

## **CHAPTER 4**

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# **IMPACT OF STATE AND DISTRICT LIBRARIES ON SOCIO-CULTURAL DEVELOPMENT**

#### **4.1 Introduction**

Man is human by distinctive culture within the society. 'Without culture, we would not be human at all'. (Giddens;1997;18). Society and culture are two complementary terms that go hand-in-hand. It is difficult to separate one from the other. There can be different sub-cultures within a society that may change from time to time. Culture is not changed by itself but by certain factors that influence the society. Library is one of the factors that changed the culture of certain groups within a society. Impact of State and District libraries on Socio-cultural development particularly on Mizo society is being discussed below to aware the importance of library services for the community.

#### **4.2 Meaning of Socio-Culture**

Men, as social animal, have always sought to examine themselves and their social life. Several intellectual disciplines such as theology, economics, political science, history, psychology and ethics were developed to explain different aspects of human enterprises. In the mean time, Auguste Comte (1798-1857), known as father of sociology, felt the need to create new discipline to deal with social institutions as marriage, family and community as well as the numerous social structures and processes. Thus, Comte combined two terms 'socius', Latin for society, and 'logos', Greek for studying, and coined 'sociology' which literally means 'study of society'.

He suggested that sociology's most important job would be to study the small unit of society such as the family and community to find out how these groups produce self-sacrifice, loyalty, mutual respect, and all the other basic kinds of social bonds needed to tie members of a large, complex society together. (Denisoff and Wahram; 1983;17). Some other theorists on sociology, namely, Karl Marx(1818-1883); Herbert Spencer (1820-1903); Emile Durkheim (1858-1917); and Max Weber (1864-1920) came up after Auguste Comte having coined their views and ideas on sociology. Many development have come up under sociology but not devised far from its original path. It can be argue that sociology is one of the groups of social sciences, that studies human groups and societies concerning social interactions, social groups, and social behavior. Society and culture are very important phenomena of sociology and as such sociological knowledge is a knowledge of causal connections, or connections of interdependence among wide range of

phenomena such as the conduct of individuals in institutions like families, churches and sects, workshops, armies, civic and political associations, territorial, ethnic and national communities; the patterns of relationship among individuals; the role of structure and authority in the working of institutions and communities; the stratification of societies; communities and institutions with respect to income and status or difference; the role of cognitive and normative beliefs in the actions of individuals and in the functioning of communities, institutions and societies. (Kuper and Kuper;1985;799-800).

All human societies have a religion, a spoken language, a kinship system, and considerable technology. Edward B.Taylor defined culture as, 'The complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society'. (Abraham; 2006;53). Culture covers the way of life of a social group consisting of belief, values, standards, practice, language, and technology shared by members of a social group. Culture refers to the ways of life of the members of a society, or of groups within a society. It includes how they dress, their marriage customs and family life, their patterns of work, religious ceremonies and leisure pursuits. (Giddens;1997;18). A society may be big or small, but the social group may have distinct culture within the society. Culture is not static; but elements of culture change from time to time. The society has abandoned many belief systems and cultural practices which are not consistent with the present scientific evidence. Many myths and numerous superstitious are now exploded and the way of life, like cooking and eating habits, dress and marriage system are also changed. 'No cultures could exist without societies. But equally, no societies could exist without culture'. (Giddens;1997;18).

A socio-cultural approach is the roles of different ethnic groups, gender and the culture; with all these elements combined it forms a personality. Socio-culture is the way of people act and develops based on around their surroundings. Socio-cultural factors involve self-concept and self-esteem. It is based upon people's belief and what they stand for. There can be many different things that can make a person popular. Such things can be a persons' values, belief, language, norms or technology. These entire factors are part of culture. They may be small but influence

personal life of a society. Therefore, socio-culture is the actions that we choose to do, to become what we are.

### **4.3 Role of Public Library in the Socio-cultural Development**

The purpose of a library in modern society is to educate the community in the widest sense. Society consists of various groups of community belonging to one or other social group, such as shopkeepers, businessmen, technicians, bureaucrats, clerks, students, educationists, teachers, engineers, doctor, intellectuals, mechanics, agriculturists, farmers, labours, etc. The interest of knowledge of these different groups of people within the society is very much varied according to their human needs. The primary role of public library, such as State Library, District Library, Block Library, Tehsil Library, Taluka Library, Village Library and others is to provide the best information facilities to all those library users in the community. Library and society are interlinked and interdependent. Society without libraries has no significance, and libraries without society has no origin....it is regarded as 'social institution', a product of society for its cultural advancement. (Khanna;1987;7). IFLA/UNESCO Public Library Manifesto stated that:

“The Public library is the local center of information, making all kinds of knowledge and information readily available to its users. The services of the public library are provided on the basis of equality of access for all, regardless of age, race, sex, religion, nationality, language or social status”. (IFLA/UNESCO;1994;1).

Public library as a local center of information has to be organized effectively by the authority by ensuring its accessibility to all the sections of the society. “The public library service acts as an intellectual catalyst for socio-cultural development by providing facilities for the purposes of acquiring education and information as well as recreation, aesthetic appreciation and research”. (Rath;1996;15). It should serve the users with free of cost to all age groups at everywhere with the best possible means. The collection of public library should focus all the sections of the society to provide their information needs in educating their personal life and social attitudes as well. G.L.Trehan stated that, “It is the social function of the library to provide book service to the community. Library is the only organized social institution which fosters the reading of books”. (Trehan:1980;44).

Public library exists to serve the community. It has a very important role to play in the future development of the country particularly in the socio-cultural and educational enlightenment. Role of public library on social-cultural development can be narrate as below:

#### **4.3.1 Cultural Center for the Society**

A public library functions as a cultural center of the society. It provides and focuses for cultural and artistic development in the community and helping to shape and support the cultural identity of the community. Public Library Mission stated that, “promotion awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations”. (IFLA/UNESCO;1994;3). The public library collects all documents related to different cultural fields and promotes awareness of cultural heritage, appreciation of arts and scientific innovations through its services. It does not only preserve documents of cultural heritage, but also organized cultural programmes through its audio-visual services and inter-cultural activities as well. It also provides access to cultural expressions of all visual and performing arts. These can be achieved by collaborating with other organizations or partnership within the local, national or international level by organizing cultural programmes and by ensuring the interest of the local community. Rath said that, “If national and university libraries are the barometer of a country’s erudition, public libraries are the barometer of its general culture”. (Rath:1996:26). The description of library as ‘mind of society’, the ‘community’s intellectual center’ reflects its influence in moulding the life of the community. (Khanna:1987:xxii). It should be a key agency in the local community for the collection, preservation and promotion of local culture in all its diversity. Public libraries in a developing society should:

- preserve cultural heritage;
- provide access to all form of cultural expression;
- make efforts to foster inter-cultural dialogue;
- favour cultural diversity; and
- support oral tradition. (Venkatappaiah;2007;72-73).

### **4.3.2 Community Information Center**

In an information age, the key function of the public library is to provide up-to-date facts and information to all the sections of the community. The Public Library Manifesto mission stated that, “ensuring access for citizens to all sorts of community information”. (IFLA/UNESCO;1994;3). Information needs of various citizens may vary from person to person, but public library by its nomenclature should serve its best to provide and quench the users information desire. Some of the roles in providing information are:

- providing access to information at all levels;
- collecting information about the local community and making it readily accessible, often in co-operation with other organizations;
- training people of all ages in the use of information and the associated technology;
- guiding users to the appropriate information sources;
- providing opportunities for disabled people to have independent access to information; and
- acting as a gateway to the information world by making it accessible to all, thus helping to bridge the gap between ‘the information rich’ and ‘the information poor. (IFLA/UNESCO;2001;30-31).

Public library, besides its reference and information services, may organize community information service considering the local situation. In organizing community information service, social, cultural, economic, educational level, racial, employment opportunities, religious differences, etc. may be considered since it may differ from one community to the other within the locality. The community information service attend the following two types of information requirements of the society:

- 1) Information requirements of an individual related to food, clothing, health, shelter, education savings, investment, material problems, legal right, employment, travel, environment, business, etc.
- 2) Information related to social, economic and political responsibilities and duties of citizens, functioning of local self-government, pollution control, developmental project, etc.

- 3) Information related to birth control, childcare, nutrition, immunization, infertility, sanitary and health care services and special training on cooking, interior decoration, embroidery, sewing, social and ethical responsibilities, etc. may be organized for local women. (Kaula;2006;12).

Public library is for the community and is the community agency to provide local information needs in various forms. It should provide those information by documents or oral, printed or electronic devices. For arranging free access to information, the public libraries should:

- provide basic information for the down trodden people;
- provide access to all citizens for all types of information at all levels;
- develop local histories;
- develop community information service;
- utilize the service of National Informatics Centers; and
- introduce computer skills for achieving speed, accuracy and bulk in service.

Diana Formway, who lives in New York and organizes a stack of multicolored children's novel said that, "Libraries showed me what was out there in the world as well as connected me to other people and places outside my small town in upstate New York". (McVey and Long;2006;2). This simple statement affirmed that library give us information about what's happening in and around the world.

#### **4.3.3 Recreation Center**

Public library services provide creativity development to the children and local young adults by providing recreational reading books for their personality development and spiritual growth in their leisure time. Recreation in library discussion denotes 'such of leisure time as will promote personal happiness and social well being'. (Khanna;1987;39). Public Library Manifesto in its mission stated that, "stimulating the imagination and creativity of children and young people". (IFLA/UNESCO;1994;3). Children and young adults basically need special care in their personality development to meet the challenges of the challenges of the society. "Young people between childhood and adulthood develop as individual members of

the society with their own culture”. (IFLA/UNESCO;2001;27). The library should know their information needs and should develop good collection for leisure readings like biographies, sports and games, travel books, religious books, audio-visual materials, magazines, popular novels, etc. including electronic information resources. Story hours, puppet shows, dramas, and other events like book discussion may also be organized in a library. Collection of reading materials that suffice local youth information needs may help them to feel that the library is mean for them and help them to overcome a feeling of alienation from the library or even from the society as well.

In order to facilitate local youths by this library service, special training may be essential for the library staff to cover customer care service. Young adults are feel shy and need care and help in different areas of activities. This is the best period to guide them in the right direction to become good citizen and sociable in the society. Children’s Club or Youth Club may also be formed to organize cultural programmes, such as, art competition, concerts, film shows, story hour, etc. The public library must aware of the cultural and social changes in the community and develop flexible services to meet the challenges in these situations.

#### **4.3.4 Knowledge Center for Disadvantaged People of the Society**

Public Library Manifesto in its missions statement stated that, “Specific services and materials must be provided for those users who cannot, for whatever reason, use the regular services and materials, for example linguistic minorities, people with disabilities or people in hospitals or prison”. (IFLA/INESCO;1994;3). The public library services have no limitation. It covers even the remotest area of the country. All people in the society should have equal opportunity to access information from the library to develop their knowledge in one way or the other. Prisoners, patients in the hospital bed, blind persons, inmates of the rehabilitation centers, etc. should also have an opportunity to access information at their respective places with free of charge. This accessibility can be achieved by extension services. Book-mobile/mobile library, audio-visual programme, concerts or extension lending services may be adopted to provide such facilities to those disadvantaged persons. Special training programmes on information and communication technology may also be organized to the physically handicapped persons for their rehabilitation.



#### **4.3.5 Creativity Center for Children**

One common saying is that, “Children are the future leader of the nation”. This depicts importance of care and teaching to the children. The Bible says, “Train a child in the way he should go, and when he is old he will not turn from it”. (Proverbs 22:6). We cannot ignore our children to guide and give training for their future in the society. Children borne with different creativity mind that needs to be explore and developed. The children’s section of the public library is organized and operated in such a manner that it takes special care for creating and reading habits in children from an early age. This section may be equipped with picture, children book, toys, etc. that can develop and stimulate children’s attitudes and personal growth and programmes, like film shows, fancy dress, story hours, dramas, recitation, etc. may be organized to bring awareness among children. If our children are provided with their creativity developmental sets, they will bear in mind and will follow when they grow old and can behave as good citizen of the community. They have the same right to access library services sine they are within the society. We can, therefore, organize public library as a play center as well as creativity development center of the child.

#### **4.3.6 Center of Communal Harmony and National Integration**

A nation’s prime role is cordial relationship among the citizens of different cultures within the society. No country stand with single community, race, religion, caste, rituals, etc. As common saying stated, ‘United we stand, divided we fall’, every nation want to have united citizen in every respect. At the same time, every country has its own diplomacy to the other to construct cordial relationship in one way or the other.

As communal harmony and national integration are prime problems of today, meeting between the social leaders and local community in order to build up confidence and remove misunderstandings and prejudices would be advisable. Library could arrange such meetings by its own or in collaboration with other organizations providing wholesome recreation to all. Public libraries having served the nation with equal treatment play an important role for the unity, co-operation and national integration of a country. Through its provided services it can lead the people to the common front. There may be different castes/tribes within in a society

having their own culture, but library services may bring together to the same integrity. This service is very clear in the case of India. India is a vast country, comprising different culture, religion, castes/tribes, etc. It is said that India is a land of diversity. In this situation, the prime importance of India is national integration. Library is the best agent for the national integration in India through its innumerable services.

#### **4.3.7 Community Resource Center**

Former Prime Minister, Mr. P V Narasimha Rao, while inaugurating the first “Chief Ministers Conference on Rural Development” on 8 October 1992, he urged the Chief Ministers to take personal interest in rural development programme by stating there is “no other programme which is more important than rural programme. Out of Rs.30,000 crores outlay during Eight Five Year Plan, 6-8 was to be earmarked for the establishment and maintenance of Rural Library and Community Resource Center(RLCRC). The local community can develop their personal intellects through the library services, namely, reading, film shows, seminars/workshops, lectures, etc. Public library is the best institution of the society to learn and disseminate their knowledge. It is nit only a center of information and knowledge, but also to educate and train the other citizens to become resourceful and intellect to the society as well.

#### **4.3.8 Bridging the Digital Divide of Local Community**

Digital divide means the unequal and disproportionate pace of development in society having access to digital information, infrastructure (ICTs) and other ICT-based service. There is a wide division between those who have real access to ICT and are using it effectively, and those who don't. Some of the factors that lead to digital divide are due to:

- poor physical infrastructure;
- unstable government;
- lack of strong ICT policy;
- higher in rural population;
- gender disability;
- poverty;
- low literacy rate; and

- linguistic diversity. (Ngurtinkhuma;2005;78).

Access of the right information at the right time at the least cost is the search of a person at this information age. Research and development increase new areas of knowledge but tainted one's idea. New development in Information, Communication and Technology (ICT), though it is a new way of development in science & technology, it creates certain problems between the community, 'information rich' and information poor' or 'who have' and 'who have not'. The community consists of various localities, rich and poor or educated and uneducated, all need to have the same skill to access their personal information requirements. This diversification creates exclusiveness to those who have not of the latest technology to access their information needs. Exclusiveness in the society may result anti-social activities of the people.

Public library is the only institution that can provide equal chance to the society to access information need by the latest technology with free of cost. (Ngurtinkhuma;2005;78). By accessing information need through public library services, local community can have the same opportunity and their exclusiveness may be conquered. In other words, the public library services can bridge the digital divide through its ICT services to the community with free of cost.

#### **4.4 Mizoram Perspective**

Historically, Lushai or Mizo are intelligent tribe of Mongoloid Hillman inhabiting parts of the wild forest-covered mountainous region forming the watershed between India and Burma. 'The ancestral home would appear to have been somewhere in the neighborhood of S.E.Tibet and Western China, whence, by slow degrees through the centuries, they have passed southward and westward to their present habitat'. (Lorrain;1940;v).

During the administration of District Council in Mizoram, the first public library, i.e. District Library was established in Aizawl in 1968 and afterwards State Library and other four District Libraries were established during the UT Administration to serve the people of Mizoram through library services. And afterwards, the State

Legislative Assembly passed the Mizoram Public Libraries Bill in 1993. The Government of Mizoram had been contributing Rs.1, 57,20,000 to the RRRLF Matching Scheme during the last twenty-six years, 1982-83 to 2007-08; average annual contributions is Rs.6,04,615.38, and 424 village/NGO libraries were also recognized.

The tribal community of Mizo has distinct social and cultural life from the rest of the people of India. There have been many changes in the socio-cultural life of the people through the ages. The researcher have conducted personal interview on the socio-cultural development of Mizoram; and describes impact of State and District Libraries on socio-cultural development of Mizoram with the support of respondents and personal interview held on various occasions; but the responses were more or less the same and stated as below:

#### **4.4.1 Impact on Social Life**

The contributions of the Christian Missionaries for the development of Mizo society are very wonderful. Sixty-two Christian Missionaries from United Kingdom worked in Mizoram during 1894-1977. They did not come only for Gospel evangelical work but also for social evangelism to support and strengthen the people in different ways of life. As a result, 87% of the total populations are Christian in Mizoram. According to the Scheduled Castes and Tribes Lists (Modification) Order, 1956 and as inserted by Act 81 of 1971 of Indian Parliament, Mizo belongs to the Scheduled Tribe, and as such out of the total population of the state, 94.46% are Schedule Tribe, 0.03% Scheduled Caste and 5.51% are other social groups in 2001. (Census of India).

A Mizo village was independent and governed by its own chief, known as *Lal*, who was a despot in his own jurisdiction. His words were law in his territory, all that was in the village belong to him, and he could call upon his subjects to furnish him with anything that he needed. All disputes and cases were to be decided by him. (Sangkima;1992;35). His *Upa*, who formed his council of advisers, assisted the Chief. The villagers had to pay taxes to the Chief called *fathang*. In a village, there are *Ramhual*, who are an agriculturist, had to pay more taxes than commoners. There were also free citizens, known as *zalen*, they were exempted from taxes. *Zalen*

were respected and were friends to the chief who helped him whenever he needed to entertain guests. (Darchhawna;2007;2).

Family is one of the oldest institutions in human society. As such family occupies an important and prominent place in the history of the Mizo society. Father is head of the family, who exercise family administration. At mealtime head of the family normally gave instructions, what they should do and not to do to the other members. (Siama;78;30). It is also an important occasion to teach manners and etiquettes.

Mizo unmarried men are supposed to stayed at *Zawlbuk* (a bachelor's dormitory). Men are responsible to the society, being guards of the village from enemies; so that they should be at one place at night for emergency circumstances. *Zawlbuk* being an important social institution has three fold functions; such as:

- It served as a sleeping place and recreational center for unmarried as well as young married men;
- It imparted training and taught discipline to young boys and even the rude people in the village were disciplined and put under control; and
- It also served as an inn for a man from another village. (Sangkima;1992;39).

Another institution in Mizo society there exists since immemorial was *bawi*. A person who surrenders himself to a Mizo Chief for any reason was commonly called a *bawi*. There are four kinds of *bawi*, such as,

- (1) *Inpuichhung bawi* –Those who had been driven by starvation to take refuge in the chief's house. Widows, orphans and other who were unable to support themselves and had no relatives willing to do so formed the bulk of this type of *bawi*.
- (2) *Chemsen bawi* – Those criminals who, to escape from the consequences of their ill deeds took refuge in the chief's house. Murderers and debtors who were unable to pay their creditors were in this category.
- (3) *Tuklut bawi* – Those persons who, during war, had deserted the losing side and joined the victors by promising that they and their descendents would be *bawi*.

- (4) *Sal* – Those persons captured in raids are called *sal*. They performed works for the *bawi* and their children were treated as *bawi*. The price of their release depended entirely on the goodwill of the owners. (Darchhawna;2007;3).

The Mizo have three important festivals, signifying different occasions, like *Chapchar Kut*, *Mim Kut* and *Pawl Kkut*. *Chapchar Kut* is spring festival celebrated after the clearing of jungles for their jhum cultivation. Particularly it is a festival of youth, to which boys and girls look forward. *Mim Kut* is especially reserved for the dead persons. The first corn of the year was offered to the dead body by his/her relatives. *Pawl Kut* is harvest festival, held at the end of harvest. It is especially for the children though grown-up people also take part in the festival. But, only *Chapcha Kut* is celebrated today, which is also very different from the original celebrations. This is due to the development of the society in various ways of life through certain means of communications and informations.

All these social impact of Mizo society has no longer existed today. Now, the elected persons representing the people of the state administered the state and villages democratically. *Zawlbuk* do not existed, there were no *bawi* system and no taxes were given to the village administrators directly.

The social life of Mizo has been changing and developing towards the progressive livelihood. In this course of time, the State and District Libraries of Mizoram also have an impact towards the development of the society. The researcher has described the following points in this regard:

1. Collections of State and District Libraries give the community information about the life and standards of other societies. The reader may have educated himself to have better livelihood and style of living through such documents. Library is a center of such information for the local communities since many people are not afford to buy such documents from their own resources. It helps us to know social life of other community, which makes us sociable to other community.

2. The reading materials provided by the libraries has been giving knowledge and wisdom to the society. Through its provided reading materials we can learn about health, beauty care, manners, legal activities, etc.
3. It gives us awareness of other societies that brings changes of the social life of the community. It is also a center of national integration by its various services rendered to different societies of the state.
4. Man's social life is influenced by its environments. Likewise, library changes social life in positive or negative way through its various kinds of information provided to the readers. Good books impart good moral, which build societal development in the right way of livelihood.
5. It also builds up knowledge and wisdom to develop the society. Documents we read in the library changes our mind set, which may influence the society. One can have high thinking from the developed societies.
6. Library books bring good results for our day-to-day works and educational field as well, which is an important agent to develop and changes social life.
7. Library gives how a society should be and the value of different cultures. It motivates to do something useful for the society and it gives confidence in running and organizing social and cultural activities.
8. Library is the best available information center to retrieve and disseminate informations to the society and preserves cultural heritage. Library directs social life of the society. Library builds up human character and since we have these libraries, our social life has been changing in various directions.
9. Gives us environmental awareness to adapt our livelihood accordingly.
10. It gives us political awareness through its collections from which we can understand about the political situations of other nations/states. It directs us to the political consciousness of the society.

#### 4.4.2 Impact on Cultural Life

Like other human communities, Mizo have their own distinctive culture, quite different from the Buddhists, Hindu and Islamic cultures. The Mizo had very little contact with the outside world prior to the coming of the British, as such the influence of other cultures and religion upon them was very limited. (Darchhawna;2007;2).

The Mizo have their own customary law, in which marriage occupies the central point of the law. In the Mizo society, free mixing of boys and girls is permitted, and the young man, in advance, can obtain the tacit consent of a girl to a marriage and thus pave ways for a smooth negotiation with his parents through *Palai* (mediator). Then the bride's price will be fixed; basically the girl's parents can demand anything for the brides' price, which have two categories. *Manpui* and *Mantang*. *Mantang* is sub-divided into different heads, like *Sumhmahruai*, *Pu sum*, *Pa lal*, *Ni ar*, *Naupuakpuan*, and *Sumfang* that will be distributed to the relatives of the girl accordingly.

The treatment and disposal of dead bodies was another culture of the society. Before the coming of the British, the dead body was disposed of by *kuangur*, but it was stopped and dead body were buried in a common burial ground known as *thlanmual*. (Sangkima;1992;141). If a person die, all the villagers will go to the dead man's house to condole the bereaved family and will them in different ways.

The Mizos, blessed as they are with a beautiful environment and rich culture, are a vibrant and sociable people. They love to dance, and can boast a number of folk and community dances which have been handed down from one generation to the other through the ages. Famous dances of Mizo are, *Cheraw*, colorful dance with the help and support of bamboo; *Khuallam*, normally performed by men of distant relatives attending *Khuangchawi* dressed with *Pawndum*; *Chheih Lam*, usually performed by men with some friend normally at evening; *Chai*, is a community dance at the time of merry making; *Rallu Lam*, is a warriors' dance; *Solakia*, a victory dance over an enemy; and *Par Lam*, colorful dance usually performed by girls to show happiness.



The department of Art & Culture occasionally organized programs, like seminar and workshop on different aspects of Mizo culture and society, like folk song competition, Mizo traditional song competition, cultural dance competition, drama competition based on Mizo stories, music festival, etc. having invaluable contribution for the preservation of Mizo culture. Most of these competitions are organized among the cultural clubs and Branch YMA. As a result, Mizo culture is rooted in the minds of the community. Mizo dress and other traditional items have become known to the generations.

As stated above, Mizo have their own culture since immemorial, but some of these cultural life were no longer existed due to certain developments within the society. These changes are basically takes place after the coming and influence of the British and other world. The establishment of State and District Libraries gave various knowledge about the culture of the other states/nations, and its impact on Mizo culture is stated below:

1. The marriage arrangement has been changing due to the influence of the other societies. In this course of time, State and District Libraries may act as center to educate the people through its collection of documents and other organized programs, like cultural exhibition, lectures, workshops, etc.
2. The cultural dances of Mizoram has been modified to be more beautiful but without losing its originality. Cultural identity is an important aspect of modern life, and the libraries can preserved our cultural identity through its services and preservation of documents in this regards.
3. Library documents gave its readers about the culture of other societies. If we know some similarities with our cultures, we can feel that our culture is not very far from them and which can give us sociable with those societies.
4. State and District Libraries acted as inventories and depositories of cultural activities through its collection of documents and extension services. It is the best means for the preservation of our culture through its collections.

5. Frequent library users equipped themselves with informations and knowledge, which help them exercise their logical thinking positively. This in turn brings gradual change in the lifestyle as well as cultural ethos.

#### **4.4.3 Impact on Economic Condition**

Economic condition is one of the factors for the development of a society. To have decent society a country must be economically developed but a societal development solely determined by its economic development. (Sangkima;1992;93). Before the coming of the British, the people used only barter economy and the economic condition was very poor. Consequent upon the coming of the British, people began to use money as well as earning it through selling of their goods especially to the English people as a result of introduction of money and traders also entered from abroad mostly Bengalis. Major H.W.G.Cole, Superintendent of Lushai Hills, started Aizawl bazaar in 1910(Liangkhaia;2002;159). This had been one of the factors that change economic conditions of the state, and as a result, now Aizawl became one of the most important market place in North East of India.

Mizoram economy had been relied on agriculture. Agriculture is the main occupation with more than 80% of the population depending upon agriculture and allied sector, and as such, most of the households engaged in jhum cultivation. Horticulture has been developing and the main products are orange, banana, pineapple passion fruit, and lemon. Due to the increase of population and growth in various fields of developments, the economy of Mizoram has been developing in Co-operative movement and industries. According to the census report of 2001, Cultivators in Mizoram are 58.1% of the total population, Agricultural laborers are 5.9%, Household industry workers are 1.5% and other workers are 34.5%. (Census of India;2001). The state per capita income (at current prices) is Rs.21,327 in 2003-04.(Mizoram;2006). Library, through its various collection, can act as means for taking stock of informations for the economic development of a society. The impact of State and District Libraries on the economy of Mizoram, through its various services is stated below:

1. The economy of a society depends on what the society is. As it has impact on social life of the society, its impact on economy cannot be ignored. The library books provide various information on the economy of others and

from which we can learn many valuable lessons in regard to our own state economy.

2. Each family has their own management. The library is the source for the study of home economics through its collations on such kind of information materials.
3. Through the library books, self-employed persons can have right direction in their employment and that helps them for the economic condition of their family.
4. Library are very helpful to provide instructions on cooking, health, gardening, weaving, and looking after of children which is taken care by women in Mizo society. These services have an important impact on the family of the society or could change family earnings.

#### **4.4.4 Impact on Religion and Belief**

The Mizos believed in a supreme God whom they called *Pathian*, but it was not believed that He had much to do with them in their daily life. (Lloyd;nd;19). He was good God, never doing any harm to human beings. Therefore, they conceived the idea that they need not offer sacrifices to him. When they were blessed with good fortunes, they said *Pathian a tha* (God is good) and when they were in a state of fear they uttered, *Pathian in zah a ngai ang chu* (God will mercy upon us). But when misfortunes frequented them, they said, *Pathian a thin ur* (God is angry with us). (Challiana;1978;29,30).

The Mizo believed in the existence of evil spirits, commonly known as *Ramhuai*. This evil spirit is the source of all illness and misfortunes and were terribly afraid of it and hence, utmost care was taken to avoid cursing of these spirits. They worshiped big trees, stones, mountains and water, since they believe that the evil spirit dwelt in it. They can take different form they liked, as tiger, fire, wind, etc. Therefore, they frequently offered sacrifices to please these evil spirits. (Sangkima;1992;53). There are different kinds of sacrificial ceremonies depending upon the circumstances.

The Mizo believed in life after death at *Mitthi Khua* (dead man's village) and *Pialral* (paradise) somewhere beyond this world. The people who earned *Thangchhuah* in this world go to *Pialral* where life was luxurious, plenty to eat and no work to do, but others go to *Mitthi Khua*, where life was dull and colorless and a shadowy existence and they continue work and toil like they do in this world. (Darchhawna;2007;7). This belief in *Pialral* and *Mitthi Khua* was instrumental in shaping the norms and values of the Mizo. (Hluna;1992;19).

Mizo are very superstitious. They are afraid of dried skull of many things, like dried skull of monkey, big banyan tree, separating a family member to north and south on the same day, cutting of nails at night, etc. They believe that the superstitious acts can cause ill-fated to oneself or the other family member.

But the coming of the Christian Missionaries changed the religious belief of the people of Mizo. In no time, they converted into Christianity and observed Christian ways and celebrations, while abandoning their former religious rite, beliefs and rituals. (Lalrimawia;1995;129). The Christian Missionaries has contributed tremendous developmental works for the Mizo society. Consequent upon their work, Mizo used to have one common language, known as Mizo Tawng (Mizo Language), which unite different tribes of the society. The main religious communities of Mizoram are given with Table 4.1 below. (Census of India 2001).

<i>Religions</i>	<i>Total</i>	<i>%</i>
Christians	7,72,809	87.0%
Buddhists	70,494	7.9%
Hindus	31,562	3.6%
Muslims	10,099	1.1%
Sikhs	326	0.0%
Jains	179	0.0%
Others	2,443	0.3%
Religion not stated	661	0.1%

Table 4.1: Religious Community of Mizoram

Christians On the influence of the Christianity and the Missionaries, the government established social institutions, including State and District Libraries. These Libraries has also play roles for the development of the people of the state in one way or the other and hence, the researcher described impact of State and District Libraries on religion and belief as follows:

1. The State and District Libraries collected different documents concerning religious belief and other related materials which can illustrated the primitive religious acts of the society.
2. The library users could understand about the religious activities of various religions through the collected documents of the libraries. This can caused changes in the religions and belief of the society. They are the most important institutions to collect and serve the society through its services on religion.
3. The superstitions of Mizo are now being driven out due to the information and knowledge provided by libraries from various sources. Library changes various belief and superstitions of the Mizo society.

Mizo are very fond of books and reading. But due to the low economic condition, many persons are not afforded to buy books from their own resources. The most important resources are library books. One of the respondents said that I saw many persons borrowing library books. During 1980s, I visited State or District libraries at least twice in a week, but now I have no much acquainted with these libraries, however. I am confident that local libraries run by YMA/NGO are very useful for the local communities. If you go to the villages, you will see that one book will be read by at least three persons in a week. None of the books in their local libraries are lying idle; at least five or six persons have gone through it. Books supplied by RRRLF though State Library Committee is very resourceful to them.

Many readers might not feel that the books they read had influence their socio-cultural life, but from the above arguments given by the respondents it is true that the library materials of State and District Libraries of Mizoram has some impact in

the society. The political consciousness, social life, work culture, family life, cultural consciousness, religious belief, etc. are influence of the environment. These libraries, therefore, touch the heart of its readers and influence their livelihood. Culture has become one of the most important aspects of any community considering in terms of economy. Most of the tourist interests are culture of the society; traditional items and cultural differences form the others. By considering the economy of the society, library plays an important role in the economy of the country through its holdings and services.

#### **4.5 Conclusion**

The State and five District Libraries in Mizoram are treasure for storing and serving important materials to the community. These libraries collect, preserved and conserved documents relating to socio-cultural aspects of the society for future generations. They acted, as center of accessing local information needs relating to the social life of Mizo and other societies. The role played by these libraries for socio-cultural development of the society also has contributed to the educational development of the state that is explained in the next chapter in detailed.

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**CHAPTER 5**

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**IMPACT OF STATE AND DISRTRICT LIBRARIES  
ON  
EDUCATIONAL DEVELOPMENT**

## **5.1 Introduction**

Library and education are two related institutions, depending on each other that cannot be separated, as book and pen or table and chair are interrelated. The State and District Libraries in Mizoram are wonderful institutions that play an important role to acquire educational information to its clients. The IFLA/UNESCO Public Library Manifesto believes in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women. (IFLA/UNESCO;1994;3). Public library services are provided on the basis of equality of free access, regardless of age, race sex, religion, nationality, language, religion, or social status. All have equal opportunity to access resources provided to the entire society.

## **5.2 Meaning of Education**

Idealists, the pragmatists, the naturalists, and the realist philosophers have defined education differently. Dewey defined education as, 'Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities' and Foebel also defined it as, 'a process by which child makes its internal external'. (Rai;1999;1). M.K.Gandhi expressed the meaning of education as, 'by education I mean an all round drawing out of the best in child and man, body, mind and spirit. Literacy is not the end of education not even the beginning. It is one of the means whereby man and woman can be educated. Literacy in itself is no education'. (Chandra;2004;1). Most widely accepted in the west is propounded by Plato. The meaning of education is initially available with the works of Plato. He defined education as a life-long process starting, 'from the first years of childhood and lasting to the very end of life'. Education not only provides knowledge and skills but also inculcates values, training of instincts, fostering right attitudes and habits. In his Republic, Plato pointed out that, 'true education, whatever that may be, will have the great tendency to civilize and humanize them in their relation to one another and to those who are under their protection'. (Chandra;2004;1). All the definitions of education have stated that education is the process of development. This development is most probably concern about the gradual and continuous progress of mind and body from cradle to grave, which involves character development, development of social

virtues, personal creativity development, control and sublimation of basic instincts, development of a sense of community, progress of cultural and civilization, preparation for adult life, use of leisure and synthesis of national as well as international consciousness.

Education is a three-fold process of imparting knowledge, developing skills and inculcating proper interests, attitudes and values. (India.Ministry of Education). It can be, therefore, mention the three important roles of education as:

- (1) Imparting of knowledge and skills,
- (2) Inculcation of values, and
- (3) Imparting of vocational skills.

Education is a comprehensive concept, which comprehends the knowledge obtained through different means. Education can be broadly classified into three divisions, namely, formal, informal and non-formal education. These three kinds of education can be state as below:

### **5.2.1 Formal Education**

Formal education is provided in educational institutions according to a particular pattern by enrolling an individual for a particular course of study. (Sharma; 2004;25). The educator educates the educands according to a particular programme following a prescribed predetermine syllabus. In this formal kind of education, the educands has to attend the class to receive education at a fixed time and place and has to complete the course within a specific given period fixed in terms of years. It is a teacher-student contact education where students receive direct teaching from the teachers. The merits of formal education can be outlined as:

- 1) Planned with a particular end in view;
- 2) Limited to a specific period;
- 3) Well defined and systematic curriculum;
- 4) Given by specially qualified teachers;
- 5) Includes activities outside the class-room; and
- 6) Observes strict discipline.

### **5.2.2 Informal Education**

Informal education complements the formal education, without which formal education remains incomplete. Education of this type has no specific time or place at which it is provided. There is no fixed educator, syllabi, rules, and formalities. Under this kind of education, one can receive his/her education while playing in the field, talking to the family members at home, chatting with friends, in short, everywhere. It has no end, but teaches the individual more than he can learn through formal education. An expert defined it as, 'the process by which a person imbibes attitudes, develops skills, cultivates values and acquires knowledge, without there being any organization or system about it. This would include the deliberate attempts of parents and elders in the family and community to help the young ones grow and adapt themselves to the environment. Informal education would also include all incidental learning that takes place while at work or at play and during travels- as well as spontaneous learning through films, radio, and television'. (Sharma;2004;27-28). The merits of informal education are:

- 1) Incidental and spontaneous;
- 2) Not pre-planned nor deliberate;
- 3) Not imparted by any specialized agency; and
- 4) No prescribed timetable curriculum.

### **5.2.3 Non-Formal Education**

After the World War II, in the post colonial period new nations, one after another, scrambled for expanded and improved formal education. By the late sixties, there was a growing uneasiness that the formal education was not enough to educate the communities as the traditional two fold categories of formal education and informal education leaves a big gap. Studies by Philip Coombs and others revealed that as societies developed a third kind of education emerged which could be labeled as non-formal education. Coombs and Ahmed defined non-formal education as, 'any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children'. (Chandra;2004;23). In non-formal education there is no institutional base for education; one educates himself/herself through courses offered by distance education mode, with the help of either other methods of

learning or through self study. The three main objectives of Non-formal education are:

- 1) Immediate objective is the removal of illiteracy;
- 2) The middle range objective is the application of 'new' knowledge to resolve economic, cultural, and social problems; and
- 3) The long-range objective is to provide life-long education.

Non-formal education is an important aspect of educational system that can help the local youths in continuing education without disturbing their daily works. Non-formal education can be taken up in different types, such as: (Sharma; 2004;35).

- 1) Adult Functional Literacy Programmes;
- 2) Correspondence Courses;
- 3) Open School Studies;
- 4) Satellite Instructional Television Programme; and
- 5) Programme for the dropouts in the age group 6-14.

In India, the Central Board of Secondary Education, New Delhi started the Open School in July 1979, the first of its kind in the country. It is an institution set up to bring the flexibility and openness in the educational system and to extend educational opportunities to the weaker and disadvantaged sections of the society. The main objectives of the Open School are:

- 1) To offer a parallel non-formal system as an alternative to a formal schooling;
- 2) To provide the opportunity of education to out-of-school learners, school drop-outs, working adults, housewives and learners from disadvantaged section of the society living in remote areas of the country;
- 3) To offer bridge/preparatory courses for enabling learners to take up secondary level courses;
- 4) To offer Secondary, Senior Secondary Technical Vocational and Life-enrichment courses through distance teaching methods; and
- 5) To promote an open distance-learning system of education through research, publication and information dissemination.

### **5.3 Introduction of Education in Mizoram**

Before the coming of the Christian Missionaries, formal education was practically not available for the Mizos. There was no written communication among the Mizos but stone inscriptions by pictures or diagrams. The missionaries started formal education and their advent to this land is the basic step for the development of the people as a whole, and without which our work will also be incomplete.

#### **5.3.1 The Coming of Christian Missionaries**

The British expeditions had paved the way for the coming of the Christian missionaries to Mizoram. Even before the coming of the missionaries there had been a prophecy made by some people that the white people across the ocean would come over and that their message would be obeyed and accepted. Darphawka was one of those who prophesied this. He further said that all his daughters would have got married by the time the missionaries arrived in Mizoram. The Christian missionaries made their appearance into Mizoram not long after this vision, and by that time all of Darphawka's children were already married. (Zatluanga;1966;17). Miss Bowser also wrote that, "One Mizo from the south, Darphawka heard a voice in his dream. The voice spoke to him by saying, a great light will come from the west and shine upon Mizo land; follow the light, for the people who bring it will be the ruling race. In the morning the man gathers his sons and friends and told them of his dream and advised them. This light may not shine in my life time, but when it comes, follow it-follow it". (Hminga;1987;44).

