"Ethical Use of Information by Library and Information Professionals of Bangladesh: a study"

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Declaration

I declare that the thesis entitled "Ethical Use of Information by Library and Information Professionals of Bangladesh: a study" is my own work. The information used in this study from different sources has been duly acknowledged.

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Signature of the Supervisor: _____

Dedicated to my Beloved Father and Mother

Acknowledgement

At first I would like to express my deepest gratitude to my respected Supervisor who guided me in the best possible manner to conduct this research. His timely and proper direction kept me in the right path in the long journey of this research. I am very much thankful to him as he praised my right approaches, constructively criticized my weak points and appreciated my arguments where they seem to be logical. I also state my heartiest appreciation to all my respected teachers of the Department of Information Science and Library Management, University of Dhaka.

I am also very much thankful to the LIS professionals of the selected public, private, school, college, national, special libraries for their cooperation in data collection as they helped me in spite of their compact work schedule.

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Abstract

The main objective of the study is to assess the status of ethical use of information of LIS professionals in Bangladesh. In accomplishing this purpose, the study advanced by generating three precise objectives and three research questions (RQs) on the basis of the literature reviewed. It also tested different test; (Kruskal Wallis test and Mann Whitney U test) to find the answers to the RQs. In conducting this study; survey, quantitative, comparative and exploratory approaches were adopted. A pre-coded questionnaire was used to collect primary data from the sample drawn from the LIS professionals of the selected public and private university, national, central public, school, college and special libraries through personal visit. The collected data were analyzed by applying frequency distribution, descriptive statistical tools while the different opinion of professionals were tested by applying Mann Whitney U test and Kruskal Wallis test based on the scale of measurement. The major findings of the study were the perceptions of the LIS professionals from the selected libraries about the importance and application of copyright act, importance of IFLA code of Ethics for LIS professionals, Censorship, use of internet in libraries, photocopying service and library rules. The study has the potentiality for implementation in the practical field to introduce and/or transform the conventional and unorganized concept of copyright, censorship and different code of ethics practices for ethical use of information by professionals. The major limitations of the study are the selection of the libraries situated only in Dhaka city, excluding the library users from the population. Therefore the study suggested future research by selecting libraries from different part of the country, including the user category in the population.

Keywords: Use of information, ethical use of information, copyright law, censorship, code of ethics, LIS professionals, Different libraries of Bangladesh.

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Copyright laws.

List of Acronyms

Acronyms	Elaboration
BRACU	BRAC University
CD	Compact Disc
DU	Dhaka University
IE	Information Ethics
DUL	Dhaka University Library
DVD	Digital Video Disc
IPR	Intellectual Property Rights
IUB	Independent University of Bangladesh
IUBL	Independent University of Bangladesh Library
KM	Knowledge Management
LIS	Library and Information Science
NSU	North South University
NSUL	North South University Library
OPAC	Online Public Access Catalogue
RQ	Research Questions
SDI	Selective Dissemination of Information
UDL	UGC Digital Library
UGC	University Grants Commission
BANBEIS	Bangladesh Bureau of Educational
BANSDOC	Bangladesh National Scientific Technical and Documentation Center
EWU	East-West University

ICDDR'B   International Center for Diarrhoeal Disease research,

M. Phil.   Masters of Philosophy

IR   Institutional Repository

BIDS   Bangladesh Institute of Development Studies

DL   Digital Library

KOHA   Kalamazoo Optimist Hockey Association

NDC   Notre Dame College

ISD   International School of Dhaka

NSU   North South University

NSUL   North South University Library

WIPO   World Intellectual Property Organization

SPSS   Statistical Package for Social Sciences

URL   Uniform Resource Locator

WWW   World Wide Web

BC   British Council

BCL   British Council Library

BNL   Bangladesh National Library

BCPL   Bangladesh Central Public Library

M.A.   Masters of Arts

PhD   Doctor of Philosophy

IFLA   International Federation of Library Associations and Institutions

CILIP   Chartered Institute of Library and Information Professionals

ISBN   International Standard Book Number

ISSN   International Standard Serial Number

Chapter One:

Introduction

1.1 Introduction:

Libraries are store house of knowledge. Library users are knowledge collector and library professionals are the keeper of knowledge. Ethics means selecting right things discarding wrong tasks, The question of 'right' and 'wrong' has been troubling human beings for centuries. Almost every man or woman faces amoral dilemma of determining what is 'right' and what is 'wrong' in their everyday life (Haq, 2012) Ethical use of information is the fundamental ethical duties of professionals. Professionalism in library and information work assumes the awareness and application of ethical standards (Hannabuss, 1996). Thus Libraries act as gateways for social and intellectual interactions in communities and organizations (Robertson & Reese, 1999). Ethical use in libraries arise some factors to reduce abuse of library materials, copyright act, censorship, intellectual property right, access limit to private documents, information ordinance, Library Bill of Rights, different code of ethics like IFLA code of ethics and CILIP code of ethics of LIS professionals are part and parcel.

