CHAPTER - 1

INTRODUCTION
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1.1. INTRODUCTION

There are evidences that Goa has old interesting history which go to indicate that libraries and institutions of learning flourished in the territory of Goa in 1703. However, the first Public Library we came across which was established in Goa was “Biblioteca Nacional” in 1817 under the instruction of the then Viceroy of Goa “Conde de Rio.”

In 1932, Don Manuel de Portugal e Castro, the then Viceroy of Goa was responsible to change the name of “Biblioteca Nacional” to “Libraria Publica”. After liberation it was named as “Central Library”. The library was under the administrative control of Department of Education. After that it came under the control of Directorate of Arts and Culture and now it is presently controlled by Directorate of Education.

Library is a place where the books and informations are procured, preserved and reposed in the most experienced, sophisticated and comprehensive way. It is a treasure house of books. Libraries are temples of erudition where generations of young and old get enlightened on the achievements of mankind, its veggaries and vicissitudes prepare themselves to face the world with confidence.

All the states in the country to-day are increasingly become aware of the importance of development of libraries as a pre-requisite for educational progress. Goa can be legitimately proud of having one of the oldest libraries which has enriched Goan culture and educational life.

As other states namely, Madras, Andhra Pradesh, Mysore, Maharashtra, West Bengal, Manipur, Kerala, Haryana and Mizoram have their own library legislation, Goa also stepped ahead to frame its library legislation in summer legislative session, 1993, in order to provide for the established, maintained and developed of comprehensive Public Library system in Goa.

Shri Domnic Fernandes, M.L.A. introduced Goa Public Library Bill and the same was passed in the assembly of Goa on 26-11-1993 and assented to by the Governor of Goa on 29-7-1995.

The select committee was comprised of following members:

1. Shri Domnic Fernandes M.L.A. Chairman
2. Smt. Shashikala G. Kakodkar M.L.A Member
3. Smt. Farrel Furtado e Gracias M.L.A Member
4. Dr. Kashinath G. Jhalmi M.L.A. Member
5. Shri Manuel Fernandes M.L.A. Member
6. Shri Victor Gonsalves M.L.A Member
7. Adv. Radharao Gracias M.L.A Member
8. Shri Vinayak Naik M.L.A Member

Secretariat Members:

1. Shri Ashok B. Ulman Secretary Legislature.
2. Shri U.M. Desai Under Secretary Legislature.
3. Shri N.B. Subhedar Assistant Legislature.

Government Representatives:

1. Shri B.S. Subbanna Law Secretary.
2. Shri M.V. Naik Director of Art & Culture

Library legislation protects and enhances the library movement in right direction. Goa State also resorted to the help of library legislation in the competitive and dynamic world.

Goa became the 25th state of India, which is marching ahead towards the development in all respect.
In the topic of research in “The Public Libraries Legislation in Goa : A Critical Study,” endeavoured to study Education in Goa since ancient period.

The first printing machine was installed in Goa. This story is narrated in the study.

The need of Public Library, role of public library in Goa since Portuguese regime is pictured in the study.

The need for library legislation and critical evaluation of library legislation of Goa and its comparative study is highlighted in the study.

Historical Research Methodology is followed the my research work and Questionnaire Technique of Descriptive method is used wherever felt necessary.
1.2. Public Library:

The Public Library is one of the agencies whose primary purpose is to create informed opinion, both in Urban and Rural areas. It has to play indispensable role as community centres for education, information, recreation, and social.

The importance of public libraries is to develop and reconstruct the education to bring up the standard to provoke the moral consciousness to utilise the leisure time in fruitful activities and enlighten the socio-economic activities as well.

The Public Library serves all inhabitants of the state. The inhabitants desire of having information of all types is made available by the Public Library. The information which is away for miles together is gathered and disseminated to the inhabitants who desires to acquire it at any cost.

The Public Library provides special services for readers like children, visual handicap, scholars, common readers, serious readers, professionals, industrialists etc.

Public Library acquires and makes available all forms of materials to facilitate informal self-education to all the people of all the communities and to meet their informational and recreational needs. Public Library caters to the needs of the students of all ages for books and information by way of different informational devices.

Public Library provides full time reference service to handle enquiries about general subjects and specific topics. Public Library provides reprographic and translation services, home lending facilities. Public Library sponsors group activities inside and outside the library within the framework of its own programmes.

The internationally accepted definition of a Public Library is that it is a library which;

1. is financed out of public funds.
2. charges no fees from readers and yet is open for full use by the public without distinction of caste, creed or sex.
3. is intended as an auxiliary educational institution providing a means of self-education which is endless.
4. houses learning materials giving reliable information freely and without partiality or prejudice, on as wide a variety of subjects as will satisfy the interests of readers.” ².

Alvin Johnson, while defining the Public Library states that the “Public Library is a people’s university.”³ In true sense, it can be says that, it is the people’s University. Every user can make use of library exhaustively and enhance his knowlege as compared to the University Education. University offers education by feeding to the students whereas library educates a reader in the free environment. Library play it role beyond the frame work of the University limitation. The people’s University doesn’t required a certain criteria for its admission as is required in the University. People’s University is open to all the citizens of the country and to the readers of worldwide. Public Library funcionally encompasses the worldwide knowledge and impart it comprehensively and efficiently to all persons who desires. Versatility of Public Library, offering push back to all the readers at their every stage of life in all the respect, educating from kindergarten to higher studies inclusive of research work, teaching and making them to understand at every stage of life by means of reading materials, guiding, informing at every difficult time and uplift the people to a suitable standard. For enhancement of knowledge, obtaining the information which is beyond the reach of hand, the only source is the Public Library.

Dr. S.R.Ranganathan has clearly mentioned in the book Model Public Libraries Act that he considers, “those libraries as Public Libraries which offer free consultation services but charge some minimal fee on lending of books.”⁴ It is apparent, that if criticaly look at this definition of Dr. S. R. Ranghnathan that it doesn’t encompass total functional dimension of the Public Library.

“IFLA defines Public Library as a library established and financed by a local or in some cases, Central Government body or by some other organisation authorised to act on

its behalf available without bias or discrimination to all who wish to use it.”

The Unesco Public Library Manifesto defines “Public Library as a democratic institution for education, culture and information. It further states that a Public Library is a practical demonstration of democracy’s faith in Universal education as a continuing and life long process, in the appreciation of achievement of humanity in knowledge and culture, it is the principal means whereby the record of man’s thoughts and ideas and the expression of concerned with the refreshment of man’s spirit by the provision of books for relaxation and pleasure, with assistance to the student, and with provision of up-to-date technical, scientific and sociological information it should be established under the clear mandate of law, so framed as to ensure nationwide provision of Public Library service.

Organised co-operation between libraries is essential so that total national resources should be fully used and be at the service of any reader, it should be maintained wholly from public funds and no direct charge should be made to anyone for its services; to fulfill its purposes, the Public Library must be readily accessible, and its doors open for free and equal use by all members of the community regardless of race, colour, nationality, age, sex, religion, language, status or educational attainments.”

It is felt necessary that the definition of UNESCO Public Library Manifesto on Public Library to quote down wholly as it is because this definition covers most of the aspects of public Library. It has nicely arranged the functions which are come in the jurisdiction of the Public Library which enjoys the democratic environment.

Unesco emphasizes more on democratic role of Public library and storing and organising human knowledge and disseminate its to the community as a whole without any distinction Unesco clears its say by its definition given as under.

UNESCO in collaboration with the organisation of American States, the Barzilian Government, and the Sao Paulo State and City Authorities organised a conference and


held in the City’s Public Library in 1951, in which the definition of “Public Library” was given, that the Public Library, a product of modern democracy, and the institution which conserves and organises human knowledge in order to place it at the service of the community without distinction of profession, creed, class or race.”^7.

It is not necessary that all the functional points which are narrated in the definition are totally applicable in the present situation. There are ample chances to have critical appraisal thereupon. In every definition it is emphatically mentioned that the Public Library is the collection house of books. The old concept can be modified by changing words which suits to the present situation as “Public Library is the collection or storehouse of useful information”. This function carries weightage. Books are the compact identical informational source. It is the bundle of information bound in the form of book which are to be gathered, organised and exploited by user.

The information identically can be classified into two categories, namely, in the first place useful information to every user and secondly vulgar and indecent informative which is condemned and not used by all modest user.

As per the new concept the books which have useful information have to be stored in the library.

Mr. A. H. Bill supports above critical appraisal. In a paper to the L A Annual Conference in 1963 Mr. A. H. Bill says that “It could be a storehouse of information for the citizens of our complex and technical society, it could presence and present freely to each individual the whole range of art and culture”^8.

Mr. Bill was of the opinion that the Public Library is the store house of information instead of storehouse of books.

UNESCO, further, a step ahead goes and states that the public library gives special assistance in the advancement in the technical knowledge and skill by distribution of

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literature at two levels, elementary and advance. Unesco patch-up the loop holes at every conference and strengthens its definition on the public library.

In 1955, Government of India requested UNESCO to organise a seminar at Delhi and therein they concluded that: "The Public Library is not primarily an institution of scholars and students nor an instrument for formal education. It should be an independent service for use according to the individual needs of the citizen. It can give special assistance in the advancement of technical knowledge and skills by distribution of literature at two levels, advanced and elementary."^9

Charles Dickens spoke on the public library that it is "a great free school, bent on carrying instruction to the poorest hearths."^10.

In one sense Charles Dickens was correct that library is an instruction to the poorest hearth. In the world all the human beings do not have equal financial capacity to have information of their own. Since there is disparities in the financial capacity to every individual, it is necessary to have resort to the library to the library to those people who cannot spent their available financial strength. On the information which they require. Public library is a good source of information centre. Where the poorest can have access to it.

The definition given by Charles Dickens is alternative because he slips down to the poorest people and firmly says that the public library is the poorest hearths.

But in a broad look it doesn't sight true because poorest as well as rich people avail the facilities of the public library simultaneously.

The services of public libraries are not given only to the poorest but also to the rich users to have access to its informational store but it is open to all without distinction to cast, creed, class or race. The definition of Charles Dickens is insulting to one section of the community who financially weak.

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An important definition given by Mr. R. L. Mittal is that, "A Public Library is an institution for the public by the public. In other words, it is established for the use of the public, which includes every citizen, which he is high or humble by birth, or is rich or poor, or in powerful or meek or is male or female, child or old or is highly educated or illiterate." 11

Odell commented on the existence of this mistaken notion, and was one of the few writers who tried to correct it,

"It is a mistake for the well-to-do classes to think that a free library should be treated like a charitable institution, and left for the use of the poor only. It is paid for by owners of property and by using it freely they get, to say the least of it, a fair return for their money, besides securing to the public generally many advantages which no charity could confer." 12

"In the Third Interim Report the Adult Education Committee made proposals for a progressive library service;

It is clear, the co-operation between educational institutions and Public Libraries is desirable and indeed essential. The necessity for co-operation in now being increasingly recognised, and the valuable assistance which some Public Libraries have rendered to the work of local education authorities has given the libraries a new importance and the schools a new ally. The developments which have taken place open up new possibilities of educational advance, the realisation of which will be possible only if these experiments in co-operation between school and library are translated into general practice and if there is a unity of general purpose." 13

1.2.1 The Need of Public Library:

Research Era has been dawned. Everywhere every one became eager to find out the new things for the betterment, comforts and for easy life of all. The development is nothing but resources made available for easy and better life. Every information is used to enhance the better knowledge and better knowledge leads to better life. Generation of new ideas give rise to increasing tempo of activities. Development of new ideas tends to development of the world.

The man has taken up research so vigorously that one finds difficult to go through it. The research undertaken by mankind generates new knowledge and inorder to record it wider use and for preservation it is packaged in different varieties of documents. As a result there is a tremendous growth in the number of documents.

D.J.de Sola Price worked on the issue of information. He has placed vivid picture of literature growth.

It is very much essential to give a look over the enormous information which grows day by day and how the people and reader face the problem of acquiring, getting acquainted of the existing information and what is the role to be played by the library in the dissemination of information is utmost necessary. We can visualise the need of the Public Library by getting acquainted with the problems and difficulties those are faced by the readers in informative dynamic world. In order to appreciate the role of the library in the dissemination of information, it is better first to know the real situation of the information explosion.

"The nascent information is usually communicated through the medium of the periodicals and the research reports. Several attempts have been made to estimate the number of periodicals being published in science and technology. C.P.Bourne puts the figure at 15000 significant journals. C.M.Gotts – Chalk and Desmond put the number at 35000 with a fallacy of 10%. Martin and Jett’s estimate is of 60000. Derek J.De Solla Price in his article “A Calculus of Science” has stated that by 1800 A.D., there were 100 different scientific periodicals. By 1830, there were more than 500, far too many for any one man to assimilate or even to read. By 1850, this number had grown to 1000; by 1900 to about 10000, and 1950 to about 100000. By the year 2000, that number will increase manifold, though not exponentially. Little wonder the term “information explosion” is
used. S.R. Ranganathan puts the number at 50000 carrying about 10,00,000 learned articles. The swelling sea of recorded knowledge has generated a high-powered flood of literature even in specialised area of subject fields. To make concrete example, Bio-Medical Sciences alone have now about 10,000 periodicals and these carry about 2,20,000 titles.

The problem does not end here, rather it is becoming more formidable, because scientific and technological knowledge doubles itself with 7 to 10 years. A million or more scientific papers are poured like rain over the scientific world a year. Fields like atomic energy and television are piling up enormous new masses of materials. Similarly in the pattern of growth has been observed in different systems. For example, exponential and logistic patterns have been recognised in the increase of knowledge about animals species, the number of publications on specific subjects such as Drosophila, Laser, Computer Technology and Praticle accelerators. 

"The impact of this explosion of micro-documents have been estimated. A scientist can read technical literature at the rate of 200 to 300 words per minute of, let us say, 15 minutes per paper. If all the publications were to stop and a man were try to catch up with a single year’s output alone, reading 24 hours a day, 7 days a week, it would take him 50 years. Clearly the problem is out of hand and has been for a long time; as far as the scientist is concerned, the end of century could not bring a worse situation."

In the regard of information explosion one is tempted to recall what Charles Bernier, Associate Editor of Chemical Abstracts said long back:

"Today’s scientific literature is so large that, one person can no longer read the output in one great branch of it, such as Chemistry. If a chemist, fluent in 30 languages, started on January 1st to read all papers in his particular field, 40 hours a week, at a rate of 4 articles an hour, then by December, 31st, he would have read not more than one-tenth of the material published during that year, for which the benefit would be nil, as he would

have no time left to do anything with knowledge thereby gained.\textsuperscript{16}

The picture projected by Allen Kent (1963) was no better. He wrote:

“For every 60 second period during the day and night – Saturday and Sundays included, it is estimated that, 2000 pages of books, newspapers or reports will have been published somewhere in the world. If you attempted to keep fully informed of everything going on in the world – through reading – you would fall behind an estimated 1,051,200,000 pages every solid year you would devote to reading.” This problem though worsened now faces industrialists, military planners, scientists, technologists and lawyers in keeping abreast of what is published in their own specialised fields.” \textsuperscript{17}

The problem of information has become formidable one with the enormous growth of information in all the subjects.

It is noted that there has been a vast increase in the demand for information by scientists demand information at rapid rate. Their urge for information from wider geographical coverage, ultimately supply of information increases. Increase of supply of information does not alleviate the demand problem but it aggravates it. Simultaneously, scientists add to the information. The supply as per the demand for information to the scientists, digest it, and give birth to the new information. The process of demand for information and corresponding supply of information generates new information which results in addition to the information. Thus, nos – stop growth of information continues and it will continue till the optimum point of development is attained.

This leads the user of information to the problem of how and from where specific information be obtained in the midst of the overwhelming mass of information. At this juncture public library plays its role to help the user.

Even vitally needed information, takes months and years to reach those who needs it. The difficulties, the problems, the hindrances deprive to have access to such information to the information seekers. This difficulty it can overcome by the help of library and library personnel. Alone, a person cannot acquire all these information nor he can reach his hands to the information which is thousands of miles away from the information seeker. Therefore, here the librarian and library come to your help.

Scholars must also be conscious of its responsibility. It must take the library professionals in confidence and communicate the difficulties they face as users of information. The Scholarship can help the library profession as subject experts in the preparation of Indexes, Abstracts and other retrieval devices. Co-operation and involvement by the scholarship and library profession in the effective control of literature, is definitely going to gather importance not visualised before. Some of the most useful indexes and abstracts such as Chemical Abstracts, Biological Abstracts, Physics Abstracts, Engineering Abstracts etc. have been the product of such collaborations.

The need of the Public Library can be visualised with the help of “Five Laws of Library Science.” Which were generated by Dr. S. R. Ranganathan.

Five Laws of Library Science are;
1. Books are for use.
2. Every reader his/her book.
4. Save the time of the reader.
5. Library is a growing organism.

This gigantic information torrented in this dynamic world by the writers which is useful to all the readers in one or the other way. Every reader has its need of having that hidden information in the huge piles of information garbage as said by Ellen Gay Detlensen in his article “The On-Line Revolution : Some Embarrassing Question that” What good, for instance, is a fancy on-line system that organizes and makes available information that can at best be described as garbage, in its familiar construct of GIGO (“Garbage In, Garbage Out”).

This enormous information is useful to one or the other and it should be available to the respective reader but this availability task is much difficult and cumbersome job. This can be overcome by library personnel by many means of retrieving devices. There

are the directive principles to the library personnel how to acquire, select, retrieve and disseminate the information to the respective readers.

The modern trend of imparting information and develop individual who should prove to be self-reliant person in every walk of life. Such kind of thinking individual can be created only if he is initiated into the channels which lead him in right directions for proper develop his mind by giving him access to the right information which he seeks. This can be attained by having recourse to the vast mine of knowledge contained in the wares of library i.e. books, periodicals, journals and other kindered materials. The librarian is rightly called the friend, the philosopher and the guide. The librarian, with the help of “Law of Library Science” can fulfill the requirements of the reader. The librarian is the only and the only person who can cater to the needs of the reader or information seeker. Otherwise, it is quite difficult, one can say it is impossible to reach the hand to the information which the reader needs. It is quite difficult to know which information is hidden where and how to acquire it or get access to it, but the only librarian can have search to that information and acquire by many means. The efficient librarian or library professionals are quite conversant to those means and they can do that job very efficiently and effectively.

A librarian is called “the guide, the philosopher and friend”. The librarian has to prove himself worthy of this honour. He can do so by attaining proficiency in library principles and techniques so as to facilitate the readers to find out their requisite, information and reading materials.

The library professionals have to follow the Golden Five Laws of library science which are bestowed by the great scholar Padmashree S.R.Ranganathan.

“1. Books are for use.
2. Every reader his/her book.
4. Save the time of the reader.
5. Library is a growing organism.”

1. "BOOKS ARE FOR USE."

This law is confined to the books only but presently, this dynamic world invented many more devices of recording the ideas, views etc. Therefore, we have to consider all other devices and books as well.

In this dynamic world there are numerous thoughts coming out from different scholars from different parts of the world and those are recorded by way of books or many other kindered materials. It is difficult to know what book is where. One may not know that whether such type of information exists. This may happen because innumerable books are published all over the world and it is difficult for a reader to know about its presence. But the library professionals have to get access by any means and make it available to the reader. These books or other kindered materials can be brought in use only with the help of library professionals. Every individual must be in a position to pursue his studies throughout his life. To carry out the studies through the life one or the other media is to be used. Libraries are the source to fulfill this requirement with the assistance of librarian.

Book is the media which is most convenient to all the readers. This media is accessible to all the readers. Books have the movable characteristics which means those books can be taken for home readings, it can be taken while one is on a journey or at leisure time. This media can be multiplied at faster and by easy methods. Its multiplication is much easier than any other media. Books can be stored and made use of it at any time as and when needed. Books cannot be supplemented by any other media for a long time. Other media requires supporting implements to use it but books doesn’t require any instrument to make use of it. Any information which takes birth in form of book or in paper form is to be made available to the readers. This has assumed importance because of the realisation that unless the library makes concentrated efforts to promote effective use of the books the user’s difficulty will increase.

Considering that the Public Libraries are mass communication media comparable with the press, radio, cinema, television etc., the colloquy believe that there should be co-operation between Public Libraries and these other media. Libraries should take the initiative in establishing contacts with them and should try to influence their activities.

It is the function of the Public Library not only to satisfy, but to promote the desire of books. The essential function of a Public Library is to supply to any reader, or group
of readers, the books and related materials for which they may ask. This provision should take precedence of all ancillary services. Consequently, the provision of children's library with adequate stock and guidance in the choice of books should be regarded as an integral part of the library service. Children cannot be taught too early that there are other books besides school books but gradually it is necessary to make the children aware of the other books at the right time. It is important to cater for the needs of the young adult. These readers are to be handled most carefully because these readers are sentimental, shy, hot tempered. These readers should be provided right book at the right time as and when they desire to have it.

The first law "BOOKS ARE FOR USE". To uphold this law in the information explosion world, it is very much necessary that the library must be available to all citizens and so as to eliminate any possible restriction, it must be available freely. It is implied that potentially there should be free accessibility to all recorded knowledge and experience. The framework of information makes two value assumptions, that the function of the library and the right of accessibility to it are significant for all members of the society, whether as individuals they make use of it or not. Subscription libraries have their limitations and restrictions which cannot fit totally in the first law “Books are for use”.

Generally, in the school what happens, teachers teaches the students at a certain extent and imparts them little knowledge of the facts which are there in the text. The generous, studious students applies mind and try to get more knowledge about the facts which are taught in the school. In other way we can say teachers make them hungry and do not provide them to eat. This lackness or lacuna is to be bridged up or overcome by the reader. There are lots to eat but one must know to have it. If one doesn't know to possess o to have it somebody should help him in getting the eatables and that somebody is the library personnel who has to play the vital role in the first law of library science framed by Dr. S.R. Ranganathan.

Buying of books is not as easy as we talk, because financial and home conditions are not encouraging. Sometimes space of the home or accommodation do not encourage to buy books, sometimes parents only depends on the library so children do not think of going to buy a book for their need. All people cannot go for collection of books because it is out of their reach. In these conditions, only a Public Library can run to the rescue of
readers’ greed in the book. In such conditions the Public Library has to play a very important role. The role of the Public Library should be unbiased, helpful, and encouraging and enthusiastic in respect of the potential reader. Such type of readers should not be voiced with disappoint where as Public Library has to create in them the wish to read and the ability to distinguish between what is worth reading and what is not. Public Library must hold and play such a part in the life with its beginning through children by inculcating the greed in reading, choosing the books and then hope for the best from them. One cannot get the best out of books without bringing something to them – some interest in the subject matter and some technique for using them. These things do not arise spontaneously or casually. Interest has to be aroused in the reader. Using books is the most important of all educational attainments. The libraries should teach the readers, make them aware and avail them the facilities to explore the knowledge which is there in the library. The library personnel should not allow a reader to victimise the disastrous in terms of potential personal development, satisfaction and pleasure by non co-operating the reader or not catering their need.

The other concurrent advantage is that the stock of the library should be wide enough not only to embrace all the subjects learnt by the reader but also to extend the interests of the reader to other topics, this process will help to widen the judgement of the reader on the relative importance of each subject but will also enable them to see the informational process as a whole. The progressive libraries have to conduct deliberate programmes of instruction and public service to explain their resources and how best to exploit them have to be arranged.

Indeed, it is sorry to say that the Goan libraries are not well developed and do not have enough stock of books to cater the needs of the reader. It is observed that the authorities of school, colleges and Public Libraries do not spend more amount on the books as they are supposed to spend. Once, I visited to one of the Higher Secondary School of my area in the intention to attend the P T A (Parents Teachers Association) meeting. In the said meeting as a curiosity I just raised the question regarding the amount that is spent on the library books. The answer from the Principal was shocking, she said that she has purchased the books for the library of the Higher Secondary School of Rs.375/- only. Looking at this amount I was astonished and requested her to increase the amount in thousands. This suggestion is reluctantly accepted but in reality the school
authorities did not have any improvement in allotting more amount on purchase of the books. In such a situation the first law of Dr.S.R.Ranganathan feels got serious set back.

From the first law it is felt that there is a need of public libraries extensively in the state.

SECOND LAW OF DR.S.R.RANGANATHAN IS “EVERY READER HIS/HER BOOK.”

The modern trend of the library science is based on this law: Dr.S.R.Ranganathan spoke about the book but this law is applicable to other reading and information kindred. Every reader must have accessibility to the book which he desires to read. The information explosion terminology itself explains that the information is so huge that it is become difficult to have approach to the needed book. Throughout the world so much books are published that it finds cumbersome task to reach to the hands of the needy. Sometimes, one doesn't come to know what book is published where. Sometimes, a book published somewhere in the other corner of the world which is very important, needy and satisfying information of one reader who is at the other corner of the world but he is unaware of such publication. In this case, a library personnel should come forward to help a needy potential reader. In this case a Public Library has to play active role because its activities travel beyond the capacity of the individual. It exists to serve the needs of a public with varied interests. It has to satisfy the requirements of the serious readers, also has to cater for large class of people who are general readers and those who go for books for recreation. The Public Library should recognise too the need of the other special groups and indeed provide extensively to them. The Public Library, nevertheless, has a duty to take out its services to industrial concerns, especially the smaller ones who are less likely to have their own information sources, either on their premises or through a specialist if they desire. The provision of Public Library has been almost universally agreed now by national governments. The value of the Public Library in the improvement of the mind lies mainly in the width of its provision and in the liberty it offers its users. It is a means of comprehensive and continuous instruction which gives rise to inspiration and incentives to go for the books.
All the books cannot give entertainment or joy to the reader. Some books give intellectual entertainment because it serves the purpose of the reader or that book profit the reader intellectually.

Sometimes a reader may get burdensome or get bored to read a book of Tagore but other reader may get entertainment and joy by reading the book of Tagore. The meaning of the example it that the reader may have liking in some subjects and the books on the same subjects should be made available to the reader. If a reader desires to read book on certain topics, it must be made available to him. In the real sense, one can say that every reader his/her book. We can categorically separate the books as per the likings of the reader. Fulfilling the liking of a reader is the boon to the Second Law of Dr. S. R. Ranganathan.

In simple way we can enunicate that a school boy who has a desire of reading, has to be provided such book which gives him enjoyment or which satisfies his need. If he is given beyond his capacity of intellect or beyond his understanding it will be burdensome to him and if he is compelled to read that book which he doesn’t think of, it will be disastrous to his eagerness of his reading. A reader should be provided such books which satisfies his need and purpose, not only the need and purpose but his liking should be taken into consideration which enhances his desire to read. But, simultaneously, it should be agreed that a reader should be made acknowledged or known or make aware that there are many more good books worthy reading without compelling him to go for those books. Here, the library personnel has to play vital role in selecting and making available such books which create reading desire in the reader.

A serious reader should be provided such books, which he gets information for which he seeks. There is no need for a serious reader to be taught by some other person. These type of readers they themselves are well-determined persons, so they know what they want. These type of readers seeks only informative, educative books which they should be provided. Sometimes, the demand of serious readers cannot meet as there is non-availability of required books in the library. Private libraries, school libraries, college libraries sometimes cannot cater their needs due to lack of funds or not possessing the other media of obtaining the same book or information. In such cases Public Libraries comes for the rescue of the reader to overcome the difficulties of the reader and the Public Library has to make available the needed book whose principle says so. Functions
of the Public Library uphold the Second Law of Library Science framed by Dr. S. R. Ranganathan. If serious readers’ inspite of providing the desired book, he is provided with recreational, he will not only get embarrass but he will hesitate to step in the library next time. Therefore, every reader categorically should have their book as and when he requires.

