against the use of ICT facilities for information access and management.

Results and Discussion

Since all the respondents had been given questionnaires, the overall response was 100%. Therefore, the survey results showed that 50% of the respondents are officers whereas the other 50% of them are sailors. The analysis of the data had been done on the following aspects to meet the stated objectives.

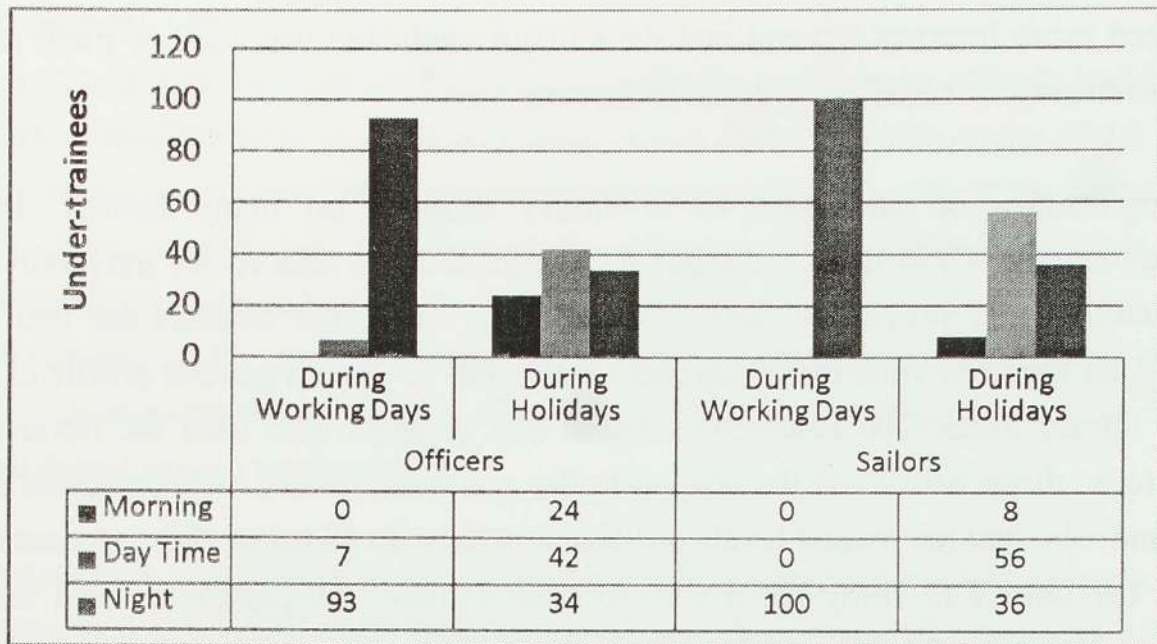


Figure 3: Time that Under-Trainees Can Engage in Reading

According to the Figure 3, 93 officers and all the sailors (96.5% of the sample) stated that they do not get adequate free time for reading during their training periods and they get free time for reading only during night on working days. This is confirmed when comparing the library opening hours against the under trainees' general timetable given below. Not like the other academic training institutions, training institutions attached to a military organization don't provide any free time slots in their scheduled timetables for library use.

Week Days

Time in hours																										
8.30	9.00	9.30	10.00	10.30	11.00	11.30	12.00	12.30	13.00	13.30	14.00	14.30	15.00	15.30	16.00	16.30	17.00	17.30	18.00	18.30	19.00	19.30	20.00	20.30	21.00	2.30
L	I	B	R	A	R	Y		O	P	E	N	E	D													
T R A I N I N G S C H E D U A L E D																										

Table 1: Under-trainee's Timetable

This scenario changes during weekends and on public holidays. 16% of respondents said that they can engage in reading during the morning, 49% of respondents said, during day time they can do reading and 35% of them stated that night is the most convenient time to do reading. During weekends and public holidays the library is opened from 8.45 hrs to 12.45 hrs, but still on Saturdays trainees are unable to use the library due to their scheduled training programme.

The results of the study also confirmed that all the under-trainees get an opportunity to visit the library for reading only in their leisure time, which is not compatible with library opening hours. Therefore, it is very important to identify the way they spend their leisure time and findings are tabulated in the Figure 4 below.

Most of the OUTs 1st preferred way of spending their leisure time is browsing internet (42%) and also 34% out of the OUTs who's 1st preference is not browsing internet also stated that their 2nd preference of spending their leisure time is browsing internet.

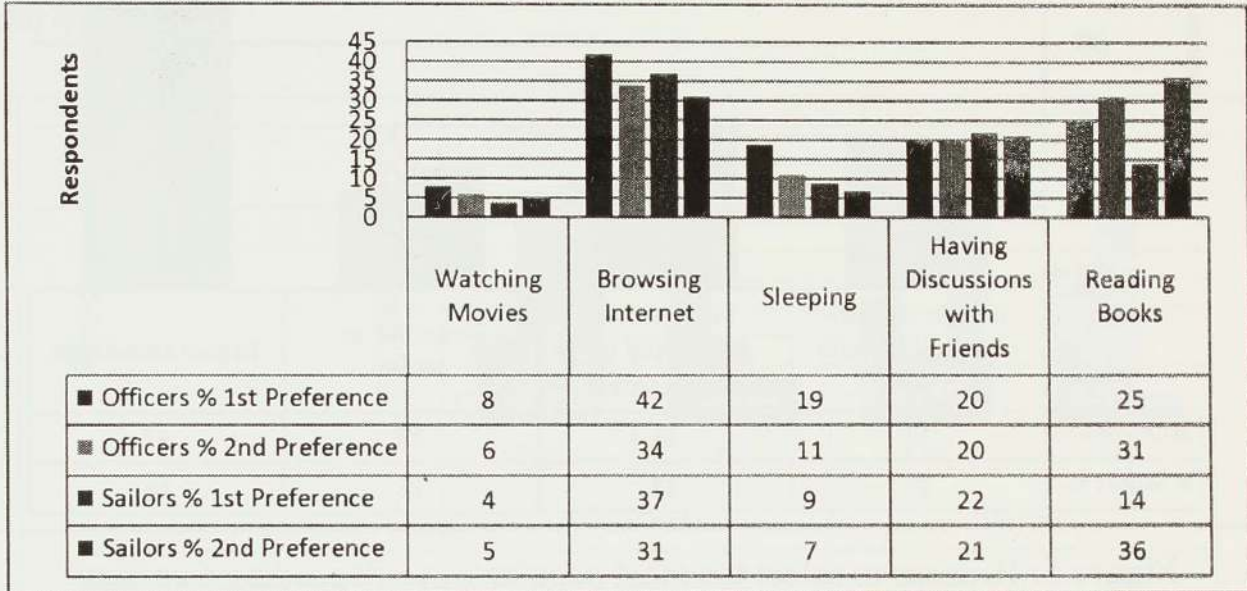


Figure 4: Leisure time activities of the under-training

Since 25% of OUTs selected reading as the 1st preferred way and OUTs whose 1st preference not quoted as reading but out of them 31% selected reading as the 2nd preferred way of spending their leisure time. It can be concluded that reading is the 2nd most popular way of spending leisure time of the OUTs.

Among the sailors, 37% of them prefer browsing internet while 22% prefer to have discussions with course mates and reading falls into the 3rd place with 14%. When considering the 2nd preference of spending leisure by the sailors, reading became the 1st with 36% while 31% of sailors preferred browsing internet and 21% preferred to have discussions with friend as their 2nd preference way of spending their leisure time. As per the findings they also confirmed that browsing internet is the most preferred way of spending their leisure time. Therefore, browsing internet could be identified as the most popular way of spending OUTs at NMA leisure time.

According to Figure 5, the majority (51.5%) of under trainees (47% of OUTs and 56 % of sailors) selected their popular way of spending free time as gaining knowledge “To built-up close relationships with peers”.

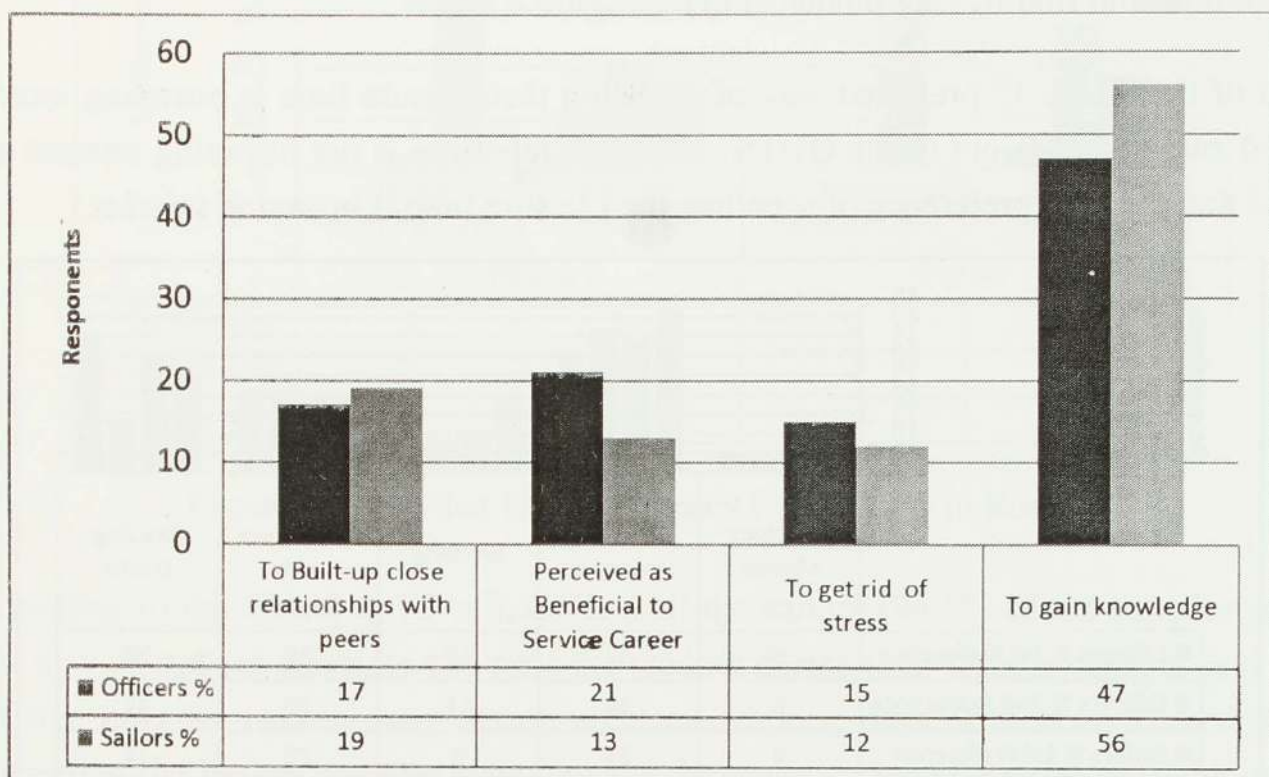


Figure 5: Reasons to select the most popular way of spending free time

Figure 4 shows that 19.5% under-trainees preferred reading as the 1st preference and 33.5% of under-trainees preferred reading as 2nd preference activity. Therefore, it is important to identify the way they get their reading materials and information gathered from the survey is shown in the Figure 6 below.

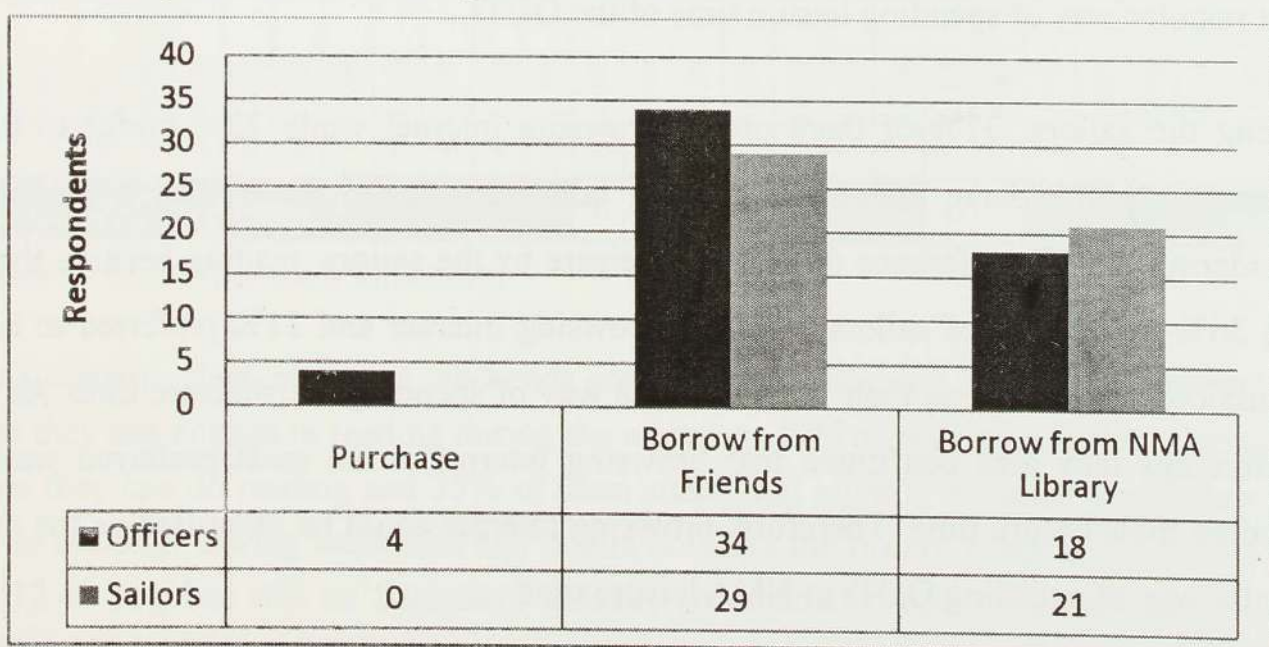


Figure 6 : Method of Getting Books for Reading

Out of 106 whose 1st and 2nd preference is reading books, only 4 officers purchase books, 63 borrow books from friends and 39 borrow from the NMA library. This may be due to the lack of time to visit the library.

Location of the library, awareness of availability and the attitude of staff are the other common factors which can influence library utilization. Therefore, the impact on those variables identified by posing four questions to the entire sample shown in Figure 7 and Figure 8 below.

