



# **SRI LANKA LIBRARY REVIEW**

**Vol. 26 June 2012**

**ISSN : 1391-2526**



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Journal of the Sri Lanka Library Association

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Vol. 26 June 2012

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## Preface

The Librarianship in modern era is based upon how people learn, not how they search. This new approach to librarianship requires a change in the skills and preparation of new types of services and ultimately relationship with communities. The Library Review of the Sri Lanka Library Association serves as a communication medium of disseminating information among its members by sharing the knowledge and experiences gained through the library professional.

This issue of the journal articles includes views and findings of such professional experiences by the authors. The first article discusses and analyses how the professional developed in the Eastern worlds as evident in Buddhist literature and explains the Library services first emerged on a separate discipline in the Western world with the opening of the first library school in Colombia. This article attempts to answer the problems relevant to reading habits of the people of Sri Lanka,

The second article discusses how the modern public library system in Sri Lanka was started with the establishment of the subscription libraries in the British regime during the nineteenth century. The authors explain the libraries in Sri Lanka had gradually changed during the early twentieth century due to the growing user demands of the general public.

The two articles discuss the finding of the use of E- resources and the usage of Journal articles to disseminate the information by universities. Sharing the experience gained through by exploring Japan, the author gives information how the libraries are centers of excellence in Japanese library system.

The final article is a tribute to the late Mr. Christie Perera former Librarian of Central Bank and long standing member of SLLA who brought fame to Sri Lanka. We would like to thank the authors for their tremendous effort to do research and reporting them to share their professional knowledge among fellow librarians without hesitation.

My deepest gratitude goes to Mr. Upali Amarasiri and Dr. Ruwan Gamage for their tremendous support to make this journal a reality. I would like to extend my gratitude to the Publication Committee the reviewers, editorial board and the SLLA staff for their support in compiling the journal.

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සාරාංශය

පුස්තකාල හා විඥාපන විද්‍යාව විෂයක් වශයෙන් ඇමෙරිකාවේ කොලොම්බියා නගරයේ ආරම්භ වී වර්තමානය වන විට ලොව සෑම රටක ම පාහේ ජනතාවට සම්පස්ථ විෂයක් බවට පත් වී තිබේ. පුස්තකාල විද්‍යාවේ ආරම්භය පිළිබඳින් ලෝක ඉතිහාසයෙහි සඳහන් කරා පුවත් අපූර්වත්වයෙන් පරිපූර්ණ ය. පුස්තකාල විද්‍යාවත් පුස්තකාලයත් අතර ඇති සහ සම්බන්ධතාව බටහිර සම්ප්‍රදාය අනුවත්, පෙරදිග සම්ප්‍රදාය අනුවත් වෙන වෙන ම අධ්‍යයනය කළ හැකි ය. මෙම ලිපියෙන් පුස්තකාල වෘත්තිය ආරම්භ වීම කෙරෙහි පෙරදිග සම්ප්‍රදායෙහි බලපෑම කෙසේ සිදු වී ද යන කරුණ බෞද්ධ සම්භාව්‍ය සාහිත්‍යය ඇසුරෙන් විමර්ශනය කරනු ලැබේ.

## 1. පුස්තකාල වෘත්තියෙහි පදනම

පුස්තකාල හා විඥාපන විද්‍යාව අපරදිගවාසීන් මෙල්විල් ලුවිස් කොසුන් සිව්ගේ සිට අධ්‍යයනය කෙරෙන අතර පෙරදිග පුස්තකාල සම්ප්‍රදාය මහාවාර්ය එස් ආර්. රංගනාදන්ගේ සිට අධ්‍යයනය කිරීම වර්තමාන අධ්‍යයන ස්වභාවය වී ඇති ඒ අනුව පුස්තකාල හා විඥාපන විද්‍යාවේ දර්ශනයන් ගැන මෙම වෘත්තීයයන් දෙදෙනාගේ ප්‍රකාශයන් ඉතා වැදගත් වේ. ඇතැමෙක් මෙල්විල් සිව් පුස්තකාල විද්‍යාවේ පියා ලෙස නම් කරන. එමෙන් ම මහාවාර්ය එස්. ආර්. රංගනාදන් පෙරදිග පුස්තකාල විද්‍යාවේ පියා වශයෙන් සලකනී එහෙත් මේ පිළිබඳ ව නිරීක්ෂණය කිරීමේ දී පුස්තකාල වෘත්තියට අදාළ පසුබිම බිහිවූයේ ආසියාවේ බව ද, වෛදික සම්භාව්‍ය සාහිත්‍යය හා බෞද්ධ සම්භාව්‍ය සාහිත්‍යය ඇසුරෙන් එහි ප්‍රභවය සිදු වූ බව ද අපගේ විමසනාකමියට හසුවේ.

පුස්තකාල හා විඥාපන විද්‍යා විෂයයෙහි ග්‍රන්ථ විද්‍යාත්මක තොරතුරු උද්ධරණය හා සංවිධානය සඳහා ග්‍රන්ථ විද්‍යාත්මක පාලනය (Bibliographic Control) යන ජනප්‍රිය නාමයෙන් හඳුන්වනු ලබන සම්මත ක්‍රමවේදයක් අනුමතය කෙරේ. ග්‍රන්ථ විද්‍යාත්මක පාලනය සඳහා යොදා ගනු ලබන ක්‍රමවේද අතර පූර්ව සමන්වය අනුක්‍රමණිකා ක්‍රම (Pre-Coordinate Indexing Systems) (වර්ගීකරණය, සුවිකරණය, අනුක්‍රමණිකාකරණය, ග්‍රන්ථ නාමාවලිකරණය හා සාර සංග්‍රහකරණය) හා අපර සමන්වය අනුක්‍රමණිකා ක්‍රම (Post-Coordinate Indexing Systems) (සමුද්ධරණය, මූලික පද අනුක්‍රමණිකා, මුඛ්‍ය පද) වශයෙන් ක්‍රම කීපයක් හඳුනාගත හැකි ය.

පුස්තකාල වෘත්තීයට අවශ්‍ය පදනම සැකසී ඇත්තේ පුස්තකාලයෙහි ඇති දැනුම සංවිධානය හා ලේඛන වර්ගීකරණය මත බව පර්යේෂණාත්මක ව ඔප්පු වී ඇති නිගමනයයි. පුස්තකාල වෘත්තීයයා සතු විශේෂඥ දැනුම හා විවිධ ලේඛනවල අඩංගු දැනුම නිරාවරණය වන්නේ වර්ගීකරණය හා සුවිකරණය පාදක කර ගෙන ය. පුස්තකාල ග්‍රන්ථ වර්ගීකරණය පුස්තකාලයාධිපතිත්වයේ පදනම වශයෙන් ද නම් කළ හැකි ය. කිසියම් කෘතියක/ලේඛනයක අන්තර්ගත දැනුම නිරාවරණය කොට සංකේතාත්මක ව ප්‍රකාශ කිරීම වර්ගීකරණය වශයෙන් හඳුන්වා දිය හැකි ය. වර්තමානය තෙක් භාවිත වන වර්ගීකරණ ක්‍රම සඳහා පාදක වී ඇත්තේ එක් එක් දාර්ශනිකයන්ගේ න්‍යාය හා සිද්ධාන්තයන් ඒ අවබෝධය හා පසුකලය මත පසුකාලීන පුස්තකාල වර්ගීකරණ ගොඩනැගී ඇති බව පුස්තකාල ග්‍රන්ථ වර්ගීකරණයෙහි ඉතිහාසය අධ්‍යයනයේ දී පෙනී යන කරුණකි.

2. බෞද්ධ සාහිත්‍යයෙහි පුස්තකාලවේදය පිළිබිඹු වන ආකාරය

ශාක්‍යයන්ගේ ප්‍රධානියා වූ සුද්ධෝදන මහ රජතුමාගේ, මහා සුප්පබුද්ධ රජතුමාගේ දියණිය වූ මහා මායා බිසවගේත් ඔෆරස පුත්‍රයා වශයෙන් සිද්ධාර්ථ කුමාරයා ක්‍රි. පූ. 623 දී වෙසක් මස පුර පසළොස්වක පොහෝ දින නේපාලයේ ලුම්බිණි සල් උයනේ දී උපත ලබා ඇත. ක්‍රි. පූ. 594 දී ඇසළ මස පුර පසළොස්වක පොහෝ දින සියලු සැප සම්පත් අතහැර ගෘහ ජීවිතයෙන් මිදී අභිනිෂ්ක්‍රමණය කෙළේ ය.

අවුරුදු හයක් දුෂ්කර පර්යේෂණයකින් ජීවිතය පිළිබඳ යථාවබෝධයක් ලබා පසුව ක්‍රි. පූ. 588 වර්ෂයේ වෙසක් මස පුරපසළොස්වක පොහෝ දින උරුවෙල් දනව්වේ ගයා නැමති ප්‍රදේශයේ හෙවත් වර්තමාන බුද්ධගයාවේ දී බුද්ධත්වයට පත් වූ සේක. ක්‍රි. පූ. 587 දී ඇසළ පුන් පොහෝ දින ප්‍රථම ධර්ම දේශනය වූ දම්සක් පැවතුම් සූත්‍රය දෙසීමෙන් ආරම්භ වූ ලෝක සේවාව පන්සාලිස් වසක් මුළුල්ලේ ක්‍රි. පූ. 543 දක්වා ම සිදු කළ සේක.

නව අරහාදී බුදුගුණවල දක්වන 'සත්ථා දේව මනුස්සානං' යන බුදුගුණයට අනුව බුදුරජාණන් වහන්සේ එවක සමාජයේ සිටි විශිෂ්ටතම ගුරුවරයකු සේ ම ශාස්තෘවරයෙකි. ලෝකවිදු නම් බුදු ගුණයට අනුව බුදුරජාණන් වහන්සේ කාම, රූප හා අරූප යන තුන් ලෝකයම අතැමුලක් සේ දැන වදාළ උත්තරීතර පුද්ගලයෙකි. බුදුරජාණන් වහන්සේ විසින් දේශිත සියලු කරුණු ඥාන වර්ගීකරණ ක්‍රමයක ස්වභාවය පෙන්වුම් කරයි. බුදු දහම 'විභජ්ජවාදය' යනුවෙන් හඳුන්වා ඇත්තේ මේ හේතුවෙනි. විභජ්ජවාදය යනු විශ්ලේෂණවාදයකි. බුදුරජාණන් වහන්සේ තමන් වහන්සේ විශ්ලේෂණවාදියකු මිස මතයක එල්ල ගත් ආදානග්‍රාහියෙකු නො වන බව මජ්ඣිම නිකායේ සඳහන් කර ඇති බුදුරජාණන් වහන්සේ නමක් ලොව පහළ වන්නේ අනිත්‍ය, දුක්ඛ හා අනත්ත යන ත්‍රිලක්ෂණය ප්‍රකාශ කොට ලෝක සත්වයාට සසරින් විමුක්තිය ලැබිය යුතු මාර්ග ය පෙන්වා දීම පිණිස ය. " අවිච්ඡිකරා තීනි පදා - සම්බුද්ධෙන පකාසිතා " යන ධර්ම පාඨය ඊට නිදසුනකි



3. භාෂිතය හා පුස්තකාලයාධිපතිත්වය

බෞද්ධ සාහිත්‍යයෙහි භාෂිතය (භාෂිතය යනු කියන ලද්ද, පැවසූ දෙය, කියමන, දෙසූ ධර්මය) පිළිබඳ සාකච්ඡා කෙරෙන අතර එය පුස්තකාලයාධිපතිත්වයෙහි පදනම ශක්තිමත් වීමට හේතු සාධක වී ඇති පුස්තකාලයාධිපති වූ කලී බොහෝ ඇසූ පිරු තැන් ඇති (සංස්. බහුශ්‍රැත, පාලි බහුස්සුත) තැනැත්තකු බව පුස්තකාල ඉතිහාසයෙන් ප්‍රකට කෙරේ. ත්‍රිපිටකය ක්‍රි. පූ. 6 වන සියවසේ දී භාරතයේ කථිත ව්‍යවහාරයක් (මුඛ පරම්පරා) වශයෙන් පැවති බවට සාධක පවතී. සුසාරදහසක් ධර්මස්කන්ධය (84,000) පිළිබඳ ව නිරන්තරයෙන් බෞද්ධ සාහිත්‍යයෙහි සඳහන් වන අතර එය එය බුද්ධ භාෂිතය අසූ දෙදහසක් ධර්මස්කන්ධය (82,000) හා ශ්‍රාවක භාෂිතය දෙදහසක් ධර්මස්කන්ධය (2,000) වශයෙන් සමස්තය අසූසාරදහසක. ත්‍රිපිටකයෙහි බුද්ධ භාෂිත, ශ්‍රාවක භාෂිත, දේව භාෂිත හා සෘෂි භාෂිත යන වතුර්විධ භාෂිතය ම ඇතුළත් වීයී මෙම බුද්ධ භාෂිතය පහත සඳහන් වගුවෙන් තවදුරටත් පැහැදිලි කර ගත හැකි ය.

ද්විවිධ සත්‍යය	ත්‍රි ශික්ෂා	පිටකය	ව්‍යවහාර නාම	වෙනත් නම්	ස්කන්ධ
සම්මුති සත්‍යය	ශීල	චිනය	ආණා දේශනා	තථා සංචරා සංචර කථා	21,000
	සමාධි	සුත්‍ර	වෝහාර දේශනා	දිට්ඨි නිවේශන කථා	21,000
පරමාර්ථ සත්‍යය	ප්‍රඥා	අභිධර්ම	පරමත්ථ දේශනා	නාමරූප පරිච්ඡේද කථා	42,000
එකතුව					84,000

බුදුරජාණන් වහන්සේ විසින් දේශිත ධර්මය උන් වහන්සේ වැඩ සිටි කාලයෙහි සංග්‍රහ කිරීමක් හෙවත් රචනා කිරීමක් ගැන තොරතුරු බෞද්ධ ඉතිහාසයෙහි සඳහන් නො වේ. මේ සියලු ධර්ම කරුණු ශ්‍රාවකයන් සමූහ වශයෙන් සිත්හි දරා ගෙන කටපාඩමෙන් (වාචනා මාර්ගයෙන්/කටපාඩමෙන්/මතක තබා ගැනීමෙන්) රැගෙන ආ බව සඳහන් වේ. ධම්මපදයේ යමක වග්ගයේ දහ නව වන ගාථාවේ " බහුමිපි වෙ සහිතං භාසමානො - න තක්කරෝ හෝති නරෝ පමත්තෝ " යන පාඨයෙන් එය පැහැදිලි වේ. ධම්මපදයේ ම සහස්ස වග්ගයෙහි පළමු වන හා දෙවන ගාථාවල<sup>2</sup> ද, ජරා වග්ගයෙහි " අප්පස්සුතායං පුරිසෝ - බලිවද්දෝව ජීරති " යන ගාථා පාඨයෙන්<sup>3</sup> ද ශ්‍රැතිය හෙවත් කථිත ව්‍යවහාරය ගැන කරුණු දක්වා ඇති බුද්ධ දේශනාවට අනුව ධර්මය පිළිබඳ ව උපදෙස් දී ඇත්තේ මෙපරිද්දෙනි.

