BASICS OF DOCUMENTATION

VHAI

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Basics of Documentation

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Fr. James S. Tong, S.J.,
4th February 1913 to 5th August 1986.
Founder Director-V H A I

"I have a strong will for sharing the goods of the world with the peoples of the world."

Under the Directorship of Fr. Tong, VHAI pioneered new concepts in Health Care, striving for justice in the provision and distribution of Health Care.

We dedicate this book to the fond memory of James Tong S.J., the father of VHAI on his first death anniversary.

Foreword

This is the age of information. It has the potentiality of breaking narrow barriers of social, political and economic divisions amongst human beings to work for a better tomorrow. What will be the agenda for that tomorrow? This depends on the people controlling information and what information is collected for whose benefit.

For the last few years, besides running a primary health care information centre, the colleagues concerned are also running a tailor-made short-term course on management of a small information centre, for the benefit of selected non-government organisations. This book does not have any academic pretensions. It is primarily meant to meet the practical needs of the small information centres. We will consider this publication a success if it results in the formation and functioning of many information centres much closer to the community all over the development world.

Alok Mukhopadhyay
Executive Director
Voluntary Health Association of India

Preface

"Information is growing by the microsecond and even the nanosecond. We cannot turn off the flow. We had therefore better learn to control it."

Howell H. Ester

We are living in the age of information. As Ester has rightly said, we should learn to control it. Since basic books on documentation techniques are not easily available, we thought of bringing out this book to help groups working at the grassroot level.

Apart from 'the techniques of documentation we have a separate section on audio-visuals since they are gaining fast entry in documentation centres. This is followed by a basic book list and other lists essential to start a documentation centre and brief notes on different types of documentation centres and training in information sciences. We have also given selected articles on computers, evaluation, etc.

Our information team put in a great deal of effort to bring out this book. We are extremely grateful to Fr. Gurieviere and Leo of Indian Social Institute and Mr. K.G. Krishnamurthy of DESIDOC for their valuable suggestions. We are grateful to our communications division and all the people who were involved in the production.

We hope the users will find this book handy to organize their material.

Mrs. Chandra Kannapiran

Glossary

Abstract

According to Maizell and others, "An abstract simply defined, is a condensation that presents succintly, the objectives, scope and findings of a document"

Accession Number

It is the serial number which is given to each and every document that enters the library.

Bibliography

The technique of systematically producing descriptive lists of written or published materials.

Book Number

That portion of a call number which designates a specific individual work within its class. May consist of author name and/or other elements e.g. subject of a biography.

Call Number

It represents the specific subject of the book and the individualising characteristics of the volume translated into the artificial language of the classification.

Catalogue

Catalogue is a tool which gives information about the contents of the library. it is divided into two or three parts in the subject and by author (title). It gives information about the arrangement and the order in which they are lying in the shelf. It helps the reader to find out his or her desired book easily.

Collation

It is the description about the number of volumes, papers, photographs, maps, portraits and other illustrations in a book. It also includes the shape and the size of the book.

Facet

Is the generic term used to der. te a component of a Compound Focus (Cds), such as a Basic Focus (Bs) or an Isolate Idea. In the notational plane, we may use the terms facet number.

Hierarchy

The arrangement of disciplines and subjects in an order ranging from the most general to the most specific.

Hierarchical Scheme

Organization with grades or classes ranked one above the other.

Indicator Digit

The Indicator Digit for the second, third etc. Compound Isolates is "-" (Hyphen)

Ex. : In the Schedule of (1P1) of the (BS) "S Psychology" the Isolate "I Child" can be attached to the isolate "68 Blind" to form the (CdI) "68-I Blind Child"

Information Science

Information Science is concerned with that body of knowledge relating to the Organisation, Collection, Storage, Retrieval, Interpretation, Transmission, Transformation and Utilization of Information.

Isolate

An Isolate in a schedule may be combined with another Isolate in the same schedule. Such a combination of Isolates is denoted by the term "Compound Isolate" (CdI).

Keyword

It Is intended to provide quick entry into the subject material of the abstracts in each issue.

Notation

The term notation denotes any number in a notational system. The notational system of CC consists of ordinal numbers.

Notational System

The term notational system denotes the system of numbers used by a Scheme of Classification.

Subject List

The subject list tried to list under one from of headings all the books on a given subject that the library possesses.

Contents

Introduction

In a rural corner of India ....Paro is walking alone to collect a pot of water. She has to go to the field, feed the children, clean the house...........................

In a city in India ....a new documentation centre has come up. Thousands of rupees have been spent to procure books, journals and other equipment. The rows of books on display attract every discerning eye. There is a computer too to exchange information with local and international groups.

What is the link between Paro and the metropolitan documentation centre? The world of Paro and the world of documentation are seemingly far apart.

<div align="center">

But

</div>

You believe

<div align="center">

DOCUMENTATION IS FOR CHANGE

</div>

Your goal is to bring about a positive change in the life of many such Paros in India.

Paro is cut from the rest of the world and the so-called DEVELOPMENT. The handful of people who enjoy the fruits of development are only interested in more comforts; for them Paro does not exist.

It is here that the documentation centre plays a vital role, by raising the consciousness of people. It allows people to question things around them. It helps towards positive change. It accelerates people's action towards development.

Don't underestimate Paro. Paro is a rich source of information. The sophisticated documentation centres should seek PRIMARY INFORMATION from Paro. Paro,the producer of the rice that you eat or is it the wheat? Paro is the repository of knowledge for centuries past. Seek information and advice from Paro. Paro who embodies total documentation service, who has systems of collecting, storing and disseminating information. Seek the librarian, seek the information specialist seek the secrets of your trade from Paro.

People like Paro have developed from their own experiences and wants, communication systems that suit them. Paro can neither read nor write. BUT SHE HAS Information. She carries the knowledge of her peasant background in her head.

> She knows how to cultivate
> She knows the local medicinal plants and home remedies
> She knows how to survive during drought or flood
> She knows all the appropriate technologies to run her household

Where did she get all this information? The rural communication system has ensured that Paro received the information she needs.

A symbiotic relationship should exist between Paro and the documentation centre i.e. they should learn from each other.

How do you bring change in Paro's life? Her problem is obvious—she needs water near her house. But how do you start?

You are thousands of miles away from Paro's village.
You do not know her language.
You do not know politics in her place.

But still
YOU CAN BRING IN CHANGE
THIS IS THE POWER OF INFORMATION.

You could contact the local groups working in the area.
You could contact the authorities in charge.
You could publicize the problem in the local media.

Information is an essential instrument in the fight for social change. But first people need to have access to

> RIGHT INFORMATION
> AT THE RIGHT TIME
> IN THE RIGHT LOCATION
> AND
> IN RIGHT FORMAT,

to help them take the right action.

Now

In a rural corner of India ....
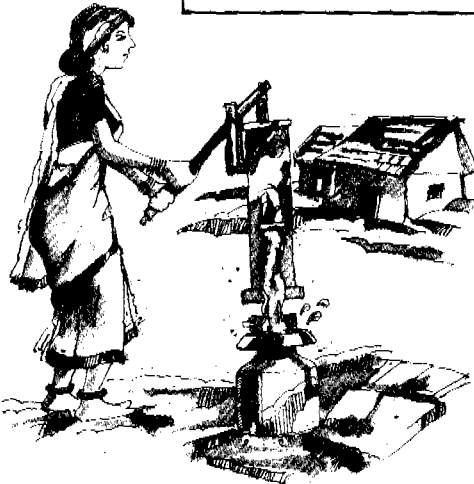
Paro is smiling and fetching water from a handpump near her house. She is trying to understand slowly the meaning of development.

In a city in India......................................

The documentation centre is trying to bring in a positive change in another situation.

> YES
> INFORMATION IS POWER
> USE IT
> SHARE IT
> BRING IN A POSITIVE CHANGE
> SINCE
> DOCUMENTATION IS FOR CHANGE.

The Power of Information

"The arrival of high technology is not only likely to bring in revolutionary changes in various walks of human endeavour, but even lifestyles will change. In such a highly complex society **information would be the most essential and highly valued property. Knowledge would be power in the real sense of the phrase.**"

Alvin Toffler

"INFORMATION IS POWER
Like Electricity in a Battery
the power can be stored
BUT
It is of no real use
UNTIL
RELEASED FROM STORAGE
AND
PUT TO WORK."
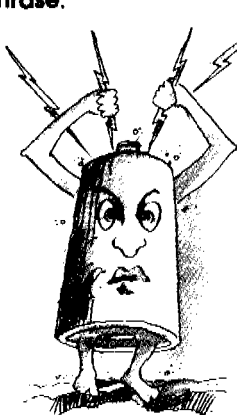
Information has always been regarded as one of the key resources of a society.

There is no field of human activity wherein information is not a vital component. Every society has devised its own means whereby information can be acquired, stored, processed, retrieved and disseminated for communication.

Going back in history, we find that there were collections of tablets of stone. These were progressively followed by hand inscribed manuscripts, the printed word, books, monastic libraries, academic libraries, public libraries, industrial libraries and information agencies until we reach the twentieth century with its awesome technological arsenal, including electronic computers and communication satellites. Arthur Clarke describes what he believes will be the world of the future:

"With these satelite systems, we will be able, remaining in our drawing rooms, to see all the museums in the world, read any book and call up at will the knowledge of the ages stored in the memory banks of giant computers. Communication satellites are here to mark the end of the age of isolation. Thanks to a few tons of electronic gear placed 20,000 miles above the equator, ours has become the last century of the savage. For all mankind the stone age is over."

Information is not something to be received passively. As Stafford Beer observes: "Information is what changes us." Since documentation centres are the major storage houses of information, any discussion about documentation must be related to a wider framework.

Communication, development and **participation** are the three key components of this framework. They are closely related to each other.

Information is a key resource in present day society. It is managed by complex and sophisticated technologies controlled by the power elites. Present day information and communication networks are designed to promote and sustain the interests of these classes.

A vision of social change should

take into account this fact and seek ways of establishing an alternate information and communication network that does two things:

1. Supports, the struggle of the oppressed
2. Counters the way information is used for maintaining exploitative structures e.g. misinformation, suppression of information etc.

Alternative information is not alternative to true, serious and reliable information. It is called alternative only because it tries to balance the vertical information structures existing in the world which often distort the news because of their subservience to vested interests.

Alternative information can thus be many things. It refers to any supplementary inquiry trying to understand a given situation better or to replace the news items in their global context. It includes official documents from governments or international organisations as well as information from those who have been excluded from the dominant system and are struggling to gain a voice in society. Even a bibliographic search can be considered as alternative information inasmuch as the annotated listing of documents is in itself an attempt at presenting as complete an image as possible of a given event or situation.

Alternative information is not identical with 'fugitive' documents (e.g. cyclostyled handouts or papers) which are produced in limited numbers within a limited geographical area or for a definite purpose. They are rarely available to the general public and prone to get easily lost, hence their name 'fugitive'.

Documentation is an activity which consists of knowing how and where to find information, the art of selecting and processing those documents which are of maximum use and how to deliver it to the people who need it.

Documentation centres, especially in the developing countries, consider themselves to be communication centres involved in direct action at the grassroot level. Given this understanding, documentation centres are part of social movements. They act as effective catalysts for change. These centres also see themselves as facilitators of networks at the local, regional and national levels.

In a country like India, with many languages and cultures, the documentation centres should devise some mechanism to cater to the needs of people in their own language either by themselves or with the help of some grassroot level groups or local documentation centre. They should give emphasis and collect the primary information, appropriate technologies and other forms of development and pass it on to the outside world. Until this kind of symbiotic relationship is established, we cannot justify the two way flow of information between the higher level policy makers and the lower level grassroot level workers. This two way flow is essential for the real development of any society.
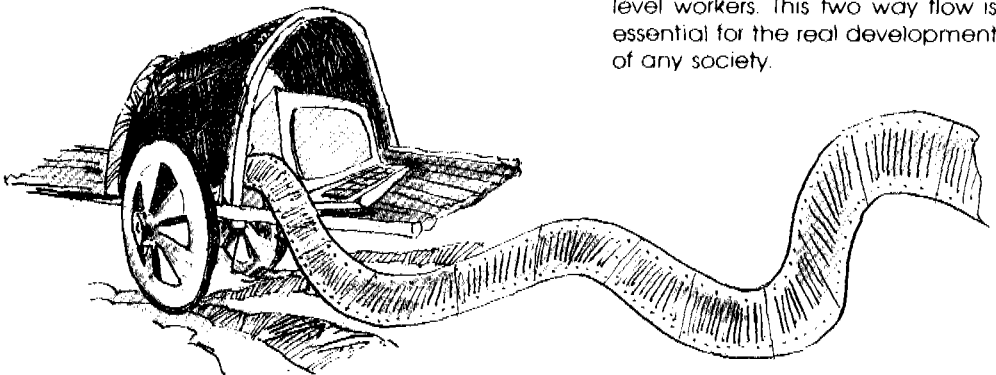
To use information to bring about changes is not an easy task. The present international information system shows a profound imbalance between developed and developing countries. This imbalance is due to the fact that the developed countries completely dominate the information network: the news agencies, radio and television, films, reviews, books and illustrated mass circulation magazines, data banks, advertising firms and of course the computer software. The present day information system embodies a form of political, economic and cultural colonialism which is manifested in the often one-sided presentation of news concerning the developing countries.

Again, there are many inequalities within developing societies themselves. Thus, contrary to many expectations, the combination of information technology and development does not necessarily enable the developing countries to solve their most fundamental problems and may in fact increase the obstacles to their development.

In the debate on a new international information order, the question of documentation is rarely addressed. Yet there is a huge documentation gap in the world. Often documents are stored where they are least needed. Modern communication techniques (the computerized data banks of multinationals and the use of telecommunications), while increasing tremendously the number of information items processed every day in the world, have also rendered documentation more alienated from the local situation. Communication is increasingly becoming concentrated in the hands of a few. The selection of information to be shared at the mass level is made by a restricted group of persons, the high priests of today's mass culture.

Documentation centres are in an ambivalent situation. On the one hand, it is necessary that documentation be decentralized, that different groups and movements have the opportunity to organize their own documentation centres. On the other hand, these grassroot centres should not close themselves or restrict themselves to local problems.

Documentation work should be regarded as a dynamic process, differing from a mere static 'storing' concept, for instance, an archive. The information which is collected, processed and re-distributed is considered as 'Contextual' information, i.e. elements in a larger societal context in continous transformation. Documentation arises from processes of change and renewal and in turn, services such processes. An important function of a documentation centre is to seek to correct misinformation in any area. Since documentation centres are in a position to get first hand information from the action oriented grassroot level groups on the one hand and policy makers on the other, they are in a good position both to analyse a specific issue in a given societal context and to accurately document events. This is one of the foremost duties of documentation centres. These centres should be storehouses of primary information and also be capable of knowing the changes at the higher level. Documentation centres must have the links at both levels to continue their militant task. They form the bridge between the local and higher level centres.

In recent years, the number of grassroot documentation centres linked to social movements and local and regional issues have multiplied enormously. The aim of these centres is to produce **alternative documentation** which will facilitate change. This does not mean that these centres are attempting to compete with the big data banks and telematic networks. Rather they are trying to create different forms of communication which promote and complement grassroot participation. They promote the idea of HORIZONTAL COMMUNICATION which combines the informal means of

transmitting messages on a local level with more modern means.

The benefits that could derive from a multiplication of the experiences of grassroot documentation at the service of people's organizations are enormous. As a first consequence, it would bring about the **decentralization of data and information** and, what is more, **the capacity for decision-making**. It would break the vicious circle in which "information produces power and power attempts to monopolize information (monopoly of the elite)".

How To Start A Documentation Centre

IMPORTANT GUIDELINES

The need to start a documentation centre stems from its own organization. Usually documentation centres are attached to a parent organization. This is very common in the voluntary sector. Documentation centres are rarely established as separate and independent entities. The activities of the documentation centre are geared to helping the organization achieve its goals and objectives.

The vital points to be considered before starting a documentation centre are:

1. Be very clear of the purpose or the objective of the documentation centre. What is the purpose?

2. Whom will the documentation centre serve? Are the target groups grassroot level workers? Middle level workers? Researchers? Policy makers etc.

3. How is the documentation centre planning to serve the target group? List out the activities. The activities planned should be relevant to the groups, whom you plan to serve, e.g. you need not subscribe to a technical academic journal if you opt to serve grassroot level groups.

4. Identify the main subject or core area of the documentation centre, e.g. education, health etc. Once this is identified the fringe or the secondary areas could be easily identified.

5. Prepare a tentative subject list with main subject and sub-subjects for a starting which is very flexible.

6. Organize the existing materials of your organization, e.g.

   — the reports of your findings on various issues.

   — your suggestions and recommendations.

   — your papers, articles and publications.

7. Some basic furniture and equipment like bookshelves, display stands, typewriter, card cabinets, reading and writing tables etc., would also be required.

8. Network with likeminded groups. Indentifying new activities in the same area are part and parcel of any information centre's tasks. It is essential to maintain a list of addresses or profiles of groups working in the same area.

9. The documentation centre has to recognise and fulfil the present needs and also foresee the needs of the future.

10. Since the cost of books and journal subscriptions keeps increasing steeply, library membership and inter-library loan and exchange programmes are very useful.

Membership of Libraries and Information Centres

A documentation centre in its teething stage needs the support of libraries and other information centres. The NGO documentation centres cannot become totally self-supporting because of many factors such as:

1. Financial problems

2. Change of work fields according to the needs

3. Lack of space to keep the materials

4. Lack of personnel to manage the information flow

STEPS FOR HANDLING DOCUMENTS

(non- book materials like Reports, Paper clippings, Handouts) Collection,
Storage and Dissemination

↓

Receive Documents

↓

Assess usefulness—Decide to pass on or
weed out unwanted documents

↓

Decide some documents should be
retained

↓

For each document, consult your index
list and decide whether it covers one or
more subjects

One subject | More than one subjec

↓

Allocate the number of the main
subject. Index clearly on the
document

↓

Label box and write that category
and description on it.

Allocate two or more Index sub-
headings using broad terms initially.
Select one as the main subject

↓

Write main subject on the docu-
ment and taking two or more index
cards, write the other sub-headings
on them and give the location of the
document—the main subject, since
the document is filed under the main
head.

↓

Place index cards
in the cabinet.
(subjectwise arrangement)

↓

Author card index/organization/coun-
try/title can also be maintained
according to the needs of the
organisation.

↓

Retrieve required information by con-
sulting the subject index cards and dis-
seminate the information.

All the above mentioned factors demand an alternative. The alternative is **membership** of different libraries/information centres. Big and established libraries such as the British Council Library, the American Library (free membership) and the National Medical Library have membership facilities.

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VHAI INFORMATION AND DOCUMENTATION
VOLUNTARY HEALTH ASSOCIATION OF
               INDIA
  40, Institutional Area, South of I.I.T.
        . NEW DELHI 110 016
                              Date
To:
  The Librarian,
  . . . . . . . . . . . . . . . . . .
  . . . . . . . . . . . . . . . . . .
  . . . . . . . . . . . . . . . .
              Inter Library Loan

Dear Madam/Sir,

We would be obliged if you could
kindly issue the following books/jour-
nals/reports on inter library loan.

1. . . . . . . . . . . . . . . . .
2. . . . . . . . . . . . . . . . .
3. . . . . . . . . . . . . . . . . .

Thanking you,
Sincerely,

Information Officer.
```

I.L.L. FORM

They have a fixed amount to be paid as their membership fees annually. Members can go there any time during the working hours, consult their publications and borrow if required. **It makes a documentation centre widen its horizon even though it does not have the materials in its own premises.** This facility is a must for any documentation centre.

In different states, libraries can be different. Becoming members of the local libraries and documentation centres helps to keep in touch with other organizations' activities and new technologies because some of them announce their programmes regularly to all their members.

Inter-Library Loan (I.L.L)

There is another facility called I.L.L. There may be some local resource documentation centres in your area which have good materials but they do not have any member-

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VHAI INFORMATION AND DOCUMENTATION
VOLUNTARY HEALTH ASSOCIATION OF
               INDIA
  40, Institutional Area, South of I.I.T.
        New Delhi-110 016
                              Date
To:
  The Librarian,
  . . . . . . . . . . . . . . . . .
  . . . . . . . . . . . . . . . . .
  . . . . . . . . . . . . . . . . .
Return of publication received on Inter
            Library Loan.

Dear Madam/Sir,

We are returning herewith the following
publications which you so kindly issued
to us on inter library loan. The receipt of
these publications may kindly be
acknowledged.

1. . . . . . . . . . . . . . . . . . . . . .
2. . . . . . . . . . . . . . . . . . . . . .
3. . . . . . . . . . . . . . . . . . . . . .

Hoping to have a continuous exchange
of ideas and information.
Sincerely.

Information Officer.
```

I.L.L. RETURN FORM

ship facility. You may consult them and borrow their materials through the I.L.L. system. For this purpose one should know all the materials available with other centres. If you have the accession list or journals list of other libraries you can get the full benefit of the inter-library loan facility. The first step is to design a form for inter-library loan and get it cyclostyled. Whenever you need to borrow, (assuming you have been given permission by the concerned institution) you just have to fill up the form, the name and address of the documentation centre and the name of the publications you would like to borrow. When you return the materials, get

the signature and seal of the group saying that the materials were returned and file it for your records. Samples are given below.

One important point to remember This system depends heavily on mutual trust and cooperation so care must be taken when handling other people's materials. It should also be returned on time.

Rules and Regulations

The word rule means discipline 'to have order'. In an information and documentation centre, rules have an important role. It takes great effort to establish a library and documentation centre and it should not be used carelessly But should not be so rigid that they put off potential users.

Sources of Information

Information is like food: there is plenty of it, but it is poorly distributed. The lack of knowledge of how to get it or use it has made information a "Scarcity in Abundance". The information may not be available in readily consumable forms, or access may be difficult. So a documentation centre needs to know where to find it, how to process it, how to make it easily accessible and useful. Anyone wishing to start a documentation centre, should know:

1. What are the sources of information.

2. How to collect information.

3. How to select information.

4. How to process information (classification/catalogue/index).

5. How to store information.

6. How to retrieve information.

7. How to disseminate information.

As the saying goes, "well begun is half done". The choice of the most appropriate source may make the difference between spending minutes on a task and spending hours or days and sometimes even between success and failure. Information work therefore, necessitates knowledge of the varieties of information sources, their scope, limitations, reference characteristics and accessibility.

The different kinds of sources of information are:

Non-Documentary Sources: These can be

(a) Informal

(b) Formal

Documentary Sources: These can be classified as

(a) Primary

(b) Secondary

(c) Tertiary Sources

NON DOCUMENTARY SOURCES
(a) Informal Sources

These constitute the primary and vital sources of Information. The traditions and values, customs and culture of any particular society are generally transmitted orally, through songs, plays, folk tales, sayings and proverbs. Each individual is a source of information. As a head of a family, health worker, teacher or a village elder, one would have very important primary information about the people, their community, type of crop, problems in their locality etc. However, it is difficult to collect this type of information.