1.1 Background of the study:

LIS professionals have the core information management skills required to manage knowledge once it becomes explicit, that is, to identify, catalogue and maximize the visibility and availability of the products in which knowledge is stored (Webster, 2007). Traditionally, information professionals' roles were limited to the identification, acquisition and organization of explicit knowledge or information. The development, organization and maintenance of archives in multiple locations; access to world class resources; personalized assistance in the use of library and information resources; and instruction on research strategies and tools have made this one of the richest libraries in the country.

Ethical use of information and other library resources by library and information professionals pave the user right path. The present research intends to know the status of ethical use of information by LIS professionals in Bangladesh. In order to learn what factors will influence intention to use

information. The background theories of this study also utilized concept of copyright, IFLA code of ethics, censorship.

1.3 Statement of the problem:

The concept of this study arose from a general observation. In Bangladesh, ethical practices are poor in respect of copyright, censorship and library bill of rights.

The present study generates the following three problems:

Problem 1: Although, In Bangladesh have adopted copyright law, censorship, information ordinance, library association, but there is no research investigating the extent and purpose of the adoption of copyright law, censorship, information ordinance for ethical use of information.

Problem 2:

The meaning and perceptions of ethics, rules and regulations, copyright law, censorship, information ordinance and IFLA code of ethics are still unclear to many Library and Information Science (LIS) professionals.

Problem 3:

There is a several lack of studies about the perceptions of LIS professionals with usefulness and application of copyright, censorship and IFLA code of ethics in libraries.

1.4 Scope of the study:

The study covers 14 university, central public, national, special, school and college libraries; those are situated in the Dhaka city, the capital of Bangladesh which is a rising developing country in the South Asian subcontinent. Among them 4 private university libraries, 1 public university libraries, Bangladesh national library, Bangladesh Central public library, 1school library, 1college library and 5 special libraries. This study was performed by LIS professionals only. Thus, the instance i.e. university library professionals from the domain of academic library which is one of the important type of library from the three major types of libraries (i.e. public library, academic library and special library) (Dilli, 1997) is the matter of consideration for

1.5 Rationale of the study:

The study was carried out to demonstrate the concept of ethics of information or ethical use of information in front of the LIS professionals in libraries of Bangladesh by working on a selected set of sample libraries. In fact the LIS professionals of the university libraries intentionally or unintentionally practice ethics or no ethics to serve information among users when they face any problem while performing their job. But they have a lack of understanding about constraints and

outcomes of ethics, rules and regulations, copyright law, censorship, information ordinance and IFLA code of ethics. As a result this study was conducted to serve the LIS professionals in libraries of Bangladesh with a better understanding about the concept of ethics, rules and regulations, copyright law, censorship, information ordinance and IFLA code of ethics so that they can share their knowledge among themselves in a systematic manner to attain the desired outcome in the way of ethical use of information.

1.6 Objectives of the study:

The main objective of the study is to assess the status of ethical use of information of LIS professionals in Bangladesh.

The sub objectives of the study are to determine:

a. the role of copyright act, IFLA code of ethics and censorship for ethical use of information in Bangladeshi LIS professionals;
b. the effect of Copyright and library rules and regulations to identify the rights and
c. the role of censorship for ethical use of for ethical use of information in Bangladeshi LIS professionals.

1.7 Research Questions for the study:

In quantitative studies, investigators use quantitative research questions and hypotheses, and sometimes objectives, to shape and specifically focus the purpose of the study. Quantitative research questions inquire about the relationships among variables that the investigator seeks to know. They are used frequently in social science research and especially in survey studies. Quantitative hypotheses, on the other hand, are predictions the researcher makes about the expected relationships among variables (Creswell, 2009).

