

AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D. C. 20523
BIBLIOGRAPHIC INPUT SHEET

FOR AID USE ONLY

Batch 80

| | | |
|---|--|---------------------------------------|
| 1. SUBJECT CLASSIFICATION | A. PRIMARY Libraries and Information Sciences | MA00-0000-G730 |
| | B. SECONDARY General--Pakistan | |
| 2. TITLE AND SUBTITLE Report on Pakistan's information transfer system | | |
| 3. AUTHOR(S) Donovan, D.G. | | |
| 4. DOCUMENT DATE 1974 | 5. NUMBER OF PAGES 50p. | 6. ARC NUMBER ARC PK027.05491.D687 |
| 7. REFERENCE ORGANIZATION NAME AND ADDRESS Donovan | | |
| 8. SUPPLEMENTARY NOTES (<i>Sponsoring Organization, Publishers, Availability</i>) | | |
| 9. ABSTRACT | | |

| | |
|--|---|
| 10. CONTROL NUMBER <i>PN-AAF-352</i> | 11. PRICE OF DOCUMENT |
| 12. DESCRIPTORS Librarians Libraries National planning Pakistan Personnel development | 13. PROJECT NUMBER |
| | 14. CONTRACT NUMBER <i>AID/Asia-C-1088</i> |
| | 15. TYPE OF DOCUMENT |

PK
027.0540.
D687

AID/Asia-C-1088
Donovan

PN-AAF-352

CONTRACT: AID/ASIA-C-1088

REPORT ON
PAKISTAN'S INFORMATION TRANSFER SYSTEM .

DAVID G. DONOVAN
USAID CONTRACT CONSULTANT
PAKISTAN
JUNE 6 - JULY 13, 1974
ISLAMABAD

A.I.D.
Reference Center
Room 1838 II

WORK SCOPE

At the request of the Government of Pakistan, USAID provided my services to serve as an Information Transfer System Consultant for the period of June 6, 1974 through July 13, 1974. My contract requirements were:

1. To assist in the development of a comprehensive plan for modernization of Pakistan's library information systems.
2. To assist in the development of a training project for Pakistani professionals in the areas of data and document storage, retrieval, processing and dissemination.
3. To assist in the planning of courses in information transfer systems in the departments of Library Science in selected Pakistani universities.
4. To assist in the review of the GOP plan for a national library system.
5. My contract also emphasized library development at the three levels in the National Library Plan (National, District and Community).

In addition, the Ministry of Education requested that I review and advise on the plans for further developing the services of the Documentation Section of the Curriculum Wing.

During the period of June 6 - June 13, I reviewed the activities of the Documentation Section and the proposed expansion of those services

as submitted by S. Neaz Ahmad, Documentation Specialist. Discussions were held with the Secretary and Joint Secretary of the Ministry of Education, other Government of Pakistan officials and other individuals who are concerned with the development of an information transfer infrastructure as a pre-requisite for economic and social development.

From June 14 to July 8, I discussed overall library situation with Mr. Abdul Hafeez Akhtar, Director of GOP Libraries in Karachi.

A list of the individuals with whom I consulted in Islamabad and Karachi is attached (Annexure "A").

My instructions excluded a review and evaluation of the transfer of scientific and technical information which had been reviewed by a joint US-Pakistani Science Team. I did review the recommendations of the joint team and held discussions with Dr. Mohajir, Director of PANSDOC, concerning matters of common concern and the need for coordination and clear delineation of responsibilities between his organization, the Ministry of Education and other organizations and bodies concerned with information transfer at the national and international level.

ASSUMPTIONS

1. The expenditure of funds for the establishment of an integrated national library system and for educational materials to be placed within such libraries would yield a total decrease in the per capita cost of education for Pakistan.
2. The people of Pakistan would be in favor of imaginative and new uses of libraries, educational material and technology within such libraries, particularly in programs aimed at rural transformation.
3. The Central and Provincial Governments would give public support to library and educational materials development for use in the 50,000 people-oriented public libraries proposed in the new Education Policy (1972-80) and would provide adequate funds to make a substantive impact in this area.
4. As in the case of all educational materials, the need, importance and effectiveness of libraries and the materials contained therein bear an inverse relationship to the quality of teachers in the area. The poorer the quality of the teacher, the more needed are supplemental reading materials.
5. The public and private sectors of the publishing industry would support and work in harmony in the development of materials for a nation-wide, interlocking information system.
6. That donor agencies would be sympathetic to Government of Pakistan requests for long- and short-term technical advisors, commodity support, information processing hardware and needed participant training abroad.

NATION-WIDE INFORMATION TRANSFER SYSTEM

RECOMMENDATION:

That it be established as Government policy: that a nation-wide integrated information transfer system be established in Pakistan at the earliest possible date.

This recommendation receives the highest priority of this report because it is fundamental to all that follows.

The system should consist of independently and locally managed but interlocking systems of People-Oriented Public Libraries, university and college libraries, school libraries, and special libraries. The network developed should include libraries in both the public and private sector.

Quality programs of education for librarianship should be further strengthened. The number and educational qualifications of the teaching staff should meet standards approved by the University Grants Commission.

The People-Oriented Public Libraries should receive the highest priority for development among the various types of libraries within the nation-wide system. The benefits of these libraries are linked closely to national interests and development needs. The People-Oriented Public Libraries hold great promise of effectiveness and desirable cost-benefit ratios in the non-formal education field.

School libraries in Pakistan are either inadequate or non-existent in many instances. Developing this resource would support classroom

instruction and expand the students' horizons beyond the lecture and textbook. Where teaching quality is low, the school library is of even more benefit and value. The school library would help attain for the student what the public library would attain for the adolescent or adult outside the formal school program. The school libraries and the public libraries would form two parallel, mutually-supporting learning structures in the provinces.

Because university and scientific libraries exist already, they have been given a lower priority for action in this report than the non-existent public and school library networks. This report does not underestimate the value of university and research libraries and their vital role in nation building.

University library book collections need to be strengthened and professional manpower improved. Likewise, scientific libraries in both the public and private sectors should be further developed, particularly through cooperative efforts.

Recommendations in this report urge allocation of foreign exchange in larger amounts than has been given to date to develop collections of scholarly journals and books urgently needed to improve the quality of higher education and research. Support should be given also to the efforts of university libraries to strengthen their collections and services through resource sharing programs in a research library network which would include the nation's major research institutes and organizations.

Essential to all the above is the need for professionally trained library manpower with greater skills, breadth of knowledge and problem solving ability to handle the urgent and complex responsibilities of information transfer.

