CHAPTER I

CONCEPT OF PUBLIC LIBRARY: AN INTRODUCTION

1.0 Public Library: Origin and Development

Public library is an outcome of culture and civilization. It is the most laudable of all the concepts evolved for the common good of a society. Public library system was established partly as agents of social change, in order to educate the deserving poor and partly as organs of social control i.e., to manage the reading habits of the masses. Beyond any doubt, a movement for the establishment of public libraries started in the United Kingdom (UK) during the 19th century. It is a common understanding that, in the UK many early public libraries were conceived and supported by Victorian philanthropists and progressives. In their article, Kelly and Kelly\(^1\) (1973) cite Charles Dickens (the English novelist) of his inaugural address at the opening of Manchester Public Library in 1852 wherein Dickens stated that the library would provide a “source of pleasure and improvement in the cottages, the garrets and the ghettoes of the poorest of our people”.

Moreover, as public libraries developed in the late 19th century, it became clear that many public libraries opened up a world of books and opportunity for the *labouring classes*. Urban libraries, in particular, were

popular among factory and manual workers. Bryan Luckham\textsuperscript{2} (1971) observed that, regarding the use of municipal libraries in the 1880s suggested that 63\% of users came from this [labour] group.” As a reflection to this, Johnson\textsuperscript{3} (1973) stated that, “the library, however, is only one of many means of human communication and is considered an important centre for disseminating knowledge.”

Public library has become a global phenomenon. Public libraries all over the world have invariably common features and objectives though the dimension varies in collection and services as controlled by local policies and political maturity. The Library and Information Commission\textsuperscript{4} (2000), in its accounts highlighting the history of public libraries observed that, “The philanthropy of the Victorian Public Library and its concern for the “labouring classes” is part of the heritage of the institution, and by the mid-20th century public libraries claimed to provide free access to books and information “for all”. By the 1980s, “community” librarians had additionally developed a range of services focusing on “disadvantaged” client groups such as outreach, housebound services and “special services” for groups such as racial and ethnic minorities.” Public libraries promoted ‘outreach’ programmes. Yet, more elaborately, the purview of


the public library includes as Brown (1971) puts it, “Outreach is used as an umbrella word to shelter all sorts of programs. It is the area of public library service to the disadvantaged, which covers service to illiterates, minorities, migrants, economically disadvantaged, those with language barriers, along with the ill, aged, handicapped and institutionalized.”

Public libraries enjoyed the support of the public as well as the government for more than two centuries since it received the legal and financial support. Despite the exuberance of social benefits, public libraries began to suffer financial constraints during the last spell of the 20th and the beginning of the 21st centuries, further depleted by the paradigm shift from the printed world to the digital universe. The major countries affected were not developing countries but the most developed nations like the UK and the USA.

1.01 Public Library in the West: Waning and Resurrection

The public and the public library in India have a mutual hold though many in UK, the land of public libraries, have been witnessing the end of the day as discussed in Proctor, et al. (1996).

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In UK, a Parliamentary Committee\(^7\) (2013) released its report on the closure of public libraries there. Anyhow, UK, as indicated by Wolly\(^8\) (2011), has come out with a plan to institute community libraries with more of society’s involvement generating income also while substituting public libraries. In the opinion of experts, the UK Government is not transparent in certain measure which may lead to more closures of public libraries in UK. According to Liz Bury\(^9\) (2013), a columnist in *The Guardian*,\(^{10}\) (12\(^{th}\) July 2013), library campaigners accuse the government of "hiding" the scale of cuts which they predict will force the closure of a further 400 UK libraries by 2016, bringing the total of library closures since 2009 to more than 1,000.

This is not a rare case in Great Britain with regards to closure of public libraries. Earlier, it was reported in the *International Herald Tribune* on January 5, 2012 that 423 libraries were either closed down or been slated for closure -- that’s almost 10 percent of all public libraries in Great Britain.

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Britain (International Herald Tribune\textsuperscript{11}, 2012). It is not what Mark Twain expected to befall on public libraries as he once wrote, “A public library is the most enduring of memorials, the trustiest monument for the preservation of an event or a name or an affection; for it, and it only, is respected by wars and revolutions and survives them.” Public library is one of the social service-production systems in a society. They are non-profit social organizations providing information to the public that is drawn from a wide cross section of the society and belonging to various walks of life. All the members of a society from children to the elderly people are the potential users of a public library.

Somehow, the scenario is changing in USA. Since 2010, American Public library development is marked by periodical survey of users eliciting information from them regarding their feedback for the development of collections and enhancing service standards. Pew International survey\textsuperscript{12} (2014) on library engagement of Americans found that, “It is important to note that age is not the only factor in Americans’ engagement with public libraries, nor the most important. Our library engagement typology found that Americans’ relationships with public libraries are part of their broader information and social landscapes, as people who have extensive economic, social, technological, and cultural


resources are also more likely to use and value libraries as part of those networks."

Very deeper connections of the members of the public with public libraries are reported to have been also often associated with key life moments such as having a child, seeking a job, being a student, and going through a situation in which research and data can help inform a decision. As a result, the picture of younger Americans’ engagement with public libraries is complex and sometimes contradictory, as we examine their habits and attitudes at different life stages. The experience in India cannot be very much different from that of the United States in the context of public libraries though with minor differences.

Public libraries remain unabated in countries like India and China while the suffering stories of UK and USA only have come out to the light.

1.1 Public Library: Definition

Public library having become a universal concept, has attained clarity and consensus in its definition. According to Ashraf Wani\textsuperscript{13} (2008), “Public libraries arose worldwide along with growth in education, literacy, and publications. Every country has its own public library history with influential leaders. Monarchs, wealthy people, and philanthropists have all made a contribution to society in the form of public library development.”

Public libraries, initially sponsored by individuals and parliamentarians, became the concern of modern governments in course of time.

According to the manifesto of IFLA/UNESCO – an International body, “A public library is an organization established, supported and funded by the community, either through local, regional or national government or through some other form of community organization. It provides access to knowledge, information and works of the imagination through a range of resources and services and is equally available to all members of the community regardless of race, nationality, age, gender, religion, language, disability, economic and employment status and educational attainment.” Ghosh\textsuperscript{14}, in his article, chooses to cite another specific passage from the UNESCO Public Library Manifesto which reads thus: “A public library is the local gateway to knowledge, [and] provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups.” Ghosh believes that in this vision of public libraries, they are seen as public-oriented institutions which should serve the widest range of population possible.

