LIBRARY SERVICES IN THE COLOMBO MUNICIPALITY

- A SOCIOLOGICAL STUDY

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the award of the degree of Master of Art in Sociology

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DECLARATION

The work described in this thesis was carried out by me under the supervision of prof. Nandasena Ratnapala and Mr. H.M. Guneratne Banda and a report on this has not been submitted in whole or in part to any University or any other institution for another Degree/Diploma.

G.D.Amarasiri

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boards which deal with specialized subjects areas. For example, the library of the Police Department should have the library material specially on subjects like crime, criminology, law etc. Foreign mission libraries are maintained by various foreign diplomatic institutions.

The study of social role played by these different categories of libraries is very important. Libraries are closely associated not only with the intellectual structure of society but also changes in the organisational structure of society. Lowell Martin's article on the library as a social institution remains the best sociological interpretation of the library explicitly in terms of currently accepted social science concepts. The library development is closely related to the social development in general and each facilitates and shapes the other. One of the most interesting and useful outgrowth of French Sociologist Emil Durkheim's general orientation has been the development of the sociological interpretation of knowledge. The libraries are used as agencies for diffusion of cultural products either from one culture to another or from one social class to another within the same culture.

The interpretation of the library as a social institution has centered around the public library because the public library serves a wide public and also the association with political participation. Libraries should adapt themselves genuinely to the requirements of various sub cultures so that they would find their needs. A significant impediment to change in librarianship is the low level of development in adult education and child education.

The reading habit of readers who use these libraries was also studied. The reading behaviours, reading needs and obstacles for reading of various groups of readers such as children, school students, adults, blind and visual handicapped persons etc., were widely
discussed. Problems of reading, different aspects of reading such as reading for continuing education, professional reading were also studied.

In this study a survey was conducted on the reading behaviour of the readers in the Colombo Municipality areas. In this survey, different aspects of reading habit such as reading of books, library usage reasons for not using libraries, library membership, the ways of spending leisure, personal libraries, reading habit of other family members, frequency of reading, readings per month, sources of obtaining books for reading, objectives of reading, subject areas of reading, duration of reading at a time, sources of acquisition of social knowledge on current events, sections of interests in newspapers, obstacles for reading were investigated.

Important facts regarding the reading behaviour were discovered through this survey regarding the above mentioned aspects of reading behaviour. It was found that social-cultural factors have effected the reading behaviour of the readers in the Colombo Municipality area. The competitive life style of the urban people has tremendous influence on the reading behaviour. Under the present economic situation everyone has to be engaged in an employment for their living. Therefore the time they have for reading is very little. These socio-economic factor have greatly influenced the reading behaviour of the people.
Objective of the study

Main objective

The main objective of the study is to investigate the social forces sharpening the reading habit of the readers in the Colombo Municipality area.

Other Objectives

- To study historical background of the library service in Sri Lanka.
- To make a classification of libraries in the Colombo Municipality area.
- To study the social role of these libraries.

Methodology

The exploratory data analysis method is used in this study. Respondents were selected from the Colombo Municipality area using a random sample. The main data collecting technique was the questionnaire. Questionnaires were given to 140 respondents. The data acquired through the questionnaire was analysed and presented in the analytical part of this thesis. In the presentation of results, statistical tables have been used. It was possible to come to sound conclusions through the results of the questionnaire survey. The history of library service in Sri Lanka, sociological interpretations of libraries by various scholars were studied through written records. Written records include books, reports, directories, journal articles and annual reports. Encyclopaedias, glossaries, theses and dissertations, indexes, conference and seminar papers, electronic media like CD-ROM, and internet. In addition many libraries in the
Colombo municipality area were personally visited to observe and collect data postgraduate institutes, universities are some of the institutes personally visited.

**Review of Related Literature**

Choudhury, and Padhee. (1993) report result of a questionnaire survey of the reading habit and interests of 200 undergraduate students in Rourkela College, India. The objectives were to: find out the reading interests of the students; assess the relative priority of those interests; ascertain the role played by the college library in promoting and improving reading habits; by providing proper facilities; reveal how far the college library helps in the effective use of the library; and suggest appropriate measures for the promotion of good reading habit.

Chandler (1976) has conducted a research on books and reading in society in the United Kingdom. The report of the National Libraries Committee was distinguished by a number of important surveys of the national libraries which are to be linked together in the new British Library, An analysis of readers application slips at the British Museum Library, a survey of loan requests from the National Central Library, a survey of issues from the National Lending Library for Science and Technology, and a readership survey of the National Reference Library of Science and Invention find the Science Museum Library. These surveys are representative of the many surveys of the use of libraries which are necessary for forward planning.

Tventera (1976) has studied the readers and readers interests in Norway. Eilert Sundt is one of the leading sociologists. He worked first and foremost among the so-called lower class of society-peasants, workers, and craftsmen, sailors and fisherman. In many books of a
demographic-ethnological character, he analysed the social life of the people - their ways of living, their relation to food, to alcoholic beverages, to cleanliness, to sex and books and reading. We can learn much from Eilert Sundt. Most important is that we should not isolate the study of books and reading but integrate them into the broader social picture. He concentrated his investigations on the lower classes only. Therefore, we cannot draw broad conclusions from his study.

Itvan Kamras (1976) has discussed the reading habit research in Hungary. The central statistical survey of the central statistical office finally established that 38 percent of readers read at least one book in a quarter of year. The second census of readers which was taken by the group of market Research of the Association of Hungarian publishers and Booksellers as part of a, major representative survey showed that some 20 percent were not accounted for by the first census clearly shows that the number of regular readers is comparatively small.

Kiribage, (1994) describes how active readers are created and how children need to be guided to realise what satisfaction and advantage are to be found in books. He discusses some of the factors that influence the development of a reader. Identifies stages in the development of reading and emphasises the importance of the reading environment. He also discusses the 4 attributes which distinguish readers from non-readers: literacy; access; environmental conditions; and time to read.

Numkwen, (1994) examines the educational, economic and social factors that have led to the lack of reading habit among Nigerians. The average Nigerian only reads to pass examinations. He argues that the absence of a reading culture in Nigeria inhibits library development He
makes recommendations to help fight illiteracy and instill the reading habit in Nigerians and discusses the role of librarians, libraries and publishing in this process.

Piyadasa (1985) has studied the development of library service in Sri Lanka from the ancient time to the present day era. In his study he has concentrated on the ancient library system in Sri Lanka mainly the monastic libraries, ancient bibliographical methods and the gradual development of the public library system. He has also studied the establishment of various institutions related to the library service in Sri Lanka like Museum Department and the Museum Library, National Archives, Sri Lanka Library Association and the Sri Lanka National Library services Board. His study is important as a historical study of the library service in Sri Lanka.

Ranasinghe (1994) has studied the Sri Lanka National Bibliography in terms of historical and critical viewpoints. The objective of the study is to identify the strengths and weakness of the Sri Lanka National Bibliography as a selection, cataloguing and reference tool. The method of analysis involved the examination of published as well as archival material. A random sample drawn from the issues of the Sri Lanka National Bibliography is a natural extension of a recorded bibliographical tradition started in the first quarter of the seventeenth century. The findings of the study leads to the formation of a number of proposals that envisage the future development of Sri Lanka National Bibliography as a more effective national bibliographical tool.

Cornish (1992) has studied the changing role of the national library in the new information environment. He has studied the changing role of the various aspects of national libraries.
He has pointed out that national libraries are facing great changes and need to be re-examined their role in the new information environment in which they find themselves.

Ranasinghe, S H (1989) has studied the resource sharing among Sri Lankan Libraries. She has studied the development and growth of libraries in Sri Lanka, the present library system in Sri Lanka, the problems of existing library situation in Sri Lanka, existing resource sharing systems among major libraries in Sri Lanka and problems and methods of implementation of resource sharing in Sri Lanka. She concluded that the main problems relating to existing library situation are: lack of a national policy on information and libraries, lack of sufficient tends, lack of qualified staff, insufficiency of local publications, lack of technical resources and absence of adequate legislation.

Gurguson (1992) has discussed the socio-economic and management constraint faced by national libraries today. Problems regarding values and attitudes towards national libraries, weaknesses of internal and external environments of national libraries, problems in the identification of the mission of the national libraries, lack of awareness about the national library concept etc. As a developing country, Sri Lanka also is facing similar problems. He has concluded that effective strategic planning is one certain way of minimising the effects of uncertainty and change.

Fernando (1991) has discussed the reading facilities for the blind and visually handicapped. The estimated population of the country in 1989 was 16.806.000 and the total number of blind persons in the country was estimated to be around, 122,700. Prominent among the social welfare institutions which are concerned primarily with the prevention of blindness, usual impairment and primary eye care are the Helen Keller international Sri Lanka.
Sarvodaya National Movement and Sri Lanka Council for the blind. The institutions involved in library services to the blind and visually handicapped are the Sri Lanka Council for the blind, Colombo Public Library and the school for the blind at Ratmalana.

Hypotheses

On the basis of the objectives of the study, the following hypotheses were drawn.

1. Majority of the respondents do not read books.
2. Majority of the respondents do not use libraries.
3. The major reason for not using libraries is lack of time.
4. The objectives of the reading of the majority of the respondents is the acquisition of knowledge.
5. Newspaper is the main source of acquisition of social knowledge on current events.
6. The main obstacle for reading is the behaviour of other family members.

Significance of the study

Only few research studies on the reading habit have been conducted in Sri Lanka. None of the studies already conducted has concentrated on the social aspect of reading behaviour. Also no one has conducted a sociological study on the library service in the Colombo municipality area. This study aims to provide some guide lines to the top level policy makers on how to overcome problems of reading. This study will also be helpful to those who conduct further research on this subject. This study will also be useful to librarians and library science students in their further education.
Definition of terms

Audio Visual materials – The term used for aids to teaching through ear and eye, such as phonograph records, slides and motion-picture films. 1

Browsing – Describing the investigation, without design the contents of a collection of books or documents. 2

Cultural Transmission - Refers to the process by which accumulated culture is passed down, by both formal and informal methods from generation to generation through learning of the way of acting, thinking and feeling a culture. 3

Culture -- The term used for the human creation and use of symbols and artifacts. Culture may be taken as constituting the "way of life" of an entire society, and this will include codes of manners, dress, language, rituals, norms of behaviour. 4

(3) Sharma, B.B. Encyclopaedic Dictionary of sociology, New Delhi, anmol publications, 1992, vol 1, p 213
**Information Centre** – Usually an officer or a Section of a bibliographical centre, research bureau or documentation centre, which gives information on a subject with which the organisation providing the facilities of the centre is concerned. 5

**Learning** - refers to the process of adjusting previous responses patterns to newly experienced or perceived environmental changes. Learning involves the modifications and reorganisation of a person’s behaviour (perception, attitudes, self image and result of new experience. Learning may also include relative changes in behaviour due to repletion or practice. 6

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(5) Prytherch, Ray. Harrod’s librarians glossary, Gover publishing Company 2000

Literacy - Within the context of lifelong learning and the broad information continuum which ranges from data to knowledge to wisdom, information literacy competency focuses on five broad abilities:

- to recognize the need for information
- to know how to access information
- to understand how to evaluate information
- to know how to synthesize information
- to be able to communicate information

An information literate person recognizes the different levels, types and formats of information and their appropriate uses. The ability to place information in a context and an awareness of information access issues (copyright, privacy, globalization, currency of information, etc.) are key to information literacy. 7

Museum Library - Refers to a group of book collections which are maintained by a museum in the field covered by its exhibits. 8


National Library - A library maintained out of government funds and serving the nation as a whole, usually books in such libraries are for reference only. They are usually copy right libraries. The function of such library to collect and preserve for posterity the books, periodicals and newspapers published in the country. 9

Non Literate - Without a written language. A non literate culture has no written language. Some times the term preliterate is used as synonymous wit no literate; however, preliterate is associated with certain theoretical assumptions concerning the evolutionary development of societies, that are no longer accepted. It should be noted that literate societies, that is those that have a written language, may be composed primarily of literate persons. 10

Public Library - Refers to a library which is approved wholly or partly from public funds. and the use of which is not restricted to any class of persons in the community but is freely available to all. A major urgency of enlightenment for adults, providing also for children the recorded experiences of others which could help them to grow in to adulthood. 11


Reading Guidance – Directing the choice of books by readers in accordance with their interests and abilities through personal advice or printed lists

Rehabilitation - Rehabilitation is used more frequently in relation to restorative work with the physically or, mentally disabled. The term in the context disability has been seen as referring to a combination of processes and techniques designed to improve or restore an individuals total functioning i.e., not just restoring occupational functional ability, but also improving social functioning and satisfaction. In some cases it may simply refer to the containment of disablement (wing). The term has also been used to describe a course of work with an offender. (rehabilitation into society) or with a child separated, from his home resettlement or rehabilitation. refers to a function or status that has been lost and to process aimed at restoring the function or status; Their process may well involve others than the rehabilitate and cannot always be restored completely its former condition. 12

(12) Sharma, B.B. Encyclopaedic dictionary of Sociology, New Delhi, anmol publications, 1992, vol.4, p.844,
Self education - The control by the subject of his own activity in order to change his own personality in conformity with his consciously set goals and established ideals and beliefs. Self education implies a definite level of personality development and of self consciousness, and also the individual's ability to analyze by consciously comparing his own action with those of other people. Self education also assumes a stable attitude towards perpetual self perfection. The individuals' attitudes to his potential abilities, correct self appraisal and the ability to see his short comings characterise his maturity and turn into -premises for organizing self education. 13

School Library An organised collection of books housed in a school for the use of students and teachers, and in charge of a librarian or a teacher. The need for a school library arises from the nature of education it self with its concern for the development of the whole personality. The school library serves many ends: enrichment of teaching by provision of illustrative background material; instruction and practice in the use of books and the library; reference; extended reference (project and research world); development of public personal interests, recreate reading: It also gives opportunity for the exercise of various administrative responsibilities. 14

(13) Sharma, B.B. Encyclopaedic dictionary of Sociology, New Delhi, anmol publications, 1992, vol.4, p.844,

(14) Corea Ishvari. Ojundo. Gad David, Faruque Khalid Kamal Encyclopaedia of information and library science, New Delhi; Akashdeep publishing House. New Delhi, 1993 p2953
Special Library A library which is maintained by an individual, corporation, association, government agency or any other group for collection, organisation, and dissemination of information and primarily devoted to a special subject and offering specialised serve to a specialised clientele. 15

University Library Refers to a library of group of libraries which are established, maintained and administered by a university to meet the needs of its students and members of the academic staff. 16


Chapter two

Ancient Library System in Sri Lanka and its Development:

The record history of Sri Lanka goes back to the pre-Christian era. Sri Lanka from the very early period was influenced by both the East and West coasts of India. The development of the Sinhala Language can be traced back for more than two thousand years of inscriptions and literary works. The teachings of Arahath Mahinda was preserved by oral tradition by the Sanga for generations. This teachings of Buddha Dhamma was committed to writing during the first century B.C at the time of King Valagamba.

The teaching affected the society in different ways. This teaching resulted in the cultural as well as economic development in the society during that time. The development of the literature was also a useful result of this teaching. Most of the literary works are not in existence today. The Pali literature influenced some of the writings. The Tripitaka Texts and the Sinhala attakathas were important works of early Sri Lanka literature. In addition, there were Pali attakatha. The origin of the Sinhala Attha katha traced back to the time of Arahath Mahinda. The rock edicts of the king Asoka reveals that he had maintained cultural relations with Sri Lanka.

Arahath Mahinda visited Sri Lanka in the third century B.C. It is accepted that Arhat Mahinda had preached the Dhamma to the people of Sri Lanka in their own language. Rhys Davis while referring to the ancient Sri Lankan literary tradition in his introduction to the Digha Nikaya commentary says "The belief in Ceylon is that tradition has remained unbroken since
the sixth century B.C. It is not by any means impossible, but all that we know is that when
Buddhaghosa wrote in about 430 A.D. he had older material before him.

The efforts of all these writers not only enriched the Pali language and literature but paved the
way for the dissemination of Theravada Buddhism in many more lands and among many
different peoples. The origin of Pali language is debatable. However, it is universally
accepted that Pali literature was nurtured and preserved as a classical language mainly by
those celebrated commentators and who frequented those monastic colleges and also by those
monks who preserved them in their monastic libraries.

The production of Pali exegetical works had a direct influence on the teaching and the
practice of the Sangha. The elitist class especially that of the scholarly Buddhist monks
pursued Pali studies enthusiastically. With the gradual disappearance of the Sinhala
Attakathas and poranic oral tradition there grew a distinct class of Sinhala literature.
Another important question is why the ancient libraries failed to preserve the Sinhala Attakh
Katha, and other secular literary works. Some of the reasons may be explained as follows: (a)
The antiquity of the material itself. Sinhala Attakh and Tika which probably took the form
of encyclopedia and glossaries were the much older material. They failed to stand the test of
time and finally succumbed to the rigours of both time and weather the nature of the material
on which they were written hastened this process. (b) The later Pali commentaries were more
complete comprehensive in literary form. Hence they could have been a greater demand for
them. This resulted in the gradual withering away of the poranic tradition. (c) Lack of demand
for Sinhala Attakatha could have made it less lucrative a trade for the professional scribe and
the copyist (D) large number of books could have got destroyed due to socio-political
(E) Finally they passed on to the hands of those who were mere custodian of books
who lacked the necessary scholarship to follow in the wake of the erudite monks of yore (F). Some times the scarcity of secular libraries too may have been a cause for the lack of preservation of books on secular subjects.

Members of the fraternity who were solely engaged in the preservation and the dissemination of the Dhamma gradually got powerful both socially and politically. The fraternity endowed with property and wealth, academicians who renounced worldly life got more and more involved with the management of mundane affairs. The over enthusiastic involvement of state in ecclesiastical affairs and the monks in state affairs made the order dependent on political exigencies. During prolonged period of political state this order too suffered as a result. The academic and the intellectual brilliance that adorned the monastic institutions faded away. This dark period prevailed till the beginning of the revivalist movement ushered in by revered Valivita Sranakara Sangaraja.

The venerable Valivita Saranankara Sungaraja was able to gather around him a faithful hand of scholar monks' collective literary effort of these scholars ushered in to so called Kandy Matara period of Sinhala literature.

Fortunately those religious responsibilities of the Buddhist Hierarchy passed on to another category of Bhikkus during this so called dark age. The Buddhist practices were kept alive by the mendicant village Bhikkus. They led simple life and were served by the village folk. They became the faithful custodians of the rich collection of books of the Arama libraries. The long period of decay and negligence had a serious influence on society as a whole.
From the 5th century B.C. to about 8th century Buddhism dominated the thought of practically the whole of Asia and her first grade minds were occupied with the esoteric Buddhist teachings. Both Theravada and Mahayana teachers had made a great effort to explain the teaching of the Buddha. It may be suggested that these ancient writers were conscientiously following a literary form principle methods of the Buddha's teachings (a) Direct teaching of the whole truth. (b) Gradual or surfer method. (c) Esoteric teaching understood only by the special members of the assembly. (d) The general or the determinate method by which each learns according to his own interpretation.

The origin of the libraries in Sri Lanka traced back to the writing of the Tripitaka Text in the middle of the first century B.C. when books came to be produced the necessity of the library came into existence. The monastic libraries gradually gained religious sanctity. Bhikkus and lay men both alike adored the written word of the Buddhist teaching. The writing and preserving of the religious books were regarded as a meritorious deed.

The state, at times, took the responsibility for the welfare of libraries. Parakramabahu the Great deserves special mention for his remarkable contribution to intellectualism. He built the magnificent circular Reading Room at Polonnaruwa and 130 other libraries. In addition he has built several monasteries and sermon hall as well.

Terms such as "Bhandara Pothakim" and Adhipothakin" have been used at that time to mean certain professional positions related to libraries. Prof. Paranavithana (1985) is of opinion that the terms "potha" "potaki" found on the Sigiraiya Graffiti may be quoted with 'potthakin' which means a "Keeper of Books" compares favorable with "Saraswathie Bhander" the Indian counterpart of those times"
According to Culavansa (Culavamsa) Parakramabahu built the circular reading room or the Pothgul Vehera for the special purpose of studying in the vicinity of these archaeological remains of the historic building at Polonnaruwa, stands the controversial statue claimed by some to be the figure of Parakrama Bahu, holding a book in his hand.

There is a kind of Vihara Popularly known as "Pothgulvihara" in Sri Lanka. These were other flourishing centers of learning at Anuradhapura said to be more tolerant and biased toward Mahayana teachings and the Sanskrit language. The Abbayagiri and Jethavanarama Viharas were such important centers. Also there are literary records which mention about the destruction done to books by certain rulers during these time. Nikayasangrahaya (Nikayasangrahaya) mentions. Vovaharika Tissa, Gothabhaya and Mahasen as those rulers who destroyed the books containing Vaitulyavada (heretical ideas) Rajasinghe I of Sitawaka is described in Sulurajavalya (sulurajavaliya) as a destroyer of books.

Some of the Portuguese Governors who ruled the Mari time provinces of Sri Lanka were also enemies of books (1985). Some time the destruction done to books was so vast that the local traditions were almost dislocated.

To overcome this problem the Sinhala kings sought help from overseas countries. For example king Kasyapa II (41-650 A.D.) is said to have got the secret test received by foreign bhikkhus. King Vijaya Bahu I (1059-1114 A.D.) got down bhikkhus and books from Burma and helped to continue the literary tradition(Nikayasangrahaya). The Mahawansa records that with the reflection that there as who were acquainted with the sacred text were rare in the island, he had all the books brought from India.
The serious damage done to the literature of the country by Magha of Kalinga was redressed by Vijayabha III (1214-1235 A.D) (Rajavaliya). He got the learned ones to write the books destroyed by the foreign invaders. Vijayabha III caused books to be written in every village by hired scribes. He provided all facilities to the bhikkus who undertook to do literary work.

A considerable number of copies of ancient books were taken away by foreigners of both East and West, during the early times and also in the recent past. A fair number of copies of these are yet preserved in the potgul viharas and other Arama libraries and also in the University, Government and private collections. The bibliographers of ancient time had developed concepts regarding the theory and philosophy of librarianship. These bibliographical methods were helpful in their professional work.

Ancient Bibliographical Methods

Talipot palm leaves was the more popular for writing in ancient Sri Lanka. The second variety is the Palmyra leaf. The normal writing instrument used is a steel styles different kinds of metal were used for making styluses, i.e., Gold, silver, copper, bronze etc. There were two master scribes. The numbering of pages in a book was done leaf by leaf usually with the letters of the alphabet for secular books. They sometimes used sings used in a stereologcal characters. There were a few common marks of punctuation used in manuscripts. An Ola book is usually started with the auspicious work "swasthi" or "Swasthi siddham" In religious books, the text normally starts with a salutation to the Noble Triple Gem.