"ධම්මං විනා නත්ථි පිතා ව මාතා  
තමේ ව තානං සරණං පතිට්ඨා,  
තස්මා හෝ කිච්ච මච්චං පහාය

සුනාථ ධාරෙථ වරාථ ධම්මේ" යනුවෙන් ධර්මයෙහි විශේෂත්වයක් ධර්මය හැර අන්සරණක් නො මැති නිසා තමන් විසින් කළ යුතු කාර්යය වන්නේ එනම් ධර්මය ඇසීම, ධාරණය කර ගැනීම හා ධර්මයෙහි හැසිරීම නොහොත් ධර්මානුකූල ජීවිතයි. " සුතා, ධතා, වාචාය පරිචිතා, මනසානුපෙක්ඛිතා, දිට්ඨියා, සුප්පට්ච්ඡ්ඡා " යනුවෙන් දක්වෙන්නේ ද මේ කාරණයයි. මේ අනුව අතීත පුස්තකාලයාධිපතිත්වය යථෝක්ත ගුණාංගයන්ගෙන් පරිපූර්ණ වූ බව මොනවට පැහැදිලි වේ.

4. ශාසනික තනතුරු ප්‍රදානය කිරීම හා පුස්තකාලයාධිපතිත්වයෙහි ලක්ෂණ

තනතුරු නාම ප්‍රදානය පිළිබඳින් බෞද්ධ සම්භාව්‍ය සාහිත්‍යයෙහි සඳහන් වන තොරතුරු විසිතුරු ය. විචිත්‍ර ය. දකුණත් හා වමත් සවිචන් වන සැරියුත් හා මුගලන් යන දැගසව්වන් අතරෙන් සැරියුත් මහරහතන් වහන්සේ ප්‍රඥාවන්ත හික්කුන් අතර ප්‍රමුඛයා වූ බැවින් ධර්මසේනාධිපති පදවියෙන් ද පිදුම් ලැබූහ. මහාර්ථලාහි හික්කුන් අතර අග්‍රස්ථානය ලද මුගලන් මහරහතන් වහන්සේ ධර්මපුරෝහිත පදවියෙන් පිදුම් ලද සේක. මේ අනුව පුස්තකාලයාධිපතිත්වයෙහි සමාරම්භය සැරියුත් මහරහතන් වහන්සේ අග්‍රස්ථානයෙහි තබමින් අධ්‍යයනය කළ හැකි ය. ධර්ම භාණ්ඩාගාරික ආනන්ද මහරහතන් වහන්සේ වූ කලී පුස්තකාල හා විඥාපන විද්‍යා ක්ෂේත්‍රයට අනුව හඳුනා ගත හැකි අතිවිශිෂ්ටත ම සමාරම්භක පුස්තකාල වේදියාණන් වශයෙන් හඳුන්වා දිය හැකි ය. බුද්ධෝපස්ථායක පදවියෙන් පිදුම් ලද ජංගම පුස්තකාලයක් බඳු ආනන්ද මහරහතන් වහන්සේ උපස්ථායක වශයෙන් පත්වීමේ දී ලැබූ වර අටෙන් එකක් වූයේ තමන් වහන්සේ අනභිමුඛයෙහි දේශිත ධර්ම දේශනා බුදු රජාණන් වහන්සේ විසින් නැවතත් තමන් ට දේශනා කළ යුතු බවය.

මුඛ පරම්පරාවෙන් පවත්වා ගෙන එන ලද බුදුරජාණන් වහන්සේ විසින් දේශිත සියලු ධර්මය සම්පූර්ණයෙන් ම දැන සිටියේ ධර්ම භාණ්ඩාගාරික ආනන්ද මහරහතන් වහන්සේ ය. සූත්‍ර පිටකයේ එන සෑම සූත්‍රයක් ම ආරම්භ වන්නේ "ඒවං මේ සුතං ඒකං සමයං භගවා" (මා විසින් මෙසේ අසන ලදී) යන ආනන්ද තෙරුන් වහන්සේගේ සඳහනෙනි. එසේ ම ධර්ම භාණ්ඩාගාරික යන තනතුරෙන් වුව ද ගම්‍ය වන්නේ පාණ්ඩිතය, ස්මෘති ශක්තිය, ධර්මඥානය, ධර්ම සන්නිවේදන කුසලතා, බහුශ්‍රැතභාවය හෙවත් නූතන පුස්තකාලයාධිපතිවරයකු සතු විය යුතු විශාරදභාවය හා වෘත්තිකත්වයයි. මේ අනුව ත්‍රිපිටක සාහිත්‍යයෙහි එන ශාසනික තනතුරු ප්‍රදානය මඟින් පුස්තකාලයාධිපතිත්වයෙහි සංලක්ෂණ විද්‍යමාන වේ.

5. භාණක සම්ප්‍රදාය හා පුස්තකාලයාධිපතිත්වය

සම්බුද්ධ පරිනිර්වාණයෙන් තෙමසකට පසුව පැවැත් වූ ප්‍රථම ධර්ම සංගායනාව සාර්ථක කර ගැනීමට ධර්ම භාණ්ඩාගාරික ආනන්ද මහරහතන් වහන්සේගේ දායකත්වය විශිෂ්ටත්වයෙන් අනූන ය. පුරා සත්මසන් තිස්සේ පැවති එකී ධර්ම සංගායනාවෙන් අනතුරුව බුද්ධ භාෂිතය නොහොත් බුද්ධ වචනය සූත්‍ර, විනය හා අභිධර්ම වශයෙන් වර්ග කෙරිණි. එය අබණ්ඩ ව පවත්වා ගෙන යාම පිණිස සූත්‍ර භාණකු, විනය භාණක හා අභිධර්ම භාණක වශයෙන් ත්‍රිපිටකයේ ධර්ම කොටස් වනපොත් කොට (කටපාඩම් කිරීම) ගෙන දේශනා කිරීම සඳහා භාණකවරුන් පත්කර ඒවායේ භාරකාරිත්වය පවරන ලදී. එක් එක් පිටකය නැවත උපබෙදුම්වලට වර්ග කර එකී උපබෙදුම ඒ ඒ භාණක පරම්පරාවලට ද පවරනු ලැබීය. මෙම භාණක සම්ප්‍රදාය පුස්තකාල සම්ප්‍රදායයේ මුඛ්‍ය ලක්ෂණයක් බව සඳහන් කළ හැකි ය.

විනය පිටකය උපාලි මහරහතන් වහන්සේ ප්‍රමුඛ ශිෂ්‍යානුශිෂ්‍ය පරම්පරාවට ද, සූත්‍ර පිටකයේ දීඝ නිකාය ආනන්ද මහරහතන් වහන්සේ ප්‍රමුඛ ශිෂ්‍යානුශිෂ්‍ය පරම්පරාවට ද, මජ්ඣිම නිකාය සැරියුත් මහරහතන් වහන්සේ ප්‍රමුඛ ශිෂ්‍යානුශිෂ්‍ය පරම්පරාවට ද, සංයුක්ත නිකාය මහාකාශ්‍යප මහරහතන් වහන්සේ ප්‍රමුඛ ශිෂ්‍යානුශිෂ්‍ය පරම්පරාවට ද, අඬගුත්තර නිකාය අනුරුද්ධ මහරහතන් වහන්සේ ප්‍රමුඛ ශිෂ්‍යානුශිෂ්‍ය පරම්පරාවට ද, බුද්දක නිකාය සෙසු හික්කු කණ්ඩායම්වලට ද පවරන ලදී. අභිධර්ම පිටකය පිළිබඳ වගකීම මහාකාශ්‍යප මහරහතන් වහන්සේට පවරන ලද බව ද ශාසන ඉතිහාසයෙහි සඳහන් වේ. මේ අනුව දීඝ භාණක, මජ්ඣිම භාණක, සංයුක්ත භාණක ආදී වශයෙන් ඒ ඒ ග්‍රන්ථ ආරක්ෂා කර ගැනීම, හැදෑරීම හා පවිත්‍ර ස්වරූපය රැක ගැනීමේ වගකීම එකී කණ්ඩායම්වලට පැවරිණි. ශ්‍රැති ව්‍යවහාරය හෙවත් මුඛ පරම්පරාවෙන් දැනුම ආරක්ෂා කර ගෙන ඒම පාණ්ඩිතයෙහි/බහුශ්‍රැතභාවයෙහි ස්වභාවය වන අතර එයින් ප්‍රකට කෙරෙන ලක්ෂණයක් වන්නේ නූතන පුස්තකාලයාධිපතිත්වයෙහි ස්වභාවය ය. භාණක සම්ප්‍රදාය ත්‍රිපිටකය ලේඛනාරූඪ වන තෙක් පරම්පරානුයාත වශයෙන් අඛණ්ඩ ව පවත්වා ගෙන යන ලදී.

මිහිඳු මාහිමියන් විසින් ම ත්‍රිපිටකයට (හෙළවුවා) අට්ඨ කථා සම්පාදනය කිරීම ආරම්භ කළ බවට වාර්තා වුව ද ඒවා ලේඛන ගත වී තිබුණේ ද යන්න නිශ්චිතව හඳුනාගත නො හැකි ය. කෙසේ වුව ද මහින්දාගමනයෙන් පසු ත්‍රිපිටකයේ කොටස් මුඛ පරම්පරාගතව ආරක්ෂා කර ගත් දීඝ භාණක, මජ්ඣිම භාණක හා සංයුක්ත භාණක වශයෙන් භාණක පරම්පරා ඇති විය. "නිශගුත තෙරහ ශද්ධිහරිය බත මජ්ඣිම බණක නිශභ ලෙණේ ශුද්ධනෙ අගත අනගත වතුදිශ ශගශ" යන සෙල්ලිපි පාඨයෙන් එය තවදුරටත් පැහැදිලි වේ. උගත් ධර්මධර විනයධර භාණකවරුන්ට (හික්කුන් වහන්සේලාට) සංඝ සංවිධානය තුළ කීර්තියක් හා ගෞරවයක් තිබූ බව "මෙ වෙහෙරැ වැසැ වනවළා කියන බික්සග්ගිමියන්ට කඩින් පිඩින් වසග් පසක් ඉසා සුතන් වළා කියන බික්සග් ගිමියනට වසග් සතක් ඉසා බිදම්වළා කියන" මිහින්තලා පුවරු ලිපිවල<sup>4</sup> සඳහන් වේ.

ශ්‍රී ලංකාවේ විවිධ ප්‍රදේශවල ජීවත් වූ දීඝ භාණකයන් හා මජ්ඣිම භාණකයන් පිළිබඳ තොරතුරු අට්ඨ කථාවල සඳහන් වේ. කැලණි විහාරයෙහි වැඩ සිටි තරුණ දීඝ භාණක හික්ෂුවක් පිළිබඳ ව අපදානට්ඨ කථාවෙහි සඳහන් කර ඇති අතර දීඝ භාණක අභය නම් හික්ෂුවක් කැලණියෙහි වැඩ සිටි බව ද වැඩිදුරටත් දක්වා ඇත.

6. ලේඛන සම්ප්‍රදායේ ආරම්භය හා පුස්තකාලවේදයෙහි විකාසය

ලේඛන සම්ප්‍රදායේ ආරම්භයත් සමඟ ම පුස්තකාල සේවයට අවශ්‍ය පදනම නිර්මාණය වී ඇත. රාජ්‍ය ලේඛන භාරකාරිත්වය සමඟ ම ලේඛන සුරක්ෂිත කිරීමේ සම්ප්‍රදාය ආරම්භ වී ඇත. ශ්‍රී ලංකාවේ රජවරුන් විසින් කරන ලද පුණ්‍ය ක්‍රියා විවිධ ආකාරයෙන් සටහන් කර ඇති බව ලංකා ඉතිහාසයෙහි සඳහන් වේ. 'පුඤ්ඤපොඤ්ඤං වාවෙතං ලේඛකං ආහ, සො තං වාවෙසි පොඤ්ඤං' (ම. ව. 32 : 25) යන ප්‍රකාශය ඊට සාක්ෂියකි. මෙසේ මුඛපරම්පරාගත ව ආරක්ෂා කර ගෙන පැමිණි අට්ඨ කථා සහිත ත්‍රිපිටකය ලේඛනාරූඪ කරන ලද්දේ ක්‍රි. පූ. පළමු වන ශත වර්ෂයේ වළගම්බා රජ සමයේ ය. එකල

ඇති වූ තිස්ස බමුණාගේ කැරැල්ල, සජන දුට්ඨ ආක්‍රමණය හා දුර්භික්ෂය හේතුවෙන් හික්ෂුන් වහන්සේලා අපවත්වීම, සහ ඇතැම් විට දකුණු ඉන්දියාවට වැඩි හික්ෂුන් වහන්සේලා මහායානික අදහස්වල බලපෑමට ලක්වීමත් ත්‍රිපිටකය ග්‍රන්ථාරූඪ කිරීමට ආසන්නතම හේතු ලෙස මහාවංශයේ 33 වන පරිච්ඡේදයේ 102-103 ශාථාවල සඳහන් වේ.

පිටකපාලය පාළිඤ්ච තස්සා අටඨ කථාපි ච  
මුඛ පාඨෙන ආනෙසුං පුබ්බෙ හික්ඛු මහාමති  
භානිං දිස්වාන සඤානං තදා හික්ඛු සමාගතා  
විරට්ඨිතස්සං ධම්මස්ස පොඤ්ඤෙසු ලිඛාපයුං (ම.ව. 33.102-103)

මෙම ග්‍රන්ථ ලියන ලද්දේ තල්පත්වල ය. මෙකල වැටකේ පත්‍ර ද ලේඛන සඳහා භාවිත කළ බව වළගම්බා රජු තමන්ට උපකාර කළ කුපික්කල මහාතිස්ස තෙරුන්ට වැටකේ (කේතක පත්‍ර/කේතකී) පත්‍රයක ලියා අභයගිරිය නමින් විහාරයක් ද, උන් වහන්සේ මුල දී වැඩ සිටි ප්‍රදේශයේ ඉඩකඩම් ද පුජා කළ බව "සංඝ භෝගං විහාරස්ස තස්සපාදා මහීපති" (ම. ව. 33 : 51) යන මහාවංශ පාඨයෙන් ප්‍රකාශ වේ.