The Christian missionary who first set foot on Mizoram was Rev. William Williams. He came from Shella and arrived Aizawl on 20 March 1891 and returned home on 17 April 1891. He asked some of the Mizo boys to join him for education at Khasi Hills but not success. (Remthanga;1990;239). During his short stay at Aizawl for 29 days, he had an opportunity to speak to the Mizo people. He distributed cards bearing the picture of Jesus Christ and tried to influence them. He was a Welsh Calvinistic Methodist Foreign Mission working in the Khasi and Jaintia Hills. Hearing about the people he came to Mizoram to survey the inhabitants and to see if there would be any chance of preaching the Gospel there. (Sangkima;1992;81).

In England, a wealthy Christian, Robert Arthington, hearing of Winchester's death in the Lushai raid, became greatly burdened to send the Gospel to the fierce headhunting tribes of northeast India. So he established the "Arthington Aborigines Mission" in 1889 for this purpose. At the same time, Mr. James Herbert Lorrain, an English youth, was deeply impressed by an artist's pictorial illustration of the kidnapping of Mary Winchester, and prayed to God that he might be sent as a missionary to this tribe. (Hluna;1992;41). He left his job in December 1890, as telegraphist in London Post Office, and joined the mission and sailed towards Calcutta to work among the fierce tribes. His chum and life-long comrade and friend, Rev. Frederick W. Savidge, joined him in the following year at Brahmanbaria, a New Zealand Baptist Mission station. Rev. F. W. Savidge was a graduate and a schoolmaster before he joined the Arthington Mission. (Hminga; 1987;47). The military authorities did not allow them to enter Mizoram because the land had recently been brought under the British administration and the land was still in a very unsteady state. They waited for almost three years and during this course of time they learned some of the Mizo vocabulary and folklore by heart.

At last, the Chief Commissioner of Assam gave permission to enter the North Mizo Hills division 'entirely on their own risk'. First they came to Silchar, the headquarters of Cachar, from there they took a country boat on Boxing Day (the next day of Christmas) 1893 for Mizoram. (Lewin;1912;316). After seventeen days journey they reached Sairang, a village in Mizoram and entered Fort Aijal (now Aizawl, the capital of Mizoram state) on the 11<sup>th</sup>. January 1894 and still observed in the state as 'Missionary Day'. They settle down at Thingpuihuan tlang (now, Mizo Higher Secondary School Field). (Saiathanga;1969;8).

The missionaries found Mizos very friendly, hospitable, honest, sincere, warm-hearted, intelligent, painstaking and with plenty of initiatives. (Hluna;1992;45). They are very kind and affectionate to the Mizo people and they were called as *Zo Sap* and gave Mizo name to each one of them, Rev. James H. Lorrain as *Pu Buanga* and Dr. Frederick W. Savidge as *Sap Upa*. The two missionaries, Rev. James H. Lorrain (*Pu Buanga*) and Rev. Frederick W. Savidge (*Sap Upa*) stayed for almost four years in Mizoram. Rev. David Evan Jones, a Welsh Presbyterian Mission, known as *Zosaphluia* by Mizos who arrived Aizawl on 31<sup>st</sup>. August 1897, relieved

them and worked here till 1927. The second Welsh Presbyterian missionary, Rev. Edwin Rolands, known as *Zosaphara* by Mizos, arrived Aizawl on 31<sup>st</sup>. December 1898 to join the mission work Rev. D. E. Jones and worked here till 1928. (Sangzuala;1994;49). After staying for four years together, *Pu Buanga* and *Sap Upa* left Mizoram in the same year. (Saiathanga;1969;11). Thirty-seven Christian Missionaries worked in northern area from 1894 to 1968 and twenty-five in southern area from 1903 to 1977. The missionaries not only worked for the evangelization of the people but also for the development in other fields like education, medical, social and cultural activities as well. Their contribution for the development to the Mizo will remain. They lead the people from darkness to the light.

### 5.3.2 Introduction of Mizo Alphabets

In their missionary zeal, Rev. J. H. Lorrain and Rev. F. W. Savidge gave attention for the transformation of Mizo languages into a written form. Rev. James Herbert Lorrain wrote: “When we first came into contact with the Lushais at Kassalong in the Chittagong Hill Tracts in 1892, and settled amongst them at Fort Aijal in January 1894, the tribe had no written language. Years before in 1874, Lt.Col. (then Capt) Thomas Herbert Lewin, Deputy Commissioner of the Chittagong Hill Tracts, had published his ‘Progressive Colloquial Exercises in the Lushai Dialect’, and in 1884 Assistant Surgeon Brojo Nath Saha, Civil Medical Office of the same district, had published his ‘Grammar of the Lushai Language’, both of which we found extremely useful in our earliest efforts to learn words and phrases”. (Lorrain; 1982;v). Their first and foremost task was to translate the Mizo language in a written form and strived to prepare Mizo Alphabets in the form of Roman scripts with the phonetic form of spelling based on the well-known Hunterian system of orthography as closely as possible. (Lorrain;1982;viii). The first Mizo Alphabets prepared by them in 1894 was as follows: (Saiathanga;1969;9)

AW	A	B	D	E	F	G	NG	H	I	J
K	L	M	N	O	P	R	S	T	T	U
V	Z	CH								

Later, Rev. Edwin Rowlands (*Zosaphara*), a highly qualified person, in charge of education, modified the first Mizo alphabets developed by J. H. Lorrain during their missionary work in Abors and Miris.(Lorrain;1982;viii). In *Mizo Zirtir Bu*, second



edition, published in 1901 and in *English Primer-Lushai Translation* prepared by *Zosaphara*, the present Mizo alphabets was already published. The Mizo Alphabets was, however, altered by *Zosaphara* in the earlier period of his work in Mizoram from its original devised by Rev. J. H. Lorrain as follows: (Lalhruaitluanga Ralte; 2007;47).

A	AW	B	CH	D	E	F	G	NG	H	I
J	K	L	M	N	O	P	R	S	T	T
U	V	Z								

### 5.3.3 Establishment of Schools

There was no formal system of education among the Mizos before the coming of the British. The only system was ‘oral education’ or information passing orally from father to son or the like. *Zawlbuk*, a bachelors’ house, in which all unmarried young men of the villages slept was the main center of social education. Here all men of different ages imparted education from the elders. *Zawlbuk* play an important role for the informal education in Mizo society.

The formal education was introduced to the Mizos only some years after the British occupied the land. A. Porteous, the Political Officer, northern Mizoram wrote in 1897 that, “I desire to point out that, although it is now seven years since Aijal was occupied, nothing whatever has yet been done by Government in the way of commencing to educate the Lushais”. (Sangkima;1992;85). Both the government and missionaries try to impart education among the Mizos simultaneously but later on education was taken over by the missionaries from the government for sometimes.

#### 1) *Elementary Schools*

The first formal school was started at Aizawl on November 1893. This school is meant for the children of sepoys and the teacher was engaged from the Military Police havildar who received a staff allowance of Rs. 5/- per mensem in addition to his pay. It was taught in Hindi and was not available for Mizo children. (Sangkima; 1992;85). A school was also established in the southern area, Lunglei and Demagiri, in 1894 based on the contributions of Military Police and Rs. 100/- received annually from the Chittagong Hill Tract Primary Education Fund. The salary of the

School Master was Rs. 25/- per month with Rs. 3 annas 8 as ration money from the school fund. (Lianzawna;1996;9).

The two Christian missionaries, Rev. J. H. Lorrain and Rev. F. W. Savidge, who had accepted education as their part of ministry, started a primary school on 2 April 1894 at Aizawl with two pupils. The school was run successfully for sometimes, but was soon closed, as they want to complete their translation work for they had to be replaced by the Welsh Missionary. (Sangkima;2002;86). Rev. D. E. Jones (Zoaphluia), who succeeded the two pioneer missionaries and taking over their works, began his work by gathering a few children and young men together, and taught them how to read and write. Sooner or later, he intended to start a school and accordingly, celebrated his twenty-eight birthday by reopening a school started by his predecessors on the 28<sup>th</sup> February 1898. (Lloyd;n.d;34). The school built with poles of solid trees, walls of bamboos, and thatch could accommodate about 50 pupils, but only 15, most of them boys, came at the beginning. The teaching was very simple and confined to the art of writing and reading. The attendance was very irregular. Some of them are coming from a distant villages, carrying enough rice to last for sometimes and stayed in a small hostel build by Maj. Shakespeare, the Superintendent of the Lushai Hills. Several boys were self-support and earned their livelihood by cleaning the sepoy's utensils in their free time. The pupils after acquiring their lessons, they returned to their homes and taught the knowledge they had acquired to their friend. The statistical report submitted by Rev. D. E. Jones at the end of 1899, the number of pupils in the mission school was 56, of whom 50 were boys and 6 girls. (Hluna;1992;53). In January 1900, Rev. Edwin Rowlands, one of the Welsh Missionaries, a gifted musician and an experienced teacher who taught for some time at Texas in the United States took over the school from Rev. D. E. Jones. Earlier in 1899, he organized two temporary schools, one at Chhingchhip and another at Thompawnga village for a month. Modon Gopal, a Khasi missionary, who had earlier resigned from a government job and joined the mission at Mizoram, conducted a school at Thompawnga village. (Hluna;1992;54).

The missionaries wanted their pupils to run schools at different villages on trial basis. In 1901, they started schools with their pupils and appointed Thanga at Khawrihnim, Chawnga at Phulpui and Tawka at Chhingchhip. The concerned

villagers on voluntary basis constructed the schools. They got their food by public contribution of many tinful of rice from the villagers as their salary. In 1902, some of the mission schoolboys started Night Schools on voluntary basis at Aizawl, Muallungthu and Chaprasi village. Consequent upon the policy of the government, the first regular village school was opened by the missionaries at Khandaih(now Phullen) in 1903, followed by other eight schools in the month of October of the same year at Khawrihnim, Phulpui, Zukbual, Luangtan, Biate, Khawreng, Hmunpui and Maite. At the end of 1903, there were 15 Lower Primary Schools in the district and Mizos on roll reached well over 400. (Hluna;1992;55). The school was in two levels, elementary school and the advanced or training school. This division became a regular feature and in 1903, the elementary section became Lower Primary Section that had up to Class III and the advanced section became the Upper Primary section with Class V as the highest class. (Hluna; 1992;54).

Rev. Edwin Rowland conducted the first examination in 1898 to test on knowledge of the pupils in their lessons. In 1901, Mr. Protheo, the officiating Director of Public Instruction, Assam, suggested that Garo Hills Lower Primary Examination system with certain modifications should be adopted in Mizoram for starting classes and conducting Lower Primary Examination. Major Shakespeare, the Superintendent of the Lushai Hills, of the view that the advanced system of examination may not be suitable for the infant Mizo pupils and on the line of suggestions made by Mr. Protheo, he set the second examination for the students in 1901 on the subjects of Lushai Reading and Composition and Arithmetic. Seven students attempted this examination and all of them did fairly well. (Hluna;1992;64).

Increase of primary schools and scholars resulted greater demand for the establishment of higher educational system automatically. In 1907, there were 22 primary schools with 781 students in Mizoram, and consequently, the Upper Primary School was upgraded to the status of Middle English School. By understanding the demand, Rev. Edwin Rowlands re-arranged the educational system in Mizoram as follows(Rowlands;1907;118); but, Upper Primary School was discontinued and absorbed into Middle English School making into three years course in 1929. (Laltawnga;2005;24).

Lower Primary School	-	4 years course
Upper Primary School	-	2 years course
Middle English School	-	2 years course.

Following the resolution of the Educational Officers Conference in 1913, the second middle school in Mizoram, known as Serkawn Middle School, was opened in 1913. Till 1944 only two Middle English Schools were opened in Mizoram, one at Aizawl under the Welsh Presbyterian Mission and another at Serkawn under the Baptist Mission of U.K. (Hluna;1992;90). It is, therefore, acknowledged that the Government of Assam did not take keen interest for the establishment of Middle Schools in Mizoram.

## 2) *Secondary Schools*

There had been great demand for the opening of High School in Lushai Hills since 1926 because the door of higher education was completely closed for those who could not go out of the state for their education. By understanding the local situation, missionaries intended to open in 1929, but the Government did not permit to do so. (Lalhmua;1981;24). In April 1931, the Lushai Chiefs made an appeal to the Commissioner of Surma Valey and Hill Districts, Mr. J. Hezlett, to open High School at Aizawl, but he made a note in his school inspection as: (Hluna;1992;142)

“I have had petition from the Lushai chiefs as king that a High School should be established in Aijal. I hardly think that it is required at present as there is undoubtedly a danger that more Lushai will be educated upto the Matriculation standard than can find employment in the district”.

Mr. A.Macdonald, the new Superintendent of Lushai Hills was very pleased with the participation of Mizo people during the World War II and took initiatives for the opening of High School in Aizawl. At last, Rev. E. L. Mendus, a senior missionary, inaugurated the long awaited of High School on the 25<sup>th</sup>. February 1944 at the Young Lushai Association (YLA) Hall, Mission veng, Aijal with Rev. J. M. Lloyd as Headmaster. The school began with 56 students of Class VII. (Lalvunga; 1994;16). Depending on the transformations it had passed through, this school had been called by different names and the school was known as Mizo Higher Secondary School since 2006. (Ralliana;1994; ii). The first batch of 25 students appeared at the

Matriculation Examination from this School in 1948, and of whom 20 came out successfully. (Lalhmuaka: 1981:85). Later on, other High Schools were opened at Lunglei and Champhai in 1948 and 1950 respectively. (Lianzawna;1996;20). In 1996, Pre-University Course of the University was taken up by the School Education and made it as higher secondary course, Class XI and XII. Consequently, Higher Secondary Schools were started in various existing High Schools of Mizoram.

### 3) *Higher Education*

The history of higher education in Mizoram is very recent spanning over a period of less than half a century. It started with the establishment of Aijal College (now, Pachhunga University College) on 15 August 1958. It was founded and managed by a group of Mizo elders. Pu Pachhunga, the leading entrepreneur of the day donated a substantial amount of money for the college and the college was thereafter named as Pachhunga Memorial College. On April 19<sup>th</sup>. 1979, the North-Eastern Hill University adopted as a Constituent College and since then it was renamed as Pachhunga University College. (MZU Annual report) Thereafter, Mizoram has a tremendous growth in higher education and colleges have been established in different areas of the state. Now, there are 25 affiliated colleges to Mizoram University. (Ngurtinkhuma;2006;21). Training Institutes, like Polytechnic, Women Polytechnic, College of Teachers Education, Industrial Training Institute, District Institute of Education and Training and Mizoram Hindi Training College were also established by the Government of Mizoram.

The Government of India and underground Mizo National Front signed the Mizoram Peace Accord on 30<sup>th</sup> June 1986, provided for a separate University in Mizoram. Subsequently, the Parliament of India passed the Mizoram University Bill in 2000 and the President of India gave his consent to it on 25<sup>th</sup> April 2000. Thereafter, the Mizoram University came into being on the 2<sup>nd</sup>. July 2001 with the joining of its first Vice-Chancellor, Prof. A.K.Sharma. From this day, the NEHU, Mizoram Campus that had functioned since October 1979 with the constituent Pachhunga University College, was automatically transferred to the Mizoram University vide the Mizoram University Act of 2000. (MZU Annual Report;2004-05).

By re-organizing the educational system of Mizoram, the state follows the national pattern of 10+2+3. The first ten years of education comprise three stages, namely, Primary, Middle and High School. (Mahajan;1994;12). Classes I to IV constitute Primary School stage, Classes V to VII Middle School stage, Classes VIII to X High School stage. Classes XI and XII is Higher Secondary School stage and Under-graduate course, Collegiate Education, is of three years. Class IV is Primary School Leaving Certificate Examination, whereas Class VII is Middle School Leaving Certificate Examination. Class X and Class XII are High School Leaving Certificate Examination and Higher Secondary School Leaving Certificate Examination respectively. The Mizoram Board of School Education conducts these Examinations. The University conducts under-graduate and Post-graduate courses examinations. These educational stages may be shown in a table as below:

<i>Level</i>	<i>Stages</i>	<i>Classes</i>	<i>Duration</i>	<i>Examination</i>
Elementary	Primary School	I	One year	Promotion
		II	One year	Promotion
		III	One year	Promotion
		IV	One year	Board
	Middle School	V	One year	Promotion
		VI	One year	Promotion
		VII	One year	Board
Secondary	High School	VIII	One year	Promotion
		IX	One year	Promotion
		X	One year	Board
	Higher Secondary School	XI	One year	Promotion
		XII	One year	Board
Collegiate	Degrees	Under-graduate	Three years	University
University	Degrees	Post-graduate	Two years	University

Table 5:1 : Educational stages of Mizoram

#### 4) *Training Institutes*

The Christian Missionaries worked with their full efforts for the development of the state in education. After establishing several schools, they started training schools to train the teachers with high hopes of developing their teaching skills. One-month course of training programme for the teachers was carried out in Aizawl from 1914 to 1925. Such kind of training school was also started Serkawn in southern area in 1934. These training schools were later named as Guru Training (Diploma Course), and continued until the establishment of Basic Training Center in 1953 by the Government. (Laltawnga;2005;25). Basic Training Center for the Primary School teachers and Normal Training School established in 1970 for the Middle English School teachers were upgraded into the District Institute of Education and Training in 1988. Apart from this, the Government also established some training institutes like Polytechnic, Women Polytechnic, College of Teachers' Education, Industrial Training Institute and Mizoram Hindi Training College for different training purposes.

The scenario of Mizoram Educational Institutions, teachers and students during 2005-06 is shown in the following table: (Mizoram Statistical Handbook 2006):

<i>Sl. No</i>	<i>Institutions</i>	<i>No. of Institutions</i>	<i>No. of Teachers</i>	<i>No. of Pupils</i>	<i>Average of Pupils per Teacher</i>
1	University	1	159	414	2.6
2	Colleges	25	663	7,964	12.01
3	Higher Secondary School	75	854	10,555	12.39
4	High School	484	3,700	41,610	11.24
5	Middle School	1,121	7,983	88,044	11.02
6	Primary School	1,688	5,210	1,32,046	25.34
7	Training Institutes	9	135	1,983	14.68
	Total	3,403	18,704	2,82,616	15.1

Table 5.2: Mizoram Educational Institutions, Teachers and Students.

### **5.3.4 Administration and Organization**

The Chief Commissioner of Assam, Sir J. B. Fuller visited Aizawl in February 1904. He was very much pleased by the result and administration of the Mission Schools. He, therefore, instructed the Superintendent to submit proposals for handing over of the education of Lushai Hills to the missionaries. In consultation with the Welsh Missionaries, the Superintendent's proposal was approved and from 1<sup>st</sup> April 1904, the government schools and the teaching staff were transferred to the Mission. The mission, therefore, took over the administration and supervision of primary schools from 1904 to 1952. (Lianzawna;1996;15). Subsequently, Rev. Edwin Rowlands was appointed as the Honorary Inspector of School. In 1903, Rev. J. H. Lorrain and Rev. F. W. Savidge settled at Lunglei as missionary under the Baptist Missionary Society and took up the southern area of Mizoram from the Welsh missionaries. Consequent upon the separation of Mizoram in two areas, Rev. Edwin Rowlands and Rev. F. W. Savidge took over the responsibility of Honorary Inspector of Schools for northern area and the southern area respectively. (Hluna;1992;78-79). During this periods, from middle standard to upwards are under the supervision and controlled of the government.

The educational administration of Mizoram had passes through different stages. From 1952 to 1972, it was under the District Council administration of Assam with Inspector of Schools as its head. During 1972 to 1987, it was under the administration of the Union Territory Government and since 1987 to till date, under the administration of the state Government with Director as its head. The coverage of Education Department was, at the beginning, very vast. During the UT administration three departments, viz., Social Welfare, Sports & Youth Services and Industrial Training Institute had separated from this department and in 1989, the department was further trifurcated into three departments, viz., Art & Culture, Higher & Technical Education, and School Education departments. The departments of Higher & Technical and School Education departments will be further elaborated here.

#### **1) School Education Department**

The School Education Department of Mizoram covers from Primary to Higher Secondary Schools with other training institutes. Minister of School Education was



the highest decision making authority and was supported by the Commissioner/Secretary to the Government of Mizoram, School Education Department and other supporting staff at the administration. For the supervision, control and direction, a Director headed the department. Joint Directors, Deputy Directors, Physical Education Officer, Research Officer, Finance & Accounts Officer and other staff supports the Director. Further, there is District Education Officer in each of the districts to look after the Secondary Schools; and Sub-Divisional Education Officer to look after the elementary schools supported by Circle Education Officers.

*i) SCERT*

Mizoram SCERT was established in 1980 with Officer-on-Special Duty as its head, but its head was designated as Joint Director since 1989. The objectives of SCERT are as follows: (SCERT;2005;2).

- i) To act as an agent of change in school education and teacher education by organizing in-service training of teachers and orientation of education officers dealing with all stages of education;
- ii) To act as nodal agency for all kinds of educational programmes and schemes with an aim with bringing about qualitative improvement of education at the school level;
- iii) To develop curricula, instructional materials, textbooks, teacher's handbooks, teaching aids, educational films, tape slides, etc. for use in educational institutions;
- iv) To provide academic support and supervision toward educational and vocational education programmes;
- v) To give technical guidance and support to the District Institute of Education and Training (DIETs);
- vi) To conduct research studies investigation on various educational problems;
- vii) To act as clearing house for new ideas and educational practices and innovations in the state;
- viii) Documentation, publication and dissemination of various educational books and journals; and

- ix) To develop inter-sectoral, inter-departmental, inter-state linkages and relationships with state and educational level institutions and organizations.

**ii) *District Institute of Education and Training (DIET)***

Presently known as DIET was established on 1<sup>st</sup>. September 1953 under the name of Basic Training Center to give training facilities for the Primary School Teacher. Another training center, known as Normal Training School for the Middle School Teachers was also established on 4<sup>th</sup>. February 1970. BY amalgamating these two training institutes, it had its name as Under Graduate Teachers Training Institute (UGTTI) on 19<sup>th</sup>. September 1974. It was renamed as Teachers Training Institute (TTI) on 1<sup>st</sup>. July 1980 and bears its present name District Institute of Education and Training since December 1988. (Sailo;1999;106).

There are two DIETs in Mizoram, one each at Aizawl and Lunglei. Since 2006, another six DIETs, known as Mini-DIET were established in another district headquarters, one each at Kolasib, Mamit, Champhai, Serchhip, Lawngtlai and Saiha. The main purpose is to provide training facilities to the working teachers of Elementary schools as well as pre-service trainees.

**iii) *Mizoram Board of School Education (MBSE)***

The Mizoram Board of School Education established by an Act of the Legislative Assembly in 1975 has the authority to recognized institutions/schools under the jurisdiction of School Education Department. It also prescribed and prepared textbooks for the elementary and secondary schools. It has been conducted different public examinations, such as:

- a) Primary School Leaving Certificate Examination;
- b) Middle School Leaving Certificate Examination;
- c) Middle English School Leaving Certificate Examination;
- d) High School Leaving Certificate Examination;
- e) Higher Secondary School Leaving Certificate Examination;
- f) District Institute of Education and Training Examination; and
- g) +2 Vocational or Proficiency Certificate Examination.

The following table illustrates an abstract of HSLC and HSSLC Examination result conducted by MBSE for the last five years:

<i>Sl.No.</i>	<i>Name of Examination</i>	<i>Discipline</i>	<i>Year</i>	<i>No. of Candidates</i>	<i>No. of Passed</i>	<i>Passed percentage</i>
1	HSLC		2003	7150	2213	30.95
			2004	11414	3422	29.98
			2005	12562	5750	45.77
			2006	8787	3358	38.21
			2007	11401	5867	51.46
2	HSSLC	Arts	2003	5735	2128	37.1
			2004	5742	1919	33.42
			2005	6982	2941	42.12
			2006	3393	1968	58.01
			2007	4605	2535	55.04
		Science	2003	730	320	43.83
			2004	837	340	40.62
			2005	1408	690	49.01
			2006	1026	605	58.96
			2007	1279	691	54.02
		Commerce	2003	218	115	52.75
			2004	269	127	47.21
			2005	379	203	53.56
			2006	261	185	70.88
			2007	296	187	63.17

Table 5:3: Abstract of result - HSLC & HSSLC

Consequent upon the dissolution of the Mizo District and creation of Mizoram as a Union Territory in 1972, Pawi-Lakher Region Council was split into three District Councils, namely, Lai District Council, Mara District Council and Chakma District

Council. The Councils were provided with certain powers by the Sixth Schedule of the Indian Constitution and have full authority over the management of primary education within their jurisdiction. However, the education department continues to play significant administrative and academic roles in the field of primary education in the district councils, like recognizing primary schools, prescription of textbooks, curricula and syllabi, conduct of examinations, finance, etc. In fact, though the council had their own primary educational boards, the department also makes all educational rules and regulations and the powers of the district councils are restricted since the State Education Department exercises control over the final allocation of fund. (Mahajan;1994;67).

## **2) Higher & Technical Education Department**

The department came into existence since 1989 by separating from the Education department. It looks after:

- 1) University and Collegiate education;
- 2) Teacher education at the postgraduate level;
- 3) Post-matric scholarship and research fellowship;
- 4) Hindi education;
- 5) Technical education; and
- 6) Quality education at the higher education level.

The Commissioner/Secretary to the Government of Mizoram, Higher & Technical Education supports the highest decision making authority, Minister of Higher & Technical Education, with other Officers and staff at the secretariat level. The Director of Higher & Technical Education is responsible for administration, supervision and coordination of all educational activities related to higher and technical education. Joint Director, Deputy Director and other Officers and staff assisted him. (Mahajan;1994;59).

There are nine Government Colleges (including one Teachers' Training College), twelve Deficit Colleges, one Private College, one Law College and one Nursing College under this department. These colleges are affiliated to the Mizoram University. (MZU Report 2005-06). A number of students qualified to receive their

degree certificates in various disciplines from these colleges. The following table may depict number of graduates from these colleges since Mizoram University conducted various examinations of higher education within the state:

<i>Courses</i>	<i>Category</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>Total</i>
BA	Appeared	1350	1246	1164	1460	1805	7025
	Passed	801	1018	976	1214	1188	5197
	Passed %	59.33	81.7	83.84	83.15	65.81	73.97
BCom	Appeared	70	41	68	55	130	364
	Passed	49	33	64	31	27	204
	Passed %	70	80.48	94.11	56.36	20.76	56.04
BSc	Appeared	102	72	110	60	77	421
	Passed	77	56	81	57	58	392
	Passed %	75.49	77.77	73.63	95	75.32	93.11
BSc(HSc)	Appeared	16	9	13	8	24	70
	Passed	16	9	13	8	23	69
	Passed %	100	100	100	100	95.83	98.57

Table 5:4 : Abstract of Under-graduate Examinations

#### **5.4 Library for Educational Development**

Library service is the service to the people of a community regardless of caste, creed, religion, age, sex, language, status of education and attainment. Library and education are sister services that cannot be taken out one from the other, but go hand in hand. The primary purposes of the public library are to provide resources and services in a variety of media to meet the needs of individuals and groups for education, information and personal development including recreation and leisure. They have an important role in the development and maintenance of a democratic society by giving the individual access to a wide and varied range of knowledge, ideas and opinions. (IFLA/UNESCO;2001;2). Richard Thau, Director of Pennsauken Free Public Library stated that, “The library should be the learning place for a vibrant and diverse community, it should inspire people of all ages with

the love of books, learning, reading, advancing the pursuit of knowledge, and enhancing the quality of life for all who use the library. The agency must remind itself that it is an educational, informational, and recreational entity where service is the most important variable in the give and take between library and patron”. (Thau). It is being increasingly realized that self-education permeates the entire life of the individual from cradle to the grave. And the most appropriate agency of continuing education for people of all ages is a public library. (Khanna;1994;9). An important institutional relationship for a public library is that with the local schools and the educational system in the service area. Types of linkages and/or forms of co-operation include: (IFLA/UNESCO;2001;38).

- Sharing resources
- Sharing staff training
- Cooperative collection development
- Co-operative programming
- Co-ordination of electronic services and networks
- Co-operation in the development of learning tools
- Class visits to the public library
- Joint reading and literary promotion
- Programme of web-awareness fro children
- Sharing of telecommunications and network infrastructures
- Jointly arranged authors’ visits

The reason for the foundation of public library is to act as an agent, which provides access to knowledge in printed and other formats to support formal and informal or non-formal education as a whole. As long as the world exists, there will be an enormous development in various fields of education due to the on going research and development. The impact of public libraries on education can be summarized as follows:

#### **5.4.1 Self-education Center**

Education has no limits. It is a universal nature, being expanded its area in different fields of studies due to the progress of research and developments. As the Bible says, “Man does not live on bread alone”(Bible); no body has enough resources for

his/her formal education but needs to have free access to the resources of a library for improvement and expansion of his/her acquired education at all levels. Formal education alone is not sufficient for an overall development of one's educational pursuits. Informal education or self-education is a lifelong process and public library should support the continuous self-education program by providing services to the people free of charge. As an educational center, the public library has to support and promote all types of education, formal, non-formal, adult and life-long, by keeping adequate stock of documents and other information materials, print or electronics, hard or soft, and makes them available to all sections of the community. The IFLA/UNESCO Public Library Manifesto 1994 (IFLA/UNESCO;1994;3) stated in its missions as, "supporting both individual and self conducted education as well as formal education at all levels". Pravakar Rath also stated that, "Some of the facets relevant to the educational impact of public libraries are – Book reviews/Book talks, Concerts (live or recorded), Craft demonstrations, Cultural exhibits, Field trips, Film showing, Formal courses, Lectures, Literacy tutorials, Reading improvement classes, Story hours, Training of volunteers. (Rath;1996;10). It should also provide opportunity for personal creative development being the social institution for life-long learning and independent decision-making. The library service as a self-education center may be observed from the words of Ms. Usha Mujoo-Munshi, Fulbright Scholar, 1996-97 as, "I was asked to make a presentation. I went to the reference desk of the library at the UMCP and asked the librarian for help. She listened to me carefully, and said 'I will see what I can do'. Next morning, before entering my room, I checked the pigeonhole to pick up any communication for me. I was amazed to find an envelope containing reprints and some references that were exactly what I was looking for. After my presentation I went to thank her personally". (Span. Jan/Feb, 2006).

#### **5.4.2 Supporting Literacy Activities and Continuing Education**

Public libraries, State or District Libraries, plays a vital role in literacy activities and movements. "Public libraries are best suited for post-literacy and continuing education programmes". (Kumar;1992). J.K.Khanna also stated that, "The most appropriate agency of continuing education for people of all ages is the public library". (Khanna;1987;9). Such libraries help literates and neo-literates to prosper their literacy developments by providing reading materials. The IFLA/UNESCO

Public Library Manifesto 1994 (IFLA/UNESCO;1994;3) also stated in its missions as, “supporting and participating in literary activities and programmes for all age groups, and initiating such activities if necessary”. The positive roles played by public libraries in post-literacy programmes are:

- A good collection of reading and audio-visual materials related to the life and living of neo-literates;
- A separate reading room for neo-literates, wherever possible, with good and attractive collection of reading and audio-visual materials;
- Regular provision in the library budget for procurement of reading and audio-visual materials for neo-literates;
- Competent staff with proper orientation to attend the needs of neo-literates;
- Close line with nearby literacy centers, supplying reading materials to the neo-literates through these literacy centers at the initial stage. This will help to attract the neo-literates to the regular library service;
- Group discussions and reading with neo-literates to develop reading habits among them;
- Information services to the neo-literates related to their live and living;
- Oral services to the neo-literates and illiterates to attract them to literacy and library activities.

#### **5.4.3 Developing Reading Habits**

The IFLA/UNESCO Public Library Manifesto 1994 (IFLA/UNESCO;1994;3) stated in one of the missions of public library services as, “creating and strengthening reading habits in children from an early age”. Adolescence are in a phase of building their personality and their interests are very varied and changeable, and need to give them to achieve their full development as individuals and citizens. “Adolescence needs special attention as many of them voluntarily stop reading at this stage of their lives. Librarians and professionals who understand the psychological and emotional growth of adolescents need to introduce them to reading through a wide range of books that are compatible with their changing interests. J.K.Khanna stated that, “Library must encourage reading at all levels and for different purposes.... Library must inculcate in the minds of individuals that reading is of far greater significance for the creation of intellectual, moral, aesthetic, social and political values, and in the



context of reading, a book represents a social relationship between writer and reader, and the library has the clearest view of this relationship being a social agency'. (Khanna;1987;11).

Reading and writing are the two best means of communication techniques that can be carried out in promotion of reading habits and literacy programmes. It is a prerequisites to being and integrated and active member in the society. The public library may support such activities to promote literacy activities by making the best use of modern technology. This can be achieved by: (IFLA/UNESCO;2001;34)

- Promoting reading
- Providing appropriate materials for those with poor literacy skills
- Working with other agencies in the community involved in combating illiteracy
- Participating in campaigns to combat illiteracy and improve numeracy
- Organizing events to promote an interest in reading, literature and media culture
- Promoting and providing training in the use of computer technology
- Promoting awareness of new developments in the media market
- Helping people to find the information they need in the appropriate format
- Co-operating with teachers, parents and other contact persons to help new citizens acquire the necessary educational skills that will help them to manage their lives in the new context.

Public libraries may serve with different priorities and qualities with special collections to the community to provide best reading materials to its clients, particularly to the young groups by serving them to have reading habits of their interests. Monica Medina Blanes stated that services for adolescents should:

- 1) Facilitate the transition from children's to adults' service;
- 2) Stimulate lifelong learning through reading and libraries;
- 3) Encourage the habit of reading for information and pleasure;
- 4) Provide instruments and skills for using information;

- 5) Provide collections and services for all the young adults in the community with the aim of addressing their educational, information, cultural, and leisure need. (Blanes).

There is a need to implement reading habits to the young adults for their educational and future livelihood. To encourage them, library services can take different steps, like collection of specialized reading materials, organizing readers club, literary club, symposia, etc.

#### **5.4.4 Personal Creativity Development**

Men are born free but in a limited way. All men need to develop his own personal creativity and pursue new interests for his survival. A library is to 'providing opportunities for personal creative development'. (IFLA/UNESCO;1994;2). To achieve this, people need access to knowledge and work of the imagination. Nobody can access his information needs from his own resources but the public library can provide access, in a variety of different media, to a rich and varied store of knowledge and creative achievement, which individual cannot acquire on their own behalf. (IFLA/UNESCO;2001;5). The contributions of a public library by collecting and disseminating information, including the community's own literature, has been a unique and still a vital function rendered for the personal development of an information seekers.

God makes man with different purposes of creativities and one has to develop in meaningful recreational activities by accessing information. The public library services can make fundamental contribution to daily survival and educational development by being directly involved in providing information to people in developing communities; for example, environment awareness programmes, AIDS awareness programmes, adult education programmes, etc. The local libraries can act as a center of personal creativity development to the local communities by giving education on different topics of their interests and local needs.

#### **5.4.5 Research Activities**

Research is an endeavor, to discover, and verify knowledge". (Khanna;1994;12). Research is the basic principle of development expanding the horizons of knowledge

that is carried out generally in educational institutions. The primary basic information for a research activity is information that can be mostly accessed in a library. “The public library networks must be designed in relation to national, regional, research and special libraries as well as libraries in schools, colleges and universities”. (IFLA/UNESCO;1994;2). The public library supports lifelong learning, working with schools and other educational institutions to help students of all ages with their formal education. (IFLA/UNESCO;2001;29).

Research activities needs basic as well as correct information from various sources that may be in primary, secondary, and tertiary to the scholars. Such information may be available in various forms; namely, books, journals, geographical sources, microfilms, Internet, etc. An individual scholar due to high cost or the other way may not acquire such documents, but library serves the user to access their information needs in various forms. A public library that serves the general public in various information materials added support to the research actions in various fields by providing their required information data. The library offers many types of specialized services to help in the advancement of research in society, such as:

- 1) identifying, accumulating, processing for use needed and pertinent materials speedily;
- 2) preparing and circulating list of latest additions;
- 3) evaluating an interpreting new documents and providing to the right users requisite information contained in them in the form of reviews, abstracts, tables of contents, and photocopies of excerpts;
- 4) maintaining highly specialized reference files and indexes;
- 5) conducting literature searches;
- 6) providing accurate, factual and relevant information to inquirers;
- 7) preparing bibliographies;
- 8) translating publications wholly or in part;
- 9) providing cheap and rapid means of photocopying;
- 10) providing quick reference and referral services; and
- 11) extending the limitations of its own resources by interlibrary loan, cooperative acquisitions and through such methods of bibliographical cooperation as union lists, and catalogues and the exchanging of catalogues and bibliographies. (Gates;1987;13).

#### **5.4.6 Computer Literacy Skill and Electronic Networks**

The rapid development of information technology brought huge amount of information playing a key role for the promotion of library services in an electronic environment. One of the missions of the Public Library Manifesto reads that, “Facilitating the development of information and computer skills”. (IFLA/UNESCO;1994;2). The notion of library has been growing very fast, automated library, Electronic library, digital library, and virtual library. Library has no limit for its growth and services, being known today as library without walls. IFLA/UNESCO Guideline for Development stated that, “Public libraries are instruments of equal opportunity and must provide a safely-net against alienation and social exclusion from technological advance by becoming the electronic doorway to information in the digital age”. (IFLA/UNESCO;2001;40).

The library should provide access to the resources of the library and other information centers through effective electronic networks at all levels from local to international. Access to the internet/world wide web should be free to the public regardless of economic means to have access to information available in an electronic form. The world is facing a digital divide, who have and have-nots or the information rich and the information poor, but library serves as a bridge by providing digital forms of information in its services to the community. The world’s facing problems of an information age, such as, information explosion, price escalation of library documents, and increased cost of library documents (Sridevi; 2005;113) can be overcome through the library services. Library co-operation, Resource sharing or Internet resource sharing in the field of an education can be provided by libraries at local, regional, national or international level to access required information by the users. Libraries, therefore, by giving electronic resources and computer literacy skills can greatly enhanced services to their users by providing them with access to the collection of other libraries or information centers.

Besides, a public library service to the cause of education is extended to the special user groups. Since education has no end or limit, all men need to acquire education by one kind of educational means. Those people, who are potential users may not use library services regularly but have right to access information through its

services in one or the other. They may not come to the library to access their required information, but the library services may be extended to reach those persons so that they can avail equal opportunity with others. The library should, therefore, establish ways of making library materials and services accessible to these users. Those services may include: (IFLA/UNESCO;2001;32).

- Special transport, e.g., mobile libraries, book-boats and other forms of transport to serve those living in isolated areas
- Services taken to the home of those people who are housebound
- Services taken to the factories and industrial premises for employees
- Services for those confined in institutions, e.g., prisons and hospitals
- Special equipment and reading materials for those with physical and sensory disabilities, e.g., hearing impaired and visually impaired people
- Special materials for people with learning difficulties, e.g., easy-to-read material and cassettes
- Services for immigrants and new citizens to help them to find their way within a different society and to provide access to media of their native culture
- Electronic communication, e.g., Internet catalogues.

### **5.5 State and District Libraries on Mizoram Education**

Mizoram has remarkable progress in education. A Mizo alphabet was devised in 1894 and it was only 113 years since the establishment of the first school in the area. But the educational institutions have been increasing and in all together, from primary to university, there are 3403 institutions in the state. The average growth of educational institution is 30.11 per annum. By the coming of Christian missionaries, education started in one or the other. Schools established by them were soon closed down, but to support and supplement their evangelical work, Rev. D.E.Jones, one of the missionary, started Sunday school in 1898 and was affiliated to All India Sunday School Union in 1906 (Hluna;1992;198). The spread of the Gospel brought in its stride the desire for learning so that in each village where Church was planted, Sunday Schools were started initially for learning reading and writing. This

immensely contributed to the rapid growth of literacy among the Mizos. (Laltawnga: 2005:24). The Sunday School played an important role in the promotion of education among the Mizos and had been the main center of learning till 1922. (Lalhmuaka;1981;53).