An answer to what should be the characteristics of a public library, is found in a report of a national level study of public libraries, sponsored by the School of Social Sciences of the Cardiff University, UK. The

sponsored study undertaken by Steve Davies\textsuperscript{15} (2009) states in a comprehensive manner that, “Central and local government need to ensure that libraries have sufficient funds to maintain and develop an attractive book stock. They also need to be able to provide the traditional range of services, in terms of children’s reference and local studies sections. Online access to reference sources and general use of the internet should be maintained and developed but should not be done at the expense of the book stock. The library premises need to be both attractive and functional – for both the public and the staff that work there. Library users and, just as importantly, potential users, need to be able to access libraries at times that are convenient for them, so opening hours and working patterns have to be adjusted.”

The selective definitions presented above are comprehensive and all encompassing of the concept of a public library. It is explicit from the definition by Steve Davies (2009) of the public library that, besides many facets, the printed word has more value even today, though the digital medium has surfaced, even in developed nations like the UK. The aesthetic pleasure drawn from reading printed pages is not totally replaced, cherished still by members of the modern community, though there is no evidence in this report for the percentage of such minds seeking the printed word.

1.11 Public Library: Primary Functions and Objectives

The need and purposes of a public library are varied. Among them, the primary purpose of the public library aims to provide information resources and services in a variety of media to meet the needs of individuals and groups for education, information and personal development including recreation and leisure. Public libraries play an important role in the development and maintenance of a democratic society by giving the individual access to a wider range of knowledge, ideas and opinions. They support both individual and self-conducted education as well as formal education at all levels. The objectives of the public library as enunciated by Ranganathan\textsuperscript{16} (1988) are as follows:

1) To help the life-long self-education;
2) To furnish up-to-date facts and information on all subjects;
3) To distribute in an unbiased and balanced way all shades of recorded views and thoughts so as to help in the discharge of political functions in respect of local, national, and international affairs;
4) To contribute to the productivity drive by informing top management of the latest trends in diverse enterprises by ploughing back, promptly, and pin-pointedly into the minds of researchers, designers, and technologists every piece of relevant information.

Ranganathan fixes life-long self education as the top ranking purpose of a public library.

1.12 Learning: A Timeless Fellowship

Learning is a timeless fellowship in the life of every individual. Looking at the individual level, one may understand that learning brings a continuous personal transformation. Smith (1982) described that learning is a personal and natural process and is an intrinsic process of every organism, system, or organization. Learning occurs constantly, and therefore has become part of our daily activity as envisioned by Cowan (1995). Learning should be an ongoing process and does not always necessarily depend on a qualified teacher or expert. Learning should be much more than receiving instruction and acquiring knowledge, and it may also be intentional or unintentional as put forward by Rogers, (2003).

It is a fact that, formal education ends with academic institutions while the learning process remains life-long. In many countries, in a switch over to the electronic format, the public need for an agency available to all has become a must providing access to knowledge in printed and electronic formats to support formal and informal education.

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This is one of the main reasons for the foundation and maintenance of most public libraries and remains a core purpose for the public library. Throughout their lives people require education either at formal academic institutions, or in a less formal context related to their employment and daily life. Learning does not end with the completion of formal education but is, for most people, a lifelong activity. In an increasingly complex society people will need to acquire new skills at various stages of their life. The public library has an important role in assisting this process.

The public library should provide material in the appropriate media to support formal and informal learning processes. It should also help the user to make use of these learning resources effectively as well as providing facilities that enable people to study. The ability to access information and make effective use of it is vital to successful education and, where possible, public libraries should co-operate with other educational organizations in teaching the use of information resources. Where adequate library facilities exist to support formal education the public library should complement them.

The public library is the local centre of information making all kinds of knowledge and information readily available to its users in general and in specific, it should provide opportunities for personal creative development.’ More vital among the purposes and functions of the public library lies in creating and strengthening reading habits in children from an early age. The employed, unemployed, educated, uneducated, women,
men and elderly citizens who may not get covered by sufficient library services, come into the purview of the public library services.

Covering the entire sections of public, Public library has become a champion of human welfare. The World Summit on the Information Society, Geneva Phase, at its Fifth Plenary Meeting on 12th December 2003, adopted the following Declaration of Principles: “It is our common desire and commitment to build a people-centred, inclusive and development-oriented Information Society, where everyone can create, access, utilize and share information and knowledge, enabling individuals, communities and peoples to achieve their full potential in promoting their sustainable development and improving their quality of life, premised on the purposes and principles of the Charter of the United Nations and respecting fully and upholding the Universal Declaration of Human Rights.”

There cannot be an appropriate means other than the public library specifically in developing countries, in achieving and promoting the interests and rights of a citizen in a society.

S. R. Ranganathan (1933), in simple terms stated that, “A library is a trinity of staff, books and readers.” Though the definition was given in the early part of the twentieth century by Ranganathan, he has carefully given an interpretation that the term book includes all types of reading

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materials, irrespective of the physical format. According to Ranganathan, (1933), “In the trinity of the library – books, staff and readers – the richness of the staff in worldly goods appears to be as necessary as the richness of the other two in number and variety, if the law ‘Books are for use’ is to be translated into practice.” Of the three basic concepts of the library framework, ‘staff’ is considered equally important as they are instrumental in providing a link between the user and the documents by means of various tools and techniques.

Libraries were regarded as part of the soft location factor of culture. Cheng22 (2012), provides an interesting interpretation taking the term library as though it is an acronym. Public libraries should be spelled in a new way:

**L**: Literacy (the role of the library in literary education and – in the knowledge society – in information literacy instruction),

**I**: Information Network (the library as a hub in the city’s information and communication network, and as a link to global knowledge, i.e. to public and commercial information services),

**B**: Business Partnership (cooperation of the library with companies in the city),

**R**: Repository and Archives (development and maintenance of digital information services for and about the city),

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A: Access Gateway (the library as a gateway between the information needs of citizens, administrations and companies and global information resources),

R: Recreation and Re-Creation (the library as a space for recreation and for re-creation in the sense of education or meetings),

Y: You (the close relation between the library and the people: “of the people, by the people and for the people” as stated by Lincoln, including user-generated content and content generated for users).