දීඝ භාණක තෙරවරුන් පිරිසක් මහසුදස්සන සුත්‍රය සජ්ඣායනා කළ අවස්ථාවක වසභ රජතුමා (ක්‍රි. ව. 127-171) ධර්මය අසා සතුටට පත් වූ ආකාරය සුමඛගලවිලාසිනියෙහි සඳහන් වී ඇත. අටුවා ග්‍රන්ථ රාශියක් සම්පාදනය කළ බුද්ධඝෝෂ හිමියන් වැඩ විසූ එක් ස්ථානයක් වූයේ ග්‍රන්ථාකර (ග්‍රන්ථ = පොත්, කර = කරන ලද) පිරිවෙනයි. 'ග්‍රන්ථාකර' එනම් පොත් කරන ස්ථානය යන නමින් ම එහි විශාල ප්‍රමාණයක් පොත් පැවති බව පැහැදිලි වේ. පස්වන වන කාශ්‍යප, පළමු වන විජයබාහු, පළමු වන පරාක්‍රමබාහු, දෙවන පරාක්‍රමබාහු, හය වන පරාක්‍රමබාහු ආදී රජවරු බොහෝ අවස්ථාවල ග්‍රන්ථකරණය සඳහා උපකාර කළහ. කෙසේ වුව ද මාඝ ආක්‍රමණය නිසා මේ ග්‍රන්ථ රාශියක් විනාශ විය. ඔහු විසින් හිතාමතා ම මෙරට පැවති පුස්තකාල විනාශ කළ බවක් මහාවංශයෙන් පැහැදිලි වේ.

පසිද්ධානි පසථානි පොඤ්ඤානි බහුනි තෙ  
රජ්ජනො පරිමොවෙඤා විකිරිංසු තහිං තහිං (ම. ව. 78 : 67)

දෙවන පරාක්‍රමබාහු රජු දඹදිවින් ආගමධාරී තෙරවරුන් ද සියලු පොත් ද රැගෙන ආ බවත් මෙරට පැවති ධර්ම ග්‍රන්ථ බොහෝමයක් අභාවයට ගොස් තිබූ බව බවත් මහාවංශයේ 82 වන පරිච්ඡේදයේ 26 වන ශාථාවේ සඳහන් වේ.

අථාගමධරා ථෙරා දිපෙස්මිං විරලා ඉති  
පොඤ්ඤානිපි සබ්බානි ආනෙඤා ජම්බුදීපතො (ම. ව. 82 : 26)

මේ අනුව ලේඛන සම්ප්‍රදායේ අභිවර්ධනය හා අධ්‍යාපනයේ සංවර්ධනයත් සමඟ ම පොත් සුලභවීමත් පුස්තකාල සම්ප්‍රදායට අවශ්‍ය පදනම සමාජ අවශ්‍යතා

7. පොත්ගුලෙන් නූතන පුස්තකාලයට

ශ්‍රී ලංකාවේ පුස්තකාල ආරම්භය ක්‍රි. පූ. 1 වන සියවස මැද භාගයේ දී ත්‍රිපිටකය ග්‍රන්ථාරූඪ කිරීමත් සමඟ ම ආරම්භ වී ඇත. ත්‍රිපිටක බුද්ධ ධර්ම ග්‍රන්ථ ආරාම පුස්තකාලයවල තැන්පත් කිරීමත් සමඟ ම පොත්ගුල් බිහිවිය. විහාර, ආරාම හා මහා විහාරය ථෙරවාදී බෞද්ධ දර්ශනයේ මුල් ස්ථානය වූ විට එහි පුස්තකාලයක් ද පැවති බවට බුද්ධභෝෂ හිමි<sup>10</sup> හා සම්බන්ධ ප්‍රවෘත්ති සාක්ෂි වශයෙන් දැක්විය හැකි ය.

ලක්දිව පුස්තකාල ඉතිහාසය සමඟ ඉතා ම සම්බන්ධ ආයතන ලෙස විහාර, ආරාම හා පිරිවෙන් ආයතන හැඳින්විය හැකි ය. අනුබුදු මිහිදු මාහිමි සඳහා දේවානම් පියතිස්ස මහ රජු සමයෙහි එනම් ක්‍රි. පූ. 250-210 කර වූ කාලප්‍රසාද පිරිවෙන මුල් ම පිරිවෙන වශයෙන් හඳුනා ගෙන ඇත. අනුරාධපුර යුගයෙහි ආරම්භ වූ මහාවිහාරය, අභයගිරි විහාරය හා ජේතවන විහාරය ද හික්කු අධ්‍යාපනයෙහි මධ්‍යස්ථාන බවට පත්විය. මෙම විහාර සතුව ද අත්පිටපත් පුස්තකාල පැවති බව වංශකථාවල සඳහන් වේ. ක්‍රි. පූ 1 වන සියවසේ වට්ටගාමිණී අභය රාජ්‍ය සමයේ දී ( ක්‍රි. පූ 103-77) ත්‍රිපිටකය අටුවා ද සමඟ මාතලේ අර්ථවිහාරයේ දී ලියා ඇති බව මහාවංශයට අනුව පැහැදිලි ය. ඒ අනුව අර්ථවිහාර පුස්තකාලය ශ්‍රී ලංකාවේ ප්‍රථම අත්පිටපත් පුස්තකාලය (Manuscript Library) ලෙස හැඳින්විය හැකි ය.

අර්ථවිහාරයේ දී ත්‍රිපිටකය ග්‍රන්ථා රූඪ කිරීමෙන් පසු මෙම පොත්වල පිටපත් ලක්දිව සෑම ප්‍රධාන විහාරයක ම තැන්පත් කරන ලදී. මහාවංශයට අනුව පුස්තකාලවල ලියන ලද අත්පිටපත් හා ආගමික පොත් පිරිවෙන්වලට යාබද පුස්තකාලවල තැන්පත් කරන ලදී. මහාවිහාරයේ හා ප්‍රධාන විහාරවල තැන්පත් කර ඇති බවට සාක්ෂි ඇත. මෙතැන් සිට ආගමික පරිසරයක් මත නිර්මාණය වූ සාහිත්‍යය ප්‍රබෝදය උරුගත් රජවරු ගණනාවක් සිටි බවට ඓතිහාසික සාක්ෂි ඇත. මේ අතරින් මහාසීල මහතිස් (ක්‍රි. පූ.1 වන සිය වස) පලමු වන කාශ්‍යප (5 වන සිය වස) දෙවන මුගලන් (6 වන සිය වස) දෙවන සේන (9 වන සිය වස) යන රජවරු ප්‍රධාන වේ.

ගුණසේන මහා සිංහල ශබ්ද කෝෂයේ විග්‍රහය අනුව "පුස්තකාලය" යනු පුස්තක (පොත) + ආලය (ගෘහය) = පොත් තැන්පත් කොට ඇති "ගෘහය" යි. පුස්තකාලය යන සිංහල වචනාර්ථය දෙන ඉංග්‍රීසි වචනය වූ "Library" යන වචනය බිහි වී ඇත්තේ ලතින් භාෂාවෙන් "පොත" යන අර්ථය ඇති "Liber" යන වචනයෙනි. ද්‍රවිඩ භාෂාවෙන් පුස්තකාලය සඳහා යෙදෙන නූලහම්/නූල්, නිලයම් යන වදන නිමැ වී ඇත්තේ නූල් (පොත) නිලයම්/නිලෑයම් (මහජන සේවා සපයන ස්ථානය, කියවීමට තබා ඇති ස්ථානය, ගොඩනැගිල්ල) යන වචන දෙකෙහි එකතුවෙනි. "පොත්ගුල හෙවත් පුස්තකාලය" යනුවෙන් අදහස් කරන්නේ කියවීම සඳහා පොත්පත් එකතු කොට තබා ඇති ස්ථානයක් බව බ්‍රිතාන්‍ය විශ්වකෝෂයේ<sup>11</sup> සඳහන් වෙයි. ඉපැරණි ලාංකීය පුස්තකාල සම්ප්‍රදාය අධ්‍යයනයේ දී පොත්ගුල් විහාර<sup>12</sup> නමින් (The temple of the Library) පුස්තකාල වූ බවත් 1 වන පරාක්‍රමබාහු (ක්‍රි. ව. 1153-1186) පොත්ගුල්

සාධක 1906 පුරා විද්‍යා කොමසාරිස්ව සීටී එච්. සී. පී. බෙල්ගේ වාර්තාවේ පොත්ගුල් විහාර සෙල්ලිපිය ගැන ඉදිරිපත් කරන කරුණු හා සැසඳෙයි. එහෙත් මෙය ජාතික කතා අසා සිටීමට තිබූ ස්ථානයක් බවට සාක්ෂි ද සෙල්ලිපි මගින් අනාවරනය වී ඇත.

වූලවංශයට අනුව පස් වන කාශ්‍යප (10 වන සිය වස) විසින් කරවන ලද පුස්තකාලයක් පිළිබඳව සඳහන් වේ. ලේඛන කලාව හා බැඳී පුස්තකාල සම්ප්‍රදාය රාජ්‍ය අනුග්‍රහය ඇතිව පැවති බවට ශ්‍රී ලංකාවේ පමණක් නො ව බටහිර ලෝකයේ අතීත පුස්තකාල පිළිබඳ වාර්තාවල ද දක්නට ඇත. එම වර්තාවන්ට අනුව පුරාණ ලෝකයේ පුස්තකාල පත්සල්/ආරාම, දේවස්ථාන හෝ එවැනි වෙනත් ආගමික ස්ථානවල හෝ රජමාළිගාව ආශ්‍රිත ව තිබූ බවට සාක්ෂි ඇත. බ්‍රිතාන්‍ය යුගය දක්වා ම අතීත ශ්‍රී ලංකාවේ පුස්තකාල සම්ප්‍රදාය එලෙස නිර්මාණය වී ඇත.

ශ්‍රී ලංකාවේ පැරණි විහාර ආරාම සංස්කෘතික මධ්‍යස්ථානයක් මෙන් ම පොත්පත් එකතු කර ආරක්ෂා කරන ස්ථාන ද විසී එ නිසා පොත්ගුල් විහාර ලෙසින් හැඳින් වූ අතර, එයින් ප්‍රධාන ස්ථානයක් දෙගිටියාවේ අත්පදස්සි හිමියන් විසින් පුස්තකාල පොත් එක්රැස් කිරීම සඳහා නුවර දිස්ත්‍රික්කයේ හගුරන්කෙත ඉදිකරන ලද පොත්ගුල් විහාරයට හිමි වේ. එසේ ම රත්නපුර දිස්ත්‍රික්කයේ කරන්ගොඩ නැමැති ගමේ ඇති පොත්ගුල් විහාරය ද මහනුවර යුගයට අයත් වේ. මෙම විහාරවල පැවිදි පක්ෂය මෙන් ම ගිහියන් ද දැනුම වර්ධනය කර ගැනීම සඳහා පොත්ගුල (පුස්තකාලය) ප්‍රයෝජනයට ගෙන ඇත.

8. පතපොත සුලභ වීම හා නූතන පුස්තකාලයාධිපතිත්වයෙහි ආරම්භය

ලන්දේසින් විසින් ප්‍රථම මුද්‍රණ යන්ත්‍රාලය හඳුන්වා දීමත් සමඟ ම මෙරට මුද්‍රිත ප්‍රථම ග්‍රන්ථය ක්‍රි. ව. 1737 දී මුද්‍රණය කරන ලදී. මුද්‍රණ කර්මාන්තයේ ආරම්භය ලේඛන කලාවේ සුවිශේෂ සන්ධිස්ථානයක් වශයෙන් නම් කළ හැකි ය. මුද්‍රණද්වාරයෙන් පිටපත් බහුලවීම හේතු කොට ගෙන දුර්ලභ වස්තුවක් වූ පොත සුලභ වස්තුවක් බවට පත් වී ජනතාවට සමීප විය. මෙහි ප්‍රතිඵලයක් වශයෙන් පතපොත අසා දූත ගත් ජනතාව පතපොත කියවන පිරිසක් බවට පරිවර්තනය වූහ. වර්තමාන අර්ථයෙන් ශ්‍රී ලංකාවේ පුස්තකාල බිහි වූයේ යුරෝපීය ජාතිකයන්ගේ පැමිණීමෙන් පසුව ය. එනම් ක්‍රි. ව. 1815 දී සම්පූර්ණයෙන් ම යටත් විජිතයක් බවට පත්වීමෙනි.

බ්‍රිතාන්‍ය පාලනය යටතේ ම ස්වේච්ඡා අනුග්‍රහක පුස්තකාල ද දායක මුදල් අය කරන පුස්තකාලයක් 1801 දී Michael Loughton නම් ව්‍යාපාරිකයාගේ ප්‍රධානත්වයෙන් කොළඹ පිහිටු වන ලදී. 1839 වන විට මෙවන් දායකත්ව පුස්තකාල කොළඹ නුවර, ගාල්ල යන නගරවල ක්‍රියාත්මක විය) ප්‍රාචීන පුස්තකාලය 1870 දී පිහිටුවීම මෙරට පුස්තකාල ඉතිහාසයේ වැදගත් අවස්ථාවකි. මෙය පලමු මහජන පුස්තකාලය වශයෙන් ද හඳුන්වා දිය හැකි ය.

නූතන පුස්තකාල වෘත්තියෙහි වෘත්තීය ස්වභාවය බෞද්ධ අධ්‍යාපන ක්‍රමයෙහි විද්‍යාමාන වූ ආකාරය අස්ගිරි විහාරයේ ලේකම් පොත් මිටියේ ඇතුළත් තොරතුරු අනුව ක්‍රි.ව. 1853 - 1868 අතර කාලයේ අස්ගිරි විහාරයේ අනුනායක පදවි දරා පැපලේ අත් දස්සි හිමියන්ගේ අධ්‍යාපන සුදුසුකම්වලින් ප්‍රකට කෙරේ. උන්වහන්සේ සතුව තිබූ සුදුසුකම්වලින් කීපයක් නම් අක්‍ෂර ලිවීම හා රූපසිද්ධි ආශ්‍රිත ව්‍යාකරණ ඥානය, පිටකත්‍රයට අයත් දේශනා පදගතාර්ථ වශයෙන් විස්තර කරලීමේ හැකියාව, විනය ප්‍රඥප්ති හා හික්‍ෂු විභංගය වාචෝද්ගත කොට තිබීම හා විනයධර හා ධර්මධර වීම<sup>13</sup> යනාදිය යි.