The ola leaf did not provide sufficient scope for the artists to display their artistic abilities. In addition to the educated people who wrote their own books these were a large number of
professional scribes. During this period production, distribution and preservation of books were carried out with considerable missionary zeal (1985). People believed that writing of books or getting books written out was a meritorious action. During the decadent period of Sri Lankan history, the preservation of books was regarded as a religious duty. It is believed that the present round shape of the Sinhala characters is mainly due to the used of ola from early times.

The original Brahmi Scripts of horizontal and vertical strokes was not suitable for scribing on palm leaves as the leaf gets torn. As a result the Brahmi Script gradually took the present round shape to form the modern Sinhala alphabet.

The main libraries of ancient Sri Lanka were in type of reference libraries. There were preaching halls in ancient Sri Lanka. In these institutions an appointed reader read out to the public from the books placed in the preaching hall. The king Dutugamunu ordered that the preaching of the doctrine must be done in every Vihara in Sri Lanka. According to Pujavaliya (pujavaliya), king Dutugamunu ordered that each lecture hall were to be place, a canopy, a pulpit, a carpet, a stand for the book of copyist, book cover, a blanket, a Fan and a Bana book. There were preaching halls in the viharas. During that time it was the customary way to keep valuable written up in clothes, too would have been kept in caskets. Even toady some of the Kandyan temples keep their books in boxes. With the available data, it is not possible to say that there were methods for classification, cataloguing and selection of books. However, it may be suggested that these ancient people had a type of broad classification for their books, especially for religious works. For the religious works there was a well-established system of classification.
The classification of Sinhala Pali and Sanskrit works was mainly by subject. For example the Buddhist works during the very early days were divided into two broad sections as (a) Dhamma and Vinaya. This division by the time of the third council at Pataliputra had further developed into three broad divisions that exist even today i.e., Vinaya Sutta and Abhidhamma Pitakas.

The clearly defined classification of the Dhamma itself, one comes to conclusion, that the ancient people followed a popular pattern when arranging their books in caskets. Sinhala literature from the very early day has been divided into three broad division according to form.

(a) Gadya - Prose
(b) Padya - Verse
(c) Campu - Prose and verse mixed.

The early libraries has a simple type of catalogue where the titles were used as main entries. The commentaries, lexicons, glossaries etc., compiled in Sri Lanka provide sufficient evidence to show that ancient Sinhala libraries has developed a fairly efficient and useful service.

The Portuguese arrived in Sri Lanka in 1505. The Portuguese during their time had thombos and preserved them in the archives carefully. Portuguese rule came to an end in 1658 and the Dutch became the masters of the maritime provinces.

Dutch established conistories in Colombo, Galle and Jaffna to propagate the Christian religion. The Dutch started schools for Europeans and also for the local people. A seminary
was established in Jaffna in 1976 to provide higher education. The educational and religious activities created a demand for books in the local languages. The production of handwritten books were slow and hence the circulation poor. As a solution the printing press was considered necessary.

The establishment of printing press in Sri Lanka was seriously taken up first by Governor Jacob Christian Pilate in 1734. This was meant mainly for the purpose of printing religious literature for propagating Christianity among the local people. The printing press was established during the period of Governor Van Imhoff (1736-1740). The first book printed in 1737 was an 41 page Sinhala book and Gabriel Schade was its printer, Van Imhoff made arrangement to set up the second printing press to enhance the production of Sinhala and Tamil Christian literature. The starting of the printing trade in Sri Lanka by the Dutch was a significant step taken toward the book production in the country.

The British period

When the British arrived they acquired the printing presses from their Dutch predecessors. The Methodist missionaries who arrived in the island in 1814, established their own printing presses and started printing books for religious and educational purposes. The British proselytised Sinhala people into their religion. Also, they absorbed Sinhala people into the administration and many state schools throughout the country to educate them. In this way they spread their religion among the Sinhalese people. As a result the literacy rate of the people increased.
As result, during the early British period a few subscription libraries for selected readers were established. These libraries were set up in the main towns for the use of government officials and service personnel. However those educated in the local languages had to go to the temples to find their reading materials. In 1801 there was a lending library in Colombo and by 1880. There were libraries in Colombo, Negombo, Kalutara, Ratnapura, Matugama, Kegalle, Kurunegala, Puttalam, Galle, Matara, Hambantota, Batticalo, Trincomale, Jaffna, Point Pedro, Kandy, Badulla and Anuradhapura. The present library system in Sri Lanka was influenced by the British system.
Chapter Three

Classification of Libraries in Colombo Municipality Area

The classification of libraries for the purpose of this research has been done according to the categorisation adopted by the National Library and Documentation Services Board.

1. Public Libraries

2. Academic libraries
   - School libraries
   - University libraries
   - Pirivena libraries

3. Special /Research libraries

4. Foreign mission libraries

Public libraries are maintained by local government institutions like regional councils, urban councils and municipal councils. Academic libraries are maintained by their respective institutions. Special/research libraries are maintained by their government bodies like departments, ministries, Board etc. Foreign mission libraries are maintained by foreign diplomatic institutions like embassies high commissions etc.
Table I

Types of libraries in the Colombo Municipality Area

<table>
<thead>
<tr>
<th>Type of library</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public libraries</td>
<td>01</td>
</tr>
<tr>
<td>University libraries</td>
<td>01</td>
</tr>
<tr>
<td>School Libraries</td>
<td>18</td>
</tr>
<tr>
<td>Pirivena libraries</td>
<td>02</td>
</tr>
<tr>
<td>Special libraries</td>
<td>44</td>
</tr>
<tr>
<td>Foreign mission libraries</td>
<td>03</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
</tr>
</tbody>
</table>

3.1 Public Libraries

3.1.1 The Colombo Public Library

The Colombo Public Library maintained by the Colombo Municipal Council is the largest public library in the country. The history of the Colombo Public Library traces back to the early 19th century. The United Service Library, which was started in 1813, is the oldest library. Due to the difficulties faced in the maintenance of this library according to a decision taken in a public meeting in 1874, this library was affiliated to the Colombo library. The Colombo library was started in the Colombo General Post office in 1924 had a collection of 10,000 books.

The Pettah library was started in 1829 as subscribing library combining the Colombo library and the Pettah library. The Colombo Public Library was started in 1925. At the beginning,
Colombo Public Library consisted of three departments. They are the reading room, lending section and the reference section. The lending and reference sections had a collection of 16,000 English books and no Sinhala or Tamil books were available. The necessity of a new building for the Colombo Public Library was first identified by the then member of the municipality, late president R. Premadasa. The foundation stone for the new building was laid on October 1965. The municipal council of that time started a campaign to collect funds for the new building. The construction work of the new building was handed over to Julian Fernando Company in 1971. This contract was cancelled in 1974 since the relevant company was unable to complete the construction work during the scheduled period. Thereafter, in 1975 the construction work was handed over to the D and C regiment of the Sri Lanka Army.

The new building of the Colombo Public Library is situated in the Ananda Kumaraswami Mawatha, Colombo. The floor area of the building is 100,000 square feet.

The ground floor of the building consists of following sections.

1. Information Services unit
2. Language room.
4. Exhibition hall
5. Lending counter
6. Lending Library
7. News paper and periodical Section.
8. Children’s Library
9. Technical divisions
   1. Sinhala books department
II. Tamil books department

III. English books department

IV. Books binding department

10. Room for the mobile library

At the information services unit replies are provided for inquiries made by readers. Readers who entered all the sections except the study hall should keep their bags, files, parcels, etc. in the luggage room. All the books taken out of the library should be submitted to the security table for checking.

An exhibition area is maintained in the ground floor for permanent exhibitions, books, art and handicrafts exhibition, returning of books, lending registration and renewal of cards are carried out at the lending service counter.

The lending library (adult section) consists of an extensive collection of Sinhala, Tamil and English books. The lending section maintains the following collections: special collection, collection for the visually handicapped readers and musical graphs collection.

The newspapers and periodical room is open for all types of readers. This collection consists of local as well as foreign newspapers in Sinhala English and Tamil languages.

The children’s library consists of a large number of books and periodicals published in Sinhala, Tamil and English languages for the benefit of children under 14 years of age. These books are available for lending and reference. The activities like story hours, drawings, handicrafts and lectures are also conducted in the library. There is a stamp bank and a stamp.
society for the benefit of stamp collectors. Film shows and musical programs are also conducted in the children's section. Purchasing, cataloguing and classification of books are carried out by the technical departments also. There is room for storing the book collection belongs to the mobile library.

The first floor of the building consists of the following sections.

1. Periodical section
2. Books stores
3. Study room
4. Conference room
5. General Administration Division
6. Room of the Administration Assignment
7. Photo copy section
8. Chief librarian office
9. Deputy librarians office
10. Storeroom

The periodical section is open for members as well as non-members. The study room consists of 350 seats.

The second floor of the library consists of following sections.
E-library

Audio Visual library

i. Auditorium

ii. Television and video room

iii. Store room

The reference library is open to everyone. It consists of encyclopaedias, dictionaries, directories, annual reports, handbooks and atlases.

The following special collections are available in the library.

1. Sri Lanka collection (Books and other library material about Sri Lanka)
2. Colombo district and the city
3. Buddhism
4. Fine arts
5. Rare books
6. Latin and Greek classical books
7. Government publications
8. Local periodicals
9. United Nations publications

The audio-visual library consists of an auditorium, television and video room and storeroom.

The books of the library are arranged according to the classification numbers. Each number represents the subject area. The books on Sri Lanka are classified according to following subject areas.
<table>
<thead>
<tr>
<th>General works</th>
<th>Botany</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>Zoology</td>
</tr>
<tr>
<td>Religion</td>
<td>Technology</td>
</tr>
<tr>
<td>Sociology</td>
<td>Medicine</td>
</tr>
<tr>
<td>Statistics</td>
<td>Engineering</td>
</tr>
<tr>
<td>Political Science</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Economics</td>
<td>Home Science</td>
</tr>
<tr>
<td>Law</td>
<td>Transport</td>
</tr>
<tr>
<td>Public Administration</td>
<td>Industry</td>
</tr>
<tr>
<td>Social Welfare</td>
<td>Fine arts</td>
</tr>
<tr>
<td>Education</td>
<td>Literature</td>
</tr>
<tr>
<td>Commerce</td>
<td>General</td>
</tr>
<tr>
<td>Social Customs</td>
<td>Geography</td>
</tr>
<tr>
<td>Language</td>
<td>Biographies</td>
</tr>
<tr>
<td>Science</td>
<td>Geology</td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
</tr>
</tbody>
</table>

The staff of the Colombo Public Library is 251. The library resources consist of 578,551 books, 1120 periodical titles, 150 newspaper clippings, 2327 audio-visual material, 12,057 United Nations publications. The services include reference, lending, mobile library services, Inter library loan, Box library project, Literature searches, video and film show, training for librarians, seminar and exhibition, photocopy service, inquiry service and prison service.
The Colombo Public Library has the following branch libraries.

1. Kirulapana Branch Library, Colombo 6
4. Elliot Place Branch Library, Colombo 8.
5. Peterson Lane Branch Library, Colombo 6.
6. Goonasinghe Park Branch Library, Colombo 11
8. Belmont Street Branch Library, Colombo 12.
9. Buona Vista Branch Library, Colombo 15
10. Mattakkuliya Branch Library, Colombo 15
11. Elie House Park Branch Library, Colombo 15
12. Maligawatta Branch Library

All branch libraries provide books for home reading and reference, a newspaper and periodicals collection and a children's corner. Extension activities for children are held at the Hirillapona Children’s Library, the Sri Sucharitha Libray and the Pediris Park Children’s Library on Saturdays. The programmes include story telling, drawing, handcrafts, the stamp club and video shows.

The following are some circulation statistics of books issued for home reading:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of books Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>1934</td>
<td>55,743</td>
</tr>
<tr>
<td>1944</td>
<td>123,323</td>
</tr>
<tr>
<td>1954</td>
<td>135,543</td>
</tr>
<tr>
<td>1964</td>
<td>197,561</td>
</tr>
<tr>
<td>1974</td>
<td>177,466</td>
</tr>
<tr>
<td>1984</td>
<td>300,832</td>
</tr>
<tr>
<td>1988</td>
<td>466,037</td>
</tr>
</tbody>
</table>
3.2 Academic Libraries

3.21 School Libraries

School libraries receive an important place in the library system of the Colombo municipality area. There are 18 schools within the Colombo municipality and all these schools have libraries. Following are the schools situated within the Colombo municipality area.

8. Methodist College, Colombo 03.
16. St. Paulu Balika Vidyalaya
17. Thurstan College, Colombo 3.
18. Visaka Vidyalaya, Colombo 5.
The library of the Ananda College has a collection of 1000 books. Of this amount 3500 are Sinhala books and 7500 are English books. It has a qualified fulltime librarian. The number of readers of the library is 2500.

The Ananda Madya Maha Vidyalaya of Modara Colombo 15 has a collection of about 3200 books. Of this amount 2600 books are in Sinhala and 600 books are in English. There is a full time librarian for the library.

The library of the Cliptan Balika Maha Vidyalaya of Colombo 9 has a collection of about 5000 books. Of this amount about 3000 are English books. A teacher is in charge of the library. He has no professional qualification in library Science.

Devi Balika Mahavidyalaya is another famous school in the Colombo Municipality area. There is a separate building for the library. The floor area of the library is about 1200 square feet. The library collection consist of 4800 Sinhala books. The library has a full time librarian.

The library of the D.S. Senanayaka Vidyalaya has a collection of 4002 books. Of this amount 1277 books are in Sinhala, 720 books are in Tamil and 2518 books are in English. The number of periodical title are 36. A teacher of the school is in charge of the library. He has no professional qualification.

The Lumbini Maha Vidyalaya is one the above mentioned schools located within the Colombo municipality area maintains library for the benefit of the students. The library consists of books, periodicals, news papers etc.
Mahanama College is one of the famous colleges in the Colombo municipality area. The library of the Mahanama college has a collection of 4400 books and of this amount 2560 books are in Sinhala and 1840 books are in English. The library has a full time librarian with professional qualifications.

The Methodist College of Kollupitiya is also situated in the Colombo municipality area. The library of the school has a collection of 4000 books. Of this amount 500 books are in Sinhala, 500 books are in Tamil 3000 books are in English. The library has a full time librarian with professional qualifications.

The Nalanda College situated in Maradana, Colombo 10 is a famous school in Colombo municipality area. The library of the Nalanda college has a collection of about 10500 books. Of this amount about 7000 books are in Sinhala and 3500 books are in English. This library has a full time librarian with professional qualifications.

The Ramanadan Hindu Balika Vidyalaya of Bambalapitiva is a Hindu School. The Hindu children of the Colombo are studying in this school. The library collection consists of 400 Tamil and 200 English books.

The Royal College is one of the leading colleges in the Colombo municipality area. It has an advanced library with 1800 registered readers. The library collection consists of 2500 Sinhala books, 1500 Tamil books and 600 English books. The total number of books is 10000. The library staff consists of two librarians with professional qualifications.
The Sirimavo Bandaranayake Balika Vidyalaya of Colombo 7 is one of the leading schools in the Colombo municipality area. The library of the school has a collection of 9800 books. Of these books 5650 are Sinhala books, 124 are Tamil books and 4025 are English books. A teacher of the school is in charge of the library.

Sri Parakramabahu Maha Vidyalaya of Narahentpita, Colombo 5 is another school situated in the Colombo municipality area. This school has a separate library building. The library collection consists of about 1900 books. Of this amount 1700 are Sinhala books and 200 are English books. A teacher of the school is in charge of the library.

Sri Sanga Bodhi Vidyalaya is another school of the Colombo municipality area. Its collection consists of about 400 books. Of this 375 books are English. A Teacher of the school is in charge of the library. The library has not received financial allocation for the last few years.

The St Benadict College of Colombo 1 is another school located in municipality area. The number of registered readers is 1190. The library collection consists of 1460 Sinhala books, 540 Tamil books and 2015 English books. The library has a full time librarian.

The St. Paulau Balika Vidyalaya of Bambalapitiya is another school located in the Colombo municipality area. The library of this school has a collection 6000 books. Of this amount 2500 books are in Sinhala and 500 books are in English. A teacher of the school is in charge of the library.
The library of the Thurstan College of Kollupitiya, Colombo 3 has a collection of about 5000 books. Of this amount 3500 books are in Sinhala and 1800 books are in English. A teacher of the school is in charge of the library. The number of readers is about 1450.

The library of the Vishaka Vidyalaya of Colombo 6 has a collection of 54170 books, of this amount 33970 are Sinhala books and 20200 are English books. It also has 360 periodicals.

The above description of the school libraries in the Colombo municipality area reveals that the school library service in the Colombo municipality area has developed into a considerable extent. All the schools have libraries and the school children of the Colombo area are able to use these libraries and acquire the necessary subject knowledge as well as social knowledge. Teachers of these schools also can use these libraries and obtain necessary information. However, some of the school libraries have no full time qualified librarians. As a result, the students of these schools are unable to get the proper use of these libraries.

3.2.2 University Libraries

The library of University of Colombo

The University of Colombo was established in 1942. This is the second largest university library in Sri Lanka and the library system consists of a central library, two faculty libraries of Medicine and Science, the library of the Demographic Training and Research Unit, the library of the Postgraduate Institute of Medicine and the library of the Institute of Workers Education.
Central library

The central library has the main collections of the library. The card catalogues are placed near the entrance to the library. It consists of two sequences, author, title and the classified file. The cards in the author/title file are arranged in the alphabetical order and the classified file according to the classification number. Reading room of the central library can accommodate 650 readers.

Lending collection - The lending library contain Sinhala, Tamil and English books in the social sciences and humanities and Education. Books are loaned for a maximum period of two weeks. It contains about 32,000 books. Reference Collection contains text books recommended to undergraduates and postgraduate students as well as books ordered by the academic staff for teaching and research purposes. Books on Economics, Commerce, Management, Political Science, Education History, Sociology, Psychology, religion etc., are available in this collection. The total collection is about 29,000 books.

Permanent reference collection

This collection includes standards reference works such as dictionaries, encyclopaedias, year books etc., These must be consulted in the library only. There are about 2500 books in this collection.
Sri Lanka Collection

All books on Sri Lanka and dissertations submitted for higher degrees are housed in a special room. Books in this room are on permanent reference, and the seats are reserved for the use of the academic staff and research workers.

Law collection

Collection of law books, journals and reports is housed in the central library. This collection has approximately 7000 books classified according to UDC. Approximately 15000 bound journals and reports are available.

Periodical collection

Periodical collection display section has all the current numbers of periodicals in the humanities, social sciences, education and law. Back numbers of periodicals before they are bound are kept in the periodical division. The bound periodicals are shelved near the lending section. Periodicals are not loaned and must be read in the library.

Services

Inter-library loan

Books not available in the library may be obtained on inter-library loan system. Books obtained on loan from other libraries must be read within the university library. Users can obtain photocopies of research article.
Photocopy service

This service is provided in the central library at a concessionary rate for users. Only books, periodicals, question papers etc., housed in the library are photocopied.

Admission to users

Staff

Members of university staff and such other persons for whom the university has made provision are entitled to use the library.

(Under special circumstances the librarian may permit applicants who are not members of the university to use the library.)

Students

Categories of students eligible to use the library

(a) Internal students and registered postgraduate students of this university

(b) First year internal students repeating examinations may be allowed reading facilities only during the term preceding their examination.
Library hours

Term I Monday - Friday 8.30 a.m. - 4.30 p.m
Term II Monday - Friday 8.30 a.m. - 6.00 p.m
Vacation Monday - Friday 8.30 a.m. - 4.30 p.m

Faculty libraries

Science library

The science library is housed in a building near the office of Dean of Science Faculty. It contains around 26,000 books classified according to UDC scheme. It has nearly 150 seats for students.

Medical library

The faculty of medicine library is located at Kynsey Road within the medical faculty premises. Total collection is approximately 30,000 books classified according to UDC scheme. Copies of journals other than recent issues published from 1870 are staked in the ground floor. There are about 750 seats available for readers. It consists of the WHO collection, audio visual collection, theses and dissertation and a separate Sri Lanka collection. It has MEDLINE on CD Rom and provide such facilities for members of HELLIS network.

The medical faculty library function as the national focal point of the HELLIS network.
Graduate studies library

Faculty of Graduate Studies Library occupies a central location close to the lecture halls on the 3rd floor of the new administration building located at the Munidasa Kumaratunga Mawatha. It can accommodate about 75 readers. Total collection is about 6000 books and its catalogue is fully automated. It mainly caters to the postgraduate students of the faculty of graduate studies.

3.2.3 Postgraduate Institute of Archaeology Library

The Postgraduate Institute on Archaeology (PGIAR) library is located at 407, Bauddhaloka Mawatha, Colombo 7. One of the PGIAR's major achievements since its establishment in 1986 has been the development of its national centre of excellence library. The library has built-up an excellent collection of standard texts, reference works, complete journal sets, and a variety of other documents. This library has become one of the country's major specialised libraries in archaeology and the related fields of art, history, environment, garden history, ethnography and anthropology.

It has also acquired a number of texts on classical Sri Lankan and south asian history and literature which serves as documentary sources for archaeological and historical studies. It caters to the needs of the academic staff of the institution, postgraduate students and other researchers as well as a number of casual readers in these disciplines. The number of registered readers in the library is more than 1000 while the library specialises in the archaeology and art history of Sri Lanka and to a lesser extent of south and southeast asia. The collection has more material on the archaeology of other regions and major cultures such
as the Babylonians, the Assyrians and the Phoenicians, the Harappan civilisation of the Indus, Valley, China, Japan and Korea, classical Greek, Hellenistic and Roman culture, the Incas, the Aztecs, the Vikings and the cultures of Oceania.

The collection has over 15,000 books which includes the Dereaniyagala, Bandaranayake and H R Perera loan collections and over 3000 pamphlets. The pamphlet collection comprises loan collections and the library's own holdings. It also contains seminar papers of Sri Lankan and foreign institutions, clippings from journals, foreign newspapers and other documents and a local newspaper clippings file.

The PGIAR library has formulated its own library classification scheme suite the needs of a medium scale library. The scheme divides material into three broad classes.