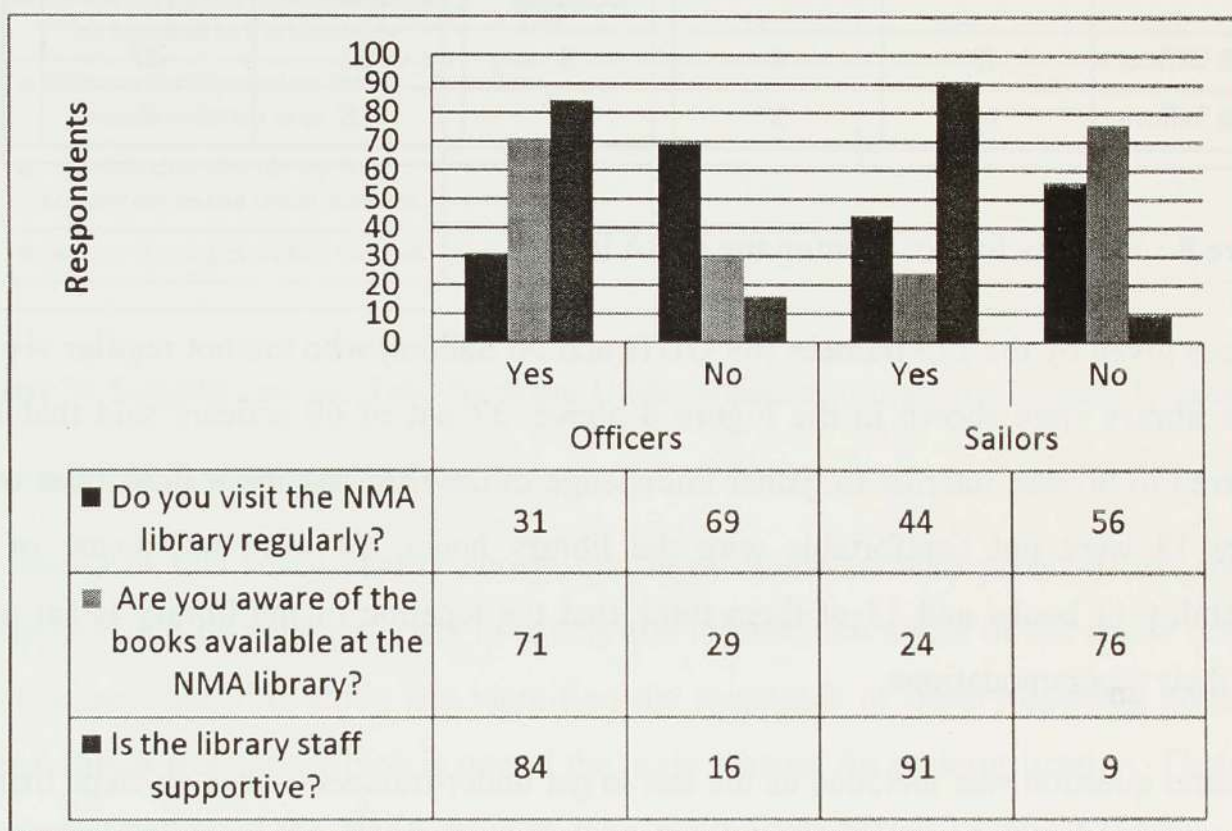


Figure 7: Other factors Influenced to the library utilization

71% of officers were aware of the availability of books and 84% of them were satisfied with the support rendered by the library staff and 69% of them were not regular visitors of the NMA library. 91% of the sailors were satisfied with the support given by the library staff, but most of them were not regular visitors of the NMA library and also they were not aware of the availability of books in the library.

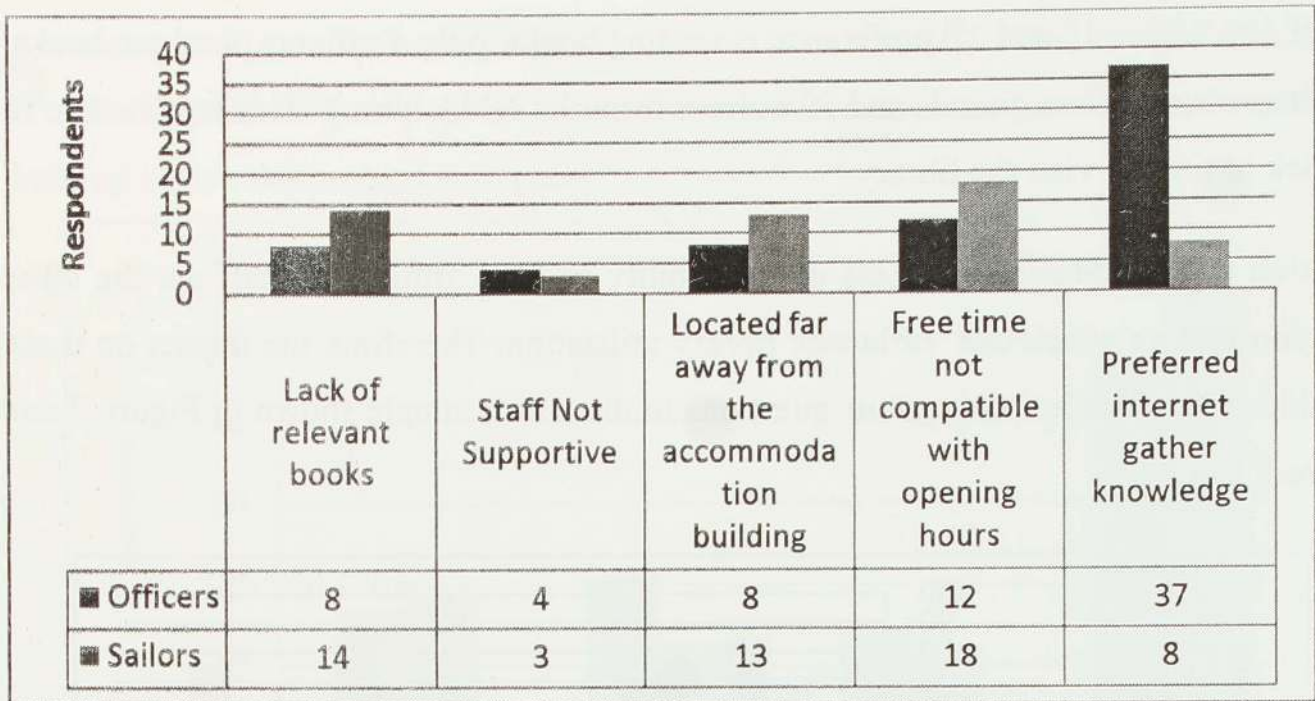


Figure 8 : Reasons for not Visiting the NMA library

Reasons given by the 125 trainees (69 OUTs and 56 Sailors) who are not regular visitors to the library were shown in the Figure 8 above. 37 out of 69 officers said that they preferred to browse internet to gather knowledge rather than reading a book. Out of 56 sailors 18 were not comfortable with the library hours, 14 were not aware of the availability of books and 13 of them think that the location of the library is far away from their accommodations.

A general question was included as the last to get under-trainees' views on steps that the authorities should take to encourage under-trainees to use the library more effectively. The responses are printed in Figure 9 below.

65.5% of under-trainees suggested introducing compulsory library periods according to the weekly timetable as their 1st preference, 12% of under-trainees think that the library should be relocated near the accommodation building, and 22.5% stated that rescheduled library hours convenient to under trainees will encourage under trainees to use library. None of them agreed to ban using dongles as a suggestion to improve the library utilization.

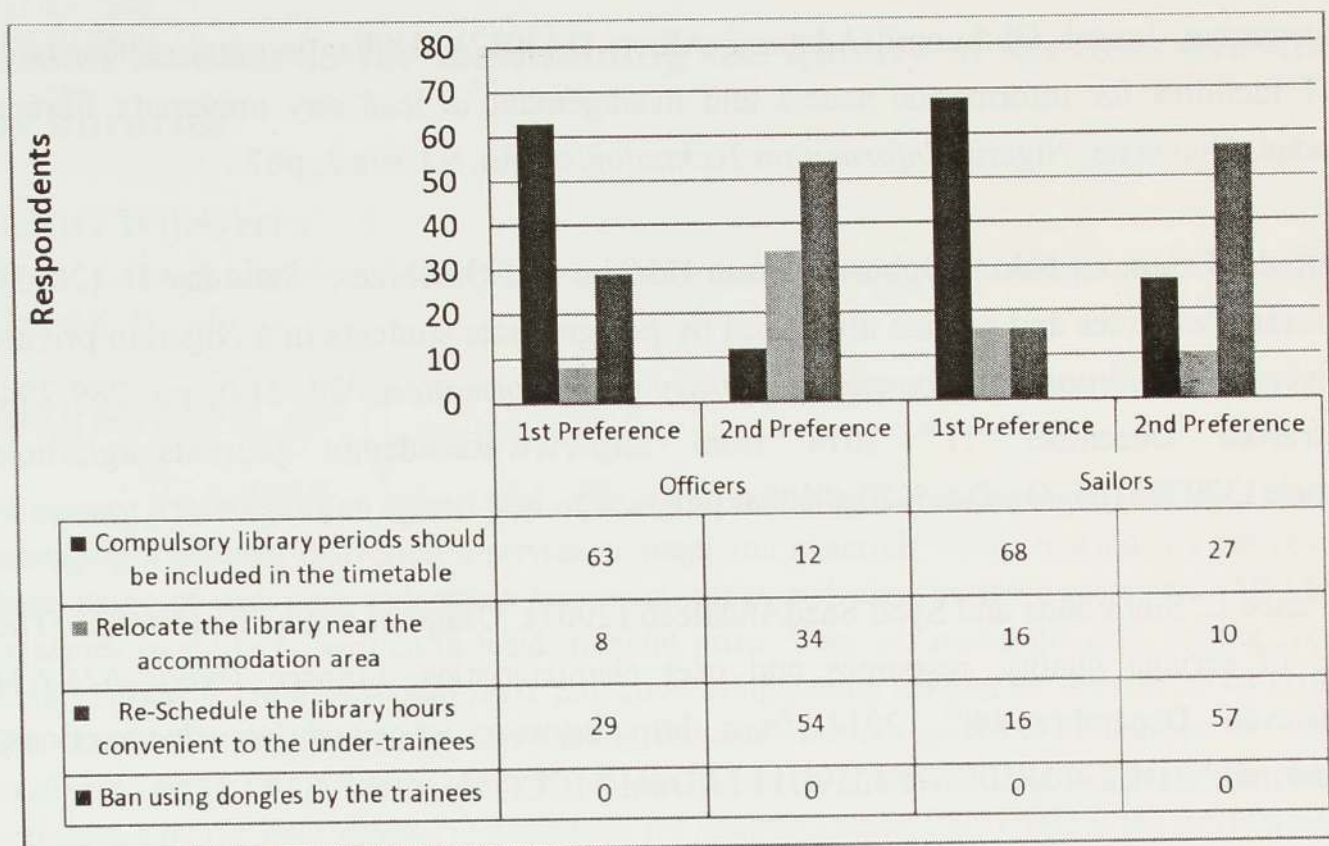


Figure 9: Suggestions received from the Under-trainees to improve Library Utilization

Conclusion & Recommendations

The results of this study clearly shows that most of the trainees prefer to use internet instead of using printed materials to satisfy the information needs of the under trainees. At the same time, this study has identified the mismatch of library opening hours and under-trainees free time which is one of the main reasons for underutilization. Therefore, the administrators of the NMA have to take appropriate action to adjust the time-table according to the library opening hours. The younger generation should be encouraged to use modern technology rather than making them using only printed materials. Therefore, the NMA library must pay more attention on e-resources than printed materials. Introducing compulsory library periods to under trainees in weekly time table might be a solution to the problem.

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Use of standards for maintaining the quality of services provided by libraries

K.K.G Wijeweera

Senior Assistant Librarian, Branch Library, Postgraduate Institute of Medicine, Teaching Hospital, Peradeniya.

Abstract

In essence a standard is an agreed way of doing something. It could be about making a product, managing a process, delivering a service or supplying materials. As such standards can cover a huge range of activities undertaken by organizations and used by their customers. All library standards ought to be written in lucid, forceful prose. They are meant not only for the eyes of library officials, but they should make attractive, enlightening reading for the concerned layman. The desirability of developing and attaining standards has occupied the thinking of the library profession again and again for more than a generation. International library standards have been formulated by the International Organization for Standardization (ISO). ISO is the world's largest developer of voluntary International Standards. ISO was founded in 1947, and since then they have published more than 19 500 International Standards covering almost all aspects of technology and business. There are thirty eight ISO standards directly relevant to libraries. Public Library Division of the International Federation of Library Associations (IFLA) published two documents related to public library standards which were approved by the authority board of IFLA. Librarians who provide an efficient service by applying library standards will definitely satisfy their customers. The quality of the services provided by a library can be certified by a third party. This process has been introduced and implemented as ISO 9000 certification by the ISO.

Keywords: Standards, Library Standards, International Library Standards, ISO, International Organization for Standardization, IFLA, International Federation of Library Associations

1. Introduction

In essence a standard is an agreed way of doing something. It could be about making a product, managing a process, delivering a service or supplying materials. As such standards can cover a huge range of activities undertaken by organizations and used by their customers.

Standards are the distilled wisdom of people with expert knowledge in their subject matter and who know the needs of the organizations they represent. Those people may be manufacturers, sellers, buyers, customers, trade associations, users or regulators.

Standards offer you ways to do your work better. Since standards are knowledge, they are powerful tools that can help drive innovation and increase productivity. They can make organizations more successful and people's everyday lives easier, safer and healthier.

2. Library Standards

All library standards ought to be written in lucid, forceful prose. They are meant not only for the eyes of library officials, but they should make attractive, enlightening reading for the concerned layman.

Signe Ottersen, Research Bibliographer, The George Washington University Medical Centre has compiled a bibliography on standards for evaluating libraries in March 1971. The desirability of developing and attaining standards has occupied the thinking of the library profession again and again for more than a generation. This movement toward standards has been increasingly successful in the US. Subsequently it has also made headway in other countries, e.g., in Great Britain, Canada, and the German Federal Republic.

These efforts have not always resulted in precise standards, but at times in somewhat vaguer "guidelines." Perhaps we should start, then, from a definition of the term "standard," in order to avoid the confusion which seems to exist in the minds of some librarians. Webster's Third New International Dictionary (1966) says: "Standard," in general, "can designate, . . . any measure by which one judges a thing as authentic, good, or adequate. . . . Standard applies to any authoritative rule, principle, or measure used to determine the quantity, weight, or extent, or esp. the value, quality, level, or degree of a thing." The American Heritage Dictionary of the English Language (1969) defines "guideline" as "a statement of policy by a person or group having authority over an activity." Its definition of "standard" is much more specific and much more binding: "An acknowledged measure of comparison for quantitative or qualitative value; criterion; norm. . . . a degree or level of requirement, excellence, or attainment."

While these definitions apply to standards in general, there is a most helpful and specific statement on standards for libraries in the introduction to *Standards for South African Public Libraries*: "Library standards may be defined as the criteria by which . . . library services may be measured and assessed. They are determined by professional librarians in order to attain and maintain the objectives they have set themselves. Standards may be interpreted variously as the pattern of an ideal, a model procedure, a measure for appraisal, a stimulus for future development and improvement and as an instrument to assist decision and action not only by librarians themselves but by laymen concerned indirectly with the institution, planning, and administration of library services." It would be difficult to find a more fitting definition.

3. International Library Standards

International library standards have been formulated by the International Organization for Standardization (ISO). ISO is the world's largest developer of voluntary International Standards. International Standards give state of the art specifications for products, services and good practice, helping to make industry more efficient and effective. Developed through global consensus, they help to break down barriers to international trade.

ISO was founded in 1947, and since then they have published more than 19 500 International Standards covering almost all aspects of technology and business. From food safety to computers, and agriculture to healthcare, ISO International Standards impact all our lives. At present, 162 countries are members of the ISO.