Fiction literature readers cannot be excluded from the Public Libraries. The fiction literature reflecting current ideas. In fiction the reader likes to recognise his situations as familiar and possible, or he must see them as the truly fabulous. When behaviour is recongised as being in accordance with the practice of the reader’s own social group, whether it is proper behaviour or not in the eyes of society, he will assess the situation against the background of his own experience, and thus become intellectually active in he solution of a social problem. It is very easy to convey the moral in a fiction than any other literary forms. In fiction a author can draw on the fullest emotions to portray the rising climax. The author of the fiction can more easily impress his readers than any other writer. It depends on the author of the fiction that how to impress the reader, how to mould the mind of the reader. Some of the fiction literatures are very much impressively written which hits the social behaviour of the mass public. Fiction is important for emotional relief. Such type of readers should be paid more due attention by the library personnel. It is also unhappy to know that such fiction influences readers to criminalistic attitude. Here the library personnel has to take enough care while providing such books to the readers. The library personnel should provide such books which has aesthetic experiences. Make the readers acquainted of such books and realise them the greatness of such literature. Make them aware of such books which are spiritually enriched, morally recreated and intellectually reinforced.

The library personnel has to utilise all the modern devices to obtain the right books for right readers. To fulfill such need, a libray has to be well equipped with the resources.

THIRD LAW OF LIBRARY SCIENCE READS AS “EVERY BOOK ITS READER.”

A book is the printed record of thought and action conveyed through words. It is the documentary evidence of some thought in the mind of the author who has written this
record with the intention of attempting to recreate in the reader's mind the same thought
which prompted him to write. Literature is the accumulated representation of life made
through the written and printed words.

The provision of education, information, recreation, entertainment, experiences are
conveyed through books. Books are better in the field of literature than some other
devices. Books are the primary, which are then converted into other media. Books are
origin and other media takes birth on the basis of books. Library personnel not only has
to harness the modern communication devices effectively as well as continuing to use
books extensively which they will not only derive direct benefits from these devices but
will also reinforce the value and understanding of the printed books.

In short we can say that which has been published must have a reader. In the sense
the knowledge, ideas, thoughts which are stimulated in the mind of the author are
transcribed in the book. These thoughts or ideas or knowledge is recorded in the books
for the future use of others. A thought which is derived from the mind of the author is
useful to a reader somewhere in the corner of the world.

**THE FOURTH LAW OF LIBRARY SCIENCE IS “SAVE THE TIME OF THE READER.”**

It is discuss about information explosion in the beginning of this topic which is
quite explanatory that the publication is so much enormous that it is difficult to one
person to get through all reading materials. It is true that to go through all the information
it will take 50 years if he utilises his 24 hours continuously a day.

This is the condition of this gigantic publications. In this dynamic world one cannot
waste his time in searching the required material in these piles like a mountain. If a reader
keeps on reading inorder to search his required information, he will get that when the use
of that information is fruitless. By this time the reader will realise that it is too late to

make use of that information. A researcher will loose its importance due to time factor.
The researcher who wanted to do certain job on the information, possibly may another
researcher might have had completed the work on that information.
A scientist who is very busy in his research or invention has hard time to go through the information which exist but out of his reach or the information which is hideen in the heap. Such type of readers have to be given services at the moment, expeditiously and correct. Such type of readers have no time in searching the information, here, in these type of readers have to utilise all the modern devices to obtain the information and make available on the table of the reader. There are integrated electronic devices, mechanical devices which are to be used. A ready made precis, abstracts are mostly welcomed by such type of readers. In this case Public Library play vital role with the help of Library Professionals.

THE FIFTH LAW OF LIBRARY SCIENCE IS “LIBRARY IS A GROWING ORGANISM.”

It is but natural that library is a growing organism. Dr.S.R.Rangnathan’s fifth law of library science is fully supported by the torrented rain of publications from all the sides of the world. As per the availability of funds Public Library try to acquire more and more books which are useful to the readers. Since, the Public Library grow up gradually with stock, the necessary space accommodation is to be provided. As the publications comes out more, public library has to go for acquiring the books as and when it needs. This gradual addition of books make awareness in storing the books in proper and arranged manner whose retrieval should be easy in future as per the need of the readers.

To cope up the need of the readers with vast publication, only Public Library can meet the desire of the readers. For a small library like college, school, private libraries cannot cope with the gigantic publication due to lack of funds and other restricted factors like space, etc. but the Public Library has capability of meeting all these demands due its vast jurisdiction, need, protection of government by way of legislation and fund. This fifth law of library science succeeds only in case of Public Library whose nature is versatile. Public Library is dealing with many subjects. Other than the Public Library its versatility is limited to their subjects in which il deals, its finance, and its jurisdiction.

While concluding, we can put all these five laws to its best uses, thats how Public Library make use of it. Dr. S.R.Rangnathan formulated these five laws in more intelligent way. These five laws are self explanatory. The title of the laws itself explains the need of Public library in present dynamic world. These five laws urges the need of Public Library
in the “growth of literature” or we can say in other words “Information Explosion”. The Public Library plays its vital and important role to eradicate the difficulties, problems those arising due to “Information Explosion”. It is utmost necessary of a Public Library in this educative dynamic world.

In the preamble to the Massachusetts Library Bill, the need of the Public Library is stated as;

“Whereas a universal diffusion of knowledge among the people must be highly conducive to the preservation of their freedom, a greater equalization of their social advantages, their industrial success, and their physical, intellectual and moral advancement and elevation: and

Whereas it is requisite to such a diffusion of knowledge, that while sufficient means of a good early education shall be furnished to all the children in the schools, ample and increasing sources of useful and interesting information should be provided for the whole people in the subsequent and much more capable and valuable periods of life; and whereas, there is no way in which this can be done so effectively, conveniently and economically as by the information, increase and perpetuation of Public Libraries, in the several cities and towns of this Commonwealth, for the use and benefit of all their respective inhabitants.”

It has to be realised that the libraries play a very significant role in building up a healthy and progressive community. We may become conscious for this role as education spreads and people feel the necessity of acquiring the facility of reading in order to gain all round knowledge. The day will not be far off when the setting up of good efficient Public Libraries will be found indispensable, so that our people learn to read and take advantage of information and ideas embodied in the printed word so as to become competent and responsible citizens. It is for this reason that all over the world there has been emerged an idea of a library, which is at the disposal of the whole community.

1.2.2 **Role of Public Library:**

In real sense education starts when school education ends. Most of the children leave education at the school education but further studies are pursued by very little number of students. In this case at the school level, children should make known the importance of books. At this stage children should indicate the habits of reading, increase their greed in reading, make them understand that there is vast world with vast knowledge around them, and it is necessary for everyone to know about the every information. At this stage, children are to be inspired to read and to go for new knowledge which they do not know.

It is the right time to make aware the children of the knowledge, which exist near and away from them. It is the main responsibility of Public Library to provide reading materials to neo-literates. This is the beginning stage of generating greed to read and understand what is there in this dynamic world. The liking of reading at this stage will enhance at the college level. At this stage librarian has to play a vital role in making understand what is book, uses of the book, how to utilise the information which is therein the book. However, it is sorry to say that at this stage none of the students are made accustomed of the books other than the texts. In the school, librarians are not appointed so question doesn’t arise of imparting wide knowledge to the students and the teachers are not going to teach beyond the prescribed syllabus. School libraries are managed by one of the teachers or a clerk who does the give and take business of the book. A library personnel only can guide the students well about the right book at the right time. He only can make aware the students about the knowledge which is around them.

However, it is also true that the management of the school, colleges, do not give priority to the library.

Everyone has to realise that libraries are important agent of education. Public Library have an important role in supplementing formal education and providing for a life long and continuing education according to the needs and convenience of individuals. In a country where the illiteracy is rampanty spread over, the Public Libraries can help in spreading literacy and prevent people from lapsing into illiteracy.

A library makes a substantial contribution to socio-economic changes in a social milieu. Library serves as pillars of national education system.
The libraries and teachers have almost similar basic aims, while the library deal with books, the teachers deal with persons. Yet they complement each other since books provide guidance and enlightenment to men. The library is an essential adjunct to a school or college. Library brings growing awareness among people and government and governs the need to plan the development of Public Libraries. Libraries must bring up the reading materials within the reach of people at large, especially those in rural areas. Library play role to make free his narrow attitude, thinking and invoke his outlook wide broad.

“Chief Justice A.P.(Retd) Gopalrao Ekbote rightly said that, since 1978, the Government of India has launched a massive plan for education. A good deal of time and effort has gone into the formulation of the plan but, unfortunately, the libraries have not been assigned any place in it which betrays an inadequate realisation of the importance of libraries to educational progress in general and adult education in particular. Any programme for educating masses will always be incomplete if it doesn’t provide any role to libraries. The relationship between adult education and libraries is intimate and real. If the adults who are made literate under the scheme are allowed to lapse into illiteracy, the very purpose of it would be defeated. Libraries alone keep them literate and well informed. It is high time that this distortion which has unwillingly crept into adult education is corrected.”

Libraries encourage to keep in touch with the best minds of the world and give chance to integrate the best thought of the greatest mind into their lives.

Libraries can be a powerful medium for eradication of illiteracy. Growing research activity in socio-economic field will make more demand on Public Libraries, therefore, it is realised that libraries are essential not only to promote formal and non-formal education but also to create general ambience of social, economic and educational influence on the process of productivity. Libraries foster the habit of reading which broaden the one’s vision and sharpness the power of understanding which serve as a stimulus to their development.

“Helen E. Haines puts it, “Education in its ideal fulfillment is not simply fact

finding nor the assiduous pursuit of information. It implies the use of books for spiritual and intellectual as well as for material and vocational profit, books for mental resource, reading for individual and personal joy—all elements in the diffusion, perhaps not of specific knowledge, but of culture in Mathew Arnold’s sense “in becoming something rather than in having something, in an inward condition of the mind and spirit not in an outward set of circumstances.” This is the idea that has inspired and directed the development of library science.”

Libraries play a significant role in building up a healthy and progressive community. The day will come when the setting up of good efficient Public Libraries will be found indispensable, so that our people learn to read and take advantage of information and ideas embodied in the printed word so as to become competent and responsible citizens. It is for this reason that all over the world there has emerged the idea of a library which is at the disposal of the whole community.

It is very essential that such Public Libraries should be a real source of inspiration to the people at large and cater to the needs of the community educational and recreational. These libraries must not be dull and monotonous structures but should be built according to the environments and the kind of people in the community they have to deal with. They should provide the same care and attention for the newly literate as they provide for the advanced scholar. The libraries must not only understand books but also understand the community with which they have to deal daily.

A right type of Public Library can create and stimulate reading habits. For this purpose, it is very necessary that the library service must be well organised and the library well housed and arranged from within, so as to have a desirable cumulative effect upon the mind of the reader.

The Public Libraries should have sufficient resources to provide the most frequently requested material from its collections; it should be as easy to reach and to use as a local shopping centre.

All its staff members should be properly trained to be efficient. They should have conditions of employment that insure job satisfaction and job morale. The number of staff members should be sufficient to perform the duties. The library structure should be efficient, flexible, and expandable. Standard of lighting should be good. In short Public Library should have space and facilities to serve as a reading centre for the members of the community.

The Public Library system is established to achieve universalisation of free Public Library science so that the entire book resources of the nation commanded by Public Libraries are placed at the disposal of every citizen.

“However, the economic situation has indirectly served to enhance the value and role of library service. The prohibitive cost of books has practically pushed out the individual buyers from the market, only institutions can afford to purchase market, only institutions can afford to purchase costly books.

There is therefore no option for a reader but to read such books by borrowing from the library. The high price of books therefore, acts as a motivating factor for better and wider use of libraries in the country.”  

1.2.3 **AIMS & OBJECTIVES OF PUBLIC LIBRARY:**

A library is not a mere repository of books, but reservoir of information. The printed word enshrined in libraries has been one of the shaping influences on the mass mind as well as an instrument for the regeneration of the human spirit. The Public Library, however, is concerned with individuals and with the mass and the quality of the service received from the library. The quality of the service is largely determined by the scale or kind of resources which the library system commands. The Public Library is undoubtedly one of the media for a lifelong education. Readers must be encouraged to develop creative and critical approaches to their subjects. The enormous growth of publication underline the importance of the library. Due to development of our human thinking, growth of experiences and minuteness of the observations, the knowledge has been growing considerably written papers are poured like torrented rain which are to be accumulated, processed, and preserved for dissemination. The role of the library is crucial at this juncture due to other important factors like space and finance.

"According to the Public Library Manifesto the three basic requirements of Public Library are;

1. It should be established under the mandate of law.
2. It should be maintained and run from public funds.
3. All its services should be available to everyone free of charge. Hence a Public Library Should be open to all and its services should be free to all."  

"In U.K. the Public Library Research Group of the London and Home Countries Branch of the Library Association of the United Kingdom (L.A.) set out in 1971, under headings of education and leisure the following objectives for Public Library services in that country Education: To foster and provide means of self development of the individual/groups at whatever stage of education, closing the gap between the individual and recorded knowledge.

Culture: To be one of the principal centres of cultural life and promote participation, enjoyment and appreciation of all the arts.

Leisure: To play a part in encouraging the positive use of leisure and providing material for change and relaxation.”

The following sub-objectives were marked for those responsible for organising Public Libraries:

In the first place libraries have to accumulate the information, process it, arrange it, preserve it, disseminate it to whoever, wherever and whatever demands it. To promote the use of Public Libraries as educational agencies for the individuals, to promote the creation of specialised resources, to promote the use of Public Libraries as information centres, to promote the use of Public Libraries as referral points to specialised sources of information, to promote and to encourage the use of Public Libraries as centres where individuals can take part in the arts in a positive way, to encourage the Public Libraries to assure the role of initiator and organiser of cultural events. To encourage the public to raise with local societies and cultural organisations, fostering the creative use of leisure in the field of arts, to promote and encourage the use of Public Libraries as special libraries, agency for local associations and cultural organisations, to promote and encourage the use of Public Libraries as cultural information centres, to promote the provisions of general leisure material for the individuals, and to group of community.

India, although its Public Libraries are not well developed throughout the country., has the inspiration of the distinguished S.R.Ranganathan, whose authoritative works are recognised throughout the world.

“In the Library Manual Dr.S.R.Ranganathan outlined the library as a social institution, as such, it has to serve several purposes;

1. It should help the life-long self education of one and all.
2. It should furnish up-to-date facts and information on all subjects to one and all.
3. It should distribute, in an unbiased and balanced way, all shades of recorded views and thought to one and all. as a help in the discharge of their political functions in respect of local, national, and international affairs.
4. It should contribute to productivity-drive by informing top-management of the latest trends in diverse enterprises. by ploughing back into the minds of researchers.

designers and technologists every piece of relevant new thought, promptly and pin-
pointedly.

5. It should provide to one and all a harmless and elevating use of leisure.

6. It should preserve the literary remains of humanity for posterity, as vehicles of culture
and as source materials for antiquarian research; and in general.

7. It should work for continued social well-being, as the agency in charge of all
socialised recorded thought.” 26.

Thus a library has educational, informational, political, economic, industrial,
cultural and antiquarian functions.

The Danish Public Libraries Act 1964 again gave guidance on the work of the
libraries, and specified the objective of their service viz., “to promote the spread of
knowledge, education and culture by making books and other suitable materials available
free of charge.” This statement remains unchanged in the new 1983 Act where there is a
fresh but familiar promise on the wide and liberal attitude of libraries.” 27.

“The objective of the Public Libraries must be fulfilled by observing quality,
comprehensiveness and topicality in the selection of materials to be made available.
These criteria alone, and not any religious, moral or political views expressed in the
material, should be a decisive factor.” 28.

UNESCO, Public Library Manifesto 1972 embodied in it is to be found once again
a definition of objectives and means of attaining them.

1. The United Nations Educational, Scientific and Cultural organisation was founded to
promote peace and spiritual welfare by working through the minds of men and
women.

2. This manifesto proclaims UNESCO-S belief in the Public Library as a living force for
educating, culture and information, and as an essential agent for the fostering of peace
and understanding between people and between nations.

Quarterly, 19/5, 1986. Devoted to the Public Library Legislation of the Nordic Countries.
3. The Public Library is a practical demonstration of democracy’s faith in Universal education as a continuing and lifelong process, in the appreciation of the achievement of humanity in knowledge and culture.

4. The Public Library is the principal means whereby the record of man’s thoughts and ideas, and the expression of his creative imagination, are made freely available to all.

5. The Public Library is concerned with the refreshment of the man’s spirit by the provision of books for relaxation and pleasure, with assistance to the student and with provision of up-to-date technical, scientific and sociological information.

6. The Public Library should be established under the clear mandate of law, so framed as to ensure nationwide provision of Public Library service. Organised co-operation between libraries is essential so that total national resources should be fully used and be at the service of any reader.

7. It should be maintained wholly from public funds, and no direct charge should be made to anyone for its services.

8. To fulfil its purposes, the Public Library must be readily accessible, and its doors open for free and equal use by all members of the community regardless of race, colour, nationality, age, sex, religion, language, status or educational attainment.

9. The Public Library must offer to adults and children the opportunity to keep in touch with their times, to educate themselves continuously and keep abreast of progress in the sciences and arts.

10. Its contents should be a living demonstration of the evolution of knowledge and culture, constantly reviewed, kept up-to-date and attractively presented. In this way it will help people to form their own opinions and develop their creative and critical capacities and powers of appreciation. The Public Library is concerned with the communication of information and ideas, whatever the form in which these may be expressed.

11. Since the printed word has been for centuries the accepted medium for the communication of the knowledge, ideas and information, books, periodicals, newspapers remain the most important resources of Public Libraries.

12. But science has created new forms of record and these will become an increasing part of the Public Libraries stock, including print in reduced form for compact storage and
transport, films, slides, gramophone records, audio and video tapes, for adults and children, with the necessary equipment for individual use and cultural activities.

13. The total collection should include material on all subjects, to satisfy all tastes at differing educational and cultural standards.

14. All languages used by a community should be represented, and there should be books of world importance in their original languages.

15. The Public Library building should be centrally situated, accessible to the physically handicapped and open at times convenient to the user. The building and its furnishing should be attractive, informal and welcoming and direct access by readers to the shelves is essential.

16. The Public Library is a natural cultural center for the community, bringing together as it does people of similar interests. Space and equipment are therefore necessary for exhibitions, discussions, lectures, musical performances and films, both for adults and children.

17. Branch libraries and mobile libraries should be provided in rural and sub-urban areas.

18. Trained and competent staff in adequate numbers are vital to select and organise resources and assist users. Special will be required for many activities such as work with children and handicapped, audio-visual materials, and the organisation of cultural activities.

19. It is in early life that a taste for books and the habit of using libraries and their resources are most easily acquire. The Public Library has therefore a particular due to provide opportunity for the informal and individual choice of books and other material by children. Special collections and, if possible, separate areas should be provided for them. The children’s library can then become a lively, stimulating place, in which activities of various kinds will be a source of cultural inspiration.

20. Students of all ages must be relying on the Public Library to supplement the facilities provided by their academic institutions. Those pursuing individual studies may be entirely dependent on the Public Library to meet their needs for books and information.

21. There is an increasing concern with the welfare of the elderly and all handicapped people. Problems of loneliness, mental and physical handicaps of all kind, can be alleviated in many ways by the Public Library.
22. Improved means of access, provision of mechanical reading aids, books in large print and recorded on tape, service in hospitals and institutions, and personal service to the home are some of the ways in which the Public Library can extend its services to those who need it most.

23. The Public Library should be active and positive in its outlook demonstrating the value of its services and encouraging their use.

24. It should link itself with other educational, social and cultural institutions, including schools, adult education groups, leisure activity groups and with those concerned with the promotion of the arts.

25. It should be watchful for the emergence of new needs and interests in the community, such as the establishment of groups with special reading requirements and new leisure interests to be represented in the library’s collections and activities.”

At that time Latin America was without Public Libraries, a conference for Public Libraries from that area was organised by UNESCO in collaboration with the Organisation of American States, the Brazilian Government, and the Sao Paulo State and city Authorities. The conference was in the City’s Public Library in 1951, and the participants included in their recommendations the objectives of the Public Library are:

1. “To offer to the public information, books diverse materials and facilities for the best service of their interests and intellectual requirements.

2. To stimulate freedom of expression and a constructive critical attitude towards the solution of social problems.

3. To educate man to participate in a creative manner in community life and to promote a better understanding between individuals, groups and nations.

4. To extend the activities of the centres of learning, offering new educational possibilities to the people.”


In the report of 1927 of Departmental Committee, which had been appointed in October, 1924 by the President of Board of Education, London, the six aims are fixed:

1. "To relieve the tedium of idle hours quite irrespective of intellectual profit or educational gain. It is sufficient to satisfy this purpose that the rural inhabitants should be rendered a happier (and not necessarily a more learned) man by the provision which is made for him.

2. To secure that the taste for good English which should be acquired in the elementary school is kept alive and developed by a provision of good literature after school years have ended.

3. To enable the rural inhabitants to acquire, without difficulty, that general knowledge which alone can enable him to appreciate to the full what he sees and hears.

4. To impart that knowledge of public affairs and of the history of his own neighbourhood which a citizen must possess if he is to perform with intelligence his duties as a member of the community ultimately responsible for the government of the parish, rural, district, county and country.

5. To provide facilities for the study of the arts, trades and professions which constitute the occupation of the inhabitants.

6. To remove as far as possible all obstacles from the path of the serious student of any subject." 31

American Library Association has given major objective of Public Library is;

"The provision of Public Library service that will enable the Public Library to be a strong educational force to help every American fulfill his obligations as an informed citizen and achieve full self-development. The Association sees its objectives as the provision of adequate library service of excellent quality freely available to all. To achieve this objective the Association proposes a dynamic programme looking to the provision of the library services and informational resources to support education and research at all levels and to the provision of books for recreation and continuing self-development." 32


Brotherton realised the significant importance of Public Library and at the meeting of foundation of the Manchester Public Libraries, he said that, “the wealthy required a better education as well as the masses of the community; they required to be taught what the people think, what is really their best interest, and .... The wealthy of this neighbourhood had no stronger interest than in endeavoring to cultivate the minds of the great masses of the people.” 33.

Aims and objectives are explained inorder to know the importance of Public Libraries in the society. It shows the high place of the Public Libraries in the society. Library got high heritage and prestige but to support this say it felt necessary to undertake study of aims and objectives of the Public Library.

1.2.4 FUNCTIONS OF PUBLIC LIBRARY IN BRIEF:

Study on functions of Public Libraries is undertaken in order to visualise the activities of the Public Libraries and their nature working.

It is seen that the libraries which have enough financial capacity, keeps on accumulating the materials. They feel it is the pride of their possession. The bigness of library is estimated for their use that should have been its glory. Sometimes, the picture differs to the reality. Three fourth of their books do not come into use, their over – grown proportion sometimes pushed into a corner. Only specially selected few that are meant for being actually used. As we say generally that the rich person is a great man. Not necessarily he be called a great man because he is a rich person. He can be called great man when he uses his wealth in a proper channel to the fullest use. Accumulation of wealth is not necessarily be said as a glory of that person but it is necessary to see that wealth is utilised constructively.

Similarly, inorder to bring a library to its fullest use, it is necessary that the functions of the library should be brought into effect efficiently.

To bring a library to the fullest use it is necessary that its stock should be clearly and specifically brought to the notice of the readers, otherwise it is difficult for the ordinary user to find required materials due to lack of sufficient means of communication like cataloguing. It is necessary that every book must be brought in use. Asper the third Law of Dr. S. R. Ranganatha, “Every book its reader,” hence it is the function of a library to find the reader to the book which it has accumulated.

Duty of librarian does not end with the acquisition, cataloguing, classification and care taking of the books but he must have proper understanding of the books so that he can make available that book to a right person who desires to have it.

A librarian should have the qualities of good host and not a store keeper. He should have lavish desire to make it available to the reader inspite of storing in the stock.

Dr. Rabindranath emphatically submits to the All India Library Conference that “it should consider the question of preparing and circulating of such quarterly, half yearly or at least annual list from which the main features of the best new books in the
There are many authorities spoke on the functions of the Public Library. It has been endure to quote down clear the picture of their library and functions.

When aid was given to the Nigerian Government in 1953 in organising at Ibadan the first Regional Seminar on the Development of Public Libraries in Africa, one contributor, “Barbara Mullane”, expressed the view that “One of the functions of the Public Library in Africa should be to follow up mass education programmes by providing books of all types, so that what has been learnt in adult education classes is not immediately forgotten again through lack of reading materials.” 35.

Maurois lays library functions as “The Public Library must give children, young people, men and women the opportunity to keep in touch with their times, in every sphere. By offering them, impartially, works representing conflicting points of view, it enables them to form their own opinions and preserve that attitude of constructive criticism towards public affairs without which there is no freedom.

Every library is a centre for international understanding. By its very existence, free from propaganda and prejudice and library with no axe of its own to grind, the Public Library serves peace as well as democracy.

A modern Public Library is therefore an active, dynamic institution. It goes half way to meet the reader, anxious to know his needs and meet them, and to attract him by offering various ways and means of obtaining information, cultivating his mind and finding relaxation.” 36.

“A meeting of experts on the National Planning of Library Services in Latin America held in Quito in 1966 formulated suggestions and criteria for the structure of the library systems of Equador and state the functions of Public Libraries quite generally as follows;

1. To provide free library services to all persons, irrespective of race, religion or politics.

2. To take active part in the implementation of the cultural programmes services for schools not having their own libraries, and to participate in adult library campaigns.” 37.

A committee had been appointed in October, 1924 by the President of the Board of Education, England, the report of the same committee came out in 1927 in which, the functions of Public Library is given as;

“The Public Library should be the centre of the intellectual life of the area which it serves. The intellectual life covers all stages, from the incipient curiosity of those whose intelligence is only beginning to awaken to the advanced research of the highly trained specialist. The library has to serve not only the earnest seekers after knowledge, but also those who are merely gratifying an elementary curiosity, and those who are seeking relaxation and recreation. We are very far from decrying the recreational use of libraries. On the contrary, we believe it to be one of their most valuable services to supply that intelligent refreshment which we all need, and if for some that recreation is found in literature which does not appeal to more highly cultured minds, it is to be regarded as a foundation for better things, and as, at worst, preferable to other modes of recreation which exist as alternative.” 38.

“The principle underlying the library service is that it exists for the training of the good citizen. It must aim at providing all that printed literature can provide to develop his intellectual, moral and spiritual capabilities.” 39.

The American Library Association maintained its review of standards and adopted goals for action. In this continuing process inevitably the functions of Public Libraries were repeated. In Minimum Standards for Public Library Systems, 1966, issued in 1967, these functions were noted as follows.

“The modern Public Library collects the printed and audio-visual materials needed to conduct the individual and group life of its constituency. It organises and makes


accessible its resources to be convenient and easy to use. It interprets and guides the use of materials to enable as many people as possible to apply in their daily lives the record of what is known, collection, organisation and distribution. Interpretation and guidance – lack of anyone of these results in sub-standard library service.

In making its choices from the vast array of available material, the Public Library must be guided not only by the demands of those who use the library constantly, it must also be aware of unspoken needs within the community if it is to serve effectively as an open door to the wisdom and experience of all mankind.

Its materials are provided:
1. To facilitate informal self-education of all people in the community.
2. To enrich and further develop the subjects on which individuals are undertaking formal education.
3. To meet the informational needs of all.
4. To support the educational, civic and cultural activities of groups and organisations.
5. To encourage wholesome recreation and constructive use of leisure time.

Meaning: Provision of materials means more than occasional availability. It means a supply sufficient to make the library a dependable source for most people most of the time. In addition to books, the Public Library selects and provides pamphlets, documents and other non-book sources in printed form and films, tapes, discs and other non-print stores of knowledge and opinion.