1. General subjects
2. Archaeology
3. Region or country specific material.

The PGIAR library has a fully computerised catalogue of more than 20,000 items, including books, documents, maps and photographs, as well as an union catalogue of relevant holdings in other libraries and private collections in Colombo and Kandy. It is now in the process of developing an electronic and video library and extensive CD Rom multi media facilities.
3.2.4 Postgraduate Institute of Pali and Buddhist Studies.

The library of the Postgraduate Institute of Pali and Buddhist studies was started in 1975. The collection of the library consists of about 10,000 books. The books of the library are on different subject areas like Buddhism, Literature, Sociology, History, Philosophy and Psychology. The books on Buddhism are further classified as Theravada, Mahayana, Abhidhamma, Vinaya, Sutta, Monasticism, Buddhist meditation, Indian Buddhism, Buddhist philosophy etc., The library has two special collections. They are Dr. W F Jayasuriya collection and Prof. Dammavihari collection. In addition the library has a postgraduate theses collection.

The services produced by the library are lending, reference, inter-library loan and photocopy services. The reference collection consists of important reference materials such as Encyclopaedia Britannica, Encyclopaedia of Religion and Ethics, International Encyclopaedia of Buddhism etc.,

The readers of the library are students and academic staff (including visiting staff) of the university. The library materials are classified according to Dewey Decimal Classification system (DDC), Computerisation of the library is in progress and the WINISIS software package had been installed. The library has four computers. Three of them are available for users and the other is for the catalogue. For the year 2003, a sum of one million rupees has been allocated of the library.

3.2.5 Library of the Institute of Indigenous Medicine-University of Colombo

The Institute of Indigenous Medicine is an affiliated institute of the University of Colombo. It is located at Rajagiriya. The library consists of different divisions like reference section,
The library of the Postgraduate Institute of Pali and Buddhist studies was started in 1975. The collection of the library consists of about 10,000 books. The books of the library are on different subject areas like Buddhism, Literature, Sociology History, Philosophy and Psychology. The books on Buddhism are further classified as theravada, Mahayana, Abhidamma, Vinaya, Sutta, Monasticism, Buddhist meditation, Indian Buddhism, Buddhist philosophy etc.. The library has two special collections. They are Dr. W F Jayasuriya collection and Prof. Dammavihari collection. In addition the library has a postgraduate theses collection.

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3.2.5 Library of the Institute of Indigenous Medicine-University of Colombo

The Institute of Indigenous Medicine is an affiliated institute of the University of Colombo. It is located at Rajagiriya. The library consists of different divisions like reference section,
lending section, research division and audio-visual division. The library collection consists of 23831 books. All the books are catalogued and a computer catalogue is also available. The CDS/ISIS software package has been used in the computerisation of the library activities. The library materials are classified according to DDC. The students teaching staff and the researchers in the relevant field can use the library. The subjects covered by the library are unani medicine, obstetrics and gynaecology, diseases, surgery and related medical specialities toxicology, pharmacology, Ayurveda, forensic medicine, anatomy, physiology, insect physiology medicinal plants, biology. The reference material available in the library. Include cumulated index to medicine, basic principles of Ayurveda charaka samhitha, Ayurveda samiksa, medical encyclopaedia and guide to family health, Encyclopaedia Britannica and Macmillan family encyclopaedia. The library has a large reading room which can accommodated about two hundred students. The library acquires about 31 periodical titles. Following are some of the periodicals acquired.

Antiseptic
Ayurveda
Calcutta medical journal
Herald of Health
Indian journal of dermatology
Vidusara
Waidyay waraya
Indian journal of pharmaceutical education
Indian medical gazette
The library maintains a photocopy service and a internet service. The total numbers of members of the library are about 550.

3.2.6 The library of Institute of Aesthetic Studies- University of Kelaniya

The library of the institute of Aesthetic studies maintains a lending section and reference section. The library has special collections like Ceylon collection, rare books collection, Wilbert A perera collection and Arthur C Clerk collection part of the books of the library are catalogued. Books have been classified according to DDC system. The library has a theses collection of about 500 theses compiled by students for their academic purposes. The periodical collection consists of about 25 titles. Time, vathman, ceramic review, arts of Asia, orientation, rotarian, Japan Journal, friend house of gardens, Deutschlan, Monash, oriental art are some of the periodical titles available in the library. Books on following subjects are available in the library:

- Literature
- History
- Folk culture
- Folk art
- Art
- Dancing
- Fine arts
- Music
- Language
- Graphic art
- Print making
- Philosophy
- Psychology
- printing
- Decorating art
- Drawing
- Ceramic art
- Sculpture
- Architecture
- Photography
- Social science
3.3 Pirivena Libraries

Pirivena libraries are another type of libraries. Pirivenas are traditional Buddhist educational centers in Sri Lanka. They have been existing since the ancient time. Pirivenas are educational institutions for bhikkus. They are also considered as traditional educational, cultural and religious centers. There are a number of Pirivena in the municipality area. They are as follows:

2. Sri Vajirananna pirivena of Colombo 9

Sri Naneshvara Pirivena library has a collection of 3500 books. Of this amount 2000 are Sinhala books and 1500 are English books. The number of readers of this library is 200. A bhikku of the pirivena is in charge of the library. Sri Vajiranana Pirivena of Colombo 9 also has a library with a small collection. The collection consists 212 books. Of this 200 are Sinhala books, 10 are English and also there are 2 Tamil books. A bhikku of the pirivena is in charge of the library.

3.4 Special Libraries

The libraries of ministers, departments, statutory boards, research institutes which deal with a particular subject are considered as special libraries. These libraries play an important role in implementing various projects of these institutions.
The main characteristic of these libraries is that the library material belongs to a particular subject area. There is a large number of special libraries within the Colombo municipality area. The institutions to which these libraries belong can be listed as follows:

1. Agrarian Research and Training Institute (ARTI), Colombo 7
2. Attorney General’s Department, Colombo 12.
3. Bandaranayake Center for International Studies (BCIS), Colombo 7
5. Board of Investment of Sri Lanka, Colombo 1.
7. Central Environmental authority, Colombo 10.
8. Center for Development Information, Colombo 1.
9. Center for Society and Religion
11. Charted Institute of Management Accounts (CIMA) Colombo 5
14. Demographic Training and Research Unit, Colombo 3.
16. Department of Inland Revenue, Colombo 2
17. Department of Labour, Colombo 5.
20. Government Film Achieves, Colombo 5
22. Institute of chartered accountants Colombo 7.
24. Ministry of foreign Affairs, Colombo 01
25. Ministry of Health, Colombo
27. Ministry of Social services, Colombo 10.
29. National Development Bank
30. National Institute of Business Management (NIBM)
32. Natural Resources Energy and Science Authority
33. People's Bank Colombo 2.
34. Royal Asiatic Society of Sri Lanka, Colombo 7.
35. Sri Lanka Air Force
39. Sri Lanka Institute of Development Administration (SLIDA) Colombo 7
40. Sri Lanka Rupavahini Corporation
42. Social and Economic Development Centre
43. Urban Development Authority
44. Water Resources Board, Colombo 7.
The Agrarian Research and Training institute library is one of the leading special libraries in the Colombo municipality area. The subject coverage of the library is agricultural extension, rural development, irrigation and water management, rural sociology, agricultural marketing, agricultural education and training of peasants. The library collection consists of 14400 books, 8 periodicals titles, research reports, these and dissertations, newspaper clippings, pamphlets and United Nations publications. The services of the library include reference, lending, inter library loan, selective dissemination content pagers photocopying service. The publications of the library are: "ARTI Research studies", 'Occasional papers, 'Quarterly newsletter.' Sri Lanka Journal of Agrarian Studies.

The library of Bandaranayake Centre for International Studies is located at BMICH, Bauddhaloka Mawatha, Colombo 07. The library staff consists of 4 persons including the librarian. The subjects covered by the library are social sciences and international affairs. The library collection consists of books, periodical titles, theses and dissertations, newspaper clippings, pamphlets, United Nations publications and publications of other international organisations and special collections. The classification scheme used is DDC. Services provided by the library are reference and lending.

Bank of Ceylon Library is located at Bank of Ceylon Mawatha, Colombo 1. The library staff consists of 6 persons including the librarian. The subjects covered by the library are social sciences, agriculture, management, computer science and industry. The library collection consists of books, periodicals, newspaper clippings and pamphlets. The classification system used by the library is UDC. Services provided by the library are references, lending, acquisition lists, SDI services, literature searches, current awareness services and photocopying service.
The library of the Attorney Generals Department is another special library. The library collection consists of 21450 books, 57 periodicals titles, 110 newspaper clippings and 100 pamphlets. The services provided by the library are reference, lending, circulation of acquisition lists, SDI services, literature searches, current awareness services and photocopying service.

The library of the Board of investment of Sri Lanka is another special library in municipality area. The subjects covered are Trade and business, investment promotion, export processing and management. The library collection consists of 1484 books, 143 periodical titles, maps, 100 research reports, 110 theses and dissertations newspaper clipping. United Nations publications and publications of other international organizations. The special collections include export processing zone collection, Sri Lanka collection and product collection. The library services include reference, lending current awareness services, selective dissemination of information.

The Central Bank library is one of the major special libraries in the Colombo municipality area. The subjects covered are Banking and Finance, Accounting and United Nations publications and publications of other international organization. The services provided by the library include research facilities for postgraduate students.

The library of the Central Environmental Authority is another special library in the Colombo municipality area. The subject covered are Environmental Protection, Environmental Law, Environmental awareness, Forestry, Agriculture. Global wanning, Green house effect and other related areas on environments. The services of the library are acquisition lists, SDI services, literature searches, current awareness services and photo coping service.
The library of the Center for Development Information contains library material on socio-economic development. The library collection consists of 12000 books, 150 periodical titles, 2000 microfiches, 350 research reports, 35 theses and dissertations, 4000 paper clippings, 2500 pamphlets, 10,000 United Nations publications, and publications of other international organisations such as International Labour Organisation, World Bank, United Nations Children's Fund and commonwealth.

The Center for Society and Religion library covers subject areas like human right, Theology, social science, political science and economics. The library collection consists of 10252 books, 150 periodical titles, 100 maps, 150 newspaper clippings, pamphlets United Nations publications and publications of other international organizations.

The publications published by the library are 'Logos,' 'Quest,' 'Dossiers,' 'Soul justice,' SADARA-NATA CSR pamphlets. The library of the Ceylon Tourist Board covers subject areas such as Tourism, Sri Lanka Travel Guide, History, Social Science, Arts, Religion, Languages and Technology. The library collection consists of 4500 books, 99 periodicals titles, research reports, theses and dissertations, newspapers clippings and publications of United Nations and other international organisations.

The Ceylon Tourist Board library is located at Stuart Place Colombo 3. The library staff consists of 4 persons including the librarian. The subjects covered by the library are tourism, travel guide, history, social sciences, arts, religion, language and technology. The library collection consists of books, periodicals, research reports, theses and dissertations, newspaper clippings, publications of other international organisations. The classification system
used by the library is DDC. Services provided are reference, lending and photocopying service.

The library of the Chartered Institute of Management Accountants (CIMA) covers subject areas like accounting, business, management, financial management, Economics, company law, Business law, Taxation, Quantitative methods, Marketing Information, Technology and Management. The library collection consists of 7850 books, 68 periodical titles, research reports newspaper clippings, audio visual material and publications of international organizations. The services provided by the library are reference, lending, inter library loan, literature searches, current awareness services, selective dissemination of information and photocopy service. The library also conduct activities like seminars, book exhibition, library discussion groups on related areas, Economics, Statistics and data processing. The library collection consists of 725 books, 5000 periodicals titles, 73 maps, research reports, 75 theses and dissertations, 10,661 pamphlets United Nations publications, publications of other international organizations such as World Bank, Asian Development Bank, UNCTAD, FAO.

The publications of the library are contents of economic journals. Current awareness. Books (Quarterly) current Awareness: index to periodical Articles (Quarterly) News Alert (Weekly).

The library of the Coconut Development Authority is another special library in the Colombo municipality area. The subject coverage of the library is Agriculture, Economics, Statistics, Computer Science, Management, History, Coconut processing and Coconut marketing. The library collection consists of 1000 books, 35 periodical titles, 60 maps, 60 research reports, 30 newspaper clippings, 3000 pamphlets, audio visual materials, United Nations publications and publications of other international organizations.
The library of the Department of Census and Statistics is one of the leading special libraries. The subject coverage is statistics, computer science, and social science. Commerce, demography, mathematics, economics, and agriculture. The library collections consists of 11,866 books, 120 periodical titles, 150 maps, 650 research reports, 65 newspaper clippings, 11,610 pamphlets, 175 audio-visual material, 18,650 United Nations publications and 12,000 publications of other international organizations special collections include world census directory, world demographic year books, world statistical abstracts, world trade annuals, World research reports, Sri Lanka census reports, 1871 to present, blue books 1901 - 1945, departmental publications from 1947 to present. Standing orders international periodicals, statistics and related subjects from 1957 to present.

The library of the Demographic Research and Training Unit of the University of Colombo covers subject areas like Demography, Sociology, Economics, Statistics and Medical Science. The library collection consists of books, periodicals, maps, research reports, theses and dissertations, pamphlets, United Nations publications, publications of other international organisations and special collections. The classification scheme used is DDC. The services provided are reader services and photocopy services. Publications of the library are demographic atlas of Sri Lanka, population of Sri Lanka, demography data sheet, population problems of Sri Lanka.

The library of the Department of Commerce covers subject areas like commerce, International trade, economics, Business management, marketing, statistics, Accountancy, Field crops management and company law. The library, collection consists of 11-97 books, 23 periodical titles, newspaper clippings. Pamphlets, United Nations, publications and publications of other international organizations.
The Library of Inland Revenue Department is another special library in the Colombo municipality area. The subjects covered are taxation, economics, commerce, Accountancy, Law, Computer Science, Management and revenue. The library collection consists of 4200 books, 25 periodical titles, 10 maps, 150 these and dissertations and publications of international organizations. The special collections are Ceylon yearbooks, blue books, hazard and tax cases reports.

The Library of the Department of Labour is another special library, which deals with social science information. The subjects covered are ecology, environmental health, industrial health, industrial disease, water and sanitation, industrial legislation and public health. The library collection consists of 6000 books, 25 periodical titles, 200 research reports 100 theses and dissertations, newspaper clippings 1000 pamphlets 4500 publications of other international organizations like International Labour Organization (ILO) work safe Australia and World Health Organizations (WHO). Special collections include occupational safety and information data sheets. The library services are reference, lending, current awareness service, Alert Article service, literature searches, inter library loans and photo coping service.

The library of the Department of Labour covers subject areas like industrial relations, labour legislations, social development, vocational training, occupational safety and health working conditions. The library collection consists of 30,000 books, 50 periodical titles, research reports, newspaper clippings, United Nations publications and the publications of other international organizations. The special collections include International Labour Organization publications, publications of parliamentary debates, sessional papers.
The library of the Department of Prisons is another special library. The subjects covered are criminology, Psychology, management and sociology. The library collection consists of 1002 books, periodicals, newspaper clippings and audio visual material.

Development Finance Corporation of Ceylon Library is located at Galle Road Colombo 03. The subject areas covered by the library are economics, finance and banking, capital market, industries, trade, law, insurance, accountancy, computer programming, business management and leasing. The library collection consists of books, periodicals, maps, research reports, newspaper clippings, pamphlets, audio visual materials, United Nations publications, publication of other international organisation, annual reports and law reports. Library materials are classified according to DDC. Services provided by the library are reference, lending, photocopy, literature searches and inter library loans.

The library of the Government Film Archives covers subjects areas like religion, politics, health, Agriculture. The library collection consists of 500 news reels, release prints, 900 documentary films and 1100 sound and picture negatives include lending library pictures of the film archives to producers in the private sector.

The Library of the Health Education Bureau is another special library in the Colombo municipality an area. It deals with subject areas such as health education, health sociology, psychology and communication. The library collection consists of 3600 books periodical titles, research reports, publications of international organizations. There is a special collection on Sri Lanka Buddhism.
The library of the Institute of Chartered Accountants deals with subject areas like Accountancy, Auditing, Management, Taxation, Business mathematics and Quantitative techniques, Computer Science, Economics and Law. The library collection consists of 10,500 books, 100 periodicals titles, theses and dissertations, newspaper clippings, pamphlets and Audio-visual material. The services provided by the library are reference, lending, inter-library loan, information services and computer literature searches.

The library of the J.R. Jayawardana Cultural Center covers subjects areas of social science and humanities. The library collection consists of 11483 books, 175 periodical titles, 207 maps, newspaper clippings, pamphlets, audio visual materials, United Nations publications and publications of other international organizations. Special collections include his excellency's personal diaries from the year 1932 to 1978, papers relating to his political career from 1943, private collection of books donated by Mrs. Amy Sattru Kulasinghe.

The library of the Ministry of Foreign Affairs covers subject areas like international relations, United Nations, legal, non-alignment, political affairs, public finance and Military cooperation. The library collection consists of 10,000 books, 25 periodical titles, 500 United Nations publications, organizations like SAARC and non-alignment. These are special collections on SAARC, non-alignment, ethnic conflict and Sri Lanka.

The Library of the Ministry of Health covers subject areas like community medicine, Medical care management, computer science, Family Health Planning, Demography and Accountancy. The books collection consists of 9500 books, 50 periodical titles, 150 research reports, 1500 pamphlets, 500 United Nations publications and publications of other international
organizations. Special collections include community medicine, management, Family health, medical care and Computer Science.

The Library of the Ministry of Irrigation, Power and Energy is another special library in the Colombo municipality area. The subject covered are Sociology, Water resources development, Forestry, Land policy, Land use, Agronomy, Demography, Agriculture, Pure science and Arts. The library collection consists 2,750 books, 25 periodical titles, maps, research reports, pamphlets and United Nations publications. Special collections are Sri Lanka government documents, Mahaweli project, Kotmale project, Victoria Project, Samanala wewa project, Moragahakanda project and Randenigala project. The library services include reference, lending, circulation of current issues of periodicals, selective dissemination of information services, literature searches and photo copying services. Publications of the library are Projects and Programmes (annual) Resource Development (annual) Annual plan of Irrigation.

The library of the National Building Research organization covers subject areas like human settlement, Environmental Engineering, Building materials, Structural engineering, Project management, Geo-technical engineering, computer science, land slide studies. The library collection consists of 3,500 books, 60 periodical titles, 25 microfiches, 10 theses and dissertations, news paper clipping files, 500 pamphlets, 200 United Nations publications, 500 publications of other international organizations. The library of the National Development Bank of Sri Lanka is another special library. The subjects covered are Banking, Accountancy, Economics, Computer technology, Financial markets, Markets and Products information. The library collection consists of 3,500 books, 150 periodical titles, maps, 850 research
reports, 91 theses and dissertations, newspaper clippings, Pamphlets, audio-visual material, publications of United Nations and other international organizations.

The Ministry of Social Services library is located at De Saram Place, Colombo 10. The subject covered by the library are community medicine, medical care, management, computer science, family health, health planning, demography and accountancy. The library collection consists of books, periodicals research reports, pamphlets and United Nation's publications. The classification system used is UDC. Services provided by the library are reference, lending and photocopying.

The library of the National Development Bank is another special library. The subjects covered are Banking, Accountancy, Economics, Computer technology, Financial markets, markets and products information. The library collection consists of 3500 books, 150 periodical titles, maps, 850 research reports 91 theses and dissertations, 100 pamphlets, audio-visual material, United Nations publications, and publications of other international organizations. The special collections are: statistical data hand books, general encyclopaedias and manuals, Sri Lanka collection, NDB project reports, Encyclopaedias of form and precedents.

The library of the National Institute of Business Management (NIBM) is another leading special library in the Colombo Municipality area. The subjects covered are Business Management, Accounting and Financial Management, Industrial engineering, Marketing, Economics, Computer Systems, Statistics, Public relations, Office administration, Productivity Electronics, Business law, Communications, Small scale industries, Research methodology. The library collection consists of 20,140 books, 200 periodical titles, 60 maps.
550 theses and dissertations, newspaper clippings, pamphlets, audio-visual material, United Nations publications and publications of other international organizations. Special collection are: Asian productivity organization, Sri Lanka publications, industrial relations, company annual reports, Training NIBM Consultancy and student reports and social-economic statistics.

The library of the National Institute of Social Development (Sri Lanka School of Social Work-) is another special library dealing with social science. The subjects covered are social development, Sociology, Social work etc. The book collection consists of 11,273 books, 15 periodical titles, 300 research reports, theses and dissertations, newspaper clippings, pamphlets, audio-visual material, United Nations publications and publications of other international organizations. The publications of the library are:

3. A study of Training policies and programmes for para professionals in social welfare.
5. Poverty and development for Indigenous teaching material for social welfare personnel.

The library of the Natural Resources, Energy and Science Authority of Sri Lanka (NARESA) is another popular as well as outstanding special library in the Colombo municipality area. The subject coverage of the library is science and technology, Social science, Energy, environment, Natural resources and Information Technology. The library collection consists
of 5326 books, 78 periodicals titles, 39 maps, 430 research reports, 189 theses and dissertations, newspaper clippings, 4045 pamphlets, United Nations publications and publications of other international organizations. The publications of the library are as follows:

5. Union lists of Scientific and technical periodicals in Sri Lankan libraries.

The library of the People's Bank covers subject areas such as Economic, Commerce, Accountancy, Rural development, Development Economics, Sociology, Agriculture, Industry, banking law, computer science, management, statistics. The library collection consists of 20,775 books, 200 periodical titles, research reports, newspaper clippings, pamphlets. Special activities of the library are preparation of branch profiles and district profiles. Economics information for credit appraisal, industrial information, development reformation and daily news summary. Special collections are human rights, Theology and Sri Lanka collection.

The library of the Royal Asiatic Society is one of the prestigious special libraries used by outstanding scholars of Sri Lanka. It covers subject areas like Social Science and humanities and Science and Technology.

The Sri Lanka Air Force Command Library covers subject areas like social science and Technology, Air craft engineering, ground defence and military Science. The library collection consists of 24800 books, 52 periodical titles, microfilms, microfiches, maps.
Pamphlets, publication of united nations and publications of other international organizations.

The publications of the library include annual reports, air force lists, airfare orders rules and regulations, history of Sri Lanka affair, miscellaneous and regulations profaning to the organization of armed forces.

The library of the Sri Lanka Broadcasting Corporation is considered as one of the significant special libraries in the Colombo Municipality area. The reason for this significance is the specially of its library materials. The library collection consists of 10,000 books & periodical titles, maps, research reports, newspaper clipping, audio visual material United Nations publications and publication of other international organizations. In addition, there is a computerized database of information on 50,000 Sinhala songs. The library consists of six library units.