The following ISO standards are directly relevant to libraries:

- 1) ISO 4:1997 - Information and documentation -- Rules for the abbreviation of title words and titles of publications - The rules contained herein are applicable to the abbreviation of the titles of serial publications of all types and of many non-serial publications including monographs and proceedings of meetings. They are intended to guide and assist authors, editors, librarians, and others working in various areas.
- 2) ISO 8:1977 - Documentation -- Presentation of periodicals - This international standard sets out rules intended to enable editors and publishers to present periodicals in a form which will facilitate their use.
- 3) ISO 9:1995 - Information and documentation -- Transliteration of Cyrillic characters into Latin characters -- Slavic and non-Slavic languages - One important function of conversion of one written language into the characters of another, particularly in bibliographic, documentation and library work, is to facilitate classifying, i.e. alphabetical order, documents or cards in languages using differing alphabets.

Conversion permits also the reproduction of various alphabets by readily available mechanical devices, such as the typewriter.

- 4) ISO 18:1981 - Documentation -- Contents list of periodicals – This international standard provides rules for the presentation of the contents list of a periodical.
- 5) ISO 214:1976 - Documentation -- Abstracts for publications and documentation – This international standard presents guidelines for the preparation and presentation of abstracts of documents. Emphasis is placed on the abstracts prepared by the authors of primary documents and on their publications, because such abstracts can be both helpful to the readers of these documents and reproducible with little or no change in secondary publications and serials.
- 6) ISO 215:1986 - Documentation -- Presentation of contributions to periodicals and other serials – This international standard gives rules for the preparation and presentation of contributions to scientific periodicals including applied sciences and technology and similar serials.
- 7) ISO 690:2010 - Information and documentation -- Guidelines for bibliographic references and citations to information resources - This international standard specifies the elements to be included in bibliographic references to published monographs and serials, to chapters, articles, etc. in such publications and to patent documents.
- 8) ISO 832:1994 - Information and documentation -- Bibliographic description and references -- Rules for the abbreviation of bibliographic terms – This international standard lists abbreviations of typical words in bibliographical references to documents listed in bibliographies, catalogues, etc.
- 9) ISO 999:1996 - Information and documentation -- Guidelines for the content, organization and presentation of indexes – This international standard provides a set of rules intended to enable publishers and editors to produce the indexes of publications in a form that facilitates their use by bibliographers, librarians and researchers.
- 10) ISO 1086:1991 - Information and documentation -- Title leaves of books – This international standard specifies the information to be shown on the title-leaves of a book, and the manner in which that information is to be presented. Its purpose is to enable publishers and editors to produce the title-leaves of a book in a form that facilitates their use by bibliographers, librarians and researchers.

- 11) ISO 2108:2005 - Information and documentation -- International standard book number (ISBN) – The purpose of this international standard is to co-ordinate and standardize internationally the use of book numbers so that an international standard book number identifies one title or edition of a title, from one specific publisher, and is unique to that title or edition.
- 12) ISO 2145:1978 - Documentation -- Numbering of divisions and subdivisions in written documents – This international standard establishes a system for numbering divisions and subdivisions in written documents. It applies to all kinds of written documents, for example manuscripts, printed works, books, journal articles, directions for use and standards.
- 13) ISO 2146:2010 - Information and documentation -- Registry services for libraries and related organizations – This international standard is intended to assist in compiling directories of libraries, archives, information and documentation centres, including a description of their database services.
- 14) ISO 2384:1977 - Documentation -- Presentation of translations – This international standard sets out rules to ensure that translations are presented in a standard form which will simplify their use by different categories of user.
- 15) ISO 2709:2008 - Information and documentation -- Format for information exchange – This international standard specifies the requirements for a generalized exchange format which will hold records describing all forms of material capable of bibliographic description as well as related records such as authority records.
- 16) ISO 2789:2013 - Information and documentation -- International library statistics – The statistics referred to in the present international standard should cover libraries, located in a particular country.
- 17) ISO 3297:2007 - Information and documentation -- International standard serial number (ISSN) – The purpose of this international standard is to define and promote the use of a standard code (ISSN) for the unique identification of serial publications.
- 18) ISO 3901:2001 - Information and documentation -- International Standard Recording Code (ISRC) – The purpose of this international standard is to define and promote the use of a standard code (ISRC) for the unique identification of recordings or parts of a recording.

- 19) ISO 5122:1979 - Documentation -- Abstract sheets in serial publications – This international standard sets out rules for the presentation of abstract sheet in a periodical or other serial publication.
- 20) ISO 5963:1985 - Documentation -- Methods for examining documents, determining their subjects, and selecting indexing terms – This international standard describes recommended procedures for examining documents, determining their subjects and selecting appropriate indexing terms.
- 21) ISO 6357:1985 - Documentation -- Spine titles on books and other publications – This international standard establishes rules for the general layout (position and orientation) and use of spine titles and corresponding text used on books, serial publications, periodicals, reports and other forms of documentation such as cases, cassettes, and comparable items intended for placing on shelves.
- 22) ISO 6630:1986 - Documentation -- Bibliographic control characters – This international standard contains a set of 15 bibliographic control characters for use in cataloguing rules, filing rules and indexing rules of the countries and language groups of the bibliographic community.
- 23) ISO 6862:1996 - Information and documentation -- Mathematical coded character set for bibliographic information interchange – This international standard specifies a set of 188 graphic characters with their coded representations.
- 24) ISO 7144:1981 - Documentation -- Presentation of theses and similar documents – This international standard gives rules for the presentation of theses and similar documents in all disciplines. It is applicable to theses presented in book form, as parts of books, as periodical articles, as typed scripts, as a set of separate publications
- 25) ISO 7154:1983 - Documentation -- Bibliographic filing principles – This international standard defines generalized bibliographic filing principles to be incorporated into the bibliography filing rules of individual bibliographies, libraries and documentation centres as well as those active nations and language groups.
- 26) ISO 7275:1985 - Documentation -- Presentation of title information of series – This international standard describes the elements required for the identification of series and parts thereof and gives rules for the presentation and place of such elements.
- 27) ISO 8459:2009 -Information and documentation -- Bibliographic data element directory for use in data exchange and enquiry – This international standard

- specifies and describes data elements required in the interchange of data between information retrieval systems. It also identifies messages and their data elements which are used in information retrieval transactions.
- 28) ISO 5123:1984 - Documentation -- Headers for microfiche of monographs and serials – This international standard lays down rules for the presentation of the information to be provided in the header areas of microfiche produced for distribution by, or to, libraries and information centres. It is applicable to original micro publications as well as to microfiche editions of monographs and serials and their contributions.
 - 29) ISO 9127:1988 - Information processing systems -- User documentation and cover information for consumer software packages – This international standard describes the user documentation to cover information supplied with consumer software packages.
 - 30) ISO 9230:2007 - Information and documentation -- Determination of price indexes for print and electronic media purchased by libraries – This international standard specifies a method in the determination of price indexes relating to the prices of books and serials, in printed form, purchased by libraries.
 - 31) ISO/TR 10013:2001 - Guidelines for quality management system documentation – This technical report provides guidelines for the development and maintenance of the documentation necessary to ensure an effective quality management system tailored to the specific needs of the organization.
 - 32) ISO 10160:1997 - Information and documentation -- Open Systems Interconnection -- Interlibrary Loan Application Service Definition – The purpose of the ILL standard is to provide a set of application layer services which can be used by libraries to perform loan-related activities in an Open System Interconnection environment as defined by ISO 7498
 - 33) ISO 10161-1:1997 - Information and documentation -- Open Systems Interconnection -- Interlibrary Loan Application Protocol Specification -- Part 1: Protocol specification – This part of ISO 10161 defines the protocol for an ILL application-service-element (ASE). It specifies the behavior which must be exhibited by a system in order to take part in the provision of the ISO inter library loan service.
 - 34) ISO 10161-2:1997 - Information and documentation -- Open Systems Interconnection -- Interlibrary Loan Application Protocol Specification -- Part 2: Protocol implementation conformance statement (PICS) proforma for the ILL

protocol as specified in ISO 10161-1, in compliance with the relevant requirements and in accordance with the relevant guidance for a PICS proforma, given in ISO 9646-2.

- 35) ISO 11800:1998 - Information and documentation -- Information and documentation -- Requirements for binding materials and methods used in the manufacture of books -- This international standard specifies manufacturing methods and materials that will result in durable hard cover and soft cover binding for books manufactured in commercial quantities.
- 36) ISO 14416:2003 - Information and Documentation – Requirements for binding of books, periodicals, serials and other paper documents for archive and library use.
- 37) ISO 23081-1:2006 - Information and documentation -- Records management processes -- Metadata for records -- Part 1: Principles – This part covers the principles that underpin and govern records management metadata.
- 38) ISO 23081-2:2009 - Information and documentation -- Managing metadata for records -- Part 2: Conceptual and implementation issues
- 39) ISO 23081-3:2011 - Information and documentation -- Managing metadata for records -- Part 3: Self-assessment method
- 40) ISO 28560-2:2014 - Information and documentation -- RFID in libraries -- Part 2: Encoding of RFID data elements based on rules from ISO/IEC 15962.

ISO 28560-2:2014 specifies a data model and encoding rules for the use of radio frequency identification (RFID) tags for items appropriate for the needs of all types of libraries (including national, academic, public, corporate, special, and school libraries). The rules for encoding a subset of data elements taken from the total set of data elements defined in ISO 28560 1 are based on ISO/IEC 15962, which uses an object identifier structure to identify data elements.

ISO 28560-2:2014 defines the technical characteristics required to encode the data elements defined in ISO 28560 1 in accordance with ISO/IEC 15962. These subsets of data elements can be different on different items in the same library. The encoding rules also enable the optional data to be organized on the RFID tag in any sequence. In addition, the encoding rules provide for flexible encoding of variable length and variable format data.

ISO 28560-2:2014 provides essential standards-based information about RFID in libraries.

4.0 Public Library Standards

4.1 Introduction

From 1956 to 1958 the Public Library Division of the International Federation of Library Associations (IFLA) published two documents related to public library standards which were approved by the authority board of the IFLA. This document has mentioned that these standards are a simple statement of minimum basic policies to be followed by public libraries to maintain a public library service methodically. Social, economical and geographical inequalities of different countries are at different stages in library development. Therefore, it is difficult to formulate a definite international standard system common to all libraries. Considering these factors, it was decided to introduce a few basic guidelines which can be applied to local or national requirements.

Accordingly, a series of standards for following five main divisions of public library services have been formulated.

- (a) Books and other reading materials
- (b) Staff
- (c) Compilations
- (d) Service facilities and other facilities
- (e) Library buildings

4.2 Standards on book collection

When building a book collection in a very small administrative unit, the number of books should be at the rate of at least 03 books per citizen. If the child population under 14 years is around 25% to 30% of the total population, 1/3 of the book collection should be suitable for children. If the total population is around 3,000, the library should have at least 100 reference books. It can be recommended that a small administrative unit having 1,000 readers should purchase at least 250 new books annually. Basically, a library should have at least 50 periodicals. A public library providing services to around 20,000 readers should have at least 200 CDs or Tapes.

4.3 Standards for library staff

In formulating standards for library staff, most successful foundation is “the total population”. It is fair to have the services of a trained librarian to maintain an adults’ and children’s library having a collection of around 9,000 books and several magazines with a total population of around 3,000. Clerical service is also required to a certain extent.

4.4 Library Buildings

When planning library buildings, changes expected to be made in future should be taken into account and planning should be made considering the changes that may occur during the next 10 to 20 years.

Following four basic requirements should be fulfilled in planning a children's library.

- (1) Facilities for the lending section including shelving and exhibition of reading material
- (2) Facilities required for students at schools to do their "home work", reference work and studies.
- (3) Facilities to use audio-visual material individually.
- (4) Facilities for the services rendered by the library such as listening to stories, watching films, listening to lectures.

4.5 Public Library Standards in U.S.A.

Over the past eighty years a large number of public librarians and many public library trustees have been preoccupied with the development of and/or need for public library standards. The first standards issued for public libraries were published by the American Library Association in 1934. In 1944 the Public Library Association (PLA) issued another set of standards for public libraries, and additional publications came forth in 1956 and again in 1966. It is interesting to note that it took more than fifty years of association existence before the first standards were issued by the American Library Association, but in a period of only thirty-six years, three more revised standards came forth; and in only another four years, the Public Library Association appointed a new standards committee to modify and revise the 1966 standards. What was happening was that the need for some kind of objective measurement-objective, whether qualitative or quantitative-was accelerating. The problem had been observed by most of the people involved in approving those 1966 standards-they really had to be updated more frequently than they had been in the past, society was simply changing so quickly.

5.0 Hospital Library Standards

The Connecticut State Medical Society (CSMS) reviews and accredits the continuing medical education (CME) programs offered by Connecticut's hospitals. As part of the survey process, the CSMS assesses the quality of the hospitals' libraries. In 1987, the CSMS adopted the Medical Library Association's (MLA's) "Minimum Standards for Health Sciences Libraries in Hospitals." In 1990, professional librarians were added to the survey team and, later, to the CSMS CME Committee. Librarians participating in this effort are recruited from the membership of the Connecticut Association of Health

Sciences Librarians (CAHSL). The positive results of having a qualified librarian on the survey team and the invaluable impact of adherence to the MLA standards are outlined.

5.1 Reader Services for hospital libraries

If there are 500 beds and 700 to 1,000 staff members, there should be 4,000 to 5,000 books in a hospital library.

6. College Library Standards

The College and Reference Section Yearbook for 1930, published by the College and Reference Section of the American Library Association presented a summary of "Suggestions for Minimum College Library Standards." These widely ranging standards were offered by accrediting associations and by a number of individuals with acknowledged expertise in academic libraries. They covered library income, book stock, annual appropriations for books and other factors. The figures were in most cases related to the number of students, the number of faculty or the total income of the institution. There was some consensus that the standards should be developmental in nature and should rise to higher levels as the prosperity and/or size of the institution increased.

In 1982, an ad hoc committee was appointed by the Association of College and Research Libraries (ACRL) to review the 1975 edition of The College Library Standards. The committee was charged "to recommend revision which would bring them up to date and make them more generally useful."

Particular concern was expressed about updating of the collection formula (Formula A), staff formula (Formula B), and the budget standard (6 percent of the institution's general budget). Matters relating to non-print collections and services, as well as networking and cooperative associations which had not been included in the 1975 standards, also needed to be addressed. From 1982 until the publication of the 1986 standards, the ad-hoc committee worked to meet its charge to review and revise each standard in the light of developing technology, networking, resource sharing, and audiovisual materials.

7. Canadian Library Standards

The organizational conference for the Canadian Library Association (Association Canadienne des Bibliothèques) was held in Hamilton, Ontario, in June 1946. At that conference Freda Waldon, chairman of the Activities Committee of the Canadian Library Council, presented the following:

The Activities Committee would suggest that as the proposed Canadian Library Association grows in membership and experience it strive to develop Library Standards for Canada, including

- (a) standards of library service for communities;
- (b) standards of librarianship;
- (c) standard library legislation to assist anybody planning library legislation.

Other projects took priority over this recommendation, and it was not until the tenth annual conference in June 1955 that Suggested Standards of Service for Public Libraries was ready for final approval.

8. Sri Lankan Standards

There are no specific library standards for Sri Lanka. Therefore, library standards developed by the ISO and the IFLA are adopted in the libraries of Sri Lanka. Since the International standards are just a guideline, they can be applied with necessary amendments recommended by Sri Lankan authorities.