(b) Formal Sources

This includes conversations with colleagues, sharing experiences of action groups, having contact with local workers, teachers, groups working on specific issues, participating in mahila mandal, farmers club or health workers or panchayat meetings.

किसान सभा
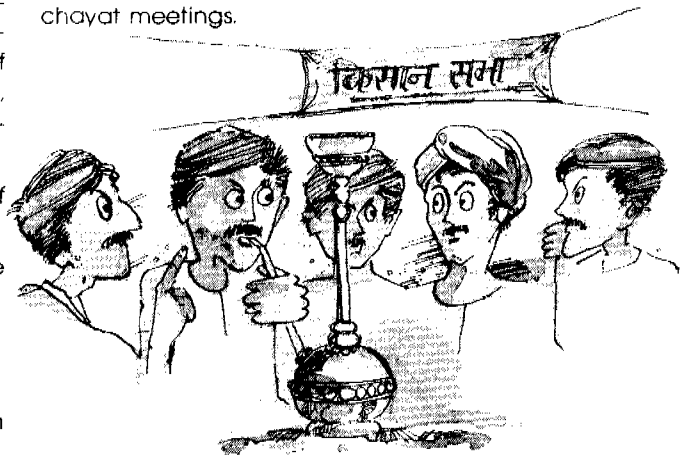
It is vital for any documentation centre to keep in constant touch with such groups by visiting them and attending meetings. This will go a long way towards strengthening the flow of information

2. DOCUMENTARY SOURCES (a) Primary

This refers to first hand information on any specific issue or the first records of original research or surveys. In a country like India with diverse languages and cultures, recording of this primary information is very vital. There is no 'one fixed mechanism' to collect, streamline and disseminate this primary or basic information. One of the best methods used by action groups is by recording the views and suggestions of the people on a particular issue in a tape. This holds specially true for illiterate or semi-literate people who would not be able to respond to a printed questionnaire.

Another useful method is to note the findings in a notebook or a diary. For example, in Tamil Nadu, an illiterate health worker is given a survey form with pictures and symbols for various health aspects like pregnant women, birth of a child etc. The worker has to just tick mark (green dot if it is "yes" and red if it is "no") and report to the doctor. This method has been found to be very

successful and more areas are adopting it.

If the worker has some basic education it is better to maintain a notebook or a diary of the day to day happenings in the locality. The diary of a health worker could include

(i) The main points of discussion with the sarpanch.

(ii) Brief notes about any important events in the village like festivals, births, deaths, etc.

If one maintains this sort of diary over a period of time, it will become a valuable source of information, if e.g. a comparative study of the health of children of two villages is undertaken, the diary could provide valuable information on the number of low-birthweight children, their immunization schedule, their growth etc. Such information would be extremely useful for governments, research groups, policy makers etc. Examples of some primary sources are research reports, original monographs on specific issues, surveys, feasibility studies, dissertations, innovations in various fields etc.

DEVSIS Study team notes that:

"Sixty per cent of documents are the less accessible, grey, fugitive, invisible (call it what you will) literature. These include unpublished working papers, feasibility and pre-investment studies, theses, research reports and documents of governments and international organizations which are not widely disseminated."

The word "fugitive" tells us something about the nature of this literature; it is fleeing away; it passes away quickly and suddenly, runs the risk of becoming lost forever. It consists of documents produced in limited numbers, within a limited geog-
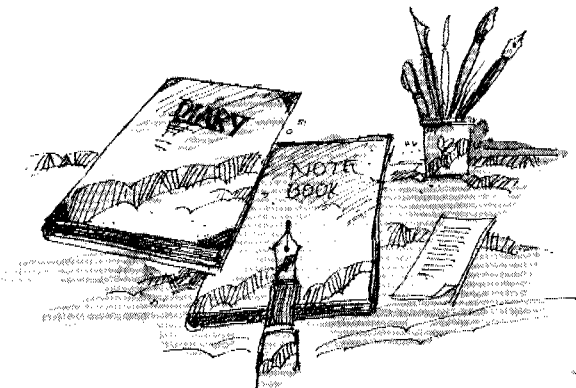
FAMILY INFORMATION BOOK

If someone is sick at home, where do they go?

Doctor	Local Medicine Man	Temple Priest	Hospital
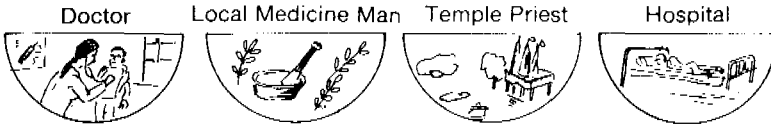
From where do they fetch the drinking water?

Tap	Well	Pond/Lake	River

○ ○   ○ ○   ○ ○   ○ ○

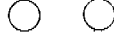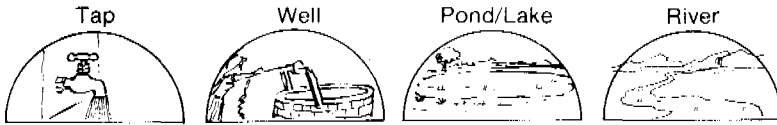Is there a toilet in the house?   ○ Yes   ○ No
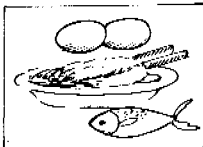
If not, is there place to build one?   ○ Yes   ○ No

Is this family

Non-Vegetarian?   Yes ○

                         No ○

Vegetarian?   Yes ○

                         No ○
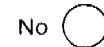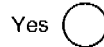
Is there place to have vegetable garden around the house?

○ Yes   ○ No   there is a garden ○

Is there a Drumstick or a Papaya tree?
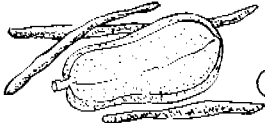
Drumstick   Papaya

○ ○   ○ ○

---

raphical area or for a very definite purpose, and is thus less accessible to the wider public. Yet these often contain a message worth disseminating much beyond their original scope. A journalist of the **London Times,** noticing "The Boom in preserving the Ephemera of Politics", once wrote that "Today's cyclostyled leaflets are, after all, the basis for tomorrow's doctoral theses."

This type of literature poses special problems for librarians. Documentation and resource centres deal mainly with "documents" in the narrow sense of the word, but they also deal with other types of literature, such as press clippings, articles from periodicals, and excerpts from books. Everything which contributes to increase the knowledge of a certain subject is

considered "documentation input", i.e. sources of potentially relevant information to be processed.

Secondary sources

These are either compiled from or refer to primary sources of information. They include catalogues, indexes, bibliographies, indexing periodicals, abstracting periodicals, reviews, treatises, monographs, textbooks and reference books like encyclopaedias, dictionaries, hand-books, manuals etc.

(c) Tertiary

These contain information distilled from primary and secondary sources. The main function of tertiary sources of information is to help locate primary and secondary sources of information. Most of these sources do not contain subject knowledge. Examples of tertiary sources are bibliography of bibliographies, directories, abstracts, guides to literature etc.

Information should not be locked away. It needs to be shared or used to be 'meaningful'. Sharing your observations and experiences with your colleagues, friends and other workers can only increase your own knowledge.

"INFORMATION SHARED IS INFOR-MATION DOUBLED".

Collection
of Information

Most voluntary organizations lack the means to gather or generate primary data of any kind in their immediate area of operation. They mostly rely upon secondary sources. The collection of information from any source can be possible through the following methods:

1. Talk to your colleagues and friends regularly and be aware of what is happening around you. Collect the relevant reports, books and other information useful for your work.

If you are a field worker, contact your village health workers and village people and record their views and suggestions. Try and collect village workers' diaries, if such exist.

2. Request your colleagues or friends who go on tour to visit other organizations and collect material for the documentation centre.

3. Personally visit and keep in touch with various persons and organizations, libraries and documentation centres in your area, especially affiliated groups like —

— Action groups, tribal groups, conscientization groups etc.

— Rural projects. They have detailed and intimate knowledge about their area e.g. Raigarh-Ambikapur Health Association, (RAHA), M.P. and Child-in-Need Institute (CINI) Calcutta

— Voluntary organisations at regional or national levels e.g. Indian Social Institute (ISI), New Delhi and Action for Food Production (AFPRO), New Delhi.

4. Educational Institutions like universities, colleges, schools.

5. Professional Institutions, e.g. the Indian Medical Association (IMA), New Delhi, Indian Paediatrics Association, New Delhi, and National Council for Educational Research and Training (NCERT), New Delhi.

6. Another good way of contacting resource persons, getting latest information in a particular field is to either attend or be an observer at conferences, meetings, workshops and seminars.

7. Scientific and technical information could be received from
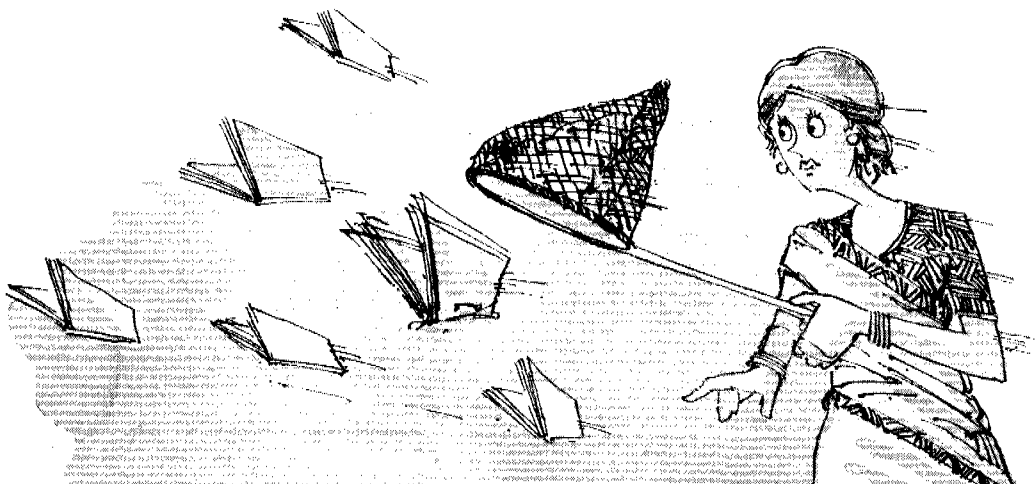
research institutes such as the Indian Council for Medical Research (ICMR), New Delhi, Central Drug Research Institute (CDRI), Lucknow, Indian Agriculture Research Institute (IARI), New Delhi, and Indian Council of Social Service Research (ICSSR), New Delhi, or by writing to the author.

8. By becoming members of some other Libraries/Documentation Centres and Professional Organizations such as

— National/Public/Rural Libraries— National Medical Library (NML) New Delhi.

— Documentation Centres—BUILD Documentation Centre, Bombay, and Centre for Education and Documentation (CED), Bombay.

9. Central/State/District or Block offices of the Government of India: Ministry of Health, Ministry of Social Welfare and Department of Environment.

10. By attending every exhibition related to your subject areas.

11. Through use of mass media, newspapers, magazines, radio and television.

12. Free material of immense value is brought out by many organizations from action groups to international bodies for wider dissemination. Always be on the lookout for such materials from institutions such as

— World Health Organization (WHO)

— United Nations International Children's Educational Fund (UNICEF)

. Central Health Education Bureau (CHEB)

13. House journals and reports of government and voluntary or international bodies will give valuable information about their innovtions and experiments in various fields.

14. Bibliographies, catalogues, advertisements etc. might also give you some relevant material.

15. Material in local languages, The action groups have started bringing out newsletters or wall newspapers in their local languages about their experiences. These are the best sources of field reports.

Selection of Information

Selection of materials is a vital part of setting up any documentation centre. Right from the beginning you will need to decide the extent of your information base. It is obvious that the principal interest of the institution would form the core subject of the documentation centre e.g. a documentation centre in a school of social work would consider social work as the core subject. The peripheral subjects would be those related to the core subject e.g. psychology, economics, politics, law, education and social problems.

Document only the material that will be pertinent to your identified needs. The proper choice of materials largely depends upon the experience and confidence of the selector.

Keep undocumented items of marginal interest in store boxes for later use. Pass on the rest to groups who could use them. DO NOT THROW AWAY MATERIAL. You may, in return, receive material which **they** cannot utilize but which may be of use to you.

In this way, you will start an exchange programme with other groups. Selection is a vital area in the information process.

Cultivate the power of selecting material keeping your clientele in mind. **Develop the ability to review, criticize and analyze material,** these qualities will go a long way in selecting the best material for your library and documentation centre.

PROCESSING OF MATERIAL

Processing of material is the technical aspect of documentation work.

The material selected have to be grouped in logical sequence and processed i.e. classified, catalogued and indexed. This will help in storage and retrieval of information.

The main areas of processing are 1 Accessioning, 2. Stamping, 3. Classifications, 4. Cataloguing, 5. Indexing and 6. Cross-referencing

Now let's go through each step in detail:
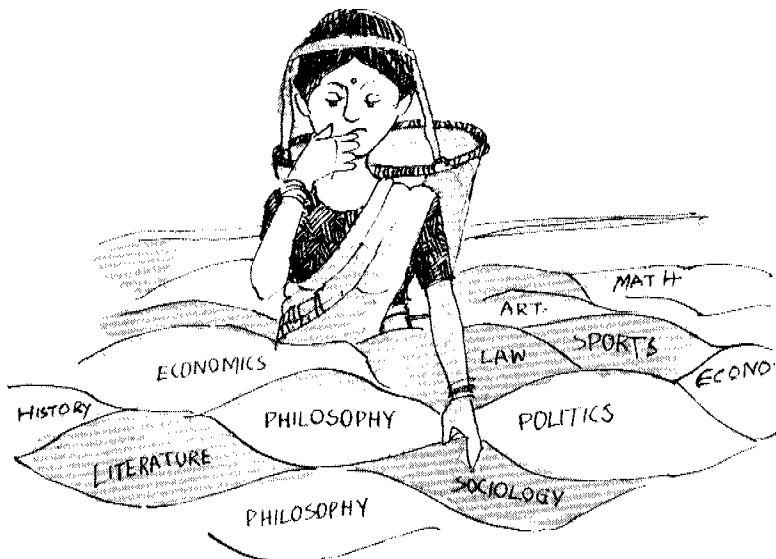
TITLE THE LAWYERS COLLECTIVE

YEAR	VOL.	NO.	MONTH	I	II	III	IV
1987	2	1	JAN				
"		2	FEB				
"		3	MAR				
"		4	APR				
"		5	MAY				
"		6	JUNE				
			JULY				
			AUG				
			SEPT				
			OCT				
			NOV				
			DEC				

ADDRESS
The Lawyers Collective
818, 8th Floor
Stock Exchange Towers
Dalal Street
Bombay-400 023.

SUBSCRIPTION NO. 357/8/.

RENEWAL DATE JANUARY

SUBSCRIBED
RATE Rs. 60/-

PERIODICITY MONTHLY.

TITLE THE LAWYERS COLLECTIVE.	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC

Type along the dotted line then fold back or detach this stub   LPW 591/281

VHAI KARDEX FOR JOURNALS

1. Accessioning

(a) **Books:** Any book acquired will have to be entered in an **accession register.** This register gives details regarding serial number (accession number title, author, publisher's address, year of publication, total pages, and price. Affix the library seal on the title page, last page and any page between these two. Affix also the accession number seal on the title page only (inside corner). The accession number is to be clearly written on the book for reference.

(b) **Journals, newsletters or bulletins** are stamped on the cover and then accessioned. Either a register or card or Kardex is used to enter them. This is very important, since it will be easier to send reminders for missing issues, to make the complete set for reference and for binding. Journals could either be broadly divided into

ACCESSION REGISTER

DATE	ACCES-SION NUMBER	AUTHOR	TITLE	EDN. PLACE & PUBLISHER	YEAR	PAGES	VOL.	SOURCE	COST (Rs.)	CLASS No.	BOOK No.	BILL NO &DATE	REMARKS
10.6.87	2532	Banerjee Sumek	Family Planning Communi cat on	Radiant Publishes New Delh	1979	210			40/	POF			
	2533												
	2534												
	2535												

national and international journals or classified by language. The contents of the VHAI Kardex include

Title of the Journal
Publisher's address
Yearly/Monthly/Fort-nightly/Weekly
Subscription or Exchange or Complimentary
Mode of payment (if Sub-scribed) Cheque/D.D./-M.O/P.O. etc.
Periodicity
Date of renewal etc.

The twelve months of the year are given as small boxes on the bottom right corner and a small colour plastic marker is inserted which is moved to the particular month as soon as the newsletter is entered. This colour code helps to identify missing issues so that we could send reminders.

Every year select only a few important journals for binding. These are kept for referecne along with the previous bound volumes. The remaining jounals should be scrutinised and the important articles could be culled out and put in subject files and the rest are either sent to people who need them or descarded.

(c) Paper Clippings can be pasted on a paper with the newspaper name and date and subject heading.

All materials in a documentation centre should be stamped. The stamp should have the documentation centre's name and address.

Classification

Classification is the grouping together of objects, (i.e. library material) on the basis of some agreed characteristics.

Why do we **classify**?

A major objective of libraries is to see that optimum use is made of their collection by leading each reader or student as directly as possible to the material that he needs. For this reason some kind of subject control is necessary.

One such method is **classification**, i.e. to place together those objects which have certain characteristics in common and to separate from them the objects which do not have those characteristics.

As a consequence of this process, every book has a **fixed** place in relation to other books in the library and is easy to locate. Classification also helps the reader to find all other books on the same topic.

To use any of the standard schemes of classification will require some amount of study on your part. You can create your system or adapt an existing scheme and use this to achieve uniformity.

Classification involves:

1. Studying the contents of the document.

2. Identifying the major subject under which to classify or place the document.

3. Identifying specific subjects for indepth classification.

4. Identifying and referring the user to related subjects which may be relevant to the user.

Most readers look for books on a specific 'subject', so group all books on the same subject together as far as possible. There are many traditional schemes like Dewey's Decimal Classification and Colon Classification which can be used for classification.

Standard Classification Schemes

Dewey's Decimal Classification (DDC)

The idea of employing a standard classification system using Arabic numerals (used decimally), as notation, a system of symbols (generally letters and figures) for books arranged by subject, was invented by Melvil Dewey in 1876. It is a hierarchical scheme of classification which proceeds from the general to the specific.

The basic plan of the system is the division of all recorded knowledge into ten MAIN CLASSES, which in turn are divided into ten DIVISIONS and further sub-divided into ten SECTIONS. The MAIN CLASSES ARE:

000	General works
100	Philosophy
200	Religion
300	Social Sciences
400	Language
500	Pure Science
600	Technology (Applied Science)
700	The Arts
800	Literature
900	General Geography and History

Each main class is separated into 10 DIVISIONS. For example:

600	Technology
610	Medical Science
620	Engineering and allied subjects and so on.

Each division is further separated into "SECTION" preceded by a general section like:

610	Medical Service
611	Human Anatomy,

cytology, tissue biology.

611.1 Cardiovascular oranges

611.2 Respiratory organs.

e.g. if we want to classify a book entitled 'Diagnosis of Disease' the classification No. is 616.075.

To be worked out as:

600	Technology
610	Medical Science
616	Medicine
616.07	Pathology
616.075	Diagnosis

Usually the class no. formed are the readymade ones. As the base of the notational system is very restricted, the class numbers which are formed are usually very long. Although the terminology is biased towards U.S.A, it is used in nearly 100 countries. This scheme of classification is very useful for school and college libraries. The strong areas of DDC are of special interest to the English speaking world and the weak areas are life sciences, philosophy, etc.

Colon Classification (CC)

Colon classification was founded by the 'father of library science', Dr. S.R. Ranganathan in 1933. It provides a short schedule of basic classes, isolates for each facet in different classes as well as common isolates and thus the numbers have to be construced.

The main classes are from A-Z.

A	—	Natural science
B	—	Mathematics
C	—	Physics
D	—	Engineering
E	—	Chemistry
F	—	Chemical Technology
G	—	Biology
H	—	Earth Science
I	—	Botany
J	—	Agriculture
K	—	Zoology
L	—	Medicine
M	—	Useful Arts
MZ	—	Mysticism
N	—	Fine Arts
NX	—	Language & Literature
O	—	Literature
P	—	Linguistics
Q	—	Religion
R	—	Philosophy
a	—	Generalia
U	—	Area study

01—Information Science

2—Library Science

3—Book Science

In this arrangement of basic classes, first we proceed from abstract to concreteness in the middle is mysticism and spiritual experience
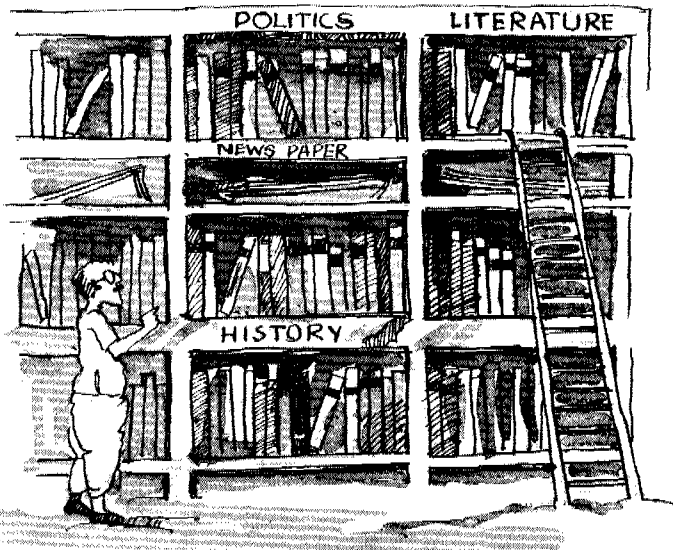
and after this we move from naturalness to artificiality. It is a serial system and thus the applied sciences are put after fundamental sciences or science on which they are dependent. Since the base of the notational system of the scheme is large, the classification number is rarely very long.

Facets—Each subject has further sub-categories. These categories have different names in each subject. They can be reduced (postulated) to five fundamental categories which are common to all subjects. Each facet of the subject can be divided on the basis of five fundamental categories i.e.

1. Personality—'comma' (,) explains foremost character or personality.

2. Matter—'semi-colon' (;) reflects substance or material.

3. Energy—'colon' (:) for problems, including methods.

4. Space—'Dot' (.) is used for geographical areas, earth, place, country.

5. Time—'Inverted Comma' (') used for time

Let's take an example:
"Diagnosis of Disease"

The classification number is L : 4 : 3
L:- Medicine
L:- Energy aspect
L:4 Disease
L;4 Energy aspect
L:4:3-Symptom and Diagnosis.

The strong areas of this classification system are Indian religions, Indian philosophy, Indian classics and sacred books. Space isolates pertaining to India have been given more details. The weak areas are science and technology. This scheme is thus baised in favour of Indian libraries. It is suitable for classification of Macro documents. It is an excellent example of Indepth Classification.