Providing materials is only the first step. The second basic function which differentiates a library from a mere collection of books and other materials is service, encompassing:
1. The organisation of material to make it easily accessible to potential users.
2. Lending procedures to ensure that materials may be used at the time and place desired by the public.
3. Guidance to assist the user to find what he wishes, either in the material immediately at hand or in whatever library may possess it.
4. A programme of public information to make its resources not only available but eagerly sought by its community.” 40.

A Public Library is an institution for the public, by the public. In other words, it is established for the use of the public, which includes every citizen, which he is high or humble by birth, or is rich or poor, or in powerful or meek or is male or female, child or old or is highly educated or illiterate.

“In the words of Padmashri Dr. S.R. Ranganathan, a Public Library should-

i) help the life-long self-education of one and all;
ii) furnish up to date facts and information on all subjects to one and all;
iii) Distribute in an unbiased and balanced way all shades of recorded views and thoughts to one and all; and serve as a help in the discharge of their political functions in respect of local, national and international affairs;
iv) Contribute to productivity drive by informing top-management of the latest trends in diverse enterprise by ploughing back into the minds of every piece of relevant new thought promptly and pin-pointedly;
v) Preserve the literary remains of humanity for posterity, as vehicles of culture and as source materials for antiquarian research;
vi) Provide to one and all harmless and elevating use of leisure; and in general
vii) Work for continued social well-being as the agency incharge of all socialised recorded thought.” 41.

1.3. **CONCISE HISTORY AND GEOGRAPHY OF GOA:**

In Skanda, Purana, Ramayana, Mahabharata and Bhagwat Purana refers to Shree Parshuram story. Shree Parshuram after victory over all kshatriyas, he performs Ashwamedha Yadnya and after accomplishing the rituals Shree Parshuram offers conquered land as a gift to Kashyapa. Thereafter Shree Parshuram feels that he lost his right to reside in the gifted land. Therefore, he shoots seven arrows in the sea and asks the sea to leave the land for him to reside and the sea rolls down to release the land which is called “Gomant Bhoomi” which is presently known as Goa. “The whole land strip extending from Vaitarana river to the South up to Kanyakumari was named “Parshuram Kshetra” in Purana.”

In Goa there is a shrine dedicated to Shree Parshuram in Painguinim village in Canacona taluka.

In Kerala, there is a mountain named “Mahendragiri” which is considered by the people to be the permanent resident of Shree Parshuram.

Going through the migration history of Uranons, Mundas, Asuras, Kols, Kolgiro, Mundaliro, Kulambis, Ganders reveals the primitive settlements in Goa originated from the migration of the people from the adjacent part of the land.

Goa is a unique tourist centre in South West India and it is famous for its natural beauty. Goa was ruled by Portuguese for about 450 years and, in 1961, it became free from the clutches of the Portuguese rule. In 1962, Goa, Daman and Diu were constituted as a separate union territory. The territory comprises of three land blocks in the west coast separated from each other by a distance of over 300 miles. The boundaries of Goa are demarcated in the North by Terekhol river which separates it from Maharashtra in the East and South by Karnataka State and in the West by the Arabian Sea.

Goa is a hilly state especially its eastern side where lies the southern end of the Sahyadri range. This mountain after skirting a considerable portion of the north-eastern

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42. *Sinai Dhume, Anant Ramkrishna: The Cultural History of Goa, from 10,000 B.C. - 1352 A.D., Panaji, Marathi Sansodhan Mandal, 1985 p.86*
and south-eastern boundaries, branch of westwards across the territory with many spurs and ridges. The territory is intersected by a number of rivers flowing westwards, which provides a network of internal waterways.

The area of Goa admeasures 3,702 sq.km., and the net area sown in Goa is 128429 hectares. The food crops commonly include paddy, nachini and pulses and vegetables of all types are grown as rainfed. The main commercial fruit crops grown in Goa are Coconut, Cashew, Betelnut and Mango.

On 30th May 1987, Goa became the 25th state of the Indian Union.
1.3.1. POPULATION OF GOA:

The area of Goa admeasures 3,702 sq.km. having total population is 11,69,793 as per 1991 census.

"The census of population of Goa furnishes the following figures and decennial growth of population."^{43}

Table 1. DECENNIAL GROWTH OF POPULATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th>Females</th>
<th>Persons</th>
<th>Percentage Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1900</td>
<td>2,27,393</td>
<td>2,48,120</td>
<td>4,75,513</td>
<td>-</td>
</tr>
<tr>
<td>1910</td>
<td>2,30,923</td>
<td>2,55,829</td>
<td>4,86,752</td>
<td>+ 2.36</td>
</tr>
<tr>
<td>1921</td>
<td>2,21,429</td>
<td>2,48,065</td>
<td>4,69,494</td>
<td>- 3.55</td>
</tr>
<tr>
<td>1931</td>
<td>2,41,936</td>
<td>2,63,345</td>
<td>5,05,281</td>
<td>+ 7.62</td>
</tr>
<tr>
<td>1940</td>
<td>2,59,591</td>
<td>2,81,334</td>
<td>5,40,925</td>
<td>+ 7.05</td>
</tr>
<tr>
<td>1950</td>
<td>2,57,267</td>
<td>2,90,181</td>
<td>5,47,448</td>
<td>+ 1.21</td>
</tr>
<tr>
<td>1960</td>
<td>2,85,625</td>
<td>3,04,372</td>
<td>5,89,997</td>
<td>+ 7.77</td>
</tr>
<tr>
<td>1971</td>
<td>4,01,362</td>
<td>3,93,758</td>
<td>7,95,120</td>
<td>+34.77</td>
</tr>
<tr>
<td>1981</td>
<td>5,10,152</td>
<td>4,97,597</td>
<td>10,07,749</td>
<td>+26.74</td>
</tr>
<tr>
<td>1991</td>
<td>5,94,790</td>
<td>5,75,003</td>
<td>11,69,793</td>
<td>+16.08</td>
</tr>
</tbody>
</table>

So the population has almost tripled during the period of ninety years i.e. 1900 to 1991. Comparing the consecutive periods of 10 years i.e. 1900 to 1971 and 1971 to 1991, the ratio of the increase of population in the Portuguese times is lower than that of the later period but the period 1981 to 1991 shows much lower population which is the result of the population control measures. Year 1910-1921 shows no increase of population but gone done due to spread of epidemics of plague. The same information reliably got from my father who was born in 1912. He was told by his mother that during those days people were dying due to spread of plague. In such situation villages were emptied by the people and were residing on the hills. This might be the reason to go

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down the percentage of population in 1910 to 1921. In those days there was no medicine for cure of plague. In those days there was no medicine for cholera and typhoid which was resulting death death of the villagers.

Goa has important towns, namely, Panaji, Margao, Marmugao, Mapusa, Ponda, Pernem, Canacona, Quepem, Bicholim, Sanguem, Valpoi and Sanvordem. It's predominant languages are Marathi and Konkani.

1.3.2 EDUCATION IN GOA:

Education has been a powerful instrument of improving the socio-economic position of the people and thereby of the state, hence an attempt is made to focus educational milieu in Goa, since early days to till date under different relative topics of education.

1.3.2.a. Education in Early Days:

Goans have been well known for their keen intelligence. There is no doubt, therefore, that they had organised from ancient times a system of education that could develop faster their intellectual well being. The educational pattern comprised of primary education, the secondary education and the higher education.

"In olden days schools were run in the sheds of a grove or in the porch of the temple". These schools were called "Pathasalas". Teachers were paid by students in kind viz, grains, cereals etc. Sometimes they were paid in money."44

Higher education was imparted by these types of establishments viz.agrahara, matha and the brahmapuri.

"Agrahara consisted of a group of learned Brahmins. The Agraharas were described as the universities of medieval India." 45.

44. D Souza Bento Graciano, Goa Society in Transition: A study in social change, Bombay, Jai 1973 p.46
Matha was a typical Indian monastery with monks, ascetics and students living within its precinct. These monasteries were generally organized in the local temples. In these mathas religion teachings were taught besides the general education.

Brahmapuri was the third educational agency. Brahman means Brahmins and Puri means settlements. Institutions of these types were principally established in urban areas where a settlement of Brahmins existed. Brahmapuris were not so numerous as agraharas due to the fact that the urban areas were limited.

Most of these educational establishments were state foundations. The kings motive was to promote the advancement of learning. “King built agraharas and also issued grants of land, which was utilised for the maintenance of Brahmin teaching staff and also set apart as endowment towards teaching of the different branches of study.” 46.

Rich people also took part in bringing up the educational institutions. Agraharas consisted of a corporate Brahmin community which had at its head an assembly of the Mahajans or the leaders of the community who carried on the administration. The entire village occupied by the Brahmins was the property of the agrahara. The inscription of the time reveal that the Mahajans controlled educational as well as civic administration. Mahajans were custodians of the properties of the agraharas.

“ The students largely depended on the charities of the rich and the benevolent. The charities were given by way of scholarships for supporting the poor and deserving students. The scholarships enabled free education as well as free boarding and lodging to students who were unable to do household work in the teachers house.” 47.

Students were taught mathematics, astronomy, medicine and politics. In early days higher education was imparted through Sanskrit medium.

At the commencement of primary education “Vidhyaranba Sanskara” ceremony was performed. In olden days teachers were called “Guru” who was held competent if he had recited the “Gayatri Mantra”.

In those days books were rare, written by hand on material that were fragile and easily perishable. Teachers had to impart education orally.

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The traditional society made education the privilege of a small community of high caste and left majority of people illiterate. The absence of the printing press greatly handicapped the spread of education. Also prevalence of casticism was main hindrance of spread of education.

The inscriptions of the period show that some kings spent a portion of their wealth to support learned men at their courts. Among the learned men the poets were accorded a high place. Prose composition were very rare. "48.

“Despite all academic glories of the Kadamba period hardly any literature of importance of this period has survived. It is averred that the Portuguese persecutions were so violent that the Brahmins who fled from Goa has no time to carry away their literature or that the Portuguese forcibly destroyed it as they suspected of pagan doctrines.” 49.

“Most of the literature of the time was composed in Sanskrit and even the kings used Sanskrit for their grands and inscriptions.” 50.

Pre-Portuguese Goan society percentage of literature was low. Infact literacy was a rarity and hence the literacy works and the man of literacy was highly respected.

In the absence of printing press, communication were extremely difficult. There was no telegraphy, telephone, television, cinema or even organised postal services. Occasionally at important situations postal service was conducted on horse back. This type of services were conducted and rendered mostly to kings only. Kings messages or orders were communicated by using trumpets and drums. The person who blew trumpet and beat drums was orally conveying the messages to the people.

Sometimes thin copper plates were used as communication media by inscribing the matter on it. The wisdom of the age was communicated orally and passed it generation in the form of folklore, community songs and mythological stories. Lack of transport was also one of the hindrance of communication in olden days.

Suprisingly, we do not have any single written record which can be considered of that time. “It is seen that from the Northern Konkan Shilaharas, Aparaka (1110 – 1140 A.D.) prepared a commentary of Yadnyavalka Smriti of poetic art. It is improbable that

no library or books existed in the Brahmpuri. Certainly at least some of the twelve Brahmins or their descendents had a creative mind. It is certain that at the time of Malik – Kafur, or most probably, at the time of Muhamad-bin-Taghalak those books were reduced to the ashes, like the Portuguese missionaries did.

They came even in the era of Vijapur Kingdom at Mashela (present name Marcela) at night with Portuguese soldiers and collected all the books searching each house of the priests and took away those books, manuscripts etc. Some were surely destroyed by white ants due to negligence on the part of owners. So today we do not find any evidence especially of books and manuscripts etc. So to gauge their intelligence we have to go by the work done by the people of those times in the field of irrigation, architect and sculpture.”

51.

1.3.2.b Educational Role of the Churches in Goa after 1600 A.D.

After the destruction of the original arrangement that existed in Goa in which education was imparted in the temples financed by the village communes, the church took upon itself the role of rebuilder of education. “From 1539 onwards the schoolmaster supervised the teaching in the schools founded there on the western pattern and from 1545 the situation of education in Goa began to improve considerably.”

“For King D. Joao III of Portugal had by his letter of 1545, ordered the Governor of Portuguese in India, Don Joao de Castro to open schools to teach children in all villages of Goa Islands where they may be Christians.”

The institutions imparting primary education in Goa were of reading, writing and arithmetic. These schools were financed by village communes or church trusts.

Credit goes to Viceroy D. Manual de Castro of Portugal to open first primary school which was granted by the state. The Jesuits did a lot of pioneering work in the educational field. “The first Christian Parishes in Salcete, which they had been entrusted and helped christianing. In Chandor the first parish priest were the Jesuits. the first of them Fr. Antonio Alemão in 1641 A.D. who tried to bring educational changes in the village.”

The church in Chandor and the affiliated chapels have served as centers of promotion of socio-cultured activities. They also administered the first instruction in music and songs.”

Urbanisation has helped to spread education. For considerable time the only available education was the primary education in Portuguese and Marathi in rural areas. For middle and high school education were available in urban areas only, where upper castes and rich people normally used to send their children to those schools but very few of the lower castes and poor tried to get education in urban as they did not have the facilities.

Privately run schools in urban areas like Margao had provision for English medium and Portuguese schools up to high school standard.

“There was also a privately run minor lyceum in Portuguese after the great Goan hypnotist to world fame, “Abe Faria” Portuguese higher education was available in the main lyceum in Panjim.” 56.

In Margao, Loyala for boys and Fatima and Presentation convent for girls are best of the English medium schools. These schools got recognition from the S.S.C.E. Board, Pune, in 1968. Admission were given during Portuguese regime on caste wise. Gradually, domination of higher castes started declining and lower castes people got a chance of taking education.

“In 18th century there were five colleges run by the religious orders, namely, the Dominican St.Aquinas College, the Franciscan St.Bonaventure College, the Augustinian Poputo College, the Jesuit St.Rock’s or New St.Paul’s College and the Oratorian College on Boa Vista Hillock.” 57.

Degrees in Arts and Humanities, Philosophy and Theology were dispensed by the colleges in the 18th century.

“The under graduate course in Portuguese, Latin, Greek, Grammar, Logic and Rhetoric was followed by a three years course for a Masters degree and another three year course for a lecturers qualification in scholastic philosophy. Doctorate were also awarded but these were referred to Lisbon or to Rome.” 58.

Also College grew in Diocesan Seminar fully controlled by the Archbishop and not by any single religious order. It is still functioning as the major Seminar of the Archdiocese at Rachol.

Present situation of education is satisfactorily marching towards the advancement. All the field of education surprisingly developing in Goa. In Goa College of Medicine, Dental, Engineering, Home Science, Laws, Commerce, Arts, Science, Pharmacy, Polytechnic, Ayurvedic College etc. are established and their use is made by all the revels of people.

Goa University also established in Goa in 1986 with the name Goa University. In this university not only post graduate degrees are conferred but also doctoral as well as professional degrees are bestowed.
1.3.2.c. EDUCATIONAL DEVELOPMENT OF GOA:

Education plays a vital role in raising the efficiency of man power, it also increases the productivity levels in the economy by imparting the training suited to the social and economic needs of the region.

“As per the 1960, 1971 and 1981 educational statistics at a glance, the literacy rate of Goa has been marked at 31%, 45% and 57% respectively. Out of which 39%, 55% and 66% respectively are males and 24%, 36% and 48% respectively are females. “As per 1991 census the educational statistics shows the literacy rate of Goa is 76%, out of which 84% are males and females 67%.”

Table: 2 “Educational rate of Goa.”

<table>
<thead>
<tr>
<th>Period</th>
<th>Goa</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>31%</td>
<td>39%</td>
<td>24%</td>
</tr>
<tr>
<td>1971</td>
<td>45%</td>
<td>55%</td>
<td>36%</td>
</tr>
<tr>
<td>1981</td>
<td>57%</td>
<td>66%</td>
<td>48%</td>
</tr>
<tr>
<td>1991</td>
<td>76%</td>
<td>84%</td>
<td>67%</td>
</tr>
</tbody>
</table>

It get clear educational stand in Goa, Daman and Diu from the under given educational indices by Talukawise and sex wise literacy rate in Goa, Daman and Diu for the years 1960, 1971, 1981 and 1991.

Table: 3 “Talukawise & Sexwise literacy rates in Goa, Daman and Diu(with ranks) for the year 1960, 1971 & 1981.”

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Goa, Daman &amp; Diu Dist.</td>
<td>35 45 57 59 54 66 20 35 48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Goa District</td>
<td>31 45 57 39 55 66 24 36 48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Bardez</td>
<td>43 56 67 33 66 75 34 47 59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tiswadi</td>
<td>41 53 64 50 62 72 34 44 56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Salcete</td>
<td>38 49 58 54 56 65 32 32 51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ponda</td>
<td>22 42 58 30 52 69 14 31 46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Marmugao</td>
<td>39 47 57 47 56 65 28 36 48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Bicholim</td>
<td>23 43 57 34 55 68 12 29 45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Pernem</td>
<td>22 38 55 37 53 68 09 25 44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Quepem</td>
<td>22 36 46 29 43 54 15 29 37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Canacona</td>
<td>21 34 45 27 42 53 15 26 38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Sanguem</td>
<td>16 31 45 22 40 55 09 21 34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Sattari</td>
<td>10 26 39 14 36 51 05 17 27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Daman</td>
<td>22 40 52 32 52 63 12 28 42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Diu</td>
<td>25 34 45 35 46 56 18 24 34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4. “Talukawise & Sexwise literacy rates in Goa for the year 1991.”

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>District/Taluka</th>
<th>Literates Persons</th>
<th>Literates Males</th>
<th>Literates Females</th>
<th>Percentage of literacy (7 years &amp; above) Persons</th>
<th>Percentage of literacy (7 years &amp; above) Males</th>
<th>Percentage of literacy (7 years &amp; above) Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Goa State</td>
<td>778596</td>
<td>439034</td>
<td>340562</td>
<td>76</td>
<td>84</td>
<td>67</td>
</tr>
<tr>
<td>2</td>
<td>Tiswadi</td>
<td>104776</td>
<td>58451</td>
<td>46325</td>
<td>80</td>
<td>87</td>
<td>73</td>
</tr>
<tr>
<td>3</td>
<td>Bardez</td>
<td>136551</td>
<td>74073</td>
<td>62478</td>
<td>81</td>
<td>88</td>
<td>74</td>
</tr>
<tr>
<td>4</td>
<td>Pernem</td>
<td>44852</td>
<td>25827</td>
<td>19025</td>
<td>76</td>
<td>87</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>Bicholim</td>
<td>57175</td>
<td>33233</td>
<td>23942</td>
<td>77</td>
<td>87</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>Sattari</td>
<td>27530</td>
<td>16477</td>
<td>11053</td>
<td>65</td>
<td>78</td>
<td>53</td>
</tr>
<tr>
<td>7</td>
<td>Ponda</td>
<td>86670</td>
<td>50506</td>
<td>36164</td>
<td>76</td>
<td>86</td>
<td>66</td>
</tr>
<tr>
<td>8</td>
<td>Sanguem</td>
<td>33843</td>
<td>19979</td>
<td>13864</td>
<td>65</td>
<td>75</td>
<td>55</td>
</tr>
<tr>
<td>9</td>
<td>Canacona</td>
<td>23731</td>
<td>13624</td>
<td>10107</td>
<td>66</td>
<td>76</td>
<td>57</td>
</tr>
<tr>
<td>10</td>
<td>Quepem</td>
<td>37356</td>
<td>21488</td>
<td>15868</td>
<td>66</td>
<td>75</td>
<td>57</td>
</tr>
<tr>
<td>11</td>
<td>Salcette</td>
<td>146395</td>
<td>78346</td>
<td>68009</td>
<td>75</td>
<td>82</td>
<td>68</td>
</tr>
<tr>
<td>12</td>
<td>Mormugao</td>
<td>80757</td>
<td>47030</td>
<td>33727</td>
<td>78</td>
<td>84</td>
<td>70</td>
</tr>
</tbody>
</table>

Further, in support of above tables it clears from under given statistical data of primary, middle, high schools, higher secondary schools and colleges of Goa, Daman and Diu that educational facilities are made available to the people.

Table 5. "Statistical Data of Primary, Middle, High School, Higher Secondary and Colleges of Goa, Daman and Diu." 63.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Schools</td>
<td>967</td>
<td>975</td>
<td>998</td>
<td>1019</td>
<td>1014</td>
<td>1014</td>
<td>994</td>
<td>997</td>
<td>998</td>
<td></td>
</tr>
<tr>
<td>Middle Schools</td>
<td>147</td>
<td>150</td>
<td>160</td>
<td>151</td>
<td>152</td>
<td>139</td>
<td>119</td>
<td>116</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>High Schools</td>
<td>248</td>
<td>253</td>
<td>275</td>
<td>288</td>
<td>291</td>
<td>313</td>
<td>305</td>
<td>317</td>
<td>322</td>
<td></td>
</tr>
<tr>
<td>Higher Secondary Schools</td>
<td>9</td>
<td>12</td>
<td>14</td>
<td>14</td>
<td>15</td>
<td>25</td>
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<td>Colleges</td>
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<td>24</td>
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<td>24</td>
<td>27</td>
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</table>

In Support of the above two tables and the development of the educational facilities the Government of Goa made provision of finance brings the factual authenticity in the information in below given table.

<table>
<thead>
<tr>
<th></th>
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<td>6</td>
<td>Others</td>
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<td>0.04</td>
<td>∑</td>
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<td>7</td>
<td>Physical Education &amp; Youth Welfare</td>
<td>38.55</td>
<td>67.75</td>
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<tr>
<td>8</td>
<td>Culture</td>
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<td>∑</td>
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<td>9</td>
<td>Total General Education</td>
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<td>10</td>
<td>Technical Education</td>
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<td>11</td>
<td>Total Education</td>
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<td>Total Plan for the State</td>
<td>3950.00</td>
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<td>13</td>
<td>% of Education to total plan</td>
<td>10.00</td>
<td>14.00</td>
<td>9.70</td>
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</table>

Table showing the Fourth plan, outlay, expenditure, Fifth plan approved outlay, Sixth plan outlay and Seventh plan outlay.

1.3.2.d. **HIGHER EDUCATION IN GOA:**

The widespread impression that there was no higher education in Goa during the Portuguese rule is not correct. "It can be recalled that even in the 16th century, Goa had famous St. Paul's College founded by Jesuits and few other familiar institutions run by various religious congregations. Learning in this institutions was of a fairly high level and comparable to the work done in institutions of higher learning of Europe at that time. Later there was a Military Academy, the school of Mathematics and the Escola Medica Cirurgica was established in 1844 in Portuguese regime, imparting education in medicine and pharmacology." 65.

With the general awakening consequent to liberation people were anxious to have institutions of higher learning in other fields, such as general education Arts, Science were established within six months of liberation, one at Panaji, Dhempe College of Arts and Science started by the Goa Education Society and the other at Margao, Smt. Parvatibai Chowgule College of Arts and Science started by the Chowgule Education Society. These two colleges were opened in 1962. In the academic year 1963-64, one more college opened namely St. Xavier College of Arts and Science at Mapusa. The upgradation of Escola Medica Cirurgica bifurcated into two colleges namely Goa Medical College & Hospital and College of Pharmacy. Thereafter Teachers Training College namely Nirmala Institute was opened by private initiative.

An Arts and Science College for women was started at Nuvem near Margao by Carmel Education Society in 1964. Then came up the S.S. Dempo College of Commerce and Economics in 1966 at Panaji. This college was opened by the Goa Education Society. In 1965 a college of Engineering was established at Farmagudi. A new college of Arts and Commerce was started in 1972 by the Murgao Education Society at Vasco-da-Gama due to the initiative of the well known industrialist, Mr. Vasant S. Joshi. A college of Art was started in 1972 by the Kala Academy of Goa, Daman and Diu. The new colleges were opened thereafter are Shri Damodar College of Commerce started by Vidhya Vikas

Mandal Society in Margao and Mahadevrao Salgaonkar College of Law started by the Devi Sreevani Society of Education of Panaji. Besides these D.M.V.N.S. Bandekar College of Commerce was established in 1973 at Mapusa. Government Institute of Management Studies was established in 1975. Govind Ramnath Kare College of Law was established in 1979. At the initiative of the Government of Goa, a Dental College and Hospital was started in 1981. The college of Architect was established in 1982. The Ponda Education Society’s College of Arts and Science was started in 1985 at Farmagudi – Ponda.
1.3.2.e. **GOA UNIVERSITY IN BRIEF:**

Since the liberation, there was a demand for a separate University of Goa as Goa had no University of its own. “The Zha Education Committee while considering the problems of higher education in Goa proposed the establishment of a University in Goa.”

Subsequently, according to the decision taken by the Government to establish an University in the Fifth plan a committee under the chairmanship of Prof. T.K. Tope, the then Vice Chancellor of University of Bombay was appointed to frame a bill to be introduced in the assembly. The bill was framed and subsequently passed and as a result, the Goa University came into being in 1986. At first, Goa University was accommodated temporarily in the new building of Goa Medical College at Bambolim. A site for permanent location has been selected at Taleigao plateau.

“During the Fourth plan period 600 acres of land has been acquired. A sum of Rs.25 lakhs was earmarked for acquiring and developing site during the year 1973-74. It was only a corollary to provide necessary funds for the buildings and maintenance of post graduate centre. In the Fifth plan Government of Goa, Daman and Diu and the planning commission had agreed to establish an University.”

“During the Sixth Five Year plan a total provision of Rs.12 lakhs was made for the University.”

Presently, Goa University is functioning with its all branches of education in full swing.

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1.3.3. **THE ADVENT OF THE ART OF PRINTING IN GOA:**

1.3.3.a. **Early Printing:**

The credit of first printing goes to China. For the propagation of Buddhism the literature on religion and pictures were required in bulk so they were needed the printing badly. To overcome the difficulty of rewriting, China invented the art of printing. “Block printing is believed to have been used for printing the portraits of Buddha in 550 A.D. Hiraka Sutra believed to be the oldest printed book which was printed in 868 A.D.”

1.3.3.b. **The Art of Printing in Goa:**

“The Art of Printing entered in India for the first time in 6th September, 1556.”

The printing press which eventually arrived in Goa was intended to help missionary work in Abyssinia but circumstances conspired to detain it in Goa on its way to that country.

A letter addressed to the superiors in Rome on 20/11/1545 by Father Joanes de Beira reveals that even in Goa thinking minds were already coming to realise the potential educative value of Christian literature in Indian languages.

Fr. Joanes de Beira a Jesuit Priest was attached to the “Casa de Santa Fe” in Goa. “Casa de Santa Fe” was an institution for indoctrination of new converts to Christianity. In this institution there lived 52 students viz; 8 Goans, 5 Canarese, 6 Gujaratis, 2 Chinese, 4 Abyssinians, 4 Nigers, 9 Malababares, 2 Bengalese, 2 Pegue. 6 Malayas, 4 Macaos.”

“King D. Joao, the royal family and other friends has been munificent towards the members of the expedition. The king adjoined to the patriarch and Indian of good

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70. Ibid.p.2

71. Wicky, Josephus, *Documenta Indica (1540-1549) & Vol.1, Rome*, A PUD Society, Jesu.1948, p.120.
character an able and experienced printer, to help brother Bustamante, who was taking with him a printing press to Goa.” ⁷².

The patriarch designate of Abyssinia accompanied the printing press. As the Suez Canal did not exist, person going to Abyssinia from Portugal followed the cape route to India, hence touched Goa and proceeded to Abyssinia. Patriarch accordingly with their printing press halted at Goa.

In January, 1557, when the Patriarch was busy making preparation for leaving for Abyssinia, the Governor of Goa asked in view of certain justifiable consideration to continue his stay in Goa. He accordingly stayed in Goa, where he died on 22nd December 1562 hence neither he could leave Goa nor he could take press out of Goa.