IFLA, Verlag Dokumentation, Pulaich/Munchen published "Standards for Public Libraries" in 1973. These standards have been adopted in Sri Lanka by the National Library and Documentation Services Board (NLDSB) in 1977. It has been translated into Sinhala by N. Amarasinghe in 1977 under the title "Mahajana Pusthakala Pramithi: Sinhala Sanskaranaya". Unesco Public Library Manifesto published in 1998 has also been translated into Sinhala for adoption in local public libraries under the title "Sinhala Pariwarthanaya Mahajana Pusthakala Pilibanda Unesco Prathipaththi Prakashanaya". Western Provincial Council has prepared a guideline titled "Western Provincial Council's Library Statute No.02 of 1998".

Also, NLDSB has introduced a grading system for Public Libraries by considering the standard of buildings, available resources, organization of library resources, number of readers, library management, removal of unnecessary items, main units and services. Although the following guidelines are not declared as standards, they serve the purpose of standards.

1. Action on lost library materials. Advisory Circular No. 2004/LD/1 of NLDSB
2. "Pradeshiya Sabavanhi Mahajana Pusthakala sandaha Wu Athuru Vyavasthawa 2005 Pebaraviri 18 Anka 1381"
3. "Jathika Pusthakala ha Pralekana Seva Mandaleeya Upadesaka Chakraleka 2004 – Jathika Kiyaweeme Masaya Vyapruthiya Kriyathmaka Kireema

9. Conclusion

Librarians who provide an efficient service by applying library standards will definitely satisfy their customers. The quality of the services provided by a library can be certified

by a third party. This process has been introduced and implemented as ISO 9000 certification by the ISO.

So far only four Sri Lankan libraries have obtained ISO 9000 certification. They are the Information Service Center of the Industrial Technology Institute, the Documentation and Information Division of the Sri Lanka Standards Institution, Library of the Institute of Personnel Management Sri Lanka, Library of the Postgraduate Institute of Management and the Library and Information Centre of the Central Bank of Sri Lanka. But only the Information Service Center of the Industrial Technology Institute, Library of the Institute of Personnel Management Sri Lanka and the Library of the Postgraduate Institute of Management have continuously renewed the certification by maintaining the quality of services in accordance with the revised certification process. These three libraries have obtained the ISO 9000 certification as a unit of their parent organizations which have obtained the ISO certification. An awareness programme to follow library standards and to maintain the quality of services in Sri Lankan Libraries is an urgent need to satisfy their customers.

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Changing dimensions of libraries in Internet era: Social media applications in libraries – Is the Facebook being used effectively in marketing main University Libraries in Sri Lanka?

Lionel R. Amarakoon

(Ex) Librarian – University of Bolton - Western College for Management & Technology (WCMT)

Thushari M. Seneviratne

Senior Asst. Librarian, In-charge of Outreach Services, University of Moratuwa

Abstract

Social media has revolutionized means and modes of communication and has created a new information culture. As such social media networks have to be integrated in promoting library services and resources of the university libraries. This study explored the usage of social media by university libraries with special reference to Facebook. Specific objectives of the research were to explore social networking tools usage in university libraries, to investigate the academic librarians' attitudes towards the usefulness of Facebook as a social media networking tool, and to explore the problems/issues related to using Facebook as a library promotional tool. Survey method was adapted to conduct the research. Structured questionnaire was used as the main research instrument and administered to chief librarians attached to national universities. Content analysis of the Facebook accounts of the university libraries was also carried out through observations. According to the results, 16.7% of the libraries own a Facebook page for libraries, and rest of the libraries (83.3%) do not own such a page. Majority of the librarians were in the opinion that using a Facebook page in promoting library resources and services is important and also identified the problems/issues associated with the use of Facebook in libraries.

Keywords: Facebook usage; Library Marketing; Library Promotion; Perception of Librarians; Social Media

Corresponding author – Email : lionelorama@gmail.com

1. Introduction

Social media has revolutionized means and modes of communication and has created a new information culture. Therefore, it is essential to integrate social media networks to promote resources and services of the libraries as shown by Collins and Quanhaase (2014) and Amy Fry (2014). "Social networking can encompass almost all collaborative environments employing Web 2.0 technologies" (Alexander, 2006). The beauty of Web 2.0 technologies is that they improve collaborative work among users, which generates new thinking and strategies to meet the demands of the changing society as found by Chu and Kennedy (2012). Therefore web 2.0 technologies have provided a niche for library and information services to exhale in a stable position in an ever changing information culture.

Facebook is an online social networking site. Mark Zuckerberg and his colleagues gave birth to Facebook on 4th February 2004. Facebook is the colloquial name given by students to that particular directory established among Harvard University students to keep in touch over the Internet and get to know each other better.

Statistics have shown the tremendous use of social media sites by the users all around the globe (Maness, 2006). There is no doubt that increasing use of social media by the Internet users is placing a big challenge to librarians in raising the profile of their libraries; so that keeping their image alive in the mindset of the community they serve is important. Today academic library clientele such as undergraduates and postgraduate students are not entirely dependent upon the traditional library. With the availability of e-resources and the Internet resources student very rarely visit their libraries. Hence, many academic librarians are very keen in meeting students in virtual library environments so that they can extend their services beyond the physical library environment.

However, a single study has not been conducted so far in Sri Lanka to explore the ways for librarians to market library services and resources to their library clientele who are available in online social space even off campus. Hence this particular study is timely and will facilitate to reveal the attitudes of academic librarians in using Facebook in marketing library resources and services and the problems and challenges faced by them in this respect. According to Farkas (2008) "If libraries are not the first place our prospective users go to do research, they will likely miss any marketing we do on our own web sites. This is why we must start looking beyond these sites and toward putting our content where our users actually are".

Therefore, the present study is an effort to fill this gap in the Library and Information Science literature by examining how academic libraries utilize this social networking tool for promoting their library resources and services. The specific objectives of the study are :

- To examine the usage of social networking tools in libraries with special reference to Facebook.
- To investigate the academic librarians' attitudes towards the usefulness of Facebook as a social media networking tool in promoting library, information resources and services
- To examine the problems associated with using Facebook as a social media networking mechanism for marketing library/information resources and services of academic libraries attached to universities in Sri Lanka.

2. Literature Review

There is no doubt about the importance of Facebook to libraries and this has already been discussed in library literature (Joint, 2010). In the Western world, the perceptions of the university librarians in using of social networking tools for library promotion were positive and they strongly believed that social media is an important tool for marketing of library products and services among online information users. Facebook gives librarians space and opportunity to utilize a low cost/no cost marketing tool for promoting their libraries, according to Graham, Faise and Hartman (2009). According to Xia (2009) Facebook increases the profile of the library among its clientele. On the contrary, Mathews (2006) found from the messages sent to 1,500 students on Facebook by an academic librarian, there were only 48 responses.

However, using Facebook as an educational tool has been highlighted negatively as well as positively by educationists (Maloney, 2007). As the popularity of Facebook gradually grow, education sector specialist have realized its potential for use in education since they believe that social networking sites may have the ability to promote both active learning and collaboration as found by Maloney. Problems could also be encountered when using Facebook in university libraries and also interacting with their student population.

3. Research Design and Methods

Survey method was adapted to carry out this study. Nineteen librarians managing the main libraries of National Universities in Sri Lanka were regarded as the study population and entire population was surveyed using a self administered structured questionnaire. The summated rating scale popularly known as the Likert Scale was used

to measure attitudes or perceptions of the chief librarians attached to National University Libraries regarding the use of Facebook for promoting library resources and services (Boone & Boone, 2012). Data was first tabulated manually and then entered into the SPSS Ver. 20 software package. Frequency counts and percentages for each category were also tabulated.

Further, observations were done through the Internet, in order to get an insight into the manner in which Sri Lankan University Librarians are using library Facebook in order to promote their libraries. Searches were also done in Facebook to find out fan pages of Sri Lankan University Libraries.

Due to time constraint researchers could not look into the library user perception or how they evaluate the usage of Facebook for library use. Researcher envisaged looking into this aspect in the future.

4. Results

Out of 19 questionnaires that were sent out, 18 completed questionnaires were returned at a rate of 94.7%. It is observed that the female respondents (66.7%) had out-numbered the males (33.3%) Of 19 respondents 22% are PhD holders.

4.1 Facebook Usage

According to the response, 83.3% of the respondents owned a personal Facebook account. However, 16.7% admitted that they owned a library Facebook page. Rest of the libraries do not maintain a Facebook page.

4.2 Content Analysis of University Library Facebook Fan Pages

Out of the 3 university libraries that adopt Facebook fan pages, two libraries are doing well in posting numerous activities undertaken by the respective libraries and creating awareness among the target audience on the activities of the respective libraries. Researcher had found that the 3rd library Facebook page closed down in the midst of the research. There are anecdotal evidences to say that certain authorities had requested the respective persons to close down the Facebook pages. Both of existing library fan pages had included the contact details such as telephone number, e-mail address and the website. Other basic details such as mission, description of the library are also depicted in the pages. Both pages are keen in promoting library events such as exhibitions, extension services, reading camps and seminars organized by the respective libraries from time to time. They had even given important links to other websites so that library users can get access to information through the Facebook page. It is an indication that

the two Facebook pages acts as a 'Library portal' too. Although there are no ongoing events, the libraries had organized number of events in the past which were depicted on the wall of the pages. One remarkable observation made by the researcher is that, one of the libraries had organized library extension activities for the kids in the area where the library is located, such as 'Art Classes', 'Story Telling', 'Language learning', 'Reading Camps', and 'Child development programs' and had given publicity to these events through the library Facebook page. As at 5th June 2014, one institution had 192 posts including 1908 photos and 34 videos on science and technology. However the other institution had 19 posts with 136 photos. Those can be treated as 'photo-essays of the particular events' organized by the respective libraries.

According to the Table 4.1 the two libraries Facebook pages had collectively produced 211 wall postings. Out of the total 44.1% of the postings are without 'Likes' or general comments. Almost 56% of the postings were with 'Likes' or general comments. Another vital observation made by the researchers is the low level member participation in discussions on Facebook walls. Other than general comments or congratulatory remarks no discussions are seems to be going on in any of these Facebook wall pages.

Table 4.1 – Comments on Facebook Wall

Wall posts with and without 'Likes'	Total No. of Posts	Percentage
Without likes or general comments	93 Posts	44.1
With likes or general comments	118 Posts	55.9
Total	211	100

4.3 Opinion of Using Facebook Page in Promoting Libraries

University librarians' attitudes were positive about Facebook page usage in Sri Lankan libraries for library promotion, because they believe that Facebook is a very effective tool for promoting library services. While 66.7% said it is important; another 33.3% were of the opinion that it is a very important factor for library promotion.

As revealed in Table 4.2 below 55.6% librarians were of the opinion that Facebook usage trends in libraries will grow slowly but 33.3% of them strongly believe that Facebook usage in libraries in Sri Lanka will expand quickly in the future. Only 5.6% think that Facebook usage will remain slow in Sri Lanka.

Table 4.2 - Opinion of Facebook Usage Trends in Sri Lanka

Response	Frequency	Percent
Will stay slow	1	5.6
Will grow slowly	10	55.6
Will expand quickly	6	33.3
Total	17	94.4
Missing	1	5.6
Total	18	100.0

According to the voting of librarians the following areas of Facebook usage are to be treated, as top priorities and depicted in Table 4.3.

Table 4.3 – Suggested Purposes of which University Libraries should Use Facebook Fan Pages

No.	Statements	Votes	%
1.	Promote library products and services	16	88.9
2.	Provide quick updates to users	12	66.7
3.	Promote user education programs	11	61.1
4.	Disseminate library news and press releases	09	50.0
5.	Build discussion groups and collaborative work	08	44.4

N=18

4.4 Librarians' Attitudes towards the Effectiveness of the Facebook in Promoting Library Resources and Services

The attitudes of librarians towards the effectiveness of the Facebook in promoting library resources and services varied considerably.

Majority of librarians (88.9%) was in the opinion that “Facebook as a social media tool is an integral part for promoting library services and resources” while 11.1% had neutral attitudes towards this. Out of the total, 94.4% believed that Facebook helps them in

building collaborative networks with library users. Further, 61.1% of the librarians agreed that Facebook helps students in identifying and locating library resources and 88.9% of them were of the opinion that Facebook will facilitate knowledge sharing. To summarise?? majority of the librarians believed that Facebook will help librarians to get closer to the library clientele; Facebook will help university students to use library services. Hence Facebook offers more than just traditional ways of marketing library services and resources. In context to library users, 94.5% of the librarians are of the view that Facebook assisted library users by providing information and 88.9% supported the view. Since Facebook allows students to create, connect, converse, vote and share information, 61.1% of the librarians agreed that it is a great way to grab attention of new users.

As depicted therein, it is evident that university librarians in Sri Lanka have favorable attitudes towards using Facebook for promoting library resources and services.

4.5 Problems/Issues in Relation to Using Facebook for Promoting Libraries

However, librarians identified several problems/issues related to use of Facebook in libraries and they have ranked them according to the severity. A total of 13(72.3%) librarians had identified "Concerns on confidentiality of students' information" as number one problem that they will have to face when using Facebook page for library promotion. As agreed by the librarians (66.7%) the second problem to them was "Lack of time to use Facebook". "Lack of privacy and identity theft of students joining the library Facebook page" had been identified by the librarians (61.15%) as the third cogent issue. "Inadequate staff of the library to work on the Facebook page of the library" and "Slow speed of Internet" had been cited respectively as fourth and fifth issues related to Facebook use. As observed by the researcher one very crucial problem that university librarians had to face is "Denied access to Facebook by the concerned authorities". Only 11.1% of the total sample population has admitted this as a problem.

5. Conclusions and Discussion

This study depicts that university librarian's attitudes were positive in using Facebook for marketing of library resources and services. Those university librarians strongly believe that social media including the Facebook are important tools for marketing of library products and services. They have realized that it is very useful when they want to communicate with their library clientele in order to cater to their information needs.

The research not only reveals potential plus points but also numerous problems associated with managing a Facebook page for libraries. They were concerned about the confidentiality of student's information. They also admitted problems such as lack of

time to use Facebook, lack of privacy and identity theft of students joining the library Facebook page. and inadequacy of staff to work on the Facebook for the library etc.

6. Recommendations

In accordance with the results of the current research following recommendations for further development of Facebook pages for library promotion could be drawn:

- 6.1 It is strongly recommended that all university libraries should take necessary steps to establish their own Facebook pages and then it is much easier for the library to get the messages across to their target population.
- 6.2 Sri Lanka Library Association, National Institute of Library and Information Sciences and Department of Library and Information Science, University of Kelaniya, which are the leading organizations responsible for delivering professional library science courses in Sri Lanka should include a module on the practical use of social media for library promotion/library marketing.
- 6.3 One particular library staff member should be held responsible for managing the library Facebook throughout.
- 6.4 Librarians need to educate their users, provide them assistance if needed, deliver them resources and also disseminate information which might be useful for their programs and projects in hand through the library Facebook page.
- 6.5 It is assumed that users on Facebook want to see a variety of photographs. On the other hand every organization will have photo collections in albums. It is therefore necessary to upload them onto the Facebook and tag them. Usually people have Facebook notifications that alert them when they have been tagged on photos, and this will bring them back to the Facebook page of the library and that is how a librarian can gradually build a 'Reference Market' for his/her resources and service. The versatility of Facebook is that by allowing the 'fans' (library users) of the page to upload and tag them and friends on library pages a social 'hook' to the pages concerned is automatically established. Not only librarians can give the clientele back by adding photos, librarians can keep their brand planted firmly in the mindset of the respective target audience.