RECOMMENDATION:

That a national advisory committee on Libraries, Documentation and Information Systems be constituted to advise the Federal Government on matters relating to Libraries, Documentation and Information Systems. The Director, Department of Libraries, should serve as Secretary of the Committee.

There is an urgent need to coordinate and establish priorities for the development of services and collections of the nation's library and documentation services.

PEOPLE-ORIENTED PUBLIC LIBRARIES

RECOMMENDATION:

That a People-Oriented Public Library System be put in place in a phased program, the first libraries being put in place prior to July 1, 1975. The planning, organizing, developmental work and passage of enabling legislation should be completed as soon as possible.

It is universally accepted that in order for a library program to succeed, there must be a continuing availability of new reading materials at the proper learning level and of demonstrated usefulness to the new literate. Without such materials, newly acquired reading skills are lost and the efforts will fail to bring about attitudinal changes necessary as a pre-condition for the betterment of the people of the rural areas and factories.

Programs to provide a continuous supply of reading material have failed in some countries because there was no administrative structure to sustain the flow of materials and to administer the program in light of experience. Often the reading materials and the distribution system had not been closely associated with the literacy program and with other community activities of economic and social uplift. Also, reading programs have frequently neglected valuable audio-visual tools which can stimulate and reinforce the reading experience. Important as such audio-visual materials are, however, they should be used to guide and direct the new and potential literate to the reading habit. The printed

word remains the basic, most effective, most sustaining and cheapest means of educating at all levels of learning.

The People-Oriented Public Library Program is designed to support functional literacy efforts of other provincial agencies, to provide learning materials for those outside the formal school system, to enrich the learning experience of school attendees beyond what is acquired in the classroom, and to develop the habit of reading for enjoyment and life-long learning.

RECOMMENDATION:

That the People-Oriented Public Library System be hierarchial in structure.

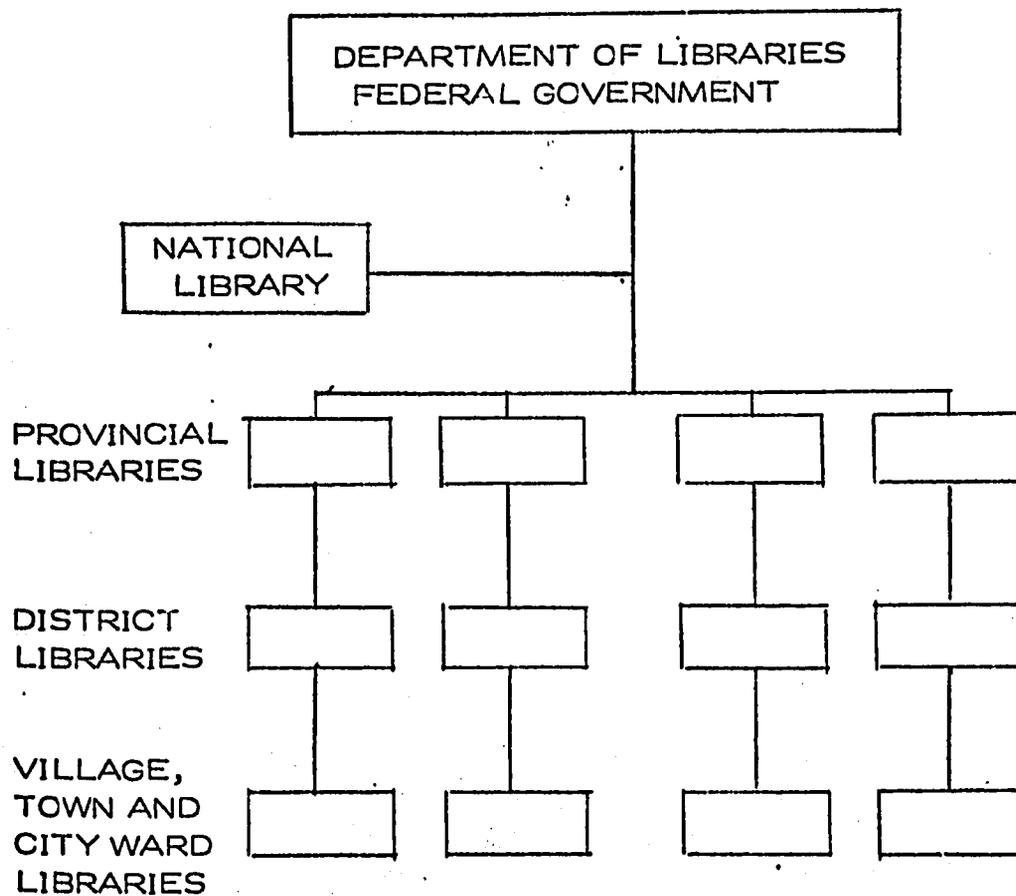
The provincial library in each province would be the administrating and coordinating agency for the People-Oriented Public Library Program in their respective provinces. At the Federal level the Department of Libraries would coordinate.

Provincial libraries and Provincial Library Boards should be established in each province to receive and dispense funds. A telex system should be established between the Provincial Libraries and the National Library, when established, for efficient meeting of information needs and administration.

One existing public library at each district headquarters should be strengthened to implement an aggressive library extension program to the villages of their respective districts. Where no suitable district library exists, one should be established.

The Census Bureau reports that there are a total of 44,843 villages in Pakistan at present and 50,000 are estimated by 1980. In the initial phase, People-Oriented Public Libraries will be limited to those villages, towns and city wards with a high school. There are approximately 2,500 high schools in Pakistan. As the resources and staff of the district libraries are developed, the selection criteria will be changed to place additional libraries in those villages with middle schools and later in villages with only a primary school.

ORGANIZATIONAL CHART OF THE
PEOPLE-ORIENTED PUBLIC LIBRARIES SYSTEM



RECOMMENDATION:

That enabling legislation for the People-Oriented Public Libraries be enacted.

Enabling legislation for the establishment of the provincial libraries, district libraries and other tiers of the People-Oriented Public Library System has been drafted and is ready for submission to the Ministry of Education when appropriate. Enabling legislation for the National Library and a National Library Board is currently under study by the Director of the Department of Libraries, Government of Pakistan.

RECOMMENDATION:

That funding for the first five years be by the Federal Government with grants to the provinces. In subsequent years funding by the provinces should be in increasing amounts.