To meet the above objectives, this study has generated the following research questions (RQs):

RQ1: What is the role of copyright act, IFLA code of ethics and censorship for ethical use of information in Bangladeshi LIS professionals?

RQ2: What is the effect of Copyright and library rules and regulations to identify the rights?

RQ3: What is the role of censorship for ethical use of information in Bangladeshi LIS professionals?

1.8 Significance of the study:

The main objective of the study is to assess the status of ethical use of information of LIS professionals in Bangladesh. The study is significant in this aspect that it accommodates the overall status the ethical use of information. Even it investigates the perception about different codes of ethics for library and information professionals. The suggestive guidelines would help library professionals in policy developing and decision making in Bangladesh.

1.9 Definition of the terminologies used in the thesis:

Following terminology used in way of completing the thesis, these are:

Information:

When data is organized in a logical, cohesive format for a specific purpose, it becomes information (Gandhi, 2004).

Data that is

(1) Accurate and timely,

(2) Specific and organized for a purpose,

(3) Presented within a context that gives it meaning and relevance, and

(4) Can lead to an increase in understanding and decrease in uncertainty.

Information is valuable because it can affect behaviour, a decision, or an outcome. For example, if a manager is told his/her company's net profit decreased in the past month, he/she may use this information as a reason to cut financial spending for the next month. A piece of information is considered valueless if, after receiving it, things remain unchanged (businessdictionary.com retrieved on 26 December, 2014).

Use of information:

Use information creatively and ethically relates to sixth and seventh conceptions of information literacy: Knowledge extension and Wisdom, identified in the present model of IL as gaining novel

insights and using information wisely. The equilibrium use of information depends crucially on the private value that agents assign to aligning their choices with those of others. The latter can be measured by the slope of best responses with respect to aggregate activity. (Angeletos and Pavan, 2007)

Ethics:

''Ethics'' assets and ''evil'' assets are, thus, present in any human population. A profession (culture) is, therefore, not simply as ''good'' or ''bad'' as the people within it, but good or bad to the extent that the professional context encourages or discourages the emergence of good ends and means for the profession as a whole (Williams, 2010).

Information ethics:

Information ethics has been defined as "the branch of ethics that focuses on the relationship between the creation, organization, dissemination, and use of information, and the ethical standards and moral codes governing human conduct in society".(Reitz M, 2010)

Information ethics provides an ethical framework for the information professionals for carrying out various information related works like acquiring, storing, processing and using of information (Hoq, 2012).

Copyright:

Copyright is a legal right created by the law of a country, that grants the creator of an original work exclusive rights to its use and distribution, usually for a limited time, with the intention of enabling the creator (e.g. the photographer of a photograph or the author of a book) to receive compensation for their intellectual effort.

Copyright is a form of intellectual property, applicable to any expressed representation of a creative work. It is often shared among multiple authors, each of whom holds a set of rights to use or license the work, and who are commonly referred to as rights holders(Wikipedia, retrieved on 27 December 2014)

Censorship:

Censorship is the suppression of speech, public communication or other information which may be considered objectionable, harmful, sensitive, politically incorrect or inconvenient as determined by

governments, media outlets, authorities or other groups or institutions (Wikipedia, 2014). The system or practice of censoring books, movies, letters, etc.

Censorship is an area which pre-eminently brings out the worst and best because it is more complex than it looks, because consensus is rare, because everyone thinks they are right, and because professional and personal roles work together and sometimes get confused. Statements about intellectual freedom and rights are aspirational for practitioners trying to make personal decisions about what is acceptable and accountable. Reference is made to political correctness, alleged harms, community standards, and the role of the information professional as an intermediary (Hannabuss, Allard, 2001).

IFLA code of ethics:

This Code of Ethics and Professional Conduct is offered as a series of ethical propositions for the guidance of individual librarians as well as other information workers, and for the consideration of Library and Information Associations when creating or revising their own codes.

The function of codes of ethics can be described as

- ❖ encouraging reflection on principles on which librarians and other information workers can form policies and handle dilemmas
- ❖ improving professional self-awareness
- ❖ Providing transparency to users and society in general.