Classification System for NGOs

Many NGOs have evolved classification systems to suit their own particular needs. The basic points to remember are:

1. The system is easy for anyone to understand and use.

2. Material can be retrieved quickly.

3. It is adaptable and flexible when expansion is required.

4. It can be maintained by a member of the clerical staff.

5. It does not require much input by the highly paid professional staff.

6. It is not time consuming.

The Tool Foundation in Amsterdam has designed a classification scheme, for Appropriate Technology techniques and equipment called SATIS (Socially Appropriate Technology Information System). It is based on the following "macro-groups" (main subject headings).

0—Generalities
1—Man and Society
2—Energy and Power
3—Water and Sanitation
4—Agriculture, Forestry and Fisheries
5—Food Production
6—Manufacture and Services
7—Building and Construction Works

The July 1979 SATIS Manual stops here, leaving two more spaces for other fields in which appropriate technology may be used. A decimal system does not oblige one to create ten subdivisions. It may even be that the fewer divisions created at the start, the longer the system will last. The art of the system design consists precisely in having always 10 or less main subject headings and in being capable of dividing and subdividing the series so as not to exceed 10 in each of them while at the same time not creating too voluminous dossiers under any of the classification numbers.

This is how SATIS divides "macro-group" 1 (man and society) into ten "groups"

10 Technology
11 Development
12 Ecology, Environment and Resources
13 Culture and Society
14 Human Settlement
15 Transportation and Distribution
16 Communication and Information
17 Education
18 Health
19 N.E.C. (Not Elsewhere Classified)

Group 16 in turn is divided into the following subdivisions:

160 Generalities
161 Communication and information systems
162 Audio-visual material and equipment
163 Mass media
164 Documentation
169 N.E.C.

This scheme is used for the storage of documents in the TOOL library: each title from the classification is used as a label for a box containing the documents on the subject "In this way," says the SATIS manual, "it is easy to build up a library from fairly general information, say on energy and power, into a detailed information stock on all kinds and aspects of energy."
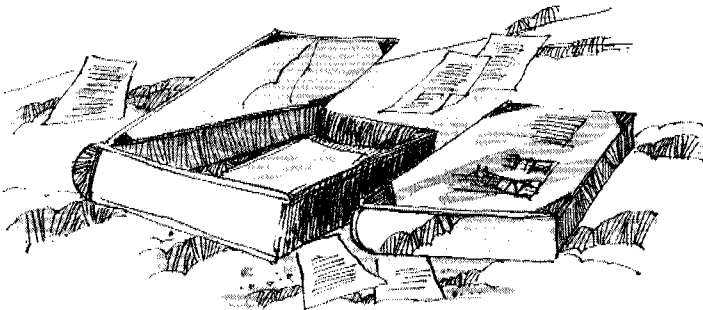

Documentation centres specializing in a definite topic (such as appropriate technology in the case of TOOL) may engage in the same exercise. The principle behind it is to arrange the items in order by means of a hierarchy of lectures, the codeword or its number giving automatically the position of the document. Concepts in such a system are thus sometimes called **positional codewords.**

The result is an arrangement of the documents in hierarchical order. A hierarchy is a grouping of related terms beginning with the most general or broader term and going to the more specific or narrower terms in several steps. The most specific subject, characterized by the last number on the right, always includes every one of the more generic subjects characterized by the numbers to its left in SATIS, for instance, 164 (documentation) includes 16 (communication and information) and 1 (man and society).

With such a system, the hierarchy must be established before initiating any filing since every topic has a pre-determined and fixed location in the hierarchy. Since a book or document can only be shelved in one place (unless photocopies are made of it, which is expensive and both time and space consuming), only-one positional codeword is assigned to each document. If a document speaks of several subject headings, a reference card could be placed in the other relevant boxes, sending researchers to the one box where the document is filed.

Consumer Information and Documentation— (CIDOC) IOCU, Malaysia

CIDOC also reviews the content and organisation of its data files and improves the system from time to time.

Title
PESTICIDES IN FOOD

P 3

PESTICIDES IN FOOD

Keywords	Related Titles
Pesticides Rasanas	Food Contamination F 15
Food Contamination	DDT Post
Pesticide for sowing	

Initials	Date	Initials	Date	Initials	Date .	Initials	Date
SR	21/3/85						
MR	20/2/85						
SR	6/3/85						
SC	4/2/85						
SNL	18/2/85						
MA	20/2/85						
SC	18/2/85						
SR	28/2/85		●				
SR	28/2/85						
SR	28/2/85						
Reviewed 10/4/85							
SNL SR/MA							

P3

IOCU

IOCU FILE COVER

Given below is a sample of IOCU's data file. The borrower puts down his initials and the date. This is an effective system to evaluate how much a particular file is used. At the end of the year an evaluation could be made to find out the files very frequently used, moderately used or not used at all. The files in the last section could be scrapped. This will save a lot of time and energy and of course finance.

VHAI Information and Documentation

The classification used in VHAI is alphanumeric and arranged according to subjects.

The books are arranged in the following manner

A   - 100   - Appropriate Technology
A   110   - Appropriate Technology
         in Health.
C   - 100   - Child Health
C   · 200   · Communication
C   - 210   - Audio-Visuals
D   - 100   - Diseases etc.

C denotes the first alphabet of the subject.

100 denotes the first subject i.e. Child Health

200 denotes the second subject i.e. Communication

210: under communication comes a sub-subject, audio-visuals.

We have three numbers so that it is easy to expand.

For example: if we collect books on

specific audio-visuals, say, audio cassettes or flashcards, we could easily introduce it as C-211-audiocassettes and C-212 flash-cards etc. This is the sub-heading.

For the non-book material i.e. (Research Reports, Paper Clippings, Surveys, Studies, Monographs, etc.)
We follow the following code:

C - 6   - Communicable diseases (general)
C - 6 i   - Communicable diseases (paper clippings)

C - 6 ii   - Communicable diseases(Magazine articles and others)

(For convenience, we might separate the material like paper clippings and arrange them in chronological order. In the same way magazine articles and others are sorted out for easy reference)

C - 6.1   - Malaria
C - 6.2   - Tuberculosis etc.

C denotes the first alphabet of the subject .1 and .2 are sub-subjects like Malaria and T.B.
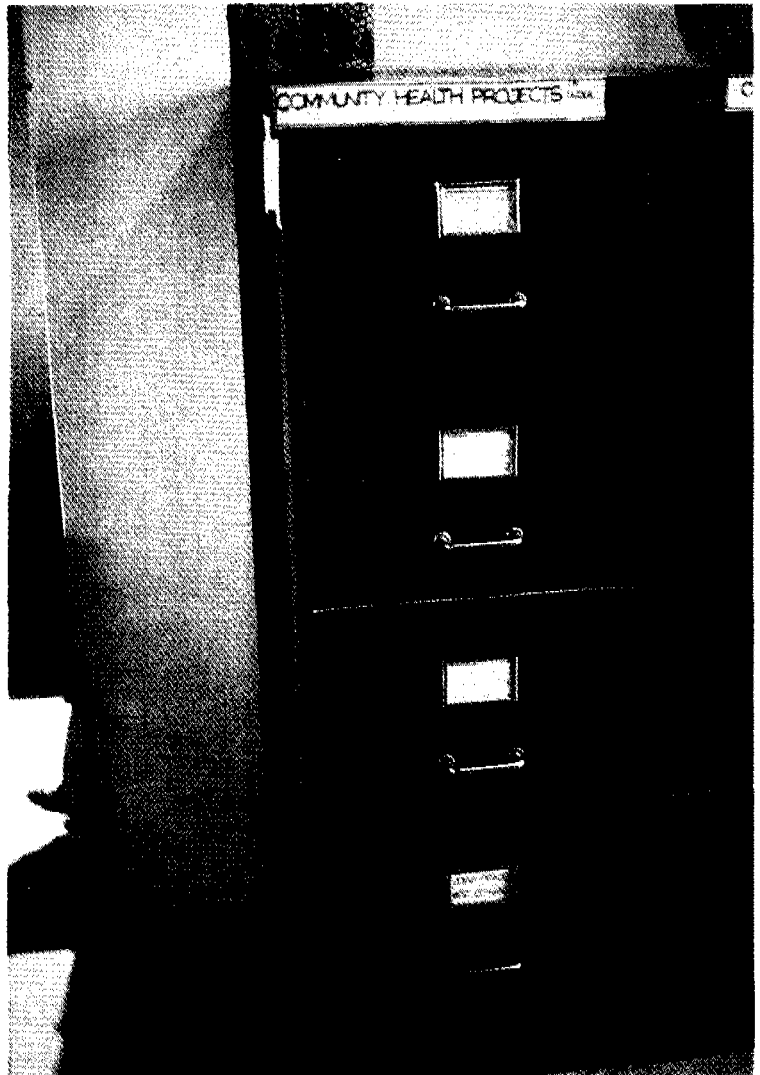
Cataloguing

The catalogue serves as a guide to the contents of the library. Ideally the catalogue should answer three questiions:

1. What books does the library have on a particular subject (subject catalogue)?

2. By a particular author (author catalogue)?

3. With this particular title (title catalogue)?

We will describe two types of systems:

1. Anglo-American Cataloguing Rules (AACR)

2. Classified Catalogue Code (CCC).

## Anglo-American Cataloguing Rules (AACR)

It is also called Dictionary Catalogue. According to AACR rules one main entry is made. For subject title, unit cards are made. The unit card has all the information that is contained in the main entry and the author or title (as the case may be) can be written on **top of the entry.**

This is one of the most important tools in a library. It gives the complete information about a book.

It contains:

1. Title and Subtitle

2. Author or editors

3. Publisher and Address, date of publishing

4. Year

5. Number of pages

6. Price (if necessary)

7. The accession number

8. The classification number/ subject heading

9. Illustrations (if any)

10. Series (if any)
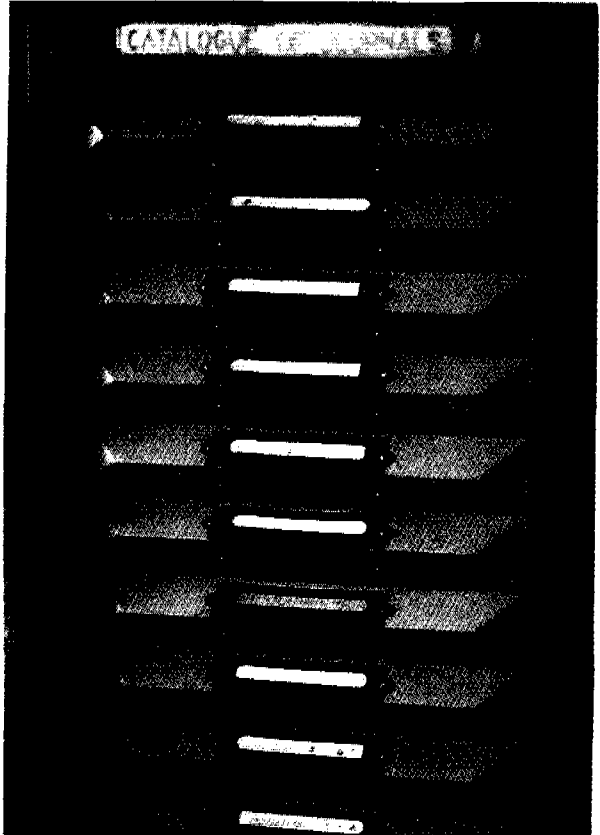
The catalogue cards could be typed or written by hand in 5"X3" cards and could be arranged alphabetically in cardboard boxes or in a catalogue cabinet with guide cards.

1. The classification number is typed in the left margin (AACR rules) or in the upper right-hand corner of the card In the latter case begin this number two line spaces from the top edge of the card.

2. AUTHOR: leave four line spaces from the top of the card and seven spaces from the left-

hand edge before typing the author line. Each author must be entered on a separate line.

International aid to Thailand.
338.91593
N.158   Naira, Ronald C.
        International aid to Thailand.
        The new colonialism? New
        Haven:
        Yale University Press, 1966.
        ix, 228 p. tables, 22cm.

        Bibliography: p.209-223

13751

AACR Unit Card-Title

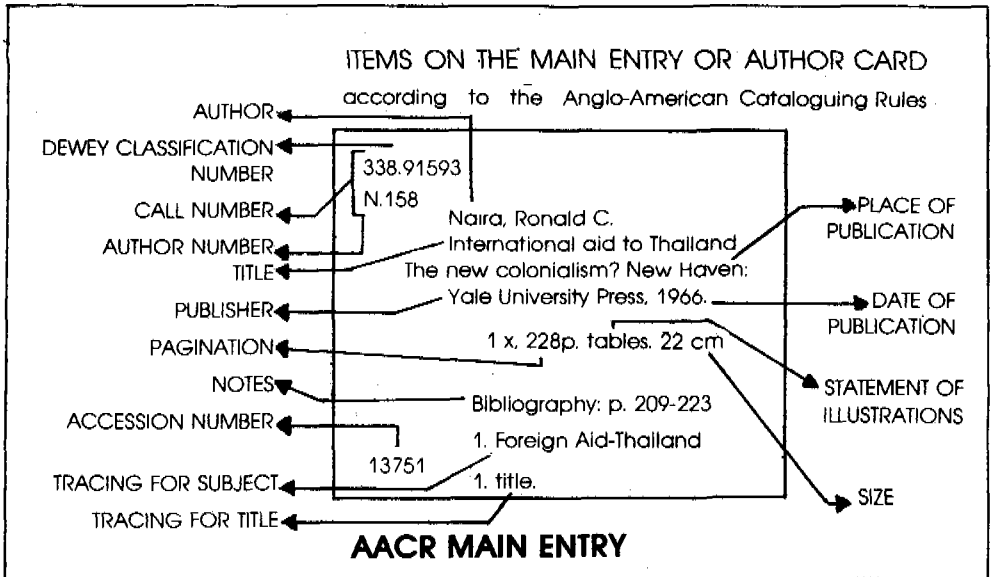**FOREIGN AID-THAILAND**

338.91593
N.158   Naira, Ronald C.
        International aid to Thailand
        The new colonialism? New
        Haven:
        Yale University Press, 1966.
        ix, 228 p tables, 22cm.

        Bibliography: p.209-223

13751

AACR Unit Card-Subject

3. TITLE: Indent four spaces from the start of the author line before typing the title. If the title entry occupies more than one line, bring the next line out to begin under the author line; only the first title line should be indented. The edition statement should follow after the title.

4. IMPRINT: Indent four spaces before typing place of publication, publisher and date of publication entry. Again, if these take up more than one line, bring the next lines out, so that they are in line with the author line. Use a colon after place of publication, a comma after publisher's name and full-stop after date.

5. COLLATION: Begin the collation in line with the author entry. The order of descriptive terms to follow is that of the cataloguing form, e.g. pages, plates, illustrations etc., if any. The price is only typed on the Library Bulletin card. Leave **two** spaces between number of pages and descriptive terms. The abbreviations 'p' should be used for pages.

ITEMS ON THE MAIN ENTRY OR AUTHOR CARD
according to the Anglo-American Cataloguing Rules

AUTHOR
DEWEY CLASSIFICATION NUMBER
CALL NUMBER
AUTHOR NUMBER
TITLE
PUBLISHER
PAGINATION
NOTES
ACCESSION NUMBER
TRACING FOR SUBJECT
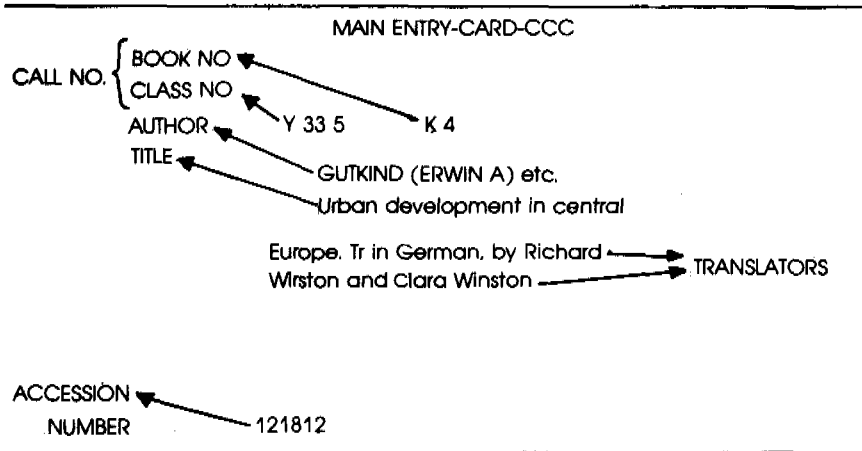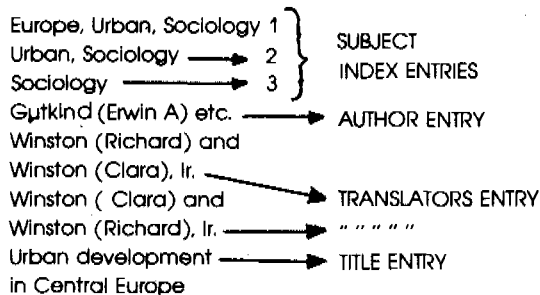TRACING FOR TITLE

338.91593
N.158   Naira, Ronald C.
        International aid to Thailand
        The new colonialism? New Haven:
        Yale University Press, 1966.
        1 x, 228p. tables. 22 cm

        Bibliography: p. 209-223
        1. Foreign Aid-Thailand
13751   1. title.

PLACE OF PUBLICATION
DATE OF PUBLICATION
STATEMENT OF ILLUSTRATIONS
SIZE

AACR MAIN ENTRY

```
┌─────────────────────────────────────────────────────────────┐
│                    MAIN ENTRY-CARD-CCC                        │
│          ┌ BOOK NO ◄                                          │
│  CALL NO.│ CLASS NO ◄                                         │
│          │ AUTHOR ◄     Y 33 5        K 4                     │
│          └ TITLE ◄                                            │
│                      GUTKIND (ERWIN A) etc.                   │
│                      Urban development in central             │
│                                                               │
│              Europe. Tr in German, by Richard ──►             │
│              Wirston and Clara Winston ──────► TRANSLATORS    │
│                                                               │
│                                                               │
│   ACCESSION ◄                                                 │
│     NUMBER          121812                                    │
└─────────────────────────────────────────────────────────────┘
```

```
┌─────────────────────────────────────────────────────────────┐
│             BACK OF THE MAIN ENTRY CARD                       │
│      DESCRIPTION OF VARIOUS SECONDARY/ ADDED ENTRIES          │
│                                                               │
│            Europe, Urban, Sociology 1 ┐                       │
│            Urban, Sociology ──► 2      ├ SUBJECT              │
│            Sociology ──► 3            ┘  INDEX ENTRIES        │
│            Gutkind (Erwin A) etc. ──► AUTHOR ENTRY            │
│            Winston (Richard) and                              │
│            Winston (Clara), Ir.                               │
│            Winston ( Clara) and  ──► TRANSLATORS ENTRY        │
│            Winston (Richard), Ir. ──►  " " " "                │
│            Urban development ──► TITLE ENTRY                  │
│            in Central Europe                                  │
└─────────────────────────────────────────────────────────────┘
```

CCC MAIN ENTRY

6. Subject entries should line up with the author entry Leave a reasonable space between the end of the subject entry and the beginning of the classification number. All class numbers should line up.

7. Do not use capital letters unless they are used on the cataloguing form. Variant spellings of words, especially American ('program' for programme) should be followed if they appear on the document.

Classified Catalogue Code (C.C.C)

Two types of entries are made in this system of catalogue

1. Main Entry

2. Secondary Entries

1. **Main Entry:** It is the basic and specific entry. It contains the maximum bibliographical information needed to identify the book and all the main entries in the catalogue are arranged according to the call number of the book.

2. **Secondary Entries:** These are based upon the information given in the various sections of the main entry. The information in these entries are less and with the help of the index number, the reader is directed to go back to the main entry if he wants more details of the

EUROPE, URBAN, SOCIOLOGY.

For documents in this class and its subdivisions see the classified Part of the Catalogue under the class number
Y 33.5

CLASS INDEX ENTRY-2

URBAN, SOCIOLOGY.

For documents in this class and its subdivisions see the classified Part of the Catalogue under the class number
Y 33

CLASS INDEX ENTRY-3

SOCIOLOGY.

For documents in this class and its subdivisions see the classified Part of the Catalogue under the class number
Y

AUTHOR ENTRY

GUTKIND (Erwin A) etc.

Urban development in central Europe.
Y 33.5   K 4

---

book.

UNIT CARDS: The Title Card and Subject Card are made in the following manner.

In the **Main Entry** we have the following details:

(a) **Leading Section:** Call number includes the class number and the book number written in pencil leaving two spaces in between the class and book number.

(b) **Heading Section:** We give the name of the author or the joint authors.

(c) **The Title:** starts from the 2nd indention which can be continued from the next line but starting from the 1st indention to indicate that it is the continuation. The subtitle can also be given after the title putting the colon sign in between.

(d) **Accession Number** is given in the last line starting from the first indention.

The following Secondary Entries can be made to help the readers:

(a) **Class Index Entries** are made to satisfy the **subject approach** of the reader in natural language. So these are general word entries. They are derived from the class numbers of the books. The objective of class Index Entries is to inform the reader about the class number under which he can find all the materials of his interest.

(b) **Leading Sections:** We write the heading of Class Index Entry which is formed with the help of a class number. The class number is broken out of the chain and the entries are made according to the relevant subject headings leaving all connecting symbols and other secondary elements.

This section is for the directing word (for documents in this class and its subdivisions see the classified part of the catalogue under the class number). Write class number corresponding to the heading of the Class Index Entry. These are word entries.

(c) **Author entries:** This entry has three sections:

1 In the leading section we write the name of the author or authors.

2. The second section has the

```
┌─────────────────────────────────┐  ┌─────────────────────────────────┐
│              TITLE ENTRY         │  │ POP-102                         │
│                                  │  │                                 │
│ URBAN development in central Europe. │  │        Banerjee, Sumanta.   │
│ by Gutkind etc.                  │  │        Family Planning          │
│                    Y 33.5   K 4  │  │        Communication.           │
│                                  │  │                                 │
└─────────────────────────────────┘  │ 2532      See  Title Card.      │
                                     │                                 │
┌─────────────────────────────────┐  └─────────────────────────────────┘
│           TRANSLATOR ENTRY—1     │
│                                  │
│ WINSTON (Richard) and WINSTON    │       VHAI'S UNIT CARD-AUTHOR
│ (Clara), Ir.                     │
│ Urban development in central Europe. │  ┌─────────────────────────────────┐
│                    Y 33.5 K 4    │  │ POP-102        POPULATION AND   │
│                                  │  │                FAMILY PLANNING.  │
└─────────────────────────────────┘  │                                 │
                                     │        Family Planning          │
┌─────────────────────────────────┐  │        Communication.           │
│           TRANSLATOR ENTRY-2     │  │        Banerjee, Sumanta.       │
│                                  │  │                                 │
│ WINSTON (Clara) and WINSTON      │  │ 2532      See  Title Card.      │
│ (Richard), Ir.                   │  └─────────────────────────────────┘
│ Urban development in Central Europe. │
│                    Y 33. 5   K4  │       VHAI'S UNIT CARD-SUBJECT
└─────────────────────────────────┘
```

TITLE ◄

CLASS NO.