There was a heavy demand for the printing press from the missionaries and the emperor of Abyssinia. From the following passage appears in a letter which was addressed to the Cardinal Protector in Rome. It is evident that there was a great demand for the printing press. “As we find ourselves obliged to compose many treatise and distribute a great number of copies of the same and this cannot be done easily unless we print the same. We beg of your most illustrious Lordship to send us a press with the Ethiopic types that found in Rome, and also one or two persons knowing the art of printing”. ⁷³.

There is no evidence that the press was taken to Abyssinia but the printed material were taken from Goa to Abyssinia.” In 1642 printed material entitled Magseph Assetant”, which was printed by St. Paul’s College were sent to Abyssinia for its use. There was enough proof that the printing press which was installed at Goa was of Abyssinia. In letters written in 1559, we find the printer “Bustamante” referred to as of “preste (Abyssinia).” ⁷⁴.

Bustamante was the Brother among the three Brothers of the Society. He was the expert in the art of printing.

Joao de Bustamante was the pioneer of the art of printing in India. He hailed from Spain. Later on, his name was changed to Joao Rodrigues. He died on August 23, 1588.

One more evidence is available that on 26th November 1559, Patriarch from Goa had written a letter to Abyssinian regarding the moulds and matrices of printing press as follows: “He here prepared moulds and matrices and other art types and other things in mould lettering and in characters current in the kingdom of Preste in which their books are written in which I should be very glad to compose Christian Doctrines, manuals for confession and other necessary books because such a vast land could not be taught the doctrine without the printed books in their language, which I shall have printed there in the matter which I have now ready.” 75.

As we go deep into search we find different dates of arrival of ship carrying printed press to Goa.” Fr. Balthesar Telles originally wrote in his cronica that they reached Goa in the beginning of August, 1556 but later in his Thistonia de Ethiopia he fixed the correct date was September 3, 1556.” 76.

“Andre Gualdames, who was himself a passenger writes in his letter dated, November 4, 1556, that they reached Goa on a Sunday on September 3, 1556.” 77.

“However, September 3, 1556 was not Sunday.” 78.

Fr. Francisco Rodrigues, another passenger states in a letter written from St. Paul College in Goa on November 2, 1556, that they reached Goa on September 6, 1556.” Because we departed two days before the end of March from the city Lisbon and reached the city of Goa on the 6th of September i.e. within five months and eight days, and of these we enjoyed at Mozambic 18 or 19 days so that our voyage lasted a little over four months and a half. The maritime route was followed was about 4000 leagues long, four

76. Francisco de Soma: Oriente Conquistado a Jesus Christo, Con V. 222, Bombay, p. 499.
ships arrived together, three of them carrying all the personnel of our society. If the voyage is completed within six months it may be considered as reasonable. it is worse if one take longer, and better if the duration is less.” 79.

As 6th September, 1556 fell on a Sunday the same date considered the date of advent of the printing press in India.

From the above dates it is obvious that nobody is firm in quoting the date. But two letters from two persons Fr.Balthesar Telles and Andre Gualdanes gives chance to fix the advent date of printing press i.e. 3rd September, 1556. But everyone fixed the date 6th September, 1556 is the advent date because 6th September, 1556 fall on Sunday. However Andre Gualdanes of the opinion that the advent date is 3rd September, 1556. Also, he writes that 3rd September, 1556 is the Sunday. But in practically 6th September, 1556 is the Sunday. Therefore, to avoid confusion of the date everyone accepted 6th September,1556 is the advent date as it falls on Sunday. The confusion of the date possibly might have took place because of the crossing the prime meridian line hence either the date or day might have been dated by mistake. As there is three days difference non of the historian took the topic seriously. Therefore, everyone accepted the advent of printing as 6th September, 1556.

In the letter of Fr.Joao Nunes Barreto it gets clear that he started the press functioning; he writes, “There were public discussions theses which appeared as though they were held Coinba and were attended by a large concourse of people and priests.

Johon printed this theses (Conclusoes) and other things which are doing good and will produce yet more fruit later on. The Indian is well behaved and is found of going for confessions often, at sea he helped a lot in the kitchen and has proved here to be competent in press work and Fr.Francis Rodrigues is happy over it and desires to have another press in this college. Now they want to print Master Francis Christian doctrine and I have hope that this work will do much good in Ethiopia.” 80.

Actual printing was started somewhere in the middle of October but the exact date is quoted by a Jesuit Priest Aires Brandao that printing started on October 19, 1556.

It is found that the first book which was printed was “Doctrina Chirsta.” “Francis de Souza mentions that a tract on Doctrina Christa was composed by St.Xavier for the benefit of childern and printed in Goa in 1557.” 81.

An expert blacksmith specially skilled in the manufacture of clocks Mr.Joao Gonsalves takes the credit of preparing the first type of an Indian script. “He was the first who made in Indian type of Malabar letter with which the first book were printed.” 82.

If first books was printed in Goa, naturally question will arise that why it was not printed in Marathi as it is the mother tongue of Goanese. This query tried to clear by Fr.Schurhaminer in his article. “Uma Obra Rarissima Impressa em Goa no ano.1588 he says that Gonsalves had started preparing types of the Devanagri script. He clears as; “By the end of the year 1577 there were cast about 50 letters in the Devanagri script but Brother Joao Gonsalves who prepared them died in the following year and his companion Fr.Joao de Faria also expired in the year 1582. There was non who was able to undertake the work. For this reason the Purana was printed in latin characters in the college of Rachol in the year 1616 and 1649. And in the college of St. Paula in the year 1654.” 83.

Christian religious education was spread indiginous languages because the converts should understand the preaching, therefore, christian literature were produced in the local languages. Fr. Thomas Stephans was of the opinion that the religious literature should produce in devanagri script.

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82. Ibid Con. 1-2-33.p.81.
1.3.3.c. THE END OF PRINTING ACTIVITY IN GOA:

“The establishment of the printing in Goa was intended to serve as an aid to effective evangelisation. Printing activity continued to prosper so long as the importance of the local languages for the purpose of proselytisation was fully appreciated. As we shall presently see the circumstances arose in which certain interested elements succeeded in persuading the ruling powers that Indian languages were not only not helpful but were actually a hindrance in the work of proselytisation. So the consequence, the printing press in India suffered an eclipse.” 47.

“The Government continued to exist without a press and without the Gazette until the unhappy epoch of the revolutions and during these disastrous times they only produced evil results. Therefore, if at present the types are found to be unusable there would be no inconvenience in suspending the publication of the Gazette.” 48.

The second Government weekly paper published in Goa was the Chronista Constitucional de Goa. It was started on 13th June, 1835 and its publication was suspended after two years on the 30th November, 1837. It was followed by the third Government paper “Boletim de Government do Estado da India”, which was started on the 7th December, 1837. Printing in the Devanagri characters in Goa started only in the second half of the Nineteenth century. In 1853, the Government press purchased Devanagri types from Bombay for use in printing advertisements and other notices in the Government paper, “Boletim de Governo”. The first notice was printed in Marathi characters appeared in this periodical on May 27, 1853. Some of the earliest books printed in Devanagri script in this press are mentioned hereunder:-

1. “1854. Codigo dos usos e costumes dos habitantes das Novas conquistas (Usages and customs of the inhabitants of the Novas Conquistas).


4. 1867. Issapa-Niti Catha (Aesop’s Fables in Marathi).”

The first press was entered in Goa four centuries ago. It is sad to think that the narrow and short sighted policies of the Portuguese rulers, the brief but glorious period of creative activity in Goa could have continued to our times and the press in Goa could have been founder of printing activity all over India.

List of Production and Publication of Portuguese Books, Periodicals and Newspapers printed in 16th century in Goa is appended at Appendix B.

1.4. **Public Libraries in Goa.**

1.4.1. **Pre-Liberation Scene:**

In Goa Public Libraries are not flourished well. In early days only one Public Library was established in 1932 under the name “Publica Livraria” by Portugues Viceroy Dom Manuel de Portugal e Castro. This Public Library could obtain the name to be first in India. This Public Library was opened just four years earlier to the Calcutta Public Library. In those days there were no Public Library concept prevailing in the country. In those days and earlier to those there were libraries but all were private, say, institutional or personnel. In early days there were libraries in the temple and in Gurukul, which were also restricted to the chosen few like disciples and Rishis. In early days churches, seminaries also opened their libraries which were also restricted to the chosen few.

Public Library concept was not spread in olden days because of certain factors like.

a. **Literacy:** In olden days illiteracy was prevailing all over Goa. There were few people who were educated. The higher caste people used to take education and others were deprived from having education. In Gurukul, students of other than Brahmins were not admitted. These lower caste people were forced to work in the fields, household works and the work which was related to their castes. Hence, literacy could not spread among the masses. They were forced to live in a restricted pattern of life. Hence, the awareness of education did not come in the masses, which resulted in less demand for literature or any other information from the masses. Thus the need of Public Library did not awaken in the people.

b. **Casticism:** Casticism is another factor which restricted people from having education. In olden days, education was not parted to the common people. In olden days lower caste people were even not given to touch the books. If lower caste people tried to touch the books, Granthas, then Brahmin people used to condemn to lower caste and used to impose punishment on lower caste. Even if lower caste people happened to hear the Granthas, people of Brahmin caste used to say that they did a sin. And to get rid of the sin, lower caste people had to undergo a ritual of cleanliness.
i.e. Shuddhikaran Sanskara. So, the lower caste people remained quite away from the education which resulted in non-awareness of information which is there in the world.

c. **Religion:** Religion was one of the hindrance which restricted lower caste people to get education. In Hinduism, Brahmin caste was dominating in all the respect. This Brahmins were restricting other caste from having education. Brahmin’s say was that, Vedas, Upanishadas, Granthas were to be read only by Brahmins so other caste people never tried to look at Vedas, Upanishadas, puranas etc. the lower caste people did not understand what is life and how it has to be developed.

d. **Poverty:** In olden days, poverty was prevailing rampantly due to illiteracy. Lower caste community never thought towards their development due to lack of information and advancement. The Brahmin always played their role to keep the lower caste to downtroden level because Brahmin always thought that if the lower caste people obtain the education, then they would find no person to carry out their home works, field work, etc. therefore, Brahmin people tried their level best to brainwash the mind of the lower caste and deprive them from taking education. This attitude of the Brahmin resulted in the less demand for the books and information, hence, the need of Public Library did not arise.

e. **Economic conditions:** Due to poverty and illiteracy, the lower caste people could not lift their head. They remained busy in searching the food for their belly by working for Brahmins only. Due to poverty they could not think of their development. The Brahmin people took the chance of lower people from their poverty and illiteracy on the cost of religion and kept this community to poor. The economic conditions of these people gone down and down. Due to terrible economic conditions of the major population, the hope of development destroyed. No education means no development.

All these factors, detrimented the establishment of Public Libraries. When there are no literate people means there is no demand for reading, and when there is lack of knowledge of other world which results to deteriorate the economic conditions and development of self reliance and the community as whole. The awareness of opening Public Library will arise only when there is demand from all the sects of community.

During Portuguese rule, the high caste community like Brahmin and Saraswat Brahmin succeeded in obtaining good post in the administration and politics. These
people took advantage of the political power and they exploited the lower caste people and kept them poor. Lower caste people were totally deprived from taking education. Due to active role of the Brahmin in the politics and administration of Portuguese, they could succeed to mar the development of lower people inorder to exploit the lower caste people. Due to influence of Brahmin caste, Portuguese did not step ahead in development of the Goan people. Hence there were no libraries in Goa. Only one Public Library was opened in Panaji where the high caste and rich people used to make use of it.

Before the introduction of the printing press, it was difficult to restore the knowledge efficiently. In the absence of printing press, communication were extremely difficult. Sometimes thin copper plates were used as communications media by inscribing the matter on it. The wisdom of the age was communicated by orally and passed it generation to generation in the form of folklore, community songs and mythological stories. There were no efficient and convenient mode of storing the knowledge in olden age, hence Public Libraries were not existed in olden days. Surprisingly, we do not have any single written record which can be considered of that time. At least some of the Brahmins or their descendents had a creative mind. It is certain that at that time of invasion of Malik-Kafur, or most probably, at the time of Muhammad-bin-Taghalak, those books were reduced to the ashes. In early days many educative institutions were running which gives chance to think that there were libraries in those institutions.

Before liberation there were few Public Libraries which were runned by the Municipalities. Besides these there were private libraries functioning on subscription and with the fund of institutions. Libraries which were functioning in Goa during Pre-Liberation Period are:

“1. Sharada Vachanalaya, Cumbarjua, established in 1910 and thereafter in 1913 the name is changed to Shanta Durga Vachan Mandir.
2. Sharada Vachan Mandir, Ribandar in 1913.
4. Shri Laxmi Saraswat Vachan Mandir, Cuncolim in 1915.
5. Shri Vetal Prasadik Vachan Mandir, Assolna in 1917.
17. Nava Hindu Vahanalaya, Chimbel in 1929.
22. Shri Pandurang Prasadik Vidhya Bhawan, Panaji.
25. Shantd Durga Vachan Mandir, Reis Magos.
27. Biblioteca Francisco Luis Gomes, Navelim.
30. Biblioteca de Margao.
32. Murlidhar Vachanalaya, Cassabe de Sanquelim.
33. Rashtriya Vachan Mandir, cassabi de Bicholim.
34. Maharashtra Saraswat Mandir, Ponda.
35. Biblioteca de Saraswati Sevak Samaj, Chaudi.
36. Biblioteca Moderna, Bicholim.
37. Biblioteca Tagore, Ponda.
38. Bhagwati Vachandalaya, Parcem.
39. Shri Shanta Durga Vahanalaya, Queula.
40. Manguirish Vachanalaya, Mangueshi.
41. Shri Vithal Vachan Mandir, Kundaim.
42. Shri Kamakshi Vachan Mandir, Shiroda.  

87. This record is taken from the books of records of Goa Government.
**Library Finance:**

After pre-liberation government had made financial provision in respect of public libraries in their Five Year Plans.

Library service is intended for each and every member of the community, huge funds are required for systematic growth of the network of library system in the state. Further, new libraries are to be opened and regular grants-in-aid to libraries be provided and that present amounts be materially increased. A steady but continuous progressive supply of funds to the libraries will lead to considerable growth of development of a state in all the respects and individual’s literacy. Finance is the blood of the library which sustains and functions all organs of the library. Without finance it is difficult to ensure efficient fulfilment of Public Library functions. Finance stabilises the roots and sound working of the library. Padmashri Dr. S.R. Ranganathan is of the opinion that “Experience shows that the edifice of free education for all children, not backed by free book service for all adults is like mud house without roof.” 88. To admit his say it requires finance and finance factor plays great role in constructing the educational house for all.

Fifteenth All India Library Conference, 1965 came to the conclusion that it requires “assured flow of funds to maintain the rhythm of library service.” 89.

To strengthen and widen the capacity of the Public Library, assured finance sources are inevitable. For the integrated library network and its development, the finance factor has to be considered essential and imperative because financial requirements are so huge that the work of Public Library cannot be dragged ahead through philanthropy, subscription etc.

Financial problem has to be solved by the Government. It is the only body who can meet the need of finance. Government can ensure flow of finance by many means and by legalising the sources. Government can sanction certain amount from its treasury for the development of libraries. Government can make provision of finance to the library in its annual budget. Government can legalise the source like levy of property tax, wealth tax,

land tax etc. Government can propose outlay in Five Year Plan.
Government of Goa has made financial provision in its Five Year Plans.

“Fifth Five Year Plan 1973-78” 90.
“In the Vth Five Year Plan 1973-78 proposed outlay for.

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<td>d. Taluka Libraries</td>
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<td>e. Mobile Libraries</td>
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“Sixth five Year Plan 1978-83.” 91.

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<td>g. Extension services</td>
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<td>h. Purchase of Motor Vehicle</td>
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<td>j. Construction of Central Library Building</td>
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"7th Five Year Plan 1985-90" 92.
The agreed outlay of VIIth Five Year Plan.

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<td>Rs.1500000.00</td>
</tr>
<tr>
<td>Grant-in-aid Libraries</td>
<td>Rs.0500000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Rs.9700000.00</strong></td>
</tr>
</tbody>
</table>

"8th Five Year Plan 1992-97" 93.

<table>
<thead>
<tr>
<th>Description</th>
<th>Outlay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directorate of Libraries</td>
<td>Rs.2210000.00</td>
</tr>
<tr>
<td>Strengthening of Central Library</td>
<td>Rs.7790000.00</td>
</tr>
<tr>
<td>Taluka Libraries</td>
<td>Rs.0800000.00</td>
</tr>
<tr>
<td>Village Libraries</td>
<td>Rs.2050000.00</td>
</tr>
<tr>
<td>Grant-in-aid Libraries</td>
<td>Rs.0300000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Rs.13150000.00</strong></td>
</tr>
</tbody>
</table>

"9th Five Year Plan 1997-2002" 94.

<table>
<thead>
<tr>
<th>Description</th>
<th>Outlay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment of separate Directorate of Libraries</td>
<td>Rs.2000000.00</td>
</tr>
<tr>
<td>Development of Central Library</td>
<td>Rs.0840000.00</td>
</tr>
<tr>
<td>Development of Library Movement</td>
<td>Rs.0560000.00</td>
</tr>
<tr>
<td>Development of Village Libraries</td>
<td>Rs.1701000.00</td>
</tr>
<tr>
<td>Grant-in-Libraries</td>
<td>Rs.2000000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Rs.7101000.00</strong></td>
</tr>
</tbody>
</table>

Government of Goa has shown approved outlays in Five Year Plan but implementation factor hindered the growth of Libraries. Yet Directorate for Libraries have been not established. Government’s Five Year Plans shows that the Government is aware of development of libraries but it could not execute properly hence the development of Public Libraries got set back. Implementing machinery is not working satisfactorily.
1.4.2. Public Libraries in Goa: Post Liberation Scene:

Goa, Daman and Diu became free from the clutches of foreign invaders, Portuguese, in December, 1961. The Government of India offered the status of union territory to Goa, Daman and Diu. Every financial and developmental aspects were looked after by the Government of India.

In the beginning days of liberation of Goa, library movement was rampantly spreading all over India and every authority was looking towards the development of library field.

However, gradually, the awareness towards the library field arose in Goa, Daman and Diu and the Government started taking initiative to develop the library field in Goa.

After liberation Central Library was functioning as a public library. There were many other libraries which came into existence from the private initiative. In the beginning of the liberation of Goa nearly 53 libraries were running by private initiative. "In 1964-65, the Government of Goa, Daman and Diu sanctioned grants of Rs.52550 for the 53 libraries, Government of Goa, Daman and Diu sanctioned grants of Rs.25000/- for 21 more libraries." 95


Provision of Rules for Recognition and Grant-in-aid to Libraries:


According to these rules, the taluka libraries were categorised in three categories for the purpose of grants.

i. **Category I:** Taluka Libraries with 15000 or more books, at least one person graduate with Diploma or Certificate in Library Science on the staff with reference section and children’s separately organised and having an annual income not less than Rs.5,000/- from all other sources than the Government Grants belonged to Category I libraries to a maximum of Rs.10000/-. 

ii. **Category II:** Taluka Libraries with 5000 or more books, at least one person with S.S.C. and certificate in Library Science on the staff, with reading material classified and catalogued as per the system prescribed in Library Science and an annual income not less than Rs.2000/- from all sources excluding the Government grants come under Category II.

iii. **Category III:** Taluka libraries with less than 5000 books, reading material properly classified and catalogued and at least one full time clerk on the staff are classed as category III libraries.

The three categories of taluka libraries were to be paid grants at least at the rate of 75% of the admissible expenditure incurred during the previous year subject to a maximum of Rs.10000/- to category I, Rs.8000/- to category II and Rs.5000/- to category III.

**Village Libraries:** Village Libraries were to be paid grants for maintenance of reading rooms at the rate of 75% of the admissible expenditure incurred during the previous year subject to a maximum of Rs.1000/-.

Besides these, new libraries were admissible for a token grant at the rate of 75% of the estimated expenditure subject to a maximum of Rs.10000/- for Taluka Libraries and Rs.5000/- for Village libraries.

The library associations/organisations also were entitled for grants for promotion of library movement and activities undertaken for improvement and development of library services at the rate of 66 2/3% of the annual admissible expenditure.

---

Monetary part is the pivotal stand of the institutions, which ensures development of library field. The financial condition of the libraries visualised with the help of Five Year Plans. After Liberation in “Vth Five Year Plan Rs.3 lakhs were proposed for village libraries. Rs.6 lakhs were proposed for the development of the Central Library, Rs.1.50 lakhs were provided for Taluka libraries also Rs.1.50 lakhs were provided for Mobile Libraries.” 98.

In Sixth Five Year Plan, “in order to implement the revised rules for recognition and grant-in-aid to libraries a provision of Rs.3 lakhs has been made for the Five Year Plan.” 99.

In Seventh Five Year Plan Government of Goa budgeted the agreed outlay for public libraries and in toto is Rs.97 lakhs. In this outlay it is included: development of Central Library, development of Village libraries, development of Taluka libraries, Grant-in-aid libraries which are started by voluntary agencies.

In Eight Five Year Plan, outlay of Rs.79.50 lakhs were proposed for the development of public libraries.

In Ninth Five Year Plan, Government of Goa budgeted outlay Rs.140 lakhs for public libraries.

As the awareness of need of libraries arose in the minds of librarians and the people, the college librarians and the librarians of public library with the collaboration of librarians of special libraries, established a Granthalaya Sangh inorder to spread the library movement in the state.

In Goa, library network in villages and in talukas have been woven. After liberation nearly Seven Taluka libraries started functioning in Goa. Out of which two taluka libraries were of Category I, four Taluka Libraries were of Category II and one Taluka library of Category I.

After liberation nearly sixty six village libraries started functioning. The detail study is done under forthcoming respective topics.

The libraries are open in villages but the importance of libraries have been not understood by the people. Most of the libraries are used for the reading of newspapers only. The problem is that either the libraries are ill equipped with books or the villagers are unaware of the availability of books in the library. However, opening of libraries in the villages served the purpose to some extent which fetched the people to the library either to read newspapers or books which will further enhance the reading greed of the people and thereby impart informal education.
1.4.3. Village Libraries:

Population of Goa state is more in rural areas than in urban areas. Most of the workers, say Government and Private workers reside in rural areas. Villages of Goa are thickly populated. It is found necessary to make available education facilities in rural areas. At present, in Goa, there are school facilities all over rural areas. Government has taken care to open colleges in the rural areas inorder to get the benefit to the rural students who resides far away from the urban areas.

In urban areas college education facilities are already existing but the rural students cannot afford to avail the facilities of urban areas due to financial difficulties. Hence, Government endured to open colleges in rural areas. The result of this is that the rural people became educated. The literacy rate of rural Goa is 72.31%. To foster the education and capability of rural people on advance basis, Government opened 67 village libraries. These village libraries are looked by Zonal offices of Department of Education. South Zone, Central Zone, North Zone take care of their area village libraries. These village libraries are managed with the help of teachers. Some teachers are appointed as Teacher-cum-Librarian. There are 25 village libraries under South Zone, 12 village libraries under Central Zone and 30 village libraries under North Zone.

In mean time all matters related to village libraries were looked after by Directorate of Art and Culture. From 1990 to 1991 Zonal Education Officer was looking after the service conditions like pay and regularities. After 1991 the control went under the respective Zonal Officer. 15 of such libraries are looked after by Librarian Grade III, who are under the direct control of Directorate of Art and Culture.

Acquisition of books and technical work is processed under the supervision of the Curator of Central Library. Now the same work is assigned to Zonal Officer.

“The first village library was opened in 1975 in Goa. The collection of books in village libraries vary from 500 books to 1500 books at the beginning of its establishment. On an average 150 to 250 books are added to them every year. The collection of village libraries are mainly in Marathi, Hindi, Konkani and English languages. Village libraries give services of reference and lending of books for home reading. Newspapers in Marathi and English languages are made available which are
published locally. Sometimes national newspapers also made available in the library for reading." 100.

"Village libraries opened in the village area of Goa up to now are:

1. Amona, Bicholim – Goa.
3. Ambelim, Salcette – Goa.
5. Avedem, Quepem – Goa.
11. Casabe-de-Sanquelim, Bicholim – Goa.
13. Chorao (Chodan), Tiswadi – Goa.
15. Colem, Sanguem – Goa.

27. Kerim, Ponda – Goa.
29. Khotigaon, Canacona – Goa.
30. Lolyem, Canacona – Goa.
31. Loutulim, Salcette - Goa.
32. Mayem, Bicholim – Goa.
33. Mandrem, Pernem – Goa.
34. Mahalwada, Marcaim, Ponda – Goa.
35. Majorda, Salcette – Goa.
36. Malkarnem, Quepem – Goa.
41. Nuvem, Salcette – Goa.
42. Orlim, Salcette – Goa.
43. Palyem, Pernem – Goa.
44. Pale, Bicholim – Goa.
45. Pilgaon, Bicholim – Goa.
46. Pirna, Bardez – Goa.
47. Poryem, Sattari – Goa.
49. Quepem, Quepem – Goa.
50. Revora, Quepem – Goa.
51. Sal, Bicholim – Goa.
52. Savoi-verem, Ponda – Goa.
54. Sancordem, Sanguem – Goa.
55. Savorkotto, Cuncolim, Salcette – Goa.
56. Sao Jose de Areal, Salcette – Goa.
57. Thivim, Bardez – Goa.
58. Tamboxem, Pernem – Goa.
59. Tuem, Pernem – Goa.
60. Talarna, Pernem – Goa.
61. Thane, Sattari – Goa.
64. Varkhand, Pernem – Goa.
65. Velim, Quepem – Goa.
66. Xeldem, Quepem – Goa.

101. Goa. Directorate of Education. Official Record. [Information is gathered orally and referring official records]

Talukawise village libraries spread over the entire Goa shown with the help of table.  

Table 7. Taluka Village Libraries in Goa.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Taluka</th>
<th>Village Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bardez</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Bicholim</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Canacona</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Mormugao</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Ponda</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Pernem</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Quepem</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Salcette</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>Sanguem</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Sattari</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Tiswadi</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>67</td>
</tr>
</tbody>
</table>

All matter related to village libraries, presently looked after by Directorate of Education. In 1991, controlling authority was Directorate of Arts and Culture and now again Directorate of Education is looking after the Village Library, its functioning and its working etc.

The primary teachers who are under the administrative control of Zonal Education Office are posted in most of the village libraries. They were given 2-3 months in service training in Central Library and then only posted in village libraries. These teachers continued to be part and parcel of Zonal Education Office, as far as their pay and service conditions were concerned. However, in 1990’s when the number of libraries went on

increasing, these village libraries were put under the control of Zonal Education Officer, either North, Central or South depending upon the location of the library. This arrangement continued till the end of financial year 1991 when all matters related to village libraries were transferred to Directorate of Art and Culture. However, the incharge of libraries who were teachers continued to be under the control of respective Zonal Office. 15 of such libraries are looked after by Librarian Gr.III, who are under the direct control of Directorate of Education.

"Village libraries are established especially at places where Social Education Centres are proposed to be set up. Therefore, by the end of Fifth Plan Period, about 25 village libraries were opened at places where social education centres are proposed to be opened.

The Fifth Plan Outlay for opening 25 village libraries is Rs.3.00 Lakhs."^{103}

To look after proper functioning of libraries it is proposed to create the following posts for village libraries under Vith Five Year Plan 1978-83."^{104}

Table 8. Library staff for Village Libraries

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Designation</th>
<th>Pay Scale</th>
<th>No.of Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Library Assistant</td>
<td>260-400</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Library Attendents</td>
<td>196-232</td>
<td>10</td>
</tr>
</tbody>
</table>


Under “Annual Plan 1988-89, Government of Goa proposed to establish village library in each Panchayat area. Out of 108 village Panchayats 40 village Panchayats have been provided with libraries by the period of the Sixth Five Year Plan. It is also proposed to create 40 posts of Junior Librarian to man the existing village libraries.