Bennett et al., 23 (2005) are of the opinion that, “The library, which is still a combination of the past (print collections) and the present (new information technologies), must be viewed with a new perspective and understanding if it is to fulfill its potential in adding value to the advancement of the institution’s academic mission and in moving with that institution into the future. Rather than threatening the traditional concept of the library, the integration of new information technology has actually become the catalyst that transforms the library into a more vital and critical intellectual center of life at colleges and universities today.” This view reflects the true nature of libraries in Indian academic environment though the nation has not been exempted from the digital developments. The impact of the paradigm shift is felt and realized by the academic community and hence thereon the libraries and their day-to-day practices.

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1.12.1 Illiteracy and Information Literacy

It is an established fact that the eradication of the scourges like illiteracy can be accomplished through public library services. Illiteracy is viewed as a significant contributor to negating democracy. This is confirmed by Ali (2006); Davis (2005); and Hart (2004). Zapata (1994), posited that, “in democratic societies, illiteracy is an obstacle to full and conscious participation in social and political processes such as elections, control of local or national power and the exercise of public functions. …knowing how to read and write is a basic prerequisite for practising the right to vote and other rights…."

Koneru (2008) citing the National Knowledge Commission, India, on public library mission, affirmed that, “The positivism of reading and writing, and access to information and knowledge appeals for societies in which everyone can freely create, access, utilize, share and disseminate


information and knowledge, so that individuals, communities and people are empowered to improve their quality of life and to achieve their full potential”.

In a report, the American Library Association\textsuperscript{29} (1995) stated that "Information literacy is a survival skill in the Information Age". Revamping the process would ensure the library user know when they need information; identify what information will address a particular problem; find the needed information; evaluate the information; organize the information; and use the information effectively in addressing the problem.

UNESCO\textsuperscript{30} (2008) in one of its publications on literacy rate defines literacy as, “A person is literate who can with understanding both read and write a short simple statement on his (her) everyday life.” Literacy is a collective name for a set of skills that includes foundation skills, early literacy, family literacy, adult literacy, information literacy, digital literacy and transliteracy – all as defined below.


Foundation skill\(^{31}\) includes language, literacy, numeracy and employability skills in the information age (National Foundation Skills Working Group 2011).

Early literacy\(^{32}\) denotes knowledge and skills (developed up to age eight) required to become a successful reader and writer. These include cognitive development of the brain and its responsiveness to the caretaking environment, language development, listening and oral skills and relationship building with family and society.

Family literacy\(^{33}\) encompasses the daily literacy practices of parents/carers, children, traditional and non-traditional families while negotiating relationships, both within the family and the broader community.

Adult literacy\(^{34}\) is the “ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of


learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."

*Digital literacy*\(^{35}\) is the ability to confidently and critically use digital information sources, communications tools and networks for learning, communication, collaboration and creation.

*Information literacy*\(^{36}\) enables people to “recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.”

*Transliteracy*\(^{37}\) — the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks. (The Transliteracy Research Group, Prof. Sue Thomas of De Montfort University, Leicester, UK).

Literacy, a generic term encompasses all the above mentioned types of literacies required for individuals in the present day societies.

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Lack of literacy among the population of a country is found to have been the cause of all implementation failures to the Government of nations.

1.12.2 Information Literacy: Changing Roles

There are separate library and information systems like academic library system, special library system, public library system addressing the information requirements of different sections of a society and the national library system with national level functions and programmes of which national bibliography is the main focus. Public libraries specifically focus their plans and programmes towards the information literacy of the common man. Informed by the goals of the Public Library for literacy works every day, every way framework, its priorities for action include socially disadvantaged, supporting such groups experiencing disadvantage, including indigenous, remote, and illiterate and semi literate communities; family literacy -- supporting children and their parents and patrons in ensuring better literacy that begins at home. This completes the process of inclusiveness.

Digital literacy aims to deliver essential skills to citizens to participate fully in 21\textsuperscript{st} century society. The programmes for effective workforces include professional development opportunities to deliver sustainable literacy services. Advocacy is one message validating the role of State Library and public libraries as key contributors to literacy outcomes, complementing other programmes. Collaboration – an action plan and programme is meant for building partnerships across multiple sectors to extend the reach of literacy into communities. Apart from learning from academic institutions by
means of formal learning, everyone needs updating knowledge throughout one’s life making lifelong learning a imminent concept.

1.12.3 Lifelong Education: The Distinction of Public Libraries

Adult education is the root from which the concept of lifelong education sprouted out. The concept originated in the faculty of Education and later incorporated into the public library. According to Ditzion\textsuperscript{38} (1947), the concept, if not the term "adult education," was enunciated as the prime responsibility of the public library as early as 1850, and was clearly implied by Melvil Dewey in 1876. Justifying librarianship as a profession in the first issue of the American Library Journal, Dewey\textsuperscript{39} (1876) wrote: "We hold that there is no work reaching farther in its influence and deserving more honor than the work which a competent and earnest librarian can do for his community. The time was when a library was very like a museum, and a librarian was a mouser in musty books, and visitors looked with curious eyes at ancient tomes and manuscripts. The time is when a library is a school, and the librarian is in the highest sense a teacher. ..." The educational needs of the urban wage earner and his family were the main spur to development of free public libraries in nineteenth-century America.

It is true that various library systems in general aim at knowledge diffusion, while it is the public library that specifically has as its main


\textsuperscript{39} Dewey, Melvil (1876). The Profession. American Library Journal, 1:5-6, Sept. 1876.
objective the concept of lifelong education of the common man in a society invariably in every nation whether developed or developing.

Newman\(^4\) (2008) in a report on behalf of the Ontario ministry of culture affirmed that, “It is hard to name a public institution that has retained such high rates of participation and esteem amid volatility and change.” This report (Newman, 2008), identifies leading examples of innovative practices and services in public libraries in five countries that include the United States, the United Kingdom, Australia, Nordic countries, Singapore, and Canada. These practices show that, more and more, national governments are acknowledging the value of public libraries through programs, policies and funding.” Newman (2008) further confirms the sustenance of public libraries saying that, through changing times, people have continued to participate in and esteem their libraries. The public library of 2020 will respond to a new social, technological, and economic environment while keeping its enduring values. It will use new tools and partnerships in its traditional roles as part of a lifelong learning system and as an engine of cultural and economic development. It will remain an agent and sign of community and social cohesion.