1.10 Structure of the thesis:

Structure is represented in a follow chart:
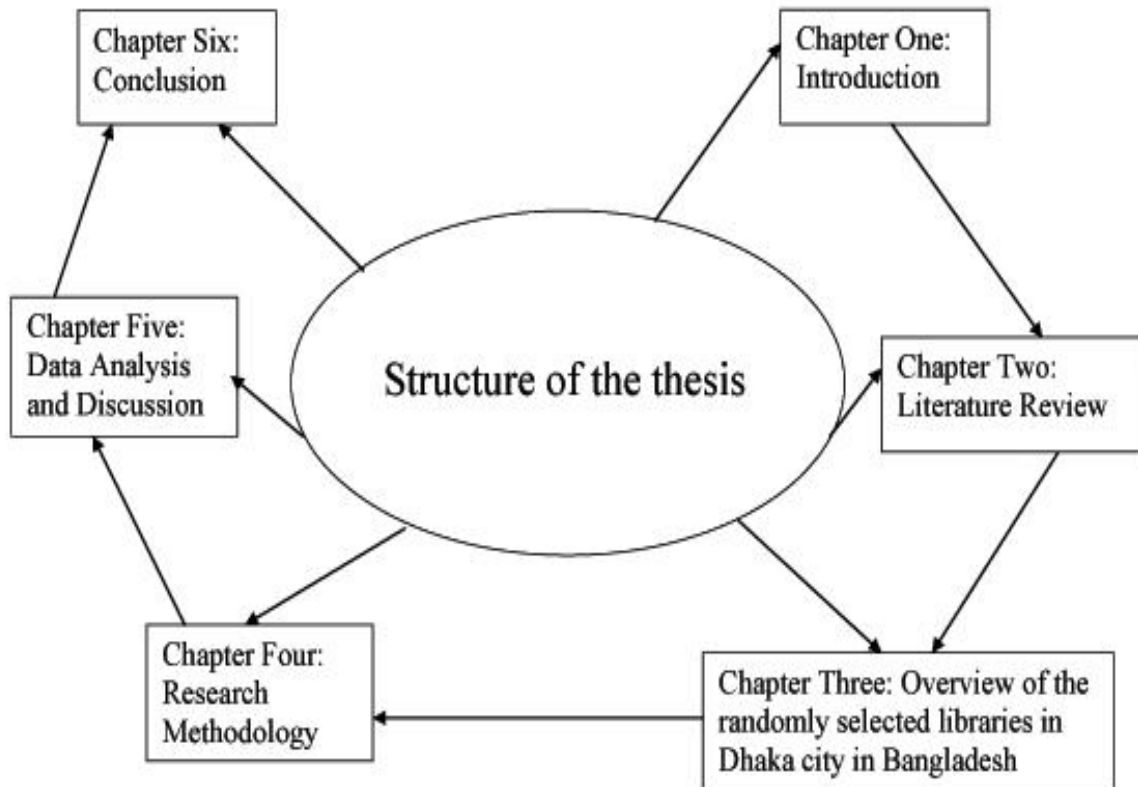
Figure-1 Structure of the study

Chapter One: Introduction

This chapter includes the background, problem statement, scope, rationale, objectives, research questions, significance, definitions of important terms and the structure of the thesis.

Chapter Two: Literature Review

This chapter focuses on the extensive review of previous literatures by covering the following aspects: concepts of data, information, data to information, types of information, use of information, concept of ethics, ethical use of information, information ethics, factors influencing in the way of

ethical use of information, censorship, copyright, ethical use of information by library and information professionals

Chapter Three: Overview of some Institutes

This chapter represents a brief overview of the randomly selected different types of libraries of Bangladesh that constitutes the problem area for this study in accordance with review of some studies conducted on those university libraries. Following libraries are reviewed in the study:

- ICDD'B Library, BRAC University Library,
- North South University Library,
- Independent University of Bangladesh library
- ISD Library,
- East West University Library,
- Bangladesh National Library,
- BANSDOC Library,
- Notre Dame College Library,
- Bangladesh Central Public Library,
- BIDS library
- Dhaka University Library,
- BENBEIS Library,
- British Council library.

Chapter Four: Research Methodology

This chapter describes the methods employed in conducting this research study including Identification of the problem area, determination of the specific problem, literature review of relevant literature, selection of research approaches, types of data used, data collection method, technique, tool and procedure, population and sample, techniques of data analysis and interpretation of data

Chapter Five: Data Analysis and Discussion

This chapter analyzes the data obtained from the respondents of the study and interprets them in order to comprehensively understand their view about the ethical issues, factors and professional point of view. The study performed the analysis process using SPSS 16 version software.