අනුරාධපුර සමයේ සිට පුරාණ රාජධානි යුගවල පොත පත කියවන පිරිස ඉතා සීමිත වූ අතර එවක ශ්‍රාවක සමාජයක් පැවතුනි. එවැනි සමාජයක අංග සම්පූර්ණ පුස්තකාල වෘත්තියක් බිහි විය නො හැකි ය. කෙසේ වෙතත් ක්‍රි.ව. 1887-1935 කාල සීමාව තුළ පුස්තකාල වෘත්තියේ යම් ප්‍රබෝධයක් වර්ධනය විය. ශ්‍රී ලංකාවේ දෙපාර්තමේන්තු පුස්තකාල ඉතිහාසය පිළිබඳ ව අවධානය යොමු කිරීමේ දී ඉතා පැරණි ම පුස්තකාලය වශයෙන් ජාතික කෞතුකාගාර පුස්තකාලය ගත හැකි ය. කොළඹ කෞතුකාගාර පුස්තකාලය ආරම්භ කරන ලද්දේ වර්ෂ 1877 දී ය. කෞතුකාගාර පුස්තකාල ඉතිහාසය තුළ (අ) රිචර්ඩ් වැන්කියුලන්බර්ග් (ක්‍රි.ව. 1877 - 1885), (ආ) එෆ්. එම්. කෝබර්ට් (ක්‍රි.ව. 1886 - 1893) හා (ඇ) ජෝර්ජ් ජිබ්‍රහම් ජෝසප් (ක්‍රි.ව. 1893 - 1923) යන පුස්තකාලයාධිපතිවරු සේවය කර ඇති බවට තොරතුරු සඳහන් වේ.

19 වන ශත වර්ෂයේ අග භාගයේ සිට 20 වන ශත වර්ෂය මැද භාගය දක්වා ශ්‍රී ලංකාවේ පුස්තකාල වෘත්තිය සඳහා ස්ථිරසාර ශක්තිමත් පදනමක් තිබුණු බව සඳහන් කළ යුතු ය. මෙම වකවානුවේ දී පහළ මට්ටමක සිට ප්‍රමිති ගත ශාස්ත්‍රීය මට්ටම දක්වා එවක පුස්තකාල කටයුතු දියුණුව පැවති බවට තොරතුරු සඳහන් වෙයි. මෙරට පුස්තකාල වෘත්තිය විද්වත් වෘත්තියක් වශයෙන් සංවර්ධනය වූයේ නිදහස ලබා ගැනීමෙන් පසුව, එනම් 1950 දශකය අග භාගයේ දී ය<sup>14</sup>. ශ්‍රී ලංකාව සම්බන්ධයෙන් මේ තත්ත්වය පිළිබඳ ව අධ්‍යයනය කිරීමේ දී මෙරට පුස්තකාල වෘත්තිය ඇතිවීමට බලපාන ලද වෙළඳ පොළ සාධක පිළිබඳව ද අවධානය යොමු කළ යුතු ය.

9. නිගමනය

ලේඛනාරක්‍ෂක සම්ප්‍රදාය නූතන ලේඛනාරක්‍ෂක සංකල්පයේ පදනම සිංහල රාජාවලියේ සමාරම්භයේ පටන් ම මෙරට ස්ථාපිතව පැවති හෙයින් එය ශ්‍රී ලාංකික ලේඛන සම්ප්‍රදායට පරිබාහිර වූවක් නො වේ මහින්දාගමනයෙන් පසුව ධර්මය අඛණ්ඩව පවත්වා ගෙන යෑම සඳහා ලේඛනාරාධී කිරීම ඇරඹීමත්, එම ධර්ම ග්‍රන්ථ සුරක්‍ෂිත ව තැන්පත් කිරීම සඳහා විහාරාරාම ආශ්‍රිත ව පොත්ගුල් ඉදිවීමත් මෙරට පුස්තකාල හා පුස්තකාලයාධිපතිත්වයේ මුල් අවස්ථාව වශයෙන් සැලකිය හැකි ය.

මුද්‍රණ ශිල්පයේ ආරම්භය තෙක් දැනුම ආරක්‍ෂා කර ගැනීම, පවත්වා ගෙන යෑම, හා සංරක්ෂණය කිරීම සිදු වී ඇත්තේ මුඛ පරම්පරාවෙනි. ඒ අනුව පුස්තකාලයාධිපතිත්වයේ සාධා ආරම්භය පෙරදිග මුඛපරම්පරාගත සම්ප්‍රදාය හෙවත්

බෞද්ධ සම්භාව්‍ය සාහිත්‍ය හා භාණක සම්ප්‍රදාය යටතේ පර්යේෂණාත්මක ව පෙන්වා දිය හැකි ය. ලේඛන සම්ප්‍රදාය හා පුස්තකාල සම්ප්‍රදාය මෙන් ම ග්‍රන්ථකරණය ද රාජ රාජ මහාමාත්‍යාදීන්ගේ නො මද අනුග්‍රහයට හා පැසසුමට ලක් වූ ද, දෙලොව ම අභිවෘද්ධිය සලසන්නා වූ ද කුසල කර්මයක් ලෙස සලකන ලදී.

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## Public Libraries in Sri Lanka During the British Period

Prof. Piyadasa Ranasinghe\* & R.A.A.S. Ranaweera\*

### Abstract

The modern public library system in Sri Lanka started with the establishment of the 'Subscription Libraries' in the British regime during the nineteenth century. These Subscription libraries were established to fulfill the information needs of the expatriate British worked in Sri Lanka. The United Service Library (1813) and The Colombo Pettah Library (1829) were the first subscription libraries established in Colombo by the British.

The initial idea of establishing subscription libraries in Sri Lanka had gradually changed during the early twentieth century due to the growing user demands of the general public. The establishment of the Colombo Public Library in 1925, marked a new dawn in public library system in Sri Lanka.

**Keywords:** Public Library, Subscription Library, Library History, Public Library Movement, Colombo Public Library

### Objectives of the Study

The history of public libraries in Sri Lanka has not been a subject for a detailed and systematic study although a century has elapsed from the establishment of the first library in Sri Lanka in 1813. Also, the history of Public libraries in Sri Lanka is highly unreported. Therefore, it is important to build up the systematic history of public libraries in Sri Lanka. Hence the main objective of this research is to study the history and gradual development of the public library system in Sri Lanka.

Secondly, it aims to study the historical reference sources, Institutions and human sources related to the history of Public Libraries in Sri Lanka.

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## **Research Methodology**

As this study is a historical research, the primary data source such as questionnaires or survey methods were not feasible in collecting data. The study was mainly based on the historical and archival data and as such they were mainly obtained from the secondary data sources available in the National Archives Department and the Colombo Museum Library in Sri Lanka.

## **Introduction**

The establishment of the modern library system in Sri Lanka has a connection with the western influence. The European rulers such as Portuguese, Dutch and British came to Ceylon in 1505, 1656 and 1796 respectively. Ceylon has become a Crown Colony of the British Empire in 1801 administered by a Governor under the control of the Secretary of States for Colonies. The British took complete control of the country by capturing the King of Kandy in 1815 (De Silva, 1972). During their governing period in Ceylon, British had control and changed the social, political and economical situation of the country in many ways and at the same time they possessed almost all the top positions of the country. It is because of this reason that there were a considerable number of expatriates residing in the country.

During the early British period in the nineteenth century the Government started a library system named as 'Subscription Libraries' in principal towns of the country to fulfill of information needs of the British Government officers and Army officers who worked in Sri Lanka (Corea , 1975, p.12). The purpose of these libraries was to provide books for leisurely reading. These subscription libraries were mainly used by the British government officers and their family members and, users had to pay a subscription fee for using the library. Simultaneously in England also there was a great demand from the public for libraries in England and that would have influenced the establishment of libraries in Ceylon.

### **British Period : 19th Century**

Details of early subscription libraries set up in Ceylon were documented at the government publications such as 'The Ceylon Blue Book', Government Administration Report' and 'The Ceylon Calendar' or The Ceylon Almanac and Ferguson's Directory.

According to the above mentioned information 'The Colombo Library' is the

This was established on 13<sup>th</sup> August in 1812 (Ferguson's Ceylon Directory 1863, 1864, p.10). Mr. Dionisiuse De Neys was the first librarian of the Colombo Library which post he held till 1846 (The Ceylon Calendar, 1816, p.112).

The United Service Library established in 1813 was considered as one of the oldest subscription libraries in Sri Lanka and the armed forces were the main users of this library. Due to maintenance difficulties this library was merged with the Colombo Library in 1874 (Corea, 1975). Mr. John Titley, Mr. Michael Jordan, Mr. George A. Bruce and Mr. Ebenezer were the Librarians of the Ceylon United Service Library.

According to the Ferguson's Directory another subscription library namely as the 'Pettah Library' was instituted by a group of learned Burghers on 11<sup>th</sup> of April 1829 and the library was reorganized on 1<sup>st</sup> of September 1836 (Ferguson's Ceylon Directory 1863,1864, p.6). This library also served the English speaking educated elite in Colombo as in the previous two subscription libraries.

Until 1838 subscription libraries were situated only in the Colombo city area. But in 1839 subscription libraries were spread out from Colombo to other major cities in the country. Also, these subscription libraries were opened for the English educated elite of the society such as lawyers and civil servants (Corea,1968,p.11).

By the year of 1850 there was a wide network of subscription libraries spread in almost all the major towns of the country such as Galle, Trincomalee, Kandy, Negombo, Chilaw, Kalutara, Rathnapura, Hambantota, Mannar and Jaffna. Subscription libraries were also opened in the towns such as, Nuwara Eliya, Hatton, Gampola, Kegalle, Tangalle and Matara for those expatriates who worked in the plantation industry in the up country and southern parts of Sri Lanka.

In the latter part of 1880 subscription libraries were formed in Negombo, Kalutara, Rathnapura, Kegalle, Matugama, Matara, Point Pedro, Baddulla, Trincomalee and Anuradhapura.

During the last quarter of the nineteenth century, the British Government in Ceylon was able to realize the value of services rendered by these subscription libraries and its popularity among its users. As a result of this, the Government decided to grant some sort of financial support for selected subscription libraries in the country and during this time subscription libraries were also open for the native subordinates who assisted the British in their administration work.

The users had to pay a small fee for using these libraries and the government also

mainly used for the acquisition of reading material and maintenance. Since 1872 onwards the authority of the subscription libraries was under the Department of Public Instructions. The Report of the director of the Public Instruction in the annual administration report of Ceylon gives important information about subscription libraries in Ceylon such as financial grants and functionality and sometimes the number of subscribers. The government grants to the libraries were recorded in the 'Administration Report of Ceylon' under the heading of 'Donation to Libraries, Book Clubs and Reading Rooms' in the section of Public Instruction from 1878 to 1914. The grants received ranged from Rs.100 - Rs. 500.

According to the information available in the administration reports it is clear that the Assistant Government Agents in each district of the country, had reported the conditions of the libraries in his district along with other matters.

By the end of the nineteenth century there was a well established network of libraries and reading rooms in Ceylon. Some of these libraries were well organized and gave a continuous service to its readers but some of the libraries had to be closed due to various issues such as financial difficulties, problems with maintenance and sometimes due to less user population. The government gave a significant support to the subscription libraries which functioned during the nineteenth century. These libraries and reading rooms marked the initial step of forming public libraries in Sri Lanka.

The formation of the Government Oriental Library in 1870 was a major landmark in the history of public libraries in Sri Lanka during the British period. The idea of Public Library in modern Sri Lanka was initiated with the establishment of the Government Oriental Library (Piyadasa, 1985). The key idea of establishing this library was to collect and preserve a collection of oriental literature on Buddhism in Pali, Sanskrit and Sinhalese. Mr. Louis de Zoysa, Maha Mudaliyar, the Chief Translator to the Government was appointed as the librarian (Piyadasa, 1985, p.57).

### **British Period : Early 20th Century**

The preliminary idea of establishing subscription libraries in Sri Lanka had changed during the early years of the twentieth century. Due to the First World War the government subsidy for libraries was cut and there was a great demand for the free library system from the English educated natives in the country. The discussion for a free library system in Sri Lanka began and the establishment of the Colombo Public Library in 1925 by amalgamating two historical libraries marked that new evolution.

### **Colombo Public Library**

The establishment of the Colombo Public Library was a significant event of the public library system in Sri Lanka. The Colombo Public Library was inaugurated in July 1925 by amalgamating the earliest subscription libraries in Ceylon, namely as Colombo library (1824) and the Pettah library (1829). The United Service Library established in 1813 was merged with the Colombo library in 1874. These early subscription libraries were mainly used by the armed forces and the government officers. These libraries were merged due to the problems with regard to providing the subsistence during World War I (1914- 1918).

The Colombo Public library was established by using the funds of Sri Chandrasekera Fund. Mr. James Fernando Sri Chandrasekera was a great Sinhala Philanthropist and he left his wealth to the Government to help charitable institutions and public libraries. As the public library was an urgent necessity, the public library was set up in a building name 'Siriniwasa' in Edinburgh Crescent which belonged to the Trust (Corea, 1975,p.16).

The Colombo Public Library was opened on 1<sup>st</sup> July 1925 and all members of the public above 14 years of age, residents or employed in Colombo were eligible to join as members of the library (Report of the Librarian for the year 1925, 1926, p.115).

The library had three departments as Reading Room, the Lending Library and the Reference Library. The reading room was open to the public from 10th August. The Lending and Reference sections had approximately 16,000 books in English. There were no books in Sinhala and Tamil. The newspapers and periodicals were in the Reading Room and also were in English to cater to the taste of the English educated elite who patronized the library at that time (De Alwis, 1989, p.26). At the beginning, there were 94 borrowers who were using the lending library and 84 books issued in the Reference library. These figures were increased over the years due to the ever growing demand for the Colombo Public Library. By the end of 1947 there were 99208 books borrowed by 7648 borrowers.