The early part of the 19th century witnessed Andrew Carnegie as a progenitor championing the causes of public libraries. Andrew Carnegie’s view of public libraries are found expressed in his words in one of the documents published in 1902.
Andrew Carnegie is a name that is inseparable from the concept of public libraries in UK and USA. He is acclaimed to be the progenitor, championing the institutionalizing public libraries in those two countries offering his entire properties to the establishment of public libraries.
According to Kittie Pope\(^\text{41}\) (2014), “The reason public libraries have a future is simple: in the 21st century we all need information and skills to read, learn and discover. Education is not just for the young, but rather a continuous process of adaptation and lifelong learning, which is at the very heart and soul of public library service. Ironically, it has been the rise of information and communications technology that has transformed public libraries. The 21st century public library provides equitable access to information, breaking down literacy barriers and bridging the digital divide. It is a community information centre that supports reading, early literacy and lifelong learning. It supports a healthy and resilient community. Public libraries have a direct impact on personal well-being with open doors and 24/7 access to online databases to support informed decision making. The public library is a good investment. It serves the whole community including: the poor, the marginalized, the technologically illiterate, the unemployed, local businesses, and the whole family from preschoolers to seniors.”

Among the audiences of the public library, adults who would have missed their formal education are the main targets. According to McCook and Barber\(^\text{42}\) (2002), “Distinctions have developed between the theories


of adult education, which encompasses more formal learning institutions such as universities, and lifelong learning, which is an informal and independent process supported by various community resources, with public libraries at the forefront.”

In essence Hudson 43 (2000) observes that, “A lifelong learner is typically defined as any adult who is involved in learning activities other than compulsory education.” Much earlier attempts were there addressing lifelong learning. Leigh 44 (1930: 123), as cited in Cross 45 (1981: 255) describes it thus: “There is gradually emerging . . . a conception of education as a lifelong process beginning at birth and ending only with death, a process related to all points of the life experiences of the individual, a process full of meaning and reality to the learner, a process in which the student is active participant rather than passive recipient.” Man is a curiosity animal by nature. He needs a supporting institution to provide him the information requirements in the process of his knowledge pursuit making learning a timeless fellowship.


According to Connie⁴⁶ (1995), “The challenges presented by developing lifelong learning programs in the public library have traditionally prevented such programs from reaching their true potential. Such concerns include librarians’ fears of taking on non-traditional roles, a public which has limited understanding of the services that are offered, lack of resources or funding for resources, and a lack of a cohesive or straightforward philosophy under which policies can be implemented.” Yancey⁴⁷ (2005) also reiterates that, “As the founding principles of lifelong learning shape the philosophy, innovation, collaboration, and outreach efforts are essential to the effective implementation of lifelong learning programs and services in public libraries.”

Any social welfare measure needs the political support or that of philanthropists. The western world found a man and that was Andrew Carnegie who as an individual picked up the public library as one of the missions in his life. He was an active promoter of the concept of the American public library as a vessel for democracy and a social equalizer. He strongly believed that the public library, if made free to all citizens, would increase literacy and opportunities. When implemented, his idea “offered the most dispossessed citizens the opportunity to become

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patrons.\textsuperscript{48} The picture of public library service which led Johnson to see it as the nucleus of a popular university is reflected fairly well in a small pamphlet issued by the Adult Education Board in 1940 entitled \textit{Experiments in Educational Services for Adults}.\textsuperscript{49}

Overall Plans and programmes are based on the management cycle of the conventional track namely Planning, Organising, Staffing, Directing, Coordinating, Reporting and Budgeting denoted by the acronym POSDCORB as promulgated in the principles of modern scientific management.

The acronym in the view of Enaohwo and Eferakeya\textsuperscript{50} (1989) became planning, organizing, Staffing, directing, coordinating, reporting, budgeting and evaluation (POSDCORB(e)). In additional conventional POSDCORB, the authors have appended a concept (e) meant for evaluation. Libraries are evaluated periodically for its development and that too by library users themselves who may be the best judges of library services.

\textsuperscript{48} Johnson, Alvin. (1938). The Public Library: A People’s University. New York: American Association for Adult Education.


1.2 Users of Public Libraries

The users form an integral part of the library system. They are the final link in the information transfer chain. All professional activities in a library, and every unit of money spent for these activities are all for the users of information. If the users cannot find the information they need, or does not know how to find relevant information available to them, the library system falls short of its ultimate goal. According to Ranganathan, “Reference service is the culmination of all the activities and routines in a library….reader guest is supreme in a library.” Thus the users occupy the central place in every library and public library system is no exception to this general concept. In a paper published from the University of Illinois, Clark (1983), presented a new approach to the measurement of public library use. The approach was from the point of view of patterns of use by the individual users. C.R. McClure (2006) contributed on the key issues, themes, and future directions for evaluating networked services forming part of a monograph, entitled Planning and evaluating library networked services and resources.

Public library serves a wider cross section of the society drawn from various walks of life. The user community comprises of elderly

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persons, teachers and students, women and children, physically challenged people, business people and employed categories. In general, the structure of users in a public library belongs to a heterogeneous group with varied interest. The concept of user studies is not new. There have been a good number of retrospective studies for library systems in general and public libraries in particular.

1.2.1 User Studies: A Retrospective View

User studies came into the lime light during 1970s, and 1980s. During that period, it can be said that user studies reached a status of maturity taking an appropriate focus that formed the base for the developments in the decades to come. It is inevitable to ignore such developments as they provide a high level of clarity in understanding the need and purposes and the paradigm shifts in user studies. In the present context, the term user, is used to denote a library user. The synonyms for the term user are client, member and reader.

User studies are undertaken in libraries in order to obtain an assessment of the library from the users point of view. In general, User study, according to Banwell and Coulson\textsuperscript{54} (2004),“focuses on the users and investigates users’ wants, needs, contexts, motivations, expectations and tasks.” In all user studies, users and their opinions in the form of

feedback are brought into the focus. St. Clair\textsuperscript{55} (1993) defined user survey as that, "A user survey is just what the name implies, a survey of users, and its purpose is to enable those responsible for the planning and delivery of information services and products to have quantifiable data about the services". User studies come under the purview of Library and Information Science.