As a result of the contribution of the Church and the Government towards the progress of literacy, Mizoram became the second highest state in literacy following Kerala of Indian states. According to 2001 census, there were 14,841 persons of literate without educational level as a result of adult education programme, Church contribution for the educational programme and other related services rendered by the society at different levels. The following table depicts the growth of literacy in the state:

<i>Year</i>	<i>Population</i>	<i>Literates</i>	<i>Literacy %</i>	<i>Growth rate %</i>
1901	82,434	771	0.93	-
1911	91,204	3,635	3.98	371.46
1921	98,406	6,183	6.28	70.09
1931	1,24,204	13,320	10.70	115.45
1941	1,52,786	29,765	19.48	123.46
1951	1,96,202	61,093	30.57	105.25
1961	2,66,063	1,17,097	44.01	91.67
1971	3,32,390	1,78,793	53.79	52.68
1981	4,93,757	2,95,685	59.88	65.37
1991	6,89,756	4,61,930	82.27	56.22
2001	8,88,573	6,61,445	88.8	43.19

Table 5.5: Literacy of Mizoram

Mizoram is not very much aware of library services. There were no library services at the elementary school level practically. But, the schools sometimes have library hours by visiting local libraries, particularly State and District Libraries at the

District headquarters, by having story hours, by organizing art work periods or organizing quiz, etc. These programmes and sessions gave competitive mind and love of books to the students. However, some secondary schools organized school library in their school campuses. The school library was established from the Government funds or contribution of the staff and students from their library fees. But, such libraries were not managed and organized properly because of different reasons, such as:

- Lack of fund;
- Lack of trained/qualified/professional staff;
- Improper facilities;
- Inadequate collection of reading materials;
- Inadequate support/interest of the Government;
- Inadequate equipment; and
- Ignorance of library services.

Classroom teaching is not sufficient anywhere to impart further knowledge and challenge in their educational activities. Students could not gather all their educational materials from their own resources but rather need help from other institutions like libraries. As the school libraries were functioning properly due to some reasons, they have to depend on public libraries, State and District Libraries and its extension services to collect their daily information needs at maximum level.

The researcher conducted personal interview to various person on the impact of State and District Libraries in the Educational development of Mizoram and also circulated open-ended questionnaires to the respondents. Most of the opinions are of the same and such responses were given as below:

1. State and District Libraries might act as important institutions to give reading materials to the poor students by creating textbook section and providing reading materials for their educational developments. One of the respondents commented “I have seen many students in these libraries reading some books which may help them in their lessons. Some schools gave assignments or projects to their students

to prepared on the basis of library materials only. This practice make the students comfortable in the library use and promote in their learning habits as well”. These libraries are center of learning to the students by providing reading materials for their various components of studies. One of the respondents commented that District library provides reading materials that build his/her mental and physical development, which helps him/her in educational aspects.

2. It is an important center of learning, particularly for non-formal education system. These libraries collected various documents dealing different subjects, which is advantage for the community as a whole. On educational aspects, State and District Libraries acted as a source of educational information, particularly in non-formal education system.
3. State and District Libraries are very important institution for the education of Mizoram by providing reading materials of different areas which students could not buy from their own resources, like General Knowledge Books, Encyclopedias, Yearbooks, etc.
4. Libraries are center of learning particularly for the research scholars. They collected various documents, which deals with culture of the society. It is the best important research center on Mizo culture and society.
5. Education as overall development of human beings. Its collections and services provide to the community is part and parcel of education and it is very purposeful for the development of livelihood.

## **5.6 Conclusion**

State and District Libraries serving the people of Mizoram through its various service provided valuable documents for the educational development of the people. Since their establishment, they act as source of information for the local community



to grasp ignorance. They have been providing invaluable services in the field of education and the next chapter of this study will present data analysis from the respondents of the questionnaires serve to various persons with findings out of it, which may also include about the contributions of State and District Libraries on educational development of Mizoram.

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**CHAPTER 6**

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**DATA ANALYSIS  
AND  
FINDINGS**

## **6.1 Introduction**

Analysis of data is one of the most important mechanisms to find out the result of any research work. To wind up research problems, researcher has to organize and collect various data from various sources, which can lead to logical findings and conclusion. Data collection can be done by various methods depending upon the research problem. Analysis of data should be scientific in nature and easily understandable in presentation, so that there will be no fallacious or inappropriateness in the research result. This chapter presents the analysis of data collected from various sources of information that could match with the research problems and objectives so as to derive reasonable findings. On the basis of the received questionnaires, the researcher could carry out the analysis of data with the help of tables and charts/graphs as explained below.

## **6.2 Analysis of Data**

The following analysis of data is basically based on the research activities carried out through structured questionnaires covering different areas and most of the respondents belong to various levels, such as:

- 1) Users of State Library, Aizawl;
- 2) Users of District Libraries at Aizawl, Lunglei, Saiha, Kolasib and Champhai;
- 3) Students of University, College and Secondary Schools; and
- 4) Academicians and intellectuals of the state.

The scheduled questionnaires were sent to various corners of the state. All together, 600 questionnaires were circulated to different type of users and out of which 404 responses were received which constitutes 76.33% in total. Therefore, the total population of this questionnaire is, unless otherwise mentioned specifically, 404 and the present study is carried out in various approaches. Some of the questionnaires were served at premises of the State and District Libraries, particularly among the library users. Collection of data through questionnaire was carried out during the month of March-April 2007. The respondents have been classified into different categories and analyzed to find out the problems of the research on different heads, viz., by age group, by gender, by educational qualifications, by marital status, by occupation, by library membership and library users.

The study covers altogether six public libraries, viz., one State Library and five District Libraries serving the people of Mizoram. Table 6.2(1) as below has been illustrated covering six public libraries under study along with their year of establishment.

<i>Sl.No.</i>	<i>Name of Libraries</i>	<i>Year of establishment</i>
1	State Library, Aizawl	1974
2	District Library, Aizawl District, Aizawl	1969
3	District Library, Lunglei District, Lunglei	1975
4	District Library, Saiha District, Saiha	1975
5	District Library, Kolasib District, Kolasib	1980
6	District Library, Champhai District, Champhai	1982

Table 6.2(1): Name of Library and Year of establishment

Data is analyzed with the help of five different categories to get the correct corresponding findings of the study. The five categories by which data are analyzed are as follows:

**1) *Library Users***

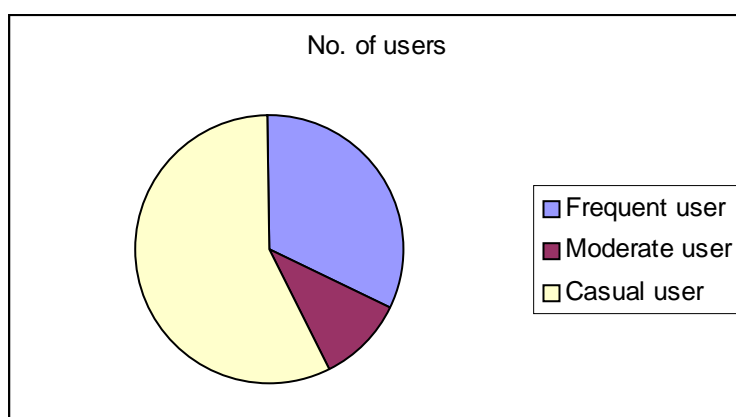
The classification of library users has been grouped into three categories, viz.,

- i) frequent user,
- ii) moderate user, and
- iii) casual user.

The classification as proposed in the synopsis could not be worked out from the library records due to non-availability of relevant record in the libraries, but it has been worked out from the respondents. Daily and weekly visitors of the library are categorized as frequent user, monthly visitors as moderate user and occasional visitors of library as casual user. The number of users has been reflected in the Table 6.2(2) supplemented with Graph 6.2(a) for better clarity of information.

<i>Category</i>	<i>No. of users</i>
Frequent user	130(32.17%)
Moderate user	42(10.39%)
Casual user	232(57.42%)
Total	404

Table 6.2(2): Category of users



Graph 6.2(a): Category of users

The above table and Graph illustrates that casual users are very high which constitute 116(57.42%) in total out of 404, while frequent users are 65(32.17%) followed by 21(10.39%) of moderate users in the State and District Libraries of Mizoram.

## 2) *Library members*

The data collected through questionnaire has been analyzed on the basis of library members. Library members of State Library, District Libraries, Members of both the libraries are taken for the analysis of data. Library members are one of the most important criteria who can contribute opinion in this study. They are supposed to access and visit most of the services of State and District libraries in the state.

## 3) *Age Group*

The respondents are classified into four age groups, viz., Below 18 years, between 19 – 30 years, between 31 – 40 years, and above 41 years to get the opinion of



different age groups. It is reliable to have the opinion of different age groups on this research work because attitude of the community may be different according to age.

#### **4) *Marital Status***

In every society, the responsibilities of married and unmarried person are different. Likewise, in this study, the opinion of the respondents is also drawn on marital status, and is therefore group into married and unmarried persons.

#### **5) *Occupation***

State and District Libraries falls under the public library, which is established for all categories of the society. Occupation of a society cannot be the same since they are engaged on different works. Therefore, data has been analyzed on the basis occupation, which is divided into four categories, viz., Student, Service, Self-employed and Others.

#### **6) *Educational Qualifications***

The opinion of the respondents is also analyzed on the basis of their educational qualifications, because by educational qualification the information needs can also be different on certain subjects. The educational qualifications are divided into four categories, viz., Under-matric, HSLC, Graduate and Post-graduate.

#### **7) *Gender***

The attitude of gender may be different in a library to get their information needs. The opinion of the respondents is also analyzed on the basis of gender, male and female. Reason is that male and female readers/users may have different approach and accessing information in these libraries since these libraries are established for the society irrespective of sex, religion, gender, caste, etc.

### **6.2.1 Library Membership**

Generally library serves the members to locate their required information on different areas. In the case of public libraries, it covers all the community irrespective of race, caste, religion, sex, and age. Books are issued to the library

members only. The total library membership in State and District libraries has already discussed under Chapter 3.

**1) Library Membership by Age**

The data from the questionnaire in regards to the Members of State and District Libraries by age group has been reflected in Table 6.2.1(1) supported with the Graph 6.2.1(a). Library membership is presented in various categories to get the proper situation of the study. In this data analysis, N= 404, where ‘N’ signifies the total respondents.

*N=404*

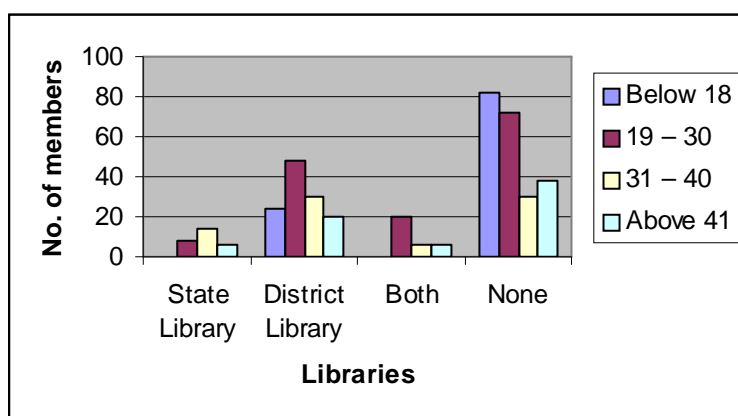
<i>Age group</i>	<i>State Library</i>	<i>District Library</i>	<i>Both</i>	<i>None</i>	<i>Total</i>
Below 18	-	24(5.94%)	-	82(20.29%)	106(26.24%)
19 – 30	7(1.73%)	48(11.88%)	21(5.19%)	72(17.82%)	148(36.63%)
31 – 40	14(3.46%)	31(7.67%)	6(1.48%)	29(7.17%)	80(19.81%)
Above 41	7(1.73%)	20(4.95%)	5(1.23%)	38(9.40%)	70(17.32%)
Total	28(6.93%)	123(30.44%)	32(7.92%)	221(54.7%)	404(100%)

Table 6.2.1(1): Members of State and District Libraries by age group

While analyzing the above table it was revealed that, out of the total population of 404, only 6.93% were the members of the State Library, while 30.44% of District Library and 7.92% as members of both State and District Library. It is further revealed that, 54.7% were none of the library member from the respondents. Hence, it could be seen that more than half of the populations were not the members of either of the libraries.

State Library members are 6.93%, this is due to the fact that it is located at Aizawl and its members are from Aizawl City only. The services rendered by State Library were not reaching other parts of the state, as there is no extension service to the rural areas. Again, 30.44% are members of the Five District Libraries of Mizoram, who utilizes the services of the library for their information through books or documents.

Going by age group, 36.63% members were between 19-30 years of age while 26.24% of library members were below 18 years of age, whereas, 19.81% members belong to the 31-40 age group and 17.32% members belong to above 41 years of age. Table 6.2.1(1) Member of State and District Libraries by the age group has been supplemented by Graph 6.2.1(a) as under:



Graph 6.2.1(a): Library members by age group

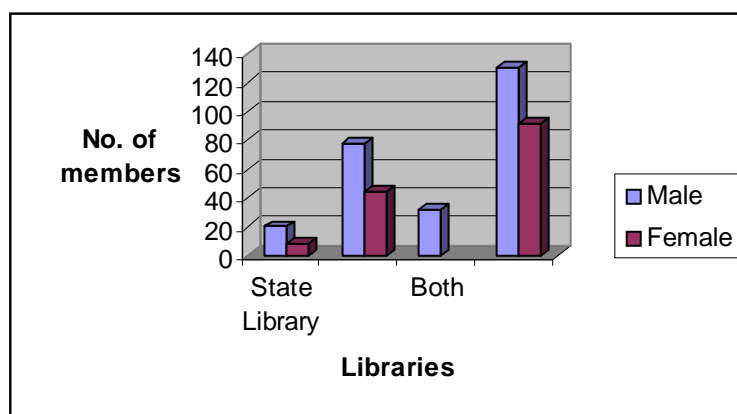
## 2) *Library Membership by Gender*

Library membership by gender group has been tabulated under Table No.6.2.1(2) which is supported with Graph 6.2.1(b) for better clarity of information.

*N=404*

<i>Gender Group</i>	<i>State Library</i>	<i>District Library</i>	<i>Both</i>	<i>None</i>	<i>Total</i>
Male	20(4.95%)	78(19.30%)	32(7.92%)	130(32.17%)	260(64.35%)
Female	8(1.98%)	45(11.13%)	-	91(22.52%)	144(35.64%)
Total	28(6.93%)	123(30.44%)	32(7.92%)	221(54.7%)	404(100%)

Table 6.2.1(2): Library membership by gender group



Graph 6.2.1(b): Library membership by gender group

Table 6.2.1(2) was analyzed in respect of Library membership by gender group and it was revealed that, there are more male members than female. The male membership has gone up to 4.95% in State library and 19.3% in District Libraries whereas only 7.92% were in both libraries. In the case of female, 1.98% was State Library members and 11.13% in District Libraries, but there were no library members in both of the libraries. Altogether, 6.93% were State Library members and 30.44% of District Libraries and 7.92% belong to the members of both the categories of libraries whereas 54.7% do not belong to the members of either of the library out of the total respondents.

### 3) *Library Membership by Educational Qualifications*

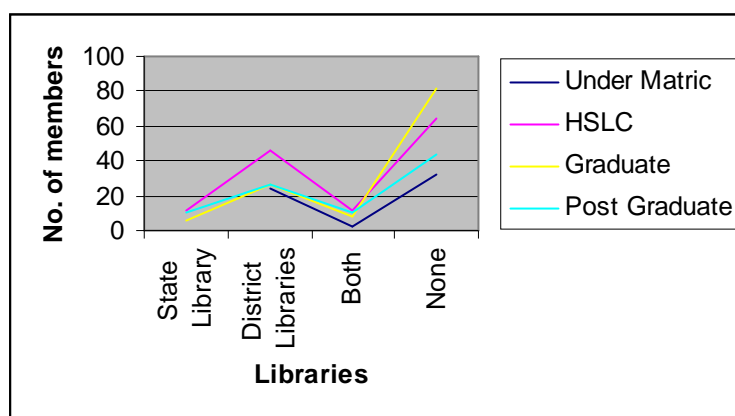
Library membership by educational qualifications has been tabulated under Table No.6.2.1(3) and is analyzed below:

*N=404*

<i>Qualifications</i>	<i>State Library</i>	<i>District Libraries</i>	<i>Both</i>	<i>None</i>	<i>Total</i>
Under Matric	-	23(5.69%)	3(0.74%)	32(7.92%)	58(14.35%)
HSLC	11(2.72%)	46(11.38%)	11(2.97%)	66(16.33%)	134(33.18%)
Graduate	7(1.73%)	27(6.68%)	8(1.98%)	80(19.8%)	122(30.2%)
Post Graduate	10(2.47%)	27(6.68%)	10(2.47%)	43(10.64%)	90(22.27%)
Total	28(6.93%)	123(30.44%)	32(7.92%)	221(54.7%)	404(100%)

Table 6.2.1(3): Library membership by educational qualifications

From the above table, it is clear that library membership of the State Library, located at Aizawl, is only 6.93% out of which there are 2.72%, 1.73% and 2.47% against HSLC, Graduate and Post Graduate respectively. There are more members in District Libraries from HSLC having 11.38%, which is almost double from the rest. Membership in both the categories of libraries is also highest from HSLC respondents. Membership from under-metric is lowest which may be due to the non-availability of textbook section in the libraries since most of them are school going children. The above table has been illustrated in the following Graph 6.2.1(c) for clarity of above information.



Graph 6.2.1(c): Library membership by educational qualifications

#### 4) *Library Membership by Occupation*

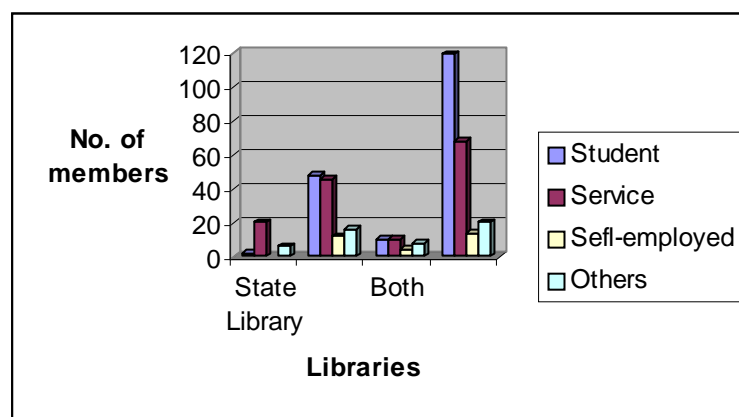
Membership of various occupations has also been analyzed from data received. The library membership by occupation has been depicted in Table 6.2.1(4), which is further supplemented with Graph 6.2.1(d) for clear visualization of information.

N=404

<i>Occupation</i>	<i>State Library</i>	<i>District Libraries</i>	<i>Both</i>	<i>None</i>	<i>Total</i>
Student	2(0.49%)	47(11.63%)	10(2.47%)	121(29.95%)	180(44.55%)
Service	20(4.95%)	48(11.88%)	10(2.47%)	66(16.33%)	144(35.64%)
Self-employed	-	12(2.97%)	4(0.99%)	14(3.46%)	30(7.42%)
Others	6(1.48%)	16(3.96%)	8(1.98%)	20(4.95%)	50(12.37%)
<b>Total</b>	<b>28(6.93%)</b>	<b>123(30.44%)</b>	<b>32(7.92%)</b>	<b>221(54.7%)</b>	<b>404(100%)</b>

Table 6.2.1(4): Library membership by occupation

By occupation, out of the 404 respondents, 11.63% are District Library members, 2.47% are both the library members and 0.49% are State Library members from students. 11.88% of service personals are District Library member and 4.95% are State Library members, whereas only 2.47% are member of both the libraries. Service persons claim the highest number in library membership in District Libraries, followed by student having 11.63%. Self-employed and other category of persons were not very fond of library membership, which can be assumed that they have no time to access information from the libraries that may be due to their daily works or engagements.



Graph 6.2.1(d): Library membership by occupation

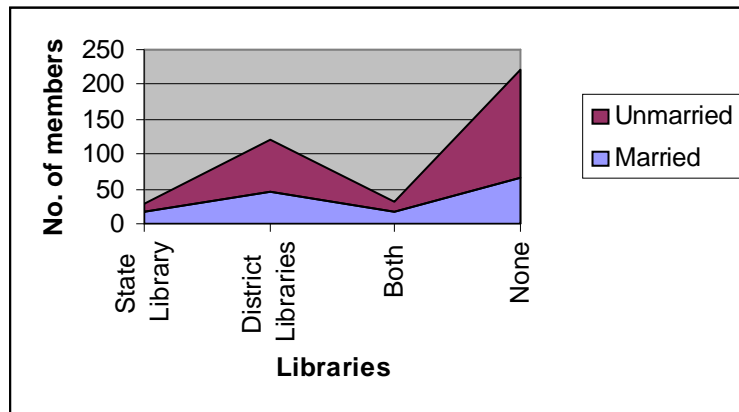
5) ***Library Membership by Marital Status***

State and District Library membership by marital status has been analyzed in Table 6.2.1(5) and supplemented for better clarity by Graph 6.2.1(e) as below.

*N=404*

<i>Marital Status</i>	<i>State Library</i>	<i>District Libraries</i>	<i>Both</i>	<i>None</i>	<i>Total</i>
Married	18(4.45%)	47(11.63%)	18(4.45%)	65(16.08%)	148(36.63%)
Unmarried	10(2.47%)	76(18.81%)	14(3.46%)	156(38.61%)	256(63.37%)
Total	28(6.93%)	123(30.44%)	32(7.92%)	221(54.7%)	404(100%)

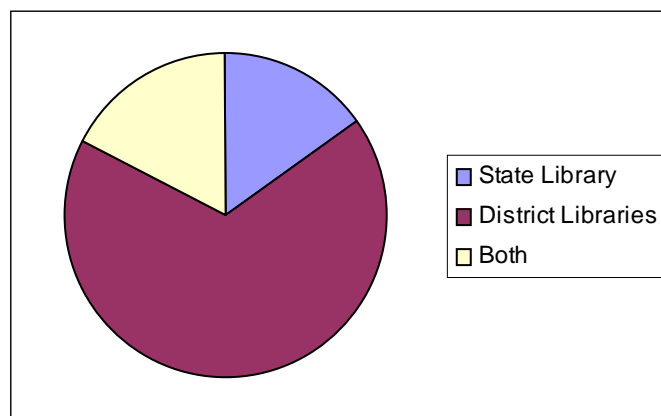
Table 6.2.1(5): Library membership by marital status



Graph 6.2.1(e): Library membership by marital status

Table 6.2.1(5) was analyzed in regard to the membership by marital status and it was revealed from the respondents that, 36.63% were married and 63.37% unmarried. State library membership constitute higher from the married persons having 4.45% than 2.47% of unmarried persons. Taking into the membership of District Libraries, it could be found that membership is more in the case of unmarried than married persons that is 18.81% and 11.63% only respectively. Out of the total library membership, 45.35% are married and 54.64% are unmarried persons.

The Total membership of State and District Libraries from the above Graph could be illustrated with the help of the following Graph No. 6.2.1 (f).



Graph 6.2.1(f): Total Library membership

By analyzing the State and District Library membership in Mizoram, it can be concluded that in comparison of the state literacy, i.e. 88.8% being the second highest in Indian states, library membership is very low. Some of the principal

reasons of poor membership of State and District Libraries in Mizoram are as follows:

- 1) Lack of library awareness programs to the general community and students as well;
- 2) Poor facility of library services to provide user interests at different levels of information;
- 3) Inadequate library services to meet the present challenge in terms of ICT and other related communication era;
- 4) Ignorance about the services of the public libraries to the local community;
- 5) Poor collection of libraries to access local information needs;
- 6) Library location and building; etc.

However, State and District Libraries, being local information gateways, the next point will discuss about the frequency of library visits by different community of the society to access information needs which can be shown in table and charts.

### **6.2.2 Frequency of Library Visit**

One of the most important criteria for the evaluation of a library services can be carried out from its visitors. A library may have big and sophisticated infrastructure with good collection of documents and other materials or with the latest ICT applications but if there are no library users or visitor, all those materials do not carry of much importance. Library users are one of the trinity of libraries, viz., books, staff and users/readers. Users/readers play a crucial role to study the impact or importance of a library for the peoples it serves. If library serves very well to its clients, the users will visit frequently and they will not turn away from it. To assess the impact of State and District Libraries for the local community, it is adequate to know the frequency of library visit by the local community to access their information needs is essential.

#### ***1) Frequency of Library Visit by Age Group***

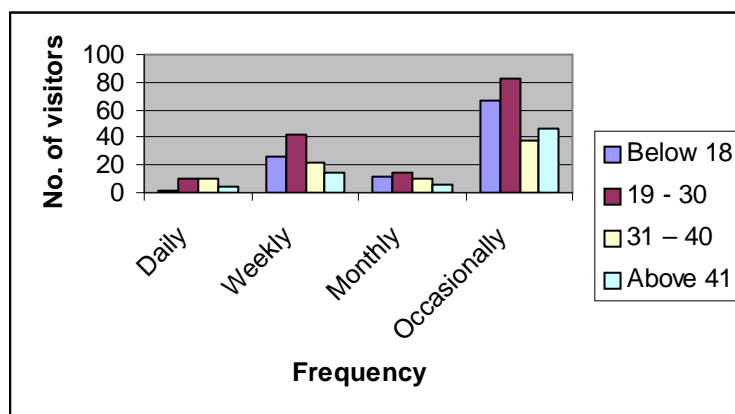
Frequency of library visits by age group has been presented in Table 6.2.2(1) as below.



Age Group	Daily	Weekly	Monthly	Occasionally	Total
Below 18	4(0.99%)	26(6.43%)	13(3.21%)	63(15.59%)	106(26.23%)
19 - 30	10(2.47%)	42(10.39%)	13(3.21%)	83(20.54%)	148(36.63%)
31 – 40	9(2.22%)	22(5.44%)	10(2.47%)	39(9.65%)	80(19.8%)
Above 41	4(0.99%)	14(3.46%)	6(1.48%)	46(11.38%)	70(17.32%)
Total	27(6.68%)	104(25.7%)	42(10.39%)	231(57.17%)	404(100%)

Table 6.2.2(1): Frequency of library visits by age group

The above Table 6.2.2(1) depicts that among the total number of library users, 57.17% visits the library occasionally while 25.7% visit weekly and 10.39% visit monthly. Further, while analyzing the above data with respect to age group, the users in between 19 to 30 and 31 to 40 constitute 2.47% and 2.22% respectively visiting library daily while, 0.99% are age group of above 41 and below 18 years. It is interesting to note that, the age group in between 19 to 30 is the highest i.e., 10.39% visit the library weekly. The following Graph 6.2.2(a) will represent this data clearly.



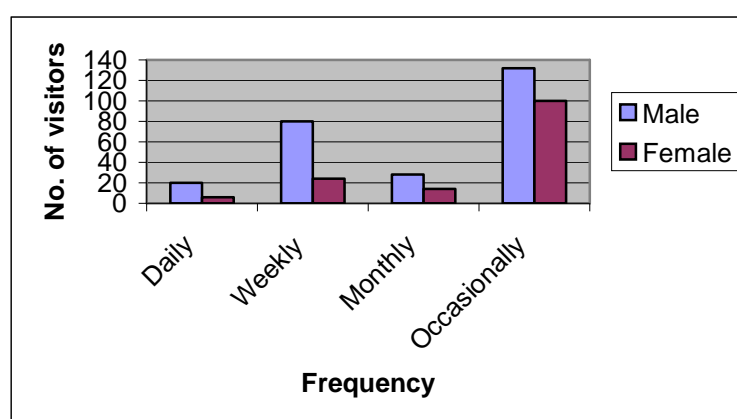
Graph 6.2.2(a): Frequency of library visits by age group

## 2) *Frequency of Library Visit by Gender*

The library visitors by their gender group have been represented in the following Table 6.2.2(2), which has been supported by Graph 6.2.2(b) for better clarity of information.

<i>Gender</i>	<i>Daily</i>	<i>Weekly</i>	<i>Monthly</i>	<i>Occasionally</i>	<i>Total</i>
Male	20(4.95%)	80(19.80%)	28(6.93%)	131(32.42%)	260(64.36%)
Female	7(1.73%)	24(5.94%)	14(3.46%)	100(24.75%)	144(35.64%)
Total	27(6.68%)	104(25.7%)	42(10.39%)	231(57.17%)	404(100%)

Table 6.2.2(2): Frequency of library visit by gender group



Graph 6.2.2(b): Frequency of library visit by gender group

While making a comparison to male with female gender group, it could be revealed that the male visitors are higher than the female visitors in all the frequency of library visits, such as, daily, weekly and monthly. When 4.95% male visits library daily, only 1.73% female visit library; 19.8% male visit weekly, 5.94 female visit library; further, when there are 6.93% monthly visitor of male, there are 3.46% female and 32.42% are male occasional visitor, 24.75% are female occasional visitor. The analysis reveals that, frequency of library visit is more in male visitors than female visitors, which affirm that male readers have more accessibility of information provided by State and District Libraries in Mizoram than female readers.

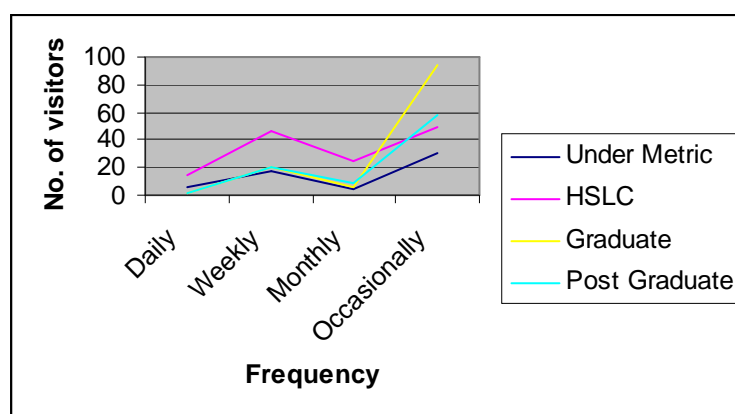
### 3) *Frequency of Library Visit by Educational Qualification*

The frequency of library visits by users has been also shown in Table 6.2.2(3) with respect to their educational qualifications and this has also been supplemented with the Graph 6.2.2(c).

*N=404*

<i>Qualification</i>	<i>Daily</i>	<i>Weekly</i>	<i>Monthly</i>	<i>Occasionally</i>	<i>Total</i>
Under Metric	6(1.48%)	18(4.45%)	4(0.99%)	30(7.42%)	58(14.35%)
HSLC	14(3.46%)	45(11.13%)	24(5.94%)	51(12.62%)	134(33.17%)
Graduate	5(1.23%)	21(5.19%)	6(1.48%)	90(22.27%)	122(30.2%)
Post Graduate	2(0.99%)	20(4.95%)	8(1.98%)	58(14.35%)	90(22.27%)
<b>Total</b>	<b>27(6.68%)</b>	<b>104(25.7%)</b>	<b>42(10.39%)</b>	<b>231(57.17%)</b>	<b>404(100%)</b>

Table 6.2.2(3): Frequency of library by educational qualifications



Graph 6.2.2(c): Frequency of library by educational qualifications

Educational qualifications have been categorized into four groups, such as, Under-matric, HSLC, Graduate and Post-Graduate. On analysis, it could be established that, HSLC pay the highest among the other groups visiting libraries daily by 3.46%, weekly by 11.13%, and monthly by 5.94%. By taking the whole analysis, only 6.68% respondents' visit State and District Libraries daily, this is very low in comparison to 57.17% of occasionally visitors. The monthly visitors of libraries are 10.39%, which can be considered as reliable being one-fourth of the total population.

#### 4) *Frequency of Library Visit by Occupation*

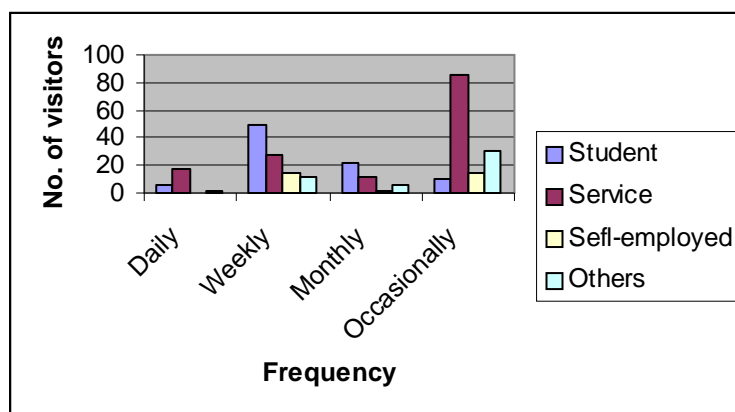
The library visitors/users by their occupations have been analyzed in Table 6.2.2(4) and also represented by Graph 6.2.2(d).

*N=404*

Occupation	Daily	Weekly	Monthly	Occasionally	Total
Student	7(1.73%)	50(12.37%)	21(5.19%)	102(25.24%)	180(44.55%)
Service	18(4.45%)	28(6.93%)	12(2.97%)	86(21.28%)	144(35.64%)
Self-employed	-	14(3.46%)	3(0.74%)	13(3.21%)	30(7.42%)
Others	2(0.49%)	12(2.97%)	6(1.48%)	30(7.42%)	50(12.37%)
Total	27(6.68%)	104(25.7%)	42(10.39%)	231(57.17%)	404(100%)

Table 6.2.2(4): Frequency of library visit by occupation

It could be revealed from the analysis of the above table that, among the State and District Library visitors by occupation, 57.17% visits the library occasionally whereas students claim highest in number i.e, 25.24% of the total respondents. Occasional visitors are the highest, and followed by weekly and daily. The students as visitors constitute highest in number in all categories.



Graph 6.2.2(d): Frequency of library visit by occupation

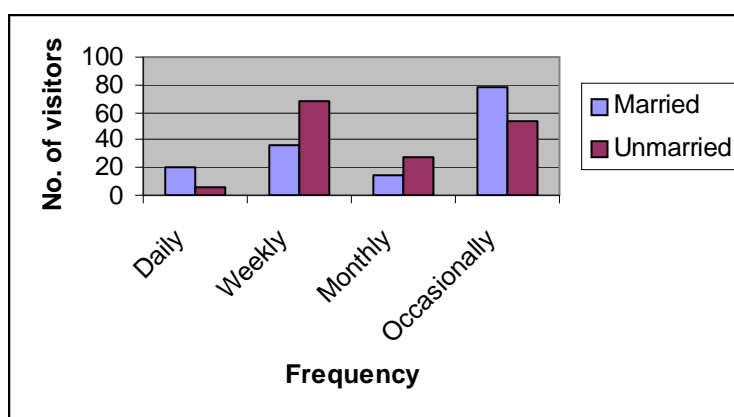
5) **Frequency of Library Visit by Marital Status**

Frequency of State and District Library visits by marital status has been shown in Table 6.2.2(5) along with Graph 6.2.2(e).

N=404

Marital Status	Daily	Weekly	Monthly	Occasionally	Total
Married	21(5.19%)	36(8.91%)	14(3.46%)	77(19.05)	148(36.63%)
Unmarried	6(1.48%)	68(16.83%)	28(6.93%)	154(38.11%)	256(63.37%)
Total	27(6.68%)	104(25.7%)	42(10.39%)	231(57.17%)	404(100%)

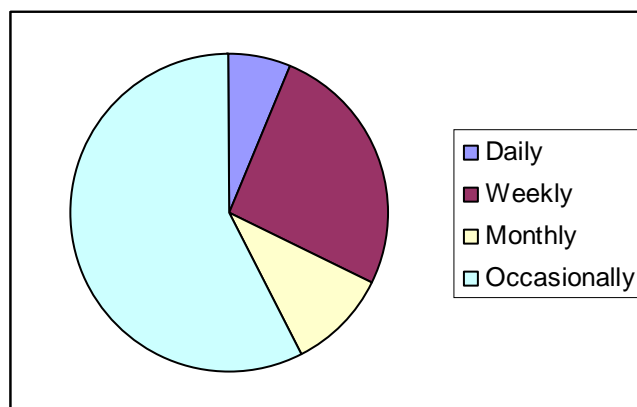
Table 6.2.2(5): Frequency of library visits by marital status



Graph 6.2.2(e): Frequency of library visits by marital status

By taking daily visitors of State and District Libraries, married persons claim more than unmarried persons having 5.19% to 1.48%; but to the rest of all, weekly, monthly and occasionally, unmarried persons are more than married persons. By taking an over all analysis in regards to frequency of library visits, 57.17% used or visit State and District Libraries occasionally, whereas only 6.68% visits the libraries daily, 25.7% visits weekly and 10.39% monthly. This frequency of library visits depict that library users are very little in the government run six public libraries in

Mizoram. Frequency of library visits by total respondents may be shown with the help of the following Graph 6.2.2(f).



Graph 6.2.2(f): Frequency of library visits by respondents

### 6.2.3 Purpose of Library Visits

Public library, State or District Libraries, is a place where all local community persons can access their information needs through different means of services. Library members or non-members of the locality have the opportunity to access the library services irrespective of race, culture, sex, religion or caste.

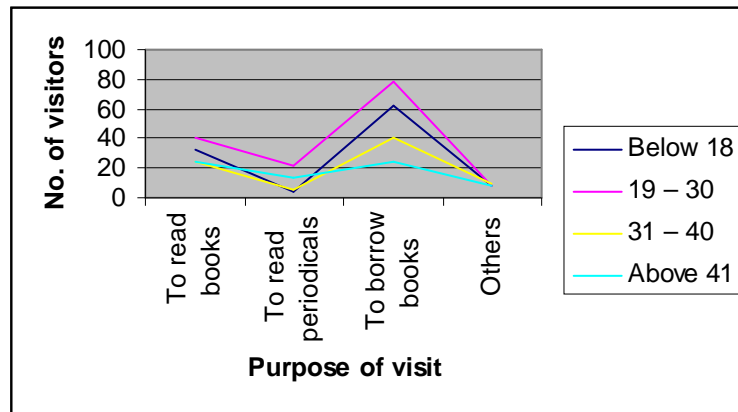
#### 1) Purpose of Library Visit by Age Group

In a knowledge society, all the members of a community are eligible to acquire their information needs from various sources. They can avail the opportunity of the library services and to do so, they may approach the library or information centers at any places for different purposes. The purposes of library visits by library users can be shown in a table and chart as below:

*N=404*

Age group	To read books	To read periodicals	To borrow books	Others	Total
Below 18	32(7.92%)	5(1.23%)	62(15.34%)	7(1.73%)	106(26.23%)
19 – 30	40(9.9%)	22(5.44%)	77(19.05%)	9(2.22%)	148(36.63%)
31 – 40	24(5.94%)	6(1.48%)	40(9.9%)	10(2.47%)	80(19.8%)
Above 41	24(5.94%)	13(3.21%)	24(5.94%)	9(2.22%)	70(17.32%)
Total	120(29.7%)	46(11.39%)	203(50.24%)	35(8.66%)	404(100%)

Table 6.2.3(1): Purpose of library visit by age group



Graph 6.2.3(a): Purpose of library visit by age group

By analyzing the above data at Table 6.2.3(1), below 18(eighteen) years of age 15.34% visit library for the purpose of borrowing books and only 1.23% visit the State and District Library for periodicals. Among the 19-30 age group, 9.9% goes to the library to read books and 5.44% for periodicals; and 19.05% are to borrow books for home reading, which is very high in comparison to other purpose in the same age group. Among the 31 to 40 age group, 5.94% goes to the library to read library books, 1.48% for periodicals, 9.9% to borrow books and 2.47% for other reasons. From the four different age groups, 19 to 30 age group has the highest purpose of library visit for periodicals, which reaches 5.44% of the total respondent.