Chapter Seven: Conclusion

This is the concluding and final chapter and it is designed to discuss the major findings of the study by answering the research questions, recommend some measures for the fruitful use of information ethically among professionals of Bangladesh.

Chapter Two:

Literature Review

2.1 Introduction:

The literature review (review of the relevant literature) is an essential part of any research work on which the framework and originality of the study are justified. A comprehensive literature review is a prerequisite to generate new knowledge and it is the basis for new research. It helps understand the topic deeply. It also provides a basis for theoretical framework of the study and interpretation of findings. A literature review was an account of what had been published on a topic by accredited scholars and researchers, a piece of discursive prose (Taylor, 2006) and explaining the intellectual progression of the field including major debates (Anson and Schwegler, 2000).

It relates a study to the larger, ongoing dialogue in the literature, filling in gaps and extending prior studies (Creswell, 2009). This chapter presents the review of related literature for this study by highlighting the concepts of data, information, data to information, types of information, use of information, concept of ethics, ethical use of information, information ethics, factors influencing in the way of ethical use of information, censorship, copyright, ethical use of information by library and information professionals.

The literature was accessed from several databases as Springer, ACM Digital Library, JSTOR, Emerald, Science Direct, DOAJ, etc. through the Dhaka University Library website and also by searching through the search giant Google and Google Scholar.

2.2 Concept of Data:

Nowadays, digital information is relatively easy to capture and fairly inexpensive to store. The digital revolution has seen collections of data grow in size, and the complexity of the data therein increase. Advances in technology have resulted in our ability to meaningfully analyse and understand the data we gather lagging far behind our ability to capture and store these data (Fayyad, *et al.* 1996).

A question commonly arising as a result of this state of affairs is, having gathered such quantities of data, what do we actually do with it? (Fayyad & Uthurasamy, 1996) It is generally accepted that the reason for capturing and storing large amounts of data is due to the belief that there is valuable information implicitly coded within it (Fayyad & Uthurasamy, 1996). An important issue is

therefore how is this hidden information (if it exists at all) to be revealed? Traditional methods of knowledge generation rely largely upon manual analysis and interpretation (Fayyad, et al, 1996). However, as data collections continue to grow in size and complexity, there is a corresponding growing need for more sophisticated techniques of analysis (Fayyad, *et al*, 1996). One such innovative approach to the knowledge discovery process is known as *data mining*.

Data mining is essentially the computer-assisted process of information analysis (Limb & Meggs, 1995) . This can be performed using either a top-down or a bottom-up approach. Bottom-up data mining analyses raw data in an attempt to discover hidden trends and groups, whereas the aim of top-down data mining is to test a specific hypothesis (Hedberg, 1995). Data mining may be performed using a variety of techniques, including intelligent agents, powerful database queries, and multi-dimensional analysis tools (Watterson,1995).

The word "data" used to be considered as the plural of "datum", but now is generally used in the singular, as a mass noun. Data as an abstract concept can be viewed as the lowest level of abstraction, from which information and then knowledge are derived.

Data, information and knowledge are closely related terms, but each has its own role in relation to the other. Data is collected and analyzed to create information suitable for making decisions, there is little disagreement as regards the definition of data. A commonly held view is that data are raw facts that have no context or meaning of their own (Abram, 1999). Typical examples of data include statistics, list of items and names and addresses (Gandhi, 2004). Data are numbers. They are numerical quantities or other attributes derived from observation, experiment, or calculation (Bergeron, 2003). Data is a number or word or letter without any context. For example, numbers like 5 or 100, without any context, are mere data. Without reference to either space or time, these numbers or data are meaningless points in space and time. The key phrase here is "out of context". And since it is out of context then it has no meaningful relation to anything else (Uriarte, 2008). Data refers to codes, signs and signals that do not necessarily have any significance as such (Suurla, Markkula, & Mustajarvi, 2002).

It means that data are raw facts that have no context or meaning of their own. Organizations collect, summarize and analyse data to identify patterns and trends. Most of the data thus collected is associated with functional processes of the organization. On the other hand, information as a concept takes up different meanings, depending on the context in which it is discussed. Data becomes information when organized, patterned, grouped, and or categorized; thus increasing depth of meaning to the receiver (Maponya, 2004).