1. Sinhala tapes unit
2. Tamil tapes unit
3. English tapes unit
4. Hindi tapes unit.
5. Archives tapes unit.
6. Reference.

The library of the Sri Lanka Foundation and Human rights center covers subject areas like human rights, international law, constitutional law, and religion. The library collection consists of 1105 books, and periodicals. The Sri Lanka institute of co-operative management library covers subject areas such as accountancy, Agriculture, computer Science, co-operative management and Sociology. The library Collection consists of 5000 books, 20 periodicals titles, pamphlets, publications of United Nations and other international organizations.
The library of Sri Lanka Institute of Co-operative Management is located at Grandpas Road, Colombo 14. The library collection consists of books, periodicals, pamphlets. The subjects covered by the library are Accountancy, Agriculture, Computer Science, Co-operative Management, Marketing and Sociology, services provided by the library are reference, lending, current awareness. Service inter library loans, literary searches and photocopying service. The library materials are classified according to DDC scheme. The library has some computer databases.

The library of the Sri Lanka Institute of Development Administration is another leading special libraries in the Colombo municipality area. The subject coverage of the library is social science, computer science, accountancy and management. The library collection consists of 17,240 books, 8000 periodical titles, news paper clippings, pamphlets, audio visual materials, United Nations publications and publications of other international organisations.

The Rupavahini Corporation Library is located at Independence Avenue, Colombo 07. The library has a full time librarian. The library collection consists of books, periodicals, maps, newspaper clippings, audio-visual materials, United Nation's Publications, publications of other international organisations. The Services provided by the library are lending printed and Audio visual materials. The main subject areas covered by the library are television management and broadcasting. The library materials are classified according to universal decimal classification (UDC) scheme.

The library of the Sri Lanka Standard Institution is another special library. The subject coverage of the library is standardisation and Quality control, Metrology, Science and
Technology and consumer protection. The library collection consists of 4500 books, 350 periodicals titles, 50 microforms.

The Social and Economic Development Center library (SEDEC) covers subject areas like Social Science and humanities. The library collection consist of 1550 books 40 periodical titles, maps news paper clippings, pamphlets, audio-visual materials. United Nations publications and publications of other international organization. The publications of the library are.

1. SEDEC Bulletin (English)
2. Vimukthi (Sinhala)
3. Ellucholi (Tamil)
5. Saviya
6. Kampana
7. Doctrines on social Teaching (Sinhala)

The library of the Urban Development Authority is one of the special libraries in the Colombo municipality areas. The subject coverage of the library is computer science, Economics, Building construction, Housing, physical and regional planning, Town planning, slums and shanty Dwelling Management, accountancy, Landscape, Architecture. Statistics, environment, The library collection consists of 5000 books 12 periodical titles, theses and dissertations. Audio-visual material, patents United Nations publications. Special collection are reports on town planning, town planning in Sri Lanka. Dissertations on town development planning.
The library of the Water Resources Board is another special library. The subject coverage of the library is agriculture, immigration, Geology, Hydro-Geology, Forestry, geo-Chemistry, Finance and data procession, Wind energy, Nurseries, Lands capping and Environment. The library collection consists of 4750 books, 67 periodical titles, 112 research reports, theses and dissertations pamphlets, United Nations publications and publications of other international organizations. The special collections are newspaper clipping on agriculture, Sivi culture and soil, ground water, Drought, Flood damage, Energy pollution, Hydro power, children’ books.

The library of the women’s Bureau of Sri Lanka covers subject areas like women in employment, women in politics, women in environment, women in agriculture, women in social security, women in population and health. The library collection consists of 2000 books, 10 periodical titles, research reports, publications of United Nations and other international organizations.

### 3.5 Foreign mission libraries

Foreign mission libraries are the libraries belong to various foreign diplomatic organizations.

The following foreign mission libraries are located in the Colombo municipality area.

1. The British council library, Colombo 3.
2. United Nations Information Center library, Colombo 7
3. American center library
3.5.1 British Council Library

The British Council Library provides information through many different sources. There are books, journals and newspapers to interest anyone. The fiction section ranges from the classics to the most contemporary British and commonwealth authors. Non fiction has a wealth of resources covering subjects such as accounting, electronics, management, information technology and medicine. The English Language Learning Zone has various resources for students and teachers of the English language. The young learners centres in Colombo and Kandy are aimed at the younger audience with books, CD Roms, Videos and various other activities. The latest British films and television shows are available on video as well as documentary videos covering Management, English literature, Information Technology, Development Issues, Music and Sports. In addition to the traditional media, the library provide an up to date and constantly expanding range of electronic resources.

The library membership can be categorised as follows:

**Colombo library**

- Teaching centre student membership
- Institutional membership
- English language learning zone membership
- Young learners membership
- Feature video membership
Kandy library

General membership

General membership for teacher centre students

Institutional learner membership for teaching centre students

Opening hours of the library are as follows:

General lending and information services: Tuesday, Friday and Saturday 7:00 a.m. to 6:00 p.m.

Young learners centre: Wednesday and Thursday 9:00 a.m. to 7:00 p.m.

English language learning zone: Monday, Tuesday, Friday and Saturday 9:00 a.m. to 6:00 p.m.

Kandy library

General lending and information services: Tuesday to Saturday 9:00 a.m. to 5:00 p.m.

Young learners centre: Tuesday to Saturday 9:00 a.m. to 5:00 p.m.

multimedia centre: Tuesday to Saturday 9:00 a.m. to 5:00 p.m.

3.5.2 The American center Library

The American center library is situated in Galle Road, Colombo 3. The subjects covered are social sciences, humanities and science and technology. The library collection consists of 9,600 books, 105 periodical titles, microfiches, maps, pamphlets, audio-visual material, special collections, American studies. The services provided by the library are reference,
lending, current awareness service, literature searches, outreach services and photocopy service. Special activities of the library are lectures, video screenings, film screenings, CD Rom demonstrations and orientation programmes.

The American Centre promotes Sri Lankan-American understanding by providing authoritative and current information on topics that are central to the bilateral relationships.

Using a variety of resources, both traditional (books and periodicals) and databases and the internet, the centre's experienced staff helps patrons with a variety of inquiries, particularly those pertaining to American society and US policy and to such subjects as democratisation and governance, commerce and Sri Lanka's peace process.

The centre's subscription to online and CD-Rom databases equips its staff to provide unique services to its patrons. The following databases are available in the centre.

1. Books in print plus: Quick access to any books; new titles, price updates and other revisions, including publisher-supplied annotations and bibliographic data

2. EBSCO and PROQUEST: Full text articles from thousands of American Journals and Newspapers.

3. FACTS ON FILE: Complete contents of facts on file, world news digest since 1940 and selected content from other core reference databases.

4. GALENET: Directories of associations and organisations together with telephone and Tele fax numbers.

5. LEXIS-NEXIS: Legal database covering American legislation at the national and state levels, as well as supreme court reports.

6. OCLC FIRSTST SEARCH: An online reference system providing access to databases
7. PDQ: Full access to US Policy documents

8. THOMAS REGISTER: One of the most widely used and comprehensive lists of US manufacturers.

3.5.3 United Nations Information Center Library

The United Nations Information Center library is situated in Baudhaloka Mawatha, Colombo. The Subject coverage of the library is economics and social development, employment, Environment, Agriculture, Tourism, industry and Trade statistics, international law, Education, health population, official records of the LN. The library collection consists of 9000 books, 200 periodical titles, 250 pamphlets, 75 audio-visual materials, United Nations publications. The services of the library are reference, selective dissemination of information, free distribution of UN materials to libraries and photocopying service.

3.6 National Museum Library

The Museum Library which owes its existence to the initiative of Governor Sir William Gregory. He was determined to give every possible help to the learned who were interested in the study of the history and culture of ancient Sri Lanka. He placed before the Legislative Council the entire project for a museum cum library for its approval. The main objective the Governor had in mind when proposing this project to the Legislative Council can clearly be seen from the speech he made to the Council on 13th January 1873.

The museum ordinance No. 11 of 1873 authorized to formulate the necessary plans to set up a museum and a library. What Governor Sir William Gregory had in mind from the beginning was a reference library of very high quality. Many works of reference pertaining to natural
history and oriental literature were ordered in time for the library. Arrangements were made with the members of the Royal Asiatic Society Sri Lanka Branch to transfer its library to the new museum in 1875. Mr. A. Haly was appointed the Director of museum. The library was also placed under his control. Mr. Richard Van Cuylenburg was appointed the librarian of the Colombo Museum Library in 1875. The collection of the Government Oriental Library and the books of the Royal - Asiatic Society (Ceylon Branch) library together with some other donations formed the nucleus of the Colombo Museum Library. At the beginning the books belonging to the Royal Asiatic Society were added to the rest of the collection, but later they were separated and kept as a separate collection. The original intention of the founder of the museum was to make it purely a reference library, but later with the pressure brought to bear upon the committee mainly by the members of the Royal Asiatic society (C.B.) books were issued to the members of the Society.

Gerald Joseph's period in this library was a very fruitful one. He devoted himself very hardly to the work of the library. At the same time Gerald Joseph developed professional relationship with the outside world. By 1910, the museum library had over 15,000 volumes.

In his report for the year 1910, the librarian said that the library was becoming more and more a final resort for seeking special information. Gerald Joseph was Secretary and librarian for 24 years. Lionel Fonseka was appointed to succeed Gerald Joseph. He resigned after ten months of service. During his short stay re-arrangement and reclassification of the book stock commenced and some sections were completed. A.N. Werman was appointed secretary and librarian in 1924. During his period a useful collection of old books purchased from Mr. H.C. Bell was added to the library. The library and the reading room were shifted to a new wing of the museum in 1909. The problem of space was not solved. The situation remains the same even today. Very valuable books.
some of which may be considered as very rare, are being piled up in the absence of spacious stack area. The present and the past librarians have brought to the notice of the authority now and again the condition of library and their inability in the circumstances to do their best in the technical field. Even today the museum libraries, particulars for the study of Sri Lanka History and culture and the oriental languages. Its collection on Zoology and Anthropology is aid to be one of the best in the East.

3.7 Government Archives of Sri Lanka

When the Portuguese became the masters of the low country of Sri Lanka in 1597, they found it difficult to collect taxes without knowledge of local customs and manners. Therefore they had to compile their own land registers for collecting the maximum taxes possible. The Lisbon Government decided to proceed with the compilation of thombos and in 1607. Atao vas Fereira was appointed in charge of the preparation of thombos: Fereira left Lisbon 1608 and by 1610 he was busy in Sri Lanka with the preparation of thombos, and by 1610 the thombos were ready. The Dutch captured Portuguese territories in Sri Lanka in 1658. The Portuguese as well as the Dutch thombos were not in one central depository But they were kept at the regional centres where they were compiled.

In 1696 the Dutch kept their thombos under the care of a thombos keeper. The documents at the secretariat were grouped in the following manner.

1. Land Registers and Thombos adapted from the Sinhala and Portuguese models.
2. Secretarial papers. Formed at each administrative center, whether the capital itself or any of the provincial seats of government.

3. The Scholar's paper which include parish registers or school Thombos showing birth death and marriages and the attendance at the various village schools.

The British realised the value of Dutch records in their day today administration and so they decided did these record be kept in charge of a high official. Accordingly in 1798, Hugh Clegorn, the first chief Secretary of the British Government in Sri Lanka was also appointed the first archivist of British period. These records suffered much damage owing to the fact that no permanent house was found for them. Upheavals and migration followed each other in quick succession and the records were being constantly taken bodily from one repository to another. Therese frequent dislocation great loss and damage to the volumes. During 1808 the Archives removed from place to place not less than 20 times.

A special committee was appointed in 1859 to report on the records in 1860 a sum of 715 pounds was allocated for repair and arrangement of the tattered books. In 1880 the general records of the Galle commandment were placed side by side in the new record room and were sorted and arranged by the Assistant Chief Secretary. Sir James A Swettenham Mr. R.G. Anthoniz, who was appointed Examiner of Dutch records in 1898 was given the new designation of Archivist in 1902 and placed in charge of all archives throughout the island.

The Sri Lanka Government Archives continued to be a sub department of the Chief Secretary's office during the British period up to October 1947. When its position was elevated to that of a separate Department in Sri Lanka "Government Archives" means all.
those records hard written, typed, cyclostyled or printed which the officials have created in
the course of administering the country. The Sri Lanka Government Archives can thus be
regarded as unique. Its actual functions today are of a varying type. The Government
Archives has also become the Registrar of Books and newspapers since 1947. As a result of
the newspapers deposited with the Registrar of Books and newspapers according to the
ordinance No. 5 of 1839 have come to be in charge of the Archivist.

According to the ordinance No 1 of 1885, the Archives also became the all the books printed
in Sri Lanka. The Archives can be considered as an active bibliographical center of
considerable importance to be country since 1885. According to the Ordinance No. 1 the
archivist as the Registrar of books had to issue a Quarterly accession list or all the books
deposited at the Archives. The preparation and publication of both current and retrospective
sections of the National Bibliography had been entrusted to the Government Archives. Thereafter, with the establishment of the National Library some of these functions separated.

3.8 National Library of Sri Lanka

The inauguration of the National Library of Sri Lanka can be considered as an important
event in the development of educational and cultural activities in Sri Lanka. Our
neighbouring countries such as India, Pakistan, Bangladesh, Malaysia, Singapore, Indonesia
and Thailand have already established their national libraries. The establishment of the
National Orientation Library in 1870 can be considered as the first step in establishing a
library at national level. The establishment of the Department of Museums and the Museum
Library in 1877 are also important events. Until National Library of Sri Lanka was
established in 1990, the museum library has collected local publications and functioned as the unofficial national library.

The importance of a national library reviewed only in mid 20th century. A number of committees were appointed to look into this problem. They emphasised the importance of having a national library Chocksy commission (1955) Kandia Commission (1958) Brohier Perera committee (1960) are these commissions. The absence of a special committee to study the establishment of a national library of Sri Lanka and the organisation of the national library services is a marked deficiency in this field. The UNESCO library experts meeting held in Colombo in 1967 and the activities of Mrs. E.J. Evans UNESCO advisor during 1967-1970 are also important events.

The National Library Services Board was established in 1970. In terms of the National Library services Board Act., the establishment and maintenance of the National Library of Sri Lanka is the main responsibility of the Board. The Board played an important role during the period 1970-1990 to achieve this objective. During these two decades the following important achievements were made.

2. Commencement of Bibliographical Services at basic level.
3. Acting as the national deposit library

By national needs, There is a universal agreement on this. It is supported by UNESCO declaration that it is "the responsibility of a national library to acquire and conserve the whole of the production of published material for the benefit of present and future generations. The National Library should be the pre-eminent library of the nation. It should provide consistent
and strong leadership to other libraries and information services in the country. The National
Library should not confine itself to serve the limited group of scholars. It should have organic
relationship with other national libraries in the world. The highest needs, aspirations,
intellectual and spiritual development of the people must be identified by the national library
and try to full fill them. Also, the national library should serve the people to active national
progress and aesthetic fulfilment, cultural and literary heritage of the people. In the recent
past national libraries have become the nerve centres of the national wide library network,
custodians of the cultural heritage of the country, preservers of the national identity and
promoters of the material and intellectual progress of the country. Since the UNESCO
synthesise the declared functions of a national library and to arrange them in an order of
priority, the functions of national libraries have been discussed in deferent forums at
international level.

Since the UNESCO symposium on national libraries in 1958, various attempt have been made
to synthesise the functions of a national library.

4. Initiating the collection of the country's literature.
5. Conducting library education and training activities.
7. Acting as the exchange center.
8. Establishing and maintaining international links.

The construction of the national library building was completed during this period. The
building has a floor area of 11 25000. The staff for the National Library of Sri Lanka was
recruited during this period. At present the national library has a large professional staff.
Some of the functions of the National Library were performed by the Department of National Archives and the National Museum. The National Museum from its inception in 1877 had a reference library in which an impressive collection of invaluable ola leaf manuscripts had been protected and made available for research. The National Library of Sri Lanka also has to face a number of problems and challenges in its development process. Staff training, financial problems, technological problems, socio-economic constraints and legal problems are some of the problems.

There are many views about the objectives of a national library. The functions of national libraries have been discussed in different forums at international level and many discussions have also been held at the national level focussing on the functions of the National Library of Sri Lanka. The origin of these discussions was the Kandiah report of 1958. Since then various persons and committees have expressed view points on the subject. Based on the internationally recognised national library functions, various view points expressed on the Sri Lanka National library and activities of the Sri Lanka National Library Services Board during the last two decades and the present status of local library information and publication fields, the main functions of the Nation Library of Sri Lanka have been identified as follows:

1. Outstanding central collection of Sri Lanka Literature.
2. Collection of ola leaf manuscripts and other important manuscripts.
3. Collection of foreign literature suitable for country requirements.
4. Legal deposit collection.
5. Publication of current and retrospective national bibliography.
7. Publication of the catalogues of major libraries in Sri Lanka.
8. Planning and co-ordinating inter-library lending.
9. Center for exchange of publications.
10. Formulation of library standards.
11. Planning the country's library service.
12. Research in library and information field.
13. Library Services for blind and visually handicapped.
15. Promotion of publishing.
16. Promotion of reading habit.

The National Library of Sri Lanka is governed by a Board of Directors headed by the chairman of the Sri Lanka National Library Services Board. The National Library Services Board consists of nine members with a fulltime chairman and a professional Director. The Chairman is responsible for overall supervision of the Board and the Director submit proposals to the Board for approval.

The Divisions of the National Library are as follows:

1. Acquisition Division.
2. Reader services Division.
3. Research and development Division.
4. Cataloguing Division.
5. Social science Documentation Division.
7. Library Education and Training Division.
The activities of the Acquisition Division are the acquisition of books and other library material for the national library, legal deposit scheme, international book exchange. The main task of the Reader Services Division is to provide services to the readers through the various collections of the national library. The library development and research division engaged in the implementation of library development projects. These projects are donation of books and library equipment's to libraries, conducting books exhibitions in various parts of the country, providing library advisory services. The main task of the cataloguing division is the cataloguing of books and other library material acquired for the national library. The main activities of the Documentation Services Division is the maintenance of the national union catalogue and the national referral center. International Standards Books Numbering Project (ISBN), International Standards Serial Numbering Project (ISSN) and the International Standards Music Number project.

The task of the Bibliographical Services Division is the compilation of bibliographies such as Sri Lanka National Bibliography, retrospective national bibliography and the children's bibliography. Sri Lankan National Bibliography is an authoritative publication which provide information about the books published in Sri Lanka. Library Education Training Division conducts short term training programmes for school public and other types of libraries. In
organizing these programmes priority consideration is given to train the librarians of remote areas because in these areas facilities for training are not available. In addition this division conducts seminars and workshops in library science and also conducts a monthly lecture series on various subject areas.

The main activities of the Conservation and Preservation Division are the conservation and preservation of the library material of the national library, and the library conservation center project. Information Technology Division supervises and co-ordinate computer activities of all the divisions of the national library. Providing computer training for the national library staff and providing computer advisory services for the other libraries. Planning division, administration division and finance division are the other supporting divisions.

3.9 Socio-Cultural Problems of the Library Concept in Sri Lanka

The library sector in Sri Lanka is still in the developing stage. It need further development in information technology and human resource development. Physical resources like buildings and library materials are not adequate in rural areas. A number of socio-cultural problems can be identified in the library sector in Sri Lanka. The attitude towards libraries among the government authorities as well as the public is not satisfactory. In development policies, less priority is given to the library sector. Libraries are not considered as Important institutions in the development process of the country. The library facilities are centralised in urban areas. Library resources are not equally distributed to rural areas. Therefore, priority should be given to promote library facilities in rural area.
Lack of library usage is another problem in our country. In most public libraries the library usage is confined to reading newspapers and personal notes. Other library resources are not adequately utilised. There is no successful programme of government or local government institutions to promote the library usage of the people. The competitive life style of the people has also affected the lack of library usage. People are struggling to make their living and cannot find adequate time to use libraries.

The mass media, mainly television has badly affected the reading habit and library usage of the people. People are used to see television rather than reading books in their free times. The television has seriously affected to decline the reading habit of the people. The unequal distribution of library education and training opportunities in urban and rural areas is also a problem. The librarians and students are facing difficulties in obtaining education and training in their profession.

The utilisation of information technology for libraries in rural areas has created problems. The librarians of rural areas are unable to cope with the rapid development of information technology. This results in creating a big gap between rural and urban areas in the utilisation of information technology. Conservation of culturally important old and rare books has become a serious problem in our country. Our cultural heritage is contained in these old and rare books. It is the responsibility of relevant government authorities to implement a successful programme to preserve such books.

In our country libraries are still not powerful social and cultural institutes. Library service is not considered a compulsory service in local government and government sectors. The attitude of people towards libraries is not satisfactory. Although the literacy rate is high
reading of the people is not satisfactory. Information is sought by most people by secondary
ways like listening and not by reading. Our society is still not developed to an information
society. A national policy on libraries has not been formulated so far. These socio-cultural
problems of the library sector can be identified in our country.
The Social Role of Libraries

Twenty five years ago John Dewey stated that it came ‘as a shock’ to him to realize that “the problem of organization of libraries connects on the one side with the scientific and educational organization of knowledge and on the other side with the promotion of social organization” (1)

If a society is to have adequate access to recorded knowledge there must be either a sufficient number of general libraries, strategically placed and competent to meet book needs of all segments of interests, or a sufficient variety of libraries, again strategically placed the each can meet the needs of a particular segment or interest in the society which pattern emerges depends less upon the will or planning of libraries than upon the organizational structure of society but also to changes in the organization structure of society. The nineteenth century leaders of the public library movement were well aware that they were implementing one of the greatest organizational changes in human history. Only in the past few decades have library histories such as those by Shera And Ditzionin, attempting to relate the development of the library to the social environment Lovell Martin’s2 article on the library as a social institution remains the best sociological

1. Introduction by John Dewey in Bliss, H E The organization of knowledge and the system of the science, New York, Henry Holt and Co., 1929 VII.

2. Martin, Lowell, the American public library as a social institution; Library Quarterly VII, October, 1937, 546 – 563.
interpretation of the library explicitly in terms of currently accepted social science concepts. The library development is closely related to social development in general and each facilitates and shapes the other; however, the relationship has never been thoroughly examined. Library science experts who have studied the sociological aspects of libraries have identified three library organizations in which some of the newer social science concepts may illuminate shadowing corners in library thinking. The three types of library organizations are

(i) The incidence of different types of libraries in relation to changing social structure.

(2) The organization of librarians as a professional group.