6.6 Need to make it a best practice to thank people for becoming your fans. Not only that it is absolutely necessary for the librarian to give them something in return, such as an e-newsletter, e-resources etc.

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Abstract

Library legislation is very important for the development of library services in any country of the world. Libraries receive a legal power to work on a more formal and stable foundation through legislation. National library can be considered as an educational and cultural institution for fulfilling the information needs of the people of a country. It is the generally accepted opinion that every country of the world should have a National library. National library legislation is very important for all countries for efficient National library services. Various library experts have presented definitions on the role of a National library. Dr. K.W. Humphreys, Dr A. M. Al-Nahari and Prof. Maurice Line are some of the scholars who presented definitions on the role of the National libraries. Taking into consideration the internationally accepted national library functions, National Library of Sri Lanka has identified its functions and presently performs the internationally accepted National library functions. There are various shortcomings in the National library legislations in Sri Lanka as well. Shortcomings can also be identified in the National Library and Documentation Services Board Act of 1998. Amendment of these legislations is a timely requirement.

Keywords: National Library Legislation, Library Legislation, National Libraries, Library Law, National Library Acts

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ලෝකයේ ඕනෑම රටක පුස්තකාල සේවාවේ සංවර්ධනය සඳහා පුස්තකාල ව්‍යවස්ථා සම්පාදනය ඉතා වැදගත් වේ. ව්‍යවස්ථා සම්පාදනය මගින් වඩා විධිමත් හා ස්ථාවර පදනමක් මත කටයුතු කිරීමට පුස්තකාලවලට නීතිමය බලයක් ලැබේ. රටක ජනතාවගේ තොරතුරු අවශ්‍යතා ඉටු කිරීම සඳහා වන අධ්‍යාපනික හා සංස්කෘතික ආයතනයක් ලෙස ජාතික පුස්තකාලය හැඳින්විය හැකිය. ලෝකයේ සෑම රටක ම ජාතික පුස්තකාලයක් තිබිය යුතුය යන්න පොදුවේ පිළිගත් මතය වේ. කාර්යක්ෂම ජාතික පුස්තකාල සේවාවක් සඳහා සෑම රටක ම ජාතික පුස්තකාල ව්‍යවස්ථා සම්පාදනය ඉතා වැදගත් වේ. ජාතික පුස්තකාලයක කාර්ය භාරය කුමක් විය යුතු ද යන්න පිළිබඳ ව විවිධ පුස්තකාලවේදීන් විවිධ නිර්වචන ඉදිරිපත් කර ඇත. කේ. ඩබ්ලිව් හම්ප්‍රිස්, මොරිස් ලයින්, මොහොමඩ් අල්නහරි ජාතික පුස්තකාලවල කාර්යයන් පිළිබඳ නිර්වචන ඉදිරිපත් කළ විද්වතුන් කිහිපදෙනෙකි. විවිධ ජාත්‍යන්තර නිර්වචන උපයෝගී කරගනිමින් ශ්‍රී ලංකා ජාතික පුස්තකාලයේ කාර්ය භාරය හඳුනාගෙන ඇති අතර ජාත්‍යන්තර ව පිළිගත් ජාතික පුස්තකාල කාර්යයන් ශ්‍රී ලංකා ජාතික පුස්තකාල දැනට ක්‍රියාත්මක කරයි. ශ්‍රී ලංකාවේ ජාතික පුස්තකාල ව්‍යවස්ථාවල ද විවිධ අඩුපාඩුකම් පවතී. 1998 ජාතික පුස්තකාල හා ප්‍රලේඛන සේවා මණ්ඩල සංශෝධන පනතේ ද එවැනි අඩුපාඩු දැකිය හැකිය. මෙම අඩුපාඩු මඟ හරවා ගැනීම සඳහා මෙම අනුපනත් සංශෝධනය ද කාලීන අවශ්‍යතාවයකි.

මූලිකපද : ජාතික පුස්තකාල ව්‍යවස්ථා, පුස්තකාල ව්‍යවස්ථා, ජාතික පුස්තකාල , පුස්තකාල නීති, ජාතික පුස්තකාල නීති

Corresponding author – Email: gdamarasiri@mail.natlib.lk

හැඳින්වීම

සෑම රටක පුස්තකාල සේවාවේ සංවර්ධනය සඳහා පුස්තකාල ව්‍යවස්ථා (Library Legislation) සම්පාදනය ඉතා වැදගත් වේ. ලෝකයේ බොහෝ රටවල පුස්තකාල ව්‍යවස්ථා හඳුන්වා දී ඇති අතර ඒ තුළින් එම රටවල පුස්තකාල සේවාවන් වඩා ස්ථාවර පදනමක් මත පවත්වාගෙන යාමට හැකි වී ඇත. ව්‍යවස්ථා හඳුන්වා දීම තුළින් ලැබෙන ප්‍රයෝජන රාශියකි. ව්‍යවස්ථා සම්පාදනය තුළින් තම කාර්යයන් වඩා විධිමත් ලෙස ක්‍රියාත්මක කිරීමට නීතිමය බලයක් පුස්තකාලවලට ලැබේ. එමෙන් ම පුස්තකාලවල අඛණ්ඩ හා ස්ථාවර පැවැත්ම සඳහා ද ව්‍යවස්ථා උපකාරී වේ. ඊට අමතර ව අඛණ්ඩ හා ස්ථාවර අරමුදල් පුස්තකාලවලට ලබාගැනීම සඳහා ද ව්‍යවස්ථා උපකාරී වේ. ශ්‍රී ලංකාවේ පුස්තකාල ව්‍යවස්ථා සම්පාදනය එතරම් ප්‍රවලිත නොවූව ද ඉන්දියාව වැනි රටවල් විශේෂයෙන් මහජන පුස්තකාල ව්‍යවස්ථා සම්පාදනය අතින් විශාල ප්‍රගතියක් ලබා ඇත. ඉන්දියානු පුස්තකාලයාධිපතිත්වයේ පියා වශයෙන් සැලකෙන ආචාර්ය එස්. ආර්. රංගනාදන් මහතා ඉන්දියාවේ පුස්තකාල ව්‍යවස්ථා සම්පාදනය සම්බන්ධයෙන් විශිෂ්ට දායකත්වයක් ලබා දී ඇති විද්වතෙකි.

පුස්තකාල ව්‍යවස්ථා නීති අනපනත් සම්පාදනය මෙන්ම අවශ්‍යතාව පරිදි ඒවා කාලීනව සංශෝධනය කිරීම ද පුස්තකාල සේවාවේ සංවර්ධනය සඳහා අත්‍යවශ්‍ය වේ. සමහර නීතිමය බාධාවන් නිසා දීර්ඝකාලීන වශයෙන් පුස්තකාල සේවාවේ සමහර අංශ පසුගාමී තත්වයක පවතින බව පැහැදිලි කරුණකි. එබැවින් ශ්‍රී ලංකාවේ පුස්තකාල ව්‍යවස්ථා නීති අනපනත් සම්පාදනය සඳහා වැඩි අවධානයක් යොමු කිරීම කාලීන අවශ්‍යතාවකි. මේ සඳහා අදාළ ආයතනවල අවධානය යොමු විය යුතුය. ශ්‍රී ලංකාවේ ජාතික පුස්තකාල ව්‍යවස්ථා සම්පාදනය පිළිබඳව විවිධ විද්වතුන් අදහස් පළකර ඇත. ශ්‍රී ලංකා ජාතික පුස්තකාල සේවා මණ්ඩලයේ නීතිමය පදනම පිළිබඳව යුනෙස්කෝ පුස්තකාල උපදේශිකාවක් වූ එච්ලින් ජේ. එවන්ස් (1990) මහත්මිය කරුණු ඉදිරිපත් කර ඇත. පුස්තකාල සේවය සඳහා විධිමත් සහයක් ලබාදීමට ව්‍යවස්ථා නීති අනපනත්වල අවශ්‍යතාව ජාත්‍යන්තර වශයෙන් පිළිගෙන ඇති බැවින් සෑම රජයක්ම පුස්තකාල නීතිරීති හඳුන්වා දිය යුතු බව ඇය සඳහන් කරයි.

ජනතාවගේ විවිධ තොරතුරු අවශ්‍යතා ඉටු කිරීමේ අරමුණු සඳහා පිහිටුවාගත් සංස්කෘතික ආයතන ලෙස පුස්තකාල හැඳින්විය හැකිය. මෙම අරමුණු ඉටු කිරීම සඳහා විවිධ වර්ගවලට අයත් පුස්තකාල බිහි වී ඇත. මෙම පුස්තකාල වර්ග අතරින් ජාතික පුස්තකාල සුවිශේෂී පුස්තකාල ප්‍රභේදයක් ලෙස හඳුනාගත හැකිය. කාර්ය භාරය හා තත්ත්වය අනුව ජාතික පුස්තකාල අනෙකුත් පුස්තකාලවලින් විශාල වශයෙන් වෙනස් වේ. හම්ප්‍රිස් (Humphreys) මොරිස් ලයින් (Morris Line) මොහොමඩ් අල්නහරි වැනි පුස්තකාලවේදීන් ජාතික පුස්තකාල කාර්යයන් පිළිබඳ විග්‍රහයන් ඉදිරිපත් කර ඇත. එමෙන් ම ජාතික පුස්තකාලවල අනාගත කාර්ය භාරය පිළිබඳව ද මෑතකදී විවිධ විග්‍රහයක් ඉදිරිපත් වී ඇත. ලෝකයේ රටවල් වැඩි ප්‍රමාණයක ජාතික පුස්තකාල පිහිටුවා ඇති අතර සෑම රටක ම ජාතික පුස්තකාලයක් තිබිය යුතුය යන්න පොදුවේ පිළිගත් මතය වේ. කෙසේ වුව ද ලෝකයේ බොහෝ රටවල ජාතික පුස්තකාලවලට මුදල් ප්‍රතිපාදන ප්‍රමාණවත් නොවීම ප්‍රමාණවත් බලතල නොතිබීම වැනි හේතු නිසා ජාතික පුස්තකාලයක් මගින් ඉටු කළ යුතු යැයි අපේක්ෂා කරන කාර්ය භාරයන් ඉටුකිරීමට නොහැකි වී

ඇත. යෝග්‍ය පරිදි ව්‍යවස්ථා (legislation) හඳුන්වාදීම තුළින් මෙම ගැටලුවලට විසඳුම් ලබාගත හැකි බව ජාතික පුස්තකාල ක්ෂේත්‍රයේ විද්වත්හු විශ්වාස කරති.

ජාතික පුස්තකාල ව්‍යවස්ථා

ජාතික පුස්තකාල ව්‍යවස්ථා (National Library Legislation) පිළිබඳ ව සාකච්ඡා කිරීමේ දී ප්‍රධාන අංශ තුනක් පිළිබඳව අවධානය යොමු කළ හැකිය. පළමුවැන්න නම් ජාතික පුස්තකාල රජය සමඟ ඇති සම්බන්ධතාවය යි. ජාතික පුස්තකාල පිහිටුවිය යුත්තේ ව්‍යවස්ථා පදනම් කරගෙනය. ජාතික පුස්තකාල කාර්යයන් ඉටු කිරීම සඳහා ජාතික පුස්තකාලවලට ශක්තිමත් නීතිමය පදනමක් අවශ්‍ය වේ. ජාතික පුස්තකාල හා රජය අතර ඇති සම්බන්ධතාවය සඳහා වැඩි ස්ථාවර පදනමක් ව්‍යවස්ථා මඟින් ලබාදී ඇත. විශේෂයෙන් ම අරමුදල් ලබාගැනීම සඳහා මෙම නීතිමය සම්බන්ධතාවය අතිශයින් වැදගත් වේ. ජාතික පුස්තකාල ව්‍යවස්ථා සම්බන්ධයෙන් සාකච්ඡා කිරීමේදී අවධානය යොමු කළයුතු අනෙක් කාරණය වන්නේ අධිකාරීත්වය යි (Authority). එනම් ජාතික පුස්තකාල අනෙකුත් පුස්තකාල හා ආයතනයක් අතර ඇති සම්බන්ධතාවය යි. ජාතික පුස්තකාලය රටක පුස්තකාල පද්ධතියේ කේන්ද්‍රස්ථානය වන අතර එහිදී අනෙකුත් පුස්තකාල හා පුස්තකාල ක්ෂේත්‍රයේ අනෙකුත් ආයතන සම්බන්ධීකරණය හා අධීක්ෂණය කිරීම සඳහාත්, ජාතික පුස්තකාලවලට කිසියම් නීතිමය බලයක් අවශ්‍ය වේ. තුන්වන අංගය වන්නේ ස්වාධීනත්වය යි (Autonomy). ස්වාධීනත්වය යනුවෙන් මෙහි දී අදහස් කරනුයේ රටේ පුස්තකාල පරිසරය තුළ සිදුවන වෙනස් වීම්වලට ප්‍රතිචාර වශයෙන් වඩා නම්‍යශීලී ව සම්පත් ලබාදීම ප්‍රමුඛතා තීරණය කිරීම ඇතුළු පුස්තකාල පද්ධතිය මෙහෙයවීම සඳහා තිබිය යුතු ස්වාධීනත්වය යි.

අන්තර්ජාතික පුස්තකාල සංගම් සංවිධානය (IFLA) හා යුනෙස්කෝ ආයතනය එක් ව “නව තොරතුරු පරිසරය තුළ ජාතික පුස්තකාලවල කාර්යභාරය හා අරමුණු” මැයෙන් සමුළුවක් 1991 අගෝස්තු මාසයේ දී පවත්වන ලදී. සෑම රටක් සඳහා ම ජාතික පුස්තකාල නීතිරීති ව්‍යවස්ථා තිබිය යුතු බවත්, විශේෂයෙන් ම පහත සඳහන් කාර්යයන් ඉටු කිරීම සඳහා නීතිමය ප්‍රතිපාදන ජාතික පුස්තකාලවලට තිබිය යුතු බවටත් එම සමුළුවේ දී නිගමනය කරන ලදී.

1. සංස්කෘතික උරුමය සංරක්ෂණය කිරීම
2. මෙරට හා විදේශීය රටවල ප්‍රකාශිත ප්‍රකාශන එක් රැස් කිරීම
3. ජාතික ග්‍රන්ථ විඥාපන පාලනය
4. රටේ පුස්තකාල පද්ධතිය තුළ නායකත්වය ඉසිලීම
5. පුස්තකාල ක්ෂේත්‍රයේ ජාත්‍යන්තර සහයෝගීතාවය ඇති කිරීම

සෑම රටක ම ජාතික පුස්තකාලයක් තිබීම සුදුසු බවත්, ජාතික පුස්තකාල සඳහා නීතිමය පදනමක් නොමැති රටවල හා යල්පැනගිය නීතිරීති පවතින රටවල මෙම ජාතික පුස්තකාල අනපනත් බලාත්මක කිරීම සඳහා තම රටවල රජයන්ට බලකිරීම් කළ යුතු බව ද මෙම සමුළුවේ දී නිගමනය කරන ලදී. ජාතික පුස්තකාල සාමාන්‍යයෙන් නිර්වචනය කරනු ලබන්නේ ඒවායේ කාර්යයන් හා වගකීම අනුව ය. ජාතික පුස්තකාල පිළිබඳ ව පුළුල් ව භාවිත කරන නිර්වචනයක්

ලෙස යුනෙස්කෝ නිර්වචනය හැඳින්විය හැකිය. මෙම නිර්වචනයට අනුව ජාතික පුස්තකාල කර්මයන් සම්බන්ධයෙන් වැඩි අවධානයක් ඇත්තේ උරුමය සම්බන්ධයෙනි. දෙවනුව අවධාරණයක් කර ඇත්තේ යටිතල පහසුකම් වර්ධනයට අදාළ කාර්යයන් සඳහා ය.