POP-102 ── Family Planning Communication: ────► NAME OF PUBLISHER
SUB-TITLE ◄──────── a critique of the Indian Programme.   & PLACE
AUTHOR ◄────────── Banerjee, Sumanta.
                  Radiant Publishers, E-155 Kalkaji,
Acc No. ◄── 25232 New Delhi-110019 1979 ──────────► YEAR OF PUBLISHING
              210 pgs.   40/-
PAGES ◄   ► PRICE

VHAI'S MAIN CARD-TITLE

short title and the edition of the book.

3. We write the call number in the last section which is given on the right hand side corner with pencil. No accession number is given in any of the secondary entries. Similarly the entry can be made for the translator also if any.

(d) **Title entry:** This is to satisfy the title approach of the reader and it also has three sections.

1. The title of the book by writing the first three letters of the title in capitals.

2. The word "by" is followed by the entry element (surname) of the author's name in ordinary letter.

3. It has the call number.

In VHAI the system followed is very simple. Three cards are made on (1) Title (2) Author (3) Subject. The title card is the main card This card contains all details about the book.

TITLE, Subtitle
AUTHOR
Publisher and Address
Year, Page no., and Price.
The Classification Code and Accession number.

In the Author and Subject card the author's name, title classification and accession numbers are given. This is enough to locate the book. If more details are needed the main card has to be consulted. The same is the case with the Subject Card This is useful for the user who likes to locate books on a particular subject. In the Author and Subject Cards only the relevant information is given. This helps to save time and energy.

Family Planning Communicatio

Acc. No. 2532.

BOOK POCKET

BORROWERS CARD

Acc. No. 2532.

Class No. POP-102   **Book No.**

Author   Banerjee, Sumanta.

Title   Family Planning Communication.

Issued on	Borrowers Signature	Returned on

```
┌─────────────────────────────────────────────┐
│                 VHAI LIBRARY                  │
│                DUE DATE SLIP                  │
│                                               │
│  Author : Banerjee, Sumanta.    Class No. : POP-102
│                                               │
│  Title : Family Planning Communication    Acc No. : 2532.
│                                               │
├───────────────────────────────────────────────
│  Borrower's Name              Due and Returned Date
│                                               │
│                                               │
│                                               │
│                                               │
│                                               │
│                                               │
│                                               │
│                                               │
│                                               │
│                                               │
│                                               │
│                                               │
└─────────────────────────────────────────────┘
```

DUE DATE SLIP

Book Pockets/Borrowers Card and Due Date Slip

Since books will be issued out to borrowers, arrangements should be made to keep track of them.

The **Book Pocket** is to hold the borrower's card. The title, of the book and accession number or sometimes the author's name is typed on the pocket and pasted on the inside back cover of the books, for example

The **Borrower's Card** contains details of the title, author, classification number, book number (i.e. code), accession number and columns for borrower's signature, issue date and returned date (Issued on-returned on), the title etc. are typed and the card is inserted into the pocket. The **Due** **date slip** is to remind the user regarding due date. The details the same as borrowers card.

Now when a book is issued to the borrower, the date is either stamped or written on the due date slip and the name of the user while the borrower removes the borrowers's card from the book pocket puts down his signature and date gives it to the librarian. This card is used to check the borrowed books, to send reminders or to inform other borrowers that it is borrowed by another person. When the book is returned, the returned date is put on the borrower's card and the due date slip and the card is put back in the pocket and the book is shelved.

Indexing and Cross-Reference

The word 'Index' comes to us from the Latin, it identifies a means created "to point out, to direct, to guide or to locate". An index assists a searcher to locate the information he needs.

The object of indexing is to provide for each document adequate and accurate retrievability through points of access in the index.

The indexing process involves the following steps:

(i) Examination of the docu-

(ii) Identification of indexable concepts.

(iii) Translation of the identified concepts into the language of the system.

The following issues need to be considered while indexing.

(i) The depth to which indexing should be done.

(ii) The levels of generality and specificity at which concepts should be represented.

(iii) Ensuring that there is consistency in indexing between indexes.

(iv) The kind of vocabulary to be used and the syntactical rules necessary to represent compound subjects.

SUBJECT INDEX CARD

CABINET ←	C 3.8.2.1→	COMPLICATIONS/ MORTALITY
TITLE ←	"Legal abortions: early medical → Complications".	SUB-TITLE
AUTHORS ←	Tietze, C and Lewit, S.	
JOURNAL'S ← NAME	Family Planning Perspectives, Vol 3 → No. 4	VOLUME & NUMBER
YEAR IN WHICH ← THE JOURNAL IS PUBLISHED	1971	
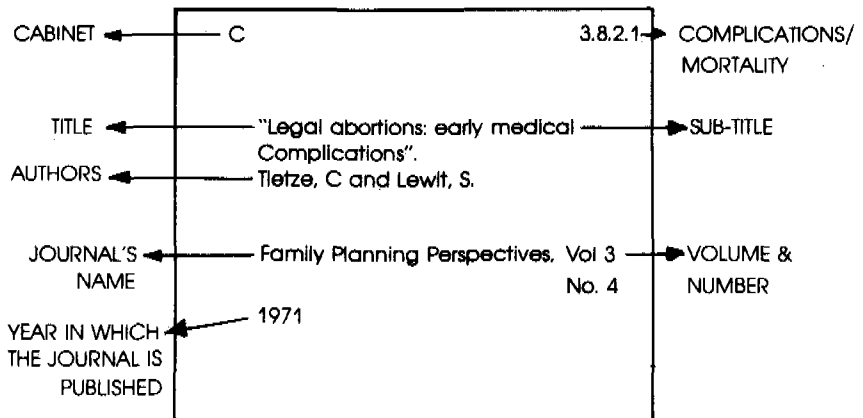
The quality of the retrieval depends upon the quality of indexing. Prepare a list of key words (index terms or subject list) along with codes to facilitate your indexing process.

Subject indexing may be defined as the identification of subject concepts in documents and their representation in a suitable language-keyword. Indexing is a crucial operation in the creation and maintenance of search files in information retrieval systems.

Without indexing, you'll end up in a totally frustrating situation.

For all **subject** index cards the following details must be typed in this order:

Full title of the article
Author(s) or editor(s)
Details of Publication (Journal in which published, volume and number and publisher.)

Date of Issue:

Classification numbers should be typed or written in the top-right-hand corner of index card, where they are easily visible.

In the top-hand corner of the subject index card the site of storage should be indicated.

A card prepared for an article which is filed in the cabinet would be marked "C" for cabinet (if a box is used "B" for box), and a card prepared for shelf materials would be marked "S" for shelf.

Cross-Referencing

Materials require much cross-referencing. A book or an article might deal with five different kinds of subjects or a document might talk about three different issues, but when it is classified, it will go under the main subject heading. The other areas which the book or the document deals with will be submerged. To bring out this information i.e. the cross-reference, indexing is essential.

In VHAI cross-referencing is done in the following manner.

As many cards are made as there are subjects for one article and these cards are filed in the Index Cards Cabinet under the respective guide cards. The contents of the Index Card includes title, location, subjects, author, publisher and address, date, page numbers and other descriptions. For example, the paper clipping — "92 million children prone to blindness" deals with two subjects, Child Health and Blindness. So two cards are made and filed in the card cabinet under Child Health and Blindness. But the paper clipping will be filed in only the Child Health box. The location will be given in both the Index Cards. So a person seeking information on Child Health will find the paper clipping and another person seeking Blindness

Guide Cards

| CHILD HEALTH | Blindness | DISABILITY |
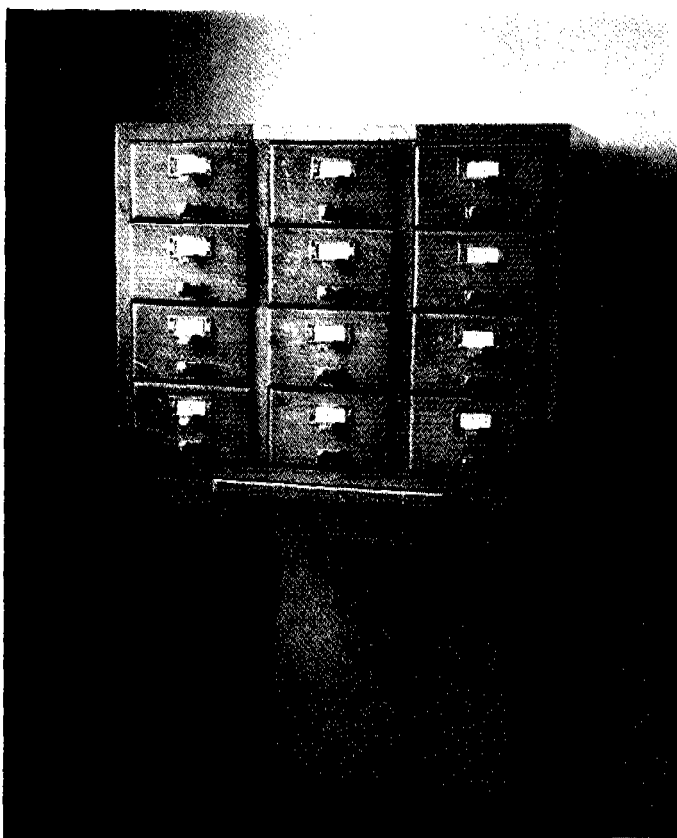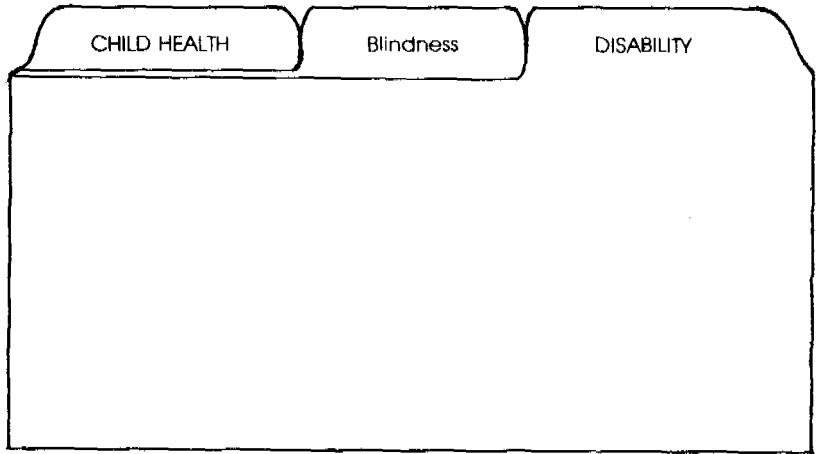
Index Card Cabinet Drawer

Mental Retardation

Deaf & Dumb

SUB-HEADING ◄— Blindness

MAIN HEADING ◄— DISABILITY

Workers

Infant Mortality

Child Development

CHILD HEALTH — ► GUIDE CARD

C—D
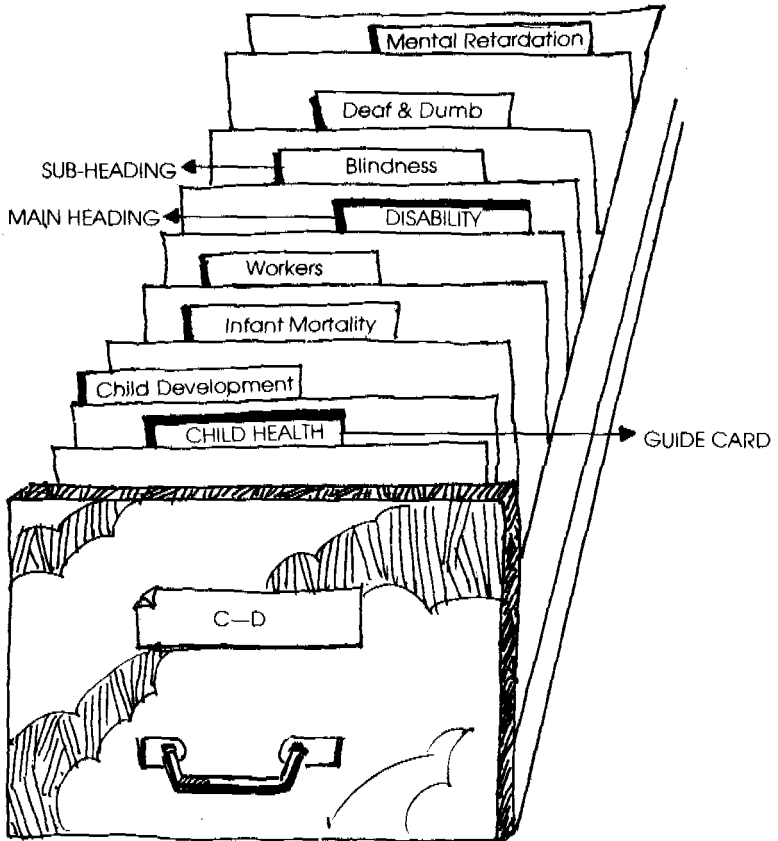
Information will locate the same clipping in the Child Health box (through the location code in the Index card) The purpose of indexing is to make all available materials (wherever they may be filed) accessible to the user.

Storing and Preservation

STORING

Storing all the different types of information in one place is just like dumping all the vegetables at one place in the market. The real benefit can only be obtained when they are separated and arranged in order in different places. The same holds true of reading materials. If all the materials are together and if someone needs information on a particular topic, you will have to search all over for it, wasting time and trying your client's patience.

But if those materials are separated out as:

> Books at one place,
> Journals at another
> Non-book materials,
> posters,
> audio-visuals etc, in logical manner,

It will facilitate retrieval.

For different kinds of materials, different storage methods are required.

Books: In closed wooden almirahs, open shelves or on tables (in the case of a few books).

Journals: Alphabetical arrangement of title and in chronological order in magazine racks, suspendex files, shelves, pamphlet boxes, etc.

Non-book materials **in files, pamphlet boxes.**
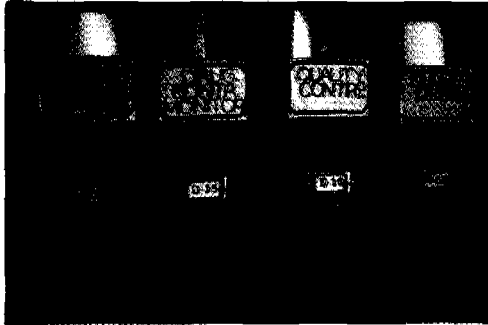
Paper-clippings can be pasted on a rough paper with name of the paper, date and subject heading and then stored because usually they are small and thin and prone to get lost or damaged.

Audio-Visuals need special care. They have to be well protected from dust and kept in special containers preferably in a cool place in closed almirahs.

Posters : Make rolls and arrange in a cupboard. Keep straight in a big chest of drawers with codes.
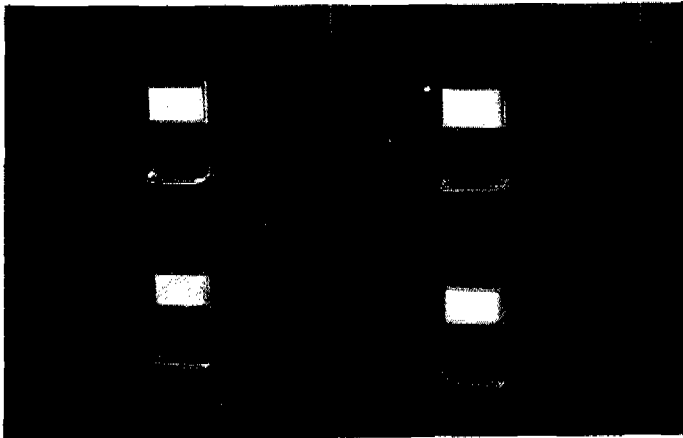
Address Cards: Arrange these alphabetically or subjectwise; you could also maintain a notebook. Allocate 2-3 pages for each alphabet or subject. (The cards could be arranged either in cardboard boxes or in an address card cabinet).

PRESERVATION

The library is a place where all the important documents required for future reference are stored. The materials include books, journals, non-book materials such as newspaper clippings, research reports, theses, handouts, booklets, dissertations etc.

It is very important to keep the documents safe from getting damaged and make them last longer. The factors which help in damaging these materials can be of four types:

1. Environmental
2. Insects
3. Human
4. Other factors

— **Environmental** factors include dust, sunlight, moisture.

— **Insects** include silverfish, cockroaches, rats, etc.

— **Human** handling, tearing of papers and writing on materials.

— **Other** factors include fire, water, etc.

These are the precautions which should be taken to avoid damage of materials from the above mentioned factors.

1. Keep surrounding atmosphere cool

2. Protect the materials from direct sun ray and dust

3. Regularly clean the stored materials inside the cupboards or closed shelves to avoid breeding of silverfish and rats and accumulation of dust.

4. Keep the level of storing equipment 4 inches above the floor level to save the material from water and to facilitate cleaning.

5. Preference should be given to steel racks instead of wooden racks as wood gets damaged by termites and catches fire very easily. Steel racks are much more durable and cheaper than the wooden ones. If at all the wooden racks are to be used they should be painted with clove oil from the bottom minimum 6" but this oil is very costly and everybody cannot afford to buy it.

6. The back issues of journals, and other non-book materials should always be weeded out annually and bound to prevent damage.

Deacidification

The paper affected by acidity is to be deacidified before it is laminated. The acidity affected paper turns yellow in colour and becomes brittle and easily breakable. For removing acidity the process to be adopted is as follow:

5 Kgs. — Water
25 gms. — Calcium Hydroxide (or)
25 gms. —Magnesium Carbonate.
Put paper for half an hour in the solution.

Hand written papers, cannot be put into water. For these, ammonia should be used.

Some other appropriate low cost methods to save materials from damage:

1. Put Napthelene balls or bars inside the cupboard and cabinets to avoid insects and smell.

2. Ask Pest Control dealers in the concerning region to put **Pip Spray** or other sprays to save the materials. But these sprays are very harmful for human beings and should not be used without consulting experts.

The following are some dealers who supply chemicals which are used for preserving documents in the library:

— Bharat Instruments & Chemicals
  23, Dashmeshpura
  Karol Bagh, New Delhi

— Delhi Scientific Works
  Ajmere Gate
  New Delhi

— CHEMCO
  8, Model Basti
  New Delhi

— Scientific Industries
  4-A/36, Rajinder Nagar
  New Delhi

The National Archives has also published a booklet which gives detailed information: 'Repair and Preservation of Records'. Published by National Archives of India, Janpath, New Delhi. 1978,75 pages.

Retrieval and Dissemination of Information

Calvin Moors, who coined the phrase 'Information Retrieval' in 1950, described it as "searching and retrieval of information from storage, according to specification by subject". Retrieval is the vital step after processing.

Without suitable retrieval systems the task of processing and storing data will be useless.

For books the retrieving steps would be:

1. Refer to catalogue cards
   if the requirement is for a particular author
   -approach author card.
   if the requirement is for a particular title
   -approach title card
   if the requirement is for a particular subject
   -approach subject card.

2. Note down the classification number. Go to the shelf and take out the book.
   The books are arranged subjectwise on the shelves according to classification numbers. The number is written on each shelf for easy location.

For Journals: Go to the particular shelf in which the journals are arranged alphabetically and refer to the ones you want.

If someone wants to refer to all the documentation materials on a particular subject, the steps are:

1. See the particular subject file, which are arranged in alphabetical subjectwise manner.

2. See the index cards of that particular subject, note down the location and pick out the materials from the shelf. It can be a journal article, non-book material, research report, etc.
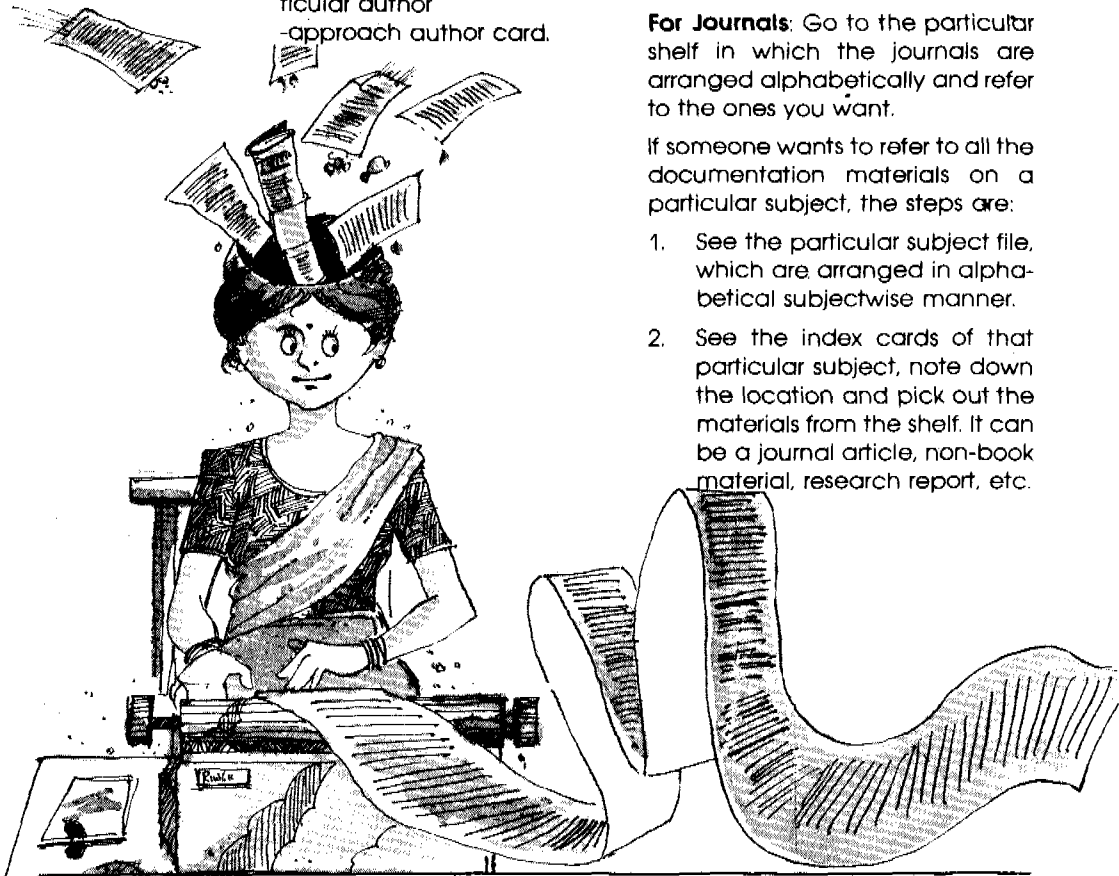
But, is it sufficient if you retrieve only the information asked for? If not, what more can you do to disseminate the information you have collected? You may wish to give more information to the users even before they ask you. You would also desire to keep them up-to-date with all the information of their interest.