For the first five years, when developmental work and capital expenses are high, funds should be entirely by grants from the Federal Government. Upon a mutually agreed upon schedule, the provinces should assume increasing financial responsibility as the Federal Government financial support phases out. At the end of each five year period, the financial arrangements should be reviewed. Developmental plans with cost estimates for the provincial and district libraries should be forwarded to the Federal Government for approval and funding. Progress reports should be forwarded regularly, and the Federal Government should ensure that library services meet the standards established in the legislation before approving grants.

RECOMMENDATION:

Titles for printing in large quantities for the People-Oriented Public Libraries should be selected by the Provincial Education Councils from available materials and approved by the National Education Council.
The Council should also recommend subjects for which books should be written and published and which would be specifically designed for the need and reading levels in the areas of the People-Oriented Public Libraries. Individual libraries will order additional titles which meet unique requirements of selected readers and not needed in quantity.

The Council should appoint a Committee to select appropriate titles. The Committee should include, but not be limited to, representatives from the library profession, the National Book Foundation, the Pakistan Publishers Association, educators and community developmental agencies.

A cooperative effort will be required by the National Book Foundation and private publishers to provide the number of books the program will require initially and on a continuing basis to sustain interest in and use of the libraries.

First priority should be given to the selection of basic titles needed for all the libraries and after that to selected sets of graded materials for readers at different levels of proficiency and with varying subject interests.

Material for these libraries should be produced in English, Urdu and regional languages.

A catalog of books approved for the village libraries and which are available in quantity should be printed and distributed to the provincial and district libraries. Libraries may supplement their collections by purchase of titles not on the lists but which meet specific needs of their readership.

RECOMMENDATION:

That priority be given to the development of strong and effective district library services.

The district libraries are the key institutions in the system. The success of the program in the respective districts will depend upon professionally trained personnel who are highly imaginative, have demonstrated qualities of leadership, initiative and willingness to assume responsibility. Although the provincial library provides advice, financial assistance and bibliographical support, local management is essential for success at the district library level. The District Library Boards, in turn, must delegate similar authority to the Village Library Boards. The responsibilities of the District Library Boards and their relationship with the Provincial and Community Library Boards are described in the enabling legislation drafted by the Director of Libraries, GOP.

The district library will interlock with public, school, university and special libraries in the district and be the information clearing house within the district. The district library will develop and maintain union lists of periodical holdings, subject speciality lists and other guides to the

Information resources of the district. Requests not able to be filled within the district would be sent to the provincial library for action and subsequently forwarded to the national library if the information is not available within the provinces.

A trained librarian from the district library should periodically inspect and evaluate the services of each village, town or city ward People-Oriented Public Library in his district; consult with the local library board; advise and guide the individual responsible for maintaining the collection and make a forecast of future activities and needs. Between such visits additional or new materials would be sent on a scheduled basis to supplement the collections, to replace worn out books and to meet the request of library users for particular titles or for information on a particular subject. The district librarian should forward written reports of these inspection trips to the provincial library authorities.

Each district library should have a van to transport reading materials to the rural areas. When conditions permit the van should be equipped with facilities to show documentary films on key problem areas of rural life; such as, public sanitation, nutrition, farming, irrigation and self-help projects. The reading materials concerning the subject matter of the film showings should be available at the library.

The district librarian should be required to have a Bachelor's degree plus an M.A. in Library Science from a recognized university.

The district librarians should have the same cadres and pay scales as

college librarians. Prior to the establishment of the People-Oriented Public Libraries, the District Librarians should participate in a workshop in library extension services to be conducted by the provincial libraries in cooperation with the appropriate university of the province.

RECOMMENDATION:

That the development of the People-Oriented Public Libraries be a phased program and the total number of libraries established at any one time should not exceed the supply of library materials or the supply of system's capacity to manage effectively.

The selection of the villages in which the People-Oriented Public Libraries will be established will be the responsibility of the provinces; however, criteria should be applied nation-wide.

In the initial stages the number of libraries should be kept to a manageable number.

No People-Oriented Public Libraries should be established in a district which does not have a district library.

People-Oriented Public Libraries should normally be established during the first phase in a village with a high school. This criteria will ensure a number of literates who need and will appreciate material to practice and retain their reading skills. Many of these literates will be readers and tutors to illiterate friends and relatives, imparting knowledge which can be turned into service.

The village should have adequate transportation and communication links with the district library.

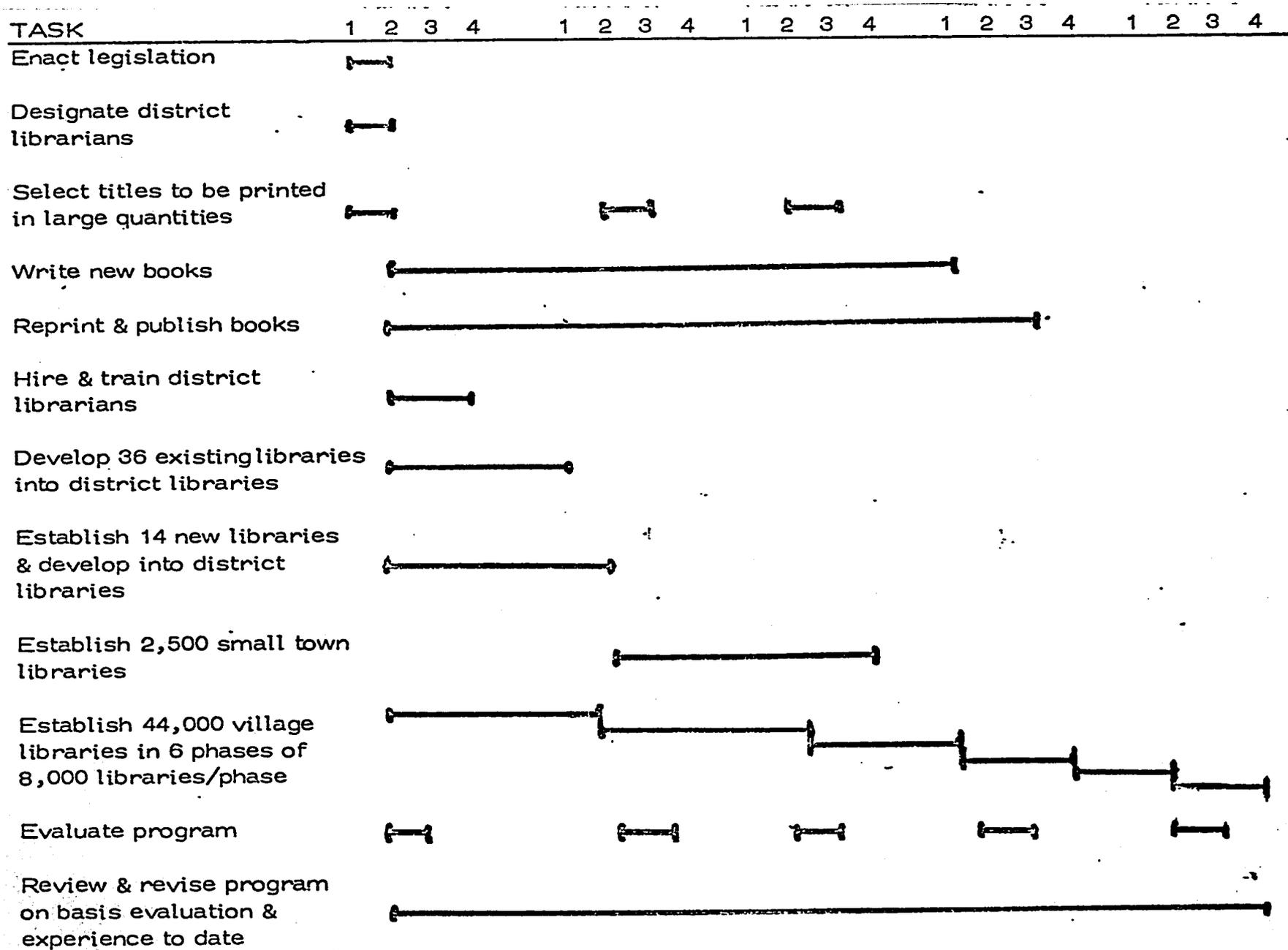
The definition of adequate communication and transportation links will vary considerably among the four provinces and each province must set its own criteria. The criteria for Baluchistan and the North West Frontier Provinces will vary considerably from those of the Punjab and Sind.