රට තුළ විද්‍යාත්මක, සන්නිවේදන ප්‍රකාශනවල පිටපත් ලබා ගැනීමේ වගකීම හා තැන්පතු පුස්තකාලය (Deposit Library) ලෙස කටයුතු කිරීමේ වගකීම පැවරෙන්නේ ජාතික පුස්තකාලවලටයි. මීට අමතර ව ජාතික ග්‍රන්ථ නාමාවලිය සම්පාදනය , විදේශ ප්‍රකාශන එකතුවක් පවත්වාගෙන යාම ජාතික ග්‍රන්ථ විඥාපන මධ්‍යස්ථානය ලෙස කටයුතු කිරීම, ජාතික ඒකාබද්ධ සුවිස සම්පාදනය, පූර්වකාලීන ජාතික ග්‍රන්ථනාමාවලිය සම්පාදනය වැනි කාර්යයන් ප්‍රධාන කාර්යයන් වේ. කෙසේ වුවද යුනෙස්කෝ නිර්වචනය තුළ ජාතික පුස්තකාලයක් මගින් ඉටුකළ යුතු සමහර කාර්යයන් ඇතුළත් වී නොමැති බවත්, කාලීන ප්‍රවනතා අනුව මෙම නිර්වචනය සංශෝධනය විය යුතු බවත් පෙනීයන කරුණකි. අන්තර්ජාතික පුස්තකාල සංගම් සංවිධනය (IFLA) මගින් ද, ජාතික පුස්තකාල පිළිබඳ නිර්වචනයක් ඉදිරිපත් කර ඇත. ලෝකයේ සමහර රටවල ජාතික පුස්තකාල සේවාවන් ඉටු කරනු ලබන්නේ ජාතික පුස්තකාල නොවන ආයතන විසිනි. මෙවැනි සේවාවන් සපයන ආයතන ජාතික පුස්තකාල ලෙස පිළිගත් ආයතන නොවේ. ජාතික පුස්තකාල හෝ ජාතික පුස්තකාල සේවා සපයන වෙනත් ආයතනවල සේවාවන් පවත්වාගෙන යාම සඳහා අවශ්‍ය අරමුදල් ලබා ගැනීමට හා සම්බන්ධීකරණය කිරීමට අවශ්‍ය නීතිමය ප්‍රතිපාදන ජාතික පුස්තකාල ව්‍යවස්ථා මගින් ලබාදිය යුතු ය.

ලෝකයේ බොහෝ ජාතික පුස්තකාල කිසියම් අමාත්‍යාංශයක් හෝ දෙපාර්තමේන්තුවක් යටතේ ක්‍රියාත්මක වේ. එසේ නොවන අවස්ථා ද දැකිය හැකිය. ජාතික පුස්තකාලය පාර්ලිමේන්තුව හෝ අමාත්‍ය මණ්ඩලය යටතේ සෘජුව ම වුව ද පාලනය විය හැකිය. එමෙන්ම ජනාධිපති කාර්යාලයේ හෝ අග්‍රාමාත්‍ය කාර්යාලයේ හෝ සෘජු පාලනය යටතේ වුව ද ක්‍රියාත්මක විය හැකිය. කෙසේ වුව ද බොහෝ අවස්ථාවල ජාතික පුස්තකාල අමාත්‍යාංශයක් සමඟ විධිමත් සම්බන්ධතාවයක් ඇත. ජාතික පුස්තකාල සඳහා මුදල් ප්‍රතිපාදන ලබාදෙනු ලබන්නේ මෙම අධීක්ෂණ අමාත්‍යාංශ විසිනි. මෙම අධීක්ෂණ අමාත්‍යාංශය කුමක් විය යුතු ද යන ගැටලුව බොහෝ අවස්ථාවල පැන නැගී ඇත. ලෝකයේ පොදුවේ ජාතික පුස්තකාල ක්‍රියාත්මක කිරීමට සලකා බැලිය හැකි අමාත්‍යාංශ පහත සඳහන් පරිදි දැක්විය හැකිය.

- අධ්‍යාපන
- සංස්කෘතික, කලා කටයුතු හෝ උරුම
- පුස්තකාල, කෞතුකාගාර පුස්තකාල හෝ පුස්තකාල හා ලේඛනාගාර
- තොරතුරු හෝ ජනමාධ්‍ය
- සැලසුම්
- විද්‍යා හා තාක්ෂණ
- ප්‍රජා සංවර්ධන හෝ පළාත් පාලන

ජාතික පුස්තකාල කුමන අමාත්‍යාංශයක් යටතේ ක්‍රියාත්මක විය යුතු ද යන්න විවිධ සාධක මත රඳා පවතී. ජාතික පුස්තකාල ක්‍රියාත්මක විය යුතු අමාත්‍යාංශය පුස්තකාල කටයුතුවලට ඉතාමත් අදාළ අමාත්‍යාංශයක් විය යුතු ය. අධ්‍යාපන, සංස්කෘතික හෝ ජාතික උරුමයන් වැනි අමාත්‍යාංශ

ඉතාමත් යෝග්‍ය අමාත්‍යාංශ වේ. මේ සම්බන්ධයෙන් විවිධ අය විවිධ තර්ක ඉදිරිපත් කරන බව දැකිය හැකිය. ජාතික අයවැයෙන් විශාල මුදල් ප්‍රමාණයක් වෙන් කරන අමාත්‍යාංශය යටතේ ජාතික පුස්තකාල ක්‍රියාත්මක විය යුතු බව ද සමහරු තර්ක කරති. ප්‍රතිපාදන වෙන් කිරීමේ දී අඩු ප්‍රමුඛතාවයක් ලැබෙන අමාත්‍යාංශ යටතේ ජාතික පුස්තකාල ක්‍රියාත්මක නොවිය යුතු බවද පෙන්වා දී ඇත.

ලෝකයේ බොහෝ ජාතික පුස්තකාල පාලක මණ්ඩලයක් මගින් පාලනය කරනු ලැබේ. ශ්‍රී ලංකාවේ දී ජාතික පුස්තකාලය පාලනය වන්නේ අධ්‍යක්ෂ මණ්ඩලයක් මගිනි. රටේ ජනතාවගේ අවශ්‍යතා අනුව ද, ජාතික පුස්තකාල පනතේ සඳහන් කාර්යයන් ඉටු කිරීම සම්බන්ධයෙන් ජාතික පුස්තකාලයේ මනා පාලනය සම්බන්ධයෙන් ද අධ්‍යක්ෂ මණ්ඩලය වගකිව යුතුවේ. ජාතික පුස්තකාලයක අධ්‍යක්ෂ මණ්ඩලය පත් කිරීමේ දී එහි සංයුතිය පිළිබඳ ව ප්‍රවේශමෙන් සලකා බැලිය යුතු ය. අධ්‍යක්ෂ මණ්ඩල සංයුතියද පනතේ සඳහන් විය යුතුය. අධ්‍යක්ෂ මණ්ඩලය මූලික වශයෙන් ම අවධානය යොමු කළ යුත්තේ කළමනාකරණය පිළිබඳව යි. ඒ අනුව අධ්‍යක්ෂ මණ්ඩලයේ සාමාජික සංඛ්‍යාව විශාල එකක් නොවිය යුතු ය. සාමාජික සංඛ්‍යාව නව දෙනෙකු පමණ වීම ප්‍රමාණවත් වේ. අධ්‍යක්ෂ මණ්ඩලය සඳහා පත් කරනු ලබන සාමාජිකයින් කලාව, සංස්කෘතිය කර්මාන්ත හෝ නීති වෘත්තීය වැනි විෂය ක්ෂේත්‍රයක් පිළිබඳ ඉහළ තත්ත්වයක් ලබා ඇති අයවීම අවශ්‍ය වේ. කෙසේ වුවද මෙම විෂය ක්ෂේත්‍ර පනතෙහි සඳහන් කිරීම යෝග්‍ය නොවේ. ඊට හේතුව ඒවා කාලීන ව වෙනස් වීමට ඉඩ තිබෙන බැවිනි. උදාහරණ වශයෙන් ජාතික පුස්තකාලයේ තොරතුරු තාක්ෂණ සංවර්ධනය සිදුවන අවධියක තොරතුරු තාක්ෂණය පිළිබඳ විශේෂඥයෙකු අධ්‍යක්ෂ මණ්ඩලයේ සිටීම ප්‍රයෝජනවත් වේ. ජාතික පුස්තකාලය සඳහා නව ගොඩනැගිල්ලක් සැලසුම් කරන අවධියක ගෘහ නිර්මාණ ශිල්පය පිළිබඳ විශේෂඥයෙකු අධ්‍යක්ෂ මණ්ඩලය තුළ සිටීම ප්‍රයෝජනවත් වේ. අධ්‍යක්ෂ මණ්ඩලයේ සැලකිය යුතු හෝ වැඩි සාමාජික සංඛ්‍යාවක් වෘත්තීය පුස්තකාලයාධිපතිවරුන් හෝ තොරතුරු විශේෂඥයින් විය යුතු බව සමහර අවස්ථාවල යෝජනා ඉදිරිපත් වී ඇත. කෙසේ වුවද එම මතය මතභේදයට තුඩුදෙන අතර, ප්‍රජාව හෝ පාඨක සමූහයා පිළිබඳ බහුවිෂයාත්මක අවබෝධයක් ලබා ගැනීමට විවිධ විෂය ක්ෂේත්‍රයන්ට අයත් විද්වතුන් අධ්‍යක්ෂ මණ්ඩලය තුළ සිටීම වඩා ප්‍රයෝජනවත් වේ. එමෙන් ම අමාත්‍යවරයාට උපදෙස් ලබාදීමේ දී පුස්තකාලයාධිපතිවරුන් මෙන් ම පුස්තකාලයාධිපතින් නොවන අධ්‍යක්ෂ මණ්ඩල සාමාජිකයින් ද සමඟ උපදෙස් ලබාදීම වඩා ප්‍රතිඵල දායක වේ. එබැවින් අධ්‍යක්ෂ මණ්ඩලය තුළ පුස්තකාලයාධිපතිවරුන් එක් අයෙකු හෝ දෙදෙනෙකුට වඩා සිටීම අවශ්‍ය නොවන බව පෙන්වා දී ඇත. අධ්‍යක්ෂ මණ්ඩලයට අමතරව පුස්තකාල හා විඥාපන කටයුතු පිළිබඳ ජාතික උපදේශක සභාවක් පත්කරගත හැකිය. ඒ අනුව ජාතික පුස්තකාලයක අධ්‍යක්ෂ මණ්ඩලයේ සංයුතිය පහත සඳහන් පරිදි දැක්විය හැකිය.

1. සභාපතිවරයා
2. විෂය භාර ඇමතිවරයා විසින් පත්කරනු ලබන සාමාජිකයින් අවම වශයෙන් හය දෙනෙකු පමණ
3. නිලබලයෙන් පත්වන සාමාජිකයින්
4. ජාතික පුස්තකාලයේ අධ්‍යක්ෂවරයා හෝ අධ්‍යක්ෂ ජනරාල්වරයා

නිලබලයෙන් පත්වන සාමාජිකයන් සාමාන්‍යයෙන් පුස්තකාල ක්ෂේත්‍රයෙන් හා අනෙකුත් අදාළ ක්ෂේත්‍රවල නිලධාරීන්ගෙන් සමන්විත වේ. ශ්‍රී ලංකා ජාතික පුස්තකාලයේ අධ්‍යක්ෂ මණ්ඩලයේ නිලබලයෙන් පත්වන සාමාජිකයින් පහත සඳහන් පරිදි වේ :

- 1 අධ්‍යාපන අමාත්‍යාංශයේ ලේකම් (රේඛීය අමාත්‍යාංශය)
- 2 රාජ්‍ය පරිපාලන අමාත්‍යාංශයේ ලේකම්
- 3 ශ්‍රී ලංකා පුස්තකාල සංගමයේ සභාපති
- 4 තොරතුරු සන්නිවේදන හා තාක්ෂණ ආයතනයේ (ICTA) සභාපති
- 5 සංස්කෘතික අමාත්‍යාංශයේ ලේකම්
- 6 ජාතික විද්‍යා පදනමේ සභාපති
- 7 මහා භාණ්ඩාගාරයේ නියෝජිතයෙක්

මීට අමතරව අධ්‍යක්ෂ මණ්ඩලයට අදාළ පහත සඳහන් කරුණු ද ජාතික පුස්තකාල පනතක ඇතුළත් විය යුතු ය.

- 1 අධ්‍යක්ෂ මණ්ඩලයේ නිලකාලය (නිලකාලය වසර තුනක් පමණ වීම යෝග්‍යවේ).
- 2 නැවත පත්කිරීම
- 3 සාමාජිකත්වය සඳහා නුසුදුස්සෙකු වීමට බලපාන කරුණු
- 4 රැස්වීම් පැවැත්විය යුතු කාල පරාසය
- 5 ගනපුර්ණය, ඇතුළු රැස්වීම් පැවැත්වීමට අදාළ ක්‍රියා පිළිවෙල

ජාතික පුස්තකාලයක අධ්‍යක්ෂ තනතුරු ඉතා වැදගත් තනතුරු වේ. මෙය විවිධ රටවල විවිධ නාමයන්ගෙන් හැඳින්වේ. “අධ්‍යක්ෂ” “අධ්‍යක්ෂ ජනරාල්” “සභාපති” ජාතික පුස්තකාලයාධිපති” (National Librarian) මෙසේ භාවිතා වන නාමයන් වේ. අධ්‍යක්ෂවරයා අධ්‍යක්ෂ මණ්ඩලයේ සාමාජිකයෙකු වශයෙන් කටයුතු කරන අතර අධ්‍යක්ෂ මණ්ඩලීරණ ක්‍රියාත්මක කිරීමේ වගකීම ඔහුට පැවරේ. ඔහු ජාතික පුස්තකාලයේ ප්‍රධාන විධායක නිලධාරියා වශයෙන් කටයුතු කරයි. ජාතික පුස්තකාල අධ්‍යක්ෂවරයා වෘත්තීය පුස්තකාලයාධිපතිවරයෙකු විය යුතු බව පිළිගත් මතය වේ. කෙසේ වුවද ලෝකයේ සමහර දියුණු රටවල පුස්තකාල හා විඥාපන කටයුතු පිළිබඳ වෘත්තීය සුදුසුකම් හෝ පළපුරුද්ද නොමැති පුද්ගලයින් ද ජාතික පුස්තකාල ප්‍රධානීන් වශයෙන් කටයුතු කර ඇත. එසේ වුවද ජාතික පුස්තකාල අධ්‍යක්ෂවරයා වෘත්තීය පුස්තකාල වේදියෙකු වීම වැදගත් වන අතර ඔහුට පරිපාලනමය කුසලතාවය ද තිබිය යුතු බව පිළිගත් මතවාදයකි.