For this you have to use the technique of **dissemination**.

Dissemination generally means "scatter about or sow in various places". In the context of a documentation centre, dissemination means spreading the information wherever it is needed.

Most of us think that a documentalist's main job is over when he gives the materials he has in his centre on demand to the reader. But in NGO Documentation Centres the work does not finish here. The information should be spread among all the sections of the organisation and even related groups through dissemination techniques. Dissemination can be done through:
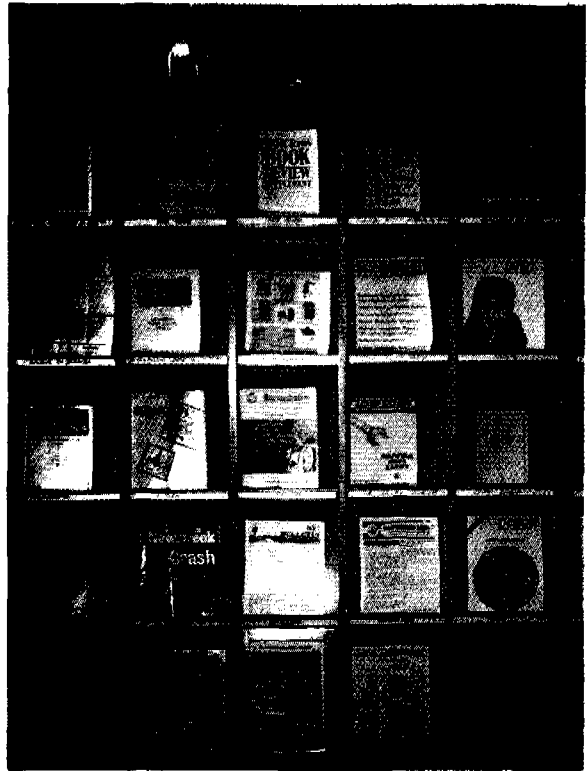
1. Notice Board/displaying new arrivals.
2. Publishing Newsletters.
3. Circulation of interesting materials.
4. Through bibliographies/lists.
5. Through strengthening networks with other organizations.
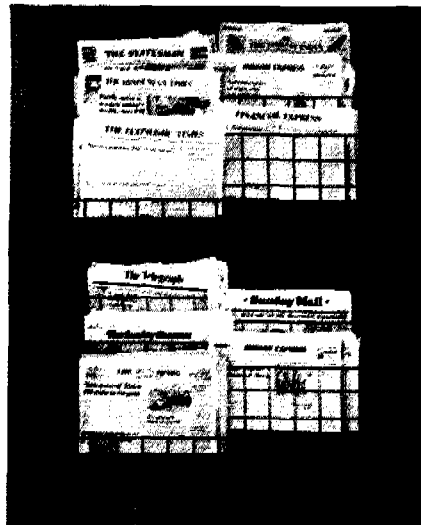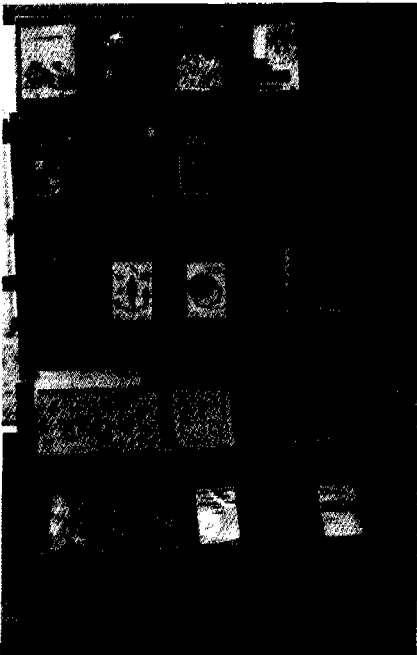
The purpose of a documentation centre is to disseminate the collected information for action. A documentation centre is assessed by the way in which it disseminates information. Information is an essential instrument in the fight for social change. Hence people need to have access to the right information at the right time to help them take the right action.

Epidemics spread widely, disasters and drought wreak havoc on the lives and property of millions. Failure in a system, policy etc. can all be attributed to lack of information; that too simple information.

If only people had been provided with information regarding what to do during the recent gas leak, we would not have witnessed the greatest tragedy of our age: **Information could have averted the Bhopal tragedy.**

Types of Dissemination

There are many ways of disseminating information.

1. Passing on an idea to your friend. Each one of us is a link in the communication chain. Either he will use it or it might reach someone who will really put the idea into action.

2. Simple information like addresses, contact persons or statistics could be conveyed over the phone to the enquirers.

3. Helping people personally when they visit the documentation centre.

4. Helping your own colleagues by giving uptodate information on the subject of their interest or areas of their work.

5. By answering queries through mail either by compiling or duplicating the information they need.

6. By bringing out publications or handouts like bibliographies, lists, monographs etc. on subjects of common interest.

7. Displaying current and important information on bulletin boards, with visuals to make it more attractive. This is an effective method of informing seekers and non-seekers of information that these materials are available in the documentation centre, like books, information on training programmes and other materials.

8. Bringing out a regular newsletter of the documentation centre informing them about the latest additions and other· news of importance.

9. Exchange information—apart from knowing about the activities of your own area, encourage ideas to come to you from other areas like agriculture, labour etc.

10. Link your centre with other local, regional, national, and international networks.

11. Circulation of journals/documentary lists etc.

12. Abstracting service on request.

13. Data compilation of specific issues.

14. Select list of groups, resource persons, books, reports etc.

15. Paper clipping service.

Selective Dissemination of Information: (SDI)

In dissemination systems, SDI is the main system which is useful for all the NGO'S and in fact all those who are involved in development research. But the need is to strengthen it through networks and cooperation and more understanding. Hans Peter Luhn (1961) was the first to give the concept of SDI as we understand it today. Luhn expressed it in the following manner: "The SDI is that service within an organization where the probability of usefulness, in connecton with current·work of interest is high."

The SDI system is not supposed to find a useful document for a scient-

New Document   (Alphabetical arrangement)

```
        ↓
┌─────────────────────────┐
│   Document analysis     │
└─────────────────────────┘
        ↓
┌─────────────────────────┐
│  Matching of documents  │
│ identifiers with user   │
│       profiles          │
└─────────────────────────┘
        ↓
┌─────────────────────────┐
│ Mailing of notification │
│ with abstracts to       │
│ selected users          │
└─────────────────────────┘
        ↓
┌─────────────────────────┐
│ Analysis of user        │
│ comments received in    │
│ response to initial     │
│ notification            │
└─────────────────────────┘
        ↓
┌─────────────────────────┐
│ Updating of system      │
│ based on user response  │
│ indications             │
└─────────────────────────┘
        ↓
┌─────────────────────────┐
│ Mailing of document     │
│ copies to users         │
│ requesting them         │
└─────────────────────────┘
        ↓
┌─────────────────────────┐
│ Analysis of rating      │
│ cards prepared by users │
│ receiving documents     │
└─────────────────────────┘
        ↓
┌─────────────────────────┐
│ Final updating of       │
│ system                  │
└─────────────────────────┘
```

SIMPLIFIED ADAPTIVE SYSTEM FOR SELECTIVE
DISSEMINATION OF INFORMATION

Source-IASLIC Bulletin, Vol.2 I No. 1
March 82.

USER PROFILE CARD

Name Cards (user profile)

Name . . . .
Topic . . . .
Subject headings . . . .
(A brief abstract of his interest.)

SUBECT HEADING CARD

Subject heading cards (card files)

Subject heading . . . .

Names   1.
         2.
         3.
         4.
         5.

S.D.I. SERVICE
(Selective dissemination of Information)
                              Our Ref: VHAI/I&D
        Date : . . . .
Dear . . . .

With reference to your recent enquiry

1. The following item has been recently
    added to our library:
        a.
        b.
        c.

2. The following article/s appears in a
    recent issue/s of
        a.
        b.
        c.

Please let us know if you would like fo
borrow it by or on_____

Yours faithfully,

Librarian/Information Officer.

ist at the time of need, rather it keeps him continuosly informed of new documents published in his area of specialization so that he can keep abreast of the latest developments.

It serves mainly two purposes:

(i) To provide a personalized current awareness service (CAS) for the scientist or field worker keeping him informed of all research relevant to his interest.

(ii) To conserve the time of the scientist by screening out irelevant information, through current awareness list or any other technique making the management of information a meaningful action.

As a ready reference 2 types of cards could be made.

1. **USER PROFILE CARD**: Where the name of the user along with his subject interest is written and arranged alphabetically.

2. **SUBJECT HEADING CARDS**: A card for each major subject is made and the names of the users of this particular subject is written down.

As and when materials are scrutinized and relevant materials are found we could find the potential user of that particular subject and inform him immediately.

Networking

Networking concerns people sharing, cooperating, exchanging bits of information about skills, experience and observations. This requires some form of organization, and some channels of communication.

A network cannot be established in one day. A network is born out of a desire to cooperate If that "need" evokes an answer, and if other needs are also being met, the network gets working.

"Networking is the process of exchanging Information in appropriate forms which will assist the achievement of the objectives of a group of people and their organizations who come together with a common goal." (NGO Nairobi Conference 1985).

CONDITIONS FOR EFFECTIVE NETWORKING

1. Real solidarity between all concerned.
2. Mutual trust between partners and absence of ulterior motives.
3. Clearly defined roles of coordination
   — Service the needs of partners
   — Match-make, linking like-minded partners to develop further
4. Spontaneity: A network is born from a common desire to cooperate. It is organic, it cannot be imposed or created.
5. Participation: All partners must be able to have genuinely equal involvement at all levels— international, national, or regional. It is essential that grass-root groups and central units should be able to
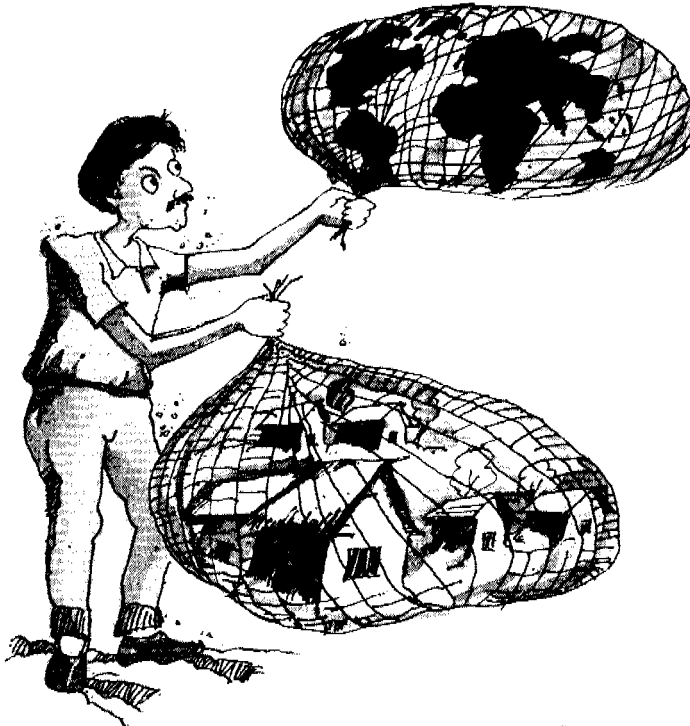
communicate fully and openly.

6. In networking, unity is achieved through the diversity of interests and levels of activity.

It is also possible to identify certain obstacles to effective networking.

1. A danger of elitism, whereby network activities are dominated by a small number of organizations.

2. Lack of understanding of the different and specific interests, concerns and capacities of the different partners in the network.

3. There is a chronic lack of finance and resources for many NGOs to tackle questions of language and to select information from a supply which at times is over-abundant.

THE INFORMATION NETWORK

You are the link between your local information network and the international information network. To strengthen this link:

1. Encourage ideas to come to you from all over the world.

2. Discover how you can pass on those international ideas that appear to be appropriate to the community you serve, at the same time encouraging the ideas to be appropriately modified and new ones to developed.

3. By receiving material you are accepting a respon-sibility to pass on these ideas. Don't be like a squirrel who hoards away his nuts.

4. As facilitators of commun-ication at the local, national, regional and inter-regional levels, we have a special responsibility to develop, strengthen and expand networks already known to us.

5. Those national centres in a position to develop links at the regional and international levels should be strength-ened, bearing in mind that their task is to serve as intermediaries among local groups in different countries.

6. The means by which these links are created and maintained are the sole responsibility of the groups concerned.

7. Centres in different regions should take an active part in initiating regional structures to facilitate coordination and exchange of information. Existing resources should be made available, and potential support outside the region explored, to assist in this task.

8. Efforts should be made to integrate the different sectors
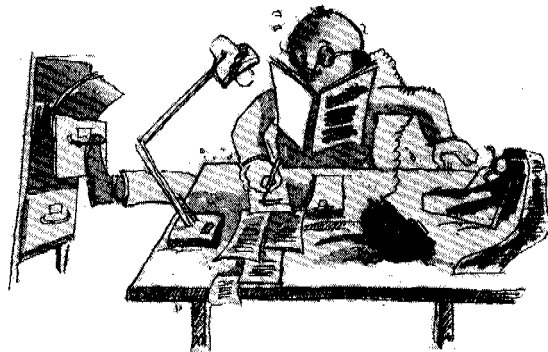
In which documentation centres operate and to abolish the traditional barriers separating theoretical academic research from people's practical concerns.

Our present century is gearing itself to meet the needs of the 21st century which will be the INFORMATION AGE. All our activities should be moulded to face these challenges.

Let us bridge the gap between the researcher and the field-worker, between the policy-maker and the common man.

LET US START TODAY.

Decide to network
use every conversation you have
to express your funda-mental beliefs and dreams
network through thought and action.
You are the centre of a network.
You are a free, immensely powerful source of life and goodness
networking is the new freedom
The new Democracy a new form of happiness.

(Robert Muller)
UN U. Sec. Gen.

Audio-Visual Documentation

Audio-visuals occupy an important part in the documentation centre especially in a developing country like India, where illiteracy is widespread. Education is imparted through audio-visuals like posters, flip charts, songs, films, etc. Audio-visuals have become a vital part of mass education.

So far our discussion has been about materials like books, journals and reports. But audio-visuals have their own importance now-a-days especially for NGOs. With the technological revolution, more and more varieties of teaching materials are available which are more effective than books. The documentation centres have to equip themselves to accommodate audio-visuals in their collection.

Audio-visual materials (also called non-print materials, software or media) are as much a part of library collections as the books,

periodicals and reprints. Common audio-visual formats include:

Films (16 mm, 32 mm)
slides
video cassettes
charts, flip charts, flashboards
overhead transparencies
audio cassettes
posters, photographs
games
models
multimedia kits (a combination of any number of the above, usually with an audio and a visual component), e.g. self-instructional packages.

Small libraries often have only a small collection of audio-visual materials because they are expensive, but audio-visual materials may be borrowed or rented.
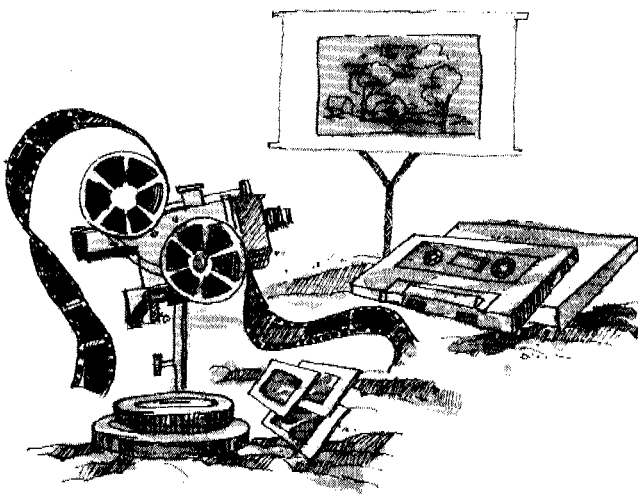
Title Card

VF-1/OH-210
LIVING IN FEAR
SHASHI, K.P.

See Subject Card-Occupational Health.

VF-1

AUDIO-VISUALS TITLE CARD

Subject Card
Occupational Health

VF-1/OH-210
LIVING IN FEAR
SHASHI, K.P.

Media exploration for social and cultural Advancement, 11, 1st Cross Gupta Layout, Lakkasandara, Bangalore 560030, Karnataka.

English
Colour Cardboard frame 32 min.
VF-1

AUDIO VISUALS SUBJECT CARD

Borrowing (from a local library or state health department) or renting (from a film lending service or a film distributor) allows you to use a film, for instance, a few times at a much lower cost than if you were to purchase the film. Loan or rental catalogues may be acquired from libraries and distributors.

Because audio-visual materials are of assorted size and shapes, thought must be given to appropriate storage facilities to make the best use of your space and to provide easy access. Many audio-visual units contain more than one form (e.g. a filmstrip with a photograph record), and you should put all the pieces together, in one container if possible.

SOURCES AND COLLECTION OF AUDIO-VISUAL MATERIAL

1. Audio-visual catalogues.

2. Periodicals on the media field

3. Reviews of A.V. programmes

4. Advertisements from newspapers, T.V. Radio and other media

5. Personal visits to related organizations who produce audio-visuals (For reference—see list of producers of audio-visuals)

SELECTION OF AUDIO-VISUAL MATERIAL

Now-a-days there is a vast array of audio-visual material in the market. The selection procedures should be efficient and well planned. There are certain points to consider while selecting the audio-visual materials:

(a) The type of user

The needs and requirements of the users have to be identified. The users have to be consulted to confirm whether the materials are suitable for the work or not.

(b) Reliability and Accuracy

Accuracy of facts and data are important to consider in selection. The data should be uptodate and the format should be attractive to create more interest in the user.

(c) Affinity between subject and medium

The librarian needs to have a knowledge of the communicative qualities of different forms of media and to select which items best incorporate advantages of these qualities. In villages, traditional folk songs could be used to impart health education and even puppets are very effective. For seminars and workshops, slides and films are essential.

(d) Quality

The visual image should be perfect, the sound be clear and the colours should be effective and appropriate to the situation.

(e) Physical Qualities

The item should be easy to handle and store, and also durable and portable.

(f) Cost

The acquisition of any material, especially expensive ones, must be consistent with budget allocations.

Audio-visual materials should be examined or "previewed" prior to purchase. The more expensive the item the more important is the preview.

PROCESSING OF AUDIO-VISUALS
Accessioning

Just like other material, as soon as

an audio-visual material arrives, it should be entered or accessioned. An accession register or a separate section of the general accession register could be used.

The register should be divided by media sections and full details about material should be entered. And for each media of audio-visuals code should be fixed.

Media	Code
1. Art Print (Painting, a picture etc.	PR
2. Video films	VF
3. Flipcharts	FCH

(a set of pictures or drawings on a particular subject hinged together at the top with notes at the back.

| 4. Flashcards | FC |

(a set of cards printed with words, numerals or pictures, used for display.)

5. Films (16 mm, 32 mm)	Fi
6. Filmstrips	FS
7. Games	GM
8. Kits	KT

(a collection of books and & audio-visuals intended for use as a unit.)

9. Models	MO
10. Posters	PT
11. Photographs	PH
12. Slides	SL
13. Transparencies	TR

(a sheet or more sheets of transparent materials, with information, designed for use with an overhead projector.)

| 14. Puppets | PP |

VIDEO FILM CODE - VF

Date A/c. No.	Title	Producer/ Director	Distributor	Language	Duration	Colour B/W	Size	Price Bill No./ date
1.7.87 VF-1	Living in fear	K.P. Shashi	Media Exploration for Social & cultural advances. 11, 1st cross, Gupta layout, Lakkasandra, Bangalore-560030 Karnataka.	English	32 min	Colour	--	500/-
VF-2	-	-	-	-	-	-	-	-
VF-3	-	-	-	-	-	-	-	-

POSTERS CODE-PT

Date Acc. No.	Title	Producer	No. of posters in set	Language	Colour/ B.W.	Dimension height width	Price	Bill No.
4.7.87 PT-35	Consumes issues	IOCU P.O. Box 1045 Penang, Malaysia.	24 Posters	Eng.	Colour	51/41 c.m.	-	-
5.7.87 PT-36	-	-	-	-	-	-	-	-
PT-37	-	-	-	-	-	-	-	-
PT-38	-	-	-	-	-	-	-	-

Stamping

All the audio-visuals should be stamped with the documentation centre address seal.

Classification

After stamping, classification of audio-visuals becomes a necessity. It is as important as for other book and non-book materials. To make materials easily accessible by subject, classification is done.

The classification number can be given in the same format as in books, to make audio-visual material accessible along with other related materials on the subject. The numbers can be given for each subject with each media.

All the subject codes should be arranged alphabetically, starting from A. Due to the possibility of expansion of subjects and future accommodations and additions it is essential to have the codes as flexible as possible. The classification number should be written (pasted) on the audio-visual material.

CATALOGUING OF AUDIO-VISUALS

Cataloguing of audio-visuals is important as with books.

Cataloguing brings all the related materials together at one place.

If we arrange catalogue cards on audio-visual material among book it will be easier to locate all the

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For example:

  VF-1/A-100 - Appropriate technology
  VF-2/A-110 - Appropriate technology in health
  VF-4/C-100

VF	VIDEO FILM
1 & 2 & 4	accession numbers
	APPROPRIATE TECHNOLOGY
A-100	denotes APPROPRIATE TECHNOLOGY
A-110	in health (first subject under appropriate technology)
C-100 denotes	CHILD HEALTH.

EXAMPLE FOR SLIDES:

SL-3/E-100	ENERGY
SL-4/E-120	SOLAR ENERGY
SL-5/E-130	BIO GAS/BIO-MASS

SL	—	SLIDES
3,4 and 5	—	Accession number
E-100	—	Energy (first subject under alphabet E)
E-120	—	SOLAR ENERGY (second subsubject under energy)
E-30	—	BIO-GAS/BIO-MASS (third subsubject under energy)

POSTER:

PT-20/N-100 —	NUTRITION
PT-21/N-110 —	NUTRITIONAL DISEASES

PT	—	POSTER
20, 21	—	ACCESSION NO
N-100	—	NUTRITION
N-110	—	NUTRITIONAL DISEASES (first subsubject under Nutrition.)

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information i.e. both printed material and audio-visuals related to a particular subject without wasting time and energy. You may have different colour cards to denote the different types of audio—visuals, pink for video film, blue for slides, yellow for audio cassettes etc.—for easy identification.