Therefore, it is proposed to establish 20 village libraries each year during the 7th Five Year Plan period. These village libraries will serve literate and the non-literate (Under Adult Education Programme). For this purpose an outlay of Rs.03.00 lakhs has been approved for the year 1988-89. 7th Five Year Plan approved outlay is Rs.17.00 lakhs.”

In the VIIIth Five-Year Plan Development of village libraries project was undertaken. There are 108 village Panchayats in Goa State. Out of these 108 village Panchayats 50 village Panchayats have been provided with a Government Public Library. Government wants to establish a Village Library in each Panchayat area. Goa. Directorate of Planning, statistics and Evaluation set the proposals for the VIIIth Plan period is as under;

a. “To provide 50 village Panchayats with library 10 per year.
b. To appoint 40 posts of Junior Librarians in the existing village libraries since the existing arrangement of running these libraries by posting Government Primary Teachers is not found satisfactory. It is proposed to cover 10 libraries per year during the last four years of the 8th Plan period.
c. These libraries are to be provided with buildings comprising of a reading room, office, hall/study room and library room.”


106. Ibid p.375.
The yearwise financial requirement is as under:


<table>
<thead>
<tr>
<th></th>
<th>Proposed Outlay</th>
<th>(Rs.in lakhs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992-93</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>1993-94</td>
<td>4.00</td>
<td>4.50</td>
</tr>
<tr>
<td>1994-95</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>1995-96</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td>1996-97</td>
<td>5.00</td>
<td></td>
</tr>
</tbody>
</table>

Total for VIIIth Plan 20.50

In the Five Year Plan many proposals are considered but very few proposals are implemented. If the proposed plan are carried efficiently in the intention of the development, there will be a boon all over the state. Real picture is not transparent as it should be as per the Five Year Plan.

"In IXth Five Year Plan, 1997-2002, to spread library movement to the entire state, it is proposed to establish 50 village libraries. In IXth Five Year Plan 1997-2002 it is proposed outlay for libraries is Rs.20.00 lakhs." 108

It is apparent from the Five Year Plan that the development of Village libraries is bright. To foster the education it is very much necessary to step ahead in the development of Village libraries. Now the question is that, how much development plan is undertaken and implemented. Five Year Plan shows the proposals of the development of village libraries but execution part of the plan shows inefficiency. If this situation is kept on, then the development of village libraries will remain in the Five Year Plan Book. It is very much necessary to keep watch on the implementation of the proposed plan.

1.4.4. **Taluka Libraries:**

There are five Taluka libraries running in the State of Goa, namely;

i. Volpoi Taluka Library which was established in 1975.

ii. Curchorem Taluka library which was established in 1975.

iii. Canacona Taluka library which was established in 1975.

iv. Sanguem Taluka library which was established in 1984.

v. Bicholim Taluka library which was established in 1988.

These libraries are running on Government fund. After these there are other taluka libraries camp up, such as.

vi. Ponda Taluka library

vii. Quepem Taluka library

Taluka libraries are further categorised into category I, II and III.

In Vth Five Year Plan 1973-78 it was proposed that “during the year 1974-75 three Assistant Librarians were appointed on stipendary basis and later on they were absorbed on regular basis in the Fifth Plan Period.

Each library to begin with, will be provided with one Assistant Librarian, and one peon besides at least 3000 books.

Fifth Plan outlay provided for the purpose of opening three Taluka libraries is Rs.1.50 lakhs”.\(^{109}\)

In the Sixth Five Year Plan 1978-83, it was proposed to appoint four Assistant Librarians and four Library Assistants in order to look after proper functioning of Taluka Libraries.

In 7th Five Year Plan 1985-90, in the Annual Plan 1990-91, it was proposed to agree the outlay Rs.15.00 lakh for the development of Taluka Libraries.\(^{110}\)

In the “Annual Plan 1988-89” \(^{111}\) it was proposed that as a part of library movement, Government proposed to meet the demand of Taluka libraries by establishing additonal libraries. Up to end of VIth Five Year Plan, only 4 Talukas were covered. With the establishment of Taluka libraries, there will be need for appointment of Librarian/Peon/Attendants etc. The libraries will have to be furnished with suitable furniture, library books, periodicals etc. The library needs to be provided with independent building facilities also. For this purpose Rs.2.50 lakhs has been approved for the year 1988-89. 7th Five Year Plan approved outlay is Rs.15.00 lakhs.

**VIIIth Five Year Plan 1992-97**

In the VIIIth Five Year Plan Government of Goa decided that as per the National Education Policy, Taluka libraries are to be established so that all the segments of the population have easy access to books. So far, of the eleven talukas only five talukas are having Public Libraries. During the VIIIth Plan period it is proposed to open five more taluka libraries for which purpose the following staff is required.

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Table 11. Proposed Staff Requirement\textsuperscript{112} for Taluka Libraries in VIIIth Five Year Plan.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Librarian Grade I</td>
<td>1400-2300</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Librarian Grade II</td>
<td>1200-2040</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Library Attendant</td>
<td>800-1150</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The proposed libraries are also to be provided with necessary books, furniture, etc.

The financial requirement under the scheme is as under:

Table 12. Proposed Financial Requirement for Taluka Libraries

<table>
<thead>
<tr>
<th>Proposed Outlay</th>
<th>Rs. in lakhs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992-93</td>
<td>1.50</td>
</tr>
<tr>
<td>1993-94</td>
<td>1.50</td>
</tr>
<tr>
<td>1994-95</td>
<td>1.50</td>
</tr>
<tr>
<td>1995-96</td>
<td>1.75</td>
</tr>
<tr>
<td>1996-97</td>
<td>1.75</td>
</tr>
<tr>
<td>Total for VIIIth Plan</td>
<td>8.00</td>
</tr>
</tbody>
</table>

1.4.5. Municipal Libraries:

The Municipal Libraries set up to provide books and other reading material to the public. Municipality is the public agency supported from general public funds by way of taxes for the purpose of development and administered for the benefit of the citizens of the city, town which maintains it on the basis of equal access to all who reside within the geographical boundaries of the Municipality.

Most municipal libraries are administered by a council of councillors which determines the policies of the library, employ library staff including library personnel and gives advice in the preparation of the budget and works for the necessary funds, provides building and other facilities, develops and works for needed library development, stimulates interest in use of and support for the library in order to provide quality library services.

In Goa State many municipal libraries have not been able to maintain a programme of services adequate to the demands made upon them by their users.

Municipal Public library called “an organ of social democracy and an instrument of personal self-realisation.”

Municipal Public Library has to characterise by its commitment to the goals of promoting an enlightened citizenry, providing the opportunity, the material, the encouragement, and stimulation for continuing self-education and serving the community inside and outside the library walls. These basic goals have to be adopted by the Municipal Public Library.

“It is the function of the Municipal Library to provide the printed and non-printed materials to meet the individual and group needs of its constituency for information, education, self-realisation, recreation and cultural growth and for assistance in carrying out their duties as citizens and members of the community. The library organises,

interprets, and guides citizens in the use of these materials and make them easily, freely and equally available to all citizens.”

The collection of materials should include books, periodicals, pamphlets, newspapers, pictures, slides, films, music scores, maps, disc, tape recordings, various microforms and archival materials which relate to the local community. In addition to these materials, it should provide the equipment for using audio-visual materials, micro reproductions and recordings.

But in reality none of the Municipality libraries of Goa has acquired such materials. If we glance over the functions of municipal libraries are glooming dark. Municipal libraries are functioning in Goa for the sake of functioning.

The services of municipal libraries are designed to facilitate and invite use of resources and satisfy the reading goals of individuals of all ages and groups. These services include lending procedures that make possible the use of materials in the time and place suited to each individual, guidance to use of library resources and stimulation of use of materials through publicity, display, reading lists and planned reading programmes. Other services include providing information service, both to persons who come to the library and those who telephones, giving assistance to educational organisations in finding and using materials, sponsoring library awareness programmes in the library, extending inter-library loan services.

Such type of services in Goan Municipal Libraries are not extending such facilities. Their services are limited up to lending books to the members and providing newspapers to readers.

The organisation of the municipal library varies according to the size of the population, the nature of the community and the needs of the residents.

Some trends have come up in the modern society which run along with dynamic world. Mr. Knight noted that.

1. “New services are being offered to special groups through outreach programmes of

various kinds, using many kinds of media.

2. Services by mail to all users is being tried.

1. CATV (Cable Television) is being used for educational programmes, story hours and staff training.

2. Expanded service to business and industry is provided in the form of quick information and reference and referral services.

3. Information centres for the ordinary citizen have been opened in Public Libraries to give information on such problems as jobs, voting, the matric system, and so on.

4. Provision for continuing education for library staff is made through scholarship, independent study projects and courses offered under the sponsorship of libraries.

5. Independent study and other programmes have been introduced to aid adults in gaining college credit and/or degrees.

6. Participative management is practised in a number of libraries.

9. Co-operation is increasing not only with other public libraries but in intertype ventures, such as the New English Library Network, and in co-operative understanding between public library and school library in which the public library serves as the school library and vice versa.

10. Innovative programmes such as art shows, music and film festivals, craft and hobby classes attract users to the library, and,

11. Advanced mechanisation is used in the performance of certain library activities."

Some of the problems are faced by the Municipal Libraries in general which are

experienced are enumerated here,

1. Due to growth of metropolitan areas, due to shift in population from rural areas to the cities has increased the use of municipality libraries, hence demand increases for more materials and services to meet the need of the additional population where as fund doesn’t increase compared to increase of population.

2. In dynamic world, advanced technology, advance means of communication and other material come in use hence automation spread all over. With the spread of automation in business and industry, many individuals are faced with a necessary kind of continuing education, retraining in order to secure and hold jobs. The municipality library is called upon to provide written materials and facilities to aid the process of retraining and to provide guidance in their use.

3. The mass of publications and the rising cost of materials. The municipal public library has the problem of knowing what to select, what to keep, what to delete, what to microfilm, with the limited funds.

4. Space problem is the acute problem where every public library faces. “Library is a growing organism” principle of Dr. S.R. Ranganathan deadly raised the question of space because of torrented flow of new publications in the world.

5. The trend of co-operation is widely accepted but some of the libraries do not adopt this trend with the fear that they loose the materials or prejudice thinking of the library management.

6. Declining financial support from the sources comes as a hurdle when all costs are rising, when extensive programmes need to provide services to the public.

1.4.5.a. Municipal Libraries in Goa.

Government of India started Adult Education Programme in 1978 and the National Literacy Mission was launched in 1988. If all these are well linked with the public libraries and supported by these libraries, not only we shall succeed in raising the level of literacy in the state, but also we shall be able to establish a network of municipal libraries in the state which can be turned into useful information centres.

In this direction Goa remained much behind in opening Municipal Public Libraries at the advanced stage. In Goa, municipal libraries do not function to that expectations,
they do not hold enough material and they do not render service to the public as they required to offer.

There are five municipal libraries run by municipalities. Viz.

1.4.5.b. **Mapusa Municipal Library**: Mapusa Municipal Library was the oldest library among the Municipality libraries. “It was named as “Bibliotheca Municipal Athayde” which was established on 13th November, 1883.”[^116] The name for this library was given of Fr.Ataide being he was the educationist, who was responsible for establishing educational institute at Monte de Guirim. This library is still working in full swing.

1.4.5.c **Margao Municipal Library**: Margao Municipal Library was named earlier as “Biblioteca Municipal Circulante de Salsete.” It gives services like lending books, periodicals and newspapers are kept in the library for public to read. This library was opened in 1914. This library is named now as Propercia Correia Afonso Figueiredo Municipal Library.

1.4.5.d **Sanquelim Municipal Library**: This library was opened in 1918 under the name “Biblioteca Municipal de Sanquelim.” This library used to lend books to the subscribers. Newspapers and periodicals are made available to the public who visits to this library.

1.4.5.e **Panaji Municipality Library**: This library was run by the Municipality for a quite long period but later on it was kept closed. At present it is opened again in the Panaji Municipality Staff Quarters. It functions as a public library in present days.

There are now few more Municipality libraries opened. Viz.

1.4.5.f. Ponda Municipality Library.

1.4.5.g. Janata Vachanalaya, at Vasco.

1.4.5.h. Pernem Municipality Library, at Pernem.
1.4.5.i. Sanguem Municipality Library, at Sanguem.
1.4.5.j. Valpoi Municipality Library, at Valpoi.
1.4.5.k. Canacona Municipality Library, at Canacona.
1.4.6. **Libraries Grant-in-aid:**

1.4.6.a. **Private Libraries:**

During Portuguese rule Hindus were deprived of having admissions in the schools. Some of them used to take education with the help of landlords. Generally, high class such as Saraswat Brahmin used to take education in Portuguese with the help of rich people. Lower caste people were not given opportunity to have education in Portuguese. Some of the lower caste people used to take education in Marathi language. The students who used to take admission in Portuguese language school had to struggle to get through the exams because higher class people had strong say in the Government Darbar hence these higher class people used to make fail to the lower class students. Further, Christian people used to get the admission in the Portuguese medium schools. Hindu people were denied the admission though they were eager to have education. Most of the higher class people from Hindu community used to take education in Portuguese medium.

Most of the religious books were written in Prakrit Marathi which was not available in the libraries governed by the Portuguese. Hence, Hindu people to quench their thirst of reading, they opened their own libraries. All Marathi books were made available in their libraries. In some libraries Portuguese books were also made available. So, the Hindus opened their own libraries for Hindu in general. Sanskrit books were also made available in Private Libraries.

In early 20th century literacy ratio of Brahmins and Saraswat Brahmins were certainly twice fold to other caste people. These Brahmins were interested in reading and writing who felt necessity of having Granthalaya. Their urge of acquiring more knowledge helped to open the Granthalayas.

Some of the Private Libraries were opened during Portuguese rule were:

1.4.6.a.i. **Saraswat Vidhyapith Pustakalaya:** This library was established in 1889 by Shantakant Maheshwar Bhatt Sukhthankar in Marcel. This library had very good collection in Marathi and Sanskrit. Besides, the members, public were given access to this library. Later on it got closed in 1912.

1.4.6.a.ii. **Goa Hindu Pustakalaya:** This library was established somewhere in 1898-1899. This library was housed in Dempo House in Panaji. Later on the same library was taken over and existed in the name “Goa Hindu Club”. Dr.Purushottam
Waman Shirgaunkar and others were the pioneer of "Goa Hindu Club". Afterwards the same library closed down in 1908.” 117.

1.4.6.a.iii. Religious Institutions: Religious institutions started many libraries in different parts of Goa are:


"B.D. Satoskar writes in the Smaranika that the "Shanta Durga Vachanalya – at Sanvordem was established in 1902. It was run by Sanvordekar family at their own expenses. They used to ask handful of rice as donation, which were collected and sold. This income too was used to meet the library expense. The same practice was introduced in Nerul Library by Vithan Ramechandra Krishna and Vithal Krishna Kamat Chandgadkar." 118.

1.4.6.a.iv. Shri Mahalaxmi Hindu Vachan Mandir: This library was established at the early 20th century. The exact date is found in Legislacao Reletiva ao Estado da India, 1919, is 10th January, 1907. "The Group “Nabik Varga” (Nhavi) established “Mahalaxmi Vachan Mandir” (Library), with the aim of promoting educational development specially of Hindu backward classes, by providing reading material like books and periodicals and organising conferences and drama programmes and other activities leading to same purpose.” 119.

Shri Bablo Moshno Naik, Shri Nanu Tarkar Pednekar and Shri Krishna Sagun Fatarpekar were the pioneer of Mahalaxmi Hindu Vachan Mandir. who also had promoted the educational facility by opening school which was running under the management of the Vachan Mandir (Library). This library was the unique library which was functioning as a public library. Lending of books and open access to the library was offered to the public.

118. Ibid p.74.
119. Portaria no.381 dated August 23, 1911. In legislacao Relativa ao Estado da India, Bomhaim, 1919 p.253
1.4.6.a.v. Saraswati Mandir Library: This library is situated in the heart of Panaji city. This was established in 1913. The rich people generously gave donation to its smooth running and functioning. Landlords like Shri Keni was one of the donars. This is the library which has its own building. This library is functioning as a public library till today.

1.4.6.a.vi. Saraswat Vidhyalaya Granthalaya: This library is in Mapusa city which was established by the Saraswat Brahman Samaj in early 20th century.

1.4.6.a.vii. Shri Durga Vachan Mandir: Dnyanprasarak Mandal started a free Marathi School and a library. During Portuguese rule this library had to undergo many hardships because it used to keep books on India National Freedom Fighters and leaders. Once, the same library was closed by the Portuguese Government and never gave opportunity to re-open till they themselves fled away to Portugal. After liberation, the same library was re-opened and started functioning.

1.4.6.a.viii. Gomant Vidhya Niketan Library: This Library was established in early 20th century. This library is still functioning smoothly. The public has access to this library. This library used to undertake many activities but before that the prior permission of Portuguese Government was required. Therefore the management had to stop the active activities of the library. After liberation Shri Pramod Desai a professional librarian brought its working in order. He was appointed there as a Librarian who then managed it as per library science methods. He used cataloguing, classification systems and brought the library working in a decent manner. After bringing its working at norm, the librarian Shri Pramod Desai left the job.

1.4.6.a.ix. Ravalnath Vachanalya: This library was established at Pernem in 1912. This library was giving services to the public. This library was opened by the rich and common people of the Pernem town.

It can be presumed that in olden days people were aware of the library who then established the libraries for the use of public as a whole. They used to take minimal contribution from the public inorder to run the libraries smoothly and continuously. Besides, the hindrances of Portuguese Government they tried to manage the libraries
well. They endeavoured, at least, to open the libraries for the sake of benefit of the people. These promoters were aware that Portuguese Government was against such libraries because those libraries were opened by Hindu community even then they daringly kept their efforts of running the libraries. Some of the libraries had to be closed due to interruption of Portuguese Government. Some libraries remained functioning till liberation and thereafter they continued till today.

1.4.6.b. **Grant-in-aid libraries:**

Later on Government of Goa took interest in the development of these private libraries and started giving assistance in form of money, advice and overall check up the working of these libraries.

On an average 20 libraries run by private initiative receive Grant from Government as per the provisions of Grants-in-aid to libraries. For purpose of grants these libraries are classified as Taluka Libraries and Village Libraries. Taluka libraries are further classified into three categories, I, II, and III. These are entitled to maximum grants Rs.20000/-, Rs.15000/- and Rs.10000/- respectively, while village libraries are entitled to maximum of Rs.3000/-.

The class wise break up of Taluka libraries are:

**Table 13. Classwise Break up of Taluka Libraries in Goa.**

<table>
<thead>
<tr>
<th>Sr.no</th>
<th>Libraries</th>
<th>Category</th>
<th>No.of Libraries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Taluka Libraries</td>
<td>I</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Taluka Libraries</td>
<td>II</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Taluka Libraries</td>
<td>III</td>
<td>7</td>
</tr>
</tbody>
</table>

Taluka Libraries which come under Category I are:

i. Shri Saraswati Mandir, Panaji – Goa.

ii. Gomant Vidya Niketan, Margao – Goa.

Taluka Libraries which comes under Category II are:

i. Shri Mahalaxmi Prasadik Hindu Vachan Mandir, Mala, Panaji – Goa.
Taluka Libraries which comes under Category III are:

i. Navneet Library, Fatorpa – Goa.
ii. Yuvak Sangh Sada, Mormugao – Goa.
iii. Shri Mahalaxmi Yuvak Sangh, Talaulim, Ponda – Goa.
iv. Shri Saraswati Vachanalaya, Veling, Mardol – Goa.

1.4.6.b.i. Grant-in-aid Libraries:

It will be most advisable to talk regarding finance to Grant-in-aid Libraries run by private initiative with the help of Five Years Plan and Annual Plan because of its authenticity.

Fifth Five Year Plan 1973-78:

In the Fifth Five Year Plan Government proposed to finance Grant-in-aid libraries in order to eradicate the illiteracy. Special aid is covered under the programme of eradication of illiteracy. The exact amount is not proposed but for the eradication of illiteracy Government proposed to spend “12.50 lakhs”. 120.

Sixth Five Year Plan 1978-83:

The libraries run by private initiative which are registered under Indian Societies Registration Act, 1860. will be paid grants at the rate of 75% of the admissible expenditure incurred during the previous year. The grants will be paid to the different categories of libraries as per the approval pattern of assistance by the Government of India.

The below mentioned categories of libraries will be paid grants.

a) The first category of taluka library with 15000 or more books will be paid at the rate of 75% of admissible expenditure incurred during the previous year subject to a maximum of Rs.10000/-

b) Rs.8000/- maximum to the second category of taluka library with 5000 or more books and,

c) Rs.5000/- maximum to the third category of taluka library with less than 5000 books.

In order to implement the revised rules for recognition and grant-in-aid to libraries a provision of Rs.300 lakhs has been made for the Five Year Plan" \(^{121}\).

7th Five Year Plan 1985-90.

"There are quite a good number of libraries functioning under private agencies. 50 more libraries are also expected during 7th Five Year Plan Period. In order to provide reasonable grants to these voluntary agencies an outlays of Rs.0.50 lakhs had been approved for 1988-89. 7th Five Year Plan approved outlay is Rs.5.00 lakhs." \(^{122}\).

VIIIth Five Year Plan 1992-97

Payment of Grant-in-aid to the libraries started by voluntary agencies.

There are quite a good number of libraries functioning under the private sector, in this state more such libraries are expected to be setup during the VIIIth Plan Period. It is proposed to release grants inorder to exist the libraries started by voluntary agencies. The yearwise outlay proposed for the 8th Plan Period is as under:

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“Table 14.” Proposed outlay for the grant-in-aid libraries in 8th plan period.\textsuperscript{123}.

<table>
<thead>
<tr>
<th>Year</th>
<th>Proposed Outlay</th>
<th>Rs. in lakhs Total for VIIIth Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992-93</td>
<td>0.75</td>
<td>0.50</td>
</tr>
<tr>
<td>1993-94</td>
<td>0.50</td>
<td>0.50</td>
</tr>
<tr>
<td>1994-95</td>
<td>0.50</td>
<td>0.50</td>
</tr>
<tr>
<td>1995-96</td>
<td>0.50</td>
<td>0.75</td>
</tr>
<tr>
<td>1996-97</td>
<td>0.75</td>
<td></td>
</tr>
</tbody>
</table>

“IXth Five Year Plan 1997-2002”\textsuperscript{124}.

Under the IXth Five Year Plan 1997-2002, the proposed outlay is Rs.20.00 lakhs for payment of grant-in-aid to libraries started by voluntary agencies.

If the proposed plans are implemented effectively and efficiently aiming the goal of development of libraries in the state, it is sure and certain that the State of Goa will rank first in the literacy rate in Indian Union. The prevailing literacy over the state will boom the economic conditions of the state. Literacy helps to enhance the social structure of the community and thereby state. Therefore it is utmost necessary for the Government to pay proper attention towards the conditions, finance of the libraries running in the state.


1.4.7. **CENTRAL LIBRARY:**

Central Library is located at the centre of Panaji city which is the capital city of Goa. It is housed on the ground floor of the Institute of Menezes Braganza. Central Library is oldest public library. It was functioning in the Portuguese Regime in different names. The detail historical narration is given in the forthcoming sub-topic i.e. “Pre-Liberation Scene.” This library at present functions as a public library. It has good collection but at present the developmental part of the Central library is neglected due to many factors. This is the only public library, which can function as a State Public Library. The enactment of Public Library Legislation elevate its status. It requires proper, efficient, capable, good caliber administrator to function it as a modest public library in the state.

Government of Goa intend to develop Central Library but every effort remains in the papers of Five Year Plan. The implementation movement is very lethargic, hence the development of Central Library remained stand still. This problem is faced because of the Governing Department i.e. Department of Education.

1. Department of Education is itself busy in solving their own departmental problems due to heavy work load.

2. The Director of Department of Education has very little knowledge and love towards the library science, hence their attitude towards the library remains in different which gives least important to library field.

3. The politicians appoint head of the department among his wellwishers without looking at his education, qualification, caliber, standard etc. and here the real problems start.

Former Director of Department of Education was not qualified to hold the post of the Director. Therefore, he was managing the whims and wills of the Minister, so that he may not be demoted. To maintain the post he used to listen to all the “say” of the Minister and other politicians. His thoughts and time were wasted in obtaining the graceful hand of the Ministers. Such type of Executives who becomes the toy of the politicians will never succeed in attaining the desired goal. Such type of Executives purposely turn down the implementation part and dances as per the likings of the politicians.
4. Director always look at his/her personal benefit like extension of services after the retirement. Hence, he/she bends as and when and as and how politicians may them to bend.

5. The Director of Education Department is unaware of the library science, its importance and scope of the library. He cannot administer the libraries as he is not the expert of the library science. The practical attitude of the Director remains in favour of the other factors of the educational development but since he is not the expert of the library science, he neglects, ignores the library field. It is very difficult for other than the library personnel who are expert in other subject to understand what is library and library science, its scope and need. Other than the library personnel will never consider that the Education and the library are the two sides of one coin. Education and library has close relation. Education and library goes together. Therefore it is utmost necessary to have its own administrator. This is the reason why Central Library could not attain the developmental goal.

6. The present curator was not selected by Goa Public Service Commission because she was over-age at the time of advertisement of the post, also she was not eligible for the promotion because she was not holding the feeder post. But by hook or crook she could manage to get the graceful hand of politicians and Minister of Education, and could succeed to get the post of “Curator” in the Central Library.

The person who is appointed as a curator with superseding and manipulating the rules and regulations, have to be the toy in the hands of politician. If, such person tried to show smartness, the red card of over-age will come on the record and there is highly possibility of throwing out from the post of curator. Hence, to protect the post of curator, she has to be beneath the thumb of politicians in order to get bestowed the merciful, compassionate blessings of the politicians.

In such conditions, there is no chance for a “Curator” to advance his/her say in the working of the libraries. He/she has to act as per the directives and whims of the politicians because of obligation for the favour has been done to appoint as a curator. He/she will not be able to use his/her knowledge, experience in the matter of libraries. Hence, the development part will get set back in such conditions. There is the practice of politicians to favour non-compatible person, who is lacking in the requirements as
per the rule because later on politicians make such persons to dance as per their whims for their malafide motives.

7. Non-stability of the Government is another factor which hampered the development of the Central Library. Often change in the Government mar the development of the Central Library. In last five years, nearly five Government changed in the state. All the time every Government remained busy in stabilising their foot in the ruling position. They had no chance to pay their attention towards the development of the libraries. Though the Five Year Plan was favourable to the libraries, the instability of the Government hampered the growth and development of libraries in the state.

8. From Vth Five Year Plan to IXth Five Year Plan, the provision of building and other development of the Central Library is shown but in practice, nothing has been materialised. Why this has happened? This is the debatable question. Why did development of Central Library get setback. In short, the Directors and politicians are responsible for the bad condition of the Central Library.

     Politicians are another white ants who have eaten up the development of the Central Library. Presently the condition of Central Library is pathetic, doomimg dark. Central Library requires helping hand of the efficient executor, administrator to enhance the status of the Central Library. To show the bright days to the Central Library, it needs its own Administrator by way of forming Directorate.

     The Central Library which is now housed at the ground floor of Institute Menezes Braganza, Panaji, receives two copies of each book published in Goa, Daman and Diu under the provision of the Delivery of Books (Public Libraries) Act, 1954, which came into effect from April 3, 1969.
1.4.7.a. Pre-Liberation Scene:

Central Library was established during the Portuguese rule in 1817. “The then Viceroy of Goa, Conde de Rio issued an order dated 26th July, 1817 and established the “Academia Militar De Goa”.” 125.