ලෝකයේ සමහර රටවල ජාතික පුස්තකාල සාමාජිකත්වය සියලුම පුරවැසියන්ට නොමිලයේ ලබාදෙනු ලැබේ. සමහර රටවල එය කිසියම් වයස සීමාවකින් ඉහළ අයට පමණක් සීමාකරනු ලබන අතර, සාමාජිකත්වය සඳහා කිසියම් ගාස්තුවක් අයකරනු ලැබේ. කෙසේ වුවද උසස් මට්ටමේ ජාතික පුස්තකාල සේවාවක් ලබාදීමට නම් ජාතික පුස්තකාල සේවාවන් සියලුම පුරවැසියන්ට ලබාදිය යුතුය. මෙවැනි ප්‍රතිපත්ති ද ජාතික පුස්තකාල ව්‍යවස්ථාවල ඇතුළත්විය

යුතු වේ. මැලේසියාවේ ජාතික පුස්තකාල සංශෝධිත පනත පාර්ලිමේන්තුවේ සම්මත වූයේ 1987 ජනවාරි මාසයේ දී ය. මුල්පනත සම්මත කරන ලද්දේ 1972 වර්ෂයේ දී ය. මැලේසියානු ජාතික පුස්තකාල සංශෝධිත පනත අනුව මැලේසියානු ජාතික පුස්තකාලයේ අරමුණු පහත සඳහන් පරිදි විය.

- පුස්තකාල සම්පත්වල ජාතික එකතුවක් වර්තමාන හා අනාගත පරපුරේ ප්‍රයෝජනය සඳහා ලබා දීම.
- රටකුළ හා විදේශයන් හි පවතින පුස්තකාල සම්පත් සඳහා ජාතික මට්ටමින් ප්‍රවේශවීමට පහසුකම් සැලසීම.
- පුස්තකාල සම්බන්ධ කටයුතුවලදී නායකත්වය සැපයීම

මෙම අරමුණු පදනම් කර ගනිමින් මැලේසියානු ජාතික පුස්තකාලයේ අධ්‍යක්ෂ ජනරාල්වරයාගේ වගයෙන් පනතට ඇතුළත් කර ඇත.

ජාතික පුස්තකාල පනතක ඇතුළත් විය යුතු තවත් වැදගත් අංගයක් නම් ජාතික පුස්තකාල කාර්යයන් ය. ජාතික පුස්තකාලයක අරමුණු ඉටුකර ගැනීම සඳහා ඉටුකළ යුතු කාර්යයන් මෙසේ ඇතුළත් කළ යුතු ය. මෙම කාර්යයන් සකස් කිරීමේ දී රට කුළ පවතින තාක්ෂණ පරිසරය හා පුස්තකාල හා විද්‍යාපන විද්‍යා පරිසරය සැලකිල්ලට ගත යුතු ය. ජාතික පුස්තකාලවල කාර්යභාරය පිළිබඳ ව ප්‍රථමයෙන් ම විද්‍යාත්මක විචරණයක් කළ තැනැත්තා ලෙස සැලකෙන්නේ ආචාර්ය කේ. ඩබ්ලිව්. හම්ප්‍රිස් මහතා ය. “ජාතික පුස්තකාල කාර්යයන්” නමින් 1966 වසරේ දී හම්ප්‍රිස් මහතා පර්යේෂණාත්මක ලිපියක් ප්‍රකාශයට පත් කරන ලදී. හම්ප්‍රිස් මහතා ජාතික පුස්තකාල කාර්යයන් ප්‍රධාන කොටස් තුනක් යටතේ දක්වන ලදී. එනම් ජාතික පුස්තකාලයක මූලික කාර්යයන්, ජාතික පුස්තකාල මගින් ඉටු කිරීමට සුදුසු කාර්යයන් හා ජාතික පුස්තකාලයක් මගින් ඉටු කිරීමට අත්‍යවශ්‍ය ම නොවන නමුත් ඉටුකළ හැකි කාර්යයන් වශයෙනි. සමහර නව කාර්යභාරයන් කාලීනව හඳුනාගන්නේ නම් ඒවා අනපනත් සංශෝධන වලදී ඇතුළත් කළ යුතු ය.

ජාතික පුස්තකාලවලට අරමුදල් ලැබෙන මාර්ගද ව්‍යවස්ථාවල ඇතුළත් විය යුතු වැදගත් අංගයකි. අරමුදල් රජය මගින් ලබාදීම පවතින සාමාන්‍ය තත්ත්වය වේ. රජය මගින් ලබාදෙන අරමුදල්වලට අමතරව පරිත්‍යාග, ඉපයීම් වැනි අනෙකුත් ආදායම් මාර්ග පිළිබඳ ව අවධානය යොමු විය යුතු ය. ජාතික පුස්තකාලවල ස්ථාවර පැවැත්ම සඳහා නිශ්චිත අරමුදල් මාර්ග ව්‍යවස්ථා මගින් තහවුරු කළ යුතු ය. ජාතික පුස්තකාල සඳහා සෘජුව ම ජාතික අයවැයෙන් ප්‍රතිපාදන ලබාදිය යුතු යැයි ද යෝජනා ඉදිරිපත් වී ඇත. නමුත් එය ප්‍රායෝගිකව ක්‍රියාත්මක කිරීම දුෂ්කර වී ඇත. සාමාන්‍යයෙන් ජාතික පුස්තකාල සඳහා අරමුදල් ලැබෙනුයේ අදාළ රේඛීය අමාත්‍යාංශයෙනි.

නවසීලන්ත ජාතික පුස්තකාල පනත අනුව ජාතික පුස්තකාලයේ ප්‍රධානියා ජාතික පුස්තකාලයාධිපතිවරයා වන අතර පනත අනුව ඔහුට පැවරී ඇති කාර්යයන් පහත සඳහන් පරිදි වේ.

- නවසීලන්තය පිළිබඳ ව හා නවසීලන්ත ජනතාව පිළිබඳ පුළුල් එකතුවක් ඇතුළු ලේඛන එකතුවක් සංවර්ධනය කිරීම හා පවත්වාගෙන යාම
- එකතු හා සම්පත් වඩාත් වාසි සහගත ලෙස භාවිත කිරීම පිණිස අමාත්‍යවරයා කීරණය කරන කොන්දේසිවලට ද යටත්වන ආකාරයට ජාතික පුස්තකාල එකතු හා සම්පත්වලට ප්‍රවේශ වීමට අවකාශ සැලසීම
- අමාත්‍යවරයා විසින් යෝග්‍ය යැයි කල්පනා කරන ආකාරයට තොරතුරු සම්පත්, ග්‍රන්ථ විඥාපන හා පාසල් සේවා ඇතුළු අනෙකුත් සේවාවන්ට ප්‍රවේශය සැලසීම
- නවසීලන්තය තුළ හා අනෙකුත් රටවල පුස්තකාල කටයුතුවලට අදාළ අධිකාරී ආයතන හා අනෙකුත් පුද්ගලයින් අතර සහයෝගීතාවය වර්ධනය කිරීම.
- පුස්තකාල හා විඥාපන ගැටලුවලට අදාළ කරුණු සම්බන්ධයෙන් අමාත්‍යවරයාට උපදෙස් දීම හා සහාය වීම
- පනතේ සඳහන් අනෙකුත් රෙගුලාසි මගින් පැවරෙන අනෙකුත් කාර්යයන්

සිංගප්පූරු ජාතික පුස්තකාල මණ්ඩල පනත (Singapore National Library Board Act) අනුව සිංගප්පූරු ජාතික පුස්තකාල මණ්ඩලයේ ප්‍රධානියා සභාපතිවරයා වන අතර නියෝජ්‍ය සභාපතිවරයෙක් ද සිටී. අධ්‍යක්ෂ මණ්ඩලය සාමාජිකයින් දහයකට නො අඩු සංඛ්‍යාවකින් ද විස්සකට නොවැඩි සංඛ්‍යාවකින් ද සමන්විත විය යුතු ය. මණ්ඩලයේ කාර්යයන් පහත සඳහන් පරිදි වේ.

- පුස්තකාල පිහිටු වීම, පවත්වාගෙන යාම හා පුස්තකාල තොරතුරු සේවා සැපයීම
- පුස්තකාල හා ඒවායේ සේවාවන් යොදා ගනිමින් කියවීම ප්‍රවර්ධනය හා ඉගෙනීම දිරිගැන්වීම
- සිංගප්පූරුවේ ජර්කාශිත පුස්තකාල ද්‍රව්‍යවල තැන්පතුවක් ඇති කිරීම.
- සිංගප්පූරුව හා එහි ජනතාව පිළිබඳ පුළුල් පුස්තකාල ද්‍රව්‍ය එකතුවක් ලබා ගැනීම හා පවත්වාගෙන යාම
- සිංගප්පූරුවේ පුස්තකාල කාර්ය මණ්ඩල පුහුණු කිරීම සඳහා ප්‍රමිති සම්පාදනය කිරීම.
- පුස්තකාල හා පුස්තකාල තොරතුරු සේවා පිළිබඳ උපදේශක සේවා ලබා දීම.
- ජාතික ඒකාබද්ධ සුවිස හා ජාතික ග්‍රන්ථ නාමාවලිය සම්පාදනය හා පවත්වාගෙන යාම
- සිංගප්පූරුවේ පුස්තකාල හා සම්බන්ධ කටයුතු පිළිබඳ ජාතික අවශ්‍යතා හා ප්‍රතිපත්ති සම්බන්ධයෙන් රජයට උපදෙස් දීම.

ශ්‍රී ලංකාවේ ජාතික පුස්තකාල ව්‍යවස්ථා සම්පාදනයෙහි ලා වැදගත් පියවරක් ලෙස 1968 මැයි මාසයේ දී යුනෙස්කෝ අධ්‍යක්ෂ ජනරාල්වරයා විසින් ශ්‍රී ලංකාවේ අධ්‍යාපන හා සංස්කෘතික අමාත්‍යවරයා වෙත ඉදිරිපත් කරන ලද අවසාන වාර්තාව හැඳින්විය හැකිය. ශ්‍රී ලංකාව සඳහා පුස්තකාල සැලැස්මක් සකස් කිරීම සම්බන්ධයෙනුත් ඒ සඳහා යුනෙස්කෝ ආයතනයේ සහාය ලබාදීම සම්බන්ධයෙනුත් මෙහි දී අවධානය යොමු කෙරිණි. මෙම සැලැස්ම ක්‍රියාත්මක කිරීම සඳහා ශ්‍රී ලංකා රජයට යෝජනා කරන ලද පියවර පහත සඳහන් පරිදි වේ.

- ජාතික පුස්තකාල සේවාවන් ස්ථාපිත කිරීම සඳහා උපදෙස් ලබා ගැනීමට පුස්තකාල උපදේශක කමිටුවක් පත් කිරීම.

- ලංකා ජාතික පුස්තකාල සේවා මණ්ඩලය පිහිටුවීම සඳහා පනතක් සම්පාදනය කිරීම
- යෝජිත පුස්තකාල මණ්ඩලයේ ප්‍රයෝජනය සඳහා මුදල් ප්‍රතිපාදන වෙන් කිරීම.

මෙම යෝජනා ක්‍රියාත්මක කරමින් අදාළ පුස්තකාල උපදේශක කමිටුව 1968 වර්ෂයේ දී ම අධ්‍යාපන හා සංස්කෘතික අමාත්‍යවරයා විසින් පත් කරන ලදී. යෝජිත ලංකා ජාතික පුස්තකාල සේවා මණ්ඩලය පිහිටුවීම සඳහා කැබිනට් අනුමැතිය 1969 ඔක්තෝබර් මාසයේ දී ලබාදෙන ලදී. පනත් කෙටුම්පත පළමු වර කියවීම 1969 නොවැම්බර් මාසයේ දී සිදුවූ අතර දෙවන හා තුන්වන කියවීම 1970 පෙබරවාරි මාසයේ දී සිදුවිය. 1970 මාර්තු මාසයේ දී මෙම පනත 1970 අංක 17 දරණ ලංකා ජාතික පුස්තකාල සේවා මණ්ඩල පනත (Ceylon National Library Services Board Act) වශයෙන් සම්මත විය.

ශ්‍රී ලංකා ජාතික පුස්තකාලයට අදාළ ව්‍යවස්ථා පිළිබඳ ව සලකා බැලීමේදී ද ඒවායේ අඩු පාඩු ගණනාවක් හඳුනා ගත හැකිය. 1970 ලංකා ජාතික පුස්තකාල සේවා මණ්ඩල පනත 1998 අංක 51 දරන පනතින් සංශෝධනය කර ජාතික පුස්තකාල හා ප්‍රලේඛන සේවා මණ්ඩල පනත නමින් නව පනතක් හඳුන්වා දෙන ලදී. මෙම පනතට අනුව ජාතික පුස්තකාල හා ප්‍රලේඛන මධ්‍යස්ථානය හෙවත් ශ්‍රී ලංකා ජාතික පුස්තකාලය ජාතික පුස්තකාල හා ප්‍රලේඛන සේවා මණ්ඩලය යටතේ ක්‍රියාත්මක වේ. ඒ අනුව ජාතික පුස්තකාල හා ප්‍රලේඛන සේවා මණ්ඩලයේත් ජාතික පුස්තකාල හා ප්‍රලේඛන මධ්‍යස්ථානයේත් කාර්යයන් වෙන වෙන ම දක්වා ඇත. මේ අයුරින් ආයතන දෙකක නාමයන් භාවිත කිරීම තුළින් ජනතාව අතර අපහැදිලි තාවයක් මතු වී තිබීම බොහෝ විට දැකිය හැකි කරුණකි. ශ්‍රී ලංකා ජාතික පුස්තකාලය වශයෙන් එක් ආයතනයක් ලෙස පැහැදිලි ව ක්‍රියාත්මක වන ආකාරයට ව්‍යවස්ථා අනුපනත් සකස් වීම යෝග්‍ය බව පෙනී යන කරුණකි. මීට අමතර ව වර්තමාන පනතේ ඇති ඇතැම් දුර්වලතා ද මගහරවා ගැනීම සඳහා ජාතික පුස්තකාල හා ප්‍රලේඛන සේවා මණ්ඩල පනත නැවත සංශෝධනය කිරීම කාලීන අවශ්‍යතාවයකි.