For audio-visuals, there can be mainly two kinds of approaches:
1. Title
2. Subject

So there should be two catalogue cards for audio-visual material.

The main entry can be subject entry. A catalogue card for audio-visual material should contain the following information for each item:

In the title card we can give the title and producer and direct the user to the main subject card.

SAMPLE

1. Class No. - first but before red line
2. 'Title -/ title of the' audio-visual material. (Second line)
3. Producer/Director of the item
4. Address
5. Vol: series: Language:
6. Physical descriptions : Length : Colour
Size : Frame : Duration and other media description.

Length
e.g. for video cassette-16·mm, 30 mm

The closed access system is preferable not only because audio-visual materials are generally quite expensive, but because it is necessary to protect them from dust and insects.

Audio-visual equipment requires

1. Secure storage space

2. Proper maintenance

3. Written instructions for use taped to each piece of equipment (keep vender's instruction manual for reference)

4. Training for each user of each piece of equipment

Most libraries store audio-visual materials separately from books and divided by format, e.g.

1. Films in cans in a rack/in a cupboard.
2. Filmstrips and phonograph records in large containers.
3. Filmstrips and audio cassettes in a small container.
4. Transparencies in a vertical file.
5. Models and displays on shelves.
6. Video Films in cupboards.
7. Audio cassettes in small plastic containers or in cupboards.
8. Slides arranged in boxes.
9. Posters in poster stand.
10. Puppets in plastic bags or boxes.

ALL THESE MATERIALS HAVE TO BE STORED IN A CLEAN AND COOL PLACE AND IN COVERED SHELVES.

DISSEMINATION

With proper maintenance and processing, audio-visuals in a library could be put to optimum use, and specially in a country like India, an audio-visual library will be useful for action groups, training programmes, mass education, campaigns, and other educational activities.

Computers for Action- Oriented NGOs

In the past few decades, computer development has come up with many new ways of sorting, storing and sending information. Businesses and government have already taken great advantage of these new technologies to streamline bureaucratic procedures and to make their own intelligence gathering far more comprehensive.

In recent years, the cost of computer equipment has fallen to the point where small, low-budget NGOs can afford machines with the capacity to store fairly large amounts of data, sort information, and communicate with other computers.

It is clear that these new information technologies are going to have a profound influence on the way NGOs get the facts they need to organize social action, international campaigns, solidarity, to lobby governments, or to assist other community groups.

A large number of NGOs have already decided to computerize some of their activities. The decision was generally prompted by an understanding that existing projects, goals and operations could be undertaken more efficiently

USES OF COMPUTERS FOR NGOS

In order to plan computer use and appropriateness for different types of organizations, it is helpful to separate the various tasks these machines can do for their benefit

What are computers?

Computers may be thought of firstly as general purpose machines. Until the advent of computers, machines were designed to accomplish specific tasks. Each machine could do only the task for which it was made. For instance, a weaving machine could be used for threshing grain or for other tasks, without making major changes in the machine itself. However a computer can be set up to do different kinds of jobs.

Secondly, the traditional machines merely enhanced or replaced physical labour. These machines could not assist in the processes connected with human mental activity. Computers, on the other hand, are machines that can presently be used to manipulate the language symbols that we use

THE CHINESE ABACUS IS THE FORERUNNER OF THE COMPUTER

in our intellectual activities, chiefly in information handling and communication.

The computer handles. diverse tasks because it is designed around hardware and software. Hardware is the name given to all the physical components of the machine. Software is the term used the various procedures and instructions (programmes) that make the hardware do different jobs. With different software (or programmes) a particular computer hardware set-up can be made to perform a variety of tasks. Hence to make effective use of computers in any particular organisation a careful selection of a combination of hardware and software is essential. This combination will depend not only on how one plans to use the computer but also on the work styles within the organisation.

1. Traditional office tasks

Computers can be used to streamline such things as letter and report writing, mailing list maintenance, accounting and budgeting.

2. Indexing and classification of information

Computers can be used to create index systems and bibliographies which enable rapid cross-referencing and sorting of printed materials so that appropriate books, magazines, reports and articles can be located with ease.

3. Sorting of information

Computers can be used to create original resources, held within the computer as a data base. This information can then be reproduced in any number of formats, excluding or including various items according to the needs of each user. As the computer is responsible for the sorting process, the machine goes some of the way towards speeding any analysis that is required, and can quickly and cheaply produce unique and customized information suitable for a particular campaign, a study or an information request.

4. Communication

Connected to communication networks like the telephone system, computers can be used to send and receive written information at high speed to other computers or to telex machines around the world. Any information created on the computer in operations 1, 2 or 3 above such as letters, reports, answers to information requests or relevant part of data bases, can be
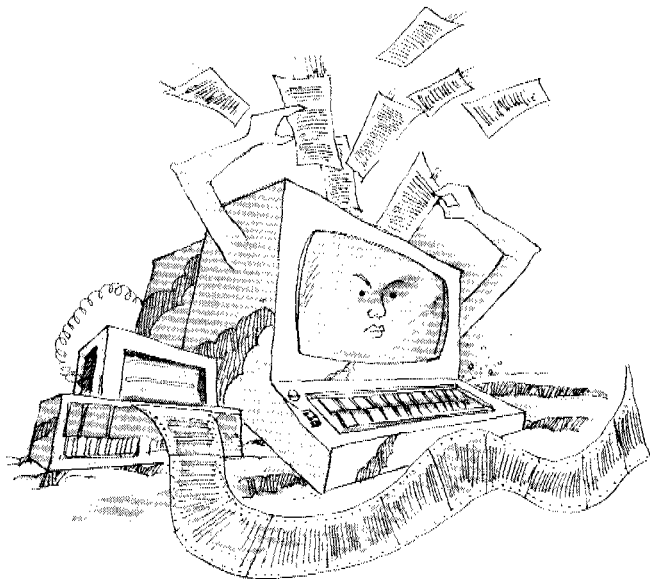
sent to another party with the push of a few buttons. Beyond this, NGOs can use computers to get into commercial electronic libraries and data bases, search through indexes and classification systems, and retrieve information valuable to their work. These electronic libraries are growing in number and scope throughout the world. Without some capacity for computer communication, NGOs will effectively exclude themselves from a expanding information source available only in electronic form. Any articles, reports, data bases or other information received by the computer are captured in the machine's memory, and can immediately be printed out edited, divided, combined with other material or sent on to another group

WHAT THEN IS FEASIBLE AT PRESENT?

Computers are useful where large quantities of information need to be handled; where that information needs to be amended and cross-referenced regularly; and where lengthy and complicated calculations need to be done.

For a social welfare information centre this means that they could be used to provide a general information service; to provide a personalised information service calculating, for example, entitlement to welfare benefits; to provide an index to printed documents owned by the centre; to maintain a file of local contacts and organisations. In addition they could do "housekeeping" jobs such as case records or statistical records of enquiries, the maintenance of mailing lists.

WHAT TO CONSIDER BEFORE DECIDING TO COMPUTERISE

Before reaching any decisions at all you should ask yourself:

- Do you **need** to computerise? A computer should only be considered if it could either carry out a task which cannot be done manually, or if it could do something more efficiently or accurately **and** the present system is known to be inadequate.
- What type of system do you need?
  - A general information retrieval system
  - a personalised information system one that will calculate welfare benefit entitlement
  - a document indexing system
  - a file of local contacts and organizations
  - a system for case recording and administrative work

You may very well want a system that will provide two or more of these.

- How much information do you need to store?
- Who will use the system?
- How does the information centre staff feel about computerisation?

Having considered each of these points it is important to discuss:

- Where in the information centre the computer should be located
- How the system will affect your normal work patterns
- How the use of a computer system will fit in with the overall philosophy of your information centre
- Whether the use of a computer would affect the relationship with the enquirer

It will then be possible to decide

- Which type of dialogue between the user and the computer you require. This will depend upon the type of system you need and who will be using it

- Whether your requirements for the size and the nature of the system are feasible technically
- Whether you can afford both to acquire and to maintain the system

If having considered all of these points, you decide you do want to computerise you will be in a position to consider

- Whether there are any programmes already written that would meet your needs or whether you will need to have your own programme written. This will depend on what type of dialogue you have decided on.
- Which equipment you should use, including
  - the computer itself. Do you want to time-share someone else's larger computer, if this is possible, or will you buy your own microcomputer(s). In reaching this decision, and in deciding how much computing capacity you will need, it is important to consider what type of system you require, how much information you need to store, whether there are any suitable programmes you could buy and how much you can afford
  - the accompanying equipment: keyboards, printers and VDUs. Factors affecting these decisions would be the type of system, and the type of computer you have chosen. It will also be affected, to a certain extent, by who will be using the system.

THERE ARE HOWEVER DRAWBACKS THAT NEED TO BE CONSIDERED

There is a great deal of mistrust about computerised systems, both among the general public and the information workers themselves. Computers can also have a considerable effect upon the normal work methods of an organisation. In some circumstances this could be a great disadvantage to an information centre. Since most systems today use VDUs there are health and safety considerations. The other aspect of the effect on work method is the way that the computer system will affect the relationship between the enquirer and the information worker. This is particularly important where the system is not designed to be used by the enquirer unaided. It is also the area which is invariably overlooked.

There are two dangers. One is that the use of a computer may create an unacceptable distance between the enquirer and the information worker. The informality which many information centres try to create will be destroyed if in the enquirer's eyes the information worker is seen as an official using an "official" computer terminal.

There is a danger that the information worker will become more passive and be merely seen as the person who operates the machine. If the enquirer and the information worker sit side by side in front of the VDU the computer will completely take over the interview.

All computer systems, however well designed, will be unreliable from time to time. This could be due to power cuts or failure of the computer, in which case the system will not be available at all. It is essential that printed information is available for use on such occasions.

Health and safety

There are two main kinds of health hazards arising from the use of VDUs. The first includes eyestrain, migraine, nausea and back pain. The second is the effects of radiation.

There are measures that can be taken to avoid the first category, although it is not fully understood why VDUs cause them. The first thing to note is that the incidence of these effects is much more apparent in workers who are carrying out boring and repetitive tasks.

There are also a number of physical measures that can be taken to reduce these effects. These include reducing the flicker on the screen, controlling the luminescence of the characters on the screen (this will also vary between different models of VDUs), controlling the level of lighting in the room and the positioning of the screen. In general the lighting should not be too bright and glare should be avoided, by using diffuse rather than direct light. Windows should be fitted with venetian blinds.

Wherever possible the VDU should be sited away from, or at least not directly in front of a window. The chair used should be adjustable enabling the user to sit so that the screen is where the eye focuses naturally. It is also most important that workers should not be expected to use a VDU for more than a limited amount of time. No operator should work more than 50 minutes with a VDU.

There has, by comparison, been far less work on the effects of radiation from VDU screens. Nothing, however, is known about the effects of long-term exposure to low levels of radiation.

Some Points on the Evaluation of Information Services

The value of an information system is related to three factors:

1. The benefits it provides to the community of users;
2. The effectiveness with which it meets its goal;
3. The efficiency of its operations.

Effectiveness relates to how the service is, while efficiency refers to what can be measured in terms of cost and unit rate, i.e. how the centre manages its resources in achieving its goals. In other terms, effectiveness is out-ward looking and efficiency is inward looking. It is clear that in talking about effectiveness there always is some subjective input. Whatever system is set up to try to measure the effectiveness of a service, there will always be some reliance on one's own perceptions or on the user's perceptions of the quality and value of this service.

But what of centres like ours? Smaller, community-oriented information centres, often without any kind of automation? Our resources might consist of a couple of part-time staff, in a small room full of files and some documents, in a very basic kind of order. How can evaluation systems help us?

The academic literature gives centres like ours some important guidelines which are applicable in any organization providing information to any group of users.

1. The first thing is that evaluation itself is a good idea. Many of us may never have sat back and taken a long hard look at the efficiency and effectiveness of our information service. We may have taken our service for granted (sometimes for years), just assuming all along that we were providing a useful service for our users, considering our limited resources.

2. The second thing is that it is essential for an information centre to keep some records of its dealings with its users: (records of book loans, journals borrowed, a photocopy made, information sought by telephone or in letters, subject searches conducted by staff for users). Without these records, it is impossible to evaluate properly the information service.

There are not a lot of records to keep; but borrowing records and subject search records are essential.

There are four possible levels at which an evaluation of an information service may be carried out.

(a) Evaluation of the effectiveness: to what extent does the information service satisfy the information needs of the users. Records of information searches can be helpful here.

(b) Evaluation of the benefits: this is more difficult. It is hard to quantify the benefits the users get from the information service; some

value judgement must be made to assess these benefits.

(c) Cost-effectiveness evaluation: look at various methods by which the centre can increase its service or expand its collection, then assess which of these methods is least costly (in terms of money, staff or time).

(d) Cost-benefit evaluation: a cost-benefit analysis attempts to relate the cost of providing some service to the benefit resulting from having this service available.

QUESTIONS TO BE ANSWERED

1. What percentage of possible users does the information centre serve?

Are you reaching as many people as you should/could?

Is your service well advertised in places where people could know about it? Can you identify sections of the community who need your service but have not found you?

Are you aware that for everyone who actually gets to the point of coming to you with an information request, there must be many who do not yet know that they need information; who cannot articulate what they need to know; who would not know where to go even if they could articulate it. And these people are as important as the ones confident enough to approach you (potential users)

2. What is the cost of making an information search in the system?

The information science literature concentrates a lot on actually trying to put a money cost on the user's interaction with the system.

In terms of time costs: how long does it take from the time a user requests information to the time he gets it. Do you have to order the material from other centres? To retrieve it from loan? Does it take you ages to find it in your system? Of course, different needs have different response time requirements; some searches may take longer than others.

3. Does your retrieval system provide the proper amount of exhausitivity and selectivity per request?

Does the user get what he is seeking or not? How completely or accurately does he get it? To answer these questions, we must discuss the terms recall and precsion.

The term recall refers to a measure of whether or not a particular item is retrieved, or the extent to which the retrieval of wanted items occurs. In the case of a user who wants a particular document, the document is either recalled from the collection at the time it is wanted, or it is not. The recall ratio is the number of retrieved documents compared to the total number of documents in the collection.

Precision refers to the number of relevant documents that are among the total number of documents retrieved. The precision ratio is the number of relevant documents compared to the total number of documents retrieved.

The precision ratio and the recall ratio used jointly express the filtering capacity of the system -- its ability to let through what is wanted and hold back what is not.

In connection with this, the following questions could be asked: are your indexing terms sufficiently specific? Do you need to improve your indexing of certain subject areas? Are your indexers sufficiently familiar with the material they are indexing?

4. What are the **opportunity costs** that would be incurred in the absence of your centre?

In other words: is the community, your users, better off because your centre exists?

Opportunity costs are the costs that you save your users by your service, i.e. the cost of duplicating a research already done; the false starts on new prospects because of insufficient information on the topic; the delays in action while trying to get the information from somewhere else. If your service can save people that kind of trouble, then you are providing a useful service.

Another way of asking this is: where could your users go for the information if your centre was suddenly closed? If they could not go anywhere else, then you can be confident that your centre is providing a unique service. Even if if is not very efficient, it is still unique, and that is an important part of evaluation. Therefore, you should preserve files that no one else is likely to keep. This will ensure your value to the community.

5. Do researchers, campaigners, workers in the field believe that your centre is meeting their needs?

Ask them. They are in the best position to know about their own experience with your organization. They can also give you interesting feedbacks about their expectations and about what services they obtain else where.

6. Does your organization meet the specific needs of the sponsoring agency?
Refer also to your organization's charter, list of goals etc.

7. What publications does your centre issue?

Abstracts? Current awareness bulletins? Bibliographies? Journals? General articles on research being done?

Is this information legible, appropriate, widely disseminated, accurate, properly documented?

Are these publications a worthwhile activity in terms of time/resources? Or are you missing the target? Are you putting too much energy into publications which have a low appeal and consequently a small readership ? Perhaps other types of publications might be more useful, an abstracting service for instance.

8. Skills of Staff.

How skilled is your staff in handling information? Have they received adequate training? Are they familiar with all your campaigns and research? They should be information worker and not just handlers of documents. They should be consulted at the start of a project, they should be there at the planning stage. Information workers/librarians should be among the first ones to know what the organization is upto.

Does your staff need more training? They should be familiar with your information system and, if there is more than one person indexing, they must all be indexing the same way, using the same vocabulary. There must be an indexing or

cataloguing policy which is understood and followed by all the staff. Any obvious differences between one person's indexing and another's should be eliminated. The quality of information processing should be consistent from your own and the user's point of view.

As goodwill is a basic component of information centres like ours staff should be trained to be friendly and helpful. If your office staff are discourteous, it does not matter how good your index is people will not come back.

9. Percentage of repeating users

Are users regularly surveyed to determine the adequacy of the service provided? If they keep coming back, you must be doing something right. But how many do come back?

10. Were prospective users surveyed before the centre was started?

Did your group set up its information centre in response to a demonstrated need? Most of us got started as part of a campaign a few years ago and grew from that to other areas, then into a resource centre. Thus chances are that we have been operating all along on our perceptions of what is needed rather than on any expressed desire from the community. This is one more good reason to pay attention now to get feedback from the users.

11. Does your centre refer questions to other centres? Do you receive questions from other centres?

In other words, are you networking as well as you could be? Networking is an important activity for organizations where resources are stretched to the limit.

If you cannot answer an information request, do you refer the users to your local public libraries to major research organisations? To other community groups? To individual experts?

Do you have a file of appropriate sources of information, a file of names of people who are prepared to give information and share their expertise? If you have not, you should have.

Even if you cannot afford a large library of your own, you can function brilliantly as a referral service.

Do not just passively add names to your expertise file. Go out and solicit experts and institutions to cooperate with you in handling questions.

Have you ever tried sharing responsibilities with other groups in the area of information collection, processing and storage? That is, have you tried to eliminate duplication in the work and the collection of other groups. If two groups with similar philosophies, say, an environment group and a consumer group, are reasonably close to one another, why not share? Let one handle all pesticides materials; let the other specialise in dangerous drugs. Then advertise your areas of specializations. This can cut costs and time. It also provides the user with a more concentrated collection. Or are you still trying to handle everything on your own?

12. Is your selection, indexing, cataloguing, retrieval system cost-efficient?

Do you know what it is costing you per document to process in your collections? Do you know how much time it is taking per document? Can you judge whether the benefits

of good indexing and cataloguing are saving money and time at the other end, i.e. by speeding up the retrieval process, thus providing a net saving to the organization because of your documentation system. Or is the system drawing more of your time and resources than you can spare? Here is a case where it is essential to have some records of information searches, time taken and users satisfaction.

13. What is the quality of the documents themselves?

A key to this might be the frequency with which they are used. Is your library full of materials that are hardly ever consulted? If so, why not study the documents which are most heavily used by your readers, not the subject areas they cover and build up your collection in those areas. Then give the other material to a deserving charity.

Another aspect of document quality for organisations like ours, is the proportion of primary documents in the collection Groups like ours have a tendency to accumulate lots of material from other groups saying friendly things about our campaigns and echoing each other's sentiments and opinions. These are very necessary, but it can be a dangerous trend if we are drifting towards that kind of material too much. Our campaigns need regular "fixes" of primary sources—hard evidence. Thus,

concentrate on companies' annual reports, secret company documents, statistical publications from government. i.e. material which will continue to fuel your campaigns.

14. How sharply defined is the field your centre covers?

Do you know your boundaries? Do your users know? Do you have any clearly enunciated subject areas beyond which you will not go? Or will your centre look into any issue that seem important at the time?

These questions are important if you are evaluating the quality of your service. After all, if you are supposed to be a very flexible group who offers to take action on behalf of consumers whenever and wherever there is a need, you have to have the resources to do that. If your manpower and document backup are not up to the mark then you have got to redefine your objectives and limit your field of operations. Do not promise a service you cannot provide.

15. By your centre's existence do you stimulate further action?

Is your centre a catalyst whose resources and activities inspire users (and the general public) to become interested in more issues, even involved in campaigns? A good information centre should generate ideas and trigger action, not just cater for established needs.

Appendix I

SOME MAJOR DOCUMENTATION CENTRES

Indian

1. Socio-Economic Documentation Centre

Documentation Centre
Indian Social Institute
10, Institutional Area
Lodhi Road,
New Delhi-110003.

The activities include research and publication, extension service, consultancy etc. Training in community development, organising mass education and Mobile Orientation Training Team (MOTT), development in agriculture and community health.

The main aim of the documentation centre is to collect relevant material on various themes in social, economic and political fields which are circulated to a large number of readers. One of its chief services is directed at groups of persons engaged in social work, social action and non-formal education. It also assists groups in rural or urban areas to conduct surveys. A regular publication on current topics is brought out in ISI Documentation.

2. Health, Population and Family Welfare Documentation

National Documentation Centre
National Institute of Health & Family Welfare
Munirka, New Delhi-110067.

The centre focuses on information on current developments in the different areas of health; population and family welfare. The centre has three basic components viz. Library, Documentation and Reprographic unit. The Library has approximately 30,000 publications on the above subjects.

The centre receives 500 periodicals. It aims to develop a national network of an information system in Health, Population and Family Welfare. It is also organizes training programmes for continuing education in medical librarianship. Services include inter-library loan, current awareness service, reprography, consultancy, biblio-graphy service, etc.

3. Indian National Scientific Documentation Centre (INSDOC)

Sansanwal Road
Satsang Marg,
New Delhi-110067

INSDOC was set up in 1952 by the Government of India. It is
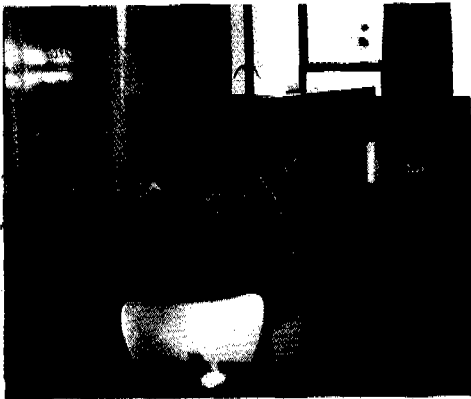
an autonomous body under the Council of Scientific and Industrial Research (CSIR) INSDOC is doing systematic documentation in the field of natural sciences.

Its services include:

(a) Bibliographic service: National list of periodicals of major libraries in India.

(b) Translation services—from foreign language documents to English.

(c) Reprography.

(d) Document procurement.

(e) Training in documentation.

INSDOC is a national depository for reports and doctoral theses (accepted by Indian Universities) of scientific work in India both published and unpublished. It also acts as a channel through which the scientific work of the nation is made known and available to the rest of the world. Publications include Indian science abstracts and the union catalogue.

The National Science Library as an integral unit of INSDOC, was conceived in 1964. Apart from science books and journals, scientific reference works, research reports, conference proceedings are stored.

INSDOC has partly computerized its services.