2.3 Concept of Information:

When data is organized in a logical, cohesive format for a specific purpose, it becomes information (Gandhi, 2004). Wiig (1999) defines information as facts and data organized to characterize a particular situation. Similarly information has been defined as data made meaningful by being put into a context (Bouthillier & Shearer, 2002). In a hierarchical view, information is data transformed by the value-adding processes of contextualization, categorization, calculation, correction and condensation (Davenport & Prusak, 1998). However, some authors believe that information itself is a kind of knowledge which they call empirical knowledge, rather than representing an intermediate stage between data and knowledge (Zins, 2007).

A mere collection of data is not information. This means that if there is no relation between the pieces of data, then it is not information. What makes a collection of data information is the understanding of the relationships between the pieces of data or between the collection of data and other information. In other words, what is essential in making data ora collection of data information is the context, that is, the relation between the pieces of data (Uriarte, 2008).

Drucker (1995, p. 109) defined information as data "organized for a task, directed toward specific performance, applied to a decision"; for O'Dell and Grayson (1998, p.5) it is "patterns in the data", while Nonaka and Takeuchi (1995), as well as Galup, Dattero, and Hicks (2002), described information as data in context. Smith (2001, p. 312) combined the two latter definitions and stated that "information is data that have relevance, purpose, and context."

2.4 Data to Information:

Concepts of data, information, knowledge, and wisdom are the building blocks of library and information science. Discussions and definitions of these terms pervade the literature from introductory textbooks to theoretical research articles (Zins, 2007).

Expressions linking some of these concepts predate the development of information science as a field of study (Sharma,2008). But the first to put all the terms into a single formula was Russell Lincoln Ackoff, in 1989.Ackoff posited a hierarchy at the top of which lay wisdom, and below that understanding, knowledge, information, and data, in that order. Furthermore, he wrote that "each of these includes the categories that fall below it," and estimated that "on average about forty percent of the human mind consists of data, thirty percent information, twenty percent knowledge, ten percent understanding, and virtually no wisdom" (Ackoff, 1989).

This phraseology allows us to view his model as a pyramid, and indeed it has been likened to one ever since (Rowley, 2007).Data is the product of observations, and are of no value until they are processed into a usable form to become information. Information is contained in answers to questions. Knowledge, the next layer, further refines information by making "possible the transformation of information into instructions. It makes control of a system possible" (Ackoff, 1989), and that enables one to make it work efficiently.

A managerial rather than scholarly perspective runs through Ackoff's entire hierarchy, so that "understanding" for him connotes an ability to assess and correct for errors, while "wisdom" means an ability to see the long-term consequences of any act and evaluate them relative to the ideal of total control (Bernstein, 2009).The model depicts transitions from data to information, knowledge, and wisdom through an ascending amount of connectedness and understanding. The model asserts that data is transformed into information, then into knowledge and eventually into wisdom through the influence of understanding of relations, patterns, and principles respectively. The model
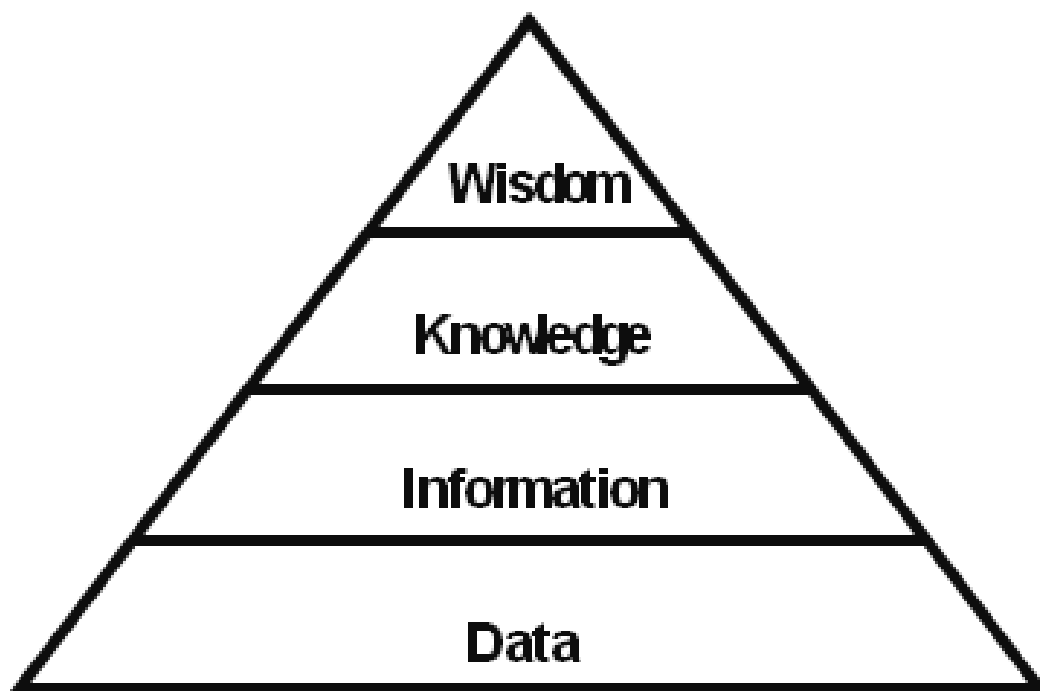
Figure-2: The DIKW hierarchy as a pyramid (Frické, 2007)