(3) The organization of personal within an individual library.
The French Sociologist, Durkheim saw societies as being unified, by consciousness of solidarity among their members, expressed through collectively recognized and sanctioned norms which in turn give shape and structure not only to social organization but even to the meanings attributed to individual experiences. The basic structure here is the integrated system of collective representation of which organizational forms are merely outward evidence to us, as librarians, one of the most interesting and useful outgrowth of this general orientating has been the development of the sociological interpretation of knowledge itself. Not only particular theories or utterly styles but even basic logical principles and concepts are social products and differ from tone culture to another or from one social class to another within the same culture. As Durkheim noted in his later work, there is exclusive relationship between any collectivity and its cultural manifestation. Political institutions are most closely related and are almost immobile where as myths, are technologies cross boarders with relative ease.

The interpretation of the library as a social institution have centered around the public library. There are many reasons for this singling out of the public library. The most obvious reason is the relative independence of public libraries, the wide public they serve. The association with political participation.

Librarians as other professional groups must realise that a major change in the organizational structure of society will bring corresponding changes in the organizational structure of their own agencies. If a professional has established its rationale in a
genuinely ‘institutional’ definition, that is by relating its functions to a basic human or
social need, changes in the super structure will not crack the foundation.

In explaining the ‘ecological’ succession of social institutions Boulding* resorts to the
biological analogy a slight changes in one or a few critical variables in the environment
will initiate a process of adaptation. In this instance, the critical variable is the fund of
knowledge available in society, the increment in which has necessitated increasing
specialization in knowledge. Our concern must be with organizations of all types and
with their relation ship to recorded knowledge. The flow of recorded knowledge is
essential to the achievements of many of the other groups.

For the most part libraries have been commit ted to the kind of gradual change. More
rapid change has been introduced in to Librarians ship only through technology. The
present is an era of radical change, but libraries have not involved with the same
momentum. Radical change comes about when values are reconsidered. The values of
librarianship remain fundamentally unaltered. The change process may be influenced by
environmental pressures or by revolution within the organizational form.

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- Boulding Kenneth The organizational revolution, Newyork Harper 1953.
In higher education among administration faculty, and students and in cities, changes in such dramatic way. However, the relationship between the library's possible contribution and such descriptions is so little understood.

The public library system should be concerned in relation to the infirm, the hospitalized, the blind, and near blind, the aged, the inmates of prison, the uprooted, the isolated, and the displaced. This is an exposition of practical socialized thought at its best public library is an indispensable source of informal-non standardized education in an increasingly standardized society.

In the past the library was an isolated phenomenon in urban areas but today there is a far reaching and all embracing library network reaching over the entire field of public and private life. This especially the case in metropolitan areas in which the intellectual and business life is polarized. This function to a certain extent characterizes all aspects because the library today attends all forms of public and private life intensive research and education at all levels all authorities in public life political life and all its organs, industry economy and finance, etc., all regard the library as an essential instruction of their effective functioning Rationalism is the watchword documentation. Modern life can no longer be rationally controlled without the use of the library knowledge is an essential in the general struggle for survival. The world efficiency as used in business life, should be taken to mean not only the perfection of the technical apparatus or better utilization of man-power, but should also indicate new methods, for the transmission of knowledge and
documentation. The library is the instrument which collects and makes available both knowledge and documentation. Scientific control of life today is dependent upon the library. Today the public library has taken unprecedented flight. The public libraries have drastically changed the social life of every town. Today books are carried over all roads into the sparsely populated rural areas as much as to the densely populated urban quarters. The modern public library hawks books, ideas and culture from place to place. This type of library has adopted itself to all ages of readers children’s libraries, youth libraries and school libraries hold young people in their spell until they reach adulthood and satisfy all needs of youth the reading urge as well as recreation knowledge as well as leisure. There are books and libraries for physically handicapped people, for the sick, prisoners, sailors etc.

All over the world cultural policy is a matter of state. This include the library maintenance and control on the one hand depend on the public body and on the other hand is required to act as an instrument of education of society as a whole. For this reason the library forms part of the public structure of our present day government organization. That is why the library has become a conspicuous feature of city or town life.

In most occasions we are not very conscious of the social relation which most deeply govern us. Even when we become conscious of them it is often not much help, since it is very difficult to escape those which are predominant and powerful. In a simple sense we think of building as for shelter we sometime forget that buildings, particularly
public building very powerfully communicate social meanings and are intended to. These social meanings are often seen very easily by a visitor from another country, by a visitor from another generation. We have not learned to see buildings as means of communication. Besides being a social institution a public library has a physical presence. The public library usually starts with two advantages which could enable it to become a natural focus of community life, its location and its visual impact library leadership needs not only to perceive the cultural condition but to calculate a strategy for linking organizational forms to the pace of change. The climate for change in a discipline is influenced by many forces. Two very powerful ones are inter-related. The first is the set of perspectives shared by the leadership structure of a profession. The leaders urge the field forward. The second force which determines the climate for change is the attitude of the leadership individual institutions the choices leaders make determine the performance of their organization. There are many who urge that the rate of change in librarianship is no worse than in any other profession. They urge that institutional leadership responds ideally by adopting only very gradually and prudently. They urge further that dramatic change may seem attractive in an immediate sense, but over the long run will prove too costly or inappropriate for the institution. This is the "wait and see" philosophy, so characteristic in librarianship of administrators faicing information implementation. The need for change can be put in terms of the question of societal survival which organizational forms in a culture begin to be viewed as irrelevant for those for whom they intended, the culture is in danger more rapid change has been put in terms of the question of societal survival which organizational forms in a culture begin to be viewed as irrelevant for those for whom they intended, the culture is in danger more
rapid change has been introduced into librarianship only through technology which merely affects procedures and work flow:

The present is an era of radical change, but libraries have not moved with the same momentum. Radical change come about when values are reconsidered. The values of librarianship remain fundamentally unaltered. The change process may be influenced by environmental pressures or by revolution within the organizational form. None of these condition have been pervasive in libraries.

A dramatic change can be identified in the field of higher education, but library's contribution to this change is little understood libraries like societies and very much like other institutional forms within the culture are flexible. As they grow older and more complex their traditions solidify. Their creativity fades with the loss of the capacity to meet new challenges.

The task of library leadership one handed years ago where to design institutional form and to derive its terminology. The efforts of pioneers of the period brought about the organizational craftsmanship their vision of the necessity for standardization. In 1940s and the 1950s libraries still bore the traces of a peasant culture. With growing numbers of employees performing routine respective tasks.

The situation has changed somewhat today libraries have grown dramatically in the past two decades, keeping with the generally advancing scale of organizational phenomena in
the culture. The reason for this advancement is the renewed social concern for the expansion of the formal and informal educational structure. As a result of this expansion new information technologies, organizations and competitive disciplines has been created.

The need for change in modern libraries is conditioned by many factors; it is conditioned by the changing physical characteristics of modern intellectual property, by the dictates of economy and efficiency in workflow systems of ever increasing scale. Most significantly, it is conditioned by the human and the intellectual requirement of clientele. New social needs arise and intellectual requirements change and the conventions and programmes need reassessment. Libraries should adopt themselves genuinely to the requirements of various subcultures so that they would find their needs. Experiments which imply openness and adoptability, the design of new roles and new procedures for different clientele are needed. Libraries have come to exist within the context of a culture which gives high place to institutional forms which reinforce going values through formal and informal mechanisms.

A significant impediment to change in librarianship is the consequence of what has been until the very recent past its exceedingly low level of economic development. Administrative roles are thus the premium ones and are so perceived by those within and those outside its practice. It has been only those who assume managerial responsibility who hold power prestige in organizations and in cultures where such conditions prevail; the bureaucracies which arise tend to orient their services to the benefit of those who are
seen as their own group and with whom they identify they tend to be alienated from other
groups in the culture with whom they do not feel a kinship. The goal of service for all is
displaced by the goal of service to an elite and to the social strata which best reinforce the
self perception and the cultural self interest of the members of the bureaucracy. The
administrative class can easily turn the activities of the individual bureaucracy and the
professional discipline to its own purpose and prevent it form upholding any general
responsibilities for providing services to other strata in the society.

**Urban Communities and Libraries**

The social role of libraries in urban community is a very important matter. With the
growing urbanization the information needs of communities become diverse. It is the
responsibility of the libraries to serve all comers equally. The question of the role of
public libraries in information dissemination cannot be addressed without first
considering the library’s social commitments and particularly its stance with regard to the
causes and solution to poverty. The major libraries to meaningful dialogue on the issues
of the role of public libraries in urban centers is the same barrier from their inner city
communities some-libraries point out that they are not social workers ro lawyers, they are
not against helping the poor, but they cannot cross the boundaries of their professional
territory.

Even the most service minded librarians continue to treat of symptoms rather than causes.
They will help a welfare mother get her cheque, by they are not actively engaged in
working on local welfare rights. Programmes or in bringing out badly needed legislative reforms on the welfare system. They will refer a drug user to a rehabilitation center, but they are not working with the groups seeking to stop the flow of drugs in to the community. They take books and films to prisoners, but they are not involved in trying to get information out about prison condition. The most critical commodity influencing change in the urban situation is information. The information needs of people grow out of and are made crucial by their human and social needs. Access or lack of access to strategic information can decide the success or failure of individual effort to solve problems and enhance life opportunities. People can be made better informed of opportunities available to them and as a consequence some people gain advantage. They would not otherwise have had but this information transfer does not mortify the number of such opportunities special job training and other minority programmes frequently give people expectations, which do not materialize thus adding to frustration and disappointment.

Informing an individual about his rights does not ensure that he will receive those rights. Telling him where best to obtain legal help when he is arrested does not guarantee that the system treat him justly if the very laws or the prosecution of them is unjust. Similarly increasing his knowledge about how the system exploits and disadvantages him may only increase his feelings of powerlessness unless his knowledge is linked to knowledge about positive solutions. Welfare rights and other rights movements have a particular information problem because the information they need to force reforms in city institutions is frequently in the hands of the very agency they are challenging and is
difficult if not impossible to obtain some institutions restrict information they make available about their own activities. They also fail to collect vital information about their communities. An example is the lack of available information about the health situation in a community. The consequence is the existence of uncared, sick people in the community.

In a political system in which citizens are not made knowledgeable effectively the entire communities are left without information about developments crucial to their welfare. A central information task is the community wide dissemination of information focused on current issues, problems and developments.

One of the chief causes of information maldistribution is the way the government caters to some interests while neglecting the needs of urban residents. The government regularly collects and makes available much statistical data in support of industrial activities. If requires the creation of a special commission to explore urgent social problems. Some public institutions consciously suppress certain types of information so as to avoid a close scouting of their activities. Despite laws some institutions still continue to make it difficult to get information necessary to ensure that the law is carried out if they are basically uncommitted to it. The public library is among the institutions which misuses its public charge.

To promote one set of cultural values and one cultural heritage as if it were superior to others.
This analysis of the urban information problem suggest three strategic information functions for the public library.

1. Reducing barriers to already existing information.

2. Collecting much needed information which does not now exist.

3. Effecting the widespread dissemination of crucial information not now being distributed so as to reach people.

Following are some of the information services in support of these information objectives.

1. Reference service.

2. Information consulting service.

3. Public information dissemination.

4. Advocate information service.
5. Cultural transmission.


7. Information education.

8. Defender of people’s information rights.

**Reference Service**

Reference service is the supplying of information upon request to inquires. Reference service is a highly personalized specialized form of service, with a strong client commitment and a problem solving approach to helping the inquirer libraries can and should serve on important referral functions and that is to direct inquirers to the groups in the city who are working on his problem.

**Information Consulting Service**

The library can also assist groups in their information gathering and information activities through using library staff as consultants.

The consultancy programmes design would encompass the following elements.
1. The organization of the groups internal fields and a communication system among the members of the group.

2. Planning of its public relation programmes and other activities involving the public dissemination of information.

3. Establishing the means whereby the group arranges to collect general or particular information about its community.

The library consultants can work with a group continuously on a project at the style that information gathering comprised a key part of its effort as in collecting information about the health situation of the community. One of the tasks of the consultant would be to train group members to carry out various information tasks.

**Public Information Dissemination**

Merely providing information available for those who may want it is a completely inadequate concept for an institution concerned with community service. The library which specializes in getting the facts out can play an important role for a community. It can serve as a vehicle for helping to link people with community action groups.
Advocate Information Service

The above mentioned services are not advocate services. They are services the people and groups of any community are entitled to receive. The advocacy service can be defined as a service which get information to where it is needed at a time it is critically needed. This would include the stationing of library staff in hospitals and police stations to inform people being brought in of their legal rights.

Cultural Transition

The role of the library in cultural transmission is very important. The library can play a social role as center, for information and materials representing all points of view and differing cultural orientations.

Library Sponsored Courses

The library also has to undertake a direct educational responsibility as a part of its service. The two broad types of educational programmes are programmes related to people's survival needs and specially tailored cultural programmes. Accordingly the library can sponsor causes in such areas as drug education, consumer education and employment.
Information Education

Libraries have a particular responsibility for improving public understanding of the importance of information in solving problems and some knowledge about the present information system and how it can be improved. Therefore, the library would translate its notion of teaching library skills into a programme for emphasizing the importance of information in any effort to change life conditions. One main group for this type of awareness programme would be teenagers. A target group for information still training is community workers.

Defender of People’s Information Rights

To promote a service programme of this nature, it necessity takes that the library take a strong position with regard to people’s rights and that it makes an organized and sustained effort to win public acceptance and appreciation for a public agency to serve this social defenses role establishing the legitimacy of this role will require that the public library act it out. It would seek to get information to which group have a legal right but have been refused. The library would act as an intervening agent in asking for such information.

As defender, the library can go into court if necessary to gain the release of information and may engage in promoting legislation to better protect people’s rights to information. Public libraries can keep a relationship with local groups which are directing their
efforts against victims and discriminating in these media. It can also ally with groups fighting for the invitation of people's privacy by governmental and industrial interest, taking a particular interest in protecting the right of the poor.

**The role of Libraries in Adult Education**

By adult education we mean (1) organized activities with an educational purpose carried on by mature person on a part time basis or (2) any voluntary purposeful effort towards the self development of adults conducted by public and private agencies.

To some, adult education means the teaching of reading to illiterates. To others it signifies vocational training. But adult education goes far beyond all these. It is based on a recognition of the great truth that education is a life long process. Adult education is a phrase originally meaning education of adults who have not been properly educated as children. In western countries it implies the broadening of mind and outlook of both the illiterates and literature. In the west the adult helps himself but in our country the conditions are different. The various ways and means by which we can make a person more well behaved, more efficient in his job, more secured economically, more happy and in fact a better citizen would mean education for him. Keeping in view of all the definitions given so far the UNESCO has defined the term adult education as follows:

“Organized programmes of education provided for the benefit of and adapted to the need of persons not in the regular school and university system and generally fifteen or older”
If we take the above definition which is more appropriate for developed as well as developing countries we are committed to more positive programmes. The library must take the lead in stimulating, and helping to shape the desire to learn on the part of the people of its community. Since only a small percentage of people in the most communities use the facilities of their libraries and since the majority of the people of the would have at least only mediocre library service, librarians must conclude that if they are to have a greater share in the building of happier individuals and a better society, they must play a more active role as providers of material and adult educators.

In order to serve the community in a better way by adult education the following points are to be considered.

1. Some of the book budget must be allocated for the purchase of material suitable for adults.

2. Exhibits must be prepared.

3. Audio visual departments must arrange for the selection and routing of films.

4. A public relations campaign must be planned and carried out.
5. Discussion leaders may be trained.

6. The reference librarian must be prepared to handle a volume of special inquiries.

7. The personal contacts with individual borrowers must be utilized.

8. Other adult educational agencies in the community must be brought in.

9. Some methods of evaluating results must be used.

By working with other agencies and studying their programmes we shall learn how to undertake our own more effectively. The principles of adult education are based firmly on the psychology of maturity and sociology of groups and the community.

Rural libraries have more extensive adult education functions than any other institution. The requirement of a rural library may be briefly given as follows.

1. Books must be well chosen and easily available.

2. Regular flow of useful materials books, magazines, journals and newspapers etc.,

4. Different media of mass communication besides print such as films, radios, projectors should be provided

5. The librarian in charge of the library should be an expert in rural community organization, and must be able to make the library useful for the local public in the following manners.

a. Utilize opportunity for formal education that exists in the library by making announcements and suggestions, preparing book lists, publishing local magazines and pamphlets arranging talks about books, preparing exhibition tables and arranging lecture and discussions etc.,

b. Adult education motive must influence the selection of books display and circulation of useful books and other reading materials must be arranged.

c. Reading matter should be supplied and follow up reading habit stimulated by organizing emergency education classes, evening classes for adults, study clubs discussion groups, lectures and exhibitions.
d. Special concern should be given to the problem of reaching the unserved groups such as the unemployed and out of school youth, hospitals, the blind, the crippled etc.,

e. The individual readers should be advised as to subject and selection of books.

In book selection greater attention should be given to community needs and interest. The librarian should arrange the programme of activities in co-operation with other community agencies engaged in adult education programmes. A few selected films on parent child relationship, on life in other countries, on public affairs.

Any programme require staff preparation. Staff selected for training should be educated on the subjects like psychology techniques of group work public speaking, discussion methods, audio visual methods, public relations, sociology and community organization.
The role of libraries in development

The role of libraries information centers and documentation centers in development may be summarized as follows:

(i) A well planned and efficient system of library and information services is indispensable to all activities undertaken in the promotion of economic and social development.

(ii) One of the indices of the level of social development of a nation in the quality effectiveness and state of development of its information services.

(iii) Since full social development is impossible without proper education and adequate information the absence of these systems in the developing countries helps to widen the gap between the rich and the poor nations and lends to increase the tensions which are being experienced throughout the world.

(iv) The concentration and control of, and profit from national riches in information resources in a few countries create problems of discrimination in access to the store of human memory and forces. Some countries to be culturally dependent on others this in turn gives rise to the 'brain drain' of specialists from developing countries to developed countries. This
situation Frustrates students in the less privileged countries and gives them an unjustified feeling of inferiority, which mitigates against economic and social development.

(v) Finally, the extension and improvement of education at all levels, the rapid development of knowledge, the growth in the production of document all kinds will tend to be accelerated in near future to pursue life long self education. This continuing education process needs effective library and information services which can encourage modern man into requiring the habit of reading and develop his skill in the use of the information sources.

A library and information system constitutes a dynamic agency in modern society with specific objectives as follows:

(i) To facilitate the use of information regardless of the level of education, profession, place of abode, political belief and religious creed.

(ii) To offer adequate training to users of information in the methods and the techniques of intellectual work so as to enable them to obtain maximum benefit from the facilities and opportunities offered by the system.

(iii) To support education at all levels and especially life long education by developing users those aptitudes and skills, which this form of education
requires by supporting research programmes and by providing recreational reading.

The function of a library system should be to provide information, training and cultural education. If these three basic functions are fulfilled, by library and information centers then, they would automatically be dynamic institution making a positive contribution to the process of development.

As a result of the rapid changes that are taking place in social, economic and technological areas, the role of libraries and the demand for libraries are also changing.

The spread of education and the development of services, mechanization and industry are leading to demands for the improvement of library facilities everywhere.

The impact of scientific and technological progress compel people in the developing society to face to social change. A community in such a socio economic transition, the need for library service is not confined to literates only. It exists at all levels of population. Library service must prepare the individual for active participation in the transformation of his community and fulfillment of personnel as well as social needs in a changing society.
The librarian should be prepared for collaboration with other agencies and personal concerned with community development. He should understand that he is a part and parcel of society and that he has to play the role of a social engineer.

**The Role of Libraries in Child Development**

In any society majority of the library users are children. Majority of the children obtain library membership at the age of eleven or twelve. After obtaining membership some children use the libraries and some children give up the library use. There are various differences among the children. They represent a particular section of the society. Children obtain books mostly from adults, parents teachers or librarians.

Every one in the society do not use books and libraries. Since the books are the main source of obtaining knowledge in modern society, ability of basic reading is very important for leading a successful social life. The children's libraries plays an important role in developing the ability of basic reading when the children read, they think that they read just for entertainment. But there is a practical and psychological importance in such reading stories provide the children with a feelings of past and present experiences and prepare the child for future experiences.
One way of providing services to the children who come to the libraries are through the various agencies and organizations which are interested in children.

The librarian should be concerned about the types of books which are suitable for children. One of the main roles of the librarians is to attract the children to the libraries. There are three factors effecting the reading ability.

1. Linguistic ability.

2. Interest in various themes.

3. The way in which they are concerned about the themes.

Children read books due to various reasons. They read mostly for entertainment various research studies have revealed that there is a similar interest for reading among the children. Another strong factor effecting the reading interest and amount of reading is the sex. Girls are more interested in reading than boys. Home environment is another important factor families in which parents are interested in reading, children also become interested in reading.

Although there is a opinion that children of labour class read more, there is slight evidence to establish this opinion. In selecting books for children, the librarian should have a good understanding about the children's interest. Also other librarians should
build up the collection in such a way that the children's interest could be increased. At
the age of nine the interests of girls different from those of boys. At these ages girls are
interested in fairly tales and boys reject them. A large number of novels are published
today for children and adolescents. In children's libraries there should be a separate
collection for children of more that twelve years of age.

Special attention should be paid for two types of books. They are story books, and poem
books. They are important at every stage of childhood. There are advanced books
compiled according to requirement of different age groups. Poem books play an
important role in the language and literary development of children. In Britain, most
public libraries have an advanced school library service. Though such services certain
library materials are provided to schools. Advisory services are also provided to
principal, teachers, librarians and educational administrators in selecting library material
organizing using and planning of libraries. All public libraries should establish
relationship with regional schools. A useful way of dealing with special groups like
handicapped children, backward children is maintaining relation with schools.

The librarians of children's libraries should maintain a relationship with teacher
organization and other organizations which are concerned about children and child
education. The librarian should also keep a relationship with the regional education
officers of the ministry of education. The usefulness of books to handicapped children is
tremendous. If an special effort is not made, the handicapped children cannot make use
of the libraries. The social experience of mentally handicapped children can be expanded
if they are provided the opportunity to use the libraries. Most children can be provided services in schools or hospitals in the United Kingdom. There are separate schools for the children whose IQ is below 55. Most children of these schools are physically handicapped, too.