Later on, the then next “Vice Roy Dom Manuel de Portugal e Castro, opened the library and named as “Public Livraria” in 1932.” 126.

“In 1836, the Provisional Government of “Estado Da India”, vide order dated 12th April, 1836, ordered that all the books and manuscripts belonging to the Convents of Old Goa, which had been abolished, be transferred to the library Public Livraria. On 5th October, 1836 the name of this library was changed to “Biblioteca Publica”. Later in 1871 under order no.71 dated 30th April, 1871 the name of the library was again changed to “Biblioteca Publica De Nova Goa”. On 15th February 1897 the status of the library was raised to that of a National Library when its name was changed to “Biblioteca Nacional De Nova Goa.” 127.

After liberation from Portuguese rule, in 1961, the library has been named as “Central Library”.

This library was open to all the public. Reading facilities were offered in this library. From the records, it is understood that the library was kept open in the morning and evening. Lending facilities were prohibited in early days.

Before liberation, the library had staff were as;

“Conservador who was the head of the library. Conservador means curator. One L.D.C. was appointed. Besides that there were two care takers and two peons who were undertaking the work of searching the books from the stack and cleaning the tables and

taking care at the entrance respectively."

This library had good collection in Portuguese language. This library was bestowed with “Delivery of Books Act, 1954” and under this Act, this library used to receive all the books published in Portugal and other Provinces and in Goa too. This library had collection in French, English, Latin along with Marathi.

This library was not functioning before liberation as it is functioning today. This library was functioning as a reference library with the collection of books, journals in Portuguese, French, English, Latin and Marathi. This library mostly was used by Christian community of Goa, Portuguese Officials and high caste people of Hindu religion. This category of readers were most welcomed while lower caste people of Hindu religion had access to the library but not whole heartedly. Lower caste people were looked in inferiority sight. Hence, lower caste people were hesitating to go to the Central Library during the Portuguese rule.


1.4.7.b. **Post-Liberation Scene:**

Goa was liberated from the clutches of dictatorial domination of Portuguese in 1961. Prior to this the Central Library was functioning as a reference library. After 1961, the activities of Central Library expanded. The circulation section, reference section, reprography section, binding section, mobile services were started which enabled to render the services to the public satisfactorily as compared to the services which were rendered before liberation.

This library, at present has collection of books is 137892 in different languages like Portuguese, Marathi, Konkani, Hindi, English and Latin which has been classified according to the Dewey Decimal Classification. Nearly 3000 books are added on an average to this library every year. After liberation the Central Library is managed by the Government of Goa, under the portfolio of Ministry of Education. For some years it was functioning under the administrative control of Department of Education. In 1991 Central Library was brought under the Directorate of Arts and Culture. After a gap of few years, due to political indifferences between the politicians, it is again brought under the control of Directorate of Education. Some of the interes vested person from the staff of Central Library and some Secretariate Officials used the influence of the Ministers and kept on changing the Directorate which is the controlling authority.

This Library has rare books, local collection and on Indo-Portuguese history. This collection has covered several branches of knowledge in European as well as Indian languages. This library has a pride of having collection of rare manuscripts and same imprints from 16th century and 17th century.

There are lending as well as reference facilities but the reference section is so small that hardly five readers are accommodated in the room. General reading room is not there in the main central library building. The reading room is provided in the zone office of the Education Department which is 300 meters away from the main central library. In the reading hall, only newspaper are provided to read. Sometimes, the staff who is deployed there to look after the reading room and the newspapers never seen in his chair. Mostly students are using the reading room who come with their books. The reading room was to be provided in the main central library but it is not done so. The rooms which can be used for the reading purpose are used by the individual staff. The management of the Central
Library is very much poor. Once I happened to visit the Portuguese section, where I saw a very unmannered staff who was looking after the Portuguese section. The deployed staff was never bothered about the readers who were reading there. The staff was busy in chit-chating their domestic problems with loud voice. They made the other readers so much irritating that I too had to leave the reading room very soon. In the stack room, no staff was seen who were supposed to help the readers. It feels embarrassed to touch the books which are in the shelves due to dust. It feels that the staff never takes care to clean the dust. Most of the staff are seen chit-chating or roaming in the market. The person who looks after the Hindi and Marathi section, has very little knowledge of Hindi and Marathi. He doesn’t know to read the title of the books. Due to lack of Hindi, Marathi language the staff finds difficult to find out the right book which reader demands. Over all, it can be concluded that management of the Central Library is poor, mismangement. The books which are shown in the catalogue do not coincide with the physical stock. Because of negligence of the staff many books are missing from the stack.

The borrowing facilities are offered to the members of the library. Little space is maintained for the children section and the books are made available on the topics like history, geography, travel, natural science and other story books.

The Central Library has seven sections; viz:

1. Establishment-cum-Account section.
2. Technical section.
4. Reference section.
5. Rare books and Local History Section.
6. Periodical section.
7. Binding section.

The Central Library does not subscribe to advanced journals mainly because it doesn’t have a proper reading room, it is said. But journals published by local institutions, are received under Press and Registration of Books Act. 1867.

The total staff strength of the Central Library is 36 in number.

Professional 13
Semi-Professional 3
Technical 3
Ministrial 9
Class IV 8
Total 36

In the personal enquiry, it is understood that the present staff is inadequate and space too. During a day about 250 books are issued and on an average nearly 3000 books are acquired per year. This library has its own bindry which is hand operated.

Budget for 1992-93 was sanctioned was 35,95,000/- and for 1993-94 was 38,00,000/-. This library was providing mobile library service from 1975 to 1979. Only four years mobile service was offered and thereafter the mobile service had to be stopped due to the accident. The van which was operating the mobile service was met with the accident and fell into Mandovi River.

“In 1975, the three Taluka Libraries were established in the state and the concept of village library was developed and materialised between 1975 to 1989. Today there are over 67 village libraries in the state. Apart from the state libraries, number of private and municipal libraries are also providing services in the state.”

1.4.7.c. **Functions of the Central Library.**

K.S. Desphande, the chairperson of the Expert Committee on the Problems and Prospects of the Central Library with a Plan for the Public Library Structure, demarcated few functions in relation to the Central Library –Goa are as:

i. “To be apex of the entire library system in the state/territory.

ii. To be the reservoir and fountain of the sources of information in the state.

iii. To act as the repository of books published in the territory and received under the provisions of the Delivery of Books Act 1954 as amended in 1956.

iv. To compile the State Bibliography listing all the books published in the territory.

v. To serve as a repository of material pertaining to Portugal in its relations with Goa and India.

vi. To maintain a State Union Catalogue.

vii. To act as the agent for arranging inter-state and International inter-library loans.

viii. To be the centre for organising exchange of books among the various libraries in the State and to act as the Inter-State Book Exchange Centre.

ix. To initiate and to promote co-operative exchange and acquisition of reading materials, creation of storage centres, and sponsoring of projects for micro-filming.

x. To have a children’s section charged with the responsibility of promoting Children’s wings in the public libraries throughout the region.

xi. To have Popular Science Bureaus and Adult Education Bureaus charged with the authority to promote the opening of Adult Education and Popular Science wings in the Public and other libraries in the region.

xii. To be the centre for creation and dissemination of material required for the handicapped in the region.

xiii. To build up a Bureau of Audio-Visual Aids with a view to employing them not only for the benefit of the normal patrons but also to satisfy the intellectual curiosity of the tiny toddlers, the illiterate folk, who can be educated through educational toys, story hours, puppet and film shows, reading sessions etc.

xiv. To build up a collection of films both commercial as well as documentaries produced in the territory.
**xv.** To have a Bureau of Technical work charged with the responsibility of printing and supplying catalogue cards for all the books received under provisions of the Delivery of Books Act to the libraries in the region.

**xvi.** To have a most modern and upto date Book Preservation and Reprographic Laboratory.

**xvii.** To have a bureau of extension Activities charged with the task of organising exhibitions of books, pictures, prints and other cultural activities like dramas, talks, poetry, recitations etc.

**xviii.** To act as the clearing house of information so far as the state and its problems are concerned.

**xix.** To take care of the problems of providing trained personnel for the library system in the state.

**xx.** To perform any other information that may be necessary with a view to keeping the entire citizenry in the state enlightened and well informed."  

In 1969, Government emuniciated the functions to give better services to the readers, to acquire more books on different topics in different languages and to offer service a to the public at their satisfaction. The following are the functions laid down by the Government of Goa, Daman and Diu are:

**i.** To maintain the copyright collection of books published in Goa, Daman and Diu.

**ii.** To maintain an up-to-date reading room and have collection of reference books and books for general readers- Books in English, Hindi, Portuguese, Marathi, Gujarathi, French, and Sanskrit. A children’s corner shall also be developed to enable reading habits being acquired in childhood.

**iii.** To maintain and preserve manuscripts and rare books.

**iv.** To promote library movement through seminars symposiums, discussions, brain trust, etc.

**v.** To conduct classes for training of librarians.

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vi. To offer guidance to recognised libraries particularly in regard to cataloguing and bibliographical information.\textsuperscript{132}. These functions which are enunciated by the Government of Goa, Daman and Diu do not cover all the functions of the Public Library which are to be covered. These functions do not talk about the informal self-education of all public. It does not support educational, civic and cultural activities of groups and organisation. It does not talk about to encourage wholesome recreation and constructive use of leisure time. They did not speak about the free services to all persons irrespective of caste, creed and religion.

They have not complied to Dr. S.R. Ranganathan in respect of the functions of the Public Library. Dr S.R. Ranganathan talked about the life-long self-education of one and all, furnish up-to-date information on all subjects to one and all and to distribute in an unbiased and balanced way all shades of recorded views and thoughts to one and all.

1.4.7.d. **Finance:**

Central Library is functioning as a Public Library of the State. Finance is provided to the Central Library as per the Five Year Plan and Annual Plan.

**Fifth Five Year Plan:**
In Vth Five Year Plan, the Central Library is as, "The Central Library which is growing fast with many additional new books, is badly in need of space. The present building which is not of its own has no scope for extension. It is, therefore, proposed to construct a new building at a cost of Rs.4.50 lakhs.

Besides, it is also necessary to strengthen the Central Library with adequate staff including one Librarian, one Library Assistant, One Assistant Librarian, and one L.D.C. The equipment and furniture is also necessary for the new building.

Therefore, out of an amount of Rs.6.00 lakhs is provided in the Fifth Plan, the Capital Outlay is Rs.4.50 lakhs and the revenue expenditure is Rs.1.50 lakhs.

Fifth plan outlay provided for the purpose of opening three Taluka libraries is Rs.1.50 lakhs.

In order to provide library services at the door of rural population, it is proposed to start mobile library service in the year 1973-74 one mobile library had been put into service. In the Fifth Plan Period, it is proposed to put another van into service. This will cost Rs.1.50 lakhs including the cost of the van and the appointment of one library assistant and one driver and other maintenance charges.

Therefore, an amount of Rs.1.50 lakhs is provided for this purpose.\textsuperscript{133}

The salaries are paid from the budget of the controlling Directorate.

**Sixth Five Year Plan:**
Sixth Five Year Plan 1978-83 it was proposed that;

**Development of Central Library:**
The main object of the scheme is to purchase new books and furniture for the use of students, scholars and research workers and also for the office expenses.

1.4.7.e. **Central Library Building:**

The Central Library doesn’t have its own building, it is housed on the ground floor of Institute of Menezes Braganza. Library is a growing organism. Books are added every year and they need sufficient space. Presently, Central Library building is not spacious enough to carry out the normal activities of a Public Library. A reading room is separated from the main building for want of space and is functioning in Massano de Amorin Building. A few books are kept in Government Teachers Training Hostel at Porvorim for want of enough space in the Central Library. The Government has allotted an area of 4600 sq.mts of land in Nehru Bridge Business District Complex for construction of Central Library building. The scheme was included in the Fifth Five Year Plan. However, no construction work has been undertaken, and the scheme is being included in the Five Year Plan 1978-83 and therefore, a provision of Rs.15.00 lakhs has been proposed for the purpose during the Five Year Plan 1978-83.\(^{134}\)

**Seventh Five Year Plan:**

Seventh Five Year Plan 1985-90 has given the actual expenditure allotted for the Public Libraries in different categories. A table is illustrated herewith showing the agreed and actual expenditure shown in the VIIth Five Year Plan. This table shows the Development of Central Library, Village Libraries, Taluka Libraries, Grant-in-aid Libraries and Public Libraries in Total.

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Table 15. Agreed and Actual Expenditure in “VIIth Five Year Plan”

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Scheme/Project</th>
<th>Seventh Plan 1985-90</th>
<th>1985-88 Actual Expenditure</th>
<th>1988-89 Actual Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Public Libraries</td>
<td>97.00</td>
<td>20.23</td>
<td>9.22</td>
</tr>
<tr>
<td></td>
<td>Development of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Central library</td>
<td>60.00</td>
<td>6.55</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Village library</td>
<td>17.00</td>
<td>5.73</td>
<td>4.12</td>
</tr>
<tr>
<td>3.</td>
<td>Taluka library</td>
<td>15.00</td>
<td>7.95</td>
<td>1.70</td>
</tr>
<tr>
<td>4.</td>
<td>Payment of Grant-in-aid to</td>
<td>5.00</td>
<td>----</td>
<td>0.40</td>
</tr>
<tr>
<td></td>
<td>Started by voluntary Agencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the VIIth Five Year Plan it was proposed the development of Central Library and the amount agreed outlay was Rs.60,000/- but the actual expenditure is shown that Rs.6.55/- lakhs because the proposed plan of development was not carried out or implemented. Hence the development of Central Library, buildingwise, acquisitionwise, staffwise, extension of services etc.

VIIIth Five Year Plan 1992-97:

In the VIIIth Five Year Plan it is proposed and recommended the Development of Central Library as;

1.4.7.f. Development of Central Library:

The Central Library being the State Central Library and the apex of library system in Goa, is to be strengthened so that all the functions of a State Library may be carried out in an organised way and the best of services made available to the public for which purpose the following staff is required:

Table 16. Staff schedule for Central Library.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assistant Curator</td>
<td>2200-4000</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Librarian Grade II</td>
<td>1220-2040</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Research Officer</td>
<td>1640-2900</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Foreman</td>
<td>1200-2040</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Book Cleaner</td>
<td>750-940</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Sweeper</td>
<td>950-1400</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The Central Library is also to be up-dated with collection of additional/new books, journals, furniture etc. to facilitate students, scholars and research workers. \(^{136}\)

Till to-day, in reality, posts of Asst. Curator, Librarian Grade II, Foreman, Book Cleaner and Sweeper is not recruited. Practical work is not carried as is mentioned in the VIII Five Year Plan.

In the Draft of Ninth Five Year Plan 1997-2002 and in Annual Plan 1997-98 is proposed regarding the Public Libraries, Establishment of Central Library, Development of Library Movement, Development of Village Libraries, payment of Grant-in-aid to libraries started by voluntary agencies.

“In the IXth Five Year Plan, it is proposed to finance the Central Library on approved plan is Rs.8.40 lakh.” 137.

Due to many factors (which are discussed in foregoing topics) the development of Central Library hampered.

For the development of Central Library a good, enthusiastic, hardworker, self-restrained, non-corrupt, optimistic, far sighted, determinant administrator is required. Side by side good co-operation from the politicians is required. There should not be any corrupt motive. The clean and clear motive of development will take to the goal. Implementation of projects should be done scrupulously, unselfishly and sincerely.

1.4.7.g. **Staff:**

Every library has enough staff to carry on its workings and functions efficiently and effectively. It requires professional, semi-professional and non-professional staff.

Somewhere in 1940, the report says that the Central Library i.e (Bibliotheca Nacional de Goa) had staff as one “Curator, one L.D.C. two caretakers and two peons”. Curator was the head of the library.

Later on in 1967, Shri V.B. Hubli was appointed as a “Curator”. And Shri Patil was holding the post of Librarian in the Central Library. After retirement of Shri Patil the post of the Librarian remained vacant for many years due to non-availability of qualified person to hold the post of Librarian. Since then there was no one in the Central Library to get the promotion for the post of librarian due to lack of qualification, the hence post of Librarian got lapsed.

On 31.1.1992 Shri Hubli, the Curator got retired and the post of Curator became vacant. The same post was advertised and the candidates who were fulfilling the conditions were interviewed and then the result displayed by Goa Public Service Commission as per the directives of Bombay High Court, Panaji Bench. However, the candidate who stood meritoriously first was denied the appointment for the post of “Curator”, and the candidate who was at number two in the list of Goa Public Service Commission was appointed as a “Curator” by not following the recruitment rules.

The Staff strength of the Central Library is:

1. Curator 1 Post
2. Librarian 1 Post
3. Librarian Grade I 4 Posts
4. Librarian Grade II 4 Posts
5. Librarian Grade III 7 Posts

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Under Vth Five Year Plan to strengthen the Central Library with adequate staff it was proposed to appoint additional staff as:

i. Librarian One Post
ii. Library Assistant One Post
iii. Assistant Librarian One Post
iv. L.D.C. One Post
v. Library Assistant One Post
vi. Driver One Post

In VIth Five Year Plan to look after the increased work, it was proposed to create the following post for the Central Library are:

1. Librarian 2 Posts
2. Head Clerk 1 Post
3. Accountant 1 Post
4. Assistant Librarian 2 Posts
5. Library Assistants 2 Posts
6. Steno 1 Post
7. Book Sorter 1 Post
8. Stock Attendant 2 Posts
9. Sweeper 1 Post

The Central Library being the State Central Library and apex of library system in Goa.

is to be strengthened so that all the functions of a State Library may be carried out in an organised way and the best of services made available to the public for which purpose the following staff is proposed:

i. Assistant Curator 1 Post
ii. Librarian Grade II 3 Posts
iii. Research Officer 1 Post
iv. Foreman 1 Post
v. Book Cleaner 4 Posts
vi. Sweeper 1 Post

As per the strength of the staff, the working capacity of Central Library has not increased. Most of the staff are seen sitting idle doing nothing.
1.4.7.h. Services:

The Central Library was functioning as a reference library with the collection of books, journals in Portuguese, French, English, Latin and Marathi before liberation. After liberation the same continued to function as a reference library and in addition to that it started offering lending services to readers.

The lending facilities are offered to the members of the Central Library. The membership fees were Rs.30/- and then in 1990 the membership fee increased to Rs 50/-In the beginning two books were lent out per member but after 1990, it was decided to lend only one book per member. There were 6530 members enrolled till 1990.

i. Reference Section: Reference Section is maintained in a corner of the library allowing five to six readers to sit. The place is very small and congested. Reference Section should be housed in a such a place where reader can sit comfortably and easy. Looking at the surroundings of the reference section, one should feel to sit in the room. The liking to read should arise in the mind of the reader. The reference section has shabby, filthy appears where the reader do not feel to sit for long time. Only very needy readers sits in the reference section. The silence is not maintained in the reference section by the staff of the library. From the experience it is felt to make a note here that the staff in the Portuguese reference section keeps on chit-chatting with loud voice. Overall situation of reference section is not suitable for serious reading.

The reference section has collection of reference books are nearly 20,000 inclusive of English, Hindi, Marathi, and Portuguese books.

ii. Lending Section/Circular Section: Lending section has two rooms where books are stacked which are only meant for lent out the books. From my practical experience I feel to write that the lending section is not maintained efficiently and properly.

The books which are shown in the catalogue are not found in the stack room nor on circulation counter. Meaning is that the books are either lost or misplaced in the stack racks. The section head is not observing proper vigilance on the movement and maintenance of the section. It is said that the one person is deployed to help the
reader in searching the books in the stack room being it is open access. In practice I have never seen any person in the stack room who is there to help the readers in locating the required book.

Overall picture of the lending section is not satisfactory.

iii. **Reading Room:** Reading room is housed 150 meters away from the main building of the central library. It is housed in a small room near zonal office of the Education Department. In this reading room only newspapers and very few number of periodicals are available. The place of reading room is small and congested.

iv. **Binding section:** It has a binding section. All machines are hand operated. The condition of binding section is worst. No proper space and modern space is provided for binding section.
1.4.7.1. **Mobile Library:**

In order to provide library services at the doors of rural population it is proposed to start mobile library service in the Vth Five Year Plan Period. “During the year, 1973-74 one mobile library van has been put into service. In the Fifth Plan Period, it is proposed to put another van into service. Therefore an amount of Rs.1.50 lakhs was provided for this purpose.”

The mobile library services were started in 1975. The services of mobile library were given in the rural areas. This mobile library was visiting rural areas once in a week.

In 1979, the mobile van met with an accident and fell in river Mandovi. Since then the mobile library services stopped. Thereafter the staff of mobile library absorbed in the Central Library. Mobile services were helping villagers to have access to the different books. The demanded books were made available in the next visit and the collection issued books was done with a span of a week.

Presently mobile library service has been stopped due to non-availability of van mobile library used to serve the reading purpose in the villages where library facilities are not there. This facility was fascinating to the rural people which were adding to the knowledge of the people.

This mobile facilities should restart by the Government to foster the educative value in the villagers.

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1.4.7.j. **Children Section:**

Central library officials talk about the children section but practically children section is not existing as it has to be maintained. Children section is maintained in the entrance of the circulation section. In a corner of circulation section 4/5 chairs are kept for children. There is no special person employed to guide the children. In that section hardly any child is seen watching pictures book. Most important fact is to be noted here that at the time of inspection, the officials collect the children from their relatives and make them to sit in the so called children section. This false appearance make the higher officials and ministers get satisfy and do not think about the development of children section.
1.4.7.k. Binding Section:

Central library has binding section with outdated machinery. Machinery is old and hand operating. This bindary is housed in a small room of the library. The work load for the staff of bindary is not co-incidental to the cost effectiveness. This bindary should be renovate with modern appliances and should be housed in adequate space. The work had should be increased to coincide the cost effectiveness.
1.4.8. **Establishment of Granthalaya Sangh:**

After liberation of Goa in 1961, Government became aware in respect of the importance of library’s role in the economic, social field. Library shoulders the major burden of increasing literacy in the state. To shoulder the responsibility of literacy, a library must have professional librarian to make library to function effectively, smoothly, orderly and efficiently. To carry out the functions of the library it requires good expert in that field. But, unfortunately, in the beginning of the liberation, there were none of the Goan professional librarian available. So, the Government recruited the professional librarians in the colleges and public libraries from neighbouring state.

All these professional librarians felt to establish Gomantak Granthalaya Sangh. The pioneer of Gomantak Granthalaya Sangh were, Shri Phadnis the then librarian of Dhempe College of Arts and Science. Another one of the promoters is Mrs. Archana Kakodkar and many others like Shri P. Burye, Shri T. Halarnkar.

All these interested persons and knowledgeable persons about the Library Association established Gomantak Granthalaya Sangh in 1966. Later on, many other library staff from different institutions became the members of Gomantak Granthalaya Sangh.

This Gomantak Granthalaya Sangh started conducting two months library science certificate course, recognised by Maharashtra Granthalaya Sangh. The strength of the course was 40 students. First preference for admission was given to those persons who were in the service of library field. The remaining seats were allotted to the general students who were interested in library field.

Gomantak Granthalaya Sangh was taking up the library matters to the Government. The situation of library development the need of the library, the need of the enactment of library legislation, the problems faced by the library staff and the library are taken up to the Government and tried to convince the Government to pay its due attention towards the progress of libraries in the state.

Continuous follow up of Gomantak Granthalaya Sangh regarding the enactment of library legislation for Goa, conceived the fruit on 26/11/1993 and ripened the fruit on 29/7/1995, which means on 26/11/1993 Goa Public Libraries Bill, 1993 passed by the legislative assembly of Goa and assented to by the Governor of Goa on 29/7/1995.
Gradually, Goan students obtained degree, post degree in library science and became well conversant with the importance of library field. As the number increased of graduates in library science, a young blood established a new library Association and named as Goa Library Association. At present both the Associations are functioning in the State of Goa.
1.5 The Present study: Goa Public Libraries Act 1993

The Goa Public Libraries Act, 1993 was in premature format i.e. in bill form, which was framed by the select committee and submitted to the Government in Report form. The same report of the select committee is quoted down and thereafter the Principal Goa Public Libraries Act 1993 and Amendment Act 1997 are quoted down.

A BILL

to provide for the establishment, maintenance and development of Public Libraries in the State of Goa and for matter ancillary thereto.

COMPOSITION OF THE SELECT COMMITTEE

CHAIRMAN
Shri Domnick Fernandes

MEMBERS
2. Smt. Farrel Furtado e Gracias.
3. Dr. Kashinath G. Jhalmi.
4. Shri Manuel Fernandes.
5. Shri Victor Gonsalves.
7. Shri Vinayak Naik.

SECRETARIAT
1. Shri A.B. Ulman – Secretary, Legislative.
2. Shri U.M. Desai – Under Secretary, Legislative.
3. Shri N. B. Sudhedar – Assistant, Legislative.
GOVERNMENT REPRESENTATIVES
1. Shri B. S. Subbanna – Law Secretary.
2. Shri M.V. Naik – Director of Art & Culture.

REPORT OF THE SELECT COMMITTEE

I, the Chairman of the Select Committee to which Bill No.20 of 1993-The Goa Public Libraries Bill, 1993 (A Bill to provide for the establishment, maintenance and development of Public Libraries in the State of Goa and for matters ancillary thereto) was referred, having been authorised by the Committee to submit the report on its behalf, present this report along with the Bill as recommended by the Committee.

2. The Bill was introduced in the Legislative Assembly on 16.7.1993 and was referred to Select Committee on 23.7.1993.


4. The Committee visited Trivandrum (Kerala), and Madras (Tamil Nadu) to study the Libraries set up, constitutional functionings and to acquaint with the working of the libraries and other related aspects in these States. During the tour the Committee visited the State Libraries, Legislature Libraries and other Public Libraries both in Kerala and Tamil Nadu States. The Committee was satisfied with the functioning of these libraries and acquainted with the valuable information’s, which Committee felt necessary to incorporate in the Goa Public Libraries Bill. The Committee found that many of the libraries in these States are run by Voluntary Organisations and with the support of the local people in the form of premises, donations of books and voluntary workers.

The Committee has also found that in these States a Library cess is collected in the form of a surcharge on the building tax or the property tax for the better development, maintenance and promotion of Public Libraries in the State. Therefore the Committee felt that such a provision should also be made in the State of Goa for better prospects of Public Libraries in Goa.

The Committee is thankful to Shri J.M. James, Secretary, Kerala Legislative Assembly. Thiru C.S. Janakiraman, Secretary Tamil Nadu Legislative Assembly.
Chairman of the Granthasala and other office bearers of the Kerala and Tamil Nadu, Public Libraries, for their valuable information and arranging the meetings and visits to the various Libraries in Kerala and Tamil Nadu States.

5. In the meeting held on 8.10.1993 the Committee after going through the comparative statements of the Identical Acts passed in other States Legislatures, scrutinized the provisions of the Bill clause by clause. In respect of amendments proposed to certain clauses, which have been accepted by the Committee are enumerated in the following paragraphs.

6. Recommendations:

Clause 2

In Sub-Clause(b) The Committee decided that instead of State Library Authority there should be constitution of State Library Council. Therefore in Sub-Clause (b) the word “Authority” is deleted and the word “Council” is substituted and also wherever it appears in the Bill.

In clause 2 a new sub-clause (c) is inserted to define the word “document” which is to be read as follows:

(c) “document” means embodied thought, i.e. record of work on paper or other material, fit for physical handling, transport across space, and reservation through time, and includes the following conventional and non-conventional thought embodiments, printed books, manuscripts, braille stenographs, music in notation, ciphers, (where graphic is phonetic symbols) drawings, pictures, maps, microfilms, micro-cards, micro-fiche, cassettes, audio-visual documents, floppy discs (non-book material) newspapers, periodicals and other serial documents.