### **Conclusion**

Due to the National Movement during the pre independence period there was a significant socio-cultural change can be seen in Ceylon. Introduction of the free education system in 1945 led to the spread of a free education around the island. As a result of that a considerable number of new Central Colleges (Madhya Maha Vidvala) were established throughout the country to give educational

opportunities to students who lived in rural areas of the country. Free education directly contributed to the development of a new group of readers. This group preferred reading in their mother tongue, Sinhala or Tamil. This new reading culture positively influenced the libraries and librarianship in Sri Lanka. The public library was considered the best place to get reading material free of charge. Growing demand for reading requirements compelled the establishment of new public libraries throughout the country.

By the time Ceylon gained independence from the British on 4th February 1948, there was a wide network of public libraries set up in Ceylon covering most of the principal cities of the country.

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**Libraries are centers of excellence. Library Practices in  
Japanese Libraries with special reference to the library of  
University of Niigata, Japan  
\*Kamani Dambawinne**

**The University of Niigata**

There are about seven hundred and seventy eight (778) universities in forty seven (47) prefectures in Japan including National, Public and Private universities. The University of Niigata was inaugurated in 1949 under the new university system introduced in Japan after the World War 2. It became in status to a National University Cooperation with the incorporation of Japan's national universities on first of April 2004. The University is located in Niigata prefecture, in the city of Niigata, nestled between the sea of Japan and the Echigo plain over which the longest river in Japan; the Shinano river flows. It is the biggest National University in Niigata consisting of two Campuses; Ikarashi Campus and Asahimachi Campus, with nine faculties, five graduate schools, two professional schools, the brain research institute and the Niigata university Medical and Dental Hospital. The present student population is about 13000 and the number of academic staff and the administrative staff has increased up to 2600. The guiding principle of the university is "Autonomy" and "Creation" while the objective is to contribute to the solid development of the region and the world through education and research. The four fundamental goals are education, research, university administration and social contribution where the university supports the development of the national & international communities through healthcare services and joint activities via industry, government and academia partnerships.

Niigata University laid emphasis on international agreements with universities overseas. The objective of inter university exchange agreement is to increase the opportunities for academic exchange and co-operation in various areas including science and technology. Thus faculty exchange agreement between faculty of Dental Sciences, University of Peradeniya and Faculty of Dentistry, University of Niigata was signed in year 2004. The most recent agreement formed in December 2010 is the collaboration between the Faculty of Allied Health Sciences, the youngest Faculty of University of Peradeniya and the School of Health Sciences of the Faculty of Medicine of the University of Niigata.

### **The Library of the University of Niigata.**

The Libraries in anywhere in the world are centers of excellence and that is the heart and nucleus of any university. Japan possesses a momentous library network including 2731 public libraries, 1581 university and college libraries and 1747 special libraries. The word for library in Japanese is "Toshokan". The Library system of Niigata University consists of the central Library at Ikarashi and the Medical and Dental Library at Asahimachi. There are small libraries in each faculties of Ikarashi campus; faculty of Humanities, Law, Education, Economics, Science, Engineering and Agriculture. The Central Library which is a three storied building, shifted from Asahimachi to Ikarashi in 1972.

### **The Central Library**

The organizational structure of the library system is different from that of Universities libraries in Sri Lanka where the top most position in the library, the Librarian is a library professional. In Japan, the government does not consider that the Library and Information Science (LIS) qualification be essential for librarians in Japan. Here in University of Niigata central Library, the librarian is not qualified in library science but the Vice Dean attached to the faculty of Science, professor in Physics who is not a full time administrator working in the library. The next managerial position a full time officer; is the Director of Academic Information Department and under him the two Divisional Heads: Head of Academic Information Management and Head of Academic Information Service Division delegate duties to two Division Deputy Heads. There are sections under the two divisions as General affairs, Book Information, Serial Information, Information Infrastructure, Information Service, Collection Publicity and Exhibition Planning, Information Research, Reference and Resource Sharing and Medical & Dental Library. In each section managed by a chief, there are officers responsible for specialized tasks.

### **The Library Practices**

The Library has nearly a collection of one million six hundred thousand information sources as at today. It consists of several sections such as acquisition and data processing area, counter area, learning commons where students are taught information literacy skills, special area for International students, area to store the creative work of the teaching staff, rare material and bound journal area, news paper and TV corners, place for exhibition of important material related to important events or people in Japan, reading rooms, closed access



Access Catalogue (OPAC) is available in each floor. Books to be purchased are selected by the teaching staff, students and by library staff. Funds from the professors could also be utilized by the library for purchasing books which are returned to the library at their retirement. Most books are in Japanese language in contrary to Sri Lankan university libraries where priority given to materials written in English.

The cataloging rules adopted in the library are Nippon Cataloguing rules for Japanese books and Anglo American Cataloguing rules for other foreign books. Some books are classified according to the Nippon Decimal Classification numbers while there are instances where Dewey Decimal (ed. 22) is also referred. Nippon Decimal Classification has ten major divisions from 0 to 9 designating General works, Philosophy, History, Social Sciences, Natural Sciences, Technology, Industry, The Arts, Language and Literature respectively. The Medical Sciences begin from 490. Accordingly the book titled "Atlas of Human Anatomy" is classified under 491.0138(NDC9). The Catalogue Information Service consists of the Cataloguing System and the Interlibrary Loan System. Catalogue system used commonly in university Libraries in Japan is named as NACSIS-CAT standing for National Centre for Science Information Systems. The acronym NACSIS is still used for some services of the National Institute of Informatics (NII) whose forerunner was the National Centre for Science Information Systems. NII provides a variety of training programs including instructions on the structure, contents, data up loading, input standards and operation rules of the NACSIS-CAT cataloguing system. NACSIS-CAT offers union catalogue databases of academic holdings (Books and Serials) of university libraries and other such institutions throughout Japan. These databases were compiled enabling researchers and scholars to search where the relevant literature is housed at their earliest. Standardized cataloguing data are input in constructing database so that efficiency and consistency are successfully maintained. Each University libraries and other institutions are responsible for inputting bibliographical data of the academic records held by them into the union database. The cataloger download the existing data of a particular book/serial using ISBN/ISSN number and input other data as location, book number, call number pertaining to the newly added material in to the union database. The union catalogue can be freely accessible through the WWW. "Webcat". The in-house database for books and serials of Niigata University is called NALIS which is updated automatically while inputting data in to the union catalogue; NACSIS- CAT.

Call Number of a book consists of the class number and Nippon Author Mark which is a remarkable extension in the database where author link extends to the profile of the author. Books meant for circulation are inserted with a tattle

many instances adopts a policy that the latest copy is kept remain in the library while the older ones are disposed. There are only reference and lending books while no books under overnight references (Scheduled References) In university of Peradeniya library accompanying materials of the book such as CD's etc are given the same book number where as separate identification was given to accompanying materials in University of Niigata.

Inter Library Loan System (ILL) -NACSIS- ILL facilitates the exchange of books, dissertations and journal articles among libraries in universities and other institutions in Japan as well as from foreign institutes as British Library Document Supply Centre (BLDSC). There are ILL collaborations with overseas ILL systems such as Online Computer Library Centre (OCLC) in US and KERIS in the republic of Korea. ILL is very efficient service with prompt outsourced delivery company. The cost for ILL request covers sometimes by the requester or settled through collaboration and cooperation. During the period from 1<sup>st</sup> April 2010 to 31<sup>st</sup> March 2011 there were 1929 books and 3093 photocopy requests to other libraries and 1781 books and 2295 photocopy requests were made from other libraries, be evidence for extremely large ILL transactions, and usage of library materials .

In the year 2007 the library started acquiring E-books and up to date there are two hundred and ninety-four (294) titles available in the library which is a considerable number compared to E. books in university libraries in Sri Lanka. The committee consisting of Academic professors and the Director of the library as an observer decide any additions and deletions of journals before finalizing the list of journals to be purchased annually. Binding of damaged books and loose Journals have been outsourced. There are many data bases available in the library such as National Diet Library Online Public Access Catalog (NDL\_OPAC), NII Scholarly academic Information Navigator (CiNii), Google Scholar, Nuar (Niigata University Academic Repository), Web of Science [Science Edition], JCR [Science Edition], Ingenta, Lexis.com, LexisNexis JP, LEX/DB Internet, Horitsu Jiho Monthly Document Search, OECD Library, ERIC, MathSciNet, SciFinderScholar, PubMed, The Cochrane Library, news paper databases (Niigata Nippo Databases, Asahi newspaper databases), Niigata regional repository and CINAHL.

Niigata University Academic Repository (NUAR) was introduced in order to convene accountability requirements demanded to universities recently to promote industrial academic cooperation and contribution to local communities. Academic repository, which is also named as Institutional Repository (IR) is in house digital collection of important articles and materials of educational and research activities performed by the scholars and researchers of universities and institutions. The concept of institutional repository was introduced by the

Association of Research Libraries (ARL) of North America in 2002 as a measure against high subscription cost of scholarly journals published by reputed publishers.

IR enhances the image of the university, disseminates research contents more effectively than personal websites and can preserve intellectual properties effectively and enduringly. The research findings in the IR provide a comprehensible portrait of the study trend of the university and thereby improve medical care diligence and education.

There is a substantial collection of E-Journals available in the Niigata University Library such as ACM Digital Library, ACS journals, Applied Physics Letters(AIP), APS Journals, Cambridge Journals online, Chem.Comm.(RSC), EBSCO(ASP), EBSCO(BSP), IEEE computer society Digital Library, Journal of Applied Physics(AIP), Journal of Biological Chemistry(JBC), JSTOR (A&SI) Nature+EMBO, Oxford Journals, ProQuest(HMC), Science(AAAS), SciVerse ScienceDirect(Elsevier+Cell), SPIE Digital Library, SpringerLink, UniBio Press, Wiley Online Library, Lexis.com, LEX/DB,A-to-Z, and SciFinder(Academic). There is a consocia for E Journal subscription.

The central library cater to the undergraduates students, graduate students, Faculty members, Non-teaching members, students preparing theses and people outside the university with various borrowing privileges free of charge. In contrary, in university libraries in Sri Lanka people outside the university are not given the library membership. Library Members can enter the library by scanning the library card at the entrance whose details are stored in the computer which displays the daily statistics on the usage of the library. The same library card can be used in the Medical and Dental library also.

The loan period of books for the Faculty members and students preparing theses is 30 days while for other categories it is only 14 days. Loanable materials (Materials meant to be circulated-excluding reference books, rare books, manuscripts, newspapers and latest journals) can be borrowed by producing the library card to the counter. The self checkout machine is also available. Illegal borrowing makes the security alarm activated. Returning of borrowed items to the counter could be performed at any time the library is opened while return bins (book post) could be used during closer of the library. There is no fine system applicable for overdue items. But borrowing privileges are suspended as long as the book is overdue. Checked out books could be renewed only once for another week if they have not been reserved by another member. There is no such renewal for the periodicals. Photocopying of library materials are under the copyright law. Photocopy machines are self operated with coins or cards

The Library calendar is defined for the whole year at the beginning of an academic year in the month of April. Holidays for the new year (27<sup>th</sup> December- 4<sup>th</sup> January), summer vacation (12<sup>th</sup> August- 16<sup>th</sup> August are set at the very beginning. The day for the university entrance examination and other days when the library is going to be closed are announced well in advance. The opening hours of the library are longer as Monday- Friday- 8.30 a.m.- 22.00, Saturdays, Sundays and National Holidays- 10.00- 22.00 and during university holidays and semester breaks- 10.00- 17.00. The special feature of the library web service to Niigata university members is "My Library" which can be accessed via OPAC or home page of the library using Library card number (ID) and the password. Readers can reserve books depending on the OPAC search results, request books through ILL, request a renewal of a loan and check their reader profile; borrowing and reservation status at any terminal computer.

Preservation measures applied are the dehumidifiers and Naphthalene papers. Rare books stored under closed accessed environment, covered by a book cover called "Chitsu". There are four divisions in the classification system of rare books named Kei, Shi, Shi, Shu. Kei system is prepared by a person called "Confucho" and the system is called "Confucianism". Books published before 1867 are considered as Japanese classical books. Paper of such books are made up of wood called "Mitsumata Kozo". The rare collection includes classics of Japanese and old Chinese and documents on Niigata prefecture, Takeyama collection of books on modern Japanese and Dutch Medicine of late Edo and early Meiji periods, Fujita collection of old books on Anatomy, Manuscripts relating to obstetrics of late Edo periods, Ancestral documents of various families,, Microfiche documents of official economic statistics of European countries, Microprint documents on the history of science and the documents of Canadian Law and Politics.

Information literacy education programs, conducted nearly 70 sessions per year for students are very attractive and given due priority. Students are taught how to use OPAC, databases, My Library(Portal site of Niigata university library), reference services, Learning advisors (student teaching assistants), how to retrieve literature information for reports and graduation theses, information retrieval using databases, E-journals etc. with hands on training. Students can communicate with the library through library home page, E-mail, posters and Niigata University Educational support system (Bulletin board).

### **Medical and Dental Library**

Medical and Dental Library in Asahimachi Campus started around 1910.

are classified under National Library of Medicine Classification (NLMC) where as NDC is used for classifying other books. NLMC classification system has two English letters allocated to preclinical sciences and medicine and related subjects. Accordingly the books titled "Atlas of human anatomy" and "Cardiac anesthesia" have been classified under QS17 and WG460 respectively. The library has some books written by the patients of the Medical Faculty Hospital. This Library is a Member of Japan Medical Library Association.

In most libraries in Japan the book racks are fixed to the floor or to the top so that racks will not fall in earthquake situations. In order to save the spaces closed rack areas have compact book shelves called "stack runner" which can be moved by a handle or a button.



Stack runner

### **Japan Library Association (JLA) and Japan Association of National University Libraries (JANUL)**

Japan Library Association (JLA) founded in 1892 is comparable to Sri Lanka Library Association in Sri Lanka. JLA represent all type of libraries and related organizations in Japan consisting of 6700 individual members and 2800 institutional members. JLA has been the Japanese national association member of the International Federation of Library Association and Institutions (IFLA). Japan Association of National University Libraries (JANUL) is a membership organization comprising libraries of national universities in Japan, the University of the Air Library and library facilities of four inter-university research institutes. JANUL supports for several activities as research and investigation required to upgrade national university library, cooperative management of scholarly intellectual resources , promotion of inter library use, enhancing skills of library staff in National Universities, collaboration with domestic and foreign organizations for intellectual property distribution.

### **The National Diet Library**

The National Diet Library (NDL) is the sole national library in Japan, established in 1948 under the National Diet Library Law. It consists of the Tokyo main library, Kansai-kan and the International library of children's literature. It being the only legal depository in Japan assists Diet members, elected members of parliament in performing their duties. As National Library in Sri Lanka, NDL preserves all material published in Japan as the National Cultural Heritage while compilation of the Japanese National Bibliography. It also conducts many training programs mainly for the librarians in Japan.