therefore suggests that understanding is the transformational relationship among data, information, knowledge, and wisdom which permits creation of an outcome of a higher level. Although this model does not address the issue of whether one can make transition in the reverse direction from wisdom to data, it adds value by providing an initial holistic perspective employing the notion of

connectedness (Faucher, 2010).According to this model, data are the most basic level and they come in the form of raw observations without meaning. Information adds context and meaning to data by analysing relationships and connections. Once it is clear how the information can be used and it helps the owner to make decisions and act, in other words, it has become useful, it is knowledge. Using, sharing and enriching knowledge leads to wisdom, which, beyond knowledge, allows the owner to know when and why to use of his or her knowledge (Ackoff, 1989; Cleveland, 1982).Information is further processed when one finds a pattern relation existing among data and information. And when one is able to realize and understand the patterns and their implications, then this collection of data and information becomes knowledge (Uriarte, 2008).
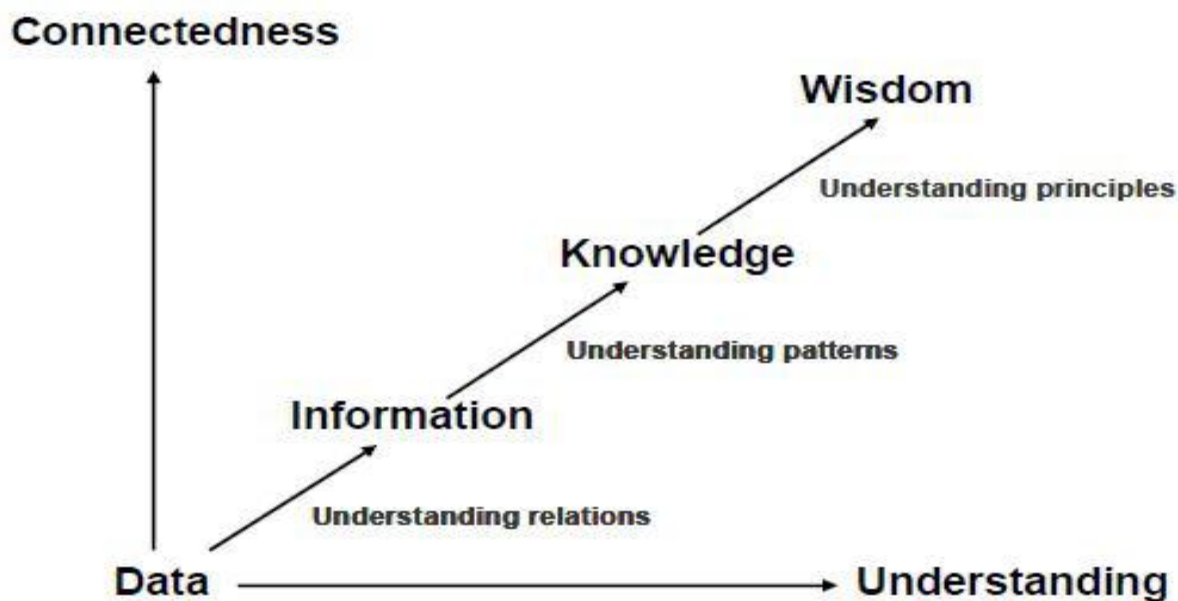
Figure-3: Conceptual progression from data to wisdom (Bellinger, Castro, & Mills, 2004)