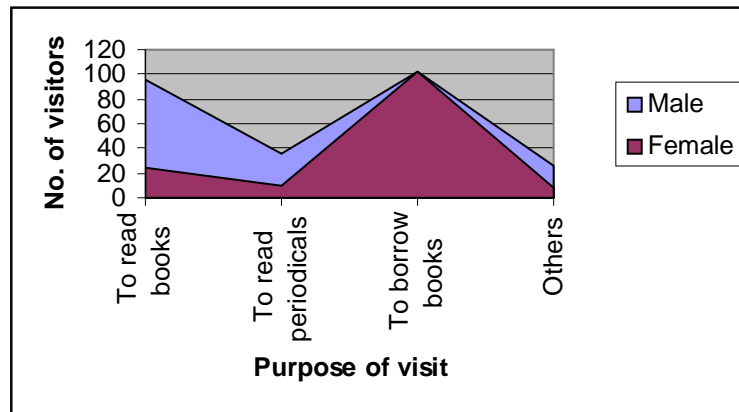
## 2) *Purpose of Library Visit by Gender*

The purpose of library visits by gender groups has been illustrated with the help of the following Table 6.2.3(2) and is supplemented by Graph 6.2.3(b):

*N=404*

<i>Gender Group</i>	<i>To read books</i>	<i>To read periodicals</i>	<i>To borrow books</i>	<i>Others</i>	<i>Total</i>
Male	96(2.37%)	36(8.91%)	102(25.24%)	26(6.44%)	260(64.36%)
Female	24(5.94%)	10(2.47%)	101(25%)	9(2.22%)	144(35.64%)
Total	120(29.7%)	46(11.39%)	203(50.24%)	35(8.66%)	404(100%)

Table 6.2.3(2): Purpose of library visit by gender



Graph 6.2.3(b): Purpose of library visit by gender

From the above table, it is clearly describe that for male and female readers the main purpose of library visit is to borrow book both constituting 25.24% and 25% respectively, and is followed by 8.91% in the case of male to read periodicals and 5.94% to female to read books. There are more female visiting library for the purpose of books in the library.

### 3) Purpose of Library Visit by Educational Qualifications

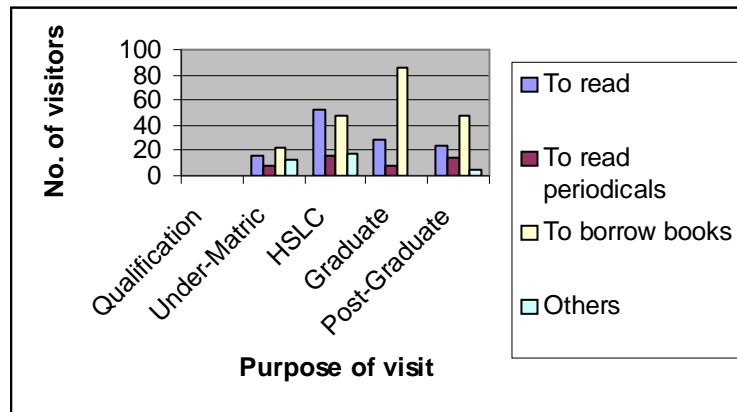
The purpose of State and District Library visit by educational qualifications can also be analyzed from the following Table 6.2.3(3), which is supplemented by Graph 6.2.3(c):

*N=404*

<i>Educational Qualification</i>	<i>To read books</i>	<i>To read periodicals</i>	<i>To borrow books</i>	<i>Others</i>	<i>Total</i>
Under-Matric	17(4.2%)	8(1.98%)	23(5.69%)	10(2.47%)	58(14.35%)
HSLC	51(12.62%)	16(3.96%)	48(11.88%)	19(4.7%)	134(33.17%)
Graduate	28(6.93%)	8(1.98%)	86(21.28%)	-	122(30.2%)
Post-Graduate	24(5.94%)	14(3.46%)	46(11.38%)	6(1.48%)	90(22.27%)
Total	120(29.7%)	46(11.39%)	203(50.24%)	35(8.66%)	404(100%)

Table 6.2.3(3): Purpose of library visit by educational qualification





Graph 6.2.3(c): Purpose of library visit by educational qualification

The above table depicts that 4.2% of under-matric, 12.62% of HSLC, 6.93% of Graduate and 5.94% Post-graduates visitors go to the state and district library to read books. HSLC have the highest percentage due to the fact that books are the main sources of their educational information. Out of the total respondents, there are only 11.39% visiting libraries for the purpose of periodicals whereas 29.7% are to read books. Among the graduates, 6.93% are to read books, 1.98% for periodicals, and 11.38% to borrow books. Most of the post-graduate users visit libraries to borrow books having 11.38% and only 3.46% are to read periodicals in the library.

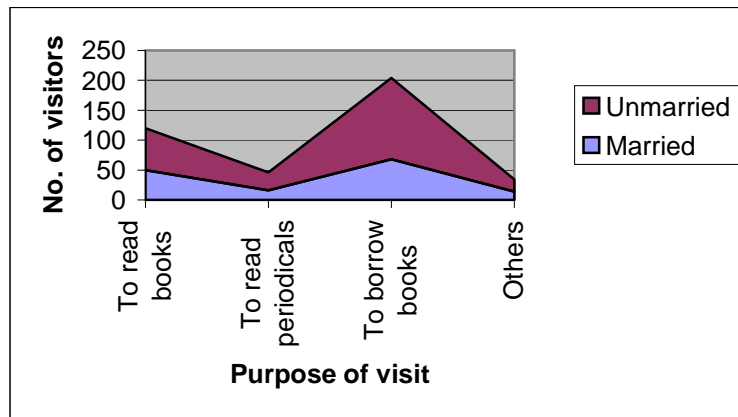
**4) Purpose of Library Visit by Marital Status**

The following Table 6.2.3(4) represents data of purpose of library visit by marital status and supported by Graph 6.2.3(d):

*N=404*

Marital Status	To read books	To read periodicals	To borrow books	Others	Total
Married	50(12.37%)	16(3.96%)	68(16.83%)	14(3.46%)	148(36.63%)
Unmarried	70(17.32%)	30(7.42%)	135(33.41%)	21(5.19%)	256(63.37%)
Total	120(29.7%)	46(11.39%)	203(50.24%)	35(8.66%)	404(100%)

Table 6.2.3(4): Purpose of library visit by marital status



Graph 6.2.3(d): Purpose of library visit by marital status

In Mizo society, married persons shouldered more responsibility in the family. Men are responsible to look after the house by providing shelter, food and accommodation to the family. Husband is head of the family. Married women have to help the father, look after the child and other housework, like cooking, cleaning, collecting food items, etc. By considering all these activities in the society, married persons are very busy by taking care of the house. The above table depicts that 12.37% and 17.32% of married and unmarried respondents visits the library to read books respectively. But the visit of library for journals is very low, having only 3.96% and 7.42% of married and unmarried respectively. Unmarried persons are more for the purpose of visiting library for journals than married person. On the other hand, 16.83% married persons visit the library to borrow books whereas 33.41% of unmarried persons, doubled of married persons, visit library to borrow books. At any case, turn out of unmarried person to the State and District Library is higher than married persons for any purpose.

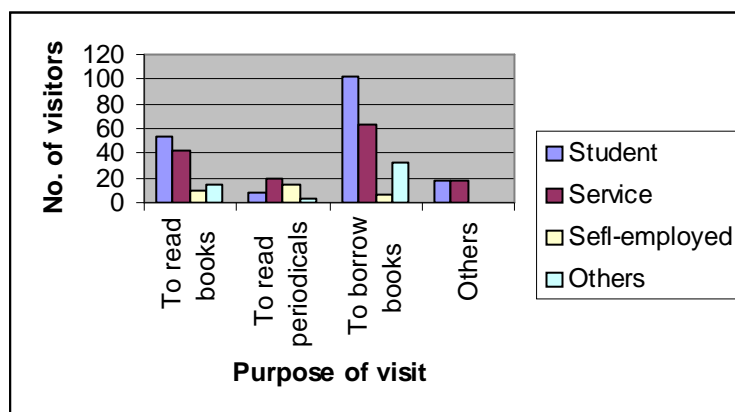
##### 5) *Purpose of Library Visit by Occupation*

The following Table 6.2.3(5) represents data of purpose of library visit by occupation and the same has been analyze below:

Occupation	To read books	To read periodicals	To borrow books	Others	Total
Student	54(13.36%)	8(1.98%)	100(24.75%)	18(3.96%)	180(44.55%)
Service	42(10.39%)	20(4.95%)	65(16.08%)	17(4.2%)	144(35.64%)
Self-employed	10(2.47%)	14(3.46%)	6(1.48%)	-	30(7.42%)
Others	14(3.46%)	4(0.99%)	32(7.92%)	-	50(12.37%)
Total	120(29.7%)	46(11.39%)	203(50.24%)	35(8.66%)	404(100%)

Table 6.2.3(5): Purpose of library visit by occupation

The above table illustrates that out of the total respondent, 13.36% of students visit the State and District Library to read books, which is 30% among the student respondent. Consultation of periodicals is low, only 1.98% of total respondent (4.44% of students group) are for periodical consultations. 24.75% student of total respondents visit library to borrow books. Clearly we can see that service persons more consulted periodicals than students. Out of the total respondents only 4.95% of service persons visit library for periodicals. This shows that service persons are much interested in the latest information through periodicals than students. Other categories of persons that may include pensioners, politicians, social workers, etc. visit libraries mainly to borrow books constituting 7.92%; some of them to read books in the library and only few of them, 0.99% consulted periodicals. The above table is supported with the help of Graph 6.2.3(e) as below:



Graph 6.2.3(e): Purpose of library visit by occupation

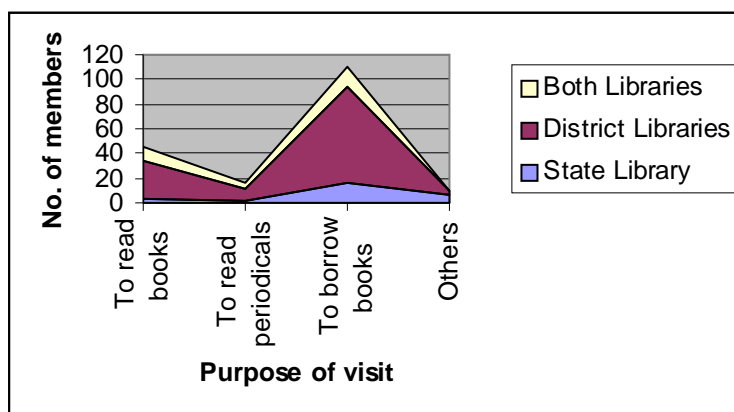
**6) Purpose of Library Visit by Library Member**

The following Table 6.2.3(6) is the representation of data receives from various respondents on the purpose of State and District Library visits by library members and is supported with Graph 6.2.3(f) for better clarity:

*N=182*

<i>Membership</i>	<i>To read books</i>	<i>To read periodicals</i>	<i>To borrow books</i>	<i>Others</i>	<i>Total</i>
State Library	4(2.19%)	2(1.09%)	17(9.34%)	5(2.74%)	28(15.38%)
District Libraries	31(17.03%)	9(4.94%)	78(42.85%)	4(2.19%)	122(67.03%)
Both Libraries	11(6.04%)	5(2.74%)	16(8.79%)	-	32(17.58%)
Total	46(25.27%)	16(8.79%)	111(60.98%)	9(4.94%)	182(100%)

Table 6.2.3(6): Purpose of library visit by library members



Graph 6.2.3(f): Purpose of library visit by library members

The above table depicts that most of the library members visit the library to borrow books. In the case of State Library members, 2.19% of the total respondents visit library to read books, 1.09% for periodicals and 9.34% to borrow books and 2.74% for other reasons. Again, out of the total population, 17.03% of district library members visits library to read books, 4.94% to read periodicals and 42.85% to borrow books. By analyzing the whole data, 25.27% visit library to read books, 8.79% to read periodicals and 60.98% to borrow books.

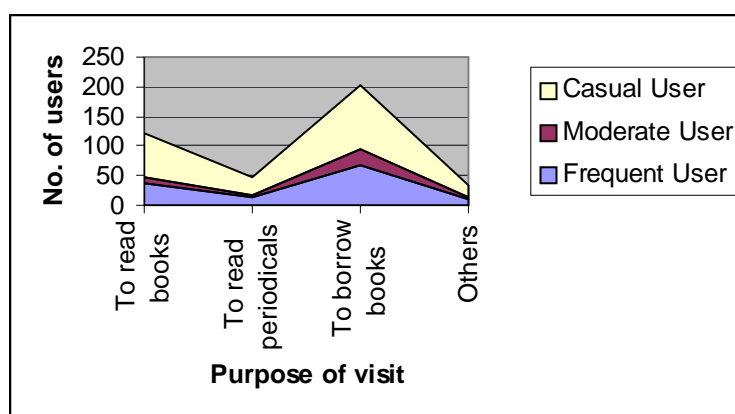
7) **Purpose of Library Visit by Users**

The purpose of State and District Library visits by users is tabulated below by Table 6.2.3(7) and is supported by Graph 6.2.3(g) to provide clear visibility of the data analysis:

*N=404*

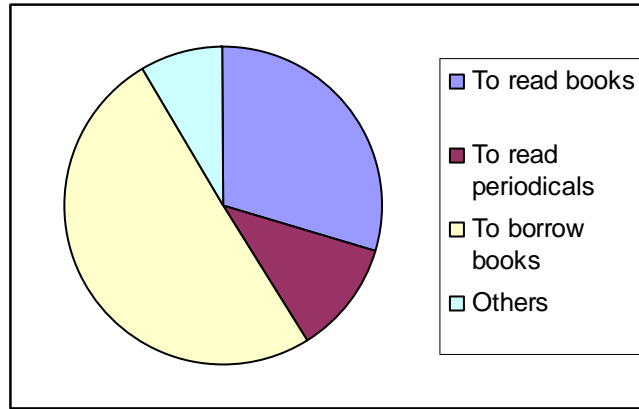
<i>Users</i>	<i>To read books</i>	<i>To read periodicals</i>	<i>To borrow books</i>	<i>Others</i>	<i>Total</i>
Frequent User	38(9.41%)	15(3.71%)	68(16.83%)	9(2.22%)	130(32.17%)
Moderate User	8(1.98%)	4(0.99%)	25(6.18%)	5(1.23%)	42(10.39%)
Casual User	74(18.31%)	27(6.68%)	110(27.22%)	21(5.19%)	232(57.42%)
Total	120(29.7%)	46(11.39%)	203(50.24%)	35(8.66%)	404(100%)

Table 6.2.3(7): Purpose of library visit by library users



Graph 6.2.3(g): Purpose of library visit by library users

The above table clearly illustrated that 16.83% of frequent users visit State and District Library to borrow books and 9.41% to read books. Moderate users also visit to borrow books attaining 6.18% and 27.22% of casual user for the same reason, to borrow books. It is visible from the above data that most of the users visits library to borrow books, which attains 50.24% of the total respondents that cannot be superceded by other purposes. Therefore, the researcher assured that main purpose of library visit by the library users is to borrow books, and followed by to read books in the library, but at the same time small portion of the library members also visit library for journals and other information. The overall data of the above table is represented by Graph 6.2.3(h) below:



Graph 6.2.3(h): Purpose of library visit by users

#### 6.2.4 Approaches of the Library

Public libraries are regarded as local gateway of information, which can be accessed by local community to quench their information thirst. At the same time, human beings have different information needs depending upon their personal interests. Library users are of different approaches in the library to locate or accessed their interest through different means of documents. The approach of the entire library users are of different, but their approaches are to quench their information needs in one kind or the other.

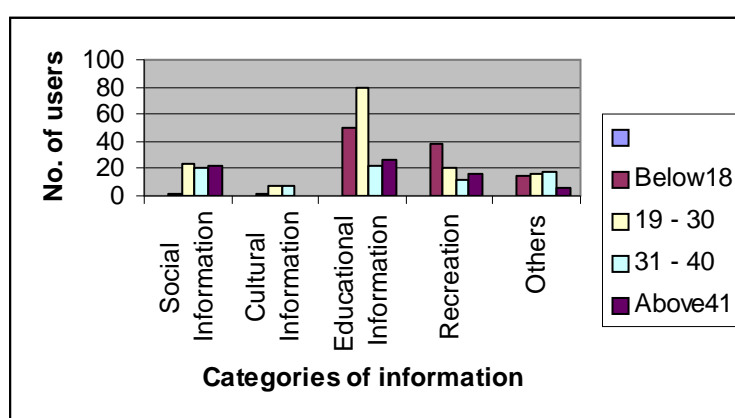
Library users are of different in nature, works or business, but, in an information age, all have to acquire certain kind of information, which can help him in his/her personal field. The approaches of student and businessman, military person and professional officer may be different in nature. Therefore, all library users, married or unmarried, student or research scholar, children or adult have their information needs and hence the following tables depict the different approaches of the State and District Library users.

##### 1) *Approaches of Library by Age Group*

The approaches of State and District Library by various age group is presented by data received from the respondents and is illustrated in Table 6.2.4(1), supplemented by Graph 6.2.4(a) to give dependable logical findings.

Age group	Social Information	Cultural Information	Educational Information	Recreation Leisure	Others	Total
Below18	3(0.74%)	2(0.49%)	49(12.12%)	38(9.4%)	14(3.46%)	106(26.23%)
19 - 30	23(5.69%)	8(1.98%)	81(20.04%)	20(4.95%)	16(3.96%)	148(36.63%)
31 - 40	20(4.95%)	8(1.98%)	22(5.44%)	13(3.21%)	17(4.2%)	80(19.8%)
Above41	22(5.44%)	-	26(6.43%)	15(3.71%)	7(1.73%)	70(17.32%)
Total	68(16.83%)	18(4.45%)	178(44.06%)	86(21.28%)	54(13.36%)	404(100%)

Table 6.2.4(1): Approaches of library by age group



Graph 6.2.4(a): Approaches of library by age group

The above table, supported by Graph, represents approaches of various library users by their age group. Below 18 years of age approaches the State and District Libraries generally for their educational information being they are in school going children. The approaches for social or cultural information are only 0.49% of the total respondents to below 18 years. Among the 19-30 years of age, 20.04% are for educational information, whereas 4.95% are for recreation or leisure. Between 19-30 years of age, 5.69% library users approach for social information, which is high enough in comparison to below 18 years of age. 6.43% of above 41 years of age approaches library for educational information that is highest in this group and followed by 5.44% of social information. To 31-40 age group, 5.44% approach for educational information and is highest in this group.

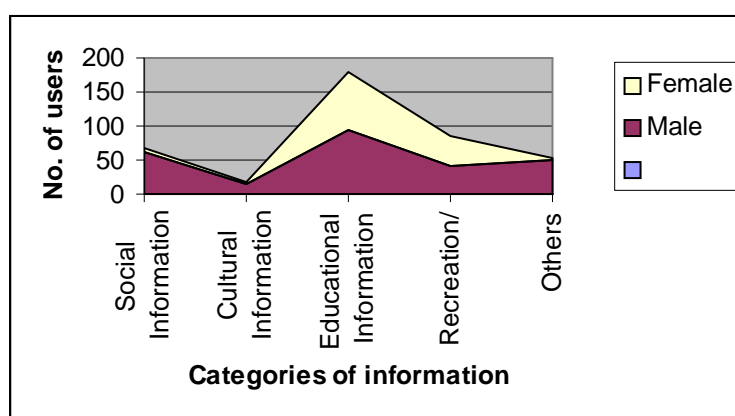
## 2) *Approaches of Library by Gender*

The following Table 6.2.4(2) demonstrates the approaches of State and District Library by gender group and the same is supported by Graph 6.2.4(b) and data has been analyzed:

*N=404*

<i>Gender</i>	<i>Social Information</i>	<i>Cultural Information</i>	<i>Educational Information</i>	<i>Recreation/ Leisure</i>	<i>Others</i>	<i>Total</i>
Male	61(15.09%)	13(3.21%)	94(23.26%)	42(10.39%)	50(12.37%)	260(64.36%)
Female	7(1.73%)	5(1.23%)	84(20.79%)	44(10.89%)	4(0.99%)	144(35.64%)
Total	68(16.83%)	18(4.45%)	178(44.06%)	86(21.28%)	54(13.36%)	404(100%)

Table 6.2.4(2): Approaches of library by gender group



Graph 6.2.4(b): Approaches of library by gender group

Out of the total respondents, 15.09% of male approaches State and District Libraries for social information, whereas only 1.73% female approaches for the same information. The approaches of these two levels of public libraries, i.e. State and District Library by male and female are quite in balance. It is affirm that male is more interest for social information than female. Male are more interested in public libraries to access their information needs in educational (23.26%) than female (20.79%). More female group approaches libraries for recreation/leisure (10.89%) than male users (10.39%).



### 3) *Approaches of Library by Marital Status*

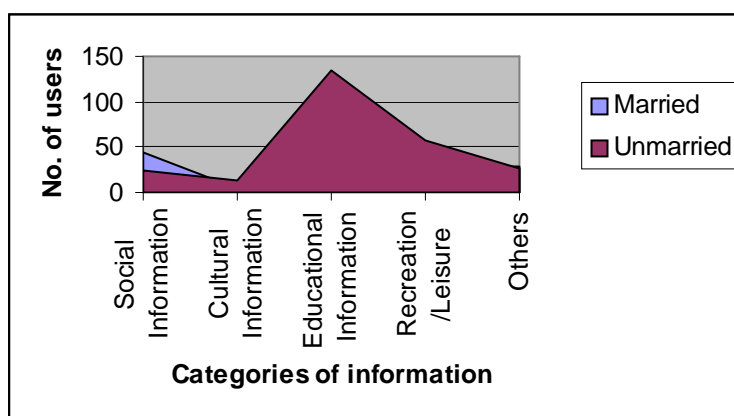
The data of responses on approaches of State and District Library by marital status may also be express with Table 6.2.4(3) for analysis as below:

*N=404*

<i>Marital Status</i>	<i>Social Information</i>	<i>Cultural Information</i>	<i>Educational Information</i>	<i>Recreation /Leisure</i>	<i>Others</i>	<i>Total</i>
Married	45(11.13%)	4(0.99%)	43(10.64%)	28(6.93%)	28(6.93%)	148(36.63%)
Unmarried	23(5.69%)	14(3.46%)	135(33.41%)	58(14.35%)	26(6.44%)	256(63.37%)
Total	68(16.83%)	18(4.45%)	178(44.06%)	86(21.28%)	54(13.36%)	404(100%)

Table 6.2.4(3): Approaches of library by marital status

The above table affirms that out of the total population, 11.13% of married persons approach State and District Library social and 10.64% for educational information whereas 33.41% of unmarried persons approached for educational information and 5.69% for social information. While 6.93% of married person approach for recreation, 14.35% of unmarried for the same reason. Out of the total respondents, 3.46% of unmarried and 0.99% married persons approached libraries for cultural information. This data analysis declares that State and District Library is mostly approach for educational information, but it is not approaches for cultural information among the married person. The above analysis may be supported by the following Graph 6.2.4(c):



Graph 6.2.4(c): Approaches of library by marital status

#### 4) *Approaches of Library by Educational Qualifications*

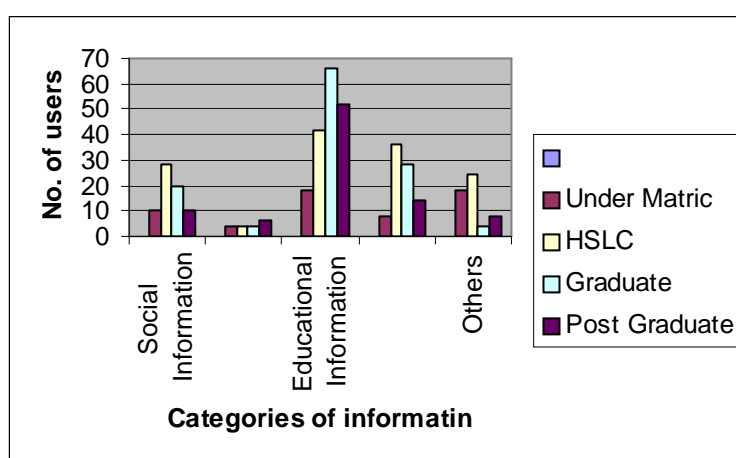
The next Table 6.2.4(4) illustrates data of State and District Library approaches by educational qualifications as receive from respondents and the same has been analyzed below to get clear picture in this regard.

*N=404*

<i>Educational Qualifications</i>	<i>Social Information</i>	<i>Cultural Information</i>	<i>Educational Information</i>	<i>Recreation/Leisure</i>	<i>Others</i>	<i>Total</i>
Under Matric	10(2.47%)	4(0.99%)	17(4.2%)	9(2.22%)	18(4.45%)	58(14.35%)
HSLC	27(6.68%)	4(0.99%)	42(10.39%)	36(8.91%)	24(5.94%)	134(33.17%)
Graduate	20(4.95%)	4(0.99%)	67(16.58%)	27(6.68%)	4(0.99%)	122(30.2%)
Post Graduate	11(2.72%)	5(1.23%)	52(12.87%)	14(3.46%)	8(1.98%)	90(22.27%)
Total	68(16.83%)	18(4.45%)	178(44.06%)	86(21.28%)	54(13.36%)	404(100%)

Table 6.2.4(4): Approaches of library by educational qualification

Among the four groups of State and District Library approaches, educational information has the highest purpose from various occupations. Out of the total respondents, 4.2% of Under-matric, 10.39% of HSLC, 16.58% of Graduates and 12.87% of post-graduates visit libraries for the purpose of educational information. In total, only 4.45% visit Public libraries for the purpose of cultural information. Again, 6.68% of HSLC and 4.95% of graduates approached for social information. The above analysis is supplemented with the following Graph 6.2.4(d).



Graph 6.2.4(d): Approaches of library by educational qualification

5) *Approaches of Library by Occupations*

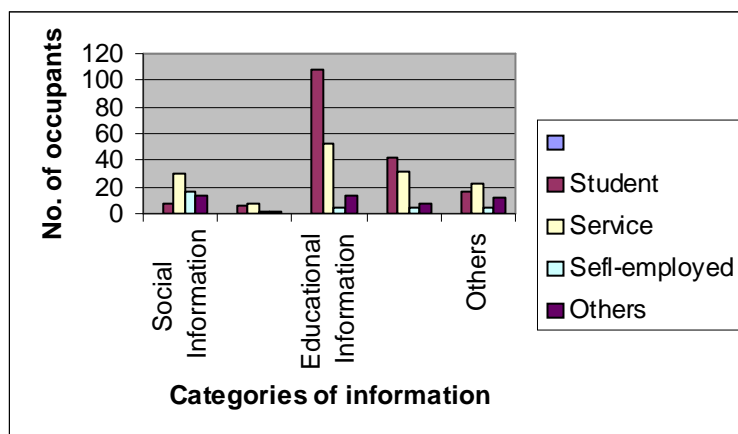
The following Table 6.2.4(5) represents data of responses on State and District Library approach by occupation and has been analyzed below:

*N=404*

Occupations	<i>Social Information</i>	<i>Cultural Information</i>	<i>Educational Information</i>	<i>Recreation/ Leisure</i>	<i>Others</i>	<i>Total</i>
Student	8(1.98%)	6(1.48%)	107(26.48%)	43(10.64%)	16(3.96%)	180(44.55%)
Service	29(7.17%)	9(2.22%)	52(12.87%)	32(7.92%)	22(5.44%)	144(35.64%)
Self-employed	17(4.2%)	2(0.49%)	4(0.99%)	3(0.74%)	4(0.99%)	30(7.42%)
Others	14(3.46%)	1(0.24%)	15(3.71%)	8(1.98%)	12(2.97%)	50(12.37%)
Total	68(16.83%)	18(4.45%)	178(44.06%)	86(21.28%)	54(13.36%)	404(100%)

Table 6.2.4(5): Approaches of library by occupation

The above table affirms that the students group has the highest in respect of State and District Library visit for the purpose of educational information constituting 26.48%, which is followed by service persons, 12.87%. In comparison to others points of information, all the occupational groups rarely visited libraries for cultural information. Self-employed persons mostly visited State and District Library for social information (4.2%), which is very high in comparison to other purposes. By analyzing the above table, it is establish that the library users visit State and District Libraries of Mizoram mostly for their educational information, ascertaining 44.06% of the total respondents, which is followed by recreation/leisure constituting 21.28%, and unfortunately, libraries are rarely visited for the purpose of cultural information, having only 4.45% of the total respondents. This analysis may be illustrated with the help of the following Graph 6.2.4(e):



Graph 6.2.4(e): Approaches of library by occupation

### 6) *Approaches of Library by Library Members*

The data of approaches of State and District Library by its members can be represented in the following Table 6.2.4(6) and the same data has been analyzed accordingly:

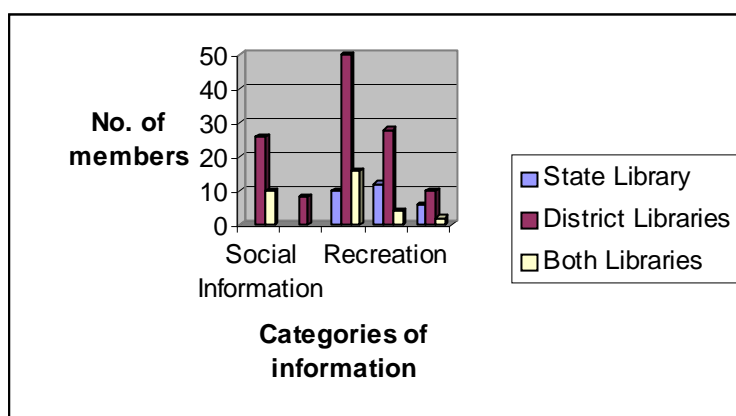
*N=182*

<i>Membership</i>	<i>Social Information</i>	<i>Cultural Information</i>	<i>Educational Information</i>	<i>Recreation</i>	<i>Others</i>	<i>Total</i>
State Library	-	-	10(5.49%)	11(6.04%)	7(3.84%)	28(15.38%)
Dist.Libraries	25(13.73%)	9(4.94%)	51(28.02%)	27(14.83%)	10(5.49%)	122(67.03%)
BothLibraries	11(6.04%)	-	15(8.24%)	6(3.29%)	1(0.54%)	32(17.58%)
Total	36(19.78%)	9(4.39%)	76(41.75%)	44(24.17%)	17(9.34%)	182(100%)

Table 6.2.4(6): Approaches of library by library members

The above Table 6.2.4(6) declares that none of the state library members approaches library for social and cultural information, however, 5.49% of the total respondents visits library for the purpose of educational information and 6.04% for recreation whereas 3.84% for other reasons. And 13.73 % of District library members visit library for social information and only 4.94% for cultural information whereas 28.02% for educational information. By taking into account, 19.78% of the total respondents are for social information, 4.39% for cultural information, 41.75% for educational information and 24.17% for recreation. The researcher avow that library

members are not much acquire of cultural information through State and District Library, but it is very useful and contributed a lot for educational information. The following Graph 6.2.4(f) will clarify the above analysis:



Graph 6.2.4(f): Approaches of library by library members

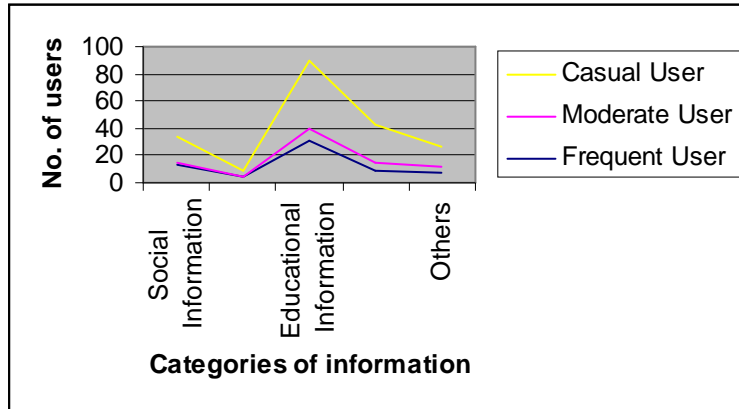
#### 7) *Approaches of Library by Library Users*

Library users may be different approaches in the library depending upon their information needs. The following Table 6.2.4(7) represents data on State and District Library approach by library users and is supported by Graph 6.2.4(g) for better clarity in analyzing the same data.

*N=404*

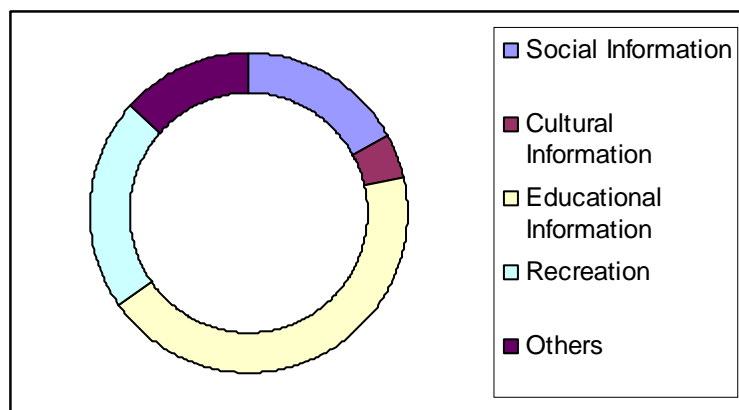
<i>Library Users</i>	<i>Social Information</i>	<i>Cultural Information</i>	<i>Educational Information</i>	<i>Recreation</i>	<i>Others</i>	<i>Total</i>
Frequent User	25(6.18%)	7(1.73%)	63(15.59%)	18(4.45%)	17(4.2%)	130(32.17%)
Moderate User	5(1.23%)	2(0.49%)	15(3.71%)	12(2.97%)	8(1.98%)	42(10.39%)
Casual User	38(9.4%)	9(2.22%)	100(24.75%)	56(13.86%)	29(7.17%)	232(57.42%)
Total	68(16.83%)	18(4.45%)	178(44.06%)	86(21.28%)	54(13.36%)	404(100%)

Table 6.2.4(7): Approaches of library by library users



Graph 6.2.4(g): Approaches of library by library users

The above table describes that most of the State and District Library user visits library for educational information, which is more than other purposes at all levels. 44.06% of total respondents visit library for the purpose for educational information, and is followed by recreation attaining 21.28%. In total, 16.83% of library users approaches library for social information and 4.45% only visit for cultural information. By analyzing the approaches of libraries by various respondents, the researcher concluded that public library user, state and district libraries in Mizoram, visit library to get educational information from library resources. The approaches of total respondents in illustrated with Graph 6.2.4(h) below:



Graph 6.2.4(h): Approaches of library by various respondents

### 6.2.5 Sources of Information

The primitive notion of library as ‘storehouse of books’ is also now considered as ‘source of information’. We should not think of a library, being public, academic or special, to hold only books and some periodicals and journals. Library being a source of information for its client collect and arranges different means of communication materials for the users. Latest ICT equipments are also part of the means of accessing information in a knowledge society. Books, viz., reference books, textbooks, novels, etc., periodicals and journals, newspapers, computer files, VCD/DVD, microfiche/microfilms, Audio-Visuals, etc. are part and parcel of information materials that are suppose to be available in the libraries.

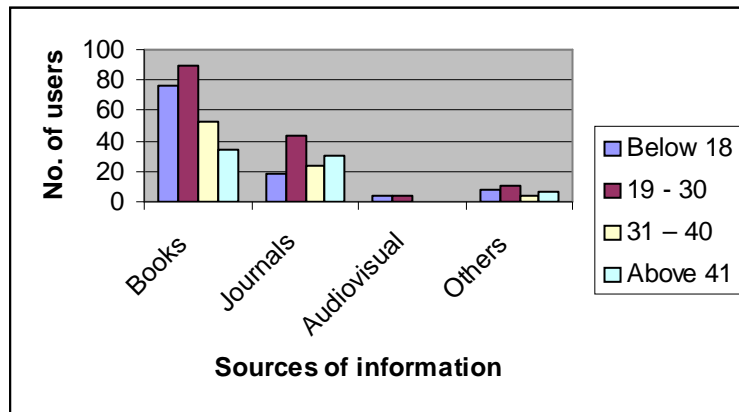
#### 1) *Source of Information by Age Group*

To understand the main sources of information of State and District Library users, the researcher analyzes data from questionnaire on five points, viz., books, journals, Audio-visual, and others. The following Table 6.2.5(1) represents data on sources of information by age group and is supplemented with Graph 6.2.5(a):

*N=404*

<i>Age Group</i>	<i>Books</i>	<i>Journals</i>	<i>Audio visual</i>	<i>Others</i>	<i>Total</i>
Below 18	76(18.81%)	17(4.2%)	4(0.99%)	9(2.22%)	106(26.23%)
19 - 30	90(22.27%)	45(11.13%)	3(0.74%)	10(2.47%)	148(36.63%)
31 – 40	52(12.87%)	25(6.18%)	-	3(0.74%)	80(19.8%)
Above 41	34(8.41%)	30(7.42%)	-	6(1.48%)	70(17.32%)
Total	252(62.37%)	117(28.96%)	7(1.73%)	28(6.93%)	404(100%)

Table 6.2.5(1): Sources of Information by age group



Graph 6.2.5(a): Sources of Information by age group

The above table, supported by graph, depict that book is the main source of information in the State and District Libraries to the age group of below 18 years. Out of the total respondents, 18.81% of this age group use library books for their main source of information, which is very high in comparison to the second source, Journals being only 4.2%. To the age group of 19-30 years of age, books is again the main source of information being 22.27% and followed by Journals being 11.13%, that is only half of the later. Again, for 31-40 age group, book is still the main source of information in the library, being 12.87% and followed by Journals, 6.18% only. But, for the age group of 41 above, books and Journals have contributed as source of information from the library constituting 8.41% and 7.42% respectively. Hence, the researcher avows that books are the main source of information to all those age groups in State and District Library as a whole.

## 2) *Source of Information by Gender*

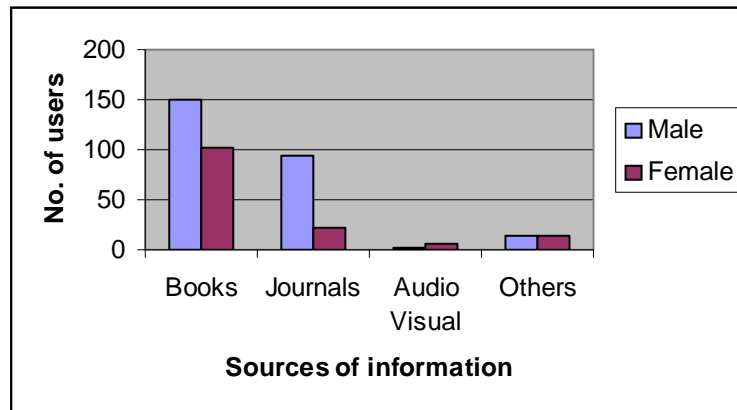
Source of information in State and District Library by gender is represented by Table 6.2.5(2) and data is being analyzed with the support of Graph 6.2.5(b) below:

*N=404*

<i>Gender</i>	<i>Books</i>	<i>Journals</i>	<i>Audio Visual</i>	<i>Others</i>	<i>Total</i>
Male	150(37.12%)	95(23.51%)	1(0.24%)	14(3.46%)	260(64.36%)
Female	102(25.24%)	22(5.44%)	6(1.48%)	14(3.46%)	144(35.64%)
	252(62.37%)	117(28.96%)	7(1.73%)	28(6.93%)	404(100%)

Table 6.2.5(2): Sources of Information by gender group





Graph 6.2.5(b): Sources of Information by gender group

It is clear from the above table that out of the total population, 37.12% of male readers used books as their main source of information in the State and District Libraries whereas 25.24% of female regarded books as their main source of information. The difference is more than 10%. Going to the next part, 23.51% of male use Journals as the main source of information, whereas only 5.44% of female readers deduce journals as their main source of information. Both male and female also use some other materials as their source of information equally, constituting 3.46%.