සමාජිකිය

මෙම කරුණු අනුව සලකන විට එලදායී ජාතික පුස්තකාල සේවාවක් සඳහා ජාතික පුස්තකාල ව්‍යවස්ථා සම්පාදනය ජාතික පුස්තකාල ක්ෂේත්‍රයේ ඉතා වැදගත් අංශයක් බව පැහැදිලි වේ. කාර්යක්ෂම ජාතික පුස්තකාල සේවාවක පදනම සකස් වන්නේ ජාතික පුස්තකාල ව්‍යවස්ථා සම්පාදනය මතය. එමෙන් ම ජාතික පුස්තකාල ව්‍යවස්ථා සම්පාදනය සම්බන්ධයෙන් ශ්‍රී ලංකාවේ පුස්තකාල හා විද්‍යාපන විද්‍යා ක්ෂේත්‍රය තුළ සාකච්ඡා කෙරෙනුයේ ද ඉතා අල්ප වශයෙනි. පුස්තකාල විද්‍යා පාඨමාලාවල ද මේ පිළිබඳ ව එතරම් සාකච්ඡාවට භාජනය නොවේ. එබැවින් මහජන පුස්තකාල හා ජාතික පුස්තකාල ව්‍යවස්ථා සම්පාදනය වැනි ක්ෂේත්‍ර පිළිබඳව ශ්‍රී ලංකාවේ පුස්තකාල ප්‍රජාව තුළ වැඩි අවබෝධයක් ලබාදීම කාලීන අවශ්‍යතාවකි. ශ්‍රී ලංකාවේ මහජන පුස්තකාල ක්ෂේත්‍රය සඳහා ද ව්‍යවස්ථා මෙතෙක් හඳුන්වා දීමක් සිදුවී නොමැත. ශ්‍රී ලංකාවේ මහජන පුස්තකාල ක්ෂේත්‍රයේ වත්මන් පසුගාමී තත්ත්වයට එය ප්‍රධාන වශයෙන් ම බලපා ඇත. ලෝකයේ වෙනත් බොහෝ රටවල් පුස්තකාල ව්‍යවස්ථා සම්පාදනය සම්බන්ධයෙන් සැලකිය යුතු ලෙස ඉදිරියට ගොස් ඇත. උදාහරණ වශයෙන් ඉන්දියාවේ

බොහෝ ප්‍රාන්තවල පුස්තකාල ව්‍යවස්ථා හඳුන්වා දී ඇත. එබැවින් ශ්‍රී ලංකාවේ ද මෙම ක්ෂේත්‍රය පිළිබඳ වැඩි අවධානයක් යොමු කිරීම අදාළ පාර්ශවවල වගකීමක් වේ.

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Implementation of 5s in the library

R.A. Vijitha Nandani

Assistant Director, Sri Lanka Standards Institution, Sri Lanka

Abstract

The 5S system is a useful tool for managing and maintaining a quality environment. This article explains about the 5S techniques in detail. 5S engages people through the use of standards and discipline. 5S is the abbreviation of Japanese terms with five initials of 'S'. These are Seiri, Seiton, Seiso, Seiketsu and Shitsuke. This system can serve as a reference for the library community in the continuous improvement of the library environment. 5S is a simple way of installing discipline in the workforce at the same time motivating employees to creatively solve problems at the work place. It is widely applied in various manufacturing and business sectors.

Keywords : Quality management, 5S techniques

Introduction

A Library is an information center. We can interpret the word library as a collection of information, which is essential for human needs. In the present day, the image of a library has changed from being a mere storehouse of books to an information centre. The goal of the library must be to meet the information needs of its users, enabling them to find the information easily and providing a conducive environment to enjoy the facilities of the library. A dusty, dirty environment, with little or no ventilation will discourage the users in visiting the library .

The acquisition and maintenance of a system in managing the library environment is important. For this purpose, it is appropriate for a library to adopt a well established and easy-to-follow environmental management technique. In order to achieve total quality management the 5S system can be used as a starting point with a good foundation.

What is 5S ?

5S is a process designed to organize the workplace, keep it clean and maintain effective and standard conditions. The use of this tool was started in 1972 by Henry Ford in the United States as the CANDO programme: Cleaning up, Arranging, Neatness, Discipline and Ongoing improvement. The technique was popularized as “Japanese 5S” in 1980 by Hirocyuki Hirano. A good physical workplace is crucial for improving work productivity and efficiency. 5S will be needed if the workplace is messy and disorganized. It will also be needed if employees spend extra time in searching for information, be it books, papers, periodicals etc. 5S practice is widely applied in the manufacturing and service sectors. In Japan it is also called “workplace management”. In Japanese, 5S represents Seiri, Seiton, Seiso, Seiketsu and Shitsuke, which could be translated into Structurise, Systematise, Sanitise, Standardise and Self-discipline respectively.

5S is one of the basic methods of total quality management. 5S engages people through the use of standards and discipline. Space management and cleanliness and other continual improvements are achieved through adherence to this practice. The 5S methodology is a very good philosophy that goes beyond just making the workplace clean.

5S for Libraries

Organizing library material is done by using classification systems such as Universal Decimal Classification (UDC) or Dewey Decimal Classification (DDC). However 5S is a process which lays emphasis on the process of how to maintain a workplace that is

orderly and clean. Just like any other office, a library is a workplace where officers carry out library activities. 5S helps the office to carry out its activities quicker and more effectively than usual.

There are several steps to be followed when initiating a 5S program. The librarian should select and prepare a small team for the 5S program prior to the launch. This can be done through managerial decisions, getting ideas from staff and motivation sessions. Team spirit will be built up when staff work together.

Rules have to be maintained and standards are laid down in order to improve the functioning of the library. The Librarian is also expected to create an audit sheet to be given to other employees in the same Institution. This is necessary for audit requirements, in order to know and assess improvement that has been achieved. Audits are done by the employee with the standard rules.

5S is simple way of installing discipline in the workforce at the same time motivating employees to creatively solve the problems at the workplace.

Example -

When a Librarian is processing paper work required to register a new user, with a neat and organized workplace, it will not require more than five minutes to make a membership card for him/her. Users can be served faster because the librarian knows where the pen, pencil, personal data sheet, membership cards and other stationery items are located. By using 5S techniques the librarian will be able to serve the users in more efficient manner. It will streamline the automated and manual work and will give a clear audit at the end of the day.

Implementation Plan

Before its implementation, a 5S project plan has to be developed and submitted to the management for approval. The plan includes the mission and objectives of the 5S program providing a good work environment, improving the quality of services, promoting the library's image, and developing a 5S spirit as a part of library culture for all library staff.

Promotion

In order to further raise interest in the implementation of 5S and to promote the 5S program, 5S posters are distributed to all sections for posting in prominent areas. Briefing sessions about the 5S campaign should be conducted for all staff before the implementation.

The 5S system suggests a frame work and provides guidelines for creating and maintaining an inviting, pleasant environment for library staff to work in and for library patrons to study, learn, think, socialize and to be inspired in.

- 5S is thus the total quality management tool that bring customer satisfaction. Total Quality Management (TQM) serves as best tool for zero defects and zero effect, Furthermore, cost reduction has been visibly evident in this type of quality management.

5S in relation to Library Building

- Space increase is the main advantage of 5S program in the library. When a spring cleaning of the library is conducted, unwanted items are removed, and this creates some space for new items.
- In planning a new building, 5S makes the library staff able to create new space and to share the same space for different kinds of work within the same building.
- The important points of library buildings are functionality, adaptability, accessibility, safety and a conducive, environment suitable for the use of information technology. 5S will assist in achieving these factors.

Benefits of Implementing 5S :

- The work place becomes cleaner, safer, healthier, well-organized and more pleasant
- Improves floor space utilization, through rationalization of space
- Work place becomes more systematic
- Time for searching files, tools, materials and documents is minimized through the principle of each item has its own space'
- Consumables and material wastage are minimized
- The morale and satisfaction of employees improves
- The productivity improves together with quality of products and services
- Greater communication among staff and with users
- Early identification of problems
- Control through visibility
- Reduce mistakes from employees and customers
- Reduce unnecessary human motion and transportation of goods
- Inventory reduction leading to capital reduction to some extent
- Increases services due to flow management

Library Preparation for a 5S Program

1. Seiri (Sorting out) (Structurise)

According to the concept of “Structurise”, there is a need to sort through items, keeping the needed things and removing unwanted items. Things not used for a period of time are regarded as unnecessary and they should be removed or discarded. This not only avoids a massive buildup of waste, but also reduces storage cost. Withdrawn and weeded out books are removed. This creates space in the library for other materials

Method

First decide what are necessary and what are the unnecessary. To find the unnecessary you should check shelves, tables, stores, notice boards, cupboards, etc. Put a red tag on unnecessary items and keep them in a separate place. Things to be used in 6 to 12 months may be stored at a distance from working area. Stuff used more than once a month should be stored in the central point in the workplace. Objects used everyday should be kept near the work place.

Benefits

Searching time of tools, books materials, stationery, etc. is reduced. You have better flow of work. Unnecessary items are reduced.

2. Seiton – Set in Order (Systematise)

Neatness is the nearest word to describe the idea of “Systematise”. It is an extension of “Structurise” that focuses on prioritizing the arrangement and location of remaining sorted items systematically according to their usage frequency and importance. Needed items should be further sorted and placed in appropriate places with clear location indicators. The most frequently used ones being kept at convenient locations while the lesser used ones are placed in a relatively remote area. Under this orderly and organized arrangement, things will be found more easily and smoothly, saving time. Therefore, it can improve efficiency in getting work done.

Systematizing items like file and registers requires a specific space allocated for them, giving numbers to each one. This procedure also enables some place to accommodate more files and registers in the same area.

Methods

If necessary, reassign spaces, racks, cupboards etc. and decide on the right places for everything. Put all materials, books, equipment at a place allocated to them with proper labels. Use floor paint marking to define working area, path, entrance/exit, safety equipment, locations etc. Use standard colour coding for pipelines for water, gas

drainage etc. Use colour codes with spine labels for different subjects of the books. Display the colour codes and subject names on the book cupboards. Use display cautions, messages, instructions at proper place.

Benefits

Lesser mistakes are made in placing items in their proper locations . Reduces searching time. Work environment becomes safe.

3 Seiso (Sanitise)

Cleanliness is vital to a Library, but it is often overlooked by people. Working in a clean and hygienic environment assures health and safety of employees, leading to high morale and productivity. Cleanliness is also helpful in noticing damage on equipment. In addition, a clean and neat workplace greatly improves the image of library. Clean the workplace and equipment on a regular basis in order to maintain standards and identify defects. It also sets the standards that should be there in the workplace daily. Paste it on the whiteboard so the janitor can easily read it and sign every time he/she did the task.

Method

Divide the total area into sections and allocate responsibility for cleaning each section. Decide on cleaning points, order of cleaning, type of cleaning, cleaning aid required, etc. Display cleaning schedule. Allocate space for storage of cleaning aids and consumables for cleaning.

Benefits

Workplace becomes free of dirt and stains which is the starting point for quality. It creates a pleasant environment and prevents accidents.

4. Seiketsu (Standardizing)

A standardized library, relating to neatness and cleanliness should always be maintained. Standardization of working procedures and conditions provides transparency and helps staff implement and accomplish tasks quickly so as to improve work productivity. Visual management is an important aspect in the context of standardization. For example, coloured spine labeled books and colour-labeled files facilitate easy access and retrieval. Repeat the first three steps of 5S on a frequent basis and confirm the condition of the workplace using standard procedures.

Training should be given to all the staff to drive 5S initiative. Inter personal relationship and communication will develop rapidly due to the frequent training programs.

Methods

Document procedures and guidelines. Make a checklist for each section and train the staff in using them. Carry out periodic evaluation by using the above check list.

Benefits

Activities will be simplified. Mistakes will be avoided. With better visual and transparency management work efficiency will improve

5. Shitsuke (Self-discipline)

It is right to keep practicing Structurise, Systematise, Sanitise and Standardise activities until they become habitual. To maintain the advantages gained by adopting the 5S system, efforts should be taken in instilling the significance of a neat, orderly and safe workplace cultivating good working habits in the workplace. Building up self discipline should be needed for the librarian to the janitor to maintain 5S in the library.

Demonstrating to others what needs to be done and encouraging practice amongst them is mainly a management responsibility.

Methods

Create awareness and publicize the system. Develop 5S News, 5S Posters, 5S Slogans etc. Provide management support by providing resources and leadership. Reward and recognize best performers.

Benefits

Promotes habit for complying with workplace rules and procedures. Creates healthy atmosphere and a good work place. Helps to develop team work.

Management's Role in Implementing 5S

It is important to note that the implementation of 5S, concerns and benefits everyone in the organization. Management has an important role to facilitate and support the process by acknowledging the significance of 5S for the organization; allowing employees time for 5S; providing resources and infrastructure for 5S implementation; personal involvement in implementation of 5S ; organizing rewards and recognition for improvements and promoting ongoing 5S efforts.

Conclusion

The 5S concept can be applied in every aspect of a person's life. 5S program is a part of TQM, it help the library management to sort, to systematize, to sanitise, to standardize, and maintain self discipline in all aspects of management. This should be practiced in every body's life both in office or at home. 5S techniques will support the librarians to provide an effective service to their users.

SRI LANKA LIBRARY REVIEW

Volume 29 (2015)

Contents

	Page
Tribute to Mrs Ishvari Corea <i>Nanda Pethiyagoda Wanasundera</i>	01
User delinquency in main library University of Peradeniya, Sri Lanka: perceptions of the students <i>B.N.G.S. Premarathne</i>	05
மட்டக்களப்பின் கலாசாரப் பாரம்பரியத்தினதும் சுதேசிய அறிவினதும் ஆவணப்படுத்தல் <i>செ.சாந்தநுபன், த.ரமணன், எம்.என்.ரவிக்குமார்</i>	17
Information Seeking and Information Use for Research. A Survey of Forty Undergraduate Students of the Faculty of Allied Health Sciences at the University of Peradeniya - 2012 November <i>K.P.K Dambawinna</i>	27
ශ්‍රී ලංකාවේ පුස්තකාලය සේවය හා සබැඳි අමරණීය නාමයන් පිළිබඳ නො නිමි සංකීර්ණ විවරණය <i>ආර්ථි ආනන්ද තිස්ස</i>	38
Plagiarism amongst research students in the University of Moratuwa (UoM) in Sri Lanka <i>R.C. Kodikara and A.D.B. Kumara</i>	65
Application of 'Six Sigma' Quality Improvement Tool in Libraries for the Enhancement of Library Services - An Overview <i>Thivya Janen and Kalpana Chandrasekar</i>	82
முற்றிலும் தன்னியக்கமாக்கப்பட்ட 'கொஹா (Koha)' திறந்தமென்பொருள் தொகுதியைக் கொண்டு பொது நூலகச்செயற்பாடுகளில் பரிணாமமாற்றத்தை உருவாக்கல் : மட்டக்களப்பு மாவட்டம் சார்பான ஓர் விசேடநோக்கு <i>எம்.என்.ரவிக்குமார், த.ரமணன்</i>	92
A Case Study to identify factors affected the optimal utilization of Library at the Naval and Maritime Academy, Sri Lanka <i>T.C. Ranawella and T.N. Jayasinghe</i>	103
Use of standards for maintaining the quality of services provided by libraries <i>K.K.G Wijeweera</i>	115
Changing dimensions of libraries in Internet era: Social media applications in libraries – Is the Facebook being used effectively in marketing main University Libraries in Sri Lanka? <i>Lionel R. Amarakoon, Thushari M. Seneviratne</i>	129
කාර්යක්ෂම ජාතික පුස්තකාල සේවාවන් සඳහා ජාතික පුස්තකාල ව්‍යවස්ථා සම්පාදනය <i>ජී.ඩී. අමරසිරි</i>	138
Implementation of 5s in the library <i>R.A. Vijitha Nandani</i>	148