In some libraries in Japan the readers can enter the library by scanning their hand phones at the entrance gate. The very exciting feature experienced at the Niigata City Chuo Library was the robot system called "Nippon Filing Auto Lib". In this system books are stored in boxes in high book shelves where robot hands are moving and finding the correct box in which the particular book whose bibliographical details are inserted into the computer for retrieval. The system automatically pushes the box containing books near the counter and when books are returned the system automatically moves the boxes to the correct storage area.

Thus by improving all activities and methods to acquire, disseminate, store and preserve of scholarly, academic resources, Japan lay emphasis on nourishing people with intellectual acquaintance.

### **Acknowledgement**

I would like to extend my sincere appreciation to the Dean/ Faculty of Allied Health Sciences, University of Peradeniya, Professor Shigeki HIRANO, The Dean, School of Health Sciences, Nigata University, Japan and Professor Yoshiaki YAMADA, the Vice President of Niigata University for making initial arrangements for the training. My heartiest gratitude goes to the Director of the Library Mr.Osamu INOUE who arranged the Library Training program. I take this opportunity to express my deep sense of gratitude to Ms. Mariko TAKAI the Head of ILL section, Ms Masumi YAGO and Mr.Kiyoshi TERAQ who helped me in many occasions.

# **An Assessment of Undergraduate Students' Usage of E-resources to fulfill their Information Needs: A Case study at University of Peradeniya**

N. D. Peiris<sup>1</sup> and B. L. Peiris<sup>2</sup>

## **Abstract**

The emergence of Electronic Information Resources (e-resources) has number of significant impacts on the use of print resources in libraries. This study describes the results of questionnaire based survey which was conducted to investigate the usage of e-resources, the frequency of usage of e-resources, purpose of using e-resources and methods of learning to use e-resources by undergraduate students of the University of Peradeniya. Further, it was investigated difficulties regarding the use of available e-resources. The findings revealed that the 69% of students had used e-resources. Fifty four percent (54%) of respondents had used e-resources weekly while 23% of them were used daily. The majority (15.3%) of undergraduate students use e-resources for general use and then for project work. Undergraduate students of University of Peradeniya were learned to use e-resources by 'self learning' and by trial-and-error. Students were not satisfied with the electronic information services offered by University of Peradeniya. They strongly believed that currently available e-resources were not properly utilized due to the difficulties/problems such as lack of equipments, not enough e-resources to meet users' information needs and lack of awareness of users were other difficulties. They suggested to upgrade facilities to increase the use of e-resources, should subscribed to more e-resources, and give more publicity to improve the electronic information services at the University of Peradeniya libraries.

**Key Words:** e-resources, electronic information usage, information services, undergraduate students

## **Introduction**

Presently most of the academic libraries in Sri Lanka make available wide variety of electronic information resources (e-resources) for use of undergraduates, postgraduates and staff of their Universities.

E-resources are now recognized as being of greatest importance to even small academic libraries. The present supply of information resources is made up of a range of products that may exist in different forms.

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E-resources such as CD-ROMs, and resources available on the Internet such as online databases, and web pages etc. provide libraries with vast resources for their user population (Gupta, 2011, Zimmerman, 2010, Kapoor, 2010).

According to the online dictionary of Library and information science (ODLIS, 2004), electronic information can be defined as follows.

“Material consisting of data and/or computer program(s) encoded for reading and manipulation by a computer, by the use of a peripheral device directly connected to the computer, such as a CD-ROM drive, or remotely via a network, such as the Internet The category includes software applications, electronic texts, bibliographic databases, institutional repositories, Web sites, e-books, collections of e-journals, etc. ”

The transition from print to electronic format, apart from resulting in a growth of electronic information has provided users with new tool and applications for information seeking and retrieval. Thus e-resources are vital and they are currently the backbone of any dynamic collection, but most of e-resources such as full-text databases and electronic books are not publicly available free of charge and therefore they are extremely expensive. Although some are available free of charge as 'open accesses'.

It was found from previous studies (Gupta, 2011, Madhsudhan, 2010, Sheeja, 2010, Kuruppu and Gruber, 2006) e-resources are not fully utilized. There are number of obstacles to use e-resources such as lack of IT infrastructure, Lack of awareness and poor skills are among the primary reasons for their underutilization. Lack of knowledge about the resources, lack of publicity, insufficient time to use the services and lack of computer training coupled with an inadequate training to use on-line resources services were other reasons that contributed to the low usage (Kuruppu and Gruber, 2006; Crawford and Daye, 2000).

Urquhart and others (2005) were explored that the information skills are acquired through a variety of routes, with peer instruction, surfing and personal experiences, instruction from tutors, an library and information science (LIS) induction and training all making an important contribution. It is evident from the results of the study conducted by Rehman and Ramzy (2004), majority of the users preferred self-learning and they believed that it was the most effective mode of learning. Additionally, they found that the training provided by the librarians was another effective mode of learning to use e-resources. The findings of Urquhart and others (2003) also indicated that academic staff plays a key role



percentages of students were getting the help from friend or classmate, from academic staff and from librarians for help on the Web.

The results of a study (Urquhart and others, 2003) explained that students were using e-resources primarily for coursework, which could be background research, preparing presentations, or making lecture notes. It was confirmed by the survey, which was conducted by the Armstrong, *et al.* (2001). Students and staff use Internet to obtain pictures and images. Search engines are consistently the most popular electronic information services for finding information.

Users' expectations of libraries and their patterns of library use are changing as they find more information readily available from the Web (Zimmerman, 2010; Gupta, 2011). Previous focus group based studies have shown, the arrival and proliferation of e-resources have a number of significant impacts on the use of printed resources. Several authors (Liu, 2005; Christianson and Aucoin, 2005; Appleton, 2006; Gupta, 2011) have demonstrated that reading preferences, perceptions and use of print and e-resources vary among different user categories. Most of the users desire to meet their information needs through a mix of print and e-resources, while others prefer e-resources, to print resources because of hyperlinks to additional resources, enhanced searching capabilities, low cost, availability, and ease of access. However, some users prefer printed versions more than electronic.

Several University libraries in Sri Lanka have initiated and most of them have successfully established electronic information services for their users. The provision and use of electronic information systems in academic libraries have become a critical issue for those working in library services. Although the University communities have used electronic information, there were limited numbers of scientific studies done in University of Peradeniya, to assess the usage of electronic information in University libraries. Therefore, objectives of this study were:

- To find out level of use of e-resources by undergraduate students at University of Peradeniya.
- To explore the frequency of use of e-resources
- To know the purpose of use of e-resources
- To ascertain methods of learning to use e-resources
- To find out the specific problems that has hindered the e-resources usage
- To suggest measures to improve use of e-resources

## 2. Research Methodology

This research was conducted in University of Peradeniya. Survey method was adopted, and the main research tool for data gathering for this study was questionnaire. Population in this

study were undergraduate students who study in 07 different faculties, such as Arts, Agriculture, Medical, Dental Sciences, Science, Engineering and Veterinary Medicine & Animal Sciences of the University of Peradeniya.

Sample was selected using the proportionate stratified random sampling method. Stratification was done according to the faculty-wise and yearly-wise. Five percent (5%) from the population of each year was taken for the sample and simple random technique was used when selecting individuals from each stratum. The students who study in second year and above were selected. Total number of sample was consisted of 295 students (Agriculture 26, Arts 105, Medical 36, Dental Sciences 12, Science 59, Engineering 48 and Veterinary Medicine & Animal Sciences 09).

Statistical Analysis System (SAS) - Version 8 was used to analyze the data. Descriptive statistical analyses were carried out in all instances where necessary. The refined data were also analyzed as percentage-wise. Results of the analyses were represented in forms of tables, bar charts, pie charts etc.

### 3. Results and Discussion

#### 3.1 Response Analysis

Out of 295 students, 237 students were returned the questionnaire and response rate was 80.34%. It was clearly showed that 100% response rate was obtained from the faculty of Dental Sciences and Veterinary Medicine & Animal sciences. Lowest response rate (53%) was obtained from faculty of Science. Ninety two percent (92%) from faculty Agriculture, 90% from faculty of Arts, 67% from faculty of Engineering and 97% from faculty of Medicine were responded.

#### 3.2 E-resources Usage

Out of 237 respondents, only 164 (69%) respondents have used e-resources while others (31%) were not using. Results of the Chi-Square analysis showed significant association between use of e-resources and faculty ( $p = 0.001$ ). Figure 1 represents the use / not use of e-resources of undergraduates by faculties. The students of faculty of Science showed highest e-resources usage and faculty of Arts showed lowest usage.

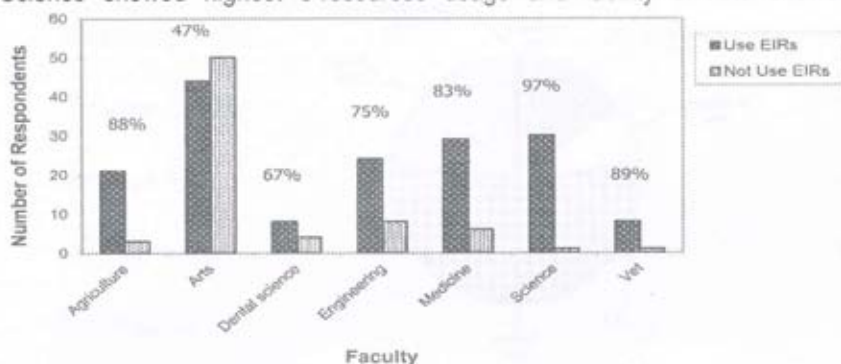


Figure 2 displayed the use of e-resources by the undergraduate students by academic year. Analysis by academic year showed that out of total undergraduates using e-resources, 34.8% Final year students, 5.5% fourth year student (applicable only for the faculty of Medicine), 29.3% third year students and 30.5% second year students use e-resources. Highest percentage of e-resources use was for final year students because in the final year, undergraduate students conduct research projects as partial fulfillments of the requirements of the degree and they use e-resources than students of other academic years.

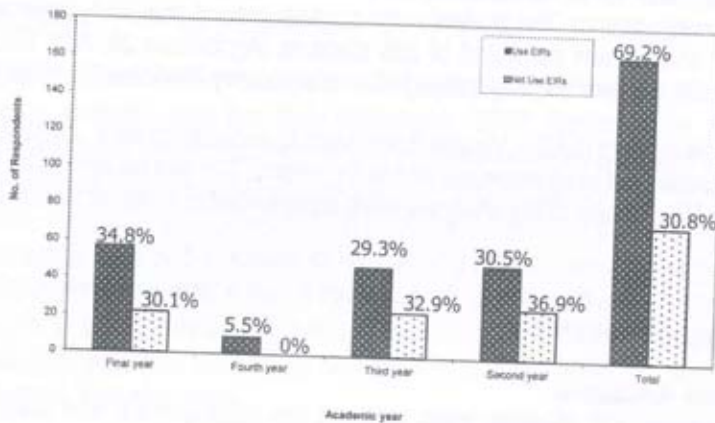


Figure 2. Use of EIRs by undergraduate students by academic year

### 3.3 Frequency of E-resources Use

Frequencies of e-resources use were weighted from 06 to 00 (highest weight was given for highest frequency of e-resources use, i.e. Daily use). Figure 3 displays the frequencies of use of all e-resources by undergraduate students of the University of Peradeniya (by % of weights). It shows the majority of undergraduate students (54%) use e-resources 'weekly' while 23% use daily and 12% use monthly. Only one percent (1%) used e-resources once in 06 months period. Results of the analysis of Chi-Square test showed that there were significant associations between frequencies of use and type of resource for only with respect to the faculty of Engineering ( $p = 0.032$ ) and faculty of Science ( $p = 0.005$ ).

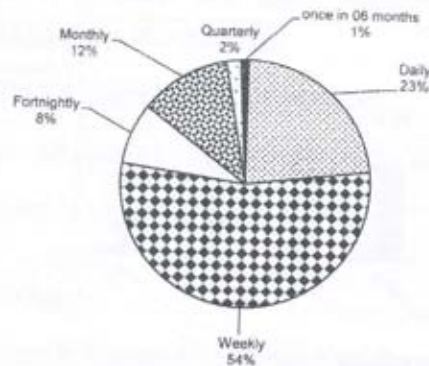


Figure 3. Frequency of use of all e-resources

### 3.4 Purposes of E-resources Use

Students were asked about a purpose(s) of e-resources use. The highest frequency was for the general use (15.3%) and secondly for project work (12.9%) and followed by Assignments (12.6%) and to reference (11.4%). 10.3% use e-resources for writing reports and 8.3% used it for up to date knowledge while 5.3% were used it for research work and 2.9% used for bibliographic check (table 1).

**Table 1.** Purposes of E-resources use

Purpose	Percentage	Rank
For General Use	15.3%	1
For Project work	12.9%	2
For Assignments	12.6%	3
For Reference	11.4%	4
For Writing Reports	10.3%	5
For Up to date knowledge	8.3%	6
For Research work	5.3%	7
For Job search	4.9%	8
For Seminar presentations	4.3%	9
For Theses	3.4%	10
For Bibliographic check	2.9%	11
For Revision	2.7%	12
For someone else	1.8%	13
For Planning	1.6%	14
For Other purposes	1.2%	15
For Shopping	1.1%	16

There is some evidence those e-resources especially web and email resources are used for other purposes, which researcher was not mentioned as follows.

- On-line publishing
- News (e.g.: CNN)
- Educational opportunities
- Entertainment
- Communication (chatting)
- Music and as a fun

Further analysis was done according to the faculties and tabulated data were presented in table 2.