The existing sub-clause (c) is deleted and sub-clause(d) is replaced and in item (1) of the proposed sub-clause a word “document” is inserted after the words “division of a volume”.

The existing sub-clauses (d), (e), (f), (g), (h), (l), (j), and (k) respectively.

In the proposed sub-clause (g) after the words “Government of” add the words “the State of”

CLAUSE 3

The Committee is of the opinion that the item (c) of the substance 2 is to be substituted in place of item (a) and item (b) is to be substituted in place of item (c).
In sub-clause (2) after the item (I) the Committee suggested that new items as items (j), (k), (l), (m), (n), (o) are to be added in order to strengthen the Public Libraries movements and starting more Libraries like Prison Libraries, Hospital Libraries for patients, Home delivery Libraries, Mobile Libraries, Audio Libraries for blind and special Libraries for hearing impaired etc., since the Committee found that these type of Library services are prevailing in the Tamil Nadu and Kerala State and are very helpful to strengthen and promote development of Libraries in the State. Therefore in sub-clause (2) after the item (I) following items are added:-

(j) strengthen and start the Libraries like Prison Libraries, Hospital Libraries for patients and home delivery Libraries;
(k) promote Mobile Libraries, Audio Libraries for blind and Special Libraries for hearing impaired Text Book Library, Children Library, Computerization, Micro-Filming of rare documents;
(l) make special efforts to create the love for books in the masses and specially in children and the youth;
(m) promote the practice of adoption of Libraries by the public undertakings sectors like banks;
(n) make compulsory enrolment of every student in the Public Library on reaching standard eight;
(o) compulsory require to produce enrolment/membership certificate of the Public Libraries by the unemployed youth during the registration in the Employment Exchange for those jobs where literacy is required.

In item (b) of sub-clause (3) the Committee is in favour of constituting “the State Library Development Cell” instead of “Directorate of Libraries”. Therefore in item (b) the words “Directorate of Libraries” are deleted and the words “the State Library Development Cell” are added.

CLAUSE 4

In this clause the Committee is in favour of constituting and established the “Council” instead of “Authority” is substituted by the word “Council” and also wherever the word “Authority” appears in the Bill is substituted by the word “Council”.
In item (I) of sub-clause (2) the sub-items (d), (e), (f), (g), (l), (j), (m) and (o) are deleted since the Committee is in favour of having limited members in the council. Therefore the sub-items (h), (k), (l) and (n) are to be read as sub-items (d), (e), (f), (g).

In item (ii) of sub-clause (2) for the words “a member” the words “Two members” are added and the words “nominated by the Government“ are deleted and the words “elected by the Legislative Assembly of Goa:” are added.

In item (iii) the words “Three representatives from educational institutions, one each from College, Higher Secondary and High School, nominated by the Government;” are deleted and the words “One member who is expert in library science to be nominated by the Chairman of the Council;” are to be added.

In item (iv) the words “Not more than four non-official members having special knowledge of libraries or eminent citizens to be nominated by the Chairman of the Authority;” are deleted and the words “One Member of the Voluntary organisation involved in the library and literature” are added.

Item (v) is deleted.

New sub-clause (4) is added and is to be read as “The Council shall advise the State Library Development Cell in all technical matters relating to the Library, development and organisation.”

The existing sub-clause (4) is to be read as “sub-clause (5)” and the words “once” is deleted and “twice” is added and the words “but not more than six months shall intervene between two meetings.” are added after the words “in a year”.

The existing sub-clause (5) is to be read as sub-clause (6) and the words “during the pleasure of the government provided that his term of office shall not exceed four years from the date of his nomination” are deleted and the words “for the period of four years” are added.

The existing sub-clause (6) is to be read as sub-clause (7) and the word “Whenever” is deleted and the word “when” is added and after the words “acting as a member referred to in item (ii) of sub-section (2) of Section -4” are inserted, instead of the words “other members” the words “any other person” is substituted.

The existing sub-clause (7) is to be read as sub-clause (8).
CLAUSE 5
This clause is deleted as the Committee is of the opinion to make only one body under State Library Council instead of separate “Standing Advisory Committee”.

CLAUSE 6

The existing clause 5 is to be read as clause 5 and the word “Directorate “is to be replaced by the words “ Development Cell” and also wherever it appears in the Bill. Therefore the heading of the proposed clause 5 is to be read as “State Library Development Cell”.

In sub-clause (2) the words “The Director of State Library “are substituted by the words “The Head of the State Library Development Cell” and the words in the bracket “hereinafter called the Director” is substituted by the words “State Librarian/Curator” and after the words “State Librarian/Curator” shall add the words “ be a person with a First Class Master’s Degree in Library Science of a recognised University having an experience of at least 10 years as Grade I Librarian in the State Libraries/Subordinate Libraries” in the place of “have adequate academic and professional Qualifications” which are to be deleted. And after the word “Government” the words “and will have the rank of Head of Department” are deleted.

The Committee decided to delete the sub-clause(3).

The existing sub-clause (4) is to be read as sub-clause (3) and the word “Director” is to be replaced by the words “ State Librarian/ Curator”.

In sub-item (ii) of item (d) of sub-clause(3) after the word “to” is to be deleted.

CLAUSE 7

The existing clause 7 is to be read as clause 6. Here the Committee is of the opinion to delete the word “Central” and to keep the words “ State Library”. Therefore wherever the words “State Central Library” appears in the Bill it is read as “State Library”.

CLAUSE 8

The existing clause 8 is to be read as clause7, and the word “acquired” is to be replaced by the word “obtained” and after the words “for compulsory acquisition of” add the words “two copies of” and in the same line after the word “books” add the word “books” add the words “of every author”.
CLAUSE 9
The existing clause 9 is to be read as clause 8 and the words “State Librarian” is to be read as “State Librarian/Curator” and also wherever it appears in the Bill.

CLAUSE 10
The existing clause 10 is to be read as clause 9 i.e. “Department Of State Library”.

CLAUSE 11
The existing clause 11 is to be read as clause 10. The words “State Librarian” is deleted and the words “Officer in charge of the State Library” is added and in sub-clause (1) add the words “The head of the State Library Development Cell shall also be the” and delete the word “shall be known as the State Librarian/Curator having adequate academic and professional qualifications”. and new items as (a), (b), (c), and (d) are added which are to be read as follows:

a) Be responsible for the management of all the departments of the State Library;
b) Maintain the stock of books and conduct all approved activities of the State Library;
c) Advice the Council on all technical matters;
d) Submit to the Council a report on the working of the Library during the previous financial year, which report shall also include the detailed statement of receipts and expenditure on account of the State Library.

The sub-clauses (2), (3), and (4) are deleted and sub-clause (5) is to read as sub-clause(2).

CLAUSE 12
The existing clause 12 is to be read as clause 11. In the sub-clause (2) in item (b) after the words “Taluka Library” add the word “and” and in item (c) after the words “Village Library” delete the word “and” and also item “d” is deleted.

CLAUSE 13
The existing clause 13 is to be read as clause 12.

CLAUSE 14
The existing clause 14 is to be read as clause 13.

CLAUSE 15
The existing clause 15 is to be read as clause 14.

CLAUSE 16
The existing clause 16 is to be read as clause 15.
CLAUSE 17
The existing clause 17 is to be read as clause 16.

NEW CLAUSE 17
The committee is to the opinion that new clause as clause 17 is to be inserted under the heading “Library Fund” along with the sub-clauses (1) and (2) and the items (a), (b), (c), and (d) which are to be read as follows:

Clause 17 Library Fund – (1) The Government shall constitute a fund called “Library Fund.”

(2) The Library Fund shall consist of –
(a) Contribution made by the Government;
(b) Any Grants given by the Government of India to the Government for development of Public Library;
(c) Any special grant given by the Government;
(d) Any contribution of gifts made by the public for the development of Public Libraries.

** NEW CLAUSE 18
The New Clause as clause 18, is to be inserted under the heading “Library Cess” as the Committee felt that levy of Library Cess is very much necessary for the development and promotion of Public Libraries in the State of Goa. Therefore the Committee felt that a Cess is to be collected on the Excise Duty on (IMFL) i.e. Indian Made Foreign Liquor. Accordingly the Committee recommends to levy a surcharge on the Excise Duty for the collection of Library Cess at the rate of Re.0.50 (paise fifty only) per proof litre of the Indian Made Foreign Liquor and at the rate of Re.0.50 (paise fifty only) per bulk litre of beer. Therefore the new clause 18 is to be read as follows:

Clause 18 Library Cess – (1) The Government shall levy a library cess in the form of a surcharge on the Excise Duty payable under Goa Excise Duty Act 1964 at the rate of Re 0.50 (fifty paise only) per bulk litre of beer.

(2) The Cess levied under sub-section (1) shall be collected to utilise for the purpose of implementation of this Act by the Government.

* * The minute of Dissent from Dr.K.G. Jhalmi pertaining to this clause has been appended to the Report (Annexure ‘A’).
CLAUSE 18
The existing clause 18 is to be read as clause 19 under the heading “Public Library Finance”. Here in the sub-clause (1) The Committee is of the opinion that 1% of the Education Budget to be provided to promote the Public Library Services in the State of Goa. Therefore in sub-clause (1) after the words “work of the plan” add the words “and shall provide one percent of the Educational Budget for promoting the Service of Public Libraries in the State”. This clause as amended is to be read as follows:

Clause 19. Public Library Finance.—(1) The government shall frame the annual budget of Public libraries in the State within the broad framework of the plan, and shall provide 1% of the Education Budget for promoting the service of Public Libraries in the State.

CLAUSE 19
The existing clause 19 is to be read as clause 20.

CLAUSE 20
The existing clause 20 is to be read as clause 21.

CLAUSE 21
The existing clause 21 is to be read as clause 22.

This report was considered and adopted by the Committee.
The Committee is thankful to the Law Secretary, Director, Art and Culture, Officers and staff of the Legislature Secretariat for their active co-operation.

Assembly Hall
Panaji, 22nd November 1993.

DOMNICK FERNANDES
Chairman

Note: Deletions made by the Select Committee are shown in square brackets and additions and substitutions made are underlined.
The Goa Public Libraries Bill, 1993
(Bill No.20 of 1993)

A
BILL

To provide for the establishment, maintenance and development of public libraries in the State of Goa and for matters ancillary thereto.

Be it enacted by the Legislative Assembly of Goa in the Forty-fourth year of the Republic India as follows:

1. Short title, extent and commencement: - (1) This act may be called the Goa Public Libraries Act, 1993.

(2) It extends to the whole of the State of Goa.

(3) It shall come into force on such date as the State Government may, by notification, in the Official Gazette appoint.

2. Definitions: - In this Act, unless the context otherwise requires,- (a) “Aided Library” means a public library run by private initiative, receiving State Government assistance as per existing rules;

(b) [“Authority”] “Council” means the State Library [Authority] Council constituted under sub-section (1) of section 4;

(c) “document” means embodied thought, i.e. record of work on paper or other material, fit for physical handling, transport across space, and preservation through time, and includes the following conventional and non-conventional thought embodiments: printed books, manuscripts, braille stenographs, music in notation, ciphers, (where graphic is phonetic symbols) drawings, pictures, maps, micro-fils, micro-cards, micro-finche, cassettes, audio-visual documents, floppy discs (non-book material) newspapers, periodicals and other serial documents.

[(c)] (d) “book” includes-

(i) every volume, part or division of a volume, document be it a printed work or a manuscript or a micro-film, or a video/audio cassette or a photograph or a compact disc;

(ii) every sheet of music, chart or plan separately printed or lithographed;

(iii) newspapers, periodicals and other such materials.
[(d)] (e) “book service” means reference service, lending out books to members of Public libraries, helping people to know the whereabouts of a book or books, and helping them to procure the books they need.

[(e)] (f) “Departmental Library” means a library maintained by a Department of the Government:

[(f)] (g) “Government” means the Government of the State of Goa;

[(g)] (h) “Public Library” means a library, which permits members of the public to use it for reference or borrowing without charging fee or subscription;

[(h)] (i) “reference service” means assistance from the library staff to the reader or user of the library to enable him to know, locate and consult books and other materials and to secure from such books and materials information relevant to this purpose;

[(i)] (j) “State” means the State of Goa;

[(j)] (k) “Year” means the financial year.

3. Establishment of Library service:- (1) The Government shall establish, maintain and develop Library Science in the State.

(2) For carrying out the purpose of sub-section (1), the Government may:-

(a) [acquire for its Public Library sufficient number of books:] promote reading habit and the use of books for the benefit of the people;

(b) offer in its Public Library an adequate book, and reference service;

(c) [promote reading habit and the use of books for the benefit of the people:] acquire for its Public Library sufficient number of books;

(d) establish and sponsor organisations and institutions with a view to promote public interest and participation in the Public Library;

(e) give adequate library service to all Government Departments and Offices subordinate or attached to these Departments;

(f) provide library training facilities to ensure adequately trained personnel for libraries in the State;

(g) provide or secure suitable conditions of service for the library personnel in the State:

(h) promote co-operation between the Public Libraries and cultural and educational Institutions:
(i) promote production and publication of useful literature;

(j) Strengthen and start the Libraries like prison libraries, hospital libraries for patients and home delivery libraries;

(k) Promote mobile libraries, audio libraries for blind and special libraries for hearing impaired, Text book library, children library, computerization, Micro-filming of rare documents;

(l) Make special efforts to create the love for books in the masses and specially in children and the youth;

(m) Promote the practice of adoption of libraries by the public undertakings sectors like Banks;

(n) Make compulsory enrolment of every student in the Public Libraries on reaching standard eighth.

(o) Compulsorily require to produce enrolment/membership certificate of the Public Libraries by the unemployed youth during the registration in the Employment youth during the registration in the Employment Exchange for those jobs where literacy is required.

(3) The Government shall discharge its functions and responsibilities under this section through –

(a) The State Library [Authority;] Council;

(b) [Directorate of Libraries;] The State Library Development Cell;

(c) The State Public Library; and

(d) The co-operating Institutions.

4. Constitution and establishment of [authority] Council:- (1) with effect from such date as the Government may, by notification, specify in this behalf, the Government shall establish, for the purpose of this Act, [an authority] a Council to be known as State Library [Authority] Council, with headquarters as such place as the Government may specify.

(2) The [Authority] Council shall consist of –

(i) the following ex-officio members:-

(a) The Minister-in-charge of libraries who shall be the Chairman;

(b) the Secretary, Education;

(c) the Secretary, Finance;
[(d) the Secretary, Social Welfare;]
[(e) the Secretary, Municipal Administration;]
[(f) the Secretary, State Development and Panchayat Department;]
[(g) the Vice-Chancellor, Goa University;]
[(h) (d) the Chairman or President, State Library Association;]
[(i) Director, Directorate of Education;]
[(j)] Director, Directorate of Art & Culture;
[(k)] (e) Curator/State Librarian; who will be the Member Secretary;
[(l)] (f) Directorate of Historical Archives and Archaeology;
[(m)] (g) President of Goa Chamber of Commerce and Industry;
[(n)] (g) Librarian, Goa University;
[(o)] Director, Directorate of Libraries who will be the Secretary]

(ii) [a Member] Two Members of the State Legislative Assembly interested in Library
development to be [nominated by the Government;] elected by the Legislative
Assembly of Goa.

(iii) [Three representatives from educational institutions, one each from College,
Higher Secondary and High School, nominated by the Government;] One
Member who is expert in library Science to be nominated by the Chairman of the
Council;

(iv) [Not more than fur non-official members having special knowledge of libraries or
eminent citizens to be nominated by the Chairman of the Authority;] One Member
of the voluntary organisation involved in the Library on literature.

[(v) Two readers representatives nominated by the Government]

(3) The [Authority] Council shall advise the Government on all matters mentioned
under section 3 and also in regard to promotion and development of Library
service in the State.

(4) The Council shall advise the State Library Development Cell in all technical
matters relating to the Library, development and organisation.

[(4)] (5) The [Authority] Council shall meet atleast [once] twice in a year, but not
more than six months shall intervene before two meetings.
[(5)] (6) A nominated member of the [Authority] Council shall hold office [during the pleasure of the Government provided that his term of office shall not exceed four years from the date of his nomination] for the period of four years.

[(6) (7) whenever] when any member dies, resigns, becomes incapable of acting as a member except the member referred to in item (ii) of sub-section(2) of Section 4 or is otherwise remove, the Government may nominate [other member] any other person for the unexpired period of the term of such member.

[(7)] (8) The [Authority] Council shall frame regulations for transacting its business and matters in respect of which regulations are to be framed by it under this Act and may appoint Committee.

[5. Standing Advisory Committee:-(1) within a month of the Constitution of the Authority an eleven members Standing Advisory Committee shall be constituted of which eight members will be nominated by the Chairman of the Authority from amongst the members of the Authority and the Secretary, Department of Libraries, the Director, State Library Directorate and the State Librarian shall be ex-officio members.

(2) The Chairman of the Authority shall nominate any member of the Standing Advisory Committee to be its Chairman and the Secretary of the Authority shall also be the Secretary of the Standing Advisory Committee.

(3) A member of the Standing Advisory Committee shall cease to hold office when he ceases to be a member of the Authority.

(4) The functions of the Standing Advisory Committee shall be:-

(i) to advise the State Library Directorate in all technical matters relating to the library, development and organisation.

(ii) To make recommendations to the authority on matters relating to the promotion and development of library service in the State.

(a) to prepare the annual as well as short or long term plan for libraries in the State in co-operation with the development and other concerned departments of the Government and of the Central Government;
(b) to prepare and publish descriptive and statistical reports on the working of all the Public Libraries;
(c) to arrange or to secure training of various categories of library employees;
(d) to conduct inspection of and render advisory service to the district taluka and other libraries in the State;
(e) to administer the system of grant-in-aid to the aided libraries, and to undertake their inspection.

(2) [The Director of State Library] The Head of the State Library Development Cell (hereinafter called the [Director] State Librarian/Curator shall [have adequate academic and professional qualifications] be a person with a First Class Masters Degree in Library Science of a recognised University having an experience of at least 10 years as Grade I Librarian in the State Libraries/Subordinate Libraries and shall be appointed by the Government. [and will have the rank of Head of Department]

[(3) The State Library Development shall have staff with adequate qualification and training.]

[(4)] (3) The [Director] State Librarian/Curator shall perform the following duties:-
(a) he shall participate in all meetings of the [Authority] Council and the Committees which may be set up by the [Authority.] Council;
(b) he shall be responsible for carrying out such of the recommendations of the [Authority] Council as have been approved by the Government;
(c) he shall perform such other duties as may be prescribed in the regulations made by the [Authority] Council.
(d) any rules made by the Government [Directorate:] State Library Development Cell:

(i)Shall be responsible for implementing the programme of work for the year as approved by the [Authority] Council;
(ii) shall administer the grant-in-aid Scheme for [to] aided libraries:
(iii) shall decide where district and other libraries in the State are to be set up and approve the constitution and bye-laws of a Public Library.

(iv) may absorb an aided library into the Public Library of the State.


[8] 7. Book Stock of the State [Central] Library:-- (1) The stock of books in the State [Central] Library shall consist of books obtained through any legislation, for the time being in force providing for compulsory acquisition of two copies of books of every author published in the State, books acquired otherwise by purchase, exchange, gifts and bequests and its own publications.

(2) Materials in the State [Central] Library may also include films, filmstrips, slides tape and gramophone records, maps, charts, bulletins, photos, pictures, compact disc.

[9] 8. Certain Volumes to be delivered to State Librarian Curator:--

(1) The Head of a department in the Government shall deliver to the State [Central] Library all books in his office no longer needed there, but which in the opinion of the State Librarian/Curator will be of use in the State [Central] Library.

(2) All books and other materials which have to be purchased by the State Librarian/Curator shall only be purchased on the advice of a Book Selection Committee to be constituted by the [Authority] Council.

[10] 9. Department of State [Central] Library:-- (1) The State [Central] Library shall have at least two sections, viz, State Reference Library Section and the State Lending Library Section.

(2) The functions of the State Reference Library Section shall be as follows:--

(a) to maintain a representative collection of reference books and publications such as those mentioned in clause (b) of sub-section (2) of section 3:

(b) to procure and maintain in a readily available manner all books, reports, especially the reports of the House of Parliament and the State Legislative Assembly and Central and State Governments reports and
publications together with their indices as well as other reference materials needed for consultation;
(c) to maintain a catalogue of the important academic libraries in the State;
(d) to undertake bibliographical work, including special bibliographies for the use of scholars and research workers, and to prepare useful catalogues and bibliographies in the regional languages;
(e) to offer, in co-operation with departmental and research libraries, book and bibliographical service to institutions, groups and individuals engaged in higher studies and research;
(f) to promote library service for children;
(g) to organise library conferences and book exhibitions;
(h) to provide technical assistance and information to the district and other librarians in the State;
(i) to act as the centre of book exchange and inter-library lending within and outside the State;
(j) to prepare and issue reports on the working of libraries, especially the public libraries in the State.

(3) The State Reference Library shall not lend books for use outside the premises of the Library.

(4) The functions of the State Lending Library Section shall be as follows:-
(a) to render home-lending service;
(b) to replenish from time to time the stocks of district libraries.
(c) To give book service to cultural and educational institutions and social welfare organisations;
(d) To arrange book-exhibitions and book displays on suitable occasions;
(e) To publicise its book-stock and to arrange for extension service;
(f) To publish library reports and literature;


(1) The head of the State Library Development Cell shall also be [The] the officer in Charge of the State [Central] Library [shall be known as the Curator/State Librarian] having adequate academic and professional qualifications, and who shall:
(a) be responsible for the management of all the departments of the State Library.

(b) Maintain the stock of books and conduct all approved activities of the State Library;

(c) Advise the Council on all technical matters;

(d) Submit to the Council a report on the working of the Library during the previous financial year, which report shall also include the detailed statement of receipts and expenditure on account of State Library.

[(2) the State Librarian shall be appointed by the Government]

[(3) The State Librarian shall:]

(a) be responsible for the management of all the departments of the State Central Library;

(b) maintain the stock of books and conduct all technical matters;

(c) advise the Authority on all technical matters;

(d) submit to the Director, a report on the working of the Library during the previous financial year, which report shall also include the detailed statement of receipts and expenditure on account of the State Central Library.]

[(4) The State Librarian shall be subordinate to the Director:-]

[(5) The State Librarian shall be assisted by professional, technical and general staff running the State [Central] Library.

[12.] 11. The District Library:- (1) There shall be a District Library in each District rendering book services to the residents of a District.

(2) In addition to the District Library under sub-section (1), there shall be the following types of libraries, namely:-

(a) Municipal Library

(b) Taluka Library and

(c) Village Library [and]

[d) Smaller book deposit Centres]

[13.] 12. Functions of a District Library:- The functions of a District Library shall be as follows:

(a) to provide reference and bibliographical service in the district.
(b) To extend library service in the urban and rural areas by setting up taluka branch libraries, mobile libraries and deposit centres and to extend similar service in the district through the various taluka libraries and other library units.

(c) To feed taluka libraries with supply of suitable books;

(d) To co-operate with and help the aided libraries in the district in accordance with the instructions of the [Director] State Librarian/Curator;

(e) To co-operate with other institutions and groups especially the social, educational institutions and workers, in promoting adult education and library mindedness among the people;

(f) To arrange conferences, camps and seminars of librarians and other library workers in the district.

[14.] District Library Committee:- (1) There shall be a district library committee for each District Library in the State which shall be constituted in accordance with such regulations as may be framed by the [Authority] Council.

(2) The District Library Committee shall, subject to the approval of the authority, frame its rules of business and procedure for carrying out the functions of the District Library.

(3) The functions of a District Library Committee shall be as follows:

(a) to supervise the work of the District Library and the various library units.

(b) To start branch libraries;

(c) To take all necessary steps to develop public library service in the district;

(d) To employ in accordance with the regulations framed by the authority, staff for the District Library;

(e) To make provisions for purchase of books, films, film-strips, records, furniture, equipment, book-mobile and other material for the District Library;

(f) To acquire, purchase or hire land or other properties and effects, and build, alter, repair and extend buildings and fit up and furnish the same with requisite furniture, fittings and conveniences;

(g) To accept any endowment, bequest or gift for the purpose of promotion and development of library service as envisaged in this Act:
(h) To organise or participate in conferences and exhibitions relating to libraries and spend such sum as may be reasonable in connection with such conferences and exhibitions and depute any person or persons to attend any such conference or exhibition;

(i) To provide accommodation for lectures and other cultural and educational activities of short duration in the premises of libraries in the District Library;

(j) To arrange library timings provided that the number of hours of daily service to the public shall not be less than the minimum laid down by the Authority;

(k) To extend library service in its area by setting up branch libraries, mobile libraries and deposit centres.

(4) If any question arises whether a particular matter is or is not within the purview of power of district or any other library committee the decision of the Authority Council thereon shall be final.

(5) The District Library Committee shall meet as often as the Chairman thereof may decide to summon it, but preferably at least four times a year.

[14] Taluka Library Committee:- (1) There shall be Taluka Library Committee for each Taluka Library and its constitution and functions shall be such as may be laid down in rules framed by the District Library Committee concerned.

(3) The Taluka Library Committee shall, subject to the approval of the District Library Committee concerned, frame its rules of business and procedure.

[15] Village Library Committee:- (1) There shall be a Village Library Committee for each Village Library and its constitution and functions shall be such as may be laid down in rules framed by the District Library Committee concerned.

(2) The Village Library Committee shall, subject to the approval of the District Library committee concerned, frame its rules of business and procedure.

[16] Employees of the Public Library:- (1) The Government shall create cadres for Public Library employees similar to those of the employees of Government Department and lay down the qualifications and other terms and conditions of service for those cadres.
(2) Within a year of its first constitution, the [Authority] Council shall frame service rules for the various categories of library employees.

17. **Library Fund** - (1) The Government shall constitute a fund called Library Fund.
(2) The Library Fund shall consist of – (a) Contribution made by the Government;
(b) Any grants given by the Government of India to the State Government for Development of Public Library;
(c) Any special grant given by the Government;
(d) Any contribution of gifts made by the Public for the development of Public Libraries.

18. **Library Cess** - (1) Government shall levy a library cess in the form of a surcharge on the Excise Duty payable under Goa Excise Duty Act 1964 at the rate of 0.50 (paise fifty only) per bulk litre of beer.
(2) The cess levied under sub-section (1) shall be collected to utilise for the purpose of implementation of this Act by the Government.

[18] 19. **Public Library Finance** - (1) The Government shall frame the annual budget of Public Libraries in the State within the broad frame work of the plan, and shall provide one percent of the Education Budget for promoting the service of Public Libraries in the State.


[20] 21. **State Library Association** - (1) [Authority] Council shall recognise only one State Library Association as Co-operating Institution, the constitution of which shall be approved by the [Authority] Council.

(2) Every rule made under this Section shall be laid as soon as may be after it is made before the House of the State Legislature while it is in session for a total period of ten days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session in which it is so laid or the successive sessions aforesaid, the House agrees in making any
modification in the rules or the House agrees that the rules should not be made, the rule shall thereafter have effect only in such modified form or be of no effect, as the case may be, so, however, that any such modification or amendment shall be without prejudice to the validity of anything previously done under this rule.
(ANNEXURE "A")
NOTE OF DISSENT

I do agree to the various provisions made in the above Bill. I also agree to the principle of levy of Library Cess. However, nowhere in the country the Library Cess is levied as surcharge on excise duty. The practice in Tamil Nadu, where the Library Legislation is very much progressive is that the Library cess is collected as surcharge on property tax or on buildings in the respective Municipality and Panchayat areas.