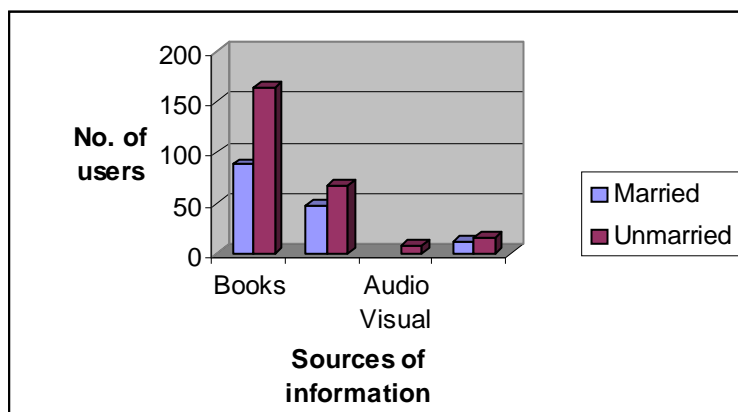
### 3) *Source of Information by Marital Status*

The following data illustrate with Table 6.2.5(3) and supplemented by Graph 6.2.5(c) represented sources of information at State and District Library by marital status of total respondents:

*N=404*

<i>Marital Status</i>	<i>Books</i>	<i>Journals</i>	<i>Audio Visual</i>	<i>Others</i>	<i>Total</i>
Married	88(21.78%)	49(12.12%)	-	11(2.72%)	148(36.63%)
Unmarried	164(40.59%)	68(16.83%)	7(1.73%)	17(4.2%)	256(63.37%)
Total	252(62.37%)	117(28.96%)	7(1.73%)	28(6.93%)	404(100%)

Table 6.2.5(3): Sources of Information by marital status



Graph 6.2.5(c): Sources of Information by marital status

Out the total population, 21.78% of married persons used books as main source of information and 12.12% by journals. By taking on unmarried persons, 40.59% depends on books, and 16.83% on periodicals. By analyzing the data, books are basically the main source of information from the State and District Libraries.

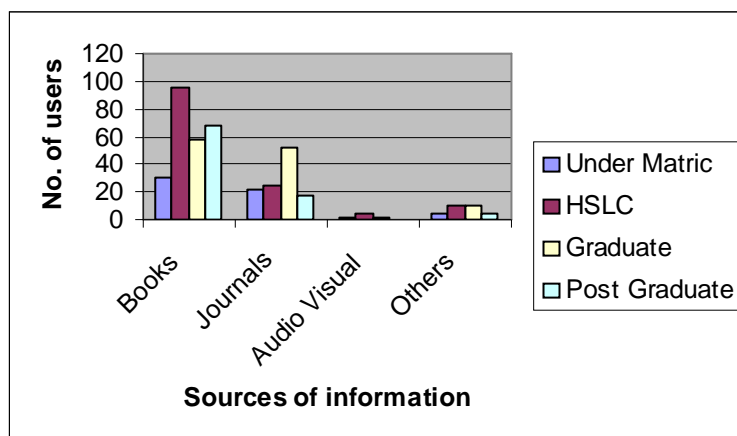
#### 4) *Source of Information by Educational Qualifications*

The following Table 6.2.5(4) and supplemented by Graph 6.2.5(d) also represented data collected from the respondent on sources of information in State and District Library by educational qualifications:

*N=404*

<i>Educational Qualification</i>	<i>Books</i>	<i>Journals</i>	<i>Audio Visual</i>	<i>Others</i>	<i>Total</i>
Under Matric	30(7.42%)	23(5.69%)	2(0.49%)	3(0.74%)	58(14.35%)
HSLC	96(23.76%)	24(5.94%)	3(0.74%)	11(2.72%)	134(33.17%)
Graduate	58(14.35%)	52(12.87%)	2(0.49%)	10(2.47%)	122(30.2%)
Post Graduate	68(16.83%)	18(4.45%)	-	4(0.99%)	90(22.27%)
Total	252(62.37%)	117(28.96%)	7(1.73%)	28(6.93%)	404(100%)

Table 6.2.5(4): Sources of Information by educational qualifications



Graph 6.2.5(d): Sources of Information by educational qualifications

The above table affirms that 7.42% of Under-matric mainly depends on books for their source of information and is followed by journal constituting 5.69% out of the total respondents. By taking HSLC, 23.76% depend on books and 5.94% of journals; among the graduates, 14.35% on books and 12.87% on journals; and to post-graduates, 16.83% on books and 4.45% on journals form the total respondents. By analyzing data, all the categories of educational qualification mainly used books as their main source of information having 62.37% and is followed by journal constituting 28.96%.

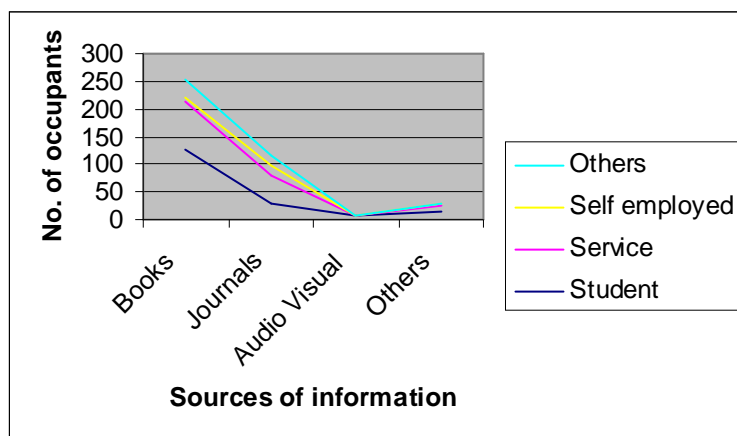
#### 5) *Source of Information by Occupation*

The following Table 6.2.5(5) represent data received from respondents on sources of information in State and District Library by occupation an analyzed with the help of Graph 6.2.5(e) as below:

*N=404*

<i>Occupation</i>	<i>Books</i>	<i>Journals</i>	<i>Audio Visual</i>	<i>Others</i>	<i>Total</i>
Student	128(31.68%)	28(6.93%)	7(1.73%)	17(4.2%)	180(44.55%)
Service	84(20.79%)	50(12.37%)	-	10(2.47%)	144(35.64%)
Self employed	10(2.47%)	19(4.7%)	-	1(0.24%)	30(7.42%)
Others	30(7.42%)	20(4.95%)	-	-	50(12.37%)
Total	252(62.37%)	117(28.96%)	7(1.73%)	28(6.93%)	404(100%)

Table 6.2.5(5): Sources of Information by occupation



Graph 6.2.5(e): Sources of Information by occupation

The above table depicts that 31.68% of students form the total respondents used books as the main source of information in the State and District Libraries, whereas only 6.93% used journals; and to the service persons, 20.79% used books and 12.37% on journals. To self-employed persons, 4.7% relied on journals and is followed by books constituting 2.47% and to other group of respondents, 7.42% on books and 4.95% on journals. In all these categories of information, a book mostly provided information to the library users and is followed by journals.

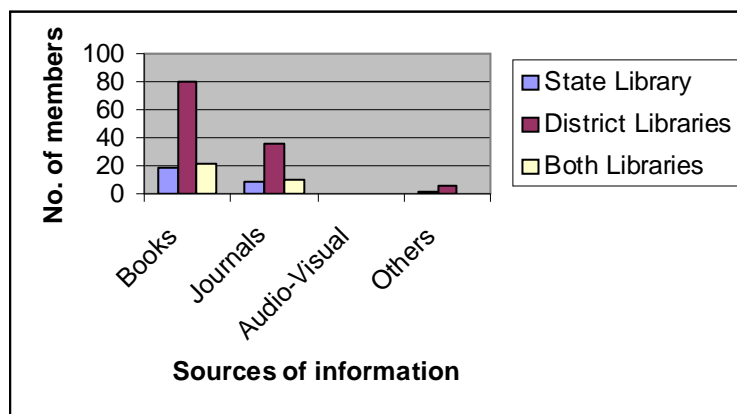
#### 6) *Source of Information by Library Members*

The following Table 6.2.5(6) illustrates data on sources of information by library members of State and District Libraries. It has been analyzed with the help of Graph 6.2.5(f) as below:

*N=182*

<i>Membership</i>	<i>Books</i>	<i>Journals</i>	<i>Audio-Visual</i>	<i>Others</i>	<i>Total</i>
State Library	18(9.89%)	9(4.94%)	-	1(0.54%)	28(15.38%)
District Libraries	80(43.95%)	35(19.23%)	-	7(3.84%)	122(6.59%)
Both Libraries	21(11.53%)	11(6.04%)	-	-	32(17.58%)
Total	119(65.38%)	55(30.21%)	-	8(4.39%)	182(100%)

Table 6.2.5(6): Sources of Information by library members



Graph 6.2.5(f): Sources of Information by library members

Out of the total respondents, 8.89% of State Library members used books as the main source of information and 4.94% used Journals. To the District Library members, 43.95% and 19.23% used books and Journals respectively as their main source of information. To the members of both the libraries, particularly from Aizawl city, 11.53% and 6.04% declared books and Journals as their main source of information respectively.

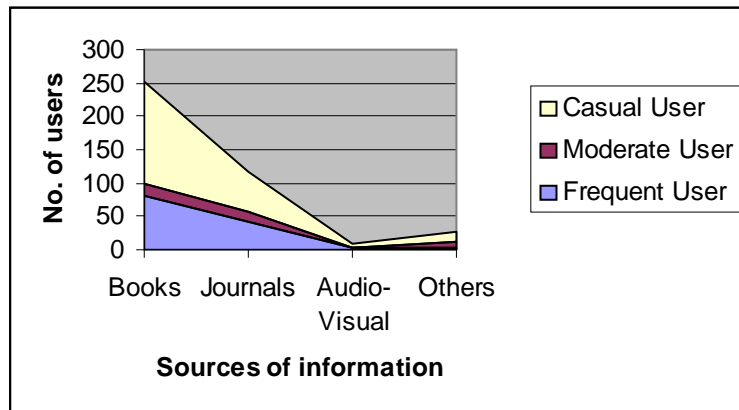
#### 7) *Source of Information by Library Users*

Table 6.2.5(7) illustrates data received from respondents on sources of information in State and District Library by library users and is has been analyzed with the help of Graph 6.2.5(g) as below:

*N=404*

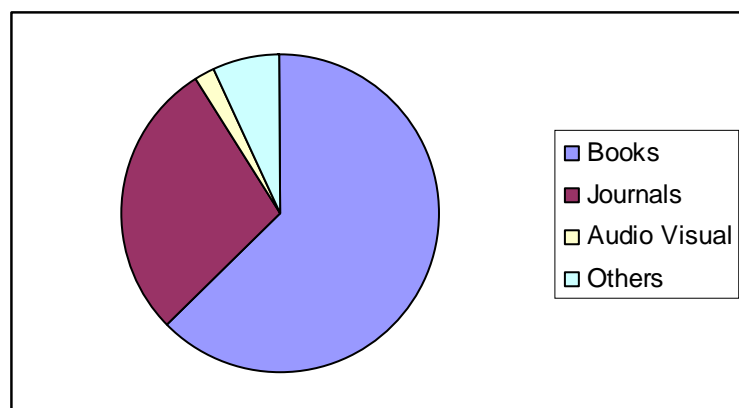
<i>Library users</i>	<i>Books</i>	<i>Journals</i>	<i>Audio-Visual</i>	<i>Others</i>	<i>Total</i>
Frequent User	82(20.29%)	43(10.64%)	2(0.49%)	3(0.74%)	130(32.17%)
Moderate User	16(3.96%)	16(3.96%)	2(0.49%)	8(1.98%)	42(10.39%)
Casual User	154(38.11%)	58(14.35%)	3(0.74%)	17(4.2%)	232(57.42%)
Total	252(62.37%)	117(28.96%)	7(1.73%)	28(6.93%)	404(100%)

Table 6.2.5(7): Sources of Information by library users



Graph 6.2.5(g): Sources of Information by library users

The above table illustrates that books are the main sources of information to the library frequent users, constituting 20.29% of the total respondents, and followed by journals, 10.64% in State and District Library. To moderate users, books and journals have equal access by 3.96% users each. And 38.11% and 14.35% of casual users declared books and journals as their main source of information respectively. By taking the whole data, the researcher assures that books are the main sources of information for the State and District library (62.37%) and is followed by journals (28.96%); and audio-visual and others constituted only 1.73% and 6.93% respectively. The whole data may be represented with the following Graph 6.2.5(h):



Graph 6.2.5(h): Sources of Information by library users

### 6.2.6 State and District Libraries as Local Information Center

State and District Libraries as local center of information has purpose to serve the community in their pursuit of knowledge. The services of these libraries are

provided on the basis of equality of access for all, irrespective of age, race, sex, religion, nationality, language or social status. Under this topic the researcher is going to present the services provided by the state and district libraries of Mizoram from the data collected from questionnaire provided for the purpose. The presentation and analysis will be in the form of table and charts and interpretation of the same will follows.

The State and District Libraries has also a particular responsibility to collect local information and make it readily available. It also acts as memory of the past by collecting, conserving and providing access to material relating to the history of the community and of individuals. The State and District Libraries, therefore, has a key role in collecting, organizing and exploiting information, as well as providing access to wide range of information sources. In advanced countries, some of the public libraries provide space for information kiosks and telecentres, organizes seminars and workshops on how to use Internet. State and District Libraries as local center of information is to serve its clients in providing their information queries.

**1) State and District Libraries as Community Information Center by Users**

The following Table 6.2.6(1) represents data of the respondents on State and District Libraries as community information center by age:

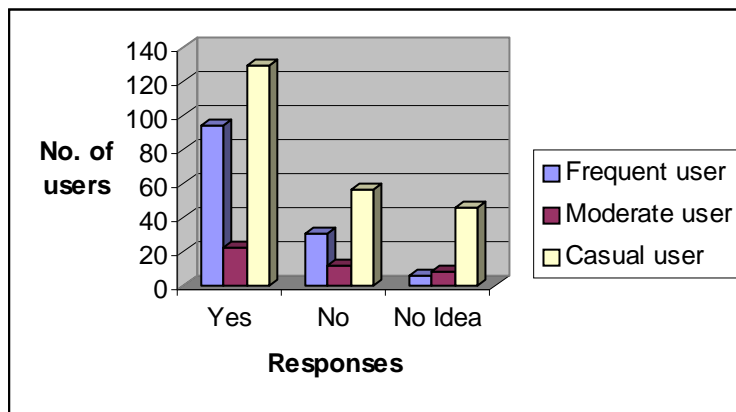
*N=404*

<i>Library users</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Frequent user	93(23.01%)	30(7.42%)	7(1.73%)	130(32.17%)
Moderate user	22(5.44%)	13(3.21%)	7(1.73%)	42(10.39%)
Casual user	130(32.17%)	55(13.61%)	47(11.63%)	232(57.42%)
Total	245(60.64%)	98(24.25%)	61(15.09%)	404(100%)

Table 6.2.6(1): State and District Libraries as local information center

The above table clearly shows that among the library frequent users, 23.01% of the total respondents agree State and District Libraries as local center of information, whereas, 7.42% does not agree and 1.73% has no idea; and to moderate users, 5.44% agree and 3.21% does not agree, and only 1.73% has no idea. By taking the casual

users, 32.17% agree, 13.61% does not agree and 11.63% have no idea. By analyzing the data, all the categories of library users agree that library is the local center of information. This table can be supported with the following Graph 6.2.6(a):



Graph 6.2.6(a): State and District Libraries as local information center

2) *State and District Libraries as Community Information Center by Occupation*

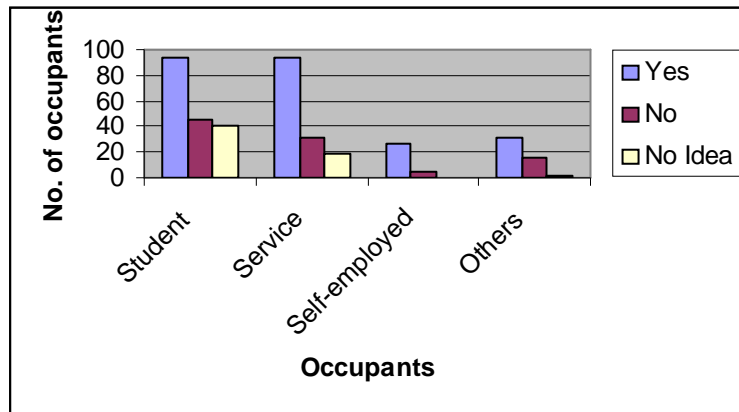
Table 6.2.6(2) of the following represents data on State and District Libraries as community information center by occupation and is analyzed with the help of Graph 6.2.6(b):

*N=404*

<i>Occupation</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Student	94(23.26%)	46(11.39%)	40(9.9%)	180(44.55%)
Service	94(23.26%)	31(7.67%)	19(4.7%)	144(35.64%)
Self-employed	25(6.18%)	5(1.23%)	-	30(7.42%)
Others	32(7.92%)	16(3.96%)	2(0.49%)	50(12.37%)
Total	245(60.64%)	98(24.25%)	61(15.09%)	404(100%)

Table 6.2.6(2): State and District Libraries as local information center by occupation





Graph 6.2.6(b): State and District Libraries as local information center by occupation

The above table clearly depict that 23.26% of student group are of the opinion that State and District Library as local center of information, but 11.39% do not agree, whereas, 9.9% have no idea. To service persons, 23.26% agree and 7.67% are against it from the total respondents. 6.18% of self-employed persons do also agree and to other group of occupants, 7.92% agree and 3.96% do not agree. All the categories of occupations, agree that public library as local information center.

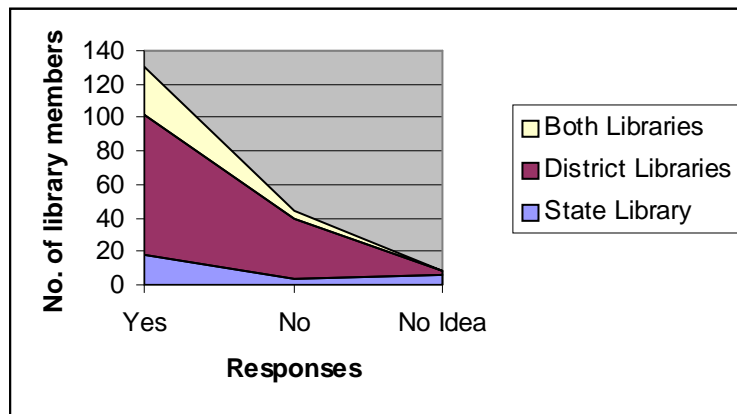
### 3) *State and District Libraries as Community Information Center by Library Members*

Table 6.2.6(3) below stand for data on State and District Libraries as community information center by library members received from respondents and is analyzed with the help of Graph 6.2.6(c):

*N=182*

<i>Membership</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
State Library	18(9.89%)	4(2.19%)	6(3.29%)	28(15.38%)
District Libraries	84(46.15%)	36(19.78%)	2(1.09%)	122(6.59%)
Both Libraries	27(14.83%)	5(2.74%)	-	32(17.58%)
Total	129(70.87%)	45(24.72%)	8(4.39%)	182(100%)

Table 6.2.6(3): State and District Libraries as local information center by library members



Graph 6.2.6(c): State and District Libraries as local information center by library members

The above table affirms that out of the total respondents 9.89% of state library members agree State and District Library as local center of information, whereas 2.19% do not agree, and 3.29% have no idea. To the District Library members, 46.15% declared public as local information center and 19.78% do not agree, whereas, 1.09% has no idea. To members of both the libraries, 14.83% agree and 2.74% no not agree public library as community information center. By taking total responses of the library users, 70.87% agree State and District Library as local information center, whereas 24.72% were against it.

**4) State and District Libraries as Community Information Center by Gender**

Date received from respondents on State and District Libraries as community information center by gender is given under Table 6.2.6(4) and has been analyzed with the help of Table 6.2.6(d) below:

N=404

Gender	Yes	No	No Idea	Total
Male	165(40.84%)	58(14.35%)	37(9.15%)	260(64.35%)
Female	80(19.8%)	40(9.9%)	24(5.94%)	144(35.64%)
Total	245(60.64%)	98(24.25%)	61(15.09%)	404(100%)

Table 6.2.6(4): State and District Libraries as local information center by gender

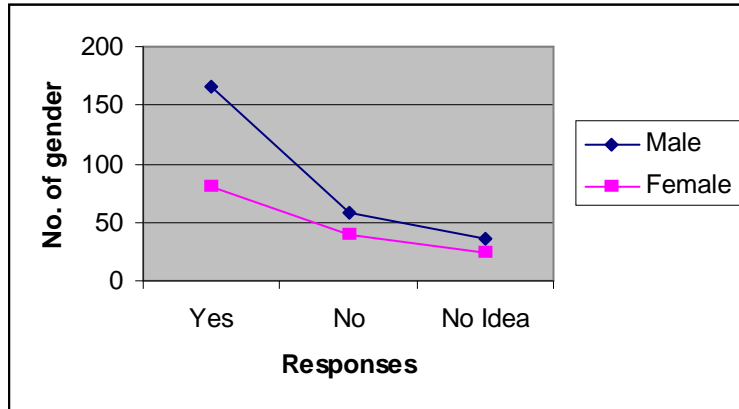
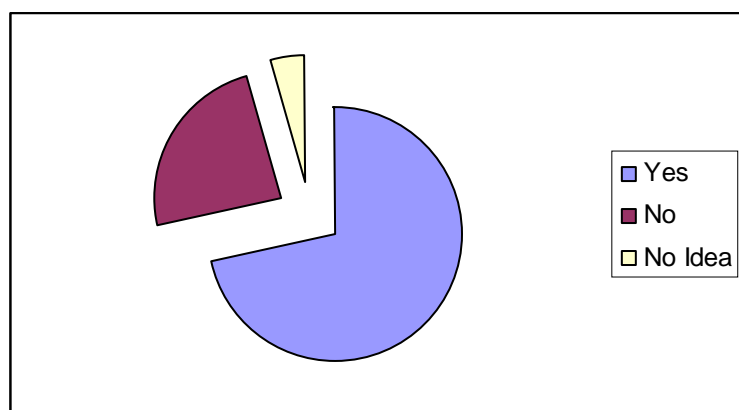


Table 6.2.6(d): State and District Libraries as local information center by gender

The above table declared that out of the total respondents, 40.84% male affirms State and District Libraries as local information center; but 14.35% do not agree and 9.15% have no idea. To male respondents, it is undoubtedly clear that public library is the local center of information. By taking female responses, 19.8% agree; 9.9% do not agree and 5.94% have no idea in this respect; however, it is avow that female respondents agree State and District Library as local center of information.

By taking the whole respondents, 60.64% affirms State and District Libraries as local center of information, 24.25% do not agree and 15.09% have no idea. This declaration is given under Graph 6.2.6(e) as below:



Graph 6.2.6(e): State and District Libraries as local information center

### 6.2.7 State and District Libraries as Depository of Local Information Needs

The services of the state and district libraries, being a part of public library, are designed to facilitate and invite use of resources and satisfy the reading goals of individuals of all ages and groups. The services provided, for the best result, should provide resources to cater information needs of the users for the benefit of the community in one way or the other.

#### 1) Depository of Local Information Needs by Age Group

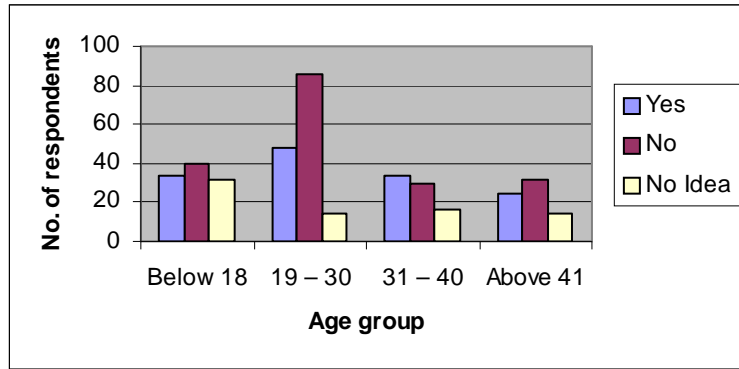
The following Table 6.2.7(1) demonstrates data from received respondents on State and District Library as local information need by age and has been analyzed accordingly.

*N=404*

<i>Age group</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Below 18	34(8.41%)	40(9.9%)	32(7.92%)	106(26.23%)
19 – 30	47(11.63%)	86(21.28%)	15(3.71%)	148(36.63%)
31 – 40	34(8.41%)	30(7.42%)	16(3.96%)	80(19.8%)
Above 41	24(5.94%)	32(7.92%)	14(3.46%)	70(17.32%)
Total	139(34.4%)	188(46.53%)	77(19.05%)	404(100%)

Table 6.2.7(1): Libraries as depository of local information needs by age group

The above table clearly shows that available resources in the state and district libraries in Mizoram are not much beneficial to cater local information needs for 19-30 years of age. To this age group, 21.28% declared that they do not deposit enough information, but 11.63% are happy with the collections. But, for age group 31-40, 8.41% avow that they provide enough information whereas 7.42% do not agree. To the above 41, 7.92% are not happy with the deposits of State and District Libraries, but 5.94% are happy with the collections. By taking the total data of respondents, 46.53% stated that public library deposits are not sufficient for local information, whereas 34.4% agree of the deposits provided to its clients. This analysis is being illustrated with the following Graph 6.2.7(a):



Graph 6.2.7(a): Libraries as depository of local information needs by age group

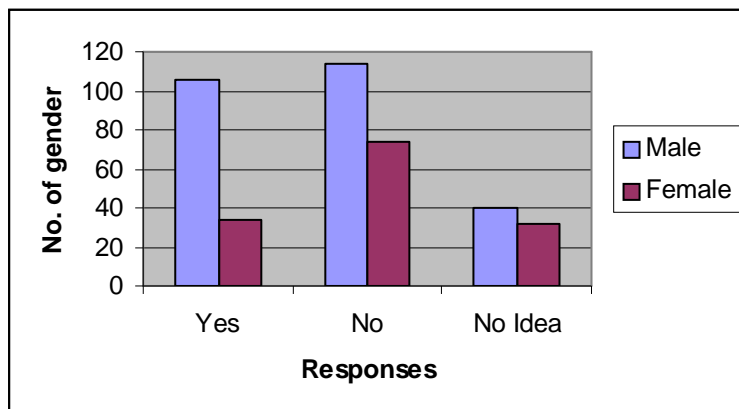
2) ***Depository of Local Information Needs by Gender***

The following Table 6.2.7(2) show data of State and District Library as depository of local information needs by gender and is supplemented with Graph 6.2.7(b) to analyze data:

*N=404*

<i>Gender Group</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Male	105(25.99%)	114(28.21%)	45(11.13%)	260(64.36%)
Female	34(8.41%)	74(18.31%)	32(8.91%)	144(35.64%)
Total	139(34.4%)	188(46.53%)	77(19.05%)	404(100%)

Table 6.2.7(2): Libraries as depository of local information needs by gender



Graph 6.2.7(b): Libraries as depository of local information needs by gender

The above table affirms that 25.99% male of the total respondents declared State and District Libraries do not deposit local information needs whereas 28.21% do not agree to. By taking female respondents, 18.31% seconded male gender group by stating public library do not deposit local information needs, and only 8.41% are against to this statement. By taking the whole data, 46.53% follow the above declaration.

### 3) *Depository of Local Information Needs by Library Users*

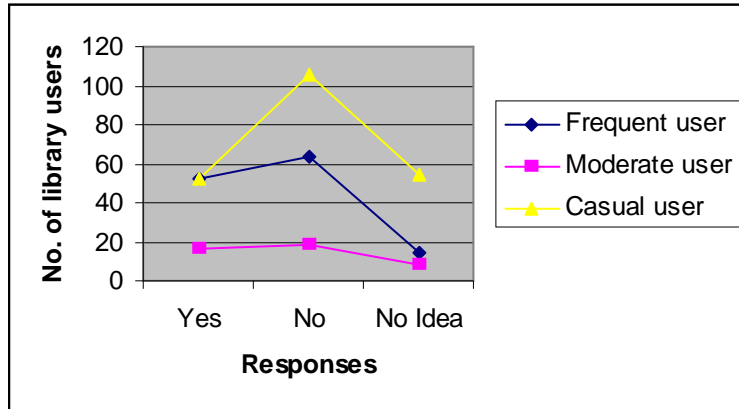
Table 6.2.7(3) of below illustrates data received from respondents on State and District Libraries deposit local information needs by library users and the same data is analyzed to give clear picture of data:

*N=404*

<i>Library Users</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Frequent user	51(12.62%)	64(15.84%)	15(3.71%)	130(32.17%)
Moderate user	15(3.71%)	18(4.45%)	9(2.22%)	42(10.39%)
Casual user	73(18.06%)	106(26.23%)	53(13.11%)	232(57.42%)
Total	139(34.4%)	188(46.53%)	77(19.05%)	404(100%)

Table 6.2.7(3): Libraries as depository of local information needs by users

The above table depicts State or District Libraries, according to the frequent users, have no much contribution for local community information. Out of the total respondents, 15.84% of library frequent users declared that State and District Libraries do not deposits local information needs, whereas 12.62% do not agree this declaration. By analyzing moderate users, 4.45% joint the previous declaration and 3.71% are against it. To casual users, 26.23% are also with the same statement and 18.06% are against the statement. This analysis is being supplemented with the following Graph 6.2.7 (c):



Graph 6.2.7 (c): Libraries as depository of local information needs by users

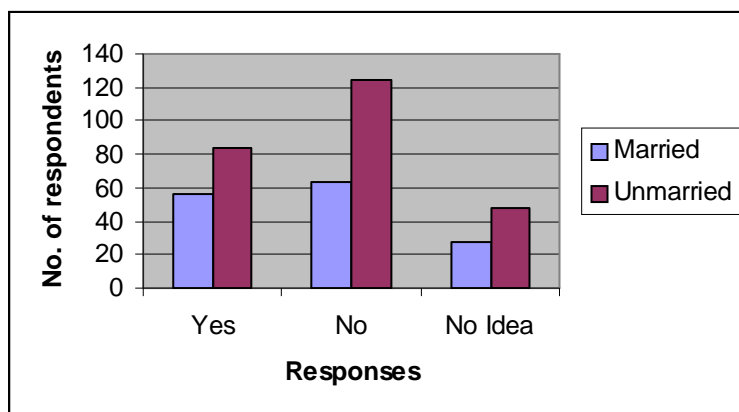
4) **Depository of Local Information Needs by Marital Status**

The researcher also presented data received from respondents on State and District Library as depository of local information needs by marital status with Table 6.2.7(4) and is supported by Graph 6.2.7(d):

*N=404*

Marital status	Yes	No	No Idea	Total
Married	56(13.86%)	64(15.85%)	28(6.93%)	148(36.63%)
Unmarried	83(20.09%)	124(30.69%)	49(12.12%)	256(63.37%)
Total	139(34.4%)	188(46.53%)	77(19.05%)	404(100%)

Table 6.2.7(4): Libraries as depository of local information needs by marital status



Graph 6.2.7(d): State and District Libraries as depository of local information needs by marital status

The above table illustrates that, out of the total respondents, 15.85% of married persons declared that State and District Libraries do not deposit local information needs whereas 13.86% of them are against it. According to unmarried persons, 30.69% have the same declaration with married persons while 20.09% are against the declaration. This analysis is supported with the above Graph 6.2.7(d).

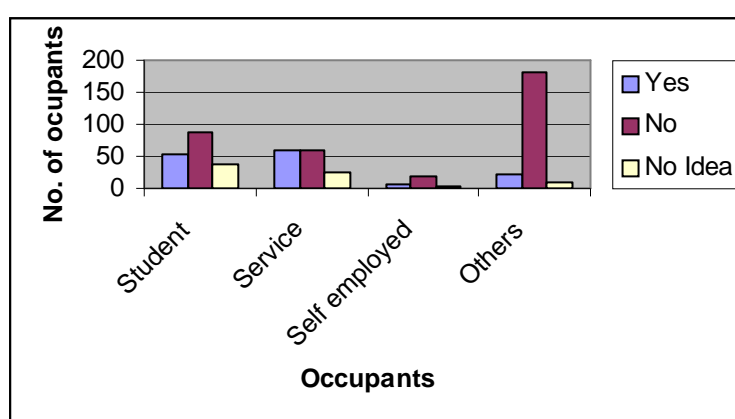
### 5) *Depository of Local Information Needs Occupation*

Table 6.2.7 (5) of the following data represents declaration of various occupants on State and District Library as depository of local information needs and the analysis is supported with Graph 6.2.7(e):

*N=404*

<i>Occupation</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Student	53(13.11%)	87(21.53%)	40(9.9%)	180(44.55%)
Service	59(14.6%)	60(14.85%)	25(6.18%)	144(35.64%)
Self employed	6(1.48%)	21(5.19%)	3(0.74%)	30(7.42%)
Others	21(5.19%)	20(4.95%)	9(2.22%)	50(12.37%)
Total	139(34.4%)	188(46.53%)	77(19.05%)	404(100%)

Table 6.2.7 (5): Libraries as depository of local information needs by occupation



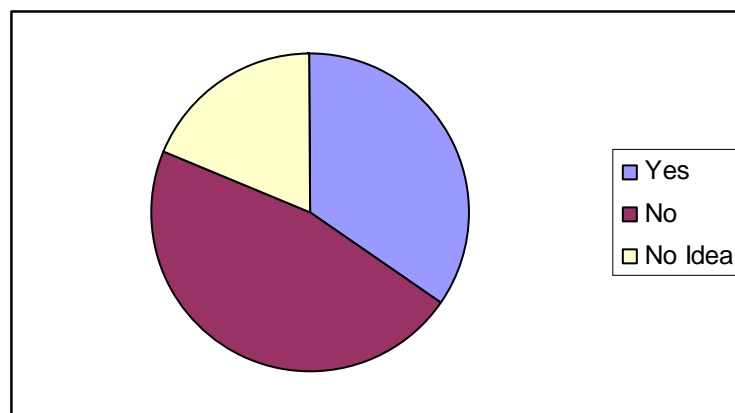
Graph 6.2.7(e): Libraries as depository of local information needs by occupation

The above table illustrates the statement of the various occupants on State and District Libraries as depository of local community information center. Among



students, 13.11% of the total population agreed State and District Libraries deposit local information needs whereas 12.53% do not agree. To self-employed persons, 5.19% do not agree and 1.48% is against them. The gap among the other group of occupants that 5.19% of the total respondents feel public library deposits local information needs whereas only 4.95% do not agree.

By taking the total responses, 34.4 % of the total population agrees State and District Libraries as depository of local community information needs, whereas 46.53% do not agree and 19.05% have no idea. This is illustrated with the following Graph 6.2.7 (f):



Graph 6.2.7 (f): Libraries as depository of local information needs

### 6.2.8 State and District Libraries on Educational Development

It is earlier stated that education has no ends. Life is full of education from cradle to grave. The learning process may be through formal or informal education, by which one can impart knowledge in one field or the other. In this sense, scholars argue it that education and libraries are the two side of the same coin, one cannot be separated from the other. Library is the basic principle and root of education. Educational systems are, sometimes, changing and the present study will confine to the present system.

#### 1) *Life Long Learning Center by Library Users*

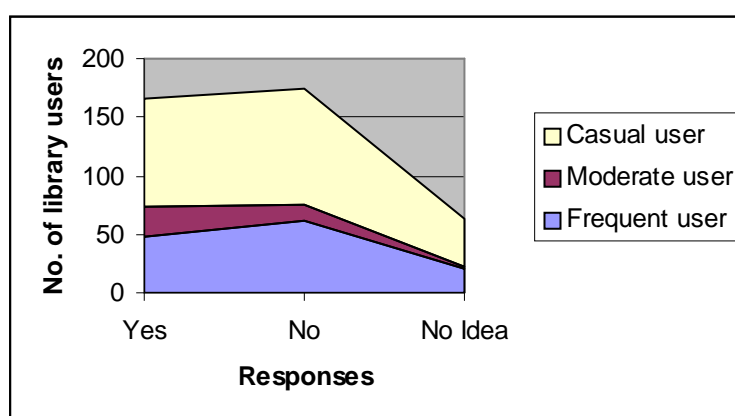
By taking State and District Libraries, the researcher is confined to provide educational information to the community through different kinds of library services. As education is a part of community service, the researcher presents the

impact of public libraries in Mizoram for the educational development from the opinions of the respondents. The following Table 6.2.8(1) represents data received from the respondents regarding State and District Library as life long learning center by library users and is supported the analysis with Graph 6.2.8(a).

*N=404*

<i>User Group</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Frequent user	47(11.63%)	62(34.06%)	21(5.19%)	130(32.17%)
Moderate user	26(6.43%)	14(3.46%)	2(0.49%)	42(10.39%)
Casual user	94(23.26%)	97(24%)	41(10.14%)	232(57.42%)
Total	167(41.33%)	173(42.82%)	64(15.85%)	404(100%)

Table 6.2.8(1): Library supports life long learning by user



Graph 6.2.8(a): Library supports life long learning by user

The above table depict that 34.06% of the frequent user declared State and District Libraries do not support life long learning, but on the contrary, 11.63% stated that public library supports life long learning, and 5.19% have no contributed their ideas. By taking moderate user, 6.43% affirms State and District Libraries as life long learning center whereas 3.46% were against it. Of the casual user, 24% stated it does not support while 23.26% agree on State and District Libraries as life long learning center.

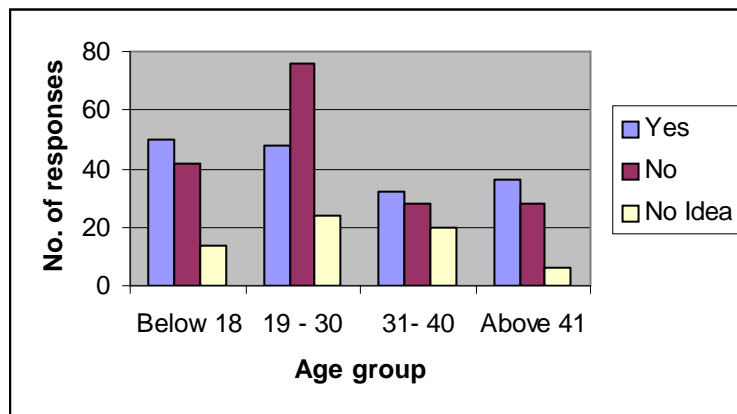
2) **Life Long Learning Center by Age Group**

Table 6.2.8(2) that illustrates data on State and District Libraries as life long center by age has been analyzed and is supported with Graph 6.2.8(b) to give better clarity:

*N=404*

<i>Age Group</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Below 18	50(12.37%)	42(10.39%)	14(3.46%)	106(26.23%)
19 - 30	48(11.88%)	76(18.81%)	24(5.94%)	148(36.63%)
31- 40	32(7.92%)	27(6.68%)	21(5.19%)	80(19.8%)
Above 41	37(9.15%)	28(6.93%)	5(1.23%)	70(17.32%)
Total	167(41.33%)	173(42.82%)	64(15.85%)	404(100%)

Table 6.2.8(2): Library supports life long learning by age



Graph 6.2.8(b): Library supports life long learning by age

From the above table, it can be declared that 12.37% of below 18 years of age agree State and District Libraries as life long learning center whereas 10.39% of the total respondents against them. Likewise, 31-40 age group declared that State and District Libraries as life long learning center, constituting 7.92% ‘Yes’ and 6.68% ‘No’ and above 41 age have the same conclusion having higher percentage of respondents ‘Yes’ to ‘No’. But, for age group 19-30, State and District Libraries cannot be regarded as life long learning center; 18.81% of the total respondents against the later while 11.88% support the later statement.