There will be no construction of library buildings at the village, town and city ward level. The library collections will be maintained in an existing building such as, a school, mosque, I.R.D.C., Adult Community Education Center, an agrovillage, or a factory.

RECOMMENDATION:

During the developmental phase of the People-Oriented Public Library Program, the Federal and Provincial Governments should conduct a rigorous publicity campaign at the district and village level.

The people should be made aware of the activities of the People-Oriented Public Libraries and its accomplishments in the town and villages. The villages should develop a pride of ownership in a library which is their own locally managed institution. If there is strong local support, it will be easier for the provinces to delegate to the village a portion of the added financial burden of the libraries when Federal Government grants terminate.



COST ESTIMATE FOR
PEOPLE-ORIENTED PUBLIC LIBRARY PROGRAM

(In Rupees)

| | |
|---|--------------------|
| Developing Provincial Libraries | 68,00,000 |
| Strengthening Existing Libraries designated District Libraries | 3,71,70,000 |
| Establishing 14 new District Libraries | 1,83,36,000 |
| Establish 2,500 small town libraries | 25,70,00,000 |
| Establishing 44,000 Village libraries | 1,67,58,000 |
| TOTAL: | <hr/> 33,60,64,000 |

COST ESTIMATES

DISTRICT LIBRARY PROGRAM STRENGTHENING EXISTING LIBRARIES

(In Rupees)

| Expenditure Item | Cost/Library | Non-recurring Grants, Total for 32 Libraries | Annual Recurring Costs for 32 Libraries | Total for Project (5 years) |
|--|--------------|--|--|-----------------------------------|
| Strengthening 32 exist- ing libraries to be designated as District Libraries | | | | |
| Initial Grant: Publications, furniture equipment, van for library extension ser- vice to rural areas | 5,00,000 | 160,00,000 | --- | 160,00,000 |
| Annual Recurring Costs: | | | | |
| Publications | 50,000 | | 16,00,000 | 80,00,000 |
| Staff | 60,000 | | 19,20,000 | 96,00,000 |
| Other charges | 10,000 | | 3,20,000 | <u>16,00,000</u> |
| Sub-Total | | | | 352,00,000 |
| Inflationary factor of 5% for recurring costs (5% of 192,00,000) | | | | <u>9,60,000</u> |
| TOTAL | | | | 361,60,000 |

COST ESTIMATES

DISTRICT LIBRARY PROGRAM
ESTABLISHING FOURTEEN NEW DISTRICT LIBRARIES

(In Rupees)

| Expenditure Item | Cost/Library | Non-recurring Grants - Total | Annual Recurring Costs | Total for Project (5 years) |
|---|---------------|------------------------------|------------------------|-----------------------------|
| Establishing 14 new libraries as District Libraries in districts where no adequate library now exists | | | | |
| Initial Grant: | | | | |
| Buildings | 5,00,000 | 70,00,000 | | 70,00,000 |
| Publications | 2,00,000 | 28,00,000 | | 28,00,000 |
| Furniture, Equipment, van for library services to rural areas | 50,000 | 7,00,000 | | 7,00,000 |
| Staff | 60,000 | 8,40,000 | | 8,40,000 |
| Annual Recurring Costs after Initial Grant: | | | | |
| Publications | 50,000 | | 7,00,000 | 28,00,000 |
| Staff | 60,000 | | 8,40,000 | 33,60,000 |
| Other charges | <u>10,000</u> | | <u>1,40,000</u> | <u>5,60,000</u> |
| Sub-Total | 9,30,000 | 113,40,000 | 16,80,000 | 180,60,000 |
| Annual inflationary factor of 5% (5% of 68,20,000) | | | | <u>3,36,000</u> |
| TOTAL | | | | 183,96,000 |

COST ESTIMATES
2,500 SMALL TOWN PEOPLE-ORIENTED PUBLIC LIBRARIES

(In Rupees)

| Intent of Expenditure | First year for one library | For 2,500 libraries | Annual cost for next four years | | Total for Project (5 years) |
|--------------------------------------|----------------------------------|------------------------|------------------------------------|------------------------|-----------------------------------|
| | | | For one library | For 2,500 libraries | |
| Publications | 20,000 | 5,00,00,000 | 10,000 | | |
| Furniture and equipment | 10,000 | 2,50,00,000 | 2,000 | | |
| Staff | 12,000 | 3,00,00,000 | 48,000 | | |
| Sub Total | <u>42,000</u> | <u>10,60,00,000</u> | <u>60,000</u> | 14,00,00,000 | 24,50,00,000 |
| Inflationary factor of 5 per cent | | | | | <u>1,22,50,000</u> |
| TCTAL | | | | | 25,72,50,000 |