Table 2. Purposes of e-resources use by faculties

Faculty \ Purposes of e-resources Use	Faculty						
	Agriculture	Arts	Engineering	Medicine	Science	Dental Sciences	Veterinary Medicine
General Use	10.5%	17%	13.7%	20.5%	11.9%	25.7%	23.5%
Writing Reports	15%	08%	8.9%	7.9%	14.6%	8.6%	8.8%
Planning	01%	0.4%	4.2%	0.9%	1.3%	2.9%	00%
Project work	16%	08%	10.8%	19.6%	11.3%	11.4%	8.8%
Bibliographic check	02%	08%	2.6%	00%	00%	00%	00%
Research work	7.5%	05%	4.8%	5.3%	5.3%	5.7%	00%
Revision	01%	00%	1.6%	6.2%	4.6%	8.6%	8.8%
Up to date knowledge	6.7%	04%	11.6%	8.9%	8.6%	17.1%	17.7%
Theses	4.5%	04%	6.9%	00%	1.9%	00%	00%
Reference	10.5%	15%	6.4%	9.7%	15.2%	11.4%	11.8%
Shopping	01%	0.8%	02%	0.9%	0.7%	00%	2.9%
For someone else	1.5%	01%	1.1%	2.6%	2.7%	00%	06%
Seminar presentations	6.8%	02%	5.3%	6.2%	4.6%	00%	00%
Assignments	11%	18%	11.1%	9.5%	14.6%	5.7%	2.9%
Job search	02%	08%	7.9%	00%	2.7%	00%	8.8%
Other purposes	03%	0.8%	1.1%	1.8%	00%	2.9%	00%

Only students of faculty of Science, Chi-Square test indicated that there was significant association ( $p = 0.001$ ) between purposes of e-resources use and responses among academic years. Followings facts could be highlighted with respect to the faculties.

Faculty of Science – Since there was significant association among academic years, following facts could be highlighted with respect to academic year.

*Second year* - Highest percentage obtained for reference (16.4%), secondly for general use (16.4%) followed by up to date knowledge and for assignments (14.6%).

*Third year* – 17.7% students used for writing reports, 15.7% used for assignments and 13.7% used for reference.

*Final year* - Highest percentage obtained for writing reports and for research work (15.6%), secondly same percentages obtained for project work, reference, seminar presentations and for assignments (13.3%).

Faculty of Agriculture – Highest percentage obtained for project work (16%) followed by writing reports and for (15%), secondly they used E-resources for assignments (11%) followed by general use and for reference (10.5%). 7.5% use E-resources for their research work.

Faculty of Arts – 18% students use e-resources for assignments, 17% for general use. 15% use for reference.

Faculty of Engineering - Highest percentage obtained for general use (13.7%), secondly they used E-resources for up-to-date knowledge (11.6%) followed by assignments (11.1%) and for project work (10.8%).

Faculty of Medicine – 20.5% use e-resources for general use and 19.6% used for project work followed by reference (9.7%) and for assignments (9.5%).

### **3.5 Methods of Learning for E-resources Use**

Information on how users learned to use e-resources is given in table 3. Among the different methods of learning, the majority (31.3%) of users had learned to use e-resources by "self-learning by reading manuals". The second highest (28.4%) method was by "by trail-and-error", and 12.8% students learned as a part of course work. Only 7.7% students get help from the library staff.

**Table 3.** Method of learning for e-resources use

Method of Learning	Frequency	Percentage	Rank
Self-learning by reading manuals	237	31.3%	1
By trial-and-error	215	28.4%	2
As a part of course work during studies	97	12.8%	3
From library staff	58	7.7%	4
Attending special training courses and workshops	54	7.1%	5
From institutions already using e-resources	46	6.1%	6
Unable to use	20	2.6%	7
Other	17	2.2%	8
Not interested in e-resources	14	1.8%	9

### 3.6 Difficulties Hindered For E-resources Use

Respondents were asked to give their comments in users' point of view on what are the difficulties hindered e-resources usages. Forty two percent (42%) students made one or more comments. The comments made by the users were re-organized in to statements and arranged in the descending order by the percentages in table 4.

According to the comments given in table 4, 27.9% of respondents mentioned that lack of equipments is a major difficulty for e-resources use and 21.4% stated that there were not enough e-resources. Also 9.2% stated that inadequate publicity/ lack of guidance / lack of awareness programmes /lack of instructions and lack of internet access in the libraries were difficulties. In addition 4.8% believed that rigid policies /rules and regulations of libraries for library users was a difficulty in using e-resources and 4.4% stated that limited library hours was a difficulty to use e-resources. Incompetence of users in using e-resources (3.5%), available e-resources did not match with users information needs/Access limited/no full-text for all journals (3.0%), lack of awareness of users about availability of e-resources/electronic information services in the libraries (3.0%) were some other difficulties prevailing in the libraries of University of Peradeniya. Also 0.9% commented that lack of interest of users to use e-resources was a difficulty.

**Table 4.** Difficulties that hindered e-resources usage

<b>Difficulty</b>	<b>% of Respondents</b>
Lack of equipments (computers etc.)	27.9%
Lack of e-resources	21.4%
Inadequate publicity/ lack of guidance/lack of awareness programmes/lack of instructions	9.2%
Lack of internet access in the libraries	9.2%
Rigid policies /rules and regulations of libraries for library users	4.8%
Limited library hours to use e-resources	4.4%
Incompetence of users in using e-resources/Lack of knowledge of IT to use E-resources	3.5%
Available e-resources did not match with users information needs/Access limited/no full-text for all journals	3.0%
Lack of awareness of users about availability of e-resources/electronic information services in the libraries	3.0%
Lack of necessary funds	2.6%
Technical difficulties (problems) in Internet access/Low bandwidth of Internet connections	2.6%
Lack of competent staff/lack of trained staff	2.6%
No up to date information on e-resources / difficulties getting up to date information	2.6%
Lack of user friendly services	2.2%
Lack of interest of users to use e-resources	0.9%



Also Students were asked whether they satisfied with the electronic information services provided by the libraries of University of Peradeniya and 77% user were not satisfied. Also 97% believed that available e-resources are not properly utilized in University of Peradeniya.

### 3.7 Suggestions to Improve Electronic Information Services

Respondents have given their suggestions, comments and proposals to improve and provide effective and efficient electronic information services in the libraries. Fifty one percent (51%) respondents have made one or more comments. These suggestions were organized under 06 statements as shown in table 5.

**Table 5.** Suggestions to improve electronic information services

Suggestions	Percentage
Should upgrade facilities to use e-resources (increase no. of computers with Internet facilities and increase the bandwidth)	34%
Should give more publicity on availability of e-resources, should give more trainings / guidance / instructions to use e-resources	28%
Should have subscribed to more e-resources (databases with full-text etc.)	25%
Should train the library staff for handling e-resources	7%
Should increase the Library opening hours	5%
All libraries should be fully automated	1%

Out of total responses, 34% believed that the libraries of the University of Peradeniya would be able to give a better service to the users if the libraries could increase the facilities by increasing the IT facilities. Twenty eight percent (28%) asked for training to use e-resources and give more publicity to aware users on availability of e-resources in the system and they strongly believed that it would increase the usage of such resources. Some others (25%) asked for increasing the e-resources subscriptions including databases with full-text. Increasing of library opening hours and fully automation of libraries were other suggestions. In this context, it can be concluded that users were keen to see improvement in the electronic information services in the libraries of University of Peradeniya.

#### 4. Conclusions

All types of e-resources were used by the students of University of Peradeniya and 23% respondents use e-resources daily while others use it weekly, monthly fortnightly, quarterly and semi-annually.

Undergraduate students use e-resources for different purposes. They mainly used it for general purposes and writing reports and then for writing assignments followed by for reference. Moreover they use e-resources for their writing reports, and seminar presentations etc.

Students of University of Peradeniya were acquired information skills through a variety of routes such as self-learning, by trial and error, from library staff and training courses etc. Majority (31.3%) of users had learned to use e-resources by self-learning and 28.4% by trial-and-error.

Lack of equipment is a major difficulty for e-resources use. Also other problems were available e-resources were not up to date, not adequate, did not match with users information needs, access limited and no full-text for all journals. Users were not aware of the availability of e-resources due to inadequate publicity and lack of awareness programmes. Incompetency of users in using e-resources or lack of knowledge of IT to use e-resources was another difficulty.

Users suggested various ways to give effective and efficient electronic information services by the libraries of University of Peradeniya, such as increase the facilities, subscribe more e-resources including databases with full-text, increase the number of computers, train library users, more publicity to aware users currently available resources.

#### 5. Recommendations

University of Peradeniya libraries took the initiative and successfully established electronic information services for their users. Identification of problems involving electronic information services will help librarians give better services to their users by overcoming such problems. Also it will help to develop strategies for such type of information resources and services.

- The policies should be formulated on e-resources especially for purchasing and usage in University of Peradeniya library system.
- It is an essential need that training of users and the staff, those who are working in the libraries on e-resources. Information skills should be improved on access, retrieved and also enlightening them in evaluating of such resources and information. Therefore quality staff development programmes at regular intervals should be introduced.

- University should provide more facilities such as high speed computer terminals to the users either within the libraries or in some other places, in order to access e-resources provided by the libraries.
- Since accessibility and connectivity of the Internet play a significant role in the usage of electronic resources, the University authorities should consider improving the quality of the services by modernizing equipments, improving the fiber-optic backbone, which has highest bandwidth with technical support.
- More awareness programmes should be conducted to publicize the currently available resources by libraries. User education programmes, online guides, leaflets, posters and notices should be introduced for the libraries. Also library should provide article alert service and email based content pages for selected journals for their users.
- Electronic publications epitomize the problem of the long-term preservation and access to digital resources. They are easily lost, can become corrupted, inadvertently deleted, and become inaccessible through changes in technology. Therefore there is an urgent need to develop a solution to address the problems of long-term preservation and access to digital resources. Therefore libraries should manage the e-journals archive.
- Fully automation of the University of Peradeniya all libraries should be done as early as possible in order to give effective and efficient services to the users.

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## **Assessing Journal Usage in an Academic Library: A Case Study at the Agriculture Library University of Peradeniya**

**I Mudannayake\***

### **Abstract**

A journal use survey was conducted at the Agriculture Library in 2011 for two months using the 'sweep method'. Objectives were to observe journal usage pattern under heavy, moderate, low and never used categories; to observe usage patterns by disciplines, based on study departments of the Faculty of Agriculture; to find out relationship of Library User Education programmes and Journal usage. Forty journal titles on subscriptions were used for the study. Findings revealed that only 09 titles were in the heavy use category 14 titles each in the moderate and low use categories and 03 titles have never been used. CAB CD-ROMS had the highest number of usage counts followed by Food Science journals. Seventeen journals (35%) found to be underutilized. Usage by discipline based departments revealed, that Food Science and Animal Science Departments had the highest journal usage counts. Agriculture Engineering and Agriculture Extension Departments had least number of journal usage counts. Journals ordered for MBA degree at the PGIA found to be underutilized. A positive relationship was evident with Library User Education programmes and the usage of Journals.

**Keywords:** Journal use, periodical use, academic libraries, sweep method, journal re-shelving method, user education, agriculture libraries, Sri Lanka

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## Introduction

Assessing usage of journals has become an accepted practice, around the world primarily to address the issue of managing costly journal collections with stringent library budgets. Journal usage statistics is very often used as a vital source for continuation or cancellation of a journal title. The Library and Information Science literature in the past one or two decades presents a wealth of knowledge on periodicals use studies both in print and electronic media focusing on strategies of managing journal Subscriptions.

A wide range of techniques for measuring the usage of journals are currently carried out by librarians, journal publishers, aggregators and vendors for different purposes to assess the credibility of a particular title. In modern times more and more electronic counterparts of print journals are available, the journal vendors, publishers or aggregators produce journal usage reports for libraries for the electronic journals subscriptions on payment basis.

The Institute for Scientific Information (ISI) has introduced the journal citation reports (JCR) as a measurement of journal usage by computing the 'journals impact factor' (1). The journal's impact factor is calculated by taking a count of article citations of a particular journal, which is popularly known as an accurate measurement. The major limitation in the method is that the system only covers the journals that are indexed by the Institute for Scientific Information (ISI)

The other methods include patron surveys, circulation studies (if journals are in circulation) sweep method, direct observations and the latest methods are use of log files generated in data servers (2). All these methods have drawbacks in obtaining an accurate count. The libraries which have print subscriptions for journals, the journal re-shelving method known as the 'sweep method' will be the best measurement as discussed by Naylor(3).

## Background

The agriculture library of the University of Peradeinya caters to a population of about 2000, including 222 members of academic staff, in the Faculty of Agriculture, 810 undergraduates and 900 postgraduate students in the Postgraduate Institute of Agriculture (PGIA). The Faculty of Agriculture offers three degree programmes namely Agriculture Technology and Management, Food Science and Technology and Animal Science and Fisheries. The journal acquisitions are dependent on the study disciplines of the two institutions,

research interests of academic staff and students and the availability of funding. The Library had subscriptions for about 100-125 journals in 1990s being the only single library in the country having many reputed journals in agriculture and related subjects. The titles have been drastically pruned due to funding issues and only forty titles (40) have been accommodated by the Library for the last seven years. The journals are being purchased by pooling out Faculty and PGIA funds. Since the Library budget is not improving it is very much pertinent to assess the usage of the journals which are on subscriptions for better management of journals.

The present study of the Agriculture Library is the first attempt in observing the usage pattern of journals. The information generated from the study can be used as a valid source in decision making purposes of subscriptions.

### Objectives of the study

The broad objective of the study was to critically assess the usage pattern of journals by the user community of the Agriculture Library.

The specific objectives were :

1. To observe the usage pattern of subscribed journals in terms of Heavy use, moderate use, low use and never used titles
2. To observe relatively the usage pattern of journals by disciplines, based on study departments of the Faculty of Agriculture/PGIA
3. To find out whether there is a relationship between usage of journals and Library User Education programmes

### Definition of terms

Usage of a journal can be described as reading an article, scanning or browsing table of contents and photocopying an article for the purpose of the study.

### Methodology

Ninety nine percent (99%) of the current journals in the Library are directly purchased, using Library funds. The forty journals subscribed for the last seven years were taken for the study. The journal re-shelving counts or the 'sweep method' was employed for the study. The 'sweep method' is a simple technique to take a physical count of actual usage of journals if a library does not circulate journals. Users have to be properly instructed to leave the journals on the tables

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or required places in periodicals sections of a library. Usage counts are recorded at stipulated times before re-shelving of journals. The Agriculture Library used this method for the study because the Library subscribes only to print journals except one title, the electronic version of CAB abstracts on CD-ROMs.

The limiting factor of the study, was short of staff in the library to carry out the project for a longer period. The forty titles in the current and bound periodical sections were taken for the study. Three abstracting and indexing journals were also among study group of titles. They were 'CAB CD-ROMS', 'Current Contents Agriculture, Biology and Environmental Science', and 'FSTA' (Food Science and Technology Abstracts) the latter specifically ordered for an audience of Food Science and Technology degree undergraduates. The reason for including indexing and abstracting services for the study, was due to the high cost factor of these items and there was a critical need to assess the usage of them.