### 3) *Life Long Learning Center by Occupation*

The following Table 6.2.8(3) illustrates data of State and District Libraries as life long learning center by occupation and is supported for easy visibility with Graph 6.2.8(c).

*N=404*

<i>Occupation</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Student	77(19.05%)	76(18.81%)	27(6.68%)	180(44.55%)
Service	54(13.36%)	64(15.85%)	26(6.43%)	144(35.64%)
Self-employed	6(1.48%)	20(4.95%)	4(0.99%)	30(7.42%)
Others	30(7.42%)	13(3.21%)	7(1.73%)	50(12.37%)
Total	167(41.33%)	173(42.82%)	64(15.85%)	404(100%)

Table 6.2.8(3): Library supports life long learning by occupation



Graph 6.2.8(c): Library supports life long learning by occupation

The above table described that 15.85% of service persons do not agree State and District Libraries as life long learning center, whereas 13.36% agree and 6.43% have no idea. 4.95% of self-employed persons also do not agree as life long learning center while 1.48% agree. On the contrary, 7.42% of other categories of occupants agree and 3.21% do not agree State and District Libraries as life long learning center.

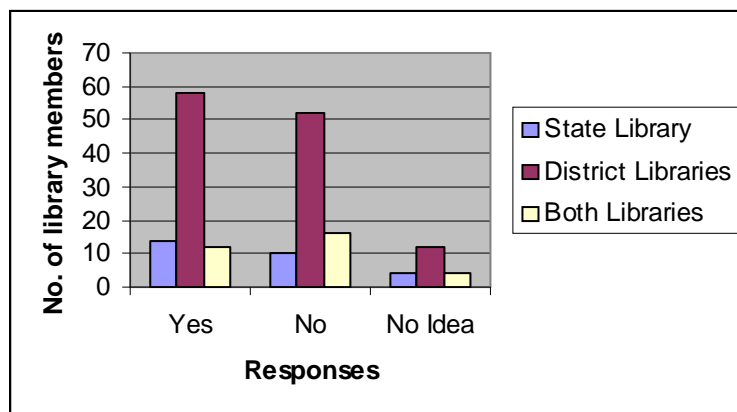
4) **Life Long Learning Center by Library Members**

Table 6.2.8(4) of the following illustrates data receive from respondents on State and District Libraries as life long learning center by its members and the same is analyzed and supported with Graph 6.2.8(d)

N=182

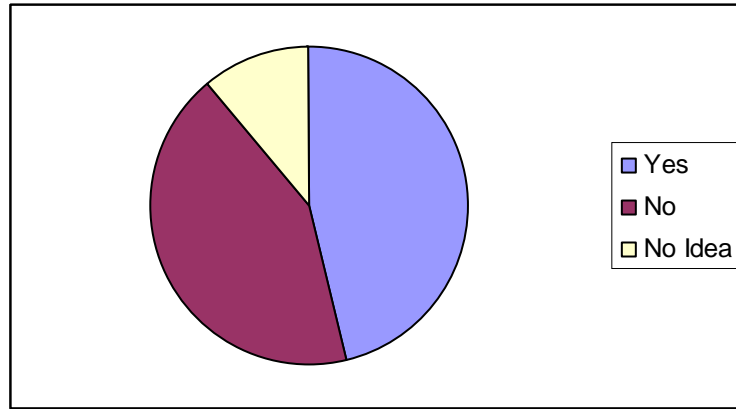
Membership	Yes	No	No Idea	Total
State Library	15(8.24%)	10(5.49%)	3(0.54%)	28(15.38%)
District Libraries	58(31.86%)	52(28.57%)	12(6.59%)	122(6.59%)
Both Libraries	12(6.59%)	15(8.24%)	5(2.74%)	32(17.58%)
Total	85(46.7%)	77(42.3%)	20(10.98%)	182(100%)

Table 6.2.8(4): Library supports life long learning by library members



Graph 6.2.8(d): Library supports life long learning by library members

By looking the above table, it can be seen that 8.24% of State library members agree that State and District Libraries supports life long learning to the society, but 5.49% do not agree from the whole respondents. In the case of District libraries, 31.86% members agree and 28.57% members do not agree, still then 6.59% have no idea. By taking total respondents 46.7% agree State and District Libraries supports life long learning to the society and 42.3% do not agree, and 10.98 have no contributed their idea. Therefore, the researcher concluded that State and District Libraries supports life long learning in the present educational system of the state. This can be supported and represented with the following Graph 6.2.8(e):



Graph 6.2.8(e): Library supports life long learning

### 6.2.9 Formal and Non-formal Education Center

Public library, as peoples' university and local gateway to knowledge, provides basic condition for life long learning independent-decision making to the community. It is a living force for education, and an essential agent for fostering of peace and spiritual welfare among people. State and District Library, being public library system serves the community by providing knowledge to the general and specific in both formal and non-formal education.

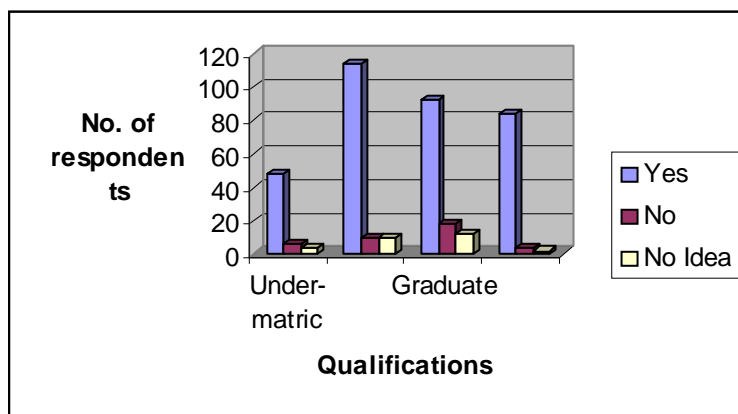
#### 1) *Formal and Non-formal Education Center by Educational Qualification*

The next Table 6.2.9(1) represents data of respondents on State and District Libraries as a center of formal and non-formal education by occupation and has been analyzed with the help of Graph 6.2.9(a):

*N=404*

<i>Educational Qualification</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Under-matric	49(12.12%)	5(1.23%)	4(0.99%)	58(14.35%)
HSLC	114(28.21%)	11(2.72%)	9(2.22%)	134(33.17%)
Graduate	91(22.52%)	18(4.45%)	13(3.21%)	122(30.2%)
Post Graduate	84(20.79%)	4(0.99%)	2(0.49%)	90(22.27%)
Total	338(83.66%)	38(9.41%)	28(6.93%)	404(100%)

Table 6.2.9(1): Library as center of formal and non-formal education by educational qualifications



Graph 6.2.9(a): Library as formal and non-formal education center by educational qualifications

The above table affirms that 12.12% of the under-metric respondents agree State and District Library as the center of formal and non-formal education, whereas 1.23% does not agree. But the difference between ‘Yes’ and ‘No’ is quite high. Likewise, 28.21% of HSLC respondents affirm libraries as center of formal and non-formal education system. Again, 22.52% and 20.79% of both graduates and post-graduate respondents say ‘Yes’ respectively. On the other hand, 2.72% of HSLC, 4.45% of graduates and 0.99% of post-graduate respondents assured themselves that State and District Libraries are not a center of formal and non-formal education. In total, 83.66% of total respondents agree that State and District Libraries as center of formal and non-formal education, but 9.41% does not agree to that point, and still then, 6.93% have no idea about the statement.

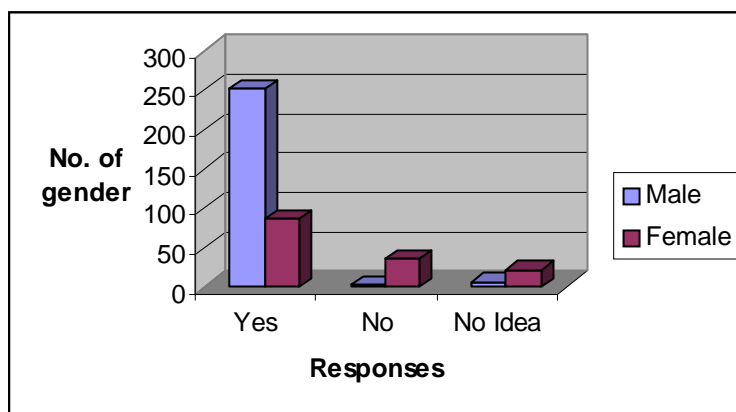
2) **Formal and Non-formal Education Center by Gender**

The following Table 6.2.9(2) signify data of respondents on State and District Libraries as formal and non-formal education center by gender and is analyzed to get the conclusion in this regards: N=404

Gender	Yes	No	No Idea	Total
Male	252(62.37%)	3(0.74%)	5(1.23%)	260(64.36%)
Female	86(21.28%)	35(8.66%)	23(5.69%)	144(35.64%)
Total	338(83.66%)	38(9.41%)	28(6.93%)	404(100%)

Table 6.2.9(2): Library as center of formal and non-formal education by gender

The above table affirms that State and District Libraries is a center of formal and non-formal education for the society. Out of the total population, 62.37% of male and 21.28% of female respondents affirms this statement. On the other hand, 0.74% of male and 8.66% of female respondents do not agree to this statement; only 1.23% and 5.69% of male and female do not have idea respectively. This analysis is supported with the following Graph 6.2.9(b):



Graph 6.2.9(b): Library as formal and non-formal education center by gender

### 3) *Formal and Non-formal Education Center by Library Members*

The data of responses of library members on State and District Libraries as formal and non-formal education is given Table 6.2.9(3) and is analyzed accordingly below:

*N=182*

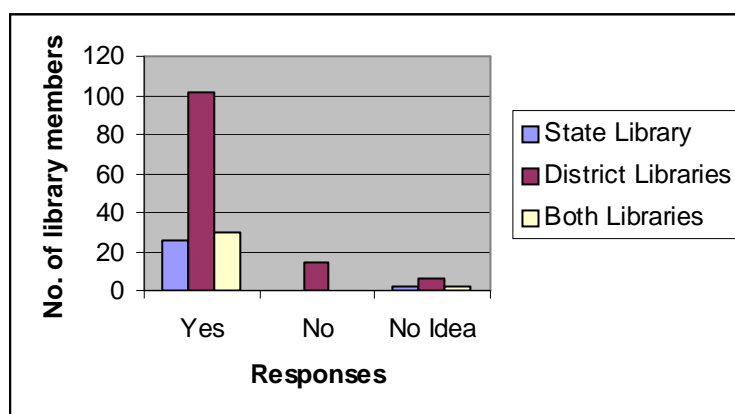
<i>Membership</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
State Library	26(14.28%)	-	2(1.09%)	28(15.38%)
District Libraries	103(56.59%)	13(7.14%)	6(3.29%)	122(6.59%)
Both Libraries	30(16.48%)	-	2(1.09%)	32(17.58%)
Total	159(87.36%)	13(7.14%)	10(5.49%)	182(100%)

Table 6.2.9(3): Library as formal and non-formal education center by library members

The above table illustrated the stand of State and District Library members on State and District Libraries as formal and non-formal education center in the society. Out



of the total population, 14.28% of State Library members agree that library as formal and non-formal education center and none of them disagree to this point. In the case of District Library members, 56.59% agree and only 7.14% disagree. And members of both the levels of libraries have the same decision, 16.48% of the respondents agree and none of them disagree. This data is represented below with Graph 6.2.9(c):



Graph 6.2.9(c): Library as formal and non-formal education center by library member

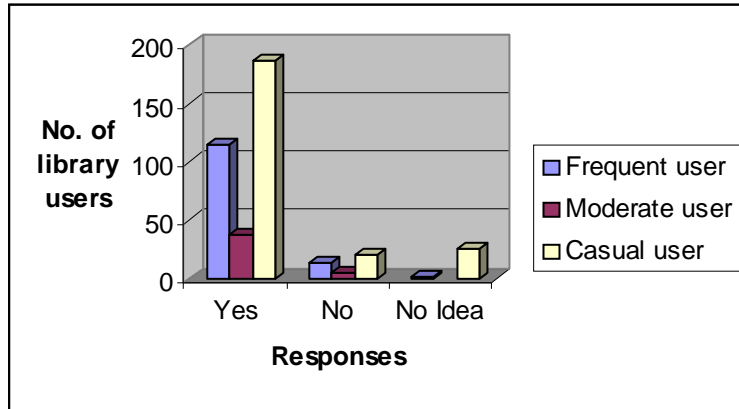
#### 4) *Formal and Non-formal Education Center by Library Users*

Table 6.2.9(4) of below represents data of respondents received on State and District Libraries as formal and non-formal education center by library users and is supplemented with Graph 6.2.9(d):

*N=404*

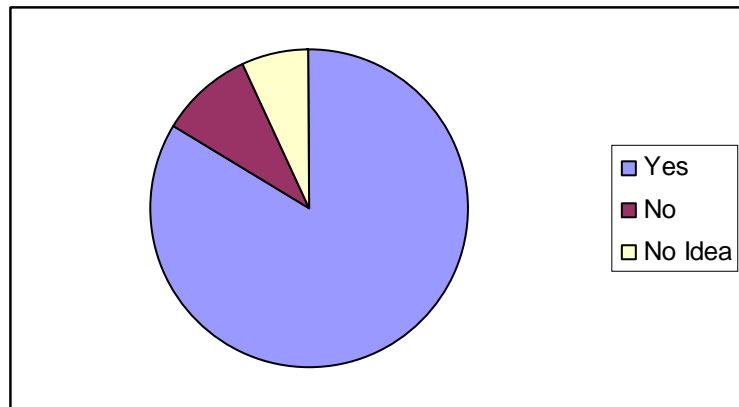
<i>Library users</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Frequent user	115(28.46%)	13(3.21%)	2(0.49%)	130(32.17%)
Moderate user	38(9.41%)	4(0.99%)	-	42(10.39%)
Casual user	185(45.79%)	21(5.19%)	26(6.43%)	232(57.42%)
Total	338(83.66%)	38(9.41%)	28(6.93%)	404(100%)

Table 6.2.9(4): Library as formal and non-formal education center by library users



Graph 6.2.9(d): Library as formal and non-formal education center by library user

The above table clearly depicts that library users regards State and District Libraries as formal and non-formal education center. The responses 28.46% of frequent library users affirm the statement whereas 3.21% do not agree. By taking moderate users, 9.41% agree and 0.99% does not agree the statement, and for casual user, 45.79% affirms as other users whereas 5.19% do not agree from the total respondents. The whole picture of data declared that 83.66% library users regards State and District Libraries and formal and non-formal education center, whereas only 9.41% do not agree. This data is represented with Graph 6.2.9(e) below:



Graph 6.2.9(e): Library as formal and non-formal education center

### 6.2.10 State and District Libraries on Socio-cultural Development

State and District Libraries were established to meet not only educational programs of a country, but also to serve as recreation and information center of the society. An important role of State and District Libraries is to preserves the cultural heritage of

the human race as represented by books and other documents. It functions as a cultural center of the society and promotes awareness of cultural heritage, appreciation of the arts and literature. It also provides cultural development of individual and social group. State and District Libraries may pay special attention to the children by providing special programmes or sections to foster creativity and reading habits. It should also extend special services or extension services to reach the disadvantaged sections of the society by providing specific materials in their respective way of life. Its services should cover all sections of the society irrespective of race, sex, religion, status or community.

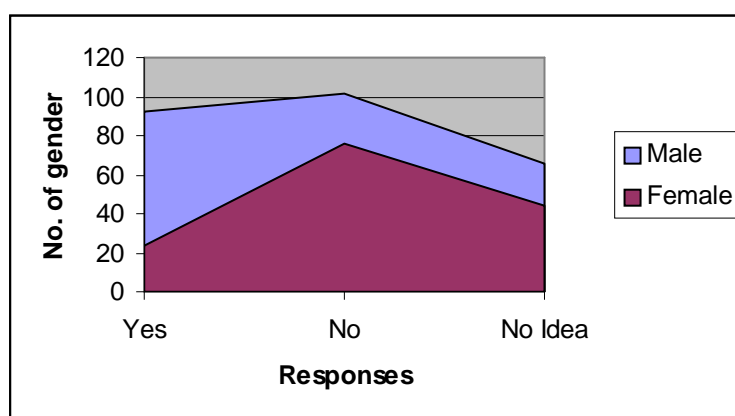
**1) Promoter of Social Life by Gender**

State and District Libraries of Mizoram have been served the state for more than twenty-eight years, its services were not much aware among the society as a whole. The social life of a nation is always influence by different factors. Library is one of such elements. The following Table 6.2.10(1) data is received and analyzed from respondents on State and District Libraries as promoter of social life by gender and is supported with Graph 6.2.10(a) for better clarity:

*N=404*

<i>Gender group</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Male	93(23.01%)	102(25.24%)	65(16.08%)	260(64.36%)
Female	24(5.94%)	76(18.81%)	44(10.89%)	144(35.64%)
Total	117(28.96%)	178(44.05%)	109(26.98%)	404(100%)

Table 6.2.10(1): Library as promoter of social life by gender



Graph 6.2.10(a): Library as promoter of social life by gender

The above table depicts the declaration of the respondents on library contribution for the society as promoter of social life. Out of the total respondents, 25.24% of male affirms State and District Libraries do not promote social life, but 23.01% were against the later statement. Likewise, 18.81% of female from the total respondents declared that it does not promote social life whereas 5.94% avow it promotes and 10.89% have no idea. By taking the whole picture, the researcher, therefore, conclude that the contributions of State and District Libraries, particularly state and district libraries of Mizoram, do not have much contribution for the promotion of social life of the community that is reflected in Graph 6.2.10(a).

## 2) *Promoter of Social Life by Marital Status*

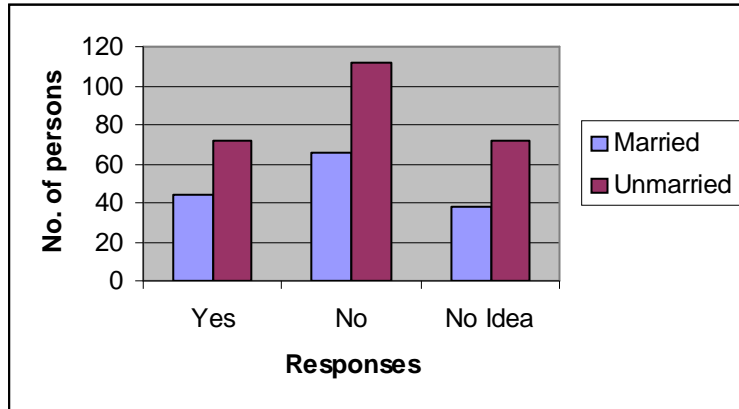
The next Table 6.2.10(2) is data of respondents on State and District Libraries as promoter of social life by marital status and is analyzed below:

*N=404*

<i>Marital status</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Married	45(11.13%)	66(16.33%)	37(9.15%)	148(36.63%)
Unmarried	72(17.82%)	112(27.72%)	72(17.82%)	256(63.37%)
Total	117(28.96%)	178(44.05%)	109(26.98%)	404(100%)

Table 6.2.10(2): Library as promoter of social life by marital status

The above table affirms that among the married persons, 11.13% affirm their declaration as ‘Yes’ and 16.33% as ‘No’ on the statement that State and District Libraries contributed for the promotion of social life in Mizoram. Likewise, 17.82% of the total respondents of unmarried persons are also having the opinion that State and District Libraries contributed for the promotion of social life, but, 27.72% person do not agree and 17.82% have no idea. This is supported by Graph 6.2.10(b) as below:



Graph 6.2.10(b): Library as promoter of social life by marital status

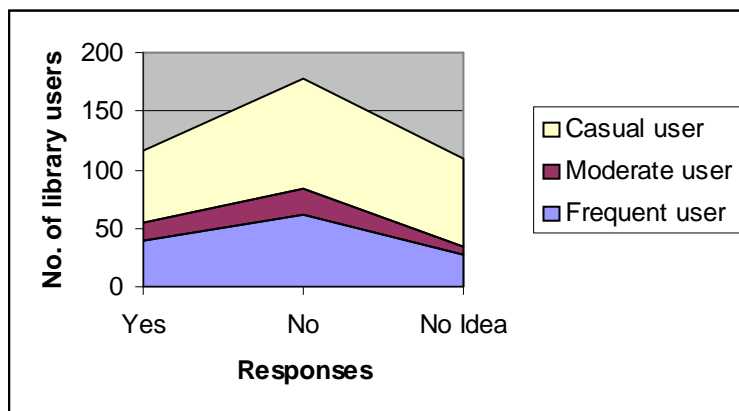
3) **Promoter of Social Life by Library Users**

Table 6.2.10(3) represents data of responses on State and District Libraries as promoter of social life by users and is supported the analysis with Graph 6.2.10(c) to give better clarity by sight.

*N=404*

<i>Library user</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Frequent user	40(9.9%)	63(15.59%)	27(6.68%)	130(32.17%)
Moderate user	15(3.71%)	22(5.44%)	5(1.23%)	42(10.39%)
Casual user	62(15.34%)	93(23.01%)	77(19.05%)	232(57.42%)
Total	117(28.96%)	178(44.05%)	109(26.98%)	404(100%)

Table 6.2.10(3): Library as promoter of social life by library users



Graph 6.2.10(c): Library as promoter of social life by user

The above table shows that library frequent users constituting 15.59% of the total population stating it does not promote while 9.9% affirms its promotional activities decide the contribution of State and District Libraries for the promotion of social life. To moderate users, as in the case of frequent user, 5.44% says 'No' while 3.71% says it promotes; and further, 23.01% of casual users declare it does not promote, while 15.34% affirms library promotes social life.

#### 4) *Promoter of Social Life by Library Members*

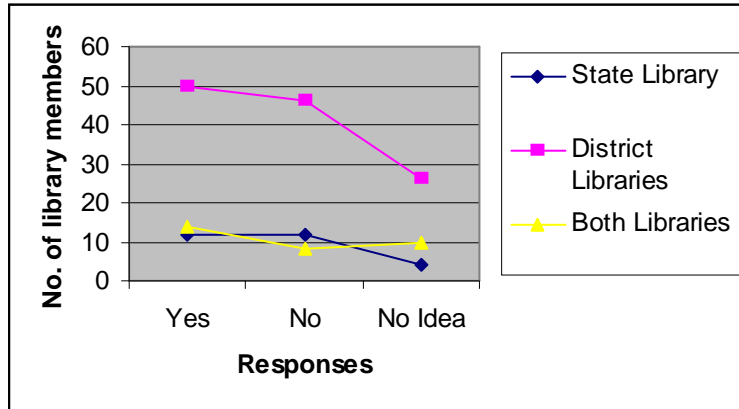
The following Table 6.2.10(4) gives data of respondents on State and District Libraries as promoter of social life by library members and the same data is analyzed to get reasonable conclusion to this affect.

*N=182*

Membership	Yes	No	No Idea	Total
State Library	13(7.14%)	11(6.04%)	4(2.19%)	28(15.38%)
District Libraries	49(26.92%)	47(25.82%)	26(14.28%)	122(67.03%)
Both Libraries	14(7.69%)	8(4.39%)	10(5.49%)	32(17.58%)
Total	76(41.75%)	66(36.26%)	40(21.97%)	182(100%)

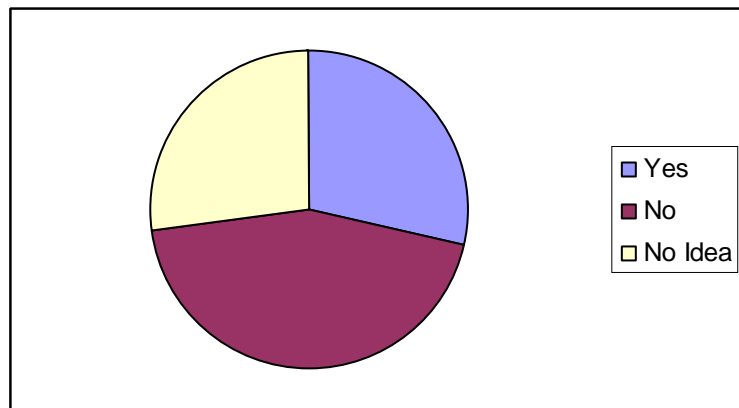
Table 6.2.10(4): Library as promoter of social life by library members

The above table illustrates that out of the total population, 7.14% of State Library members declares library promotes social life, and at the same time 6.04% of respondents do not agree. By analyzing district library members, 26.92% agree that it promotes while 25.82% were against the decision. To the members of both the libraries, 7.69% declares State and District Libraries promotes social life whereas 4.39% do not support them and 5.49% have no idea. This data is represented in the following Graph 6.2.10(d):



Graph 6.2.10(d): Library as promoter of social life by member

By analyzing the whole picture, 41.75% of the total respondents agreed State and District Libraries as promoter of social life, but 36.36% do not agree whereas 21.97% have no idea. Therefore, the researcher affirms that State and District Libraries is the promoter of social life to the Mizo community. The following diagram illustrates this total picture with Graph 6.2.10(e).



Graph 6.2.10(e): Library as promoter of social life

### 2.6.11 Preservation of Cultural Heritage

It is also stated earlier that State and District Libraries are center and preservation of cultural heritage. It does not preserve but also promotes through its activities or services render to the general community. In this regard, it can organize different programmes, like music concerts, dances, dramas, painting competition for children, exhibition of painting, etc.

**1) Library as Preservation of Cultural Heritage by Age Group**

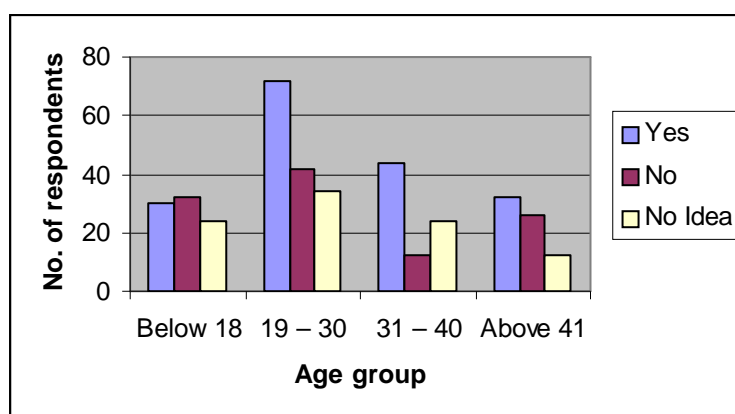
The following Table 6.2.11(1) is the representation of data receives from the respondents on library as preservation of cultural heritage by age and the same is analyzed as follows.

*N=404*

Age group	Yes	No	No Idea	Total
Below 18	30(7.42%)	31(7.67%)	25(6.18%)	106(26.23%)
19 – 30	71(17.57%)	42(10.39%)	35(8.66%)	148(36.63%)
31 – 40	44(10.89%)	13(3.21%)	23(5.69%)	80(19.8%)
Above 41	32(7.92%)	26(6.43%)	12(2.97%)	70(17.32%)
Total	177(43.81%)	132(32.67%)	95(23.51%)	404(100%)

Table 6.2.11(1): Library as preservation of cultural heritage by age group

The above table depicts State and District Libraries as promoter and preservation of cultural heritage. Out of the total population, 17.57% of 19-30 age group agreed and 10.39% does not agree to the statement, whereas 8.66% have no idea. Age group of 31-40 are also of the opinion that State and District Libraries as center of cultural heritage, 10.89% agree and only 3.21% does not agreed. According to below 18 years of age group, 7.42% of respondents declared State and District Libraries as center and promoter of cultural heritage, but 7.67% of them do not agree to that statement. The whole picture clearly affirms State and District Libraries as promoter and cultural heritage by constituting 43.81% as ‘Yes’ and only 32.67% against it; and is illustrate with Graph 6.2.11(a) below.



Graph 6.2.11(a): Library as preservation of cultural heritage by age group



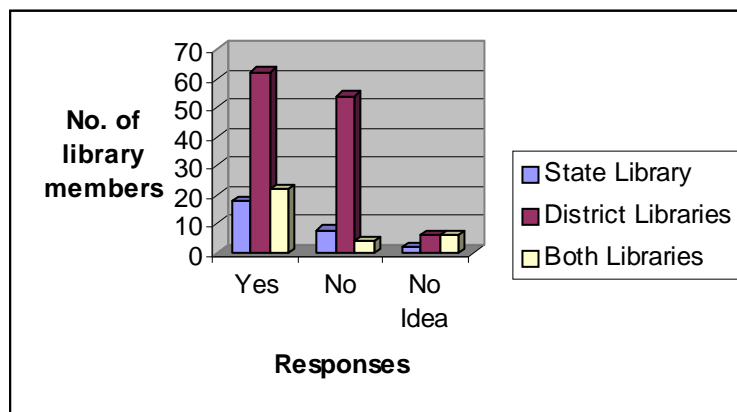
2) ***Library as Preservation of Cultural Heritage by Library Members***

In this regard, the declaration of the library members may also be taken on the basis of research data. The library members are supposed to avail most of the library resources and the following Table 6.2.11(2) of data represents State and District Libraries as preservation of cultural heritage by library members and is supplemented the analysis with Graph 6.2.11(b):

*N=182*

<i>Membership</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
State Library	18(9.89%)	8(4.39%)	2(1.09%)	28(15.38%)
District Libraries	61(33.51%)	55(30.21%)	6(3.29%)	122(65.9%)
Both Libraries	22(12.08%)	4(2.19%)	6(3.29%)	32(17.58%)
Total	101(55.49%)	67(36.81%)	14(7.69%)	182(100%)

Table 6.2.11(2): Library as preservation of cultural heritage by library members



Graph 6.2.11(b): Library as preservation of cultural heritage by library member

The above table depicts that out of the total respondents, 9.89% of State Library members declare State and District Libraries as preservation of cultural heritage, and 4.39% do not agree; whereas 33.51% of District Library agree and 30.21% do not agree; to the members of both the libraries, 12.08% agree, but 2.19% were against the statement. In all together, 55.49% agreed and 36.81% were against the statement of the later.

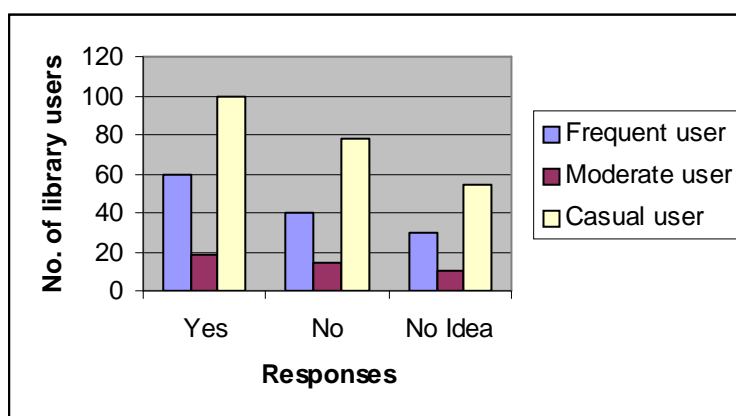
3) **Library as Preservation of Cultural Heritage by Library Users**

The following Table 6.2.11(3) also represent data on the previous statement by State and District Libraries users and is analyzed and supported by Graph 6.2.11(c) to give clarity by vision:

*N=404*

<i>Library users</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Frequent user	60(14.85%)	41(10.14%)	29(7.17%)	130(32.17%)
Moderate user	18(9.89%)	13(3.21%)	11(2.72%)	42(10.39%)
Casual user	99(24.5%)	78(19.3%)	55(13.61%)	232(57.42%)
Total	177(43.81%)	132(32.67%)	95(23.51%)	404(100%)

Table 6.2.11(3): Library as preservation of cultural heritage by library users



Graph 6.2.11(c): Library as preservation of cultural heritage by library user

The above table depicts that each and every group of library users affirms that library is the preservation of cultural heritage. Out of the total respondents, 14.85% of frequent users agreed that State and District Libraries preserve cultural heritage, but 10.14% do not agree; and 7.17% have no idea. For moderate users, 9.89% agree, 3.21% do not agree and 2.72% have no idea. 24.5% of casual users agree, 19.3% do not agree and 13.61% have no idea. By taking the total picture on library users, State and District Libraries is preservation of cultural heritage.

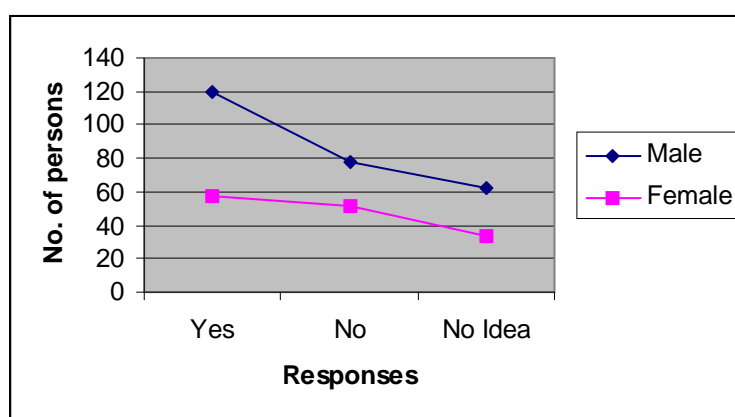
4) **Library as Preservation of Cultural Heritage by Gender**

Table 6.2.11(4) represents data on State and District Libraries as preservation of cultural heritage and analysis is supplemented with Graph 6.2.11(d) for better clarity by sight.

*N=404*

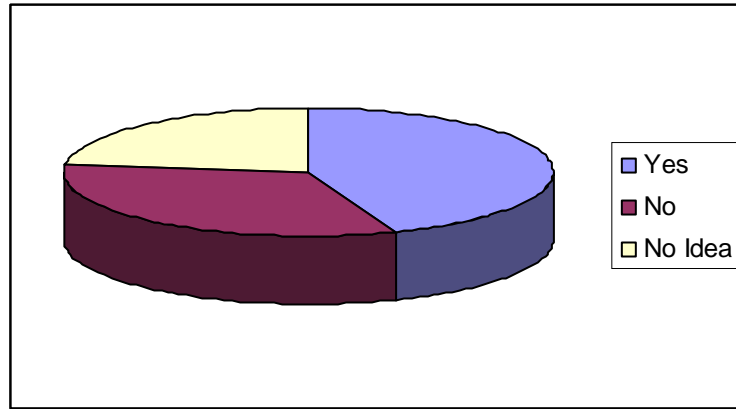
<i>Gender</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Male	120(29.7%)	78(19.3%)	62(15.34%)	260(64.35%)
Female	57(14.1%)	54(13.36%)	33(8.16%)	144(35.64%)
Total	177(43.81%)	132(32.67%)	95(23.51%)	404(100%)

Table 6.2.11(4): Library as preservation of cultural heritage by gender group



Graph 6.2.11(d): Library as preservation of cultural heritage by gender group

The above illustrations clearly represent that out of the total respondents, 29.7% of male affirms State and District Libraries as preservation of cultural heritage, whereas 19.3% do not agree, and 15.34% have no idea. To female respondents, 14.1% agreed as male respondents, but 13.36% do not agree and 8.16% have no idea. In this regard, female has the same conclusion with male respondents. By taking the whole picture, State and District Libraries as preservation of cultural heritage, 43.81% of total respondents agreed, 32.67% do not agree and 23.51% have no idea to the statement, which is represented with Graph 6.2.11(e) below:



Graph 6.2.11(e): Library as preservation of cultural heritage

### 6.2.12 Development of Personal Creativity

It is also discussed earlier that State and District Libraries provide opportunity for personal creative development. It organizes service to stimulate the imagination and creativity of children young people. By developing love of books and reading habits among the community, the State and District Libraries creates well-informed educated citizens of the future. Some public libraries of the world use cassettes to distribute information on hygiene, health, animal husbandry and other topics relevant to people's daily life. Health campaigns, nutrition class are also organized for community. The State and District Libraries of Mizoram are also to provide some creativity programme or activities to educate the community, particularly children and youth groups to develop their creativity in their daily life.

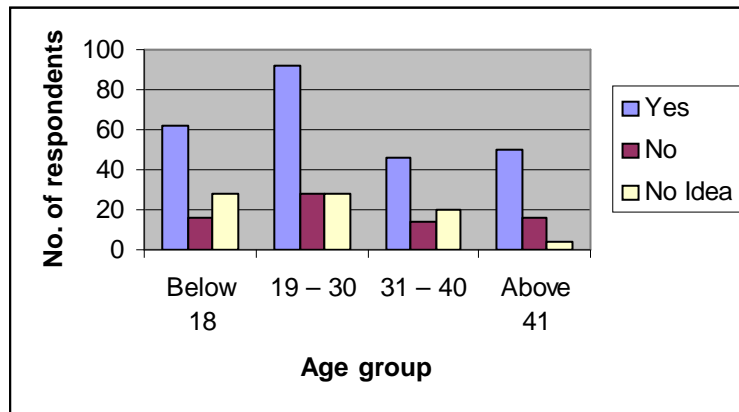
#### 1) *Personal Creativity Development by Age Group*

The following Table 6.2.12(1) is data received from respondents on State and District Libraries as creativity development by age. The data is being analyzed and is supported with Graph 6.2.12(a):

*N=404*

<i>Age group</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Below 18	61(15.09%)	16(3.96%)	29(7.17%)	106(26.23%)
19 – 30	91(22.52%)	27(6.68%)	30(7.42%)	148(36.63%)
31 – 40	47(11.63%)	15(3.71%)	18(4.45%)	80(19.8%)
Above 41	50(12.37%)	16(3.96%)	4(0.99%)	70(17.32%)
Total	249(61.63%)	74(18.31%)	81(20.04%)	404(100%)

Table 6.2.12(1): Library as personal creativity by age group



Graph 6.2.12(a): Library as personal creativity by age group

The above table affirms that 15.09% of total respondents of below 18 years of age, declared State and District Libraries as personal creativity development; and 22.52% from 19-30 age group, 11.63% from 31-40 age group and 12.37% from above 41 age group. At the same time, 3.96% of below 18 years, 6.68% of between 19-30 age group, 3.71% of between 31-40 age group and 3.96% of above 41 age group says that State and District Libraries do not provides opportunity for personal creative development.