Although the blind and deaf children are similar with others in intelligence they have special problems. The National Library of the United Kingdom provides recorded stores to blind children. Visually handicapped children need books with large letters. There are many children throughout the world who belong to cultures which have no literary tradition.
Chapter Four

4.1 Libraries and Reading Habit

The role of books libraries in the promotion of reading habit is significant. The reading is a social need and it increases the social consciousness of the individual. The book is one of the most widespread means of communication. Reading also fosters the self-education of the individual. Libraries have to play a leading role in the promotion of reading habit among the people. Scholars complain that reading habit in modern society is declining. A number of reasons have affected this situation: competitive lifestyle of the people, the mass media, specially television, lack of reading promotion activities are some of the reasons. Libraries are the centres of learning. It is the responsibility of libraries to take action to promote the reading habit of the readers.

Discussion of the problem of reading has been going on for centuries. But at present, under the impact of social change, this discussion acquires a fundamentally new character. The question now is not only and not so much to propagate the benefits of reading but to accept the social responsibility for the level, content and organization of mass reading. This new and difficult aspect of the problem of reading is one of the major factors in social development. Large scale social measures to stimulate the popularization of reading are becoming widespread. For example, in some countries national week of reading is held with the aim of drawing more public attention to books. The social environment of life and the level of economic development of various countries are the principle factors determining the aims, content and popularity of reading among the different groups of the population.
4.2 Social Functions of Reading

An analysis of social function of reading under present conditions is an urgent scientific and practical task. The study of reading in this aspect is just beginning and it is difficult to forecast the effect of this on book circulation. However, already one can clearly see basic trends in the development of social formation of reading and concrete problems that should be solved in this connection.

Reading is increasingly becoming one of the most important means of forming people's social consciousness in the outlook and the political and ethical convictions and values of modern man. Also reading is being increasingly used as an instrument for implementing the task of continuing education and raising the people's cultural standards. Reading is a means of increasing professional knowledge and skills and drawing people into more active creative life.

The organisation of mass reading on a nation wide scale has educative purposes. Society should be directly concerned with what modern man reads and what the ideological and cognitive values of reading are representatives of different strata of the population. The educative function of reading is especially important in regards to the younger generation. Young people should be protected from harmful influence and should be thought to read the best works of classical and modern writers. The educative function of reading is a big, complicated, theoretical and practical problem which attract the attention of broad public circles. The problem of book propaganda and the guidance of reading has a prominent place in socialist library science. The soviet educationist and Marxist N K Krupskaia gave a definition of reading guidance. She regarded the purposeful influence of the library on the
content and character of reading and on the choice and perception of the book as an educational process. The principle meaning reading guidance is a qualified recommendation to read the best books, chosen on the basis of readers interests and demands. Through an intensive country wide book propaganda and purposeful reading guidance, the circle of reading among the people can be enlarged and their knowledge for social and production work can be increased. Also equal opportunities should be created to enjoy the benefit of reading. In these ways the educational function of reading can be implemented.

4.3 Reading and Continuing Education

The organisation of mass reading for the continuing education constitutes a special problem. There can be no education without books and reading. When we speak of the continuing education that goes on after graduation from secondary school university or institute and that takes up almost two third of a man's life. Therefore we can assert that the implementation of continuing education directly depends on the organisation of mass reading. Libraries, custodians of books, become the principle base for continuing education. The library usage and special literature refer to this as self educational reading with the view to accumulating and renewing knowledge that is required by man's work and social activity. The self educational reading is important for the upliftment of general educational level of the people.

4.4 Professional Reading

Professional reading of specialist in all fields of the economy and culture is organically connected with the enormous work being carried on throughout the world to perfect scientific technical information systems. Professional reading embraces a whole range of complex
questions. There is a comparatively new question that has not received enough attention so far that of the professional reading of workers. In countries like Soviet Union, a high level of professional reading have been achieved. For example, according to the data of the latest investigations 80 to 85 percent of young industrial workers named professional reading as their usual pass time in their leisure hours. Another investigation has revealed that 67 percent of workers read professional literature to improve their skill and 24 percent to master related profession 22.

4.5 Differences in reading habit in urban and rural communities

Reading can be considered as a process of social communication. Book interests us as a socially functioning value, as an article of social circulation, a means of exchanging ideas and ethical values. Robert Escarpit23 explains reading as a process of social realisation and the book as a transmitter of spiritual and emotional matter. A main feature book as a means of communication is its communicating character studies carried out on a greater scale regard readers as an intellectually dynamic category of individuals with a greater variety of cultural interests and a more active attitude towards culture. They have greater possibilities for creating assimilating contemporary cultural values.


23 Report of the Regional Consultation for Asi-pacific C0-operative programme for Reading promotion and Bbook Development, Asia/pacific cultural centre for UNESCO; 1995
In analysing society we can understand that the existence of the book is dependent upon some external factors. Social demographical qualities in readers, their educational level, social activity and aspirations. Reading is a specific process and its dynamics are determined by a complex of interrelating linking factors. There is a direct relationship between the book availability and the scope of mass reading. In many countries the book supply exceeds the demand, and vice versa in others.

In research on reading it is often held that the acquisition of books for personal use; the accumulation of books in one's nearest environment is the criterion of the stability of a readers' bond with literature. The presence of books in the home permits these ties with specific means of communication and is an important factor in the formation of the readers' life. Research stresses the fact that books in the family circle play the same role in the formation of reading habit as education does in the school. Private book collections in urban areas are more numerous and have a greater number of volumes than those in rural areas. The survey conducted in the Colombo municipality area shows that 42 percent of the respondents have private collections. In a survey conducted by the Institute of the Book in Poland revealed that 61-20 percent of the city individuals who have their own personal library state that their collections comprise give over 100 titles. In rural areas only 3 percent possess private book collections in that size.

The dynamics of this process is determined by the factors closely associated with process of urbanisation, changes in social structure, the improvement of professional skills, the rise in the educational level, and the change of the mode of life. However on a wider social scale the home libraries do not present a rich source of literature capable of stimulating readers actively. Therefore institutional forms book distribution acquire a particular significance.

The public libraries are the institutions mainly responsible for the development of mass reading. The public library is expected to meet the basic demands of the reader on a wider social scale and it is competent to do so the public library is an institution which brings the literary culture to the reader. The public libraries in big cities is an establishment playing the role of a university. The public libraries are becoming an essential means of equalising the cultural experiences in the general system of culture. According to the survey conducted in Poland 63 percent of the urban population and 52 percent of the rural population consider themselves as book readers. The results obtained by the institute of the book showed that in a social environment subject to the influence of dynamically developing industry, 80 percent of the adult population read books and in the social environment which is characterised by traditionally formed functions and which is subject to industrial and urbanisational changes, only 50 percent of the adult population read books. Among village youth only 70 percent of those interviewed consider themselves to be book readers. The above findings reflect the maximum range of the book and determine the social limit of the book as a cultural value.

The dynamic growth of the population in urban areas is a result of migration. Most of the people coming to the urban areas were brought up in the cultural environment of the rural areas or small towns. They are better prepared for labour activity than the local residents among which are graduates. Usually many young people come to urban areas in search of good jobs. As a result the development of industry and the urbanisation take place and this situation pave the way for the growth of readers' choices in the cultural sphere.
The availability of reading material in rural areas is poor. This situation prevails in most third world countries. In Sri Lanka the situation is same. Even when they are available the rural people cannot afford them. Authors in rural areas have little opportunity to publish their books. There are hardly any libraries in rural areas. In Malaysia the government provide financial assistance through the National Library to build libraries in remote rural areas. In Sri Lanka there is no such programmes. Setting up of libraries in rural areas, mobile libraries, mobile bookshops and mobile book exhibitions may be one of the solutions.

The sub regional workshop on formulating effective strategies for promoting reading in rural areas was organised by the Asian Pacific cultural centre for UNESCO (Accu) was held in 1995. The purposes of the workshop are

(1) To identify and analyse the problems and needs on reading and promoting on of reading in rural areas.

(2) To formulate practical and effective strategies to promote reading in rural areas.

The common problems of reading of all groups in rural areas were identified as follows.

(1) Poverty

The rural people of the countries such as India, Pakistan Nepal, Bangladesh and Sri Lanka are suffering from absolute poverty which is the main barrier for reading promotion.
(2) Policy

Lack of coordinated policy in this regard is one of the major problems. Despite the top priority given by the governments of these countries, close co-operation among the Governments, NGO, and other relevant agencies could not be built.

(3) Reading Material

Insufficient reading material available in rural areas as well as the cost reading material were also identified as among the main problems.

(4) Literacy

The literacy rate of these countries is a vital problem for promoting reading in rural areas.

(5) Motivation

The motivational programmes to promote reading in rural areas have not been identified.

(6) Infrastructure

Lack of sufficient libraries and trained librarians in rural areas.

(7) Distribution of Reading Material

Adequate distribution channel, especially for rural areas.

(8) Lack of Technology Transfer

Producing materials at the local level should be encouraged.
Some of the recommended solutions of the problems were as follows.

1. Making material available to rural areas through resource centres and other existing institutions such as schools etc.

2. Needs based materials should be produced utilising various forms of media and indigenous methods and cultures with participation of creative writers and local people.

3. Publishing activities for rural areas should be expanded and necessary training should be conducted to produce attractive literary materials for writers, illustrators, local people and others.

4. These should be a presurvey and post-survey on reading situation.

5. More exchange of successful material and approaches.

6. Reading facilities should be provided by developing new ones and mobilising existing resources.

7. Technical support for managing rural libraries and for field workers should be provided.

8. Co-ordination, collaboration and networking among government organisations and non governmental organisations.
(9) Commitment and support of government and political parties are needed and people's participation should be ensured.

(10) Tax on paper and other printing materials should be reduced and appropriate technology should be transferred at the local level so that the cost of production is made lower.

(11) Proper budget allocations should be made for providing reading materials and business enterprises should be encouraged to contribute to development of rural libraries.

(12) Mass campaign for reading promotion should be conducted to create social awareness and interests in reading.

(13) Distribution Agency and Network should be establish involving book sellers and publishers (NGOs, Gos and Private) for providing reading materials in rural areas.

(14) Gender sensitive material should be prepared.

(15) Evaluation of existing programmes and activities is to be conducted for their improvement.
Role of the respective governments for the promotion of reading in rural areas

(1) Set up literacy board to regularly evaluate and coordinate the activities of all agencies involved in literacy and reading promotion.

(2) Set up interdepartmental coordination within the government to bring about synchronisation in the work of all relevant agencies and sectors both government and private.

(3) Adopt book policy in a priority basis and provision be made in the Book policy for effective implementation of and reading promotion programmes.

(4) Develop materials both through a centralised organisation as well as locally.

(5) Make special attention for neo-life rates and also for tribals and various ethnic communities and languages.

(6) Ensure the development of linkages between private publishers and agencies involved in materials development to make publishing of books viable.

(7) Attach top priority to setting up expansion of a library network and all existing reading materials for neo literates should be made available alongside other books.

(8) Introduce mobile library in rural areas.
(9) Make tax exemption for investment in public libraries by the taxable people of the society.

(10) Set up a library for the children and also for the adults in all primary schools.

(11) Set up library board or any apex body for reading promotion in rural areas in order to organise training programmes, workshops, field trips within the country and the region both for material development and personal development.

(12) Pay special attention to sustaining of literacy and to the training of writers and illustrators.

(13) Build up a distribution network with the collaboration of private publishers, book sellers, government institutions and NGOs.

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4.5 Reading Habit of Children

Publication of books for children and promotion of their reading is a work of great significance. In the production of children books the good contents of the books which are characterised by simple way of education as well as healthy entertainment should be ensured. These books should bring to children, goodness, beauty, nobility raising their aesthetic sense, broadening their knowledge of culture, society, science, life and so on. Books that arouse children's violence and sexual desire should not be published. They have bad effects on their personality and ethics. Special attention should be paid to those that bring to children the novelty, uniqueness and particularly to the books that write about children, reflecting their life activities and thoughts. The picture books that could meet the requirements of children's rich imagination should be developed. The printing quality of the books should be raised. Attention should be paid to the attractive covers of books and especially to illustrations. They help children to realise and immediately form in their minds in a vivid way the situation about which common words could hardly describe, thus increasing children's interests in reading.

Interesting works written for children by foreign authors should be selected translated and published. Books should be kept at stable, low prices for the whole year, despite the fact the printing paper prices and printing costs kept on fluctuating with a view to avoid adverse effects on the buying power for children's books. In collaboration with libraries, reading contests and story telling based on story books should be organised. Book reading, books reviews, on radio broadcast programs regularly introducing new books on news papers and television.
Children's books must be visually attractive and the stories should be easy to listen to so that children can obtain knowledge and at the same time enjoy themselves. Children prepare to look at pictures more than they do reading. Pictures are the first thing children notice. When they open a book and they will take in every detail of these pictures. A book that is written and published specifically with children in mind will be invaluable for them because they enable them to

1. Solve problems when they take the part of characters in the story.
2. Acquaint themselves with real life situations in the world around them.
3. Gain wider experience and be able to develop themselves by discovering the different meaning to life.
4. Have the opportunity to laugh with each other.
5. Assist children deciding which things are acceptable to the society in which they live.

Children's books are therefore of great value to children due to a number of reasons. A children's book must be enjoyable and to achieve this the book must have

1. Comedy and humour
2. An intricate and exciting plot.
3. A story line that is new and different
4. Attractive language.

It is necessary for a story written for children to contain all of these four points mentioned above. If a story contains merely one of these factors then it will have appeal to children.
Some books that are enjoyable are not necessarily good books. A good children's book should include the following ingredients.

(1) A climax to the story

(2) A story line that is intense and gripping

(3) A style that invites reading

(4) Characters that become more developed as the story progress.

(5) Written languages that is easy to read and can be understood immediately.

(6) Entertainment value.

Psychologists have designated readers of books into six specific age categories. These categories are as followings.

(1) Age 2-7 readers in this age category like to avoid punishment and they like physically small to conquer the larger.

(2) Age 7-10 Readers in this age category value the concept of rewards. They like tales about princes and princess, or to become the owner of vast treasures.

(3) Age 10-16 readers in this age category like to follow social mores and become infatuated with famous people. Stories about important people and leading characters who benefit society are well received by this age group.

(4) Age 13-16 these readers are in the pre-adult stage and become enamoured with ideals and situations in which sacrifices must be made for the good of all. They also strongly identify with their peer groups.

(5) Age 16-25 these readers are young adults who are filled with aspirations and dreams. They like idealistic and romantic stories in which obstacles are overcome and in which the ending finishes on an optimistic note.

(6) Mental age of over 25. These people are now adults who have mature tastes and rationality. They prefer stories that adhere to realism.

4.3 The Literature needed by children

Children's literature helps to enlarge their lives, sharpens their imaginations and helps develop their creative potential. That kind of books also help to deepen understanding of our lives and of others and they help to provide new insight into our problems. The exposure to the literature of other countries helps to realise that our problems are not unique.

The new edition of the oxford Dictionary states that a child is a young human being below the age of puberty and that being literate means being able to read and write. Children in a literate environment are therefore children in an educational environment. Educated environment means an environment where people can read and write. There is more to being able to read and write it involve being able to understand, appreciate, tolerate, endure with patience and knowing how to survive. All children have the right to be educated, to be able to read and
write and thereby, improve their lives. A literate environment comprises adults who are sympatheic to the real growth of all children to the growth and widening of their knowledge, hopes and aspirations, and to the growth of their understanding, appreciation, tolerance, endurance and patience.

4. Book production

The book trade in Sri Lanka is responsible for the provision of books for a public school system. In classes I to 11 consisting of 4 million enrolled students nearly 180,000 advanced level pupils, undergraduate population of around 25,000 in a formal university system and over 20000 Open University students engage in distant learning. There are also Technical colleges, Teacher training institutions and professional bodies. Offering courses in various vocational and technical subjects. Sri Lanka has a growing economy and a high literacy rate.

In the process of book production in Sri Lanka four major sectors are involved.

(1) Educational Publications Department.
(2) Ministry of Education and Higher education.
(3) Private sector publishing houses.
(4) Fair number of government departments and institutions and the universities and non-governmental institutions.

Educational Publications Department is responsible for the production of text books for the Ministry of Education to be distributed free to students in classes from year 1 to 11. It also produces books for sale for advance level and university student. Private publishers are not
involved in the production of school text books. The private sector produces supplementary and additional reading material.

When compare with other developing countries this situation shows an achievement. However there is a major failure in the book trade industry. The quality of production is very low, there is a paucity of general reading material; lack of choice is predominant; there is a shortage of quality material at affordable prices; the production costs are high. There are a number of reasons for this underlying failure to develop a healthy book trade in Sri Lanka.

(a) Materials, printing and Binding. The very high cost of paper, Lack of investment in printing and binding equipment have given rise to low standards of book production.

(b) Authorship, material Development and Editorial Resources.

Lack of professionalism in authorship and material development in both public and private sectors has resulted in low quality presentation of texts; Lack of organised pretesting and evaluation.

(c) Lack of a National Book Policy.

(d) Deterioration of reading habit. The deterioration of the reading habit among students, undergraduates as well as teachers in schools and the universities is a major barrier to the development of the book trade.

The Ministry of Education is supplying text books in all main subjects for the public school system from year 1 to 11. Books are supplied annually free of charge to a total number of nearly 4 million pupils. About 20 million books are supplied annually.
However, text books for higher education (years 12 and 13) have to be published by themselves. Most of the students do not or cannot purchase them. There is a severe scarcity of text books for higher levels students. Therefore heavy emphasis is laid on after school tutorials, dictated notes and question and answer materials with the exception of the free text books scheme and books provided by a few other government agencies all books are supplied through the private book trade. There are a small number of book shops of a very high standard in Colombo and other main cities. The number of bookshops in the country is below expectations for a 17 million population with a high rate of literacy with the introduction of the free text books scheme the number of bookshops has fallen from over 1000 to about 110.

The total annual production of books in Sri Lanka is about 25 million copies in approximately 3500 titles 70% of this production is for the free text books scheme. This is clearly a major reason for the decline of bookshops. The book sector study conducted in 1994 by the World Bank with the financial assistance of a Canadian organisation for development of education. Their report has recommended various steps to be taken to improve the situation to suit the educational system, high literacy rate and the 17 million populations.

There was no efficient institution responsible for the formulation of a national book policy. The Book Development council has now taken over a National Book Policy in the absence of a strong market for text books and reading materials at all levels of the educational system and with a week publishing and book selling infrastructure, the libraries have an important role to play in Sri Lanka. The library system in Sri Lanka consists of about 600 public libraries, about 3500 school libraries approximately 40 special libraries a few technical college libraries, college libraries a few teacher training college libraries and a university.
libraries. In addition there are a fair number of pirivena libraries and private libraries owned by book collectors.

The National Library and Documentation Services Board has taken over responsibility of establishing school libraries as recommended by the library and information sector report of the Book sector study conducted by the world Bank. It is proposed to have 3 main categories of libraries which are to be established in schools, Resource centre type 'A' in all national schools and other leading schools numbering about 650 schools Resource center of 2 types, A and B.

With the improvement of the quality of school text books in both content and production the formulation of a National Book policy, the establishment of school library system with the view to improve the reading habit and the proposal to obtain. The participation of book retailers for the distribution free school text books will have a great impact for the development of the present book sector in Sri Lanka.

4.12 Reading among special groups

The blind and visually handicapped

Although information on physical disability had been collected in 1946 and 1963 censuses it was not collected in 1971. Department of Census and Statistics in Sri Lanka re-introduced this subject at the 1981 census of population as 1981 had been declared the international year of the disabled persons by the united nations and also due to special request made by the Ministry of Social Services in Sri Lanka. At the 1981 Census of Population and housing in
Sri Lanka, the information relevant to physical disabilities had been collected during its preliminary census taken from 1st-10th March 1981. Persons unable to read print because of a physical handicap include those who may have a visual impairment, e.g. who are totally without sight or whose visual impairment with correction and regardless of optical measurement, prevents the reading of standard printed material. Coverage of physical disabilities at the 1981 census was broader in scope than at the 1946 and 1963 censuses. But it was not considered the number of visually handicapped persons. For the purpose of census only persons who were totally blind were regarded as physically disabled and enumerated as blind. Persons with blindness in one eye or detectable sight were not regarded as blind. However, the Department of census and statistics was able to highlight major characteristics of the blind persons and made a brief comparative analysis with the 1946 and 1963 census statistics on the blind.

The number of blind persons identified in the 1981 census was 9331. According to the 1963 and 1946 census, it was 10,341 and 4602 respectively.

| Blind persons by various characteristics - 1946, 1963 and 1981 censuses |
|---------------------------------|------|------|------|
| Number blind                    | 4602 | 10341| 9331 |
| Rate per 1000 population        | 7    | 10   | 6.3  |
| Percent blind from birth        | 22   | 20   | 33.0 |
| Percent blind by age 15         | 58   | 46   | 60.8 |
| Percent blind due to disease    | 63   | 49   | 32.9 |
| Percent blind aged 60 and over  | 31   | 40   | 34.0 |
The incidence of blindness shows a decline from a rate of 10 per 10,000 population in 1963 to 6 per 10,000 in 1981. However, the percentage reported as blind from birth is 13% in 1981 which it was only 20% in 1963 on the other hand the percentage of blind due to disease has declined from 49% in 1963 to 33% in 1981.

The 1981 census discovered that 8% of the blind were found to be living in an institutional and a vast majority of them (84%) were supported by the institution 92% were found to be living with their families and majority of them (79%) were supported by their families or by their relatives out of these blind persons only 5.8% had employment as their means of livelihood.

The estimated population of the country in 1989 was 16,806,000 and the total number of blind persons in the country was estimated to be around 122,700. Taking into consideration these statistics, visually handicapped persons constitute a small but significant portion of the Sri Lankan population. In Sri Lanka, the visually handicapped have amongst them little children, children of school going age, youth, elderly people, the old and infirm, who fall into the following categories.

(a) Persons who are totally without sight
(b) Persons with defective sight
(c) Persons with limitations
(d) Persons with limitations of several types
(e) Persons with visual impairment due to old age
The Sri Lanka Government and the Sri Lankan society at large who are concerned with various categories of infirmities experienced by the unfortunates who suffer, point to the fact that they are equally concerned about the visually handicapped as well. It is clearly seen how much aid and sponsorship is being afforded by the Government Institutions and Non-governmental organisations regarding this problem. Although such institutions and organisations are actively concerned about the well being and well fare of the visually handicapped. There are only a few organisations and associations as such which provide actual library services to the visually handicapped.