User studies have a pretty long history. According to Powell\textsuperscript{56} (1988), “one of the earlier studies, and still most important of the national user studies was conducted by Campbell and Metzner\textsuperscript{57} (1950). Matthews\textsuperscript{58} (2008) emphasized the need for libraries to “develop robust measurements that provide real and actionable information about customer service levels. He explained that evaluation processes and models and showed how to plan evaluations and handle methodological concerns, use quantitative and qualitative tools, analyze the data and


\textsuperscript{58} Mathews. [2008]. The evaluation and measurement of library services. reference and research Book News. Available at http://findarticles.com/p/articles/mi_m0QLQ/is_2008_Feb/ai_n24362429/ Retrieved on 04-01-2010.
prepare the report.” In one of his papers, Zweizig\(^{59}\) (1980), projected three kinds of approach for measurement of library related studies. The first among his approaches, he defined use — i.e., internal library activities such as circulation. The second one, he defined was the user, representing a shift in focus from the library activity to the patron and the third as ‘uses’, suggesting a shift in emphasis from the patron to the external use that the user makes of the library’s resources.

One among the valuable publications on the measurement and evaluation of library services is that of F.W. Lancaster\(^{60}\) (1977) who presented a systematic consolidation of studies designed to measure and assess a library’s performance while he covered the different methods that could be used for evaluation. His contribution made an important distinction between broad-based input/output data (macro-evolution) and more focused analysis and interpretation of system processes (micro-evaluation). User studies during the 1970s focused more on the activities of the libraries and in course of time such studies shifted their focus on to the users. On the other hand, Ford\(^{61}\) (1977) observed that, “Of more use are the studies of people’s information needs and information seeking behaviour particularly where these are based on what actually happens


rather than on people’s opinions of what might happen.” Ford believed that the results of user studies should be more useful than those from the use studies. During the late 1980s, as White\(^62\) (1980) presented his observation in one of his papers that “User studies should focus not on what libraries do, but what people do or wish they could do if they could obtain the necessary information.” User Studies related to libraries, in general, underwent different phases with varying focus. Earlier approaches examined specific library services and processes in order to improve library performance. Such studies included activities as cataloging efficiency, card catalog use, reference services, collection use, interlibrary loan and document delivery, facilities and access, library systems, budgeting, and personnel. Many library evaluative studies were analyzing mainly internal operations and traditional services. In the views of Palmer et al., during 1970s a number of user surveys were found to have often based on a planning process for public libraries\(^63\), sought to gather insights into satisfaction levels relating to a large variety of materials and services.

Lancaster\(^64\) (1977) stated that “a well-conducted library survey should attempt to assess the degree to which the library services meet


the needs of the community served. Doing so can provide a useful indication of how satisfied the users are with the services provided." As Lancaster\textsuperscript{65} (1980) observed "Planning library services for a community requires first of all, an understanding of that community: its environment, its population, their information needs, and the sources available to meet those needs."

The public library users were becoming more aware of their right for services during the last spell of the 1970s. De Prospo\textsuperscript{66} (1978) stated "A better educated and more sophisticated public is less willing than ever to accept the need for community services on faith alone. Increasingly the public is demanding proof of the effectiveness of various programs." It is not the traditional services alone they need, but also the expect ICT based services from the library. The present day public libraries are including ICTs in their services.

It was Du Monts and Du Monts\textsuperscript{67} (1979) who pointed out that user satisfaction is one element of the definition of library effectiveness and stated that "the primary purpose of measurement procedures is to obtain information about the library in order to provide decision makers with a


clearer understanding of what the library is doing. An accurate and objective evaluation of the effectiveness of the library can then be attempted." The results of measurement can be used to evaluate the performance of a library or any of its facets related to collection and services in order to determine whether or not it is effective.

1.2.2 From Evaluation to Performance Management

Since the middle of 1980s libraries attempted to achieve Total Quality Management. Libraries underwent compelling internal changes due to the advent of Information Communication Technologies. In this context of change, Adeyoyin et al.,\textsuperscript{68} observe that, “For any organization, including the library, change can come from one of two sources: internal or external. Internal changes are changes initiated within the organization and relate to how to do things, when to do things or what new things to do. The critical issues here are how to make these changes generally acceptable to or accepted by the majority within the organization. Thus, the issue of participation, manipulation and resistance become of some significance in the management of internal change. All of these issues are strategies to influence the response of individuals within the organization to the changes. They are calculated to positively affect the perception of the individual as well as his attitudinal and behavioural disposition to the changes.” Any change in libraries cannot be independent of the users

and their participation which entails involving the customers or the users of a system. Such a participation is an essential component of Total Quality Management (TQM). Abzug and Phelps (1998) in the context of TQM, state that, “The increasing complexity of the modern library has forced librarians and others to seek effective approaches to the decision-making process in an environment of rapid technological and social change. One obvious possibility is to involve more people in the decision-making process - to adopt participative management.”

One of the approaches is to formulate constructs that extract users' perceived quality of services of any organization concerned with products and services. Perceived quality of service is defined by Rowley (1998) as the consumers' judgment about the service's overall excellence or superiority. Oliver (1996) believes that, “As it is difficult to translate satisfaction into specifications and standards or measurable objectives, the degree of gap that exists between the desired service and the perceived actual service is increasingly accepted to reflect service quality.” The quality of a service is couched in users’ subjective understanding of perceived quality. However, mixed feelings exist in the literature regarding the direct causal relationship of perceived


performance and actual quality services as found discussed in Lee, Lee and Yoo\textsuperscript{72}, (2000).

The phrase \textit{Evaluation of libraries} witnessed a change to \textit{library performance measurement} – a concept very much in vogue in \textit{Management Science}.

According to Moore\textsuperscript{73} (1989), “Performance measurement should be an essential part of every organisation. Without assessing its performance an organisation cannot ensure that it is using its resources to the greatest effect. Neither can it be sure that it is continuing to meet needs within society.” Goswami\textsuperscript{74} (2003) Libraries play a pivotal role in the dissemination of knowledge and are extremely important in building a knowledge economy. There is a need to formulate and create mechanisms and institutions which will bring about a paradigm shift in the libraries and information system (LIS) scenario. In today’s context, libraries have to play two distinct roles - to serve as a local centre of information and knowledge, and be a local gateway to national and global knowledge. To fulfill this potential, the entire LIS needs to be revamped – existing libraries must modernise their collection, services and facilities,


\textsuperscript{74} Goswami, P. R. (2003). Librarians in society: An insider’s view. IASUC Bulletin. 48(3): 141 - 152 .
become more pro-active and collaborate with other institutions and agencies.