## 2) *Personal Creativity Development by Gender*

Table 6.2.12(b) of the following illustrates data received from respondents on State and District Libraries as personal creativity development by gender and is being analyzed to get research result:

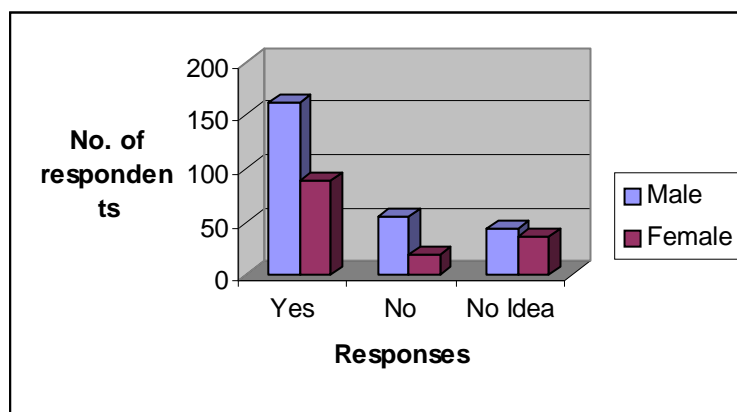
*N=404*

<i>Gender Group</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Male	161(39.85%)	54(13.36%)	5(1.23%)	260(64.36%)
Female	88(21.78%)	20(4.95%)	36(8.91%)	144(35.64%)
Total	249(61.63%)	74(18.31%)	81(20.04%)	404(100%)

Table 6.2.12(b): Library as creative development by gender

The above table depicts that 39.85% of male and 21.78% of female affirms State and District Libraries as personal creative development of the local community, whereas 13.36% of male and 4.95% of female were against the statement. In total, 61.63% of

respondents stated that State and District Libraries provides opportunity for personal creative development, but 18.31% of respondents are against the statement and 20.04% do not contribute their ideas. This data is illustrated with the help of Graph 6.2.12(b) below:



Graph 6.2.12(b): Library as creative development by gender

### 3) *Personal Creativity Development by Library Users*

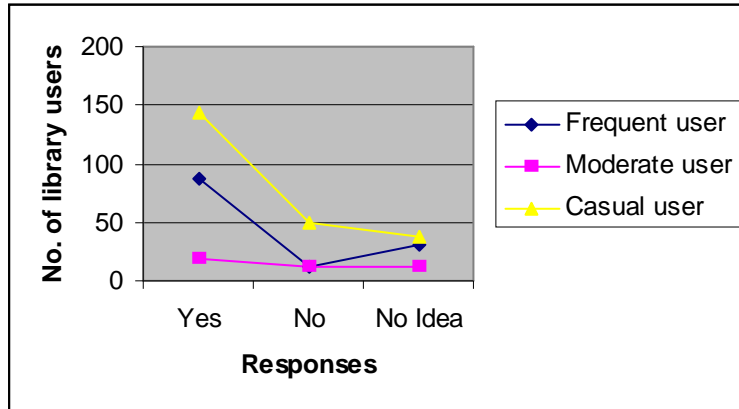
The following Table 6.2.12(3) represents data received from respondents on State and District Libraries as personal creativity by library users and the same is being analyzed to get the exhaustive result.

*N=404*

<i>Library users</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Frequent user	87(21.53%)	12(2.97%)	31(7.67%)	130(32.17%)
Moderate user	18(9.89%)	13(3.21%)	11(2.72%)	42(10.39%)
Casual user	144(35.64%)	49(12.12%)	39(9.65%)	232(57.42%)
Total	249(61.63%)	74(18.31%)	81(20.04%)	404(100%)

Table 6.2.12(3): Library as creative development by library user

The above table depicts that out of the total respondents, 21.53% of frequent users declare State and District Libraries as personal creativity development, whereas 2.97% do not agree and 7.67% have no idea. Further, 9.89% of moderate users have the same statement with the frequent user and 35.64% of casual users joints the later declaration whereas 12.12% were against the statement. This data is represented with Graph 6.2.12(c) as below:



Graph 6.2.12(c): Library as creative development by library user

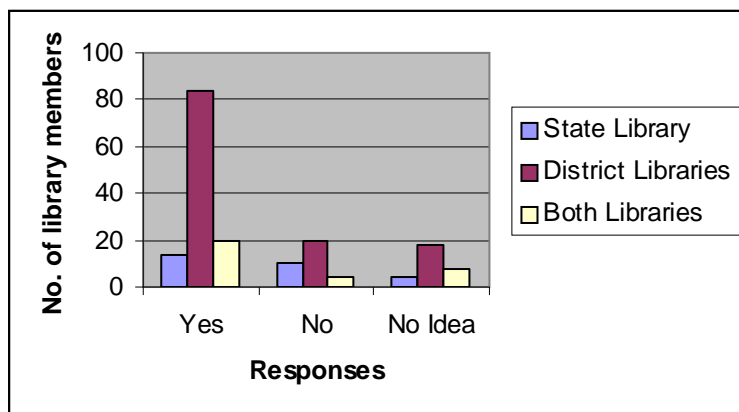
**4) Personal Creativity Development by Library Members**

The following Table 6.2.12(4) supplemented with Graph 6.2.12(d) represents data received from respondents on State and District Libraries as personal creativity development by library members for analysis.

*N=182*

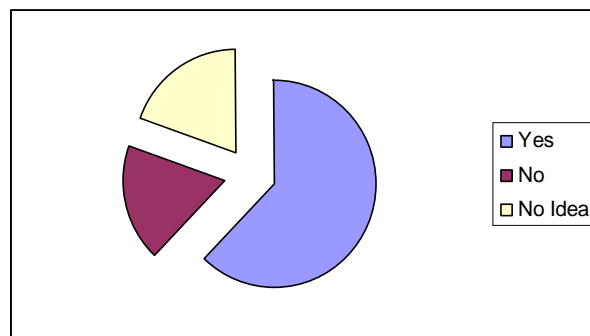
<i>Membership</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
State Library	15(8.24%)	9(4.94%)	4(2.19%)	28(15.38%)
District Libraries	83(45.6%)	21(11.53%)	18(9.89%)	122(67.03%)
Both Libraries	20(10.98%)	3(1.64%)	9(4.94%)	32(17.58%)
Total	118(64.83%)	33(18.13%)	31(17.03%)	182(100%)

Table 6.2.12(4): Library as creative development by library member



Graph 6.2.12(d): Library as creative development by library member

From the above table, supported by chart, it is illustrated that 8.24% of state library members affirms State and District Libraries as personal creative development, whereas 4.94% were against and 2.19% have no idea from the whole population. To district library members, 45.6% agree the later statement, but 11.53% do not agreed and 9.89% have no idea. Again, to both the members, 10.98% agreed, 1.64% do not agreed and 4.94% have no idea on State and District Libraries as personal creativity development. By analyzing the whole picture of the above data it can be represented with the help of Graph 6.2.12(e) as below for visual analysis.



Graph 6.2.12(e): Library as creative development

### **6.2.13 State and District Libraries as a Place of Recreation and Leisure Interests**

State and District Libraries is also regarded as a meeting place of local community at their leisure time to access information at various levels. It helps to develop understanding and strengthens democratic spirit and culture by appreciation of the differences in language, religion, customs and manners. It is a democratic institution, having the progress of the society as its prime mission. It also provides to one and all a harmless and elevating use of leisure.

#### ***1) State and District Libraries as a Place of Recreation and Leisure Interests by Age Group***

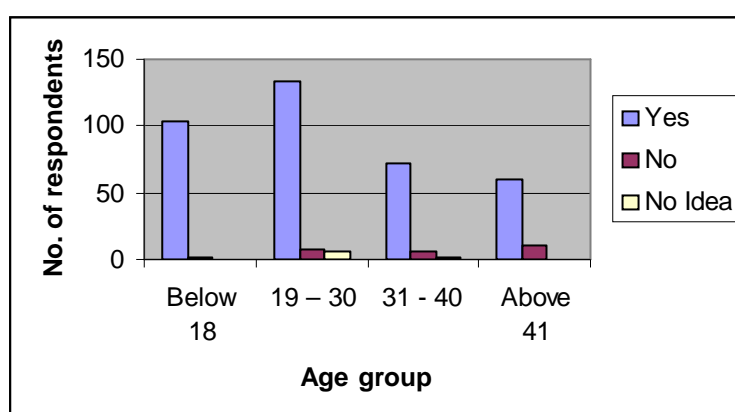
The following Table 6.2.13(1) representing data on State and District Libraries as a place of recreation and leisure interest by age group. It is analyzed below for the exhaustive research result.



Age group	Yes	No	No Idea	Total
Below 18	103(25.49%)	3(0.74%)	-	106(26.23%)
19 – 30	133(32.92%)	8(1.98%)	7(1.73%)	148(36.63%)
31 - 40	73(18.06%)	6(1.48%)	1(0.24%)	80(19.8%)
Above 41	60(14.85%)	10(2.47%)	-	70(17.32%)
Total	369(91.33%)	27(6.68%)	8(1.98%)	404(100%)

Table 6.2.13(1): Library as a place of recreation and leisure interest by age group

From the above table it is declared that 25.49% of below 18 years of age group respondents agree State and District Libraries as a place of recreation and leisure interests; on the other hand 0.74% of them do not agree. Among the age group of 19-30 years of age, 32.92% agree and 1.98% does not agree from the total respondents. By looking the age group of 31-40 years, 18.06% joins the idea of the later group and 1.48% does not. The senior group of above 41 year of age has also the same idea that 14.85% of them agree and 2.47% were against them. By looking the whole picture, it is affirm that 91.33% of the total respondents agree and 6.68% does not, and 1.98% has no idea on the State and District Libraries as a place of recreation and leisure interests. This can be supported with the help of the following Graph 6.2.13(a):



Graph 6.2.13(a): Library as a place of recreation and leisure interest by age group

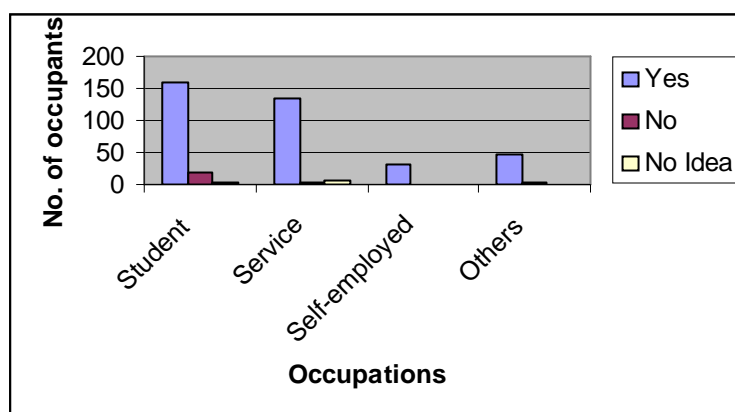
2) *State and District Libraries as a Place of Recreation and Leisure Interests by Occupation*

Table 6.2.13(2) below represents data received from respondents on State and District Libraries as a place of recreation and leisure interests by occupation from the local community.

N=404

<i>Occupation</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Student	159(39.35%)	18(4.45%)	3(0.74%)	180(44.55%)
Service	134(33.17%)	5(1.23%)	5(1.23%)	144(35.64%)
Self-employed	30(7.42%)	-	-	30(7.42%)
Others	46(11.38%)	4(0.99%)	-	50(12.37%)
Total	369(91.33%)	27(6.68%)	8(1.98%)	404(100%)

Table 6.2.13(2): Library as a place of recreation and leisure interest by occupation



Graph 6.2.13(b): Library as a place of recreation and leisure interest by occupation

The above table clearly depicts that State and District Libraries as a place of recreation and leisure interest. Out of the total respondents, 39.35% of student group, 33.17% of service persons, 7.42% of self-employed persons and 11.38% others agreed State and District Libraries as a place of recreation and leisure interest. On the other hand, 4.45% of students, 1.23% of service, and 0.99% of others does

not agreed. By looking the table, it is clear that all the respondents of self-employed group agree to the point. By analyzing the data, it is assured that State and District Libraries as a place of recreation and leisure interest

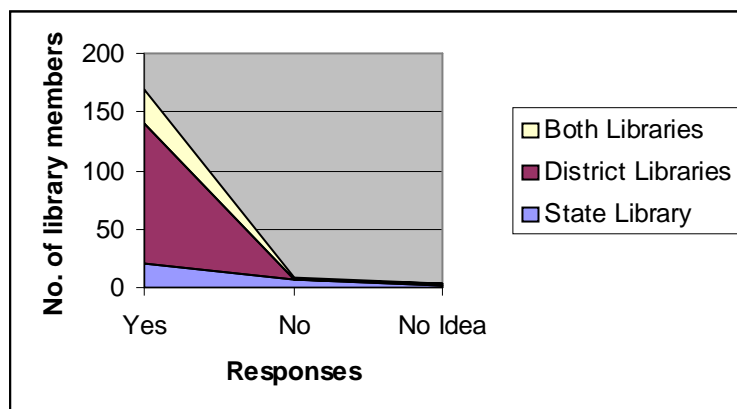
**3) State and District Libraries as a Place of Recreation and Leisure Interests by Library Members**

Library members play an important role for the promotion of library services by suggesting improvements to the library authority. They are supposed to visit library frequently for their personal information and interests. The following Table 6.2.13(3) represents data on State and District Libraries as a place of recreation and leisure interest and is supported by Graph 6.2.13(c).

*N=182*

<i>Membership</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
State Library	21(11.53%)	5(2.74%)	2(1.09%)	28(15.38%)
District Libraries	120(65.93%)	-	2(1.09%)	122(6.59%)
Both Libraries	29(15.93%)	3(1.64%)	-	32(17.58%)
Total	170(93.4%)	8(4.39%)	4(2.19%)	182(100%)

Table 6.2.13(3): Library as a place of recreation and leisure interest by library members



Graph 6.2.13(c): Library as a place of recreation and leisure interest by library members

The above data supported by graph, depicts that out of the total respondents, 11.53% of state library members agreed and 2.74% of them do not agree on State and District Libraries as a place of recreation and leisure interest. Likewise, 65.93% of district library members agree and none of them against the statement. To both the members of library, 15.93% of total respondents agree and 1.64% does not agree. To the members of libraries, 93.4% agree, 4.39% does not and 2.19% do not contribute their idea.

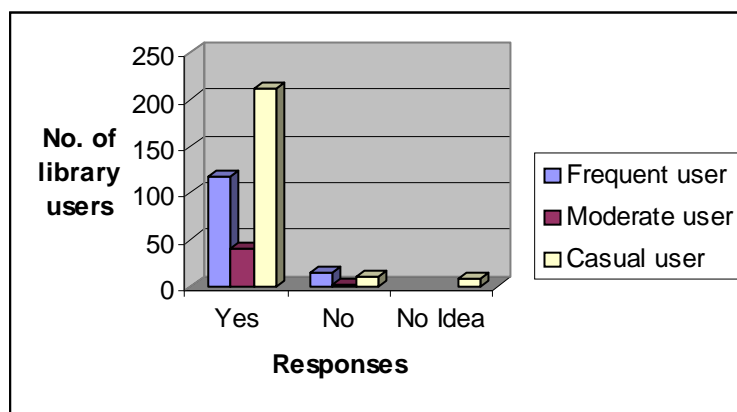
**4) State and District Libraries as a Place of Recreation and Leisure Interests by Library Users**

The following Table 6.2.13(4) representing data on State and District Libraries as a place of recreation and leisure interest by library users has been analyzed below and supported with Graph 6.2.13(d):

*N=404*

<i>Library Users</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Frequent user	117(28.96%)	13(3.21%)	-	130(32.17%)
Moderate user	41(10.14%)	1(0.24%)	-	42(10.39%)
Casual user	211(52.22%)	13(3.21%)	8(1.98%)	232(57.42%)
<b>Total</b>	<b>369(91.33%)</b>	<b>27(6.68%)</b>	<b>8(1.98%)</b>	<b>404(100%)</b>

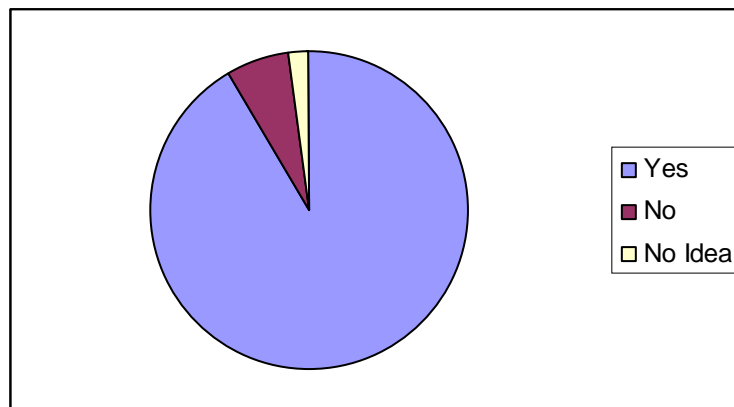
Table 6.2.13(4): Library as a place of recreation and leisure interest by library users



Graph 6.2.13(d): Library as a place of recreation and leisure interest by library users

From the above data supported by graph, 28.96% of library frequent users agree that State and District Libraries as a place of recreation and leisure interest for the community to gather their information needs, but 3.21% do not agree. For moderate user 10.14% agree and 0.24% does not agree. By taking casual users, 52.22% agree, 3.21% do not agree and 1.98% has no idea to the statement.

By analyzing the total data, it is clear that State and District Libraries act as a place of recreation and leisure interest for the local community by constituting 91.33% 'yes' and 6.68% 'no' and only 1.98% has no idea. This data can be illustrated with the help of the following Graph 6.2.13(e):



Graph 6.2.13(e): Library as meeting place for education and leisure interest

#### 6.2.14 Satisfaction on State and District Libraries

Reliable and exhaustive library service is the reputation of a library. The respondents are asked about their satisfaction on library services through questionnaire, and following is the data analysis on library services.

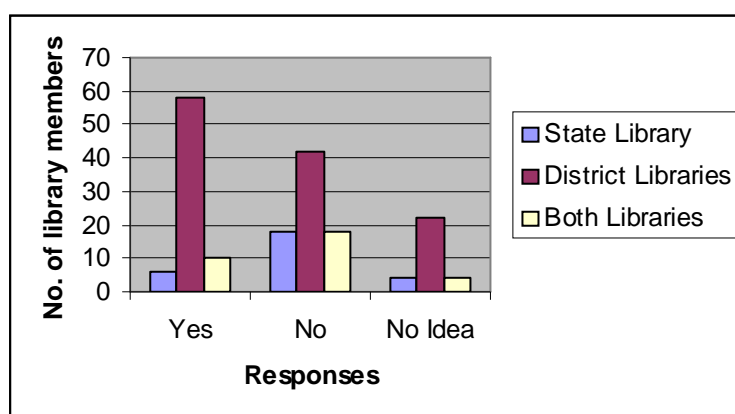
##### 1) *Satisfaction on Library Services by Library Members*

Table 6.2.14(1) correspond to data of respondents on their declaration on State and District Libraries services are satisfactory or not to acquire their needs and is analyzed to give result of the research below:

<i>Membership</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
State Library	6(3.29%)	17(9.34%)	5(2.74%)	28(15.38%)
District Libraries	59(32.41%)	42(23.8%)	21(11.53%)	122(6.59%)
Both Libraries	10(5.49%)	18(9.89%)	4(2.19%)	32(17.58%)
Total	75(41.2%)	77(42.3%)	30(16.48%)	182(100%)

Table 6.2.14(1): Satisfaction on library services by membership

The above table depicts responses of state and district library members. By analyzing this data, state library members are not satisfy with the State and District Libraries services constituting 9.34% while only 3.29% satisfied; and to the members of both the libraries, 9.89% do not satisfied, but at the same time, 5.49% declared their satisfaction. By taking the district library members, 32.41% satisfied whereas 23.8% are not satisfied in library services. On the analysis of data, 42.3% do not have satisfaction; but 41.2% satisfied, and the researcher declared that library services are not satisfactory for the library members. This data is illustrated Graph 6.2.14(a) for clear visibility as below:



Graph 6.2.14(a): Satisfaction on library services by membership

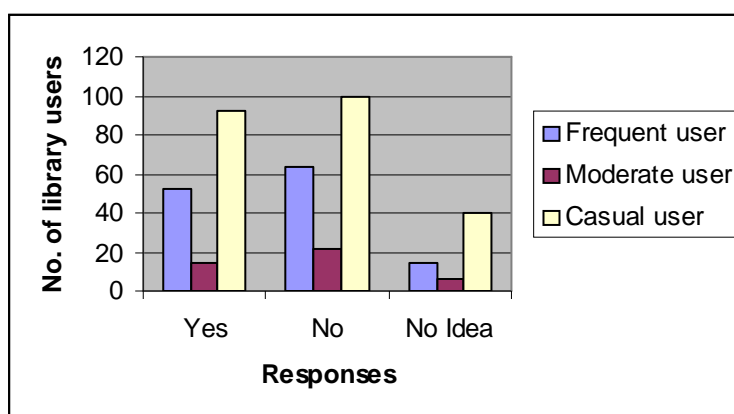
2) ***Satisfaction on Library Services by Library Users***

The following Table 6.2.14(2) is data of respondents of satisfaction on State and District Libraries services by library users and is supported with Graph 6.2.14(b):

N=404

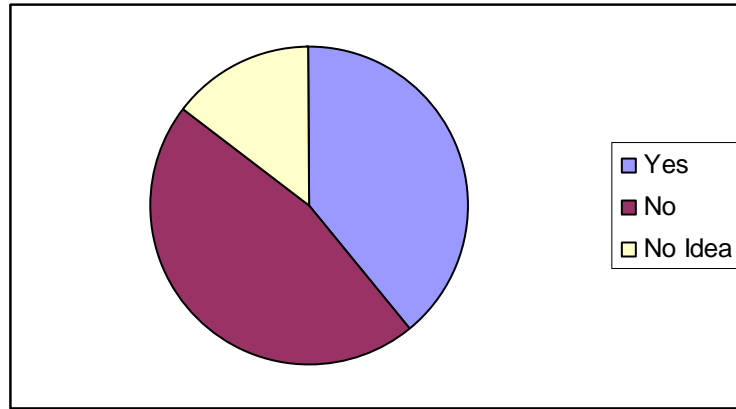
<i>Library users</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Frequent user	53(13.11%)	64(15.85%)	13(3.21%)	130(32.17%)
Moderate user	13(3.21%)	23(5.69%)	6(1.48%)	42(10.39%)
Casual user	91(22.52%)	100(24.75%)	41(10.14%)	232(57.42%)
Total	157(38.86%)	187(46.28%)	60(14.85%)	404(100%)

Table 6.2.14(2): Satisfaction on State and District Libraries by library users



Graph 6.2.14(b): Satisfaction on State and District Libraries by library users

The above table depicts that out of the total respondents 13.11% of library frequent users satisfied with the service provided in State and District Libraries of Mizoram, whereas 15.85% do not satisfy and 3.21% have no contributed their idea. To library moderate users, 3.21% satisfy, 5.69% do not satisfy and 1.48% has no idea. Again, 22.52% of casual users satisfy, 24.75% do not satisfy and 10.14% have no idea in this regard. By analyzing the overall data of the library users, the researcher assures that state and district library services in Mizoram are not satisfactory to the library users. The following Graph 6.2.14(c)(c) illustrates the overall data in this regard and will support the researcher's statement:



Graph 6.2.14(c): Satisfaction on library services

### 6.2.15 State and District Libraries for National Integration

State and District Libraries is open to all. There is no distinction among the community. It is established on democratic principle, for the public, and by the public. India is a big country having different cultures, beliefs, society, and religions. National integration is very important for such big country. Therefore, the respondents are also asked to contribute their ideas on State and District Libraries as a part or means for national integration.

#### 1) *Library for National Integration by Age Group*

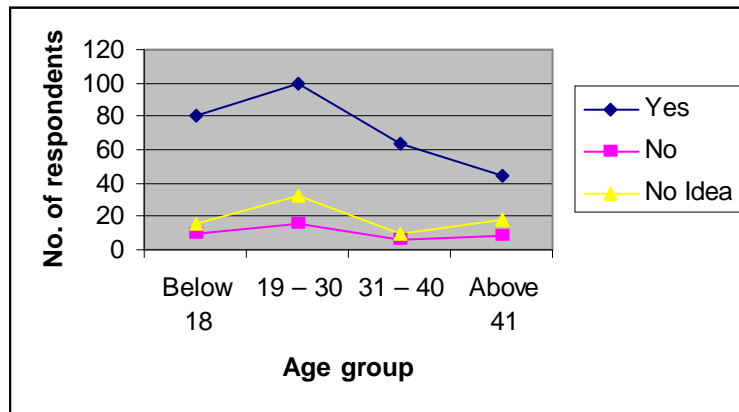
The following data presented in Table 6.2.15(1) is taken from the respondents to illustrate the contribution of State and District Libraries on national integration by age and is supplemented with Graph 6.2.15(a) for better clarity.

*N=404*

<i>Age group</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Below 18	81(20.04%)	10(2.47%)	15(3.71%)	106(26.23%)
19 – 30	99(24.5%)	16(3.96%)	338.16%)	148(36.63%)
31 – 40	63(15.59%)	5(1.23%)	10(2.47%)	80(19.8%)
Above 41	44(10.89%)	8(1.98%)	18(9.89%)	70(17.32%)
Total	287(71.03%)	41(10.14%)	76(18.81%)	404(100%)

Table 6.2.15(1): Library as National Integration by age group





Graph 6.2.15(a): Library as National Integration by age group

The above table supported by graph clearly illustrates that library contributed for national integration in one or the other. Out of the total respondents, 20.04% of below 18 years of age agree that State and District Libraries is a center of national integration, whereas only 2.47% do not agree. For 19-30 year of age, 24.5% agree and 3.96% do not agree; between 31-40 years of age, 15.59% agree and only 1.23% does not agree; and above 41 years of age, 10.89% agree and 1.98% does not agree. The above data represented in table and graph declared the importance of library for national integration; meanwhile 18.81% have no idea.

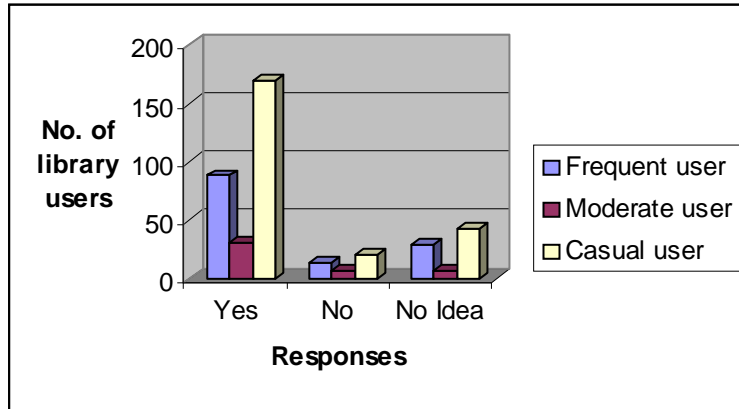
## 2) *Library for National Integration by Library Users*

The following Table 6.2.15(2) represents data of respondents on the importance of State and District Libraries for national integration by library users and is supplemented with Graph 6.2.15(b):

*N=404*

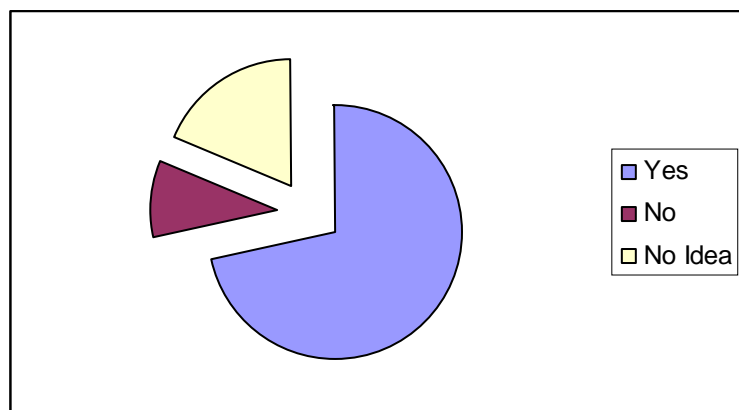
<i>Library users</i>	<i>Yes</i>	<i>No</i>	<i>No Idea</i>	<i>Total</i>
Frequent user	87(21.53%)	15(3.71%)	28(6.93%)	130(32.17%)
Moderate user	30(7.42%)	7(1.73%)	5(1.23%)	42(10.39%)
Casual user	170(42.1%)	19(4.7%)	43(10.64%)	232(57.42%)
Total	287(71.03%)	41(10.14%)	76(18.81%)	404(100%)

Table 6.2.15(2): Library as National Integration by library users



Graph 6.2.15(b): Library as National Integration by library user

The above table clearly illustrates and supported by graph that all categories of library users assures the importance of State and District Libraries for the national integration. Out of the total respondents, 21.53% of frequent user agrees to the statement whereas as only 3.71% were against it; as for the moderate users, 7.42% agree and 1.73% does not agree and to casual users, 42.1% agree and 4.7% do not agree to the statement. By taking the whole data, 71.03% of total respondents agree State and District Libraries as a center of national integration whereas only 10.14% do not agree that library has role in national integration. The researcher, therefore, declared that state and district libraries of Mizoram contributed for national integration. The above statement is represented with Graph 6.2.15(c) as below:



Graph 6.2.15(c): Library as National Integration

### 6.2.16 Grading of State and District Libraries

Public libraries, state and district libraries in Mizoram have been serving the people of the state for almost 40 years. The people of the state, particularly library users and library members are visiting these libraries for various purposes. They may have grading of the libraries by its services, administration, collection, organization, etc., and as such, the opinion of the library users and library members may be illustrated by data collected through questionnaires as follows.

#### 1) *Grading of State and District Libraries by Library Users*

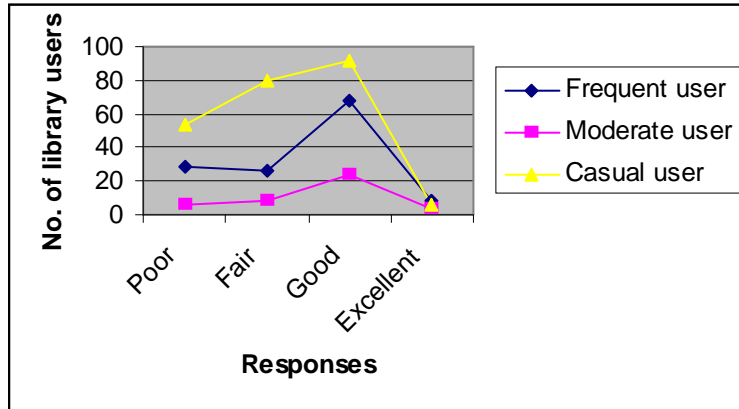
The following Table 6.2.16(1) represents data of respondents on how the *State and District Libraries* is being grade by its users and is analyzed to find out the exhaustive result.

*N=404*

<i>Library users</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>Total</i>
Frequent user	27(6.68%)	27(6.68%)	68(16.83%)	8(1.98%)	130(32.17%)
Moderate user	6(1.48%)	8(1.98%)	25(6.18%)	3(0.74%)	42(10.39%)
Casual user	54(13.36%)	80(19.8%)	92(22.77%)	6(1.48%)	232(57.42%)
Total	87(21.53%)	115(28.46%)	185(45.79%)	17(4.2%)	404(100%)

Table 6.2.16(1): Grading of State and District Libraries by library users

The above data illustrates that out of the total library users, 16.83% of frequent users graded as good, followed by poor and fair both constituting 6.68% and only 1.98% declared as excellent. For the moderate users, 6.18% stated as good, followed by fair (1.98%). For casual users, 22.77% acknowledge State and District Libraries as good and is followed by fair constituting 19.8% of total respondents. By taking the whole data representing library users, 45.79% admit state and district libraries of Mizoram are good, and is followed by 28.46% as fair; and thirdly graded as poor constituting 21.53% and only 4.2% acknowledge as excellent. The researcher acknowledges that State and District Libraries of Mizoram are graded as good to serve the library members. The above data is supplemented with the help of Graph 6.2.16(a) as below:



Graph 6.2.16(a): Grading of State and District Libraries by library users

2) **Grading of Public Libraries by Library Members**

Library members are expected to visit library most frequently and the following Table 6.2.16(2) represents data on the grading of State and District Libraries by its users and is analyzed and supported with Table 6.2.16(b).

*N=182*

<i>Library members</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>Total</i>
State	-	14(7.69%)	14(7.69%)	-	28(15.38%)
District Libraries	27(14.83%)	23(12.63%)	65(35.71%)	7(3.84%)	122(67.03%)
Both Libraries	8(4.39%)	12(6.59%)	10(5.49%)	2(1.09%)	32(17.58%)
Total	35(19.23%)	49(26.92%)	89(48.9%)	9(4.94%)	182(100%)

Table 6.2.16(2): Grading of State and District Libraries by library members

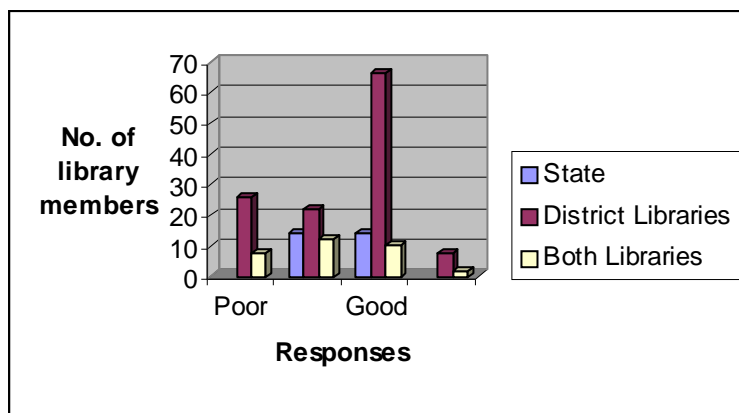


Table 6.2.16(b): Grading of State and District Libraries by library members

The above data presented in table and supplemented by graph depict that out of the total respondents 35.71% of district library members affirms State and District Libraries as good, 14.83% graded as poor, followed by 12.63% as fair and lastly 3.84% graded as excellent. To both the members of the libraries, 6.59% graded as fair, 5.49% as good, 4.39% as poor and 1.09% as excellent out of the total respondents. By analyzing the total responses, 48.9% graded state and district libraries as good, followed by 26.92% as fair, and thirdly 19.23% as poor and 4.94% graded as excellent. The researcher, on the analysis of the total data declares that State and District Libraries of Mizoram are good to serve the society in the present information society.

### 6.2.17 Library Hours

Public library is open to all the community, so that everyone should have accessibility of their information needs in one-way or the other. The library hour should be fixed to most suitable time of the users. The maximum reader should have accessibility of library resources for their information needs in certain field of communications. The respondents are also asked about the best time for library hours by giving four optional and following is the responses formulated in table.

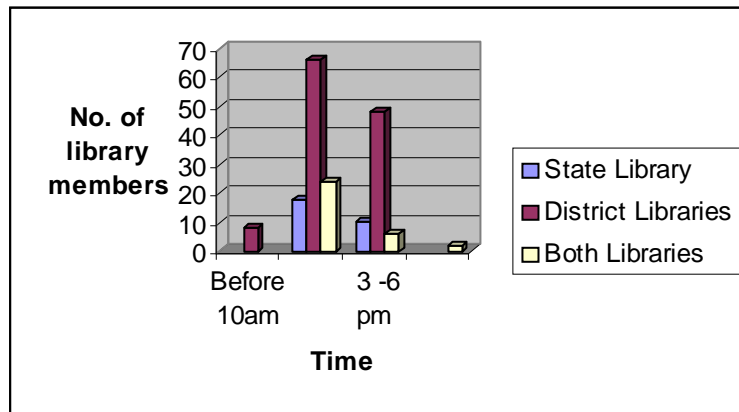
#### 1) *Library Hours by Library Members*

The following data represented in Table 6.2.17(1) illustrates best time for the State and District Libraries by library members and is supported with Graph 6.2.17(a):

*N=182*

<i>Membership</i>	<i>Before 10am</i>	<i>10am – 3pm</i>	<i>3 -6 pm</i>	<i>After 6 pm</i>	<i>Total</i>
State Library	-	18(9.89%)	10(5.49%)	-	28(15.38%)
District Libraries	8(4.39%)	65(35.71%)	49(26.92%)	-	122(6.59%)
Both Libraries	-	24(13.18%)	6(3.29%)	2(1.09%)	32(17.58%)
Total	8(4.39%)	107(58.79%)	65(35.71%)	2(1.09%)	182(100%)

Table 6.2.17(1): Library hours by library member



Graph 6.2.17(a): Library hours by library member

The above data, supplemented by graph, clearly depict that the best time of library hours for the State and District Library members is 10:00am to 3:00pm, which is advocated by 58.79% of total respondents. To all the categories of library members, the later hour is mostly recognized and the researcher avowed that 10:00 am to 3:00 pm is the best time for State and District Libraries hours to its members.

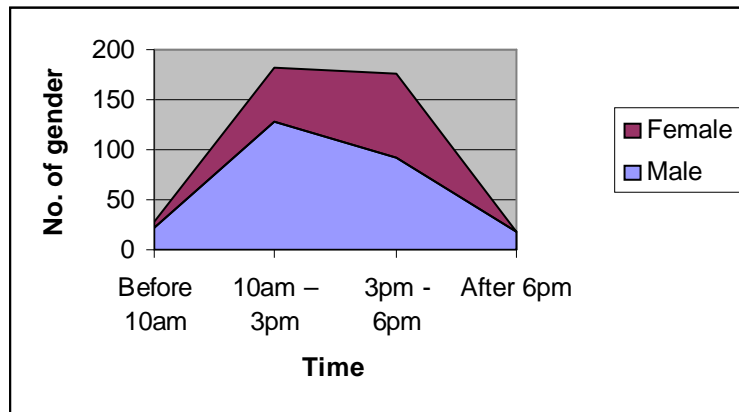
2) ***Library Hours by Gender***

On the other hand, library is not only for its members. There are also other visitors who like to access their information needs and the following Table 6.2.17(2) represents State and District Libraries hours suggested by gender group and is supplemented with Graph 6.2.17(b).

*N=404*

<i>Gender</i>	<i>Before 10am</i>	<i>10am – 3pm</i>	<i>3pm - 6pm</i>	<i>After 6pm</i>	<i>Total</i>
Male	21(5.19%)	127(31.43%)	94(23.26%)	18(4.45%)	260(64.36%)
Female	7(1.73%)	54(13.36%)	83(20.54%)	-	144(35.64%)
Total	28(6.93%)	181(44.8%)	177(43.81%)	18(4.45%)	404(100%)

Table 6.2.17(2): Library hours by gender



Graph 6.2.17(b): Library hours by gender group

The above data presented in table and supplemented by graph, illustrates that 31.43% of total respondent male affirm 10am to 3pm as the most suitable time for library hours, followed by 3pm to 6pm constituting 23.26%. On the other hand, among the female respondents, 3pm to 6pm is regarded as the most suitable time for library hours 20.54% and is followed by 10am to 3pm, constituting 13.36%. But by taking the whole respondents, 10:00 to 3:00pm is most suitable for State and District Libraries hours constituting 44.8%.

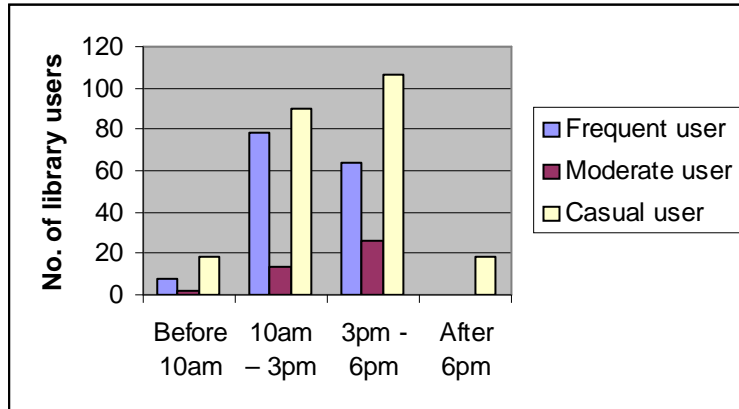
### 3) *Library Hours by Library Users*

The following Table 6.2.17(3) represents data received from respondents on the best time for State and District Libraries hours by its users and is supported with Graph 6.2.17(c).