Prominant among the social welfare institutions which are concerned primarily with the prevention of Blindness, visual impairment and primary eye care are the Helen Keller international Sri Lanka, Sarvodaya National Movement and the Sri Lanka council for the Blind. Helen Keller international Sri Lanka in collaboration with the Sri Lankan Government, Since 1983 has been working closely with the Ministry of Health Sri Lanka in a primary eye care programme and a cataract surgery programme. The Sri Lanka Sarvodaya National Movement, in conjunction with the Christoffel Blinden Mission of the Federal Republic of Germany conducted educational programmes to prevent blindness and assist the blind people to seek medical help in time. Eye clinics are held with the assistance of the Field Health Officers and the Medical Officers of the Government Hospitals in Sri Lanka. Sri Lanka council for the blind helps in a useful way by holding mobile eye camps in various parts of the country.

Co-related to the above institutions are the community based Rehabilitation of the Blind, Employment, self employment and vocational training projects. Trained officers of
Sarvodaya Movement locate blind individuals in the community, identify the type of visual impairment each as and then give them a practical training in counselling for family members, orientation and mobility training, living skills and vocational training under the rehabilitation.

Programme of the Sri Lanka council for the Blind, orientation and Mobility Training are given to those who become blind all of a sudden council provide financial assistance to the blind for self employment such as textile weaving.

Swedish organisation of Handicapper International Aid Foundation (SHIA) was introduced to Sri Lanka in 1985. It provides vocational training fits the visually handicapped for self employment and open employment. After the training SHIA tries to place the handicapped persons in open employment or self employment to give them the opportunity to be equal members of society through employment. The other institutions providing services to the visually handicapped children are the special education unit of the Ministry of Education, the special Education centre of the National Institute of Education at Maharagama and the special education section of the Teacher Training college at Maharagama. The above mentioned institutions come under the Ministry of Education Sri Lanka.

The special Education unit of the Ministry of Education assists special schools for the blind and sets up integrated classes in regular schools for visually impaired children. The production of school text books in Sinhala, Tamil and English braille is being carried at the braille printing press at Maharagama and distributed to every one of the school going blind children. The services of foreign experts with a special knowledge of the visually handicapped are obtained in order to uplift the education of the visually impaired children.
The Special Education Centre of the National Institute of Education assists the school system to meet the needs of the children with special education needs such as defects with sight, hearing, speech and learning. This centre carry out programmes such as adapted curricular, specially designed curricular and different curricular which are required to provide effective education to meet the needs of children with special education needs. The training teachers, the teaching of blind children was started at the Maharagama Teacher training college in 1970. It's a two year course which trains about 20 teachers per year. The Department of social services devotes a large part of its activities for the rehabilitation of the Blind and visually handicapped in Sri Lanka. Helping special schools and homes for the blind organisations and societies working for the benefit of the blind, provide spectacles to the needy, provisions for duty for free entry for the articles imported directly by institutions or organisations concerned with the education of or assistance to the blind and arrange visas for foreign experts to visit Sri Lanka for consultation and advisory purposes in the area of special education.

Sri Lanka Federation for the Visually Handicapped is a non-governmental organisation established in 1974. This federation consists only of blind people and the sighted persons can become members in an advisory capacity. At present there are approximately 3000 members in this Federation.

Like other countries, blind and visually handicapped people are very interested in improving their living standards. The main objective of the federation is to work for the social equality and social justification of the blind and visually handicapped in Sri Lanka. This federation try to maintain an equal status with the sighted people in order to enjoy opportunities where education, employment vocational training and rehabilitation according to the abilities of the
blind and visually handicapped. The institutions involved in library services to the blind and visually handicapped are the Sri Lanka Council for the blind, Colombo Public library and school for the blind at Ratmalana.

The Sri Lanka Council for the Blind maintains a Small Braille Library and a Talking Book Library. These two libraries are maintained in the council building. The Braille library consists of nearly 2,500 Braille Books and periodicals. Most of these are English Braille Books acquired as donations from foreign countries. Approximately 500 Sinhala Braille Books and periodicals are reproductions of the original materials published in Sri Lanka. The talking book library mainly comprises of talking books and cassettes. At present the talking book library has 300 Sinhala, 50 English and 05 Tamil audio cassettes comprising of Novels, short stories translations and educational books. Tape Recorders, 10,000 blank cassette pieces, cassette to cassette printers and studio facilities for recordings have been received as gifts from the Finland Embassy. Undergraduates from Sri Lanka universities use the talking book library at present. Blind and visually handicapped students studying in the higher level classes often use the councils library specially when they are preparing for the government exams.

With the objective of providing library services to the blind and visually handicapped, the Colombo Public library established a separate section in 1981 comprising of Braille and Talking Books. The non-fiction braille books are of different subjects such as science, Mathematics, Economics, Geography, Buddhism, Law, Literature, Sociology, Linguistics, Mass Communication and so forth. These books are catalogued and classified. No charges are levied by the Colombo Public Library from blind and visually handicapped persons by way of membership, Renewals and Fines. Material and equipment for the section of the
visually handicapped of the Colombo Public Library are donated by the Sri Lanka council for the Blind.

The Deaf and Blind school at Ratmalana has a fairly large braille library consisting of approximately 4,000 Braille books and periodicals. The braille books and periodicals in English have been received as gifts from countries such as Japan, Canada, Australia, United Kingdom and India. The world Book Encyclopedia in braille is much used by the students and teachers for reference purposes. Braille Books and periodicals in Sinhala have all been printed and published in Sri Lanka.

4.10 Projects of the National Library of Sri Lanka for the Blind and Visually handicapped

The Sri Lanka National Library Services Board was set up in 1970, by the Act No. 17 of the parliament of Sri Lanka, as statutory agency under the Ministry of Education. The establishment and maintenance of the National Library of Sri Lanka is one of the main responsibilities of this Board "library Services for the Blind and the Handicapped" is one of the main functions of the National Library which is being treated as a matter of high priority. Soon after the opening of the National Library in 1990 a separate unit was created to work for the Blind and Handicapped in Sri Lanka.

The Library Services for the Blind and visually Handicapped project was launched by the National Library of Sri Lanka in June, 1990 with the aim of providing library services on a national scale for the blind and visually handicapped persons. A preliminary survey was carried out in order to identify the existing schools for the Blind, Government and Non-
Governmental institutions and organisations working with and for the blind and visually handicapped, and visually handicapped in Sri Lanka. After identifying the existing institutions, interviews were conducted with the authority to obtain more information on the present situation of the library services concerning the blind and visually handicapped. Valuable suggestions came from authorities.

4.14 Plans made for future implementation

Formation of a working group to prepare plans concerning the Development of Library Services for the Blind and visually Handicapped in Sri Lanka is a major plan. This working group will comprise representatives from governmental and non-governmental institutions and organisations working with and for the Blind and visually Handicapped in Sri Lanka and Heads of two leading special schools for the blind. To provide an effective service to the visually handicapped in Sri Lanka it is necessary to determine the number of persons unable to read print because of a visual impairment, and to analyse and categories the causes of such handicaps. For this purpose National Library of Sri Lanka has also thought of conducting a survey of blind and visually handicapped in Sri Lanka. National Library is planning to conduct this survey in collaboration with the provincial ministers of rehabilitation and social welfare and the provincial ministries of education.

Production of special reading material for the blind and visually handicapped in Sri Lanka is an area which requires immediate attention visually handicapped persons need to have information transcribed into author medium which they can use easily. The alternative media commonly used by the blind and visually handicapped include Braille, large print and audio tapes. Just as individuals who are sighted have a great interest to read books, the Blind and
the visually handicapped also have the same desire. The Braille printing press at Maharagama, comes under the Ministry of Education printed and published 9,500 copies of the text books in Braille under 85 titles since 1985. These books are used by visually impaired children from Grade 1 to Grade XIII.

In addition to the Text books in Sinhala and Tamil the blind and visually handicapped persons in Sri Lanka prefer to have useful printed matter in Sinhala and Tamil braille and large print. It is unfortunate such reading material like reading reference books related to different subjects, periodicals, journals, novels, short stories, translations, dictionary and newspapers in Sinhala and Tamil braille and large print are not easily available in Sri Lanka. Although we receive a large number of books and periodicals from abroad in English Braille, due to lack of Knowledge in English the blind and visually handicapped find it near impossible to use such material. As a solution to this problem the National Library of Sri Lanka has decided to include a programme of ameliorating these conditions of the blind and the visually handicapped by seeing to the production of Braille Books in Sinhala and Tamil. Individuals whose sight is generally weak, and individuals who are partially sighted need large print books. Although there is a large number of such books in the English medium there is a deficiency of large print books in the Sinhala and Tamil media.

Individuals who are partially sighted and those whose sight is weak, would prefer to read large print Books to reading in Braille. It is a sad plight to observe in Sri Lanka, the school going children who are partially blind are those who possess having weak eye sight becoming dropouts. This is because they dislike learning Braille, and also because they lack large print books in Sinhala and Tamil. Due to this discrepancy the National Library of Sri Lanka hopes to include in its future planning the production of large print books. The National Library of
Sri Lanka hopes to have a well equipped studio for recording and cassette to cassette printers for the production of audio tapes, to satisfy the special needs of the blind and visually handicapped individuals, who could not and would never read braille. The blind individuals who can read braille even prefer to have to novels, short stories, and documents required to support educational, vocational and professional endeavours in recorded form.

Another future plan of the National Library of Sri Lanka is to have both a Braille library and a talking book library to be located in its own building on the ground floor.

Libraries usually build up their collections through purchasing material or receiving material as donation. This situation is completely different from the building up of a collection for the blind and visually handicapped. The publishing industry in Sri Lanka is not producing Braille, large print or audio tapes in large quantities. Due to this reason the libraries willing to serve the blind and visually handicapped readers face the problem of acquiring material in special media.

In order to build up a collection of Braille literature for the Blind, to be housed in the National Library, its authorities hope to acquire Braille material published in Sri Lanka and applicable braille matter published in foreign countries. In addition to this the National Library of Sri Lanka has in mind the acquisition of Braille Reference material whatever not available in Sri Lanka.

If all these proposals and suggestions are implemented it would be a tremendous benefit to the blind and visually handicapped in Sri Lanka.
4.1 Reading of Prisoners

Facilities have been provided in prisons for promoting reading among prisoners. The Colombo Public Library provides books for prisoners of the welikada prison. These books are made available to prisoners through the welfare society of the prison. The books are provided once in three months. The welfare Society of the prison distributes the books among the prisoners. The books provided are mainly on subjects like handicrafts, novels, Buddhism etc. Most prisoners are engaged in various handicraft activities. Therefore books on handicraft are useful for them. Some prisoners specially young prisoners are interested in reading novels. Some adult prisoners are interested in reading books on religions. Therefore, books on Buddhism are also provided. If book borrowed are lost, a fine is levied from them. The Colombo public library started this project in 1985. Presently it provides this service to the welikada prison only. However, the Colombo public library hopes to expand this service to other prisons as well in the future. This kind of projects are essential in the rehabilitation of prisoners. Reading of books help them to improve their knowledge about social life and social experiences. This results in diminishing their violent behaviour, increasing their understanding about the society.

4.1B Reading among Disable persons

Robert Tod and Dorothy Butler have explained the valuable uses of books for disabled readers. Although they are physically disable or mentally disable the usefulness of books for them is tremendous. For providing library services to the disabled readers, special attempt has to be made. By providing the opportunity for mentally disabled readers to use public libraries their social experiences can be expanded. Services for some children can be
provided in their homes. Most disabled children can be provided services in schools or hospitals. In the United Kingdom, there are separate schools for less intelligent children. Most of the children in these schools are physically disabled as well. In the United Kingdom, there are junior training centres for disable children. Most of the activities of these centres are designed in such a way that children can behave in the normal social environment. Most of the time is devoted for educational drama. Some children learn to read simple books. Providing the opportunity to see the libraries is an important social experience rather than providing general library services. Some schools have special facilities like buses which can be used for library tours. Also the library staff should visit the school from time to time in order to keep a good relationship with the children.

4.2 Problems of Reading

There are various complicated problems regarding the reading. In the last few decades various research studies have been conducted. These investigations include such problems as the social function of reading, the content of reading and reading interests of different socio demographic groups in the population, reading and the harmonious development of the individual, reading and the abolition of differences between mental and manual labour. The aims of reading and the criteria of readers' assessment of various publications, the popularity of reading, ways of organising a national system of mass reading etc.

The problems of reading are definitely a part of modern library science and determine one of the major trends of its development. Investigating the problems of mass reading, especially in their social, psychological and pedagogical aspects, contributes to the advancement of library science as a branch of social science and increases its theoretical and practical significance.
There is no science today, apart from library science that could investigate all forms of relations between the book and society and between book and man. Therefore the desire of library scientists to develop research regarding the problems of reading and to draw conclusions from that research concerning book circulation deserves every encouragement. Research into the problems of reading has contributed to the development of library science and the development of its relations with other sciences. The integration of library science, especially with sociology, psychology and pedagogics can be seen in most of the research papers in the problems of reading. However as we speak about the success of research into problems of reading and book circulation we cannot forget one of the major drawbacks in this field, namely, the limited use of the forecasting aspect of modern social investigations. In all counties of the world people are faced with the problem as to what our society will be like in another ten or fifteen years. What mass communication media will require. The enormous growth rate of scientific and technical development will require a more knowledgeable and greater specialisation to meet the growing cultural requirement.

4.5 Reading promotion

In countries like ours there is a paucity of suitable reading material in a wide range of subjects and grades just as learners need motivation to continue with literacy instructors and librarians also need motivation to continue. Women require special facilities to get books in many rural areas, they do not have the support of the family and the society to pursue literacy. It is necessary to have equivalency and linkages with formal education system. Literacy environment building activities should continue all the time. The involvement of publishers in producing reading material is necessary to meet the demand of the population. There is a need for research on various materials produced by different agencies.
4.16 The Role of APPREB in the promotion of Reading

The APPREB (Asia Pacific Co-operative Programme for Reading Promotion and Book Development) has important programmes for reading promotion. Mrs Rosamaria Durand emphasized the role of APPREB in the promotion of reading. She also emphasized the need to develop clear and specific objectives for APPREB during 1996, 1997. For this she suggested establishing and strengthening National Agencies that will pay the role of coordinating regional and sub-regional activities of APPREB. Durand also reiterated the importance of extrabudgetary funds for the effective implementation of APPREB programmes. Participants (Sri Lanka is also one of the participants) were reminded of standing financial assistance from the various national commissions for UNESCO, through the participation of programmes.

The synthesis of the country reports presented by the participants on the common and pressing needs in the promotion of reading in respective country was presented to the meeting. They were as follows:

(1) Insufficient reading materials available

The number of reading materials in the forms of books, magazines etc, which are required by people is insufficient.

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(2) Dilemma of book publishing and how to produce quality books at low cost.

Constant struggle for balancing the two factors Development of Domestic Industries and importation of quality raw materials/books at lower price spiralling price of books caused by the increasing price of paper is discouraging people from buying books.

High copy right fee for translated works contributes to high price of books.

More and more printing work is done outside the country due to lower quality printing in the country and higher prices, resulting in unavailability trained man power.

(3) Need for trained personnel and training facilities

Urgent need for trained personal especially with a high degree of professionalism, including authors, editors, illustrations, designers, managers etc, and need for educational and training facilities on publishing.

(4) Social conditions for publishing

* Absence of a sufficient base for effective literacy and insufficiency of a mass education system which would use printed books.
* People have low purchasing power economic structural changes, buying bread and clothes rather than books.
Total monopolisation of leisure time by the electronic media.

Need for development and production of post literacy reading materials for neo-literates.

(5) Lack of co-ordination and management among government organisations and non-government organisations.

* Printers and publishers are centralised in big cities only.
* Lack of national book development policy and effective copyright act.
* Lack of resources (both personnel and finance) to promote reading.
* Proper treatment and renumeration of authors, editors and translators are not guaranteed.

(6) Absence of effective distribution network and marketing need for a streamlined and efficient system of book marketing which would encourage publication of books.

* The book industry's dependence on institutional purchases in widening the gap between books and the intended readership.
* Strengthening the existing network of book sellers and helping in the establishment of new book shops is an immediate priority.

(7) Problems in creating a reading environment. Books are not considered important commodities in every day life.

* Need for massive national campaign to re-establish books as the best means for entertainment information and knowledge.
* Inadequate library budget.
(8) Electronic publishing.

Electronic publishing is an expensive venture and it requires a lot of planning and coordination.

* Electronic media compete with books but there is a need for an alliance between them so that they complement one another.
Chapter Five

Analysis and Interpretation of data-pattern of Reading habit of the Respondents in the Colombo Municipality Area.

This survey on the pattern of reading habit of the respondents in the Colombo Municipality area has revealed important finding the reading behavior. Questionnaires were given to 140 respondents. Respondents were selected from Kirulapana and Dematagoda areas. In this survey followings areas of reading habit were studied:

- Reading of books
- Library usage
- Reasons for not using libraries
- Library Membership
- How to spend leisure
- Having personal libraries
- Reading habit of the other family members
- Frequency of Reading
- Reading hours
- Sources of obtaining books for reading
- Objectives of Reading
- Subject areas of reading
- Duration of reading at a time
- Sources of acquisition of Social Knowledge on current events
- Sections of interests in newspapers
- Obstacles for reading
5.1 Educational Qualifications of Respondents

Table 1

<table>
<thead>
<tr>
<th>Qualifications of Respondents</th>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to G.C.E. (O/L)</td>
<td>06</td>
<td>4</td>
</tr>
<tr>
<td>Passed G.C.E. (O/L)</td>
<td>09</td>
<td>6</td>
</tr>
<tr>
<td>Up to G.C.E. (A/L)</td>
<td>36</td>
<td>26</td>
</tr>
<tr>
<td>Passed G.C.E. (A/L)</td>
<td>57</td>
<td>41</td>
</tr>
<tr>
<td>Degree</td>
<td>29</td>
<td>21</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>03</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table I majority of the respondents (41%) have G.C.E. (A/L) Qualifications.
5.2 Age of the Respondents

Table II

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Number of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 21</td>
<td>38</td>
<td>27</td>
</tr>
<tr>
<td>22 - 26</td>
<td>46</td>
<td>33</td>
</tr>
<tr>
<td>27 - 31</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>32 - 41</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>42 - 45</td>
<td>06</td>
<td>04</td>
</tr>
<tr>
<td>46 - 51</td>
<td>05</td>
<td>04</td>
</tr>
<tr>
<td>52 - 56</td>
<td>02</td>
<td>01</td>
</tr>
<tr>
<td>57 - 61</td>
<td>04</td>
<td>03</td>
</tr>
<tr>
<td>62 - 70</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table II majority of the respondents (33%) are in the age group of 22 - 26.
5.3 Religious Affiliation of Respondents

Table III

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddhist</td>
<td>132</td>
<td>94</td>
</tr>
<tr>
<td>Hindu</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Islam</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Christian</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table III Majority of the respondents (94%) are Buddhist.

5.4 Objective of Reading

The role of books in society is changing. Reading has become a growing social need and the book has become one of the widespread means of mass communication. Thirst for reading and a wider dissemination of books have become a sign of progress in the world. This process has also been caused and accelerated by deep-going social-economic changes in our society people are striving for active participation in solving the major social problems of modern life. The forms of participation of the social forces in the struggle for peace and democracy for collective security and co-operation between the nations and for social transformation become more varied. The need for contacts between the people of the world
and for mutual cultural exchange is growing. However, we continue to face the necessity of raising the level of public consciousness and of fostering the habit of self education.

The objective of reading may be different from person to person. It depends on the social environment, economic, condition, employment etc. The general objectives of reading may be acquisition of social knowledge, spending leisure, enjoyment, to acquire extra knowledge for examinations and to improve writing skill etc.

The survey conducted in the Colombo municipality area has revealed that the objective of reading of the majority of the respondents is the acquisition of knowledge.

**Table XIV**

Objective of Reading

<table>
<thead>
<tr>
<th>Objective of Reading</th>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition of knowledge</td>
<td>89</td>
<td>63</td>
</tr>
<tr>
<td>Spending leisure</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>For enjoyment</td>
<td>08</td>
<td>06</td>
</tr>
<tr>
<td>To acquire extra knowledge for examinations</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>To improve writing skill</td>
<td>04</td>
<td>03</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table XIV the objective of reading of the majority of the respondents (63%) is acquisition of knowledge.
readers obtain from both ways. In urban areas there are lot of libraries and most readers use libraries. In rural areas there are hardly any libraries and most readers do not have library facilities. As a solution to this problem material should be made available to rural areas through resource centers and other existing institutions such as schools. Economic condition of the rural people is very low and therefore the purchasing power is very poor. Some readers mostly in urban areas are interested in building up their personal collections. Those who purchase books regularly are mostly academics.

The survey conducted in the Colombo municipality areas revealed that majority of the respondents acquire books for reading from libraries.

<table>
<thead>
<tr>
<th>Source</th>
<th>Numbers of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libraries</td>
<td>106</td>
<td>76</td>
</tr>
<tr>
<td>Purchasing</td>
<td>11</td>
<td>08</td>
</tr>
<tr>
<td>Friends</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Other</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>140</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the table XIII majority of the respondents (76%) acquire books for reading from libraries.
5.7 Reading Books

It is believed that the reading habit in urban areas still in satisfactory condition when compare with rural areas. Book development and reading promotions is essential for effective and sustainable development. Some of the problems concerned with reading in rural areas are poverty, Lack of coordinated policy, high cost of reading material, Lack of motivational programmers are still exist even in urban areas.

Reading has become a growing social need and the book has become one of the widespread means of mass communication. Thirst for reading and a wide dissemination of books have become a sign of progressiveness in the world. This process has also been caused and accelerated by deep going social – economic changes in our society.

In the survey conduct on the reading habit of the readers of the readers of the Colombo Municipality area 100 percent of the respondents have mentioned that they read books. The table IV shows the respondents answers regarding the reading of books.

Table IV

<table>
<thead>
<tr>
<th>Reading books</th>
<th>Number of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>140</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table IV 100 percent of the respondents have said that they read books.
The library usage of people is very important factor with regards to the educational, social and cultural development in the society. However much the physical resources like buildings, library materials, staff and new technology, are improved if the people don’t read, effort of such an exercise become meaningless. In urban areas when compare with rural areas, the library usage is rather satisfactory. Readers use libraries for various purposes like industry and commercial purposes, educational recreations etc. Also those who use libraries are of different categories like engineers, scientists, students, financial or sales workers, teachers, children etc.

Some of the readers use libraries as a way of spending their free times. The librarians also should undertake to investigate the nature of the needs and habits of the reading public and the adequacy of library services.

The survey conducted about the reading habit of the readers in the Colombo municipality area revealed the respondents’ behavior regarding the libraries.