Welcoming the new concept of performance measurement, Schlukbier (1978) put forth that, “Performance measurement is a research tool capable of clarifying objectives of library services, and indicating directions for growth and techniques for increasing the efficiency of their implementation. The ultimate evaluation of any library must be made in terms of the use being made by the community. Therefore, finding out how a specific library or library system is meeting the needs of its community will reveal areas in which efficiency can be improved and library growth enhanced.” The paper by Schlukbier was published in 1978 emphasizing the concept of ‘evaluation that should be made in terms of the use’. User studies in general, cover a wide range of topics and foci that may include anyone or many such as on the user focusing users' wants, needs, contexts, motivations, expectations and tasks; on use focusing what a particular information source is actually used for, with the barriers and enablers to its use investigated; on the information system or service focusing aspects of technology, design and evaluation; on satisfaction of users on all the aspects related to collection and services of a library.

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Public library service brings in a lot of values to the society including economic values.

### 1.2.3 Performance Metrics: Definitions

The two terms namely, metrics and measures are often used as synonyms as well as interchangeably. The concept ‘Inputs’ denotes resources that contribute to development and delivery of programs and services. The term ‘outputs’ are resources and services produced with their use. Processes are activities that turn inputs into outputs. Outcomes are the effect of the library on the individual or the community. Performance indicators/measures are quantified statements used to evaluate the performance of the library in achieving its objectives. Benchmarking is a measurable performance goal which is a standard of progress for success (or best practices)

Brophy and Wynne\(^\text{76}\) (1997), identified the most important measurable indicators of library organizational performance that included Library, user community and stakeholders. Criteria for performance indicators should be informative, reliable, valid, appropriate, practical, comparable (ISO 11620); Performance metrics and indicators should relate to institutional and library mission, goals and outcomes; Performance metrics are usually quantifiable; Performance metrics need

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context and meaning such as change over time, comparisons with others, other trends.

1.2.4 Evaluating Libraries: Standardised Test Instrument

According to Kimberlin and Winterstein\textsuperscript{77} (2008), standardized test instrument denotes key indicators of the quality of a measuring instrument are the reliability and validity of the measures. The process of developing and validating an instrument is in large part focused on reducing error in the measurement process. Reliability estimates evaluate the stability of measures, internal consistency of measurement instruments, and interrater reliability of instrument scores. The combined efforts of the American Research Libraries and Business Administration and Marketing experts worked together to develop a number of standardized test instruments for evaluating the library services and job satisfaction of library professionals, the former of which is the core concern of the present investigation.

In general Public libraries are established under the provisions of state laws to serve a community, district, or region. Influenced by the faster development of the Information Communication Technologies, public library services have experienced a constant change. Communities get accustomed to changes to pervasive technologies and people expect their local service providers to keep pace. The use of the ever familiar

print books is giving way to e-books that capture more market share every
day. Public libraries are compelled to change so as to meet the needs of
the communities they serve. Two decades ago, people needed access to
computer terminals. Today, the ubiquity of smartphones and tablets has
shifted these needs to broadband access and e-books. In spite of the
paradigm shift, public libraries remain uniquely positioned to meet the
public's information needs for years to come. A lot of developments are
taking place in public libraries in both collection building and marketing
strategies of information.

Not only the library professionals but also scholars outside took
cognizance of the trend in business and marketing field as applicable to
libraries' marketing their information performance, when the question of
adopting quality in libraries came up for discussion. Field research in
Business Administration and Management Science provided the
guidelines and lead to the research community in Library and Information
Science with concepts current in their field for measuring the quality and
performance in libraries, irrespective of system affiliation. Among the
various concepts, Total Quality Management (TQM), service marketing,
accountability and service auditing, perception and satisfaction over the
services are some of the thrust areas.

Quality has been in the lime light in both literature and practice of
management of library systems. British Standards (BS:UK), one of the
reputed institutes at the global level, in one of its standards, BS:4778\textsuperscript{78} (1987) defines quality as the "totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs." Juran\textsuperscript{79} (1979) defines it more simply as "fitness for purpose or use." According to Pirie\textsuperscript{80} (1991), "There is scope for directing attention to those services which governments have preferred to keep within the public sector, and to asking if ways can be found to make these services in turn direct their output to the satisfaction of the wants and needs of their customers, that is, to the recipients of the services." Stewart and Walsh\textsuperscript{81} (1992), while writing specifically on public services, define a quality service as one that, "does what it is intended to do and is responsive to the needs of the user." Service auditing for attaining Total Quality Management (TQM) in library systems attracted scholarly publications as those of Berry, Zeithaml, and Parasuraman\textsuperscript{82} ; Zeithaml, Parasuraman,


and Berry\textsuperscript{83}; Shaughnessy\textsuperscript{84}; Scholtes\textsuperscript{85}; Zemke\textsuperscript{86}; Dobyns and Crawford-Mason\textsuperscript{87}. Those who contributed to performance measurement, identified quality with successful attainment of quantifiable goals as found discussed in Kantor\textsuperscript{88} (1984); Cronin\textsuperscript{89} (1985); French\textsuperscript{90} (1987); McClure\textsuperscript{91} (2004); Baker and Lancaster (1991)\textsuperscript{92}; Buckland\textsuperscript{93}(1983); and Brophy\textsuperscript{94} (2006).


Measuring the user satisfaction for evaluating libraries in general and public libraries in specific cannot be either quantitative or qualitative exclusively but a blending of both with suitable techniques for achieving a holistic approach.

1.2.5 Service Evaluation: Focus

Research began to focus on two related concepts like, (i) perceived service and (ii) expected service resulting in a lead to a pinpointed identification of the existing gap. Philip Calvert (1997) posited that “the need to understand what library customers expect in terms of service quality is now necessary for good management, so the library managers should extend the profitable way to assess library service quality”. Gronroos, a pioneer in Service Quality, developed a service quality model in 1984 with an image component which influenced how expected service was compared to perceived service. In later models, Service Quality (SQ) was operationalised as the gap between expectations and perceived performance across specific dimensions. Berry, Zeithaml and Parasuraman (1985), were among the first to recognise the challenges faced by service providers to maintain quality standards.

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The same group of authors brought out a development in 2006 over their own contribution on service quality\textsuperscript{97} developed earlier in 1990. Their contention is that most services are performances, provided by personnel interacting with the customer in real time. Therefore, techniques used in manufacturing to automate processes, like quality assurance and quality control principles, provide little guidance for the service provider. There are also two types of service quality: (i) regular service, a typical transaction, and (ii) exceptions/problems, when a service failure has occurred. According to Totterdell\textsuperscript{98} (2006), “The public library is first and always a government agency, supported by federal, state, and local funds. The library profession has long debated the uses of physical space and the comportment of visitors, alternating between views on the library as a hub of community activity or a quiet place for study and research.” The present study adopted the LIBQUAL instrument with modifications befitting a public library survey.