**VILLAGE LIBRARY PROGRAM
ANNUAL COST AND FIVE YEAR TOTAL COST**

(In Rupees)

| Expenditure Item | Cost/ Library | Year-I 4000 libraries | Year-II 4000 & 8000 libraries | Year-III 12000 & 8000 libraries | Year- 20000 & 8000 libraries | Year-V 28000 & 16000 libraries | Total (5 years of Project) |
|--|------------------|-----------------------------|--|--|---------------------------------------|---|----------------------------------|
| Establish village libraries in approximately 44000 villages. | | | | | | | |
| Initial collection of approximately 100 volumes | | | | | | | |
| Initial Grant: | | | | | | | |
| Library Boxes | 100 | 4,00,000 | 8,00,000 | 8,00,000 | 8,00,000 | 16,00,000 | 44,00,000 |
| Books & Periodicals | 200 | 8,00,000 | 16,00,000 | 16,00,000 | 16,00,000 | 32,00,000 | 88,00,000 |
| Recurring Costs: | | | | | | | |
| Publications (replacements, new titles, added copies) | 200 | | 1,60,000 | 4,80,000 | 8,00,000 | 13,20,000 | 27,60,000 |
| Sub Total | | | | | | | 159,60,000 |
| Annual inflationary factor of 5% | | | | | | | 7,98,000 |
| TOTAL (cost and inflation) | | | | | | | 167,58,000 |

SCHOOL LIBRARIES

RECOMMENDATION:

That each high school have a full-time qualified librarian from a Teacher Training Institution.

Except in a few instances, schools do not have libraries with sufficient or appropriate learning materials, trained staff or adequate facilities. The use of libraries in formal education and as tools in the non-formal learning process is not a facet of the Pakistani educational scene.

As may be expected, there are no Pakistani leaders of a school library movement, no notable quantity of indigenously produced school library guides and bibliographic reference works. The in-country training programs, such as that previously sponsored by Karachi University, are inadequate to meet the national needs.

There is a critical need to develop school libraries at the secondary level in order to support and improve the quality of present classroom instruction, to provide supplemental reading materials and to provide learning resources for inquiry-oriented education and lessening dependence on lectures and rote memorization methods. Functional libraries, first at the high schools, later at the middle schools and finally at the primary level, could make possible the development of a habit of inquiry and problem solving fundamental to research and advanced study as well as to student self-sufficiency in the social, cultural and economic environment in which the early school leaver will find himself and herself.

RECOMMENDATION:

That a curriculum in Library Science be added to the teaching programs of all teacher training institutes and that a Certificate in Library Science be offered. Cadres and pay scales for Librarians who are Certificate holders in Library Science should be the same as that of classroom teachers with T.C.'s in subject areas, such as, English, Oriental Languages, Science, Drawing, etc. The librarian should be designated a member of the teaching faculty of the school.

There were 53 teacher training schools in 1972. If each school were to train an average of at least thirty in Library Science annually, there would be sufficient manpower by 1980 to staff the estimated 7,500 high schools and middle schools. With an economic incentive of library vacancies, the positions could be filled sooner.

RECOMMENDATION:

That the schools of librarianship at the universities of Karachi and Punjab develop and present a six-month course in School Librarianship to experienced teachers with B.A./B.Ed., or higher academic qualifications.

Successful graduates of this course would subsequently be absorbed as teachers of Library Science in the country's estimated 53 Teacher Training Institutions and be placed in the same cadres and pay scales as classroom teachers.

RECOMMENDATION:

That the libraries of teacher training institutions and their teaching schools be improved on a priority basis to serve as a model of how a library supports the teaching programs.

The theory and practice of librarianship should be an integrated whole. The theory and practice should not be separated, one from the other.

RECOMMENDATION:

The financial support for development of school libraries in Pakistan should be analyzed carefully to ensure healthy and sustained growth.

The UNESCO meeting of Experts on the Development of School Libraries, meeting in Guatemala in 1968, recommended that at least 1.5% of the national budget for public education be allotted for school library development.

RECOMMENDATION:

A major effort should be made to provide a basic school library collection to every secondary school.

The book collections of all school libraries need to be increased and the quality improved. A standard catalog of books for secondary school libraries should be compiled and published.

RECOMMENDATION:

In those schools where there is not yet a full-time librarian, the school should have a set library period for each class in its school time-table.

Classroom teachers should accompany their pupils to the library and assist in instruction in the use of library resources.

Each class should be scheduled in the library for a minimum of 45 minutes once each two weeks. The teacher-librarian should be given an honorarium for the added work. Library work should not become an added burden to an already overworked teaching schedule.

ESTIMATED COST OF BOOKS FOR
2,500 SCHCCL LIBRARIES

(In Rupees)

2,500 Libraries with initial collection of
2,000 volumes each @ Rs. 7/- per volume

3,50,00,000

Replacement of books and purchase
of additional books to be met from
next regular budget grants

Cost of staff will be met from regular
budget

TOTAL

3,50,00,000

NATIONAL LIBRARY

RECOMMENDATION:

That the National library building be erected at the earliest possible date consistent with good planning.

The rapidly increasing needs for information for nation building in all sectors and at all levels of sophistication make the establishment of the national library essential.

RECOMMENDATION:

A library building consultant should be made available immediately for a period of three weeks to work on detailed planning for the National Library before the architectural drawings are finalized and approved for construction.

The proposed functions of the national library of Pakistan are appropriate for the country and for a national library. No further attention need to be given this matter at this time. However, there is need for a library building consultant who has been responsible for the building and construction of his own library building and who could make useful recommendations in the design of the national library. The timing of the consultant's visit is most vital because of the library's programs are well defined and detailed architectural drawings are about to be made.

RECOMMENDATION:

The National Library, being a permanent institution of the country, should be established under an act of the Parliament.

The Director, Department of Libraries, who is also working as Project Director of the National Library, should be asked to prepare a draft of the National Library Legislation.

RECOMMENDATION:

That the Registry of Copyright should become a unit of the National Library when the library construction is completed.

The work of the Registry is closely associated with that of the National Library. The work of both organizations would be more effective and efficient if the Registry were to become a part of the national library. There are precedents for such in the organization of other national libraries. The merger of the Registry into the National Library would result in some economies.

DEPARTMENT OF LIBRARIES

RECOMMENDATION:

That the establishment of the Department of Libraries should be moved to Islamabad as soon as possible.

The Director of Libraries and his supporting staff should be relocated in Islamabad soon so that he might better provide overall coordination and planning of the nation's library development at the Federal Government level, especially the People-Oriented Public Libraries and other large, nationwide information transfer systems. The establishment must be moved at the same time as the Director for the Department's work to continue.