Table V

<table>
<thead>
<tr>
<th>Library Usage</th>
<th>Number of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use</td>
<td>122</td>
<td>87</td>
</tr>
<tr>
<td>Not Use</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>
According to the table V majority of the respondents (87%) use libraries 18% of the respondent do not use libraries.

5.4 Reasons for not using libraries

There are various common reasons for not using libraries. There are hardly any libraries in rural areas. The situation is not totally satisfactory even in urban areas. Nonavailability of libraries is one of the major reasons for not using libraries. Another reason may be the lack of time, lack of interest etc. Setting up of libraries in rural areas up of libraries in rural areas, mobile libraries, mobile book shops, mobile book exhibitions may be the solutions for this problem. In rural areas, possible reasons for not using libraries may be the low literacy rate, lack of motivational programmers for reading, insufficient libraries and lack of trained personal, lack of technology transfer etc. The practical solution to these problems are making available library material to rural areas through resource centers and other existing institutions such as schools etc. Need based materials materials would be produced utilizing various forms of media and indigenous methods and culture with the participation of creative writers and local people. There should be pre-survey and post survey on the reading situations. The reasons for not using libraries in urban society are different from those of the rural society.

The survey conducted in the Colombo municipality area revealed various reasons for not using libraries Table VI shows reasons for not using the libraries.
Table VI

Reasons for not using libraries

<table>
<thead>
<tr>
<th>Reasons for not using libraries</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of time</td>
<td>12</td>
<td>66</td>
</tr>
<tr>
<td>Not interested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absence of library near by</td>
<td>05</td>
<td>28</td>
</tr>
<tr>
<td>Other</td>
<td>01</td>
<td>06</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table VI the main reason for not using libraries is the lack of time. Lack of time is the reason of 66% of the respondents who do not use libraries.

5.10 How to Spend Leisure

People engage in various activities to spend their leisure. These activities may be varied according to the social background. In urban areas, these activities may be reading books, magazines, reading newspaper, listening to the radio, watching television etc.

Some of their activities are common in rural areas as well. However, in urban areas, there are many ways for spending leisure. However much the modern methods of recreation have emerged reading seems to be dominating. As man's first mass and most reliable medium of communication, the book has had a decisive role in the progress enrichment, and refinement of human activity. It is obvious that radio, film, television and other electronic devices have usurped certain communication fields where the book has had a complete monopoly for decades. Although it seems at first that the radio would become chiefly a medium of
entertainment it created the impression that it was a special kind of communication between the speaker and listener. The ability of radio to change instantaneously individualism into collectivism is important. The monopolistic position of the radio in the system of public communication has had a stronger influence for a longer time in less literate societies.

The film has kept its audience longer than the radio because the film can store and transmit a great deal of data it could become dangerous for the book. The film both in the form of tape or screenplay is absolutely tied with the book. The film industry considers that its greatest achievements originated in novels. The film like the book, presumes that its audience and it remains vague to its illiterate consumers. The illiterate audience, not need to the order dictated by typography in a printed book will be unable to follow the order of pictures. The linear logic imposed by the film.

Of all the mass communication media, television has definitely won the largest audience and has become a medium of decisive psychological influence and of particular social importance. Because of its continuous programming, its constant presence and its attempt to meet the needs of the average spectator much more than the film and theater do, television has become medium of mass communication of unique significance in spending mass culture.
Table III
How to Spend Leisure

<table>
<thead>
<tr>
<th>way of spending leisure</th>
<th>number of respondents</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading books</td>
<td>55</td>
<td>39</td>
</tr>
<tr>
<td>reading Newspaper</td>
<td>29</td>
<td>21</td>
</tr>
<tr>
<td>Watching television</td>
<td>27</td>
<td>19</td>
</tr>
<tr>
<td>Listening to the radio</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>other</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table VIII reading books is the way of spending leisure of majority of respondents (39%).

5.91 Personal Libraries

Maintaining personal libraries is a common feature in urban society. Majority of the urban people are educated. Those who have obtained higher education have also centralized in urban societies. People who are interested in reading are also interested in keeping a personal library in their homes. They also attempt to collect more books and develop their libraries.

The survey conducted in the Colombo municipality area revealed that majority of the respondents do not maintain personal libraries.
According to the table IX majority of the respondents (70%) do not have personal libraries.

5.12 Reading habit of other family members

Reading of other family members has a considerable influence on promoting the reading habit of an individual. This is especially important in respect of the children. It is natural that children imitate the behavior of the others specially the parents have a tremendous responsibility. Parents should behave in such a way that the reading interest of their children increases. Some parents specially educated parents encourage their children by various activities such as buying books for them. Making them use libraries, supporting the children in reading books, promoting the parents reading books, promoting the parents reading habit as an example to their children etc.

There are occasions in which behavior of other family members becomes an obstacle to one's reading habit. If the other family members are not interested in reading and they don't understand the importance of reading, then their behavior becomes an obstacle to those who are interested in reading.
The survey conducted in the Colombo municipality area revealed that the family members of the majority of the respondents read books.

### Table X

Reading habit of the other family members

<table>
<thead>
<tr>
<th>Reading habit of the other family members</th>
<th>Number of respondents</th>
<th>percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read</td>
<td>112</td>
<td>80</td>
</tr>
<tr>
<td>Not read</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table X family members of the majority of the respondents (80%) read books.

#### 5.18 Frequency of reading

The frequency of reading newspaper, watching television, listening to the radio or going to the movies is explained primarily by social status, and secondarily by educational background by the degree of urbanity of the domicile or by income. Among the factors deterring the regularity of reading priority can be given to educational background. The social status takes the second place among the factors. Factors that influence one to read are intertwined in a highly sophisticated manner, and their separation and arrangement in to main groups have not yet been accomplished by research. A stratum oriented investigation was carried out by the center for library science and methodology of hungry. The research covered 1000 inhabitants.
of five villages. Reading which had been a despised or shameful sort of activity ten to fifteen years before was now considered useful by 64 percent of the inhabitants.

The frequency of reading and even the level of taste are positively influenced by further training and participation in the innovation movement reading is not only and not primarily a sort of substitute in a passive way of life, but is related to and stimulated by other types of activity.

The survey conducted in the Colombo municipality area revealed that majority of the respondents read in free times.

Table XI
Frequency of reading

<table>
<thead>
<tr>
<th>Reading times</th>
<th>Number of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>Holidays</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Free times</td>
<td>103</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table XI, majority of the respondents (74%) read in their free time. Only 18% of the respondents read everyday.
5.14 Reading Hours

People read different hours of the day such as in the night, in the day in the dawn etc. The time of the reading depends on the nature of activities they are engaged. Employed person may be interested in reading in the night because they have no other time to read. Unemployment persons and student may be more interested to read in the day time. Some people specially highly educated scholars are more interested in reading in the dawn. Some people read when they are travelling in a bus or train. The time of the reading is affected by various factors like employment, educational level of persons, family backgrounds etc. There may be persons who want to read in the night but are unable to do so due to behavior of other family members.

The survey conducted in the Colombo municipality area revealed that majority of the respondents read in the night.

Table XII

<table>
<thead>
<tr>
<th>Reading Hours</th>
<th>Numbers of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Night</td>
<td>92</td>
<td>66</td>
</tr>
<tr>
<td>Day</td>
<td>45</td>
<td>32</td>
</tr>
<tr>
<td>Dawn</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table XII majority of the respondents (66%) read in the night.
5.15 Reading Hours

People read different hours of the day such as in the night, in the day in the dawn etc. The time of the reading depends on the nature of activities they are engaged. Employed person may be interested in reading in the night because they have no other time to read. Unemployment persons and student may be more interested to read in the day time some people specially highly educated scholars are more interested in reading in the dawn. Some people read when they are travelling in a bus or train. The time of the reading is effected by various factors like employment, educational level of persons, family backgrounds etc. There may be persons who want to read in the night but are unable to do so due to behavior of other family members.

The survey conducted in the Colombo municipality area revealed that majority of the respondents read in the night.

Table XII

<table>
<thead>
<tr>
<th>Reading Hours</th>
<th>Numbers of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Night</td>
<td>92</td>
<td>66</td>
</tr>
<tr>
<td>Day</td>
<td>45</td>
<td>32</td>
</tr>
<tr>
<td>Dawn</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table XII majority of the respondents (66%) read in the night.
5.16 Subject Coverage of reading

All round cultural development of the individual is one of the major tasks of reading. Books and reading play an enormous role in developing and perfecting the capabilities and talents of an individual in many spheres: working, social, cultural, ethical. Having independent scientific cognitive and literary-aesthetic value, books helps to draw man to other arts-to-theater the cinema, music etc. However the fact of turning to a book, magazine or newspaper cannot itself be a weights argument to prove that reading has itself a real role in the all-round development of the individual. There fore the question of what is read and how by a worker or a collective farmer or by an engineer or a doctor and which literature be prefer and why are acquiring ever greater importance. An analysis of the content and structure of the soviet people's cultural interests while grouping them in broad complexes of social-political-scientific cognitive and literary, aesthetic problems was shown that people with varied interests and cultural requirements accounts for the greatest percentage of consumers of any information. Thus 84 percent of the inhabitants of small towns are simultaneously interested in the broad complexes of subjects mentioned above. It has been found that the versatile readers is considerably greater than the number of consumers of various audio-visual information. The activity of the soviet people with versatile and broad reading interests is steadily growing. Books, magazines and newspapers carry specific information both with regard to subject and the manner of presentation.

The study conducted in the Colombo municipality area revealed that readers read on various subjects and majority of the respondents read on literature.
Table XV
Subject Coverage of Reading

<table>
<thead>
<tr>
<th>Subject area of reading</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>80</td>
<td>57%</td>
</tr>
<tr>
<td>Art</td>
<td>22</td>
<td>16%</td>
</tr>
<tr>
<td>Science</td>
<td>08</td>
<td>06%</td>
</tr>
<tr>
<td>Commerce</td>
<td>12</td>
<td>08%</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the table XV majority of the respondents (57%) read on literature.

5.1 Sources of acquisition of social knowledge on current events.

The development of latest means of communicating information has caused fear for the fate of the books in the world. However, the studies conducted in various countries have revealed the groundlessness of these apprehensions. For the book is not cultural enrichment but a pastime preferred by more than two-third of the population. People purposefully select a channel of information in conformity with their inner cultural requirements. Sociologists studied the leisure time of different groups of soviet people, and the data they collected confirm their constant requirement for printed reading matter. As Man's first mass and reliable medium of communication the book has had a decisive role in the progress enrichment and refinement of human activity. Today there are about 800 million illiterate adults in the world and countless human settlements without libraries and schools. Simultaneously book production increases circulation of newspaper and magazines constantly.
rises, and the number of library readers is ever large. It is therefore its relationship to other mass communication media is very important. There is no doubt that books will continue to be important in spreading knowledge and culture in the future yet today many consider that books as a means of information have become too heavy and clumsy to use. Modern means of communication that will not only transfer but also treat the necessary information be substituted for books. The technical capabilities of computer microfilm and telecommunication point to radical changes in libraries as far as the processing and storage of scientific information is concerned. It is obvious that radio, film. Microfilm television and other electronic devices have usurped certain communication fields where the book has had a complete monopoly for decades. Over the years modern media of mass communication have captured the ears and eyes of millions and have taken from the book some of its loyal readers. However these media have recently contributed to advertising and popularizing the book for film, radio and television cannot fill the gaps that appear between the spoken and the printed world.

The survey conducted in the Colombo municipality area has revealed that newspaper is the main source of acquisition of social knowledge on current events.
Table XVI

Source of acquisition of social knowledge on current events

<table>
<thead>
<tr>
<th>Source</th>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers</td>
<td>68</td>
<td>49</td>
</tr>
<tr>
<td>Television</td>
<td>58</td>
<td>41</td>
</tr>
<tr>
<td>Radio</td>
<td>13</td>
<td>09</td>
</tr>
<tr>
<td>Computer media</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the Table XVI majority of the respondents (49%) newspaper as the source of acquisition of social knowledge on current events second largest number of respondents (41%) use television as the source of acquisition of social knowledge on current events.

5.18 Duration of Reading

Duration of reading is influenced by various factors such as employment, educational level, family background, age etc. Employed person cannot devote much time for reading. They are tired when they returned from work and are not interested in reading for a long time. Educated people specially academics and writers may devote longer time for reading. Studies conducted have revealed that reading takes a high-ranking place among other leisure time activities. However much less attention has been paid by these surveys to the question of how reading as and actual, desired and favored activity varies from one social stratum to another or to the question of its relationship to other type of leisure-time activities. As regards eating, dressing and even leisure time groups in more favorable social conditions tend to differ from
other groups not so much in the quantities consumed as in the prevalence of individual taste. The same holds true for reading. Reading habit of highly qualified professionals were examined by the section for reading habit research of the center of library science and methodology. The promotion of readers among strata of various occupations and domicile indicated only minor differences. The study of taste require complete aesthetic psychological and sociological investigations.

The study conducted in the Colombo Municipality area has revealed that the duration of reading at a time of the majority of the respondents is one hour.

Table XVII
Duration of reading at a time

<table>
<thead>
<tr>
<th>Duration of reading</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than two hours</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>Two hours</td>
<td>44</td>
<td>31</td>
</tr>
<tr>
<td>On hour</td>
<td>50</td>
<td>36</td>
</tr>
<tr>
<td>Less than one hour</td>
<td>13</td>
<td>09</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table XVII majority of the respondents (36%) read about one hour at a time.

31% of the respondents read two hours at a time.
5.19 Sections of Interest in Newspapers

The study conducted in the Colombo municipality area has revealed that newspaper is the main source of acquisition of social knowledge on current events. Therefore, it is clear that newspaper receives an important place among the mass communication media. Newspapers provide information on various aspects such as current news, articles on various subjects, advertisements, entertainment guides, features, etc. Different reader groups concentrate on various sections of the newspapers according to their interests. Some readers more interested in the current news. Some are interested in advertisements. People who are looking for employment may be more concerned about employment opportunities. Businessmen are more interested in business advertisement. Young people are more concerned about entertainment guides and features.

Large number of newspapers are published in Sri Lanka. Some are weekly newspaper. ‘Divayna’, ‘Lankadeepa’, and ‘Dinamina’ are the daily Sinhala newspaper with largest circulation. ‘Daly News’ and ‘Island’ are the daily English newspapers with largest circulation ‘Divayna’ Sunday edition. Sunday ‘Lankadeepa’, ‘Silumina’ are the leading Sinhala weekend newspaper and ‘Sunday Times’ Sunday, ‘Observer’, ‘Sunday leader’ are the leading weekend English newspaper.

The survey conducted in the Colombo municipality area revealed that a majority of respondents are interested in current news in newspapers.
According to the table XVIII majority of the respondents (55%) are interested in current news in newspapers.

### Table XVIII

<table>
<thead>
<tr>
<th>Sections of Interest</th>
<th>Numbers of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current News</td>
<td>75</td>
<td>55</td>
</tr>
<tr>
<td>Articles</td>
<td>32</td>
<td>22</td>
</tr>
<tr>
<td>Advertisements</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Features</td>
<td>32</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

#### 5.20 Obstacles for Reading

Discussion of the problems of reading has been going on for centuries. But at present under the impact of social change, this discussion acquires a fundamental new character. The question now is not only and so much to propagandize the benefits of reading but to accept the social responsibility for the level, content and organization of mass reading. This new and difficult aspect of the problem of reading is one of the major factors in social development. Distributing books among the people and fostering the habit of reading have become matters government concern in many countries. The socialist countries have much positive experience in this field with entire book circulation in the hands of the state and there by ensuring and unpresidently rapid growth in book publication and in the use of books by the people. The developing countries Asia and Africa launching as they do campaigns for literacy and culture, pay primary attention to organizing and popularizing reading. Many of these countries have
adopted laws to aid libraries. They have created writer language, developed literature and increased book publication. Some western countries recently renewed library laws in view of the growing needs in reading. The social conditions of life and level of economic development of various countries are the principle factors determining the aims, content and popularity of reading among the different groups of the population.

Various complicated problems of reading become subject to investigation. These investigations assume an ever broader scale reflecting as they do the constantly growing need for people to read. Various research studies were conducted in various countries for the last few years. In the USSR the range of investigations include such problems as the social function of reading.

The survey conducted in the Colombo municipality area has revealed that the main obstacle for reading is television and radio.

<table>
<thead>
<tr>
<th>Table XIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obstacles for reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Obstacles</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour of other family members</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Television and Radio</td>
<td>41</td>
<td>29</td>
</tr>
<tr>
<td>Neighbours</td>
<td>09</td>
<td>07</td>
</tr>
<tr>
<td>Accessive work</td>
<td>30</td>
<td>22</td>
</tr>
<tr>
<td>Other</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>
According to the table XIX the main obstacle for reading is the television and radio. Majority of the respondents say that television and radio is their main obstacle for reading.
CHAPTER SIX

Summary Conclusion and Recommendation

This is a sociological study about the library service in the Colombo municipality area. The main objective of the study is to investigate the social forces shaping the reading habits of the readers in the Colombo municipality area. Other objectives are to study the historical background of the library service in Sri Lanka to make a classification of libraries in the Colombo municipality area and to study the social role of these libraries.

The primary data collecting techniques are the questionnaire and written records. The questionnaire was intended to gather information on reading behaviour of the respondents in the Colombo municipality area. A number of hypotheses were drawn on the basis of the objectives of the study. Some of the hypotheses were confirmed.

Summary of findings

(1) 100 percent of the respondents read books.
(2) 87 percent of the respondents use libraries.
(3) Lack of time is the main reason for not using libraries.
(4) 83 percent of the respondents have membership of a library.
(5) Majority of the respondents (55%) spend their leisure by reading.
(6) Majority of the respondents (70%) do not maintain personal libraries and 30 percent maintain personal libraries.
(7) Family members of the majority of the respondents (80%) read books.
(8) 74 percent of the respondents read only when they are free and 18 percent read every day.

(9) Majority of the respondents (66%) read in the night.

(10) 76 percent of the respondents said that library is their main source of acquiring books for reading.

(11) The objective of the reading of the majority of the respondents (63%) is acquisition of knowledge.

(12) 57 percent of the respondents read mainly literature.

(13) The Newspaper is the main source of acquisition of social knowledge on current events of the majority of the respondents (49%) and television receives the second place (41%).

(14) Duration of the reading of the majority of the respondents (36%) is one hour at a time. 31 percent read two hours at a time.

(15) Majority of the newspaper readers (55%) are interested in current news. Only 10 percent interested in advertisements.

(16) Television and radio is the main obstacle for reading of the majority of the respondents.

The following hypotheses are confirmed

(1) The main reason for not using libraries is lack of time.

(2) The objective of the majority of the respondents is the acquisition of knowledge.

(3) Newspaper is the main source of acquisition of social knowledge on current events.
The following hypotheses were rejected

(1) Majority of the respondents do not read books.

(2) Majority of the respondents do not use libraries.

(3) The main obstacle for reading is the behaviour of other family members.

Conclusions

(1) Reading still remains the major source of acquisition of knowledge and spending leisure time in the Colombo municipality area.

(2) The library usage is satisfactory in Colombo area.

(3) Respondents give less priority for reading in their daily activities. Most readers read only when they are free.

(4) Readers in the Colombo area have a high interest in reading literature.

(5) Newspaper still dominates as the major source of acquisition of social knowledge on current events.

(6) The main obstacle for reading is television and radio.

(7) Reading facilities for certain special groups such as prisoners are not adequate.

Recommendations

(1) Since people give less priority in reading mass campaign for reading promotion should be conducted to create social awareness and interests in reading.

(2) Evaluation of existing programmes and activities is to be conducted for their improvement.
(3) The existing children library services are not adequate and more services should be provided for children.

(4) Reading facilities should be expanded for special groups like prisoners, disabled etc.

(5) A National Book Policy should be formulated.

(6) There are few high standards book shops in Colombo area. The standards of other book shops should be increased.

(7) Since there are various obstacles for reading an awareness programme about creating a sound environment for reading in homes and other places should be conducted.
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SURVEY ON READING HABIT
QUESTIONNAIRES

(01) Your name and address (optional)


(02) Your Educational Qualifications
i) Up to G.C.E. (O/L)
ii) Passed G.C.E. (O/L)
iii) Up to G.C.E. (A/L)
iv) Passed G.C.E. (A/L)
v) Degree
vi) Postgraduate Degree
vii) Other

(03) Your Designation:

(04) Your age:

01 - 21 - 22 - 26
27 - 31 - 32 - 41
42 - 45 - 46 - 51
52 - 56 - 57 - 61

(05) Your religion:

1) Buddhist
2) Hindu
3) Islam
4) Christian
5) Roman Catholic
6) Other
(06) Do you usually read books?
   Yes:  
   No:  

(07) If no what is the main reason?
   1) lack of time  
   2) difficulty in obtaining books  
   3) home environment 
   4) lack of interest 

(08) Do you use libraries?
   Yes:  
   No:  

(09) If no, what is the main reason
   1) lack of time  
   2) lack of interest  
   3) absence of a library near by  
   4) other (please specify)  

(10) Are you a member of a library?
   Yes:  
   No:  

(11) How do you spend your leisure time?
   1) reading books  
   2) reading newspapers  
   3) listening to the radio  
   4) watching television  
   5) other (please specify)
(12) Do you have a library in your home?
   Yes: ................................
   No: ................................

(13) Are your family members interested in reading?
   Yes: ................................
   No: ................................

(14) When do you usually read?
   1) every day
   2) on holidays
   3) in free times

(15) In which time of the day do you usually read?
   1) night
   2) day
   3) dawn

(16) How do you obtain books for reading?
   1) libraries
   2) purchasing
   3) from friends
   4) other (please specify)

(17) What is your main objective of reading?
   1) acquisition of knowledge
   2) spending leisure
   3) for enjoyment
   4) to acquire extra knowledge for examination
   5) to improve the writing skill
(18) On what subject do you read mainly?
1) literature: novels .................
    short stories ......................
    poems .........................
    criticisms .....................
2) Art .........................
3) Science ......................
4) Commerce .....................
5) Other (please specify) ............

(19) How long do you read at a time?
1) more than tow hours
2) tow hours
3) one hour
4) less than one hour

(20) How do you acquire knowledge on current events?
1) News papers ......................
2) Television .......................
3) Radio ...........................
4) Computer Media ..................

(21) What sections of newspapers are you interested most?
1) News .........................
2) Articles ......................
3) Advertisements ..................
4) Features ......................
(22) What are the obstacles you face in reading?
   1) behavior of other family members
   2) factors like television, radio etc.
   3) behaviour of neighbours
   4) other (please specify)

Thank you.

G.D. Amarasiri.
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Colombo 07.