*N=404*

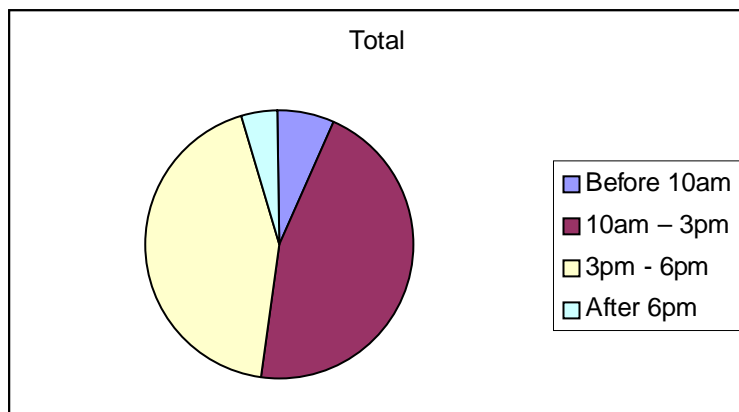
<i>Library users</i>	<i>Before 10am</i>	<i>10am – 3pm</i>	<i>3pm - 6pm</i>	<i>After 6pm</i>	<i>Total</i>
Frequent user	8(1.98%)	77(19.05%)	65(16.08%)	-	130(32.17%)
Moderate user	2(0.49%)	14(3.46%)	26(6.43%)	-	42(10.39%)
Casual user	18(4.45%)	90(22.27%)	106(26.23%)	18(4.45%)	232(57.42%)
<b>Total</b>	<b>28(6.93%)</b>	<b>181(44.8%)</b>	<b>177(43.81%)</b>	<b>18(4.45%)</b>	<b>404(100%)</b>

Table 6.2.17(3): Library hours by library users



Graph 6.2.17(c): Library hours by library users

The above data in Table 6.2.17(3), supplemented by graph, depicts the most suitable time for library hours in respect of library frequent users is 10:00am-3:00pm, constituting 19.05%, followed by 3:00-6:00pm (16.08%) and thirdly before 10:00am constituting 1.98% from the total respondents. For moderate users, 3:00-6:00pm is again most suitable constituting 6.43%, followed by 10:00am-3:00pm constituting 3.46% from the total respondents. For casual users, 3:00-6:00pm is again most suitable constituting 26.23% and followed by 10:00am-3:00pm(22.27%) of the total respondents. By taking the whole picture, 10:00am-3:00pm is most suitable time for library hours, constituting 44.8% of the total library users and is followed by 3:00-6:00pm by 43.81% of the total respondents. Therefore, the researcher describes 10:00am-3:00 pm is most suitable time for state and district library hours in Mizoram, which is illustrated by Graph 6.2.17(d) as below:



Graph 6.2.17(d): Suitable time for Library hours



### **6.3 Findings**

The study reveals that State and District Libraries in Mizoram are engaged in the routine functions to meet the information needs of the community. Mizoram being the second highest literacy state in India and fast developing in the field of education, most of these libraries are having inadequate infrastructure and provide day-to-day services to meet the readers demand. There can be various reasons for which these libraries could not cope up with other developed libraries in providing different kinds of information to the community. As stated earlier, public library being a local gateway of information, they should abreast with latest developments to provide and bridge the gap between the information rich and information poor in education and socio-cultural development of the state.

From the preceding study on the problem stated, the researcher can draw the following specific findings on the basis of data collected, analyzed and interpreted:

1. There are two categories of Government established public libraries in Mizoram, viz., State Library and District Library. The State Library, located in the capital of the state and one each District Libraries at the district headquarters of Aizawl, Lunglei, Saiha, Kolasib and Champhai. Three districts, namely Mamit, Serchhip and Lawngtlai do not have district library.
2. At present, all the State and District Libraries, except Saiha District Library, do not have their own building and housed in a rented building; State Library and Kolasib District Library buildings are under construction.
3. None of these libraries have enough space to organize different sections of the library to provide efficient services to the readers. These building were more over non-functional to serve the readers.
4. None of these libraries have adequate professional staff to take up technical works and to organize library services in scientific manner. There are two professional staff at State Library, one each at Lunglei,

Kolasib and Champhai District Libraries, and no professional staff at Aizawl and Saiha District Libraries.

5. All of these libraries follow closed access system. Closed accessed system created certain problems for the library users unless there are no sufficient staffs to guide and help the readers to get their information needs quickly.
6. The daily average library users are ranging from 15 to 55 in these public libraries. Due to lack of space, reading room and stack area are not organized separately. The best time for library hour is 10:00am to 3:00p.m.
7. Technical work e.g., classification, cataloguing, subject heading, shelving, etc., is not properly maintained in these libraries; no added entries were provided in cataloguing that creates certain problems to the users to get their information needs.
8. Subscription of Periodicals/Journals is not adequate; and as such, there is no educational or research journals for students and research scholars. State Library subscribes two foreign journals, no other libraries subscribe foreign journal.
9. Budget allocation for these six public libraries is Rs. 82.95 lakhs for 2007-08, which is 22.12% of the total budget allocation of the parent department, Art & Culture.
10. There are no proper rules for membership registration from the government. Membership fee is different ranging from Rs. 5.00 to Rs. 20.00 per head.
11. Mizoram being the ninth state of India with Library Legislation, there is no proper action from the concerned department to implement the Mizoram Public Libraries Act 1993 till date.

12. There is no proper system or policy for collection of documents to serve the community according to their information needs. Most of the collections are supplied and received from RRRLF under matching grant.
13. Library extension service is not properly provided to serve the rural people and disadvantaged persons as well as to give awareness of the State and District Libraries services to the community.
14. RRRLF provided grants for computerization of State Library, but the progress is very slow. None of these libraries are automated till today even without Internet facility.
15. There are 424 government-recognized village/NGO libraries mostly run by NGO/CBO, viz., YMA, Students Union, etc., assisted by state government through RRRLF Matching Schemes.
16. Most of the State and District Libraries members are in the age group of 19-30 years and out of which unmarried are more than married persons; and by gender, male are more than female.
17. In the frequency of library visits, unmarried-male between the age group of 19-30 visitors of State and District Libraries are having HSLC qualifications. The main purpose of readers to visit library is to borrow books. Books are the main source of information to all categories of readers.
18. Most of the readers' approaches are for educational and recreational information in nature. Approaches for social and cultural information are very low.
19. Services provided by these State and District Libraries are not satisfactory to the users to cater their information requirements. Only

State Library has Photocopying machine, but is rarely utilized by the users.

20. Organization of library extension services, viz., book exhibition, seminar, lecture, quiz competition, workshop, etc., to aware public library services to the public is very limited. District Libraries do not organize such kind of programs at all, but the State Library organized Book Exhibition and Library Awareness Campaigns in five district capitals.
21. Although the State and District Libraries of Mizoram serve as local community information center they are facing the problems of inadequacy of reading materials to support formal and non-formal education as well as life long learning process. The findings clearly stated that these libraries too contribute valuable services for the promotion of the social life of the local community but these services are neither properly organized nor made available at reader interests.
22. State and District Libraries preserve cultural heritage of the society through its collection of various documents. But no programs on cultural activities are organized to give awareness of library as center of cultural preservation.
23. State and District Libraries develop personal creativity of the community. Its various collections of documents on arts, music, health, house decoration, etc., are very helpful and informative to the creative persons for their personal creativity development. Further these libraries also serve as center of recreation and promote leisure interest of the community.



## **CHAPTER 7**

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# **CONCLUSION AND SUGGESTIONS**

## **7.1 Conclusion**

The present study concludes that the development of public libraries in India is making a steady progress in many of the states. It is evident that so far fourteen number of states have recognize the importance of public library service by enacting library legislation for socio-cultural and educational development. This has also been established that the public libraries play an important role for societal and national development. Although many of the states have not enacted public library act, they are still in the process and persuading the state government for early legislation.

Mizoram government has recognizes its importance and therefore enacted library legislation in 1993. This has resulted into wide coverage of public library form village level to state level. These libraries are also contributing a lot in promoting socio-cultural and educational activities in the state. This has also been established from the findings that these libraries are the vital source of information for the local community.

Public library in India, in general, and Mizoram in particular, are facing the constant problems of physical resources (building, furniture, equipment, including ICT infrastructure) acquiring and developing good collection of documentary and non-documentary resources, inadequacy of professional, semi-professional and non-professional staff as well as regular problems of financial resources.

The study further revealed that the impact of public libraries on socio-cultural and educational development could be further gear-up with active support from the state and central government. It is also concluded from the data analysis and findings that the government should encourage, establish and maintain public libraries in order to provide effective and efficient library services, which has a tremendous impact on socio-cultural and educational development of the local community. It is strongly suggested that the government of Mizoram should not only implement Public Libraries Act immediately but at the sane time it is equally important to strengthen physical documentary human and financial resources in the greater interest of the state.

## **7.2 Suggestions**

The study reveals that all the government established public libraries in Mizoram have been functioning as daily routine work to meet the information needs of the society. However, the functioning of these libraries are limited to collect, organize and serve the community due to various problems that are confronted by the government and the society. It is well known among the intellectuals that of all the four types of libraries, public library is the only library to serve the community as a whole without any distinction. Public libraries are basically established for the socio-cultural and educational development of the society, and its main purpose is to give, provide and serve the society in their various developmental activities, viz., education, economic, socio-cultural activities, health, employment, etc. This is an accepted fact that Public Libraries play a vital role for socio-cultural and educational development of the society in which the government has a lot to do.

This chapter, concerning about suggestions from the study has its foundation from the findings stated in the previous chapter. State and District Libraries in Mizoram has been serving the society for almost forty years, but its services are not much aware to the community for their educational or socio-cultural developments. Therefore, the researcher has suggested the following significant points for the development of public library system in general and State and District Libraries of Mizoram in particular, so that the community of the state could make use of educational resources through such libraries.

1. District Library may be established in all the district headquarters with modern Information Communication Technology to facilitate each access to the information needs of the local community.
2. State and District Libraries should have their own building with state-of-the-art at the central place of the locality for easy accessibility by the users.
3. Qualified professional staff should be recruited for smooth functioning of library services.

4. Library extension services, such as, Bookmobile, Book Exhibition, Workshop/Seminar, Library Lectures, Audio-visual Programs, Story Hours, etc. may be organized with emphasis on to promote library services and its importance to the local community.
5. Socio-cultural activities, like Cultural Exhibitions, Concerts, Field Trips, Film Shows, Craft Exhibitions, etc. may be organized at various places of the state to give awareness of public library services and its benefits to the society.
6. A section on Career Guidance may be established at the library to provide counseling to the users, particularly for the school children.
7. Mizoram Public Libraries Act 1993 should be implemented for effective and efficient public library service in the state.
8. State and District Libraries should follow collection development policy of the government. Collection development policy may emphasize on information needs of the local community.
9. Internet facility should be provided to the library users, so that they may access their information needs easily. Libraries may be linked with or be a member of library resources in the country, e.g. DELNET.
10. Book Clubs or Readers' Club may be formed in each library locations to build up reading habits among the local community, particularly among the children.
11. Separate sections for children's literature, senior citizens, women and disable persons should be established in a library. Collections should also be organized systematically to meet their information needs.



12. Libraries need to be automated to meet the challenges of an information society with necessary hardware and software. Each library should create its own local database and provide effective and efficient computerized library and information services, such as Database Service, CAS, SDI, Reference Service, Document Delivery Service, etc.
13. The state government may continue contributions to RRRLF Matching Scheme and the amount may also be increased so that libraries in the state may receive more reading materials including Audio-Visual through this scheme. Public libraries need a permanent source of finance both from the State and Central Government.
14. Library staff, both professional and semi-professional needs to be fully oriented towards application of ICT. The authority should organize such kind of regular training programs to acquire latest developments in the field. Special initiatives in orientation programs/computer literacy program may be organized for the library staff.
15. Due to inflation, library required more budgets from the state Government. More library budget will facilitate in developing a good collection of reading material for all category of users.
16. State and District Libraries are the center of local gateway to information particularly in providing reading materials. Most of the local community cannot afford to procure such reading material from their own resources. To meet their various information needs, libraries should subscribe more periodicals and journals in different subjects.
17. Public library may be transferred from State List to Concurrent List of the Indian Constitution to give more emphasis and recognized the importance of public library services by the Central and State Governments.



## **APPENDICES**

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**A RESEARCH QUESTIONNAIRE - 1**

Research topic:      **An Assessment of Role of State and District Libraries for the Socio-Cultural and Educational Development in Mizoram**

Research Scholar: R K Ngurtinkhuma

Supervisor: Prof. Pravakar Rath

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*(This research questionnaire will be kept confidential and utilized for the purpose only)*

**Part I**

1. Name of the library : \_\_\_\_\_
2. Full address : Town/City \_\_\_\_\_  
District \_\_\_\_\_  
State \_\_\_\_\_  
P.O. \_\_\_\_\_  
PIN \_\_\_\_\_  
Phone No. \_\_\_\_\_  
E-mail address: \_\_\_\_\_  
Website : \_\_\_\_\_
3. Year of establishment : \_\_\_\_\_
5. No. of professional staff \_\_\_\_\_
6. No. of supporting staff \_\_\_\_\_
7. No. of clerical staff \_\_\_\_\_
8. No. of Library working days in a week \_\_\_\_\_
9. Library hours \_\_\_\_\_
10. How many Computers do you have in your library? \_\_\_\_\_
11. Membership fee \_\_\_\_\_
12. No. of Library members: Adult \_\_\_\_\_  
Children \_\_\_\_\_  
Student \_\_\_\_\_
13. Average daily issue of books \_\_\_\_\_
14. Average daily users of the library \_\_\_\_\_

15. Floor area of the Library \_\_\_\_\_ Sq. m
16. Main source of Finance \_\_\_\_\_
17. Growth of collection for the last six years
- |      |       |
|------|-------|
| 2001 | _____ |
| 2002 | _____ |
| 2003 | _____ |
| 2004 | _____ |
| 2005 | _____ |
| 2006 | _____ |
18. Library Budget:
- |         |       |
|---------|-------|
| 2003-04 | _____ |
| 2004-05 | _____ |
| 2005-06 | _____ |
| 2006-07 | _____ |

### Part II

- A. **Please tick  against the most appropriate box.**
1. Do you have the following sections (please tick ):
- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Acquisition | <input type="checkbox"/> Technical   |
| <input type="checkbox"/> Maintenance | <input type="checkbox"/> Reference   |
| <input type="checkbox"/> Periodical  | <input type="checkbox"/> Circulation |
| <input type="checkbox"/> Children    | <input type="checkbox"/> Women       |
2. Classification Scheme followed:
- |                              |                                 |
|------------------------------|---------------------------------|
| <input type="checkbox"/> DDC | <input type="checkbox"/> UDC    |
| <input type="checkbox"/> CC  | <input type="checkbox"/> Others |
3. Book number used:
- |   |  |
|---|--|
| <input type="checkbox"/> Cutter-Stubborn      | <input type="checkbox"/> First three letters of author |
| <input type="checkbox"/> Ranganathan's system | <input type="checkbox"/> Others                        |
4. Catalogue Code:
- |  |                                 |
|--|---------------------------------|
| <input type="checkbox"/> AACR1                     | <input type="checkbox"/> AACR2  |
| <input type="checkbox"/> Classified Catalogue Code | <input type="checkbox"/> Others |
5. Subject Headings:
- |  |
|--|
| <input type="checkbox"/> Sears' List of Subject Heading      |
| <input type="checkbox"/> Library of Congress Subject Heading |
| <input type="checkbox"/> Others                              |
6. Charging system followed:
- |   |  |
|---|--|
| <input type="checkbox"/> Indicator System             | <input type="checkbox"/> Browne system       |
| <input type="checkbox"/> Newark system                | <input type="checkbox"/> Photographic system |
| <input type="checkbox"/> Computer charging            | <input type="checkbox"/> Barcode             |
| <input type="checkbox"/> Detroit self charging system |  |

7. Total Library collection : Books \_\_\_\_\_  
 Back Volumes \_\_\_\_\_  
 Electronic Materials \_\_\_\_\_
8. No. of Journals Subscribe : Indian \_\_\_\_\_  
 Foreign \_\_\_\_\_
9. No. of Newspapers subscribed: Foreign \_\_\_\_\_  
 National \_\_\_\_\_  
 Local/Regional \_\_\_\_\_
10. Services provided (please tick  )
- |  |  |
|--|--|
| <input type="checkbox"/> CAS               | <input type="checkbox"/> SDI               |
| <input type="checkbox"/> Resource Sharing  | <input type="checkbox"/> Reprography       |
| <input type="checkbox"/> Bibliography      | <input type="checkbox"/> Circulation       |
| <input type="checkbox"/> Readers' advisory | <input type="checkbox"/> Lectures/Seminars |
| <input type="checkbox"/> Story Hours       | <input type="checkbox"/> Audio-Visual      |
| <input type="checkbox"/> Cultural Exhibits | <input type="checkbox"/> Translation       |
| <input type="checkbox"/> Field Trips       | <input type="checkbox"/> Quiz              |
| <input type="checkbox"/> Book-mobile       | <input type="checkbox"/> Book Exhibition   |
| <input type="checkbox"/> Essay Writing     |  |

### Part III

*(Please tick  against the appropriate box)*

1. Is your library Automated  Yes  No  
 If yes, (1) From which year \_\_\_\_\_  
 (2) What is your automation Software? \_\_\_\_\_  
 (3) Do you provide OPAC  Yes  No
2. Do your library have Internet connectivity:  Yes  No  
 If yes, (1) Bandwidth \_\_\_\_\_  
 (2) Service Provider name \_\_\_\_\_  
 (3) IP Address \_\_\_\_\_  
 (4) For what kind of activities  E-mail  
 FTP  
 Web browsing  
 Accessing E-Journal  
 Others  
 All
3. Do you have Networking?  Yes  No  
 If yes, what kind of network  LAN  WAN  
 how many systems do you have? \_\_\_\_\_

**Part IV**

1. Give the main problems you faced for the development of your library.

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2. What is your vision plan for the promotion and development of library services in your area?

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3. Any other informations.

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**A RESEARCH QUESTIONNAIRE - 2**

Research topic:      **An Assessment of Role of State and District Libraries for the Socio-Cultural and Educational Development in Mizoram**

Research Scholar: R K Ngurtinkhuma

Supervisor: Prof. Pravakar Rath

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*(This research questionnaire will be kept confidential and utilized for the purpose only)*

A.      *Please tick  against the most appropriate box.*

1.      What is your age?  
*(I kum zat le)*  
 Below 18 years  
 Between 19 - 30 years  
 Between 31 - 40 years  
 Above 41 years
  
2.      What is your sex?  
*(Mipa nge i nih hmeichhia)*  
 Male  
 Female
  
3.      Your Educational Qualifications.  
*(Engnge i zir thlen tawh)*  
 Below HSLC  
 HSLC  
 Graduate  
 Post Graduate
  
4.      Your marital status  
*(Nupu/pasal i nei tawh em?)*  
 Married  
 Unmarried
  
5.      Your occupation  
*(Eng hna nge i thawh)*  
 Student  
 Service  
 Self employed  
 Others
  
6.      Your library membership.  
*Khawiah nge library member i nih)*  
 State Library  
 District Library  
 Both  
 None
  
7.      Frequency of your library visit  
*(Library i tlawh thin dan)*  
 Daily  
 Once in a week  
 Once in a month  
 Occasionally

8. Purpose of your library visit  
(*Eng ti turin nge libray-ah i kal thin?*)
- To read books  
 To read Periodical  
 To borrow books  
 Others
9. Your approaches to the library  
(*Libray ah chuan englam hi nge i zawn ber thin*)
- Social information  
 Cultural information  
 Educational information  
 Recreational/Leisure  
 Others
10. What is your main sources of information in the library  
(*Libraray-ah chuan englam nge i chhiar tam ber thin?*)
- Books  
 Journals  
 Audio-Visual  
 Others
11. How do you grade your State/District library services  
(*In State/District library chu tha tawk i ti em?*)
- Poor (Tha lo)  
 Fair (Tha thawkhat)  
 Good (Tha)  
 Excellent (Tha hle)
12. What is your most convenient time to visit the library?  
(*Library a kal nan eng hun lai hi nge i tan remchang ber ang?*)
- Before 10 am  
 Between 10:00am to 3:00pm  
 Between 3:00 pm to 6:00 pm  
 After 6:00 pm

**B. Please tick  against either 'Yes' or 'No' or 'No idea'.**

1. Whether available resources in the State/District Library cater information needs for the benefit of local community? (*State/District Library a lehkhabu leh thil dangte hian i mamawh a puhruk zo em?*)

Yes                       No                       No Idea

2. Do you think that State/District Libraries supports life long learning in the present educational system? (*State/District Library hian tunlaia kan lehkhha zirdanah hian min tanpui tha tawkin i hria em?*)

Yes                       No                       No Idea



3. Do you fill that State/District Library contributed valuable resources for the promotion of social life? (*Kan khawtlang nun a lo that zawk nan State/District Library hnathawh dan hi tha i ti em?*)

Yes  No  No Idea

4. Do you agree that State/District Library contributed for the promotion and preservation of cultural heritage through its services? (*Hnam zia leh hnamro te a lo changkan zawk theih nan State/District library hian thawk tha/thawhhlawk in i hria em?*)

Yes  No  No Idea

5. Do you think that State/District Library is a centre of formal and non-formal education? (*State/District Library hi kan zirna hrang hrang atan hian a hnuk a ni tih hi i hre tawh ngai em?*)

Yes  No  No Idea

6. Do you agree that State/District Library is the local centre of information to its users? (*State/District Library hi khawtlangin kan thuhriatna laipui ber a ni an tih thin hi dikin i hria em?*)

Yes  No  No Idea

7. Do you agree that State/District Library provides opportunity for personal creative developments? (*State/District Library hian mi thiamna bik nei te hi an thiamna ti puitling tak tak tur hian tanpui tha tawkin i hria em?*)

Yes  No  No Idea

8. Do you agree that library plays an important role for the national integration? (*Library hi hnam inpumkhatna atan a pawimawh in i ring em?*)

Yes  No  No Idea

9. Do you agree that State/District Library is the meeting place of the locality for recreation and leisure interests? (*State/District Library hi khawtlang mipuite tan intihhlumna leh hunawl hman thatna a nih i ring em?*)

Yes  No  No Idea

10. Do you satisfy with the library services provided at your locality? (*In vengna library hnathawh danah i lungawi tawk em?*)

Yes  No  No Idea

**C. How do State and District Libraries in Mizoram helped to developed socio-cultural activities in the society.** (*Mizoram a State leh District Library te hi khawtlang nun leh zirna atan an tangkai dan han sawi the*)

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**D. Do you think documentary resources in State/District Library helped formal/non-formal education.**(*State/District Library a Lekhabu/thildang te hi zirlai/thiamna atan a tangkai in I hria em?*)

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**E. Suggest some measures for the improvement of public libraries in Mizoram to cater social, cultural and educational developments of the people at large.**(*Mizoramah khawtlang nun, hnam zia leh zirna/thiamna atan public library a lo tangkai zawk theih dan tur a i ngaihte han sawi teh*)

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NATIONAL KNOWLEDGE COMMISSION 2007  
WORKING GROUP ON LIBRARIES

**R E C O M M E N D A T I O N S**

In order to reach the goal of creating a knowledge society, the majority of the people of India must be helped to overcome 'information poverty'. The knowledge deprived have to be given access to relevant and timely information and knowledge to address the roles they should play in the developmental process. It is critical that the Library and Information Services sector is given the necessary fillip to ensure that people from all walks of life and all parts of India have easy access to knowledge relevant to their needs and aspirations.

In this new situation, libraries in India need to make a paradigm shift from their present strategy of collection or acquisition of knowledge to a strategy of knowledge access. Libraries and librarians have to recognize their social functions and their critical role in creating a knowledge society. The library and information sector is committed to support the creation of knowledge society by providing equitable, high quality, cost-effective access to information and knowledge resources and services to meet the informational, educational, recreational and cultural needs of the community through a range of national, institutional and public libraries.

Keeping in mind the fact that the stakeholders of all the focus areas of the NKC mandate will need well-organized and systematic library and information services to support all their activities, it was felt that the existing institutions and services are ready for significant change. The Commission has therefore made the following recommendations to ensure sustained attention to development of libraries:

- 1. Set up a National Commission on Libraries:** There is need of a permanent, independent and financially autonomous statutory body to address all the library-related concerns and measures that require attention, if the information and learning needs of the citizens of India are to be met. To launch the process in a

mission mode, the Central Government should set up a National Mission on Libraries immediately, for a period of three years. This Mission should subsequently be converted into a permanent National Commission.

**2. Prepare a National Census of all Libraries:** A national census of all libraries should be prepared by undertaking a nation-wide survey. Collection of census data on libraries would provide baseline data for planning. The Task Force that has been set up by the Department of Culture for this purpose should be given financial and administrative support to implement this activity and complete the survey on priority basis (within one year). Survey of user needs and reading habits should be periodic at the national level as part of the National Sample Survey.

**3. Revamp Library and Information Science education, training and research facilities:** The proposed Mission on Libraries must access as soon as possible the manpower requirements of the country in the area of Library and Information Science management, and take necessary steps to meet the country's requirement through Library and Information Science education and training. To keep the sector abreast of latest development, necessary encouragement should be given to research after evaluating the research status in this field. Establishing a well-equipped institute for advanced training and research in library and information science and services would provide the necessary impetus to this task.

**4. Re-assess staffing of libraries:** In the changed context, it is necessary to assess the manpower requirements for different types of libraries and department of library and information science, keeping in mind job descriptions, qualifications, designations, pay scales, career advancement, and service conditions.

**5. Set up a Central Library Fund:** A specified percentage of the Central and State education budgets must be earmarked for libraries. In addition, a Central Library Fund should be instituted for upgrading existing libraries over a period of three to five years. Initial funding from the government sector may be Rs. 1,000 crores, which may be matched by the private sector through corporate philanthropy. This fund should be administered by the National Mission on Libraries.

**6. Modernize library management:** Libraries should be so organized and the staff so trained that they become relevant to user communities (including special groups) in every respect. Also, to optimize resources, efforts should be made to synergize the strengths of different types of libraries through innovative collaboration. A proposed outline for this modernization includes a model library Charter, a list of services to be performed by libraries, and proposals for a library network and a National Repository of Bibliographic Records.

**7. Encourage greater community participation in library management:** It is necessary to involve different stakeholders and user groups in the managerial decision-making process of libraries. Public libraries must be run by local self-government through committees representing users of the library. These committees should ensure local community involvement and should be autonomous enough to take independent decisions to conduct cultural and educational community based programmes. Libraries should integrate with all other knowledge-based activities in a local area to develop a community-based information system. In rural areas, the responsibility for village libraries and community knowledge centres must lie with the Panchayats. These should be set up in school premises or close to them.

**8. Promote Information Communication Technology (ICT) application in all libraries:** The catalogue of all libraries should be put on local, state and national websites, with necessary linkages. This will enable networking of different types of libraries and setting up of a National Repository of Bibliographic Records and a centralized collaborative virtual enquiry handling system using the latest ICT. To enable equitable and universal access to knowledge resources, libraries should be encourage to create more digital resources by digitizing relevant reading material in different languages; this can be shared at all levels. Peer-reviewed research papers resulting from publicly funded research should also be made available through open access channels, subject to copyright regulations. The use of open standards and free and open-source software is recommended for this.

**9. Facilitate donations and maintenance of private collections:** There are numerous rich, private and personal collections in India which need to be identified, documented and preserved for prosperity. While there is a need to create a

decentralized model for identification of personal collections, it is also necessary to sensitize organization to receive and preserve donations of personal collections through a simplified process. The proposed National Mission may set up a Committee on Private and Personal Collections under the chairpersonship of an eminent scholar. Since special facilities for maintaining private or personal collections are not easily available, it is suggested that ten regional Centres with specific mandates be set up in different parts of the country for this purpose.

**10. Encourage public – private partnerships in development of library and information services:** Philanthropic organizations, industrial houses and other private agencies should be encouraged through fiscal; incentives to support existing libraries or set up new libraries. Also, the ingenuity of civil society can be utilized for preparing necessary infrastructure to meet the special ICT needs of libraries and information services.

No.A.11013/21/87-EDN

GOVERNMENT OF MIZORAM

EDUCATION & HUMAN RESOURECES DEPARTMENT

Dated Aizawl, the 3<sup>rd</sup>. May 1988

**NOTIFICATION**

Consequent upon the decision of the Government of Mizoram to create two more Directorates under Education Department, the Governor of Mizoram is pleased to order trifurcation of the existing Directorate of Education into Directorate of School Education, Higher & Technical Education and Art & Culture.

2. Further the following wings shall function under each Directorate as shown below:-

A. Directorate of School Education

- (a) Elementary Education
- (b) High School Education
- (c) Adult Education
- (d) Hindi Propagation
- (e) Teacher's Training Institute
- (f) S.C.E.R.T.
- (g) Science Promotion
- (h) Pre-Matric Scholarship
- (i) Statistics

B. Directorate of Higher Education

- (a) University Education
- (b) Collegiate Education
- (c) Polytechnic
- (d) Mizoram Institute of Education
- (e) Mizoram Hindi Training Institute
- (f) Special Hindi Education
- (g) Post-Matric Scholarship and Fellowships
- (i) Statistics

- C. Directorate of Art & Culture
- (a) Cultural Exchange Programmes
  - (b) Museum
  - (c) Archives
  - (d) Library Services
  - (e) Institute of Music and Fine Art
  - (f) Tribal Research Institute
  - (g) District Gazetteer
  - (i) Statistics

Sd/- RIN SANGA

Secretary to the Govt. of Mizoram  
Education & Human Resources Department

Memo No.A.11013/21/87-EDN : Dated Aizawl, the 3<sup>rd</sup>. May/1988.

- Copy to:-
- 1. The Secretary to the Governor, Mizoram, Aizawl
  - 2. The Secretary to Chief Minister
  - 3. All P.A. to Minister/Speaker/Dy.Speaker, Mizoram
  - 4. The P.A. to Chief Secretary
  - 5. All Administrative Departments, Mizoram
  - 6. The Director of Education, Mizoram
  - 7. The Director of Accounts & Treasuries, Mizoram
  - 8. The Controller of Printing & Stationeries, Mizoram Aizawl,  
with 5 spare copies for publication in the Mizoram Gazette
  - 9. All Deputy Commissioners
  - 10. All Head of Departments, Govt. of Mizoram
  - 11. The Treasury Officer, Aizawl/Lunglei/Saiha
  - 12. Guard File

Sd/-Secretary to the Govt. of Mizoram  
Education & Human Resources Department



GOVERNMENT OF MIZORAM  
EDUCATION & HUMAN RESOURCES DEVELOPMENT

Dated Aizawl, the 17<sup>th</sup>. May, 2001

**NOTIFICATION**

No.D.30017/2/94-EAC: The Governor of Mizoram is pleased to upgrade the existing 3(three) Sub-Divisional Libraries into District Libraries viz. Sub-Divisional Library at Aizawl, Kolasib and Champhai under Art & Culture Department on condition that there should be no creation of New posts or Upgradation of the existing posts. This issues with the approval of DP & AR (ARW) vide I.D.No.ARW/EAC/2000-2001/300-‘B’ dated 28.3.2001 and concurrence of Finance Department vide I.D.No.FIN(E) 1152/2000, dt.9.5.2001.

Sd/- R.K.SINGHA

Joint Secretary to the Govt. of Mizoram

Memo No.D.30017/2/94-EAC: Dated the 17th.May, 2001

- Copy to:-
1. Secretary to Governor, Mizoram
  2. P.S. to Chief Minister, Mizoram
  3. P.S. to Minister, Art & Culture.
  4. P.S. to All Ministers/Speaker/Dy.Speaker.
  5. P.S. to Chief Secretary
  6. Controller of Printing & Stationeries with 5 spare copies for publication in the Gazette.
  7. All Head of Departments
  8. All Administrative Departments
  9. Director, Art & Culture
  10. State Librarian, Mizoram State Library
  11. Deputy Commissioners, Aizawl, Kolasib and Champhai
  12. Sub-Divisional Librarian, Aizawl, Kolasib and Champhai

Sd/- ( R. CHALLIANA )

Under Secretary to the Govt. of Mizoram

**THE MIZORAM PUBLIC LIBRARIES ACT, 1993**

AN

ACT

*to provide for the establishment, maintenance and development of  
comprehensive public libraries system in the state of Mizoram.*

Be it enacted by the Legislative Assembly of the State of Mizoram in the Forty-Fourth Year of the Republic of India as follows: -

CHAPTER - I

PRELIMINARY

- |                         |    |     |  |
|-------------------------|----|-----|--|
| Short title             | 1. | (1) | This Act may be called the Mizoram Public Libraries Act, 1993  |
| Extent and commencement |    | (2) | It shall extend to the whole of the State of Mizoram   |
|                         |    | (3) | It shall come into force on such date as the Government may, by notification in the official Gazette, appoint. |
| Definition              | 2. |     | In this Act, unless the context otherwise requires-  |
|                         |    | (a) | “Council” means State Library Council;   |
|                         |    | (b) | “Department” means the Department of Education and Human resources;  |
|                         |    | (c) | “Director” means the Director of Public Libraries appointed as such;   |
|                         |    | (d) | “Government” means the State Government of Mizoram;  |
|                         |    | (e) | “Notification” means a Notification published in the Mizoram Official Gazette;                                 |
|                         |    | (f) | “prescribed” means prescribed by the Rules made under this Act;  |

- (g) “Public Library” means a Library which serves the general public, and includes State, District, Sub-Divisional and Village Libraries;
- (h) “Rule” means the Rules made under this Act;
- (i) “State” means the state of Mizoram;
- (j) “Year” means the financial year.

## CHAPTER - II

### THE STATE LIBRARY COUNCIL

- Constitution of State Library Council
3. There shall be constituted, by notification, the State council consisting of-
- (a) the following ex-officio members-
    - (i) The Minister of Education & Human Resources who shall be the Chairman;
    - (ii) The Secretary of Education & Human Resources who shall be the Secretary of the Council;
    - (iii) The Director of Art & Culture;
    - (iv) The Director of School Education;
    - (v) The Director of Higher & Technical Education;
    - (vi) The Director of Adult Education;
    - (vii) The Director, SCERT;
    - (viii) The Director of Information & Public Relations;
    - (ix) The Station Director, AIR;
    - (x) The Director of Public Libraries;
    - (xi) The Librarian, NEHU, Mizoram Campus, Aizawl, and
    - (xii) The State Librarian
  - (b) Other members such as-

		(i) Two members of the Mizoram Legislative Assembly to be nominated by the Government;
		(ii) One representatives of the Mizoram Library Association;
		(iii) One representative of Central YMA;
		(iv) One representative of Mizo Academy of Letters; and
		(v) One representative of Mizoram Publication Board.
Term of office the Council	4.	The term of office of the members of the Council of shall be for a period of three years.
Membership of The Council	5.	If a member ceases to hold the position by virtue of which he was so nominated or elected, he shall automatically cease to be a member of the Council.
Vacancy in the membership of council	6.	A vacancy in the office of a nominated member of the Council shall be filled by nomination and the the new member shall hold office only for the remain- ing period of time
Meeting of the Council	7.	(1) The Council shall meet at least twice in a year. (2) In the absence of the Chairman, members at the meeting shall elect chairman for that meeting from amongst themselves. (3) Six members shall from a quorum.
Duties of the Council	8.	(1) The Council shall advise the Government on all matters relating to Libraries arising out of the provisions of this Act and also in regards to promotion and development of Library Services in the State.

- (2) The Council shall take suitable steps to establish and promote a Public Library System.

### CHAPTER - III

#### DEPARTMENT OF PUBLIC LIBRARIES

- |   |     |  |
|---|-----|--|
| Constitution of Libraries                   | 9.  | (1) On the commencement of this Act, the Public Department of Public Libraries shall be constituted with a Director as its head.                         |
|   |     | (2) The Director shall be assisted by the Joint Director, the Deputy Director and other necessary supporting staff.                                      |
| Appointment of Officers and Staff           | 10. | The appointment of Officers and the supporting staff shall be made by the Government in accordance with the provisions of the rules made under this Act. |
| Conditions for absorption of existing staff | 11. | The existing Library Staff, for the purpose of absorption shall have to obtain necessary qualification within a limit of time as may be prescribed.      |

### CHAPTER - IV

#### CATEGORIES OF PUBLIC LIBRARIES

- |                                |     |  |
|--------------------------------|-----|--|
| Categories of Public Libraries | 12. | The Public Libraries in the State shall be divided categories as follows:-<br>(i) State Library;<br>(ii) District Library;<br>(iii) Sub divisional Library; and<br>(iv) Village Library. |
| State Library                  | 13. | (1) There shall be a State Library located in the capital of the State.  |

(2) The State Library shall consist of the following sections:-

- (i) Bureau of copy right;
- (ii) State Library for the blind;
- (iii) Inter Library Loan;
- (iv) State Bibliographical Bureau;
- (v) Technical Services; and
- (vi) Mobile Services.

Functions of State Library      14.      The State Library shall function as Library as well as reservoir of books.

District Library      15.      There shall be a District Library in every District headquarters of the State.

Sub-divisional Library      16.      There shall be Sub-divisional Library in each sub-divisional headquarters.

Village Libraries      17.      There shall be recognized Village Libraries in such villages as may be found and considered deserving and suitable by the Government from time to time

#### CHAPTER - V

#### FINANCIAL ASSISTANCE TO RECOGNISED VILLAGE LIBRARIES

Grant-in-Aid to recognized Village Libraries      18.      The Government may sanction Grant-in-Aid to recognized Village libraries in accordance with the rules made under this Act.

#### CHAPTER – VI

#### MISCELLANEOUS PROVISIONS

State Library Association      19.      (1)      The Council may recognized any one body as the State Library Association, the

constitution of which shall be approved by the Council.

- (2) The Director shall consult Library Association on important matters relating the Libraries and Librarian of the State.

Power to make rules

20. (1) The Government may, by notification, rules make to carry out the purpose of this Act.
- (2) In particular and without prejudice to the generality of the foregoing power, such rule may provide for all or any of the following matters, namely-
  - (a) the requisite qualifications for appointment as the Director, Joint Director, Deputy Director, State Librarian, the District Librarian, Sub-divisional Librarian and other supporting staff;
  - (b) the mode of payment in respect of the assistance and the special grant-in-aid to the recognized libraries; and
  - (c) such other rules as the Government may deem it necessary.
- (3) Every rule made under this Act shall be laid, as soon as may be after it is laid, before the Legislative Assembly of Mizoram while it is in session for a total period of seven days which may be comprised in one session or in two successive sessions; and if, before the expiry of the session in which it is so laid or the session immediately following the Legislative Assembly of Mizoram makes any modification in the rule or decides that the rule should not be made, the rule shall thereafter have effect as

the case may be, so however that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule.

Sd/- Dr. H.C.THANHRANGA  
Secretary to the Govt. of Mizoram  
Law, Judicial & Parliamentary Affairs Deptt.







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