The Central Secretariat Library, the Registry of Copyright and the National Bibliographic Unit can remain in Karachi until the National Library building is constructed.

RECOMMENDATION:

That the Department of Libraries include a Research and Development Section.

The section would have the following functions among its responsibilities, but not be limited to: (1) acquire and publish statistical data on the status and activities of libraries and the book trade necessary for planning; (2) develop guidelines and plans to improve the library and documentation systems of the nation; (3) improve the quality and quantity of library materials;

(4) increase the accessibility of library materials to the people of Pakistan; (5) develop long-range comprehensive communications programs with available technology, including a network between the major university and research libraries and an interconnection through the national library to international bibliographic resources; (6) develop and coordinate resource building activities in one geographic area as a pilot demonstration of effectiveness of total access to bibliographic materials and information in a locality, regardless of the type of libraries or institutions involved; (7) publish the results of the section's research; (8) sponsor studies and analysis of new technology to determine its feasibility and adaptation to library and documentation services in Pakistan.

RECOMMENDATION:

That the Department of Libraries initiate a program of microfilming rare books located in the libraries of Pakistan.

The public libraries and private collections of Pakistan have many valuable books which should be preserved through microfilm for research and preservation of the nation's heritage. A mobile microfilm van and qualified staff should be provided to the department for this purpose. The microfilm copies would be placed in the national library when it is constructed.

RECOMMENDATION:

That the establishment of the Department of Libraries be strengthened with additional professional librarians and that selected members of the establishment be given additional training.

Recently bifurcated from the Department of Archives and Libraries, the Department of Libraries needs to be organized and strengthened professionally to carry out the responsibilities given and planned for it.⁷ The Director of the department is highly qualified; but he requires professional assistants in the areas of public, school and university libraries to relieve him of the detailed work in these specialities and free him to recommend policy, to plan and to coordinate the large information transfer systems evolving in the provinces and in the Federal Government.

Particular attention should be given to the need for training and development of the professional staff of the department to fully maximize present manpower.

The Director should travel abroad to observe and study the organization and work of departments of libraries in selected countries. It is particularly recommended that the Director spend some time observing the organization and work of the U.S. Office of Education and some of the state libraries and branches of state departments of education concerned with library support and development.

RECOMMENDATION:

That a long-term Information Transfer Advisor from the U.S.A. assist the Ministry of Education in the development of the People-Oriented Public Library Program, the National Library, the School Library Program and other information transfer projects particularly concerned with rural transformation and non-formal education in urban areas.

It is recommended that the advisor serve for the first five year phase of the People-Oriented Public Library Program. The Director, Department of Libraries should be designated the consultant's counterpart. The advisor would assist in developing plans to implement approved policies for the People-Oriented Public Libraries, assist in coordinating library programs at the provincial level, provide guidance and advice at the district level when requested and could review programs at the village level, provide advice and recommend modifications in the program on the basis of such reviews.

The advisor would assist in the development of services for the national library in Islamabad, in the creation of a school library system at the secondary school level and later the establishment of library facilities at the primary school level, and in building a university library network to make the total university library resources of the nation accessible to scholars and research workers.

In addition, the advisor would assist in establishing formal and non-formal education programs to improve the quality of professional and non-professional manpower for the above programs.

UNIVERSITY LIBRARIES

RECOMMENDATION:

That the University Grants Commission should analyze carefully the budget allocations for university libraries to determine what per cent of the total university budget should be allocated to libraries. A minimum of five per cent of the total university budget including personnel costs, should be allocated for library development.

Present university library budgets are inadequate to support academic programs and the quality of teaching and research is declining as a result.

The UNESCO Regional Seminar on the Development of University Libraries in Latin America (1962) and the UNESCO meeting of Experts on the National Planning of Library Services in Asia (1967) recommended that a minimum of five per cent of the total university budget in developing countries should be allotted for library development.

RECOMMENDATION:

That the University Grants Commission establish a Standing Sub-Committee on Libraries and Library Education.

Such a sub-committee, consisting of university librarians, library educators and users of libraries, would stimulate a continuing interest and understanding of the problems of libraries and library education. The sub-committee would develop standards and determine the feasibility of a

University Library network. It would advise and make recommendations to the Commission. The sub-committee would periodically visit university libraries and departments of Library Science, sponsor survey and studies of various aspects of library services, promote standards of service and recommend to the Commission actions in those instances where standards are not maintained.

The first task of the sub-committee should be to establish standards for university libraries and departments of Library Science.

RECOMMENDATION:

That foreign exchange be allocated within the university's regular budget for the purchase of learned journals.

The maintenance of significant collections of learned journals are essential for the teaching and research responsibilities of the faculty. During periods of financial crisis, foreign exchange was not available for the libraries to maintain these collections. As a result, university libraries in Pakistan have broken or suspended sets of vital journals and are attempting to purchase these items at premium prices.

RECOMMENDATION:

That the Pakistan Library Association be requested to develop an inter-library loan code.

Any code of professional ethics, such as an interlibrary loan code, is effective only to the extent the profession considers it a part of their ethic and voluntarily adheres to it. An interlibrary code drawn up by

Pakistan's national library association would be acceptable to the profession as their own creation and one to which they should adhere.

Any lending plan which may be evolved should be effective and provide needed materials quickly. It should be fully regulated and controlled in view of the cost of such programs to the major lending institutions. (If there are delays in meeting loan requests because of inadequate staff, the lending institution has the responsibility for assigning needed staff to the interlibrary loan section to eliminate such delays.)

RECOMMENDATION:

The University Book Banks be essentially self-supporting after the initial grant.

The Karachi University Book Bank charges the student 20% of the cost of the book as a rental fee for each book for an academic year. Assuming that the book will last five years, the cost, less an inflationary factor, is recovered and used for the purchase of a replacement copy or another title and the book bank is virtually self-sustaining. There should be supplemental annual grants for the purchase of additional titles. The universities should bear the administrative costs of operating the book banks.

RECOMMENDATION:

When the Government is considering supporting research and development in the broad area of information storage and retrieval, the significance and application of such research to university libraries should be considered.

Government sponsored research and development of information transfer techniques, systems and technology tend to concentrate on the specialized research institutes and industrial information centers at the expense of the university libraries.

RECOMMENDATION:

Each university should prepare a union catalog of the holdings of the various libraries on the campus. This single source of information of the university's library resources will facilitate teaching and research.