1.26 LIBQUAL for Library Evaluation

The present study adopted LIBQUAL with modifications suiting the environment of the District Central Library at Madurai – a component district of the Tamil Nadu State. LIBQUAL has a developmental history. A


standardized test instrument with two versions namely SERVQUAL and LIBQUAL was developed under a collaboration between the Association of Research Libraries of the US and a set of experts in marketing management research. This study proposed the 22 core items LIBQUAL instrument with modifications. In business industries, SERVQUAL is an alternative instrument proposed to measure service quality from customer perspectives and perhaps it has been the most popular standardized questionnaire to measure service quality. In the library setting, SERVQUAL was used to assess quality of service continually and it seems that culture of assessment in libraries had strong international dimensions as there is much potential for international collaboration on assessing library service quality. SERVQUAL introduced in general for service industry was modified to evaluate users’ perception and satisfaction of library services as LIBQUAL.

The LibQUAL+ protocol, as elaborated by Bruce, et al., solicited open-ended comments from users with regard to library service quality, gathered data on 22 core items, and, at the option of individual

99 Thompson, Bruce., Kyrillidou, Martha., and Cook, Colleen.(2009). item sampling in service quality assessment surveys to improve response rates and reduce respondent burden the LibQUAL+ Lite. Performance Measurement and Metrics, 10(1) : 6-16.


libraries, also garnered ratings on five items drawn from a pool of more than 100 choices selected by libraries. In this article, the relationship of scores on these locally selected LibQUAL+ augmentation items with LibQUAL+ scores were examined for the first time. The results provided some guidance regarding which augmentation items do and do not add different information than the 22 core LibQUAL+ items with respect to users' library service quality perceptions. These results were helpful LibQUAL+ users in selecting augmentation items because the results quantified the degrees of overlap of information from these items with the LibQUAL+ core items. The findings also suggested that LibQUAL+ scores were reasonably psychometrically valid. LIBQUAL is a continuation and development over the SERVQUAL which was introduced in 1988 by A. Parasuraman, Valarie A. Zeithaml and Leonard L. Berry\textsuperscript{102} as an instrument for assessing customer perceptions of service quality in service and retailing organization.

In their efforts to refine the already designed data collection instrument, A. Parasuraman, Valarie A. Zeithaml, and Leonard L. Berry (1995) revised SERVQUAL to ask respondents to rate statements from three contexts (minimum service expectations, desired service expectations, and the perception of service performance) On a continuum, the minimum and desired service expectations appear at either end, with the area in between known as the Zone of Tolerance.

According to Johnston (1995)\textsuperscript{103}, it was Berry and Parasuraman\textsuperscript{104} (1991) who defined the zone of tolerance in terms of the customer’s evaluation of in-process service performances.

1.3 Unit of Study

The present study is a focus on the user perception in the context of public library, the users of which form the units of study. The identified centre is the District Central Library which forms part of the Tamil Nadu Public Library system that was instituted in the State of Tamil Nadu since 1950 enacted in accordance with the Tamil Nadu Public Libraries Act of 1948.

1.3.1 Tamil Nadu Public Library System

The state-wide Tamil Nadu Public Library system is supported by the library cess collected as part of the house tax. Senthur Velmurugan\textsuperscript{105} (2013) provides an account of the Tamil Nadu Public Library System. Covering a total area of 130,058km, the state of Tamil Nadu is the eleventh largest state in India. Tamil Nadu shares its borders with Kerala, Karnataka and Andhra Pradesh. Tamil Nadu is the seventh most


populous state of India with population count of 66,396,000 people. Chennai (formerly known as Madras) is the state capital and the fourth largest city of India. The administrative units of Tamil Nadu constitutes 39 Lok Sabha constituencies, 234 Assembly constituencies, 32 districts, 10 city corporations, 152 municipalities, 611 town panchayats and 12,618 village panchayats.

Tamil Nadu is the first state that enacted Public Libraries Act in independent India. The act that was passed in 1948 came into force with effect from 1 April 1950. The objectives of the Act are contained in its Preamble as, ‘An act to provide for the establishment of public libraries in the province of (Madras) Tamil Nadu and the organization of comprehensive rural and urban Library Service therein”. In Tamil Nadu, Directorate of Public Libraries-a department functioning under the Ministry of School Education, Government of Tamil Nadu has 4028 libraries under its umbrella. These 4028 libraries are categorised into various types right from State library through District Central Library with its branches scattered all over the 32 districts in the state.

Anyone with some proof of name and address can become a member of the public library. One need not be a registered member of the public library to simply to read books. But, one need to be a member if he/she wants to borrow books from the public library. The OPAC of Connemara state Library, and the 32 District Central Librarires along with Centralized OPAC are made available for public by the DPL. Around 3
49

million records are put up in the catalog for the public access through internet. Different features like, online renewal, reservation, searching etc can be enjoyed by the members/visitors of the libraries.

1.3.2 Collection and Services in the TNPL System

District Central Libraries (DCL) is the name given to that unit of the Public Libraries housed at the district headquarters in each and every constituent district of the Tamil Nadu State. They are all equipped with books, periodicals, newspapers, magazines, standard ready reference sources, CD collections, Audio Cassettes, special collection of materials for competitive examinations and Braille books. They have internet broad band connectivity and offer photocopying service at a nominal fee.

In the Tamil Nadu Public Library System, the procurement is centralized at the headquarters located at Chennai, controlled by the state library authority. Identification, placing orders and fixing the discount rates are processed at the headquarters at Chennai, while the identified and approved materials are supplied directly to the units by the approved vendors. The publisher or the author who would have deposited five copies to the National library and obtained the copyright certificates for their publication only are entertained by the purchase department. The number of titles of newspapers and magazines also are decided by the State Library Authority. Matching the varied interests of users, public libraries offer a variety of services, including collections, reference and referral. The Public library has programs and types of services for the general public that may
include children, senior citizens, or community members with limited skills in English or reading, or may emphasize particular types of services demanding collections of various kinds, extensive reference assistance, or recreational and cultural activities.