4. Labour and Industrial Documentation

Bombay Urban Industrial League for Development (BUILD)
3, Ganesh Housing Society Gokhale Road, South, Dadar West
Bombay 400028. Maharashtra.

The Activities of BUILD include community organization, urban slum communities, housing, human rights issues etc. There is a very good documentation centre started in 1979 on issues like labour, industry, caste and class, people movements, urban development and women's issues. The institute also publishes fortnightly news tribune, 'News for Action', a bimonthly background paper and occasional papers

5. Social Science Documentation Centre (SSDC)

ICSSR, 35, Ferozshah Road New Delhi-110 001

SSDC was set up in 1970. Its activities include:

(a) Building up a collection of reference materials.

(b) Collection of unpublished doctoral theses approved by Indian universities and research reports of the projects undertaken by ICSSR and other Social Service Research Institutes assisted by ICSSR.

(c) Establishing of reprographies and microfilming unit.

(d) Striving for bibliographical control over social science materials.

(e) Providing select bibliographies on request.

(f) Basic materials on social science, research, reports and theses

SSDC has the facility of Inter-Library Loan, answering queries in the field of social sciences, providing referral services, and exchange programmes. SSDC is also engaged in preparing union catalogues of social science periodicals, serials etc.

6. Documentation Cell of Rural Development Consortium

R D C
AD-239, Sector I
Salt Lake City
Calcutta-64. West Bengal.

The Documentation Unit-cum-

Information Cell of RDC started in June, 1986, in order to disseminate current information on community development and social change. The main purpose is to keep the grassroot level workers of the constituent organisations abreast with the latest information regarding rural development activities. RDC has also started bringing out a bi-monthly newsletter in Bengali. Some of the special issues were on women, labour, environment, etc.

7. Development

Centre for Education & Documentation (CED)
3, Suleman Chambers,
4, Battery Street
Bombay-400039.
Maharashtra.

CED started in 1975. They are involved in research-cum-action oriented programmes catering to the needs of social scientists, professionals, students, development workers and other concerned individuals and groups. CED collects, collates, researches and disseminates Information on a wide range of subjects of social importance like politics, environment, multinationals, third world problems, economy, government, health, industry, socio-cultural situation and other development related topics. CED covers 200 newspapers and periodicals under about 500 subject files. The library contains 5,000 odd books.

CED also started 'DOCPOST'— A postal Documentation Service. It is addressed to groups who need information which they cannot meet due to budgetary or other constraints. It is basically a clipping and documentation service by post which will provide Xerox copies of the documents. They also publish

series of "Factsheets" "counterfacts" ranging from communalism to health issues. CED also runs a distribution service of alternative publications. CED has partly computerized its documentation activities.

Foreign

8. CIDOC: Consumer Information & Documentation Centre

International Organization of Consumers Unions (IOCU)
P.B. 1045
Penang, Malaysia.

CIDOC's main aim is to make information available to groups that promote and defend the rights of consumers in countries around the world. CIDOC serves IOCU members in five countries as well as IOCU partners in the international coalitions health action, International Pesticides Action Network (IPAN) and the International Baby Food Action Network (IBFAN). There are over 3,500 titles in the book and audio-visual collection. 350 periodicals are received regularly and some 500 subject files are available. They also publish CIDOC portfolios on:

1. Consumers Education
2. Infant feeding
3. Pharmacy
4. Health, pesticide and hazardous products.

CIDOC has a partly computerized Documentation Centre.

9. Child Health Documentation

BIRD-(Based' Information Robert Debre)
International Children's Centre
Chateau de Longchamp
Bois de Boulogue, 75016,
Paris, France.

"Bird" is a computerized data bank for information on problems concerning children. It is an agency devoted to

improvement of the well-being and health of children and families throughout the world particularly in developing countries. The aim of this data bank is to disseminate information on the various aspects of problems concerning childhood and adolescence: effective nutritional health, educational, social etc. They have 53,000 references at present on line, increased by some 15,000 references annually and updated monthly.

10. IBON Documentation Centre

P.O. Box 447
Manila
Philippines

IBON's main objectives are to alert the consciousness and awareness of the people about what's taking place in their country, through mass education and widespread information.

Major Activities: Publications, IBON facts and figures, IBON Primers on Industry Lines, a more detailed research on the various industry lines in question, that tries to show the extent of foreign control and its consequences. IBON handbook attempts to arm the lay man with a critical understanding of basic concepts and tools for economic analysis.

IBON workbooks, are designed specially for the use of teacher participants.

Research Activities include:

- Grassroot research assistance to groups by providing them with macro data and helping them conduct their own enquiry on the micro level.

  School use guidance to teachers in carrying out relevant projects like local history researches.

  Research is also done on specific topics by special request.

11. ISIS Women's International

Information and Communication Service
Via. Santa Maria dell'
Anima 30
00186 ROMA Italy.

An International Women's Information and communication service based in Geneva, Switzerland and Rome in Italy. It was established in 1974 in response to demands from women in many countries for an organisation to facilitate global communication among women and distribute internationally materials and information 'produced by women and women's groups.

Over the past seven years they have built up an extensive pool of documentation and information comprising:

a network of 10,000 contacts in 130 countries 50,000 items: periodicals, newsletters, pamphlets, books, manuscripts, information about films, projects, groups: by and about women from all over the world. ISIS Women's Centre: The Information covers a vast variety of topics from health, education, food, nutrition and appropriate technology to communication, media, violence against women, and theories of feminism. They also publish:

- **ISIS Women's International Bulletin,** a quarterly in English and Spanish.

- ISIS News Service is a monthly news bulletin.

- Resource guides.

12. Environmental Sanitation Information Centre

Asian Institute of Technology
P.O. Box 2754
Bangkok, Thailand, 10501

The Environmental Sanitation Information Centre (ENSIC) was founded in 1978 at the Asian Institute of Technology in Bangkok under the joint sponsorship of the Institute's Environmental Engineering Division and the Library and Regional Documentation Centre.

ENSIC was established following work carried out by the International Development Research Centre of Canada in compiling a review book "Low-Cost Technology Options for Sanitation-A state-of-the-Art Review and Annotated Bibiography", which showed that the sanitation problems of developing countries are very poorly covered by the Information sources generated in industrialized countries. ENSIC covers all types of information related to rural water supply and sanitation, low cost options for disposal and reuse of wastes. Special emphasis will be given to finding means of bringing relevant information and technologies to the level of little educated rural users.ENSIC attempts to build up a comprehensive collection of documents—both published and unpublished—in the field of environmental sanitation. The information collected is repackaged and disseminated through several publications (Newsletters/Reviews, etc.) Computerized Data Base is built up and retrieved by using the CDS/ISIS software package, reference and reprographic services.

13. Audio-Visual Library

Greaves Medical Audio-Visual Library
Holly House, 220 New London Road
Chelmsford, Essex, CM2 9BJ, UK.

This library has a collection of videotapes, teaching slide sets, tape slide programmes and handbooks on various topics related to medicine.

Audio-visuals are either lent out or sold. Computer software is available for the BBC Computer. Compatible with the BBC B, BBC B and BBC Master 128,

Journal Index System:
Two Versions-
Standard Version (CS10BD)
Advanced Version (CS13BD)

Objective test system (CS11BD)
Fantastic Voyage (CS12BD)

Stanford, California, 94305, USA.

allows a reader to answer today's technical questions today which covers all major village technology topics,

Like-research agricultural tools grain storage, methods, water supply systems, nonformal education techniques, small enterprise development, and so on.

It consists of nearly 900 books and documents in the field, selected from all over the world.

includes **every page** of selected books, plans, and publications and not just the reviews of those books. These are fully indexed and organized.

it is very easy to use and portable so that one can carry it into the field.

it will allow one to immediately research and res-

pond to problems and help you indentify opportunities which arise in the field. Quick access to information on a wide variety of possible options will enable you to rapidly evaluate choices and make better-informed decisions.

The cost of an 850 volume reference library is $ 12,000 and A.T. Microfiche Reference Library with reader ($ 575 for Microfiche and $ 300 for portable reader) is $ 875. All the information in A.T. Microfiche Library is listed in Appropriate Technology source book.

A.T. Microfiche Library is just a 'full Library in a box on one table'

INDIAN AGENTS FOR THE APPROPRIATE TECHNO— LOGY MICROFICHE LIBRARY

Educational & Scientific Equipment Pvt. Ltd.
Attn: Director
National House, Tulloch Road
Apollo Bunder
Bombay-400 039.
(Telephone: 2020087, 2020128)
Overseas Dept.
AD International
Parshuram Building
Sayajijanj
Baroda 390 005
(Telephone: 674158 Baroda)
Higginbothams Ltd.
Attn: V. Krishnamurthi
814, Anna Salai
Madras-600 002.
(Telephone: 811841, 811842, 811843)

Appendix II

TRAINING IN LIBRARY SCIENCES AND DOCUMENTATION

Indian Courses

1. Documentation Research and Training Centre DRTC
   8th Mile Mysore Road,
   R.V. College P.O.
   Bangalore-560 059
   Karnataka

DRTC originally began as a small research circle at Bangalore to carry out research on analy-tico-synthetic classification. It was developed into a full-fledged documentation research and training centre in 1962 under the auspices of the Indian Statistical Institute (ISI) under the able guidance and leadership of Dr. Ranganathan, the father of Library Science in India. It provides training in documentation and reprography to a select group of library workers sponsored by different institutions, industrial and other libraries, to meet the need for sspecial libraries and documentation centres.

The DRTC conducts a full time 20 month course. 12 months are devoted to formal schooling in both theory and practice of documentation and the remaining 8 months are for dissertation.

The main objectives are:

1. To perform and to promote research in Documentation and Library Science, in general.

2. To train senior document-alists needed for service in the country and in the other developing countries.

3. To provide consultancy service in documentation.

2. National Institute of Health and Family Welfare,
   Near D.D.A. Flats, Munirka,
   New Delhi-110 067

NIHFW has a very good National Documentation Centre, in Health and Family Welfare. The Training programme is arranged once a year for one month. The emphasis is on the sources of information and ways of disseminating Health and Family Welfare information. The training is generally meant for government librarians but a few voluntary sector librarians are also selected.

3. Indian National Scientific Documentation Centre,
   14, Satsang Vihar Marg,
   S.J.S. Sansanwal Marg,
   Special Institutional Area,
   New Delhi-110067

The objective of the course is to provide the necessary skills in designing, operating and managing in information systems pertaining to any field, such as Research and Development, Business and Industry etc. and good insight into all the techniques of information handling with special emphasis on the application of information technology.

The curriculum includes information service with particular emphasis on the practical side. The study includes information analysis, processing, services and systems, one elective subject guided research and field work.

Duration : 1-2 years

Language : English

Qualifications : Post graduate in a subject.

20 candidates are selected every year.

MANY UNIVERSITIES, COLLEGES AND TECHNICAL INSTITUTES ALL OVER INDIA GIVE TRAINING IN LIBRARY SCIENCE EITHER THROUGH REGULAR CLASSES OR THROUGH CORRESPONDENCE COURSES.

Foreign Courses

BLAT/WHO SECOND COURSE ON AUDIO-VISUALS IN THE HEALTH LIBRARY.

Contact Address:

BLAT Centre for health & media education
BMA House, Tavistock Square,
London/WCIH 9JP
U.K.

Purpose

1. The aquisition of library skills.

2. The special requirements of audio-visual material, locating and selecting audio-visual material and equipment, classification and cataloguing, storage, maintenance and preservation of audio-visual materials and equipment.

3. The need to keep abreast of new developments in the field. The instruction will take the form of lectures, practical demonstrations and study visits to audio-visual libraries.

No. of participants : 15

6. Institute of Library Science,
University of the Philippines
Diliman, Quezon City
Philippines.

This institute offers undergraduate programmes: Bachelor of Library Science, Graduate programmes: Master of Library Science & Post-graduate training course for science information specialists in South-east Asia.

For detailed information contact:

Institute of Library Science, University of Philippines.

IN ALL THE FOREIGN UNIVERSITIES DEPARTMENT OF LIBRARY SCIENCE CONDUCTS COURSES IN LIBRARY SCIENCE.

AppendixIII

RECOMMENDED READINGS IN LIBRARY SCIENCE AND DOCUMENTATION

1. **Application of Minicomputers and Micro-computers to Information Handling,** UNESCO, November, 1981, 94 Pages.

2. **Background to Evolving a National Information Policy,** Lok Sabha Secretariat, New Delhi 1985   21 pages.

3. **Book Indexing,** M.D. Anderson, Cambridge, University Press
1971   36 pages.

4. **Cataloguing and Indexing Guidelines For Fugitive Health Literature,** WHO, Geneva
1982,   108 pages

5. **Catalogue Entries and Procedures,**
S.S. Agarwal
Lakshmi Book Store,
72 Janpath Ved Mansion, New Delhi-110 001
1972   455 pages

6. **Computer Benefits:**
Guidelines for Local Information and Advice Centre,
Pennie Ortley and Elain Kempson
National Consumer Council
18, Queen Ann's Gate
London SWI 1 H9 A A
1982   104 pages

7. **Compatability Issue Affecting Information System and Service**
UNESCO
September, 1983   209 pages.

8. **Consolidation of Information: A handbook on evaluation, restructuring and repackaging of Scientific and Technical information.**

Pilot Edition
1981   127 pages.

9. **The Current and Future Use of Registers in Health Information Systems**
Eileen M. Brooke
World Health Organisation
1211 Geneva, 27. Switzerland.
1974   43 pages

10. **Directory of Health Science Libraries in South-East Asia, 1979**
Composed by S.C. Dhir & S.K. Anand
1981   160 pages

11. Directory of Health Science Libraries and Documentation Centres in India,
National Institute of Health & Family Welfare, New Delhi-67.
1980

12. **Directory of United Nations Databases and Information systems**
ACCIS, Palasis des Nations 1211, Geneva 10, Switzerland 1985,   323 pages

13. **Documentation and Information; Services, Techniques and Systems**
B. Guha, World Press Private Limited,
37-A College Street
Calcutta-700073
1978   369 pages

14. **Family Planning Library Manual**
Blanche Horowitz, Katharine Dexter McCormic Library
Planned Parenthood Federation of America, Inc.
180 Seventh Avenue,
New York, NY 10019.
1975   88 pages $5.00

Computer-Assisted Terminology
UNESCO
1984   36 pages.

32. **Keeping Track of Fugitive Materials**
Helen Mehra
Office of Population, USAID,
New Delhi-110021.

33. **A Library Primer for Youth Workers**
Youth work series-1
Prabha Krishna
Vishwa Yuvak Kendra,
New Delhi-110021.
1974   Price Rs. 3/-

34. **Library and Information Science and archive Administration: A guide to building up a basic collection for library and schools.**
UNESCO   1984   148 pages.

35. **Management of Information Centres in China: Results of a Course held in Kunming Province Peoples Republic of China** 6-18 Dec. 1982.
(Ed. K.P. Broadbent) IDRC,
Box 8500, Ottawa, Canada
KIG 3H9
1984   470 pages.

36. **Annual Report of National Documentation Centre,**
NIHFW, New Delhi-67.

37. **Organisation of Social Science Information and Documentation**
Reports on 11 Asian Countries
UNESCO Regional office for education in Asia and the Pacific, Bangkok.
1983   129 pages

38. **A Practical Guide to Newsletter Editing and Design**
Larae H. Wales
The Iowa State University Press/
Ames, Iowa,   1976

39. **Practical Documentation:a Training Package for Librarians**
Module 1- A basic curriculum.

Module 2- Documents, Documentation, documentalists.

Module 3- Cataloguing,classification, and indexing, key to Information retrieval.

Module 4- Acquisition and entry of documents policy and process.

Module 5- Installation, equipment, layout and conservation of collections.

Module 6- Reference work methods and sources.

Module 7- Consultation, Loan dissemination, copyright.

Module 8- Documentation on of bibliographies, abstracts, low cost factsheets and leaflets.

Module 9- Audio-visual materials storage and Information processing

Module 10-Management Isssues in documentation centres.
J. Forget
International Planned Parenthood Federation, 18-20 Lower Regent Street
London SWI YAPW, 1978

40. **Primer for Agriculture Libraries**
(2nd edition) revised and enlarged
Olga Lendvay.   95 pages.

41. **Poetri, Programme on Exchange and Transfer of Information: Reference manual, Vol. I**
Technical Paper Series-16.
International reference centre for community water supply

and sanitation,
P.O. Box 5500-2280,
HM Rijswijk, The Netherlands.

42. **Primary Health Care Issues:**
    INFORMATION ISSUES.
    American Public Health
    Association, 1015 Fifteenth
    Street,
    N.W., Washington DC 20005
    1983   76 pages.

43. **Reference service, 4th Edition,**
    1984
    Krishna Kumar
    Vani Education Books, Vikas
    House, 14 Industrial Area,
    Sahibabad-201 010,
    Distt. Gaziabad U.P.

44. **Register of Education and**
    Training Activities in Librarian-
    ship, Information Science
    and Archives.
    UNESCO
    1982   61 pages

45. **Repair and Preservation of**
    Records,
    National Archives of India,
    New Delhi,
    1978   75 pages.

46. **Revision of the Anglo-**
    American Cataloguing: Rules
    Explanation and Illustrations.
    Amar K. Lahira
    LINA, 72/B-2, Mahatma
    Gandhi Road, Calcutta-700009
    410 Pages.

47. **SATIS Classification Socially**
    Appropriate Technology In-
    ternational Information
    Services;
    Mauritskada 61a 1092 AD
    Amsterdam, Netherlands.
    56 Pages.

48. **Sharing Experience: Devsis:**
    An Information Service for
    Decision Makers,
    IDRC, Box 8500, Ottawa,
    Canada K1G 3H9
    20 Pages.

49. **South Pacific Region Pilot**
    Project on School Library
    Development: Training Pro-
    grammes for Teachers
    UNESCO
    1984,   661 pages

50. **Teachers, Information and**
    School Libraries
    UNESCO
    1986,   110 pages.

51. **UNISIST Guidelines for Devel-**
    oping and Implementing a
    National Plan for Training and
    Education in Information Use.
    UNESCO, 7 place de Fontenoy,
    75700 Paris, France.
    Pages 50.

52. **UNISIST GUIDE TO Standards**
    for Information Standing
    UNESCO, 7 place de Fontenoy,
    75700 Paris, France.
    1980   Pages 304.

53. **Classification Systems Need,**
    Rationale and Basis.

54. **Sources of Information.**
    Lakshmi Menon, Report of the
    Documentation Centres
    meeting 12-14 December, 1986
    CED and BUILD, Bombay
    Pages 517.

55. ***Computers for Action**
    Oriented NGOs
    John Sayer

    *"Asian & Pacific NGO Doc-
    umentation activity in the
    age of Information tech-
    nology : a training workshop"
    Sep. 22-26, 1986, Hong Kong
    AMRC, 444, Nathan Road, 8-
    B, Kowloon Hong Kong ARENA,
    44-2/F, Hunghom Bay Centre,
    Baker Street, Kowloon, Hong
    Kong.

56. **Definition and Concepts**
    Framework
    UNISIST
    Paris, France
    July 1981.

57. **Documentation and Inform-**
    ation Centre (NIPCCD)
    Plan and List of Discriptors
    Pages 70.

58. **The Democratization of Data**
    and the New World Information
    Communication Order (NWICO)
    Jose Antonio Viera-gallo-IDOC
    FAO, NGLS of UN, IDOC,
    8-13 Oct. 1981
    Lisbon, Portugal.

Appendix IV

BASIC REFERENCE MATERIALS FOR A SMALL LIBRARY

1. **Alma Ata Declaration on Primary Health Care**
   WHO/UNICEF, I.P. Estate, New Delhi-110002
   1978,   79 Pages.

2. **Annual Report** of the Ministry of Health & Family Welfare, 1986, Ministry of Health & Family Welfare, Government of India, Nirman Bhawan, New Delhi-110001.

3. **Annual Report** of Human Resource Development-Part IV, 1985-86, Government of India, Ministry of Human Resource Development, Department of Women & Child Development, Shastri Bhawan, New Delhi-110011.

4. **.Atlas**
   Oxford School Atlas, Oxford University Press, Calcutta, Delhi, etc.

5. **Atlas of the Child in India 1986**
   Moònis Raza, Sudesh Nangia Concept Publishing Company, H. 13 Bali Nagar, New Delhi-110015.
   Price Rs. 300/-

6. **Census of India-1981**
   P. Padmanabha
   Indian Administrative Service, Registrar General & Census Commissioner for India.

7. **Dictionary**
   Preferably Oxford.

8. **Directories**
   Directory of Voluntary Health Institutions & Programmes VHAI, New Delhi.

9. **Directory of Non-Government Organizations in the Field of Rural Development:**
   Chotanagpur & Santhal Pargana Regions, Bihar State, Research & Planning Department, Xavier Institute of Social Service, Purulia Road, P.B. No. 7, Ranchi, Bihar.
   1987   PP 67

10. **Government Plans**-7th Five Year Plan, 1985-1990 Planning Commission, New Delhi.

11. **Government Committee Report** on relevant topics e.g. Bhore Committee Report on Health & Development, August 1959-October 1961.

12. **Guides**-e.g. Indian Pharmaceutical Guide-1987 Pamposh Publications, 506 Ashok Bhawan, 93 Nehru Place 1568 pages, Price Rs. 200/-

13. A **Handbook** to the Management of Voluntary Organization 1983.
    R. Sankaran & Ivo Rodrigues Alpha Publishers, 161, Mount Road, Madras-600002, Tamil Nadu
    385 Pages, Price Rs. 85/-

14. **Health Information of India, 1986**
    Central Bureau of Health Intelligence, Directorates General of Health Service, Nirman Bhavan, New Delhi-110011
    292 pages.

15. **Handbook** of Medical Education, 1986 Association of Indian Universities, ATU House, 16 Kotla Marg, New Delhi-110002
    247 pages, price Rs. 20/-

16. **INDIA '87'**-a reference annual Ministry of Information & Broadcasting, Patiala House, New Delhi-110001.

17. **Laws & Acts** pertaining to the activity of the Organisation e.g. Societies Registration Act 1860.
    Allahabad Law Agency, 9, University Road, Allahabad-2.

18. **Map of India,** All states map, and World Map.

19. NGO's in Rural Health Care: Vol. I-An overview, FRCH **Research Report I,**

   Amar Jesani, et.al,
   FRCH, Worli Sea Face Corner, R.G. Thadani Marg, Worli, Bombay-400018. Maharashtra. 1986.

20. **The State of the World's . Children**-1987

   James P. Grant UNICEF N.Y. USA.

21. **State of India's Environment,** 1984-85, 2nd Edition Centre for Science & Environment (CSE), F-6, Kailash Colony, New Delhi-110019

22. **Statement on National Health Policy, 1982**

   Government of India, Ministry of Health & Family Welfare, New Delhi.
   Also available with VHAI, New Delhi-110016
   19 Pages.