This task could be simplified if all books purchased for the various libraries of the university were acquired and processed centrally and provided to the appropriate departmental libraries.

RECOMMENDATION:

That university libraries take the leadership in coordinating the research library resources of the region in which they are located.

The entire bibliographic resources of a region should be considered a pool from which each library may draw, regardless of the types of libraries involved. University libraries should explore and encourage all types of cooperation.

RECOMMENDATION:

A portion of any funds acquired to support new courses of instructions, expand existing courses or initiate new research should be allocated to the library for the purchase of support materials.

No new course of instruction should be approved for the academic program without a certification from the University Librarian that there are adequate library materials to support the course or that funds for the purchase of such materials are available in the University Library budget.

RECOMMENDATION:

That foreign exchange be provided universities to cover the cost of joining the U.S. Book Exchange and paying freight charges from the U.S.A. to Pakistan for scholarly journals urgently needed to complete library holdings.

Membership fees in the U.S. Book Exchange are presently \$25.00 per year and entitle the member to obtain at the cost of only the freight and handling, back issues of learned journals needed by teaching and research faculties which are not available elsewhere or available elsewhere only at high prices. The U.S. Book Exchange is a private, non-profit organization located in Washington, D.C.

The cooperation of the National Shipping Corporation should be requested to carry free of charge and in the national interest books and back issues of scholarly journals acquired through the U.S. Book Exchange or other donor agencies in the United States. Book orders from the U.S. Book Exchange should be consolidated until enough material is available to justify a sea shipment.

EDUCATION FOR LIBRARIANSHIP

RECOMMENDATION:

A. U.S. library educator should be provided for a period of one academic year to develop a curriculum in the management of special libraries and information systems at the University of Karachi, Department of Library Science.

The visiting educator would also develop and conduct workshops and seminars for library educators and practicing librarians in all the provinces.

RECOMMENDATION:

The existing departments of Library Science should be strengthened and no additional departments of Library Science be started until the existing schools meet minimum standards.

Except for Karachi University, no department of Library Science has an adequate number of full-time trained teachers holding an M.A. (Library Science). The University Grants Commission should appoint a Committee of librarians and library educators as soon as possible to submit proposed standards for library education. The Commission should withhold grants to those institutions which do not meet approved standards within a reasonable deadline.

RECOMMENDATION:

Teachers of the Departments of Library Science at Karachi, Punjab and Peshawar Universities be sent to the U.S.A. annually during the period

1975-80 for graduate education in librarianship leading to an M.S. or M.A. in Library Science at a school accredited by the American Library Association. The same opportunity should be extended to Departments of Library Science at other universities when their Library Science faculty has a sufficient number of qualified full-time teachers.

There is a continuing need for fresh ideas and new concepts to be added to the curriculum planning and development. Most of the foreign trained teachers of Library Science in Pakistan have received their library education in the U.S.A. A corps of U.S. trained librarians would provide a service-oriented viewpoint to librarianship. The added competence of the faculty will mean better trained librarians and a general improvement of the quality of service and the status of librarians.

RECOMMENDATION:

Courses of instruction at departments of Library Science should include work projects of educational value and national service.

Such projects may include assisting in the compiling of union lists of serials and converting such data to machine readable format, preparing regional or campus-wide union catalogs, developing standards of library service for various types of libraries and teaching operation of box libraries in rural areas served by the People-Oriented Public Libraries Program. Such project activity should have genuine educational value for the students and not be used as a substitute for salaried employees by the host institution.

RECOMMENDATION:

Courses of instruction in Information Storage and Retrieval should be limited at the present time to the "Soft Ware" elements.

There should be orientation and familiarization sessions concerning computers. Field visits to computer installations would also be valuable. The Department of Library Science at Karachi University should continue its plan to develop student skills in organizing materials and data for those information storage and retrieval programs which would be feasible in Pakistani libraries at this time.

Instruction should be included in the use of punched card machines for library purposes.

Special courses of information in the use of computers in libraries may be given at a future date.

RECOMMENDATION:

The relatively small number of Pakistani librarians who have received graduate degrees in Library Science from U.S. universities five or more years ago should be awarded grants for travel and observation in the U.S.

There are less than ten such graduates in Pakistan and a refresher program of this sort would enable these individuals to become aware of new developments and establish professional contacts for the further exchange of ideas. The possibilities of the librarians traveling as a group should be explored. Group travel and evening discussions of observations during the day help the individuals relate their observations to the Pakistani scene.

THE DOCUMENTATION SECTION IN THE CURRICULUM WING
MINISTRY OF EDUCATION

RECOMMENDATION:

Establish within the Ministry a single library and documentation center to serve the needs of the entire Ministry, other Government Ministries and autonomous Government bodies concerned with education.

It is recommended that the UNESCO materials lying in the UNESCO Section and the Ministry library currently in the Secretariat building be merged with the collections of the Documentation Section in the Curriculum Wing and that the new entity be designated as the documentation and library service facility for the Ministry. Publications now in the office of the Secretariat building of the Ministry and not needed by the officers in their daily work, should be transferred to the Documentation Section.

Books purchased by officers of the Ministry of Education should be acquired by the new facility, which would maintain a union catalog of books purchased by the Ministry but not a part of the facility's collections.

The Ministry should explore the desirability of the new documentation facility being attached to the National Institute of Education.

RECOMMENDATION:

Increase the knowledge and skills of the professional and clerical personnel of the Documentation Center through formal courses of instruction at the University level, workshops, seminars, work-study programs and on-the-job training.

At the present time the officers and staff of the Documentation Section in the Curriculum Wing are primarily responding to requests for their services from the Wing and the Ministry. The section also receives requests from other Ministries.

The senior officer of the Documentation Section should be enrolled as a special student in the courses on information storage and retrieval which will be given at Karachi University. Later, he should be considered along with other candidates for graduate training abroad. I recommend a university in the U.S.A. with a strong curriculum in education as well as with a school of library and information science accredited by the American Library Association.

RECOMMENDATION:

The Documentation Section should initiate a current awareness program of new learning materials and developments in education, particularly in the areas of non-formal education, educational technology and educational finance.

The Section should utilize the reproduction facilities available to print and disseminate to concerned Government of Pakistan officials available information which will be directly useful in current research and decision making. I do not recommend additional reprographic equipment for the Documentation Section until increased demand demonstrates a need for such an investment. The one exception would be a photo-copy machine to reproduce journal articles.

RECOMMENDATION:

The senior officer of the Documentation Section should compile educational information need profiles as a guide for disseminating information to appropriate officers of the Ministry of Education, other Government Ministries and autonomous bodies.