Library administration has got nothing to do with IMFL i.e. Indian Made Foreign Liquor or any other type of liquor. Library is considered to be a place for all round development of an individual and as such, has got high heritage and prestige.

In my opinion, Association of Library Cess with liquor is detrimental to this high heritage and prestige. I therefore do not agree to the provisions of clause 18 of the Report of the Select Committee on Bill No. 20 of 1993 – The Goa Public Libraries Bill, 1993.

This note shall form part of the Report.

Sd/-
Panaji, 22-11-1993
(Dr. K. G. Jhalmi) MLA
Member of the Select Committee
The Goa Public Libraries Act, 1993 (Goa Act 14 of 1995) which has been passed by the Legislative Assembly of Goa on 26-11-1993 and assented to by the Governor of Goa on 29-7-1995, is hereby published for general information of the Public.

P.V. Kadnekar, Joint Secretary (Law)

THE GOA PUBLIC LIBRARIES ACT, 1993
(Goa act No.14 of 1995) (29-7-1995)

An Act
to provide for the establishment, maintenance and development of public libraries in the State of Goa and for matter ancillary thereto

Be it enacted by the Legislative Assembly of Goa in the Forty Fourth year of the Republic of India as follows:

1. Short title, extent and commencement –
   (1) This act may be called the Goa Public Libraries Act, 1993
   (2) It extends to the whole of State of Goa.
   (3) It shall come into force on such date as the State Government may, by notification, in the official Gazette appoint.

2. Definitions – In this act, unless the context otherwise requires –
   (a) “Aided Library” means a public library run by private initiative, receiving State Government assistance as per existing rules;
   (b) “Council” means the State Library Council constituted under sub-section (1) of Section 4;
   (c) “Document” means embodied thought, i.e. record of work on paper or other material, fit for physical handling, transport across space, and preservation through time, and include the following conventional and non-conventional
thought embodiments; printed books, manuscripts, braille stenographs, music in notation, ciphers (where graphic is phonetic symbols), microcards, micro-films, cassettes, audio/visual documents, floppy discs (non-book material) newspapers, periodicals and other serial documents.

(d) “books” includes-

(i) every volume, part or division of a volume, document be it a printed work or a manuscript or a micro-film, or a video/audio cassette or a photograph or a compact disc;

(ii) every sheet of music, chart or plan separately printed or lithographed.

(iii) Newspapers, periodicals and other such materials.

(e) “book service” means reference service, lending out books to members of public libraries, helping groups with books, helping people to know the whereabouts of a book or books and helping them to procure the books they need.

(f) “Departmental Library” means a library maintained by a Department of the Government;

(g) “Government” means the Government of the State of Goa;

(h) “Public Library” means a library, which permits members of the public to use it for reference or borrowing without charging fee or subscription;

(i) “reference service” means assistance from the library staff to the reader or user of the library to enable him to know, locate and consult books and other materials and to secure from such books and materials information relevant to this purpose;

(j) “State” means the State of Goa;

(k) “Year” means the financial year.

3. Establishment of Library service:- (1) The Government shall establish, maintain and develop Library Science in the State.

(2) For carrying out the purpose of sub-section (1), the Government may:-

(a) promote reading habit and the use of books for the benefit of the people;

(b) offer in its Public Library an adequate book, and reference service;

(c) acquire for its Public Library sufficient number of books;

(d) establish and sponsor organisations and institutions with a view to promote public interest and participation in the Public Library:
(e) give adequate library service to all Government Departments and Offices subordinate or attached to these Departments;

(f) provide library training facilities to ensure adequately trained personnel for libraries in the State;

(g) provide or secure suitable conditions of service for the library personnel in the State;

(h) promote co-operation between the Public Libraries and cultural and educational Institutions;

(i) promote production and publication of useful literature;

(j) strengthen and start the Libraries like prison libraries, hospital libraries for patients and home delivery libraries;

(k) promote mobile libraries, audio libraries for blind and special libraries for hearing imparted. Text book library, children library, computerization, Micro-filming of rare documents;

(l) make special efforts to create the love for books in the masses and specially in children and the youth;

(m) promote the practice of adoption of libraries by the public undertakings sectors like Banks;

(n) make compulsory enrolment of every student in the Public Libraries on reaching standard eighth.

(o) compulsorily require to produce enrolment/membership certificate of the Public Libraries by the unemployed youth during the registration in the Employment Exchange for those jobs where literacy is required.

(3) The Government shall discharge its functions and responsibilities under this section through --

(a) The State Library Council;

(b) The State Library Development Cell;

(c) The State Public Library; and

(d) The Co-operating Institutions.

4. Constitution and establishment of Council:- (1) with effect from such date as the Government may, by notification, specify in this behalf, the Government shall
establish, for the purpose of this Act, a Council to be known as State Library Council, with headquarters as such place as the Government may specify.

(2) The Council shall consist of—

(i) the following ex-officio members:-

(a) The Minister-in-charge of libraries who shall be the Chairman;
(b) the Secretary, Education;
(c) the Secretary, Finance;
(d) the Chairman or President, State Library Association;
(e) Curator/State Librarian, who will be the Member Secretary;
(f) Director, Directorate of Historical Archives and Archaeology;
(g) Librarian, Goa University;

(ii) Two Members of the State Legislative Assembly interested in Library development to be elected by the Legislative Assembly of Goa

(iii) One Member who is expert in library Science to be nominated by the Chairman of the Council;

(iv) One Member of the voluntary organisation involved in the Library on literature.

(3) The Council shall advise the Government on all matters mentioned under section 3 and also in regard to promotion and development of Library service in the State.

(4) The Council shall advise the State Library Development Cell in all technical matters relating to the Library, development and organisation.

(5) The Council shall meet at least twice in a year, but not more than six months shall intervene before two meetings.

(6) A nominated member of the Council shall hold office of the period of four years.

(7) When any member dies, resigns, becomes incapable of acting as a member except the member referred to in item (ii) of sub-section(2) of Section 4 or is otherwise remove, the Government may nominate any other person for the unexpired period of the term of such member.

(8) The Council shall frame regulations for transacting its business and matters in respect of which regulations are to be framed by it under this Act and may appoint Committee.
5. State Library Development Cell.—(1) The Government shall constitute a State Library Development Cell which shall be a department of the Government. The functions of the State Library Development Cell shall be as follows:—

(a) to prepare the annual as well as short or long term plan for libraries in the State in co-operation with the development and other concerned departments of the Government and of the Central Government;

(b) to prepare and publish descriptive and statistical reports on the working of all the Public Libraries;

(c) to arrange or to secure training of various categories of library employees;

(d) to conduct inspection of and render advisory service to the district taluka and other libraries in the State;

(e) to administer the system of grant-in-aid to the aided libraries, and to undertake their inspection.

(2) The Head of the State Library Development Cell (hereinafter called the State Librarian/Curator) shall be a person with a First Class Masters Degree in Library Science of a recognised University having an experience of at least 10 years as Grade I Librarian in the State Libraries/Subordinate Libraries and shall be appointed by the Government.

(3) The State Librarian/Curator shall perform the following duties:—

(a) he shall participate in all meetings of the Council and the Committees which may be set up by the Council;

(b) he shall be responsible for carrying out such of the recommendations of the Council as have been approved by the Government;

(c) he shall perform such other duties as may be prescribed in the regulations made by the Council.

(d) Subject to any rules made by the Government State Library Development Cell:

(i) Shall be responsible for implementing the programme of work for the year as approved by the Council;

(ii) shall administer the grant-in-aid Scheme for aided libraries;

(iii) shall decide where district and other libraries in the State are to be set up and approve the constitution and bye-laws of a Public Library.
(iv) may absorb an aided library into the Public Library of the State.


7. Book Stock of the State Library:- (1) The stock of books in the State Library shall consist of books obtained through any legislation, for the time being in force providing for compulsory acquisition of two copies of books of every author published in the State, books acquired otherwise by purchase, exchange, gifts and bequests and its own publications.

(2) Materials in the State Library may also include films, filmstrips, slides, tape and gramophone records, maps, charts, bulletins, photos, pictures, compact disc.

8. Certain Volumes to be delivered to State Librarian Curator:-

(1) The Head of a department in the Government shall deliver to the State Library all books in his office no longer needed there, but which in the opinion of the State Librarian/Curator will be of use in the State Library.

(2) All books and other materials which have to be purchased by the State Librarian/Curator shall only be purchased on the advice of a Book Selection Committee to be constituted by the Council.

9. Department of State Library:- (1) The State Library shall have at least two sections, viz. State Reference Library Section and the State Lending Library Section.

(2) The functions of the State Reference Library Section shall be as follows:-

(a) to maintain a representative collection of reference books and publications such as those mentioned in clause (b) of sub-section (2) of section 3;

(b) to procure and maintain in a readily available manner all books, reports, especially the reports of the House of Parliament and the State Legislative Assembly and Central and State Governments reports and publications together with their indices as well as other reference materials needed for consultation;

(c) to maintain a catalogue of the important academic libraries in the State:
(d) to undertake bibliographical work, including special bibliographies for the use of scholars and research workers, and to prepare useful catalogues and bibliographies in the regional languages;
(e) to offer, in co-operation with departmental and research libraries, book and bibliographical service to institutions, groups and individuals engaged in higher studies and research;
(f) to promote library service for children;
(g) to organise library conferences and book exhibitions;
(h) to provide technical assistance and information to the district and other librarians in the State;
(i) to act as the centre of book exchange and inter-library lending within and outside the State;
(j) to prepare and issue reports on the working of libraries, especially the public libraries in the State.

(3) The State Reference Library shall not lend books for use outside the premises of the Library.

(4) The functions of the State Lending Library Section shall be as follows:-
(a) to render home-lending service;
(b) to replenish from time to time the stocks of district libraries.
(c) to give book service to cultural and educational institutions and social welfare organisations;
(d) to arrange book-exhibitions and book displays on suitable occasions;
(e) to publicise its book-stock and to arrange for extension service;
(f) to publish library reports and literature;

10. Officer in charge of the State Library:-

(1) The head of the State Library Development Cell shall also be the officer in Charge of the State Library and who shall:
(a) be responsible for the management of all the departments of the State Library.
(b) to maintain the stock of books and conduct all approved activities of the State Library;
(c) advise the Council on all technical matters:
(d) submit to the Council a report on the working of the Library during the previous financial year, which report shall also include the detailed statement of receipts and expenditure on account of State Library.

(2) The State Librarian shall be assisted by professional, technical and general staff running the State Library.

11. The District Library:- (1) There shall be a District Library in each District rendering book services to the residents of a District.

(2) In addition to the District Library under sub-section (1), there shall be the following types of libraries, namely:-
   (a) Municipal Library
   (b) Taluka Library and
   (c) Village Library [and]

12. Functions of a District Library:- The functions of a District Library shall be as follows:
   (a) to provide reference and bibliographical service in the district.
   (b) to extend library service in the urban and rural areas by setting up taluka branch libraries, mobile libraries and deposit centres and to extend similar service in the district through the various taluka libraries and other library units.
   (c) to feed taluka libraries with supply of suitable books;
   (d) to co-operate with and help the aided libraries in the district in accordance with the instructions of the State Librarian/Curator;
   (e) to co-operate with other institutions and groups especially the social, educational institutions and workers, in promoting adult education and library mindedness among the people;
   (f) To arrange conferences, camps and seminars of librarians and other library workers in the district.

13. District Library Committee:- (1) There shall be a district library committee for each District Library in the State which shall be constituted in accordance with such regulations as may be framed by the Council.
(2) The District Library Committee shall, subject to the approval of the authority, frame its rules of business and procedure for carrying out the functions of the District Library.

(3) The functions of a District Library Committee shall be as follows:-

(a) to supervise the work of the District Library and the various library units.
(b) to start branch libraries;
(c) to take all necessary steps to develop public library service in the district;
(d) to employ in accordance with the regulations framed by the authority, staff for the District Library;
(e) to make provisions for purchase of books, films, film-strips, records, furniture, equipment, book-mobile and other material for the District Library;
(f) to acquire, purchase or hire land or other properties and effects, and build, alter, repair and extend buildings and fit up and furnish the same with requisite furniture, fittings and conveniences;
(g) to accept any endowment, bequest or gift for the purpose of promotion and development of library service as envisaged in this Act;
(h) to organise or participate in conferences and exhibitions relating to libraries and spend such sum as may be reasonable in connection with such conferences and exhibitions and depute any person or persons to attend any such conference or exhibition;
(i) to provide accommodation for lectures and other cultural and educational activities of short duration in the premises of libraries in the District Library;
(j) to arrange library timings provided that the number of hours of daily service to the public shall not be less than the minimum laid down by the Authority;
(k) to extend library service in its area by setting up branch libraries, mobile libraries and deposit centres.

(4) If any question arises whether a particular matter is or is not within the purview of power of district or any other library committee the decision of the Council thereon shall be final.
(5) The District Library Committee shall meet as often as the Chairman thereof may decide to summon it, but preferably at least four times a year.

(14) Taluka Library Committee:- (1) There shall be Taluka Library Committee for each Taluka Library and its constitution and functions shall be such as may be laid down in rules framed by the District Library Committee concerned.

(2) The Taluka Library Committee shall, subject to the approval of the District Library Committee concerned, frame its rules of business and procedure.

(15) Village Library Committee:- (1) There shall be a Village Library Committee for each Village Library and its constitution and functions shall be such as may be laid down in rules framed by the District Library Committee concerned.

(2) The Village Library Committee shall, subject to the approval of the District Library committee concerned, frame its rules of business and procedure.

(16) Employees of the Public Library:- (1) The Government shall create cadres for Public Library employees similar to those of the employees of Government Department and lay down the qualifications and other terms and conditions of service for those cadres.

(2) Within a year of its first constitution, the Council shall frame service rules for the various categories of library employees.

(17) Library Fund:- (1) The Government shall constitute a fund called Library Fund.

(2) The Library Fund shall consist of:

(a) Contribution made by the Government;

(b) Any grants given by the Government of India to the State Government for Development of Public Library;

(c) Any special grant given by the Government;

(d) Any contribution of gifts made by the Public for the development of Public Libraries.

(18) Library Cess:- (1) Government shall levy a library cess in the form of a surcharge on the Excise Duty payable under Goa Excise Duty Act 1964 at the rate of 0.50 (paisa fifty only) per proof litre of the (I.M.F.L.) Indian Made Foreign Liquor and at the rate of Rs.0.50, (paisa fifty only) per bulk litre of beer.
(2) The cess levied under sub-section (1) shall be collected to utilise for the purpose of implementation of this Act by the Government.

(19) Public Library Finance:- (1) The Government shall frame the annual budget of Public Libraries in the State within the broad framework of the plan, and shall provide one percent of the Education Budget for promoting the service of Public Libraries in the State.

(20) Framing of Rules and Regulations:- The Council shall prepare model bye-laws, rules and regulations regarding the administration of library service in the State.

(21) State Library Association:- (1) Council shall recognise only one State Library Association as Co-operating Institution, the constitution of which shall be approved by the Council.

(22) Power to make Rules:- (1) Government may by notification make rules for carrying out the purpose of this Act.

(2) Every rule made under this Section shall be laid as soon as may be after it is made before the House of the State Legislature while it is in session for a total period of ten days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session in which it is so laid or the successive sessions aforesaid, the House agrees in making any modification in the rules or the House agrees that the rules should not be made, the rule shall thereafter have effect only in such modified form or be of no effect, as the case may be, so, however, that any such modification or amendment shall be without prejudice to the validity of anything previously done under this rule.

Secretariat Annexe.                  B. S. SUBBANNA
Panaji.                             Secretary to the
                                      Government of Goa.
                                      Law Department
                                      (Legal Affairs)

Dated: 3-8-1995.

(Published in the Official Gazette, Series I No.19 dated 11-8-95 (Supplement))
The Goa Public Libraries (Amendment) Act, 1997 (Goa Act 14 of 1997) which has been passed by the Legislative Assembly of Goa on 31-03-1997 and assented to by the Governor of Goa on 17-4-1997, is hereby published for general information of the Public.

P.V. Kadnekar, Joint Secretary (Law)
Panaji, 24th April, 1997

THE GOA PUBLIC LIBRARIES (AMENDMENT) ACT, 1997
(Goa Act No. 14 of 1997) (17-4-1997)

AN

ACT

to amend the Goa Public Libraries Act, 1993.

Be it enacted by the Legislative Assembly of Goa in the Forty Eighth Year of the Republic of India as follows:

1. Short title and commencement –
   (1) This Act may be called the Goa Public Libraries (Amendment) Act, 1997.
   (2) It shall come into force from the date of enforcement of the Goa Public Libraries Act, 1993 (Act 14 of 1995)

2. Amendment of Section 2 - In section 2 of the Goa Public Libraries Act, 1993
   (Act 14 of 1995) (hereinafter referred as the Principal Act) for clause (h), the
   following shall be substituted namely:–

   “Public Library”
   (i) any library established, maintained and managed by the Government and declared open to public;
   (ii) any library declared to be eligible for grant-in-aid and receiving aid from the Government or from the library fund of the Raja Ram Mohan Roy Library Foundation, and
   (iii) any other library notified by the Government as a Public Library for the purpose of this Act.
(3) Amendment of Section 4 – In section 4 of the principal Act:-

(a) in clause (1) of sub-section (2)

(i) for sub-clause (c), the following shall be substituted, namely:-

“(e) the State Library Officer who will be the Member Secretary of the council;

(ii) after sub-clause (g), the following shall be added, namely:-

“(h) Director of School Education;

(i) State Librarian”.

(b) sub-section (8) shall be omitted.

(4) Amendment of section 5:- In section 5 of the principal Act:-

(i) in sub-section (1), for the words “a department” : the expression “a cell of the Directorate of school education” shall be substituted.

(ii) For sub-section (2), the following shall be substituted, namely

“(2) the Head of State Library Development Cell (hereinafter called the “State Library Officer), shall be a person appointed by the Government as per the recruitment rules to be notified by the Government for the said post.”

(iii) in sub-section (3), for the expression “State Librarian/ Curator the expression “State Library Officer” shall be substituted.

5. Amendment of section 10. – In section 10 of the principal Act:-

(i) in sub-section (1), for the expression “The head of the State Library Development Cell shall be the Officer in charge of the State Library and who shall”, the expression “The Officer-in-charge of the State Library (hereinafter called the “State Librarian)” shall be substituted:

(ii) after sub-section (2), the following shall be added, namely

“(3) The State Librarian shall be a person appointed by the Government as per recruitment rules to be notified by the Government for the said post.

(6) Amendment of section 11:- In sub-section (2) of section 11 of the principal act.

the clause (c), the following shall be substituted, namely:-

“(e) Panchayat Library”.

(7) Amendment of Section 12:- In clause d of section 12 of the principal Act.

for the expression “State Librarian/Curator”, the expression “State Library Officer” shall be substituted.

Secretariat Annexe
Panaji.

B. S. SUBBANNA
Secretary of the
Government of Goa
Law Department
(Legal Affairs)

Dated: 24-4-97

(Published in the Official Gazette. Series I No. 5 dated 2-5-1997)
1.5.1 Aims and Objectives of the Present Study

Present topic of study “The study on the Public Libraries Legislation in Goa: A Critical Study” has been undertaken with the aims and objectives that:


2. To observe the present practices of Public Libraries in Goa and collect the feedback.

3. To find out lacunae of the existing Goa Public Libraries Act, 1993 by assessing the needs and expectations of the Goa Public Libraries.

4. To suggest possible guidelines and amendments in the existing The Goa Public Library Act, 1993, to make the act ideal, universally acceptable, unique and renowned one.

5. To strengthen statutorily all the sides of the Public Libraries in Goa and Library profession in general.
1.6 METHODOLOGY

In the present study of the Goa Public Libraries Act, 1993, is based on the literature search of Historical method and questionnaire technique of Descriptive method.

Literature search and questionnaire techniques are used inorder to extract information past and present. Historical area is extensively used in the research. Past information is gathered from Portuguese language books, journals etc. From 1600 A.D. onwards most of the study is extracted from the Portuguese materials. The translation work was got done from the expert of Portuguese language whose name is mentioned in the acknowledgement inorder to pay the gratitude for his valuable service he rendered in the studies.

Extensive use is of Department Archives where Portuguese materials are stored. Similarly, Fr. Agnel seminary, Rachol seminary have rich old Portuguese materials which was used extensively.

Search of Portuguese journals, books and their translation work was the hard task which was done with great and tireless.

In the conduct of literature search for background information, the available evidence of a factual nature is to be gathered as possible before proposals are prepared and research is actually begun. Historical search is done with the help of bibliographical, publish histories and chronological lists of events. Literature search mostly depends on original documents. In the literature search it identifies and recognises historical knowledge. The rigorous collection and organisation of evidence and the verification of the authenticity and veracity of information, its analysis of the most pertinent collected evidence and the drawing of conclusion is possible in historical method.

However, inorder to get information regarding the future plan of Government in respect of development of public libraries in the state and their range of interest in the public libraries and what was the motto of enacting the Goa Public Libraries Act, 1993, a questionnaire technique of Descriptive method was employed.
Descriptive method was employed because it is the fact finding approach related mainly to the present and abstracting generalization through cross-sectional study of the present situation. In this situation cannot be created, but it has to be observed. This method is mainly concerned with the collection of data. But mere collection of data does not constitute research unless data are properly interpreted to find the casual connections and relation. The descriptive method is more commonly used in the social sciences, socio-economic surveys, job and activity analysis.

While collecting data, usually the questionnaire technique is used. It is often used in surveys as the primary data collection instrument. It has several advantages where the valid and reliable data can be collected.

**Advantages:**

1. It is possible to collect individual data which can be joined to aggregate data.
2. Examination of the context is made possible by evaluating data. With the help of the data, both subjective and objective facts can be found out.
3. The questionnaire technique is less expensive, less complicated and can be used as a substitute for other procedures. It is a sensible method when the behaviour of a large population spread over a vast geographical is to be investigated.

In the present study, a detailed questionnaire was designed and posted to the Directorates of Libraries of all the status.

The questionnaire covers the following aspects.

a. General information
b. Organisational set up
c. Finance
d. Grant - in – Aid libraries
e. Rules and regulation
f. Professional powers
g. Sought suggestions, comments and views
h. Provocative plans.
i. Special Library services.
j. Set up of Committees
k. Shoulder adult education mission by the libraries.

One month time was allowed for the respondents to fill in the questionnaire and the completed questionnaire were obtained by post. Due to non-receipt of filled questionnaire, reminders were send to few Directorates.

**The Questionnaire**:

In order to elicit the desired information from the Directorates under study, a carefully designed questionnaire was drafted. The following are the aspects included in the questionnaire.

a. **General Information**:

The first question was set in this section related to the information of a general nature such as the name, year of the enacted the Public Library Act, in the state.

b. **Organisational set-up**

Section “b” attempts to seek information on the organizational set up of the Directorate of Libraries. Organisation is the bed rock of the successful and good administration. It is essential that the Directorate in the formative stage should be well planned because it is an active agency in the fields of education self-improvement and moral reforms.

Second question of the questionnaire was asked on the independent status of the Directorate, while subsequent questions related to its head and its profession, qualification, the criteria of the recruitment, status and capacity of the Director.

c. **Finance**

The question of finance is predominantly prevailing in all the aspects of the functioning of the Directorate. Hence question on system of accruing finance was deeply argued. To meet the need of ever growing organization supply of adequate perennially fund is inevitably required.

Question 7, 8, 9, 10a, 10b, 10c, 10d, 10e sought to identify the sources of finance. Questions were seeking answers on levy of cess, Government grant, lumpsum grant, fixed grant or variable grant, whether lower limit is fixed for the
Government grant, to justify the levy cess IMFL (Indian Made Foreign Liquor) whether there is provision made in the Act for progressive grant for Grant-in-Aid Libraries, percentage of grants provided on education budget for library field in the Act. Such question were set to extract information on finance.

d. Grant – in – Aid Libraries:

The question on Grant – in – Aid Libraries extract the information on the specific criteria has been demarcated or specified in the act to declare a library as a “Grant – in – Aid Libraries”.

e. Rules and Regulations

The Library staff forms one of the important components of the library trinity, the other two being the library collection and the readers. The efficient service and the ultimate success of a library as an agency for dissemination of knowledge depends upon its staff. It was therefore decided to collect information regarding the recruitment rules and regulations specifically set by the Act to propose the library staff. The information which was sought would give the total number of staff employed, their qualification and salaries. This would enable to match the situation with the various existing standards.

f. Professional Powers

Other than the library field the powers of the professionals are specifically mentioned and vested in them. Powers are vested in chartered Accountant to update and authorize the accounts with his signature. Likewise, doctors have authority to diagnose and certify the sickness, powers to recommend sick leave, powers to recommend bed rest etc. Court also doesn’t go against the recommendation of the doctor. similarly, engineers have powers to certify, plan and also give valid opinion on the strength, duration of the construction.

A question was set to extract the information that whether the Act has made any provision to confer or bestow such powers to library professionals for example, whether a professional librarian with certain working experience have powers to authorize the new up-coming libraries? The professional librarian can
authorize the library if it fulfils the requirements like certain stock of books, qualified staff, certain pace, etc., etc., inorder to ensure party, ensure co-operation and co-ordination among libraries.

If not, would they propose to do so? Do they feel to adopt and legalise professionalism?

g. **Sought suggestions, comments and view**

Suggestions, comments and views are sought on the discussion of a statement made in the studies as “education and libraries are two sides of a coin. This statement argued in the studies. To strengthen the statement suggestion the statement suggestions, comments and views are sought from the Directorates or authorities who look after the Directorate of libraries.

h. **Provocative Plans:**

Questions like introduction of Library science subject at Secondary and Higher Secondary and at the college level has been asked inorder to know that their Act has made any provision to introduce Library Science subject at lower and higher level education.

Introduction of Library science at the lower level and higher level schools will help students to make use of library and how to obtain the information from various sources.

i. **Special Library Services:**

In many states mobile library facilities are provided. Goa also had the mobile Library facilities but later on the same facilities had been stopped. Government of Goa made provision of mobile library facilities in newly enacted Act.

It is necessary to know whether other States have made provision in their Act, hence question was set up to elicit the information that they enjoy the facilities of mobile library.
j. **Set up of Committees:**

This question was set up to know that what other states have made provision in respect of set up of committees.

h. **Shouldering adult education mission by the libraries:**

Adult education mission is trying their level best to spread literacy all over the country. It is necessary to augment the rate of literacy and cover more and more remote area. Libraries are the effective media to spread literacy hence to the remote area hence the discussion on acceptance of library media to spread adult education can be welcome by other state is to be extracted. In this view question is set up to get the information.
INTERVIEW

It has been found necessary to have personal interview of the Director, Directorate of Arts and Culture, and the members of select committee of the Act. The valuable information which was extracted from personal interview is rightly used in the studies.

As per the study programme, it was decided to take interview of members of the select Committee on the Goa Public Libraries Act, 1993, but due to busy schedule of the M.I.A.’s and Ministers they have suggested to send a questionnaire so that they can answer at their leisure. Hence, decided to send the questionnaire to all the members of select committee. Also, a questionnaire was sent to the Chief Minister inorder to extract the information regarding the public libraries and Goa Public Libraries Act 1993. The Chief Minister send the questionnaire to the Education Department. The concern officer who was looking after the public libraries answered the questionnaire.

It is regret to note down here that none of the members of Select Committee tried to answer the questionnaire. hence, personal interview was taken of the members of Select Committee as and when they found free. All the committee members were kind enough to answer the questions orally but they strictly prohibited to bring down their say in the study because as per their say, the Public Libraries Act 1993 was the decision of the Government hence, the member have no right to give their comments, suggestion since the Act was passed on the floor of Assembly.