According to Ganguly\textsuperscript{106} (2007), “Lifelong learning is the enabler which helps to create an inclusive society in which every citizen is valued, in which every citizen can participate fully and in which every citizen can achieve his or her full potential. It will enable the development of communities which support and enrich the lives of each member. It provides the skills and knowledge base which will secure the economic prosperity.” This attribute promoting specifically the lifelong learning process of a citizen by the Public library has earned its name, ‘The People's University’. Conventional documents, a long standing feature of the Public library is being supplemented now-a-days by electronic documents and digital resources both on the floor and over the cyber space/internet as well. Information Communication Technology (ICT) facilitates better service, as collection and information in general become increasingly accessible electronically. Chowdhury and Margariti\textsuperscript{107} noted that the introduction and development of the Internet and its associated Web technologies in the past decade have significantly influenced both


the way libraries provide information services to their users and the way
users choose to access information. Public library units in every district
central library have internet connectivity at their premises. Nature and
types of services are designed by the State Library Authority. The
membership fee, number of books to be issued, borrowing period and the
rules governing them are well established and modified as and when
required. Mobile library service is in vogue in the city of Chennai and
selective district headquarters. The mobile library which was operating in
Madurai District Central Library seized to operate since 15 years.

1.3.3 Madurai District Central Library

The District Central Library at Madurai is located at Simmakkal, on
the north bank of Vaigai river, at the heart of the city. The Madurai District
Central Library was inaugurated in a building on 02.07.1952. The
foundation stone for the present building at Simmakkal was laid by the
Chief Minister Thiru M. Bakthavatchalam, on October 3rd 1965 and was
declared open by R. Neduncheliyan, the then Education minister on in
12.04.1970. It is located at the heart of the Madurai city. The carpet area
of the library building measures 4699 square feet.

1.3.4 Sections

The Library Building has two floors. The following sections are in
the library

- Children and Ladies Section
- Periodical Section
- Reference Section
• Lending Section
• Competitive Exams Section
• Internet Section with Browsing

The Children and Ladies Section, Periodical Section and Lending Section are at the ground floor. Reference, Competitive Exams and Internet Sections are functioning at the first floor.

1.3.5 Number of Books Available in the Library

• Childrens & Ladies Section – 32000 volumes
• Reference Section – 70000 volumes
• Lending Section – 110000 volumes
• Competitive Exam Section – 25000 volumes

There are 11 computers for Internet Browsing in the Internet Section. There are 25 newspapers in Tamil and English and 116 periodicals for free reading at the Periodicals Section satisfying the needs of school and college students.

1.3.6 Reference Section

This Section is functioning at the first floor of the library building. This section is found to be very useful for the readers who are preparing for their higher studies and Competitive Examinations. The costly books and more valuable books are available in this section. These type of books are only for reference and not allowed to take out of this section. This section has latest edition books.
1.3.7 Working Hours

The Madurai District Central Library is working from 7.30 am to 8 pm. The readers are allowed from 8 am to 8 pm without any break.

<table>
<thead>
<tr>
<th>Shift</th>
<th>The Working Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Shift</td>
<td>7.30 am to 2 pm</td>
</tr>
<tr>
<td>Second Shift</td>
<td>1.30 pm to 8 pm</td>
</tr>
</tbody>
</table>

There are 11 library science qualified staff members -- 8 males and 3 females working at the library.

- Librarian – Grade I - 1 Person
- Librarian – Grade II – 2 Persons
- Librarian – Grade III – 8 Persons
- Record Clerk – 1 Person
- Library Assistants – 7 persons
- Binder – 1 Person

The Library is closed on three National holidays and Selected festival holidays (Deepawali, Pongal, Pooja and Christmas) in a year.

1.3.8 Membership

Anyone can become members of the library. They need proof of name and address only. The person who has attained the age of 14 and has the ability to read could be a member of the library. The persons who want to be members of the library must be the resident within the Corporation limit. The application from the Librarian should be submitted with the signature of a Gazetted Officer and guarantee signature either from the corporation members or a person of a social responsibility. The
Koha with card system is followed in the Lending Section. The fees details for yearly subscription for getting membership are as follows

<table>
<thead>
<tr>
<th>Number of Books</th>
<th>Deposit Amount in Rs</th>
<th>Annual Subscription in Rs</th>
<th>Total in Rs</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>20</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Two</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Three</td>
<td>50</td>
<td>10</td>
<td>60</td>
</tr>
</tbody>
</table>

1.3.9 Usage : Statistics (Utilization)

Reading → 670 Readers per day approximately

Lending → 197 persons per day approximately

Pull out statistics and use of books in various section of the District Central Library reveals that per day is 2298 approximately.

There is a facility to take the Xerox copies of pages available within the premises of the library. A special facility is available to the physically challenged people with vision impairment (Braille Books for blind person). Monthly meeting of registered members is being held regularly. Authors of books, poets, ministers, orators are invited periodically with the public participating and interacting in these meetings. The library is conducting various types of reading and writing competitions for the school students and further distributing prizes and certificates to the participants and successful among them. They are encouraged. As such the District Central Library at Madurai has been serving the public since its institution
accordingly. The present investigation shall bring out its full dimension as unfurled by the feedback of its users.

1.4 Organization of the Final Report

Chapter I provides a general introduction to the study, development of the public library in the west, origin of the concept of lifelong self education and public library as peoples’ university, definition of basic concepts, and the organization of chapters in this report.

Chapter II provides a review of earlier studies on Use and User, User behaviour, introduction and use of ICT in public libraries, International public library models besides public library evaluative studies.

Chapter III presents the survey method, objectives, set of hypotheses formulated, data collection technique, construction and structure of the questionnaire, population and sample, statistical tools used, scope and limitations of the study.

Chapter IV presents the analysis of the collected data with interpretations. It includes graphical presentation of data also.

Chapter V reports findings from the critical incident survey logs completed by users, summarizes findings from the user survey. The findings describe the nature and demographic characteristics of users, the resultant impacts identified by participants from library services, and other findings such as differences in perceived impacts and existing status of
library services. The chapter concludes with useful recommendations to the library authority at the local and state level as well.

The results of the study may be useful to the State and local library authorities, the librarian professionals in Public Libraries for redesigning the model as well as the quality of library service delivery. Though a number of studies have been made on library management from time to time, still many studies in depth in analysis and content are needed for sustaining the development of public libraries as knowledge resource centers. A study of this nature shall necessarily involve critical appraisal of the library service management from the views of user studies.