An effective liaison should be established with such officers to keep the profile current and revised as the officers' information requirements change. The effectiveness of such a liaison will depend upon the Documentation Officer's knowledge of education, understanding of the educational work currently underway in Ministries and autonomous bodies, demonstrated professional knowledge and ability in library and information science, and the vigor and creativity which he or she approaches the work. The attitude and mental set of the staff of the Documentation Section is more vital to the section's success than an abundance of human and material resources.

RECOMMENDATION:

That the senior officer of the Documentation Section coordinate long-range planning with the Director, Department of Libraries.

The Director, Department of Libraries, has been designated as responsible for developing plans and policies and coordinating library development in the country.

RECOMMENDATION:

The book, document and journal collections of the Documentation Section should be strengthened. Sufficient foreign exchange should be allocated

during FY 1974-75 to build up the collections to a satisfactory norm and recurring grants of foreign exchange be given to retain the collections at satisfactory levels.

The most urgent need is for current subscriptions to indexing and abstracting services to keep researchers and administrators current in their areas of responsibility. Second priority is subscriptions to the primary journals covered by the major indexing and abstracting services and concerned with the key problem areas of the education sector. Third priority is the acquiring of retrospective volumes of indexes and abstracts to provide needed background data and information about work done elsewhere in areas of current interest to the Ministry.

Fourth priority is the acquisition of the back issues of journals. Back issues of many index and abstract services as well as journals can be acquired at nominal cost through such cooperative services as the U.S. Book Exchange. Back issues are also available by donations from concerned individuals and institutions. Fifth priority is current books, many of which can be acquired locally, and Government documents which are available through official sources.

RECOMMENDATION:

The Documentation Section should utilize the professional skills and printing facilities available in the Ministry to produce quality publications, preferably by photo-offset.

The Documentation Section should continue to compile and disseminate bibliographies upon request and in anticipation of needs.

The Section's annotated accession list should be expanded to include reproduction of the tables of contents of recently received journals. As mentioned above, the list should be done in photo-offset rather than cyclostyled. The list should be distributed to interested Government of Pakistan and Provincial education officers. The Section should be prepared to photo-copy the journal articles which will be requested.

A policy should be established under what condition books will be loaned to Provincial officers and university administrators.

The Documentation Section should compile and maintain an up-to-date list of holdings of learned journals in the section and distribute such lists to interested Government officers and Ministry libraries.

RECOMMENDATION:

The staffing of the Documentation Section should be increased when the need of additional persons is demonstrated.

Additional personnel will be needed as the volume of work increases with added responsibilities and service oriented program has been operative for some time. The Ministry should respond quickly after a demonstrated need for additional staff is evident.

RECOMMENDATION:

New technology should be explored and used when feasible.

After the Documentation Officer has completed the special courses in documentation at Karachi University recommended above, consideration should be given to a six-month pilot project on machine retrieval of data

in the section. Information previously identified and supplied in response to requests and determined to be of current or potential use to the Ministry should be carded for machine and manual retrieval. At the end of the six months an evaluation should be made of the use of machine retrieval techniques in the section. If results are not promising, only the manual retrieval techniques should be continued. The proposed manual retrieval innovations would provide improvements over present techniques.

RECOMMENDATION:

Microfilm and microfiche should be used to the maximum extent possible to obtain research materials not available in any other format.

Micro-print research materials will enrich the collection of the Documentation Section at a minimum of cost and use of foreign exchange. The Documentation Section should have a microfilm reader and a microfiche reader when the collection of non-book material is adequately developed. Moderately priced microfilm and microfiche readers are available.

LIST OF OFFICIALS INTERVIEWED

ISLAMABAD

GOP

1. Dr. M. Ajmal, Secretary, Ministry of Education
2. Capt. U.A. Isani, Joint Secretary, Ministry of Education
3. Dr. W.M. Zaki, Vice Chancellor, People's Open University
4. Dr. R.A. Shah, Joint Education Advisor
5. Miss M.B. Ahmad, Deputy Education Advisor
6. Dr. Dost M. Khan, Deputy Education Advisor
7. Mr. S.N. Raza, Documentation Officer, Ministry of Education
8. Mr. S. Neaz Ahmad, Documentation Specialist, Ministry of Education
9. Mr. Nazeer Ahmad, Assistant Education Advisor
10. Mr. Colin G. Harrison, UNESCO Expert (Curriculum Development)
11. Mr. John Overton, UNESCO Expert (Book Production)
12. Dr. John S. Helmick, USAID Expert (Pakistan Examination System)
13. Mr. Akhtar H. Siddiqi, Chief Librarian, Pakistan Institute of Development Economics
14. Mr. Qamar Dilshad, Assistant Resident Director, Pakistan National Council

USAID

15. Dr. William A. Wolffer, Deputy Director
16. Mr. Charles D. Matthias, Assistant Director/Public Services
17. Mr. Musharraf Ali, Education Advisor, USAID

USIS

18. Mr. G. Richard Hopwood, Public Affairs Officer

OTHERS

19. Mr. Thomas Hiatt, Assistant Representative, Ford Foundation
20. Mr. Agha M. Durrani, Acting Representative, Asia Foundation
21. Dr. Charles Boewe, U.S. Education Foundation

KARACHI

GOP

22. Mr. Abdul Hafeez Akhtar, Director of GOP Libraries

23. Qazi Habibuddin Ahmed, Principal Librarian, Directorate of GCP Libraries
24. Dr. Mahmud Husain, Vice Chancellor, University of Karachi
25. Dr. Anis Khurshid, Head, Department of Library Science, University of Karachi
26. Mr. Adil Usmani, Librarian, University of Karachi
27. Mr. Ibne Insha, Director, National Book Center, Karachi
28. Dr. A.R. Mohajir, Director, Pakistan National Scientific Documentation Center
29. Mr. Ibrahim Saad, Assistant Director, National Book Center
30. Mr. Taswir Hasan Hamidi, Superintendent, National Museum of Pakistan
31. Mr. Yunus Said, Chairman, National Book Foundation
32. Mr. Atiqz Zafar, Senior Research Officer, Archives of Freedom Movement, University of Karachi

USAID

33. Mr. George Diehl, USAID/Karachi

USIS

34. Dr. Carl Bartz, Country Cultural Affairs Officer, USIS

OTHERS

35. Mr. Jerry R. James, Field Director, U.S. Library of Congress, Pakistan/Karachi
36. Dr. Evic Gustatson, Visiting Research Economist, University of Karachi