23. **State-of-the-art-reports** on relevant topics, e.g. American Public Health Association on Water and Sanitation 1015, 15th Street, N.W. Washington, D.C. 20005., USA

24. **Strategies for Health for All by the Year 2000,**

   WHO, SEARO, I.P. Estate, New Delhi-110002
   1980, 300 pages.

25. **Statistical Pocket Book of India.** Central Statistical Organization, New Delhi-110001.

26. **Technical Scientific Information on Specific Areas**

   WHO's Technical Report series WHO, 1211, Geneva 27, Switzerland.

27. **Thesaurus**

   Rogets International Thesaurus, Collins, London
   1973, 1256 pages.

28. World Health Figures, papers etc.

Appendix V

BASIC MATERIAL FOR HEALTH DOCUMENTATION CENTRES

Basic Book List

1. **Banned and Bannable Drugs**
   (Health Action Series-2)
   Dangerous Medicines-The Facts
   VHAI, New Delhi
   66 pages Rs. 25/-

2. **Basic Managerial Skills For All**
   B.H. McGrath,
   XLRI, P.O. Box No. 47,
   Jamshedpur, Bihar.
   1978, 371 pages.

3. **Doctors for the Villages**
   Carl. E. Taylor.
   Asia Publishing House, New
   Delhi
   1976, 197 pages.

4. **Food First**
   Lappe Frances Moore and
   Joseph Collins
   Ballantine Books, Random
   House Inc. N.Y., USA
   1979, 619 pages.

5. **A Guide for Teaching Village Health Workers**
   Ruth Harner and Anne Cummins
   VHAI, New Delhi
   1978, 106 pages, Rs. 30/-

6. **Health by the People**
   WHO, 1211, Geneva 27,
   Switzerland.
   1975, 206 pages.

7. **Health Care Which Way to Go**
   Abhay Bang & Ashwin Patel
   (Ed.) Medico Friends Circle
   Publication (available from
   VHAI)
   1985, 256 pages, Rs. 15/-

8. **Management Process in Health Care**
   (Coordinating Editor)
   S. Srinivasan
   VHAI, New Delhi
   1982, 517 pages, Rs. 45/-

9. **My Name is Today:** An Illustr-
   ated Discussion of Child Health,
   Society & Poverty in Less Deve-
   loped Countries.
   David Morley & Hermione
   Lovel
   TAL, P.O. Box 49, St. Albans,
   Hertfordshire ALI4AX.
   London, UK
   MacMillan Publications Pvt.
   Ltd., London
   1986 359 pages.

10. **Nutritive Value of Indian Foods**
    C. Gopalan, B.V. Rama Sastri,
    S.C. Balasubramanian
    National Institute of Nutrition,
    ICMR, Hyderabad, A.P.
    1980, 203 pages, Rs. 8/-

11. **On Being in Charge**
    WHO, Geneva, Switzerland.
    Reprint. 1986, 366 pages, Rs.
    80/-

12. **Peoples Participation in Deve-
    lopment**
    Walter Fernandes
    ISI, 10 Institutional Area, Lodi
    Road, New Delhi 110003
    1980, 185 pages, Rs. 25/-

13. **Planning Community Health Programme**
    CMAI, CHRISTIAN COUNCIL
    LODGE, P.B. No. 24,
    Nagpur-440001. Maharashtra.
    1972, 55 pages.

14. **Principles of Community Health**
    Jack Smolensky
    W.B. Saunders & Co.,
    Philadelphia, USA
    1977, 472 pages.

15. **Questioning Development**
    Glyn Roberts
    Returned Volunteer Action, 16
    Cambridge Terrace,
    Regentpark,London NWI 4J2
    1977, 47 pages.

16. **Rakku's Story**
Structures of III Health and
the Source of Change,
Sheila Zurbrigg
Sidma Offset Press Pvt. Ltd.,
56 Cathedral Road,
Madras-600086. Tamil Nadu.
1984, 234 pages, Rs. 10/-

17. **Rural Development and Social
Change**
Heredero J.M.,
Manohar Book Service,
2 Ansari Road, Darya Ganj,
New Delhi-110002.
1977, 181 pages.

18. **Taking Sides:** The choice before
the Health Worker
Dr. C. Satyamala,

Nirmala Sundaram, Nalini Bhanot
ANITRA, 32nd Cross, Besant
Nagar, Madras-600090
1986, 320 pages, Rs. 35/-

19. **Textbook of Preventive and
Social Medicine** (11 ed)
Park and Park
Banarsidas Bhanot Publications
1268 Napier Town,
Jabalpur-482001,
Madhya Pradesh.
1985, 735 pages, Rs. 75/-

20. **Where There is no Doctor**
David Werner (Adapted for
India-Indian Version by
Dr. Sathyamala)
VHAI, New Delhi-110016
1986, 500 pages, Rs. 33/-

AppendixVI

BASIC JOURNALS/NEWS LETTERS LIST

1. **Appropriate Technology for Health Newsletter**
   (Monthly)
   WHO, 1211 Geneva 27,
   Switzerland. Gratis.

2. **Changing Villages News and Views**
   (Quarterly)
   Consortium on Rural Technology
   A-89 Madhuvan,
   New Delhi-110092.
   Gratis.

3. **Consumer Confrorntation**
   (Quarterly)
   Thankorebhai Desai Smark
   Bhavan, Near Law College,
   Ellisbridge, Ahmedabad-6,
   Gujarat. Gratis.

4. **Consumer Currents**
   (10 times yearly)
   CIDOC, IOCU, P.O. Box 1045,
   10830 Penang, Malaysia.
   Annual Subsription-for Non
   Profit Groups & Individuals in
   Third World.US $ 10.

5. **Contact**
   (Monthly)
   Christian Medical Commission
   World Council of Churches,
   150 Route de Ferney, 1211
   Geneva 20 Switzerland.
   Gratis.

6. **Diarrhoea Dialogue**
   (Quarterly)
   AHRTAG, 85 Marylebone High
   Street, London WIM 3DE, UK.
   Gratis.

7. **Economic and Political Weekly**
   (Weekly)
   Skylark, 284
   Shahid Bhagatsingh Road,
   Bombay-400038, Maharashtra
   Annual Subscription Rs. 250/-

8. **Future**
   (Quarterly)
   UNICEF, 73 Lodi Estate,
   New Delhi 110003.
   Annual Subscription
   Rs. 30/-

9. **Health for the Millions**
   (Bimonthly)
   VHAI, New Delhi-110016
   Annual Subscription Rs. 30/

10. **The Lawyers Collective**
    (Monthly)
    The Lawyers, 818 Stock Exchange
    Towers, Dalal
    Street, Bombay 400023.
    Annual Subscription Rs. 60/-

11. **Mainstream**
    (Weekly)
    Perspective Publications Pvt.
    Ltd., F-24 Bhagat Singh Market,
    New Delhi.
    Annual Subscription Rs. 80/-

12. **Medico Friends Circle Bulletin**
    (Monthly)
    The Editor,F-20 (GF),
    Jangpura Extension,
    New Delhi-110014.
    Annual Subscription Rs. 30/-

13. **Nutrition News**
    (Bimonthly)
    National Institute of Nutrition,
    Tarnaka,
    Hyderabad-500007, A.P.

14. **Pune Journal of Continuing Health Education**
    (Monthly)
    Arogya Dakshata Mandal,
    1913 Sadashiv Peth,
    Pune-30 Maharashtra
    Annual Subscription Rs. 10/-

15. **Radical Journal of Health**
    (Monthly)
    19, June Blossom Society,
    60-A Pali Road, Bandra,
    Bombay-400050. Maharashtra
    Annual Subscription for
    Institution Rs. 50/-
    For Individual Rs. 20/-

16. **Science for Villages**
(Bimonthly)
Magan Sangrahalya,
Wardha-442001,
Maharashtra.
Annual Subscription Rs. 25/-

17. **School Health Mirror** (Hindi &
English) (Monthly)
MP VHA, P.O. Box 170,
Indore-452001. M.P.
Annual Subscription Rs. 10/-

18. **Swasth Hind**
(Monthly)
Central Health Education
Bureau, Temple Lane,
Kotla Road, New Delhi-110002,
Annual Subscription Rs. 6/-

19. **World Health**
(Monthly)
WHO, 1211 Geneva 27,
Switzerland. Gratis.

20. **World Health Forum**
(Quarterly)
WHO, 1211 Geneva 27,
Switzerland
Annual Subscription
(Swiss Frank 50).

Appendix VII

AUDIO-VISUAL PRODUCERS LIST

National

1. Amruthavani — Films
   P.B. No. 1588 — Photo-
   Secunderabad- — graphs
   500 003 — Slides
   Andhra Pradesh.

2. AVEHI — Films
   (Audio-Visual — Flash cards
   Education Re- — Posters
   search Centre)
   C/o Indian — Slides
   Education Society
   Napoo Road, — Video
   Hindu Colony
   Dadar,
   Bombay-400014

3. British High — Films
   Commission
   Information
   Department
   Chankyapuri
   New Delhi-110021

4. CAPART — Video
   Gurunanak — Films
   Foundation
   New Mehrauli
   Road
   New Delhi-110067

5. CENDIT — Video
   D-1, Soami, Nagar — Films
   New Delhi-17.

6. Centre for Deve- — Films Strips
   lopment — Flip Books
   Communication — Photo
   (CDC) — Language
   23, Jabbar Build- — Slides
   ings Begumpet — Songs
   Hyderabad-500016.   A.P.

7. Chitrabani — Films
   76, Rafi Ahmed — Photo-
   Kidwai Road — graphs
   Calcutta-700016 — Slides
   W.B.

8. CHEB — Films
   Directorate — (16 mm)
   General of Health — Posters
   Services,
   Kotla Road
   New Delhi.

9. Educational & — Films
   Information — (16 mm)
   Films of India
   P.O. Box 8270
   Juhu,
   Bombay-400 049

10. Electronics Trade — Video Films
    and Technology
    Development
    Corporation
    Limited (ET&T)
    Akbar Hotel Annexe
    Chanakyapuri
    New Delhi-110021

11. International — Films
    Development — (16 mm)
    Resource Centre — Video Films
    (IDRC)
    South Asia
    Regional Office
    11, Jor Bagh
    New Delhi-110003.

12. Karigiri Video — Video
    Medical Teaching — Tapes
    Programmes
    Schieffelin Leprosy
    Research & Training
    Centre
    Karigiri-632106.
    Tamil Nadu.

13. Media Collective — Video Films
    Jyotsna
    Temple Road
    Trivandram-695006.
    Kerala

14. Central Film Library — Films
    Department of — Filmstrips

Teaching Aids
NCERT 10-B,
Indraprastha Estate
New Delhi-110002.

15. Shakil Productions Films
Ashraf Studies   (16 mm)
Opp. Mahim
Railway Station
Mahim (West)
Bombay-400016.

16. Tata McGraw Hill   Films
Publishing
Company Limited
4/12, Asaf Ali Road
New Delhi-110002.

17. UNICEF   Filmstrips
73, Lodi Estate   Slides
New Delhi-110003. Video Films

18. United Nations   Films
Information   (16 mm)
Centre (UNIC)
55, Lodi Estate
New Delhi-110003.

19. WHO   Films
Indraprastha EstateSlides
New Delhi-110002.

20. Xavier Institute of
Communications. Films Slides
St. Xavier's CollegeVideo Films
Bombay-400001.

International

1. Graves Medical   Slides
Audio-Visual   Video
Library   Tapes
Holly House,
220, New London
Road,
Chelmsford, Essex,
CM2 9BJ, UK.

2. OXFAM   Video Films
274, Banbury Road
Oxford OX2 7DZ. U.K.

3. TALC   Filmstrips
P.O. Box 49   Slides
St. Albans
Herts AL1 4 AX. U.K.

4. World Neighbours Filmstrips
5116, North PortlandFlip Charts
Avenue   Photos
Oklahoma City   Posters
OK 73112. USA.

Appendix VIII

SOME IMPORTANT ADDRESSES

National

1. Asian Community Health Action
   Network (ACHAN)
   61, Dr. Radha Krishnan Road.
   Madras-600004. Tamil Nadu.

   (Community Health Publica-
   tions, Organizing Workshops).

2. Action for Food Production
   (AFPRO)
   25/1A, Institutional Area
   Pankha Road, 'D' Block
   Janakpuri, New Delhi-110058.

   (Information on food, agricul-
   ture, biogas, training & land
   management).

3. Central Bureau of Health Inte-
   llnigence (CBHI)
   Ministry of Health and Family
   Welfare
   Nirman Bhawan,
   New Delhi-110 011.
   (Health Statistics, Programmes).

4. Consumer Education and
   Research Centre (CERC)
   Thakorebhai Desai Smarak
   Bhavan
   Near Law College Ellisbridge
   Ahmedabad-380006. Gujarat.

   (Workshops, Seminars, Training,
   Publication, Research,
   Educational Programmes).

5. Centre for Health Education,
   Training & Nutrition Awareness
   (CHETNA)
   2nd Floor, Drive in Cinema
   Building,
   Ahmedabad-380050. Gujarat.

   (Training, Mother & Child Health.
   Publications)

6. Child-in-Need Institute (CINI)
   Village Daulatpur
   P.O. Amgachi, Via, Joka
   24 Parganas, West Bengal.
   (Community Health Progra-

   mme, Child Health Programmes,
   Training, Income Generating
   Projects).

7. Centre for Science &
   Environment (CSE)
   F-6, Kailash Colony
   New Delhi-110019

   (Research on Science & Tech-
   nology, Information & Docu-
   mentation, Publications).

8. Central Statistical Organization
   (CSO)
   Department of Statistics,
   Ministry of Planning,
   Sardar Patel Bhawan,
   Parliament Street
   New Delhi-110001.

   (Statistics on all subjects,
   on five year plans,
   budget, etc.).

9. Central Social Welfare Board
   (CSWB)
   Shastri Bhawan,
   New Delhi-110 001.

   (Child development prog-
   rammes-ICDS, Disability,
   Women's Development).

10. Foundation for Research in
    Community Health (FRCH)
    World Sea Face Corner
    R.G. Thadani Marg, Worli
    Bombay-400001.

    (Research, Documentation,
    Training, Community Health
    Programme).

11. Indian Council of Medical
    Research (ICMR)
    Ayurvigyan Nagar, Ring Road
    New Delhi-110 021.

    (Medical research in various
    fields like nutrition, reproduction
    and publication).

12. Indian Medical Association
    (IMA)
    Indraprastha Marg,
    New Delhi-110 002.

(Policies & Programmes for the medical. profession for doctors, medical colleges etc.)

13. Kerala Shastra Sahitya Parishad (KSSP)
Parishad Bhawan
Trivandrum-690 037. Kerala.
(Peoples' science movements, lectures, publication)

14. National Council for Educational Research and Training (NCERT)
Sri Aurobindo Marg,
New Mehrauli Road
New Delhi-110016.

(School curriculum, training programmes for students and teachers, publications).

15. National Institute of Nutrition (NIN)
Jamia Osmania, Tarnaka
Hyderabad-500 007
Andhra Pradesh.

(Research in food and nutrition, field investigation, training and publications).

16. National Institute of Public Co-operation & Child Development (NIPCCD)
5, Siri Institutional Area,
New Delhi-110 016.

(Research, training to government and voluntary groups especially to ICDS workers, documentation, workshops & studies on child development).

17. National Institute of Rural Development (NIRD)
Rajendranagar
Hyderabad, Andhra Pradesh.
(Programmes on various issues related to Rural Development, Youth, Women, Artisans etc., Training and Publications).

18. National Medical Library (NML)
Ayurvigyan Nagar, Ring Road
New Delhi-110029

(The biggest medical library in the country. They receive all medical books, periodicals and research reports from all over the world. Training in medical librarianship).

19. Raigarh Ambikapur Health Association (RAHA)
C/o Bishops House, Kunkuri
Raigarh Dist-496225,
Madhya Pradesh.

(Community Health Programme Health Insurance,
School Health Programme,
Herbal Medicines).

20. SAHELI
Unit above shop Nos. 105-108
Defence Colony Flyover
Market South Side,
New Delhi-110024

(Women s Health & Development Programmes, Seminars, Workshops, Publications).

21. United Nations Development Programme (UNDP)
55, Lodi Estate
New Delhi-110003

(Funding and monitoring various developmental programme, water and sanitation programme, publications).

22. United Nations International Children's Education Fund (UNICEF)
72-73, Lodhi Estate
New Delhi-110003.

(Funding projects on child survival, publications, reading materials on wide ranging topics, audio-visuals, statistics etc.)

23. World Health Organisation (WHO)
World Health House,
Indraprastha Estate
New Delhi-110002.

(Studies and research in all health related areas,
publications seminars etc.).

International List

1. African Medical & Research Foundation (AMREF)
Box 30125
Nairobi
Kenya

(Research and publication)

2. A K A P
   66 Rizal Street
   Project 4
   Quezon City
   Philippines
   (Publications, Training)

3. American Public Health
   Association (APHA)
   1015, Fifteen Street
   N.W. Washington, DC
   20005, USA
   (Publication, Workshops,
   Advise Projects, Research,
   Campaigns)

4. Appropriate Health Resources
   & Technologies
   Action Group Limited
   (AHRTAG)
   85, Marylebone High Street
   London WIM 3 DE

   (Information Centre,
   Appropriate Technology in
   Health, Referral Service &
   Publications).

5. Asian Health Institute (AHI)
   987 Minemiyama Komenoki
   Bisshiñ CHO
   Aichi-gun,
   Aichi-Pref 470-01
   Japan

   (Training, Publications)

6. Asian Community Health
   Action Network (ACHAN)
   144 Prince Edward Road
   Flat 2A
   Kowloon
   Hongkong

   (Training, initiates networks,
   publications-newsletter)

7. Consumer Association of
   Penang (CAP)
   87 Cantonment Road
   Penang
   Malaysia

   (Training, Publications,
   Campaigns)

8. Health Action Information
   Network (HAIN)
   49, Scout Madrihan, Diliman
   Quezon City
   Philippines

   (Publicaitons, Documentation
   & Information Centre)

9. International Development
   Research Centre (IDRC)
   60, Queen Street
   P.O. Box. No. 8500
   Ottawa
   Canada KIG 3HG

   (Research, Training, Docu-
   mentation)

10. International Documentation
    & Communication Centre
    (IDOC)
    Via S. Maria del anima 30
    (Piano III)
    Rome
    Italy

    (Training, Publication,
    Documentation)

11. International Organisation of
    Consumer Unions (IOCU)
    P.O. Box 1045
    Penang
    Malaysia

    (Training, Publications,
    Campaigns, Documentation)

12. International Institute of Rural
    Reconstruction (IIRR)
    Silang 'Cavite'
    The Philippines D 2720

    (Training, Publications)

13. Institute of Child Health
    University of London
    30, Guilford Street
    London WE IN EH
    U.K.

    (Training, Publications, Audio-
    Visuals)

14. National Council of Inter-
    national Health (NCIH)
    1101 Conn. Avenue 605
    Washington DC 20036
    U.S.A.

    (Training, Publications)

15. Teaching Aids at Low Cost
    (TALC)
    P.O. Box 49
    St. Albans
    Herts ALI 4AX
    London. U.K.

    (Health and Health Related
    Publications, Book materials,
    Audio-visuals mainly for
    developing countries)

16. United Nations International Children's Educational Fund (UNICEF)
New York, N.Y. 10017
U.S.A.

(Training, Research, Publications)

17. Voluntary Health Service Society (VHSS)
23/4 Khilji Road
Shyamoli
Dhaka
Bangladesh

(Publication, Coordinating Vol Health Groups, Training)

18. World Health Organization (WHO)
1211, Geneva 27
Switzerland

(Research, Publications, Documentation)

Appendix IX

SHIYALI RAMAMRITA RANGANATHAN (1892 1972)

Dr. S.R. Ranganathan is the author of the COLON CLASSIFICATION—a revolutionary publication in the field.

He was born on August 9th, 1892 at Shiyali in Thanjavur district, Tamil Nadu. He began his career as a teacher of Mathematics. In 1924, he was appointed Librarian of the University of Madras. He went to England in 1924 to study Library Sciences at the University of London School of Librarianship. He was greatly inspired by W.C. Berwick Sayers.

After he returned to India he devoted his whole life to the growth of Library Science in India.

Contributions to Library Science field:

He enumerated the five laws of Library Science (1931) which were accepted universally.

1. Books are for use

2. Every reader his book

3. Every book its reader

4. Save the time of the reader

5. Library is a growing organism

Dissatisfied with the then existing schemes of Library Classification he thought a change was necessary in the basic principles on which the schemes of classification are made. In 1933, he published COLON CLASSIFICATION. He developed the idea of facet analysis. Analysis and synthesis are applicable in every basic class. Therefore the class numbers are to be constructed as these are not ready-made. In 1934, he published the first CLASSIFIED CATALOGUING CODE in the world. He wrote many good books and papers on classification, cataloguing like "Elements of Library Classification" "Theory of Library Catalogue", etc. Many of his works were specially concerned with the development of libraries in India.

He was given many honours.One of which is well known and was given by the then Governor of Mysore, V. V Giri. He called him as "The Father of Library Science in India"

Ranganathan was passionately concerned about Library Science. He formed a trust after his wife's name "Smt. Sarada Ranganthan Trust". He saw library science as a vital tool for the development of an atmosphere of peaceful co-existence among nations and the evolution of one world.

Index

Addenda

VHAI INDEX CARD

Location D-3.1 a(i)   Subject : CHILD HEALTH
     BLINDNESS

Author —
Publication Patriot
Date 12.12.86
Place —
Pages -
Other Descriptions —

Title 92 M CHILDREN PRONE TO BLINDNESS

VHAI INDEX CARD

Location D-3.1 a(i)   Subject : BLINDNESS
     CHILD HEALTH

Author —
Publication Patriot
Date 12.12.86
Place —
Pages —
Other Descriptions —

Title 92 M CHILDREN PRONE TO BLINDNESS

Basics of Documentation

Voluntary groups play a vital role in documenting essential information needed for social change. The book "Basics of Documentation", the first of its kind, will help groups working at the grassroot level to organise their materials to provide an effective service towards change in the society. The contents of the book include:-

— Why Documentation?
— Sources, collection, selection, clarification, cataloguing, indexing, cross-referencing of information.
— Audio-visual Documentation
— Basic materials (Books, Journals etc) for a Documentation Centre.
— Different typed of Documentation Centres
— Computers for Voluntary groups
— Networking

The Voluntary Health Association of India (VHAI) is a secular non-profit organisation. The main objective of the association is to strengthen existing health programmes by creating an awareness about the health situation in the country. Its major activities are: production and distribution of books, pamphlets, flash cards, flannel graphs, film strips and slides on basic health care for the use of various health functionaries at the village level; campaigns on issues such as drugs, tobacco, baby foods etc; documentation of relevant materials for the use of activists, and training workshops and programmes for Community Development and Community Health Workers.