Notices were displayed in the current and bound periodical sections and relevant places in the library requesting users to leave the journals on the tables after use to avoid re-shelving of journals by the users. Two staff members were assigned to take a count of the journals twice a day in a tabulated sheet, before re-shelving the journals. Even with a minimum staff in the Library, two members were allocated for the project, to record the usage data twice a day for a period of 55 days.

The project was planned out with the intention of minimizing the intrinsic short comings of the 'sweep method' as users tend to re-shelve materials after use. The first use count was taken in the morning for the journals used in the previous evening and the second count was taken around noon for the titles used in the morning.

The photocopying unit is located close to the current periodicals section in the library. Journals removed from stacks for photocopying were collected by the Library staff members twice a day to record the usage. Statistics of the usage of CAB Abstracts the CD-ROM data base were recorded by the staff when a CD-ROM is issued to a user. The Agriculture library has a system of maintaining in house statistics of CAB CD-ROM searches, mainly to assist students to obtain full papers and also to keep track of their specific areas of subject interests.

#### **Data Gathering**

The data for the study were gathered for a period of two different months, January to February 2011 a normal term (semester) time of the Faculty of Agriculture and the PGIA, and November to December 2011 a study leave time



of the Faculty of Agriculture. The study leave time was specifically selected for the present study, due to the fact that more students use the Library during the period. A total of 55 working days were utilized for the study. The data were tabulated and presented in tables and bar-charts etc. for clarity.

## Results and Discussion

The data were categorized to present a clear view of the usage pattern of the forty titles by using quartiles, a statistically accepted technique. The analyzed quartiles are represented as heavy use, moderate use, low use and never used. Table 1 shows the ranges of the journal use categories.

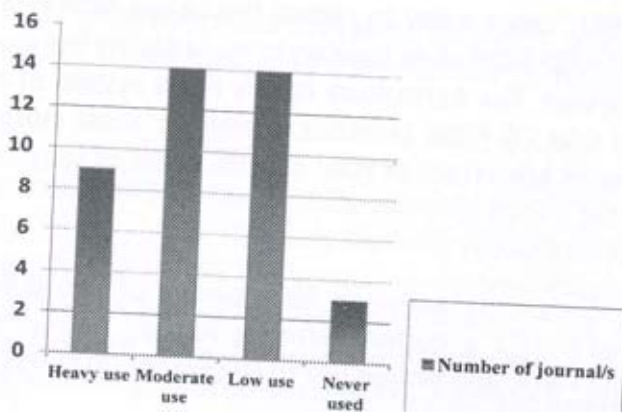
**Table 1 Profile of Journal Use Categories**

Use Category	Number of times consulted
Heavy use	12-132
Moderate use	3-11
Low use	1-2
Never used	0

According to the Journal usage pattern presented in table 2, only 9 journals (22.5%) out of the forty titles fell into the category of heavy use. The CAB abstracts on CD-ROMs had the highest number of usage counts which stood at 132 or 28% of the total usage data.

**Table 2 Journal Usage Pattern**

Table 2 Journal Usage Pattern



The table 3 presents the titles in the heavy use category according to ascending order with the number of consultations made during the study period of 55 days.

**Table 3 Heavily Used Journals with number of Consultations**

<b>Title</b>	<b>No. of times used</b>
CAB abstracts	132
Journal of Food Science	80
Journal of Animal Science	53
Indian Food Packer	34
Indian Food Industry	17
FSTA	16
British Journal of Nutrition	14
Soil Science Society of America Journal	13
Indian Horticulture	12

It is a well known fact, all over the world, that a low number of journal titles fall into the category of 'high use' or 'heavy use' journals in libraries. The Agriculture Library finding is somewhat different to the findings of a periodical user survey carried out at the Science Library, University of Peradeniya by Ileperuma (4). According to the Science Library study only 12 titles (4.23%) out of 284 titles have been fallen in the category of 'heavy use'. The Agriculture Library study reveals that both the 'moderate use' and 'low use' categories accounts for 14 journals, (35%) each out of the 40 titles, as indicated in table 2.

Three journals have not been used at all according to the analysis of the data presented in table 2. It was disturbing to note that the 'Journal of Business Venturing' and 'Journal of Small Business Management' the two titles ordered for the MBA (Masters in Business Administration) degree programme offered by the PGIA have never been used during study period. Transaction in ASABE ordered specifically for the Agriculture Engineering Department also has never been used during the study.

However when adding up the 'low use' and 'never used' journals together indicates that 17 titles out of the 40 titles or 35% of the journals at the Agriculture Library were underutilized which is a matter to be considered in the long run. It is essential to point out that six (6) out of the seven (7) journals ordered by the PGIA specifically for the MBA students, had shown low usage.

The usage of journals by PGIA students can be improved if the students could use the library more often than waiting till week-ends because most of the PGIA classes are held during week-ends. The PGIA students visit the library only during week-ends just to borrow a book, in their lunch or tea breaks but they hardly find time to use the journal collection in the Library because of their heavy class loads. More Library training is needed for the PGIA students to lead them to resource based learning.

Further, similar patterns of journal usage can be traced in other parts of the world. An extensive periodical use study carried out at the University of Akron Library in the United States, for a period of twenty years validates the fact that a fairly large number of journals are not used at all. The Akron findings reveal that 57 (27%) journals out of 211 titles were not used at all in 1970s and even in 1990s the titles have not gained a measureable number of usage counts (5).

### Journal usage by Disciplines

Selection of journal titles for ordering at the Library is based on recommendations of the academic staff in the eight departments of the Faculty of Agriculture. The academic staff selects relevant journals for study and research purposes, particularly related to disciplines in individual departments. The data were analyzed by working out percentages, in order to reflect discipline wise use patterns of the forty titles.

Table 4 shows discipline wise journal usage patterns based on study departments.

**Table 4 Discipline wise Journal use pattern based on Departments**

Department	No of titles	Frequency of usage	%
Animal Science	4	81	17.19
Economics	9	15	3.18
Agriculture biology	3	16	3.39
Crop Science	7	23	4.88
Engineering	4	6	1.27
Food science	6	164	34.81
Soil Science	2	17	3.06
Agriculture Extension	3	7	1.48
*General titles	2	142	30.14

\*CAB Abstracts and Current Contents used by all Departments

Food Science (34.81%) and Animal Science (17.19%) journals have shown comparatively a high usage level according to the usage pattern of journals assigned for the 08 Departments. In addition, the general journals have acquired a high usage count throughout the study period. Journals ordered for the Extension and Engineering Departments have not acquired a substantial number of usage counts during the study period. Some departments in the Faculty of Agriculture encourage students to have training in information skills with the collaboration of the Library staff. The Dept. of Food Science and Animal Science have regular interactions with the Library for Library User Education programmes which can be attributed to high usage of journals of those subject areas.

### Relationship of Journal Usage Patterns and Library User Education Programmes

User Education programmes conducted by academic libraries empower learning groups to use resources effectively for study and research. It is of vital importance that learners are trained in using indexing and abstracting services as a prerequisite for systematic approach to journal literature by means of User Education Programmes. The Agriculture Library included three reputed indexing and abstracting services such as 'Current Contents' (print version), 'CAB abstracts' (CD-ROM version) 'FSTA' (print version) for the study. The main user population of the Agriculture Library, both the undergraduates and postgraduate students are expected to consult journals regularly for their class-room assignments and especially for their research projects in the terminal phase of study.

A comparison of collected data during term (semester) time and study leave time (prior to examinations) clearly indicates a positive relationship of Library user education programmes and the usage of journals (Table 5 ).

**Table 5 Comparison of Heavily used titles in Semester Time and Study leave Time**

Titles	Semester time N=216		Study leave time N=255	
	Number of times consulted	%	Number of times consulted	%
CAB CD-ROMS	87	40.28	45	17.65
Indian Food Packer	22	10.19	12	4.71
Journal of Food Science	21	9.72	59	23.14
Current Contents	10	4.63	0	0
Journal of Animal Science	3	1.39	50	19.61
FSTA	1	0.46	15	5.88
Indian Food Industry	8	3.70	9	3.53

The first set of data was gathered during the term time in the first semester, for both the Faculty of Agriculture and the PGIA. The high usage of 'CAB-CD-ROMS', 'Current Contents' and Food Science journals were directly attributed to information training programmes conducted for PGIA students, and for the first year Food Science students in the first semester respectively. The PGIA students who were enrolled for the regular course on 'Information Retrieval' offered in the first semester, were trained to use abstracting and indexing services which has been positively contributed to acquire a high usage count of 'CAB CD-ROMS'.

The relatively high usage of the 'Journal of Animal Science' as reflected in the table 5, can be considered as a positive indicator of the training conducted for the final year Animal Science research students in literature searching by the Library staff. The relative use of FSTA, the major abstracting service in Food Science and Technology gained low usage count during term time. Although FSTA was introduced to the first year undergraduates in the Food Science degree programme, there was no critical need to use it for first year curriculum. But the usage has been increased according to the data of the study leave period mainly due to use of it by final year research students for their research projects. Proper training in using journals, indexing and abstracting services is an important factor for promoting journal usage.

A periodical use survey carried out in Nigerian Universities by the author Ajala (6) also on the opinion that proper library training and education is needed to facilitate better use of periodical literature and avoid frustration of literature searching.

## **Conclusion**

The study has provided vital factual data critically assessing the journal usage at the Agriculture Library making use of 'sweep method'. The information can be utilized for decision making in continuing or cancelling of journal titles. The usage of online journals freely available through Internet or subscribed by the Main Library (JSTOR and Ebscohost) was out of the scope of the study as the university community could make use of them at university computer centres or elsewhere outside the Library. The study focused on the usage pattern of subscribed titles by the Agriculture Library for the last seven years and the in-house maintenance of usage statistics has to be repeated at appropriate times for longer periods to strategically address the cost factor of journals.

Further, it is evident from the study and of vital importance that the learner population of universities need to be trained in using journals as well as indexing and abstracting services by means of Library User Education programmes for enhancing usage of journals.

### **Acknowledgement**

**The author acknowledges the Agriculture Library staff for assisting with the data collection process.**

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**Former Librarian of CRI Mr. Christie Perera  
(M.J.C. Perera) who brought fame to Sri Lanka is no more**

K.G.G. Wijeweera\*



Mr. Chrisite Perera, Former Librarian of CRI who brought fame to Sri Lanka, passed away on 14 January 2012 at the age of 78. He was born on 08 March 1934 at Boralessa, Lunuwila. He joined the Coconut Research Institute (CRI) as an Accounts Clerk in 1956. After a couple of years service he was assigned to the Library as a Library Clerk, when other officers declined to accept such a challenging job. Although, library service and library education was not widely spread in the country, Mr. Perera accepted the challenge with both hands. He had his library education at the London Library Association, taking no-pay leave and proceeding abroad at his own expense. After completing his professional examinations, he developed the Library single handedly to a fully equipped technical library. He compiled the Annotated Bibliography on Coconut annually, which was very popular among local and foreign researchers. Since there were no facilities for typesetting with computers during this period, he typed stencils with a manual typewriter and published the bibliography. He purchased and processed a complete collection of local and foreign books and magazines for the CRI Library.

International Development Research Centre (IDRC), Ottawa, Canada initiated a project to establish an international Coconut Information Centre(CIC) in 1977. They examined all libraries of Coconut Research Institutes in the world and decided that the best library was the Library of Coconut Research Institute of Sri Lanka to establish the International Coconut Information Centre. Officers of the IDRC were amazed with the services provided single handed by Mr. Christie Perera. Funds were provided to recruit new staff, train them and purchase modern equipment required for dissemination of information. Mr. Perera was

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designated as the Project Leader of the CIC in addition to the post of librarian. I was fortunate to be the first officer recruited under this project. With his capabilities as a very good manager he expanded the services of the CIC. He had a very good team of support staff, who assisted him to successfully organize International Workshops.

He was very grateful to former Directors of CRI, Dr. U. Pethiyagoda and Dr. Ranjith Mahindapala, who helped him to achieve the targets of the CIC.

All subordinates of Mr. Perera worked with dedication and devotion appreciating his leadership qualities such as listening to his subordinates, respecting their ideas and taking immediate action to correct shortcomings of the subordinates. His ability was appreciated by his colleagues in the field of librarianship and was once offered the responsibility of handling AGRINET, the network of the agriculture libraries in Sri Lanka. He spoke openly without any fear when he saw any injustice, while bowing his head to justice.

After obtaining professional qualifications a number of his subordinates including myself left the CRI for better employment. He never stood against them, but recommended them to their new employers and very genuinely wished them all success. He was a devoted Catholic. Mr. Perera had a very cordial relationship with all priests of churches in Boralessa and Lunuwila areas. His house was full of relatives and friends during the festival season of the church. Mr. Perera was very famous for hospitality among his friends and relations. Although he was sick and feeble during the past few years, he cordially welcomed his visitors and recalled pleasant memories of the past. Mr. Christie Perera, may you have eternal peace.

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## Sri Lanka Library Association

### Shelter for knowledge

The Sri Lanka Library Association (SLLA) was incorporated by Law No. 20 of 1974 of the National State Assembly and amended by act No. 7 of 2004.

Founded by a handful of eminent elites in the profession of Library Science like Dr. S C Bloc, Prof. Ian Goonatilake, Prof. W B Dorakumbura, Mr. T G Piyadasa, Mr. D T Kularatne and Prof. Jayasiri Lankage in early sixties for the benefit of the young librarians and the reading public.

The SLLA is a founding and executive member of the Organisation of Professional Association (OPA) of Sri Lanka. It holds membership of the Commonwealth Library Association (COMLA) and the International Federation of Library Associations (IFLA).

Professional qualifications and training obtained through the SLLA are recognised by the Government of Sri Lanka as the basic requirements for entry to careers in library and information science.

Since its inception, SLLA has pioneered and played a leading role in library education to the utmost satisfaction of the entire librarianship. No body can find a library professional in this island who has not read his or her first library lesson from the SLLA.

As the SLLA is the only professional body representing library professionals in Sri Lanka, its professional courses are accepted on par with those of leading international Professional Associations.

The Association confers Non-Corporate membership, corporate membership, Life-membership, Fellowship and Chartered Librarianship to its members who satisfy the required standards stipulated by the Council. Every year, SLLA adds a substantial number of trained LIS professionals to the fleet of elite work force.

Every year, it organizes an annual conference on a specified theme that suits for the modern day technological advances in the field of LIS for the benefit of the membership as well as the general public. By such means Association prepares the LIS professionals to keep abreast with the upcoming challenges in modern librarianship.