2.5 Classification of Information:

Information can be classified in a number of ways, this tutorial will give two of the most important ways to classify information:
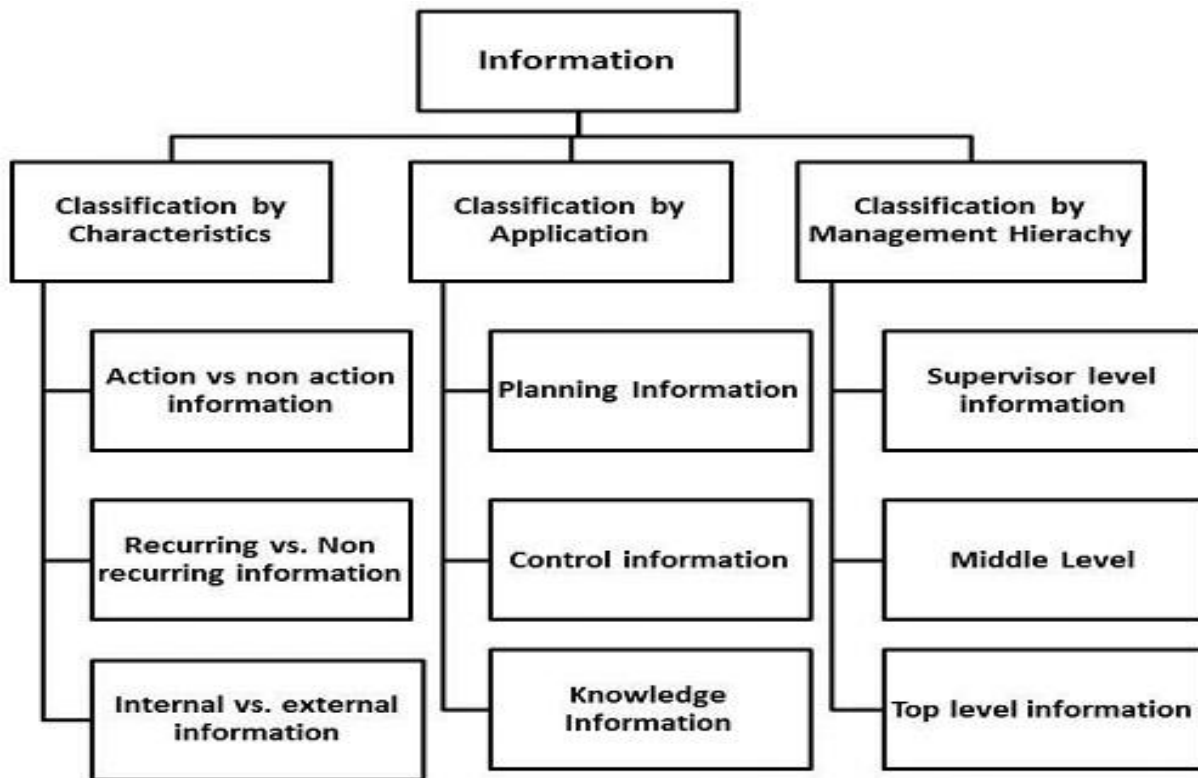
Figure-4 Anthony's classification of Management and information, MIS tutorials. (Anthony's tutorial MIS, 2014)

In terms of applications, information can be categorized as:

Planning Information: these are information needed for establishing standard norms and specifications in an organization. This information is used in strategic, tactical and operation planning of any activity. Examples of such information are time standards, design standards.

Control Information: This information is needed for establishing control over all business activities through feedback mechanism. This information is used for controlling attainment, nature and utilization important processes in a system. When such information reflects a deviation from the established standards, the system should induce a decision or an action leading to control.

Knowledge Information: knowledge is defined as "information about information". Knowledge information is acquired through experience and learning and collected from archival data and research studies.

Organizational Information: Organizational information deals with an organization's environment, culture in the light of its objectives. Karl Weick's Organizational Information Theory emphasizes that an organization reduce equivocality or uncertainty by collecting, managing and using these information prudently. This information is used by everybody in the organization; examples of such information are employee and payroll information.

Functional/ Operational Information: This is operation specific information. For example, daily schedules in a manufacturing plant that refers to the detailed assignment of jobs to machines or

machines to operators. In a service oriented business, it would be the duty roster of various personnel. This information is mostly internal to the organization.

Database Information: Database information construes large quantities of information that has multiple use and application. Such information is stored, retrieved and managed to create databases. For example, material specification or supplier information is stored for multiple users. (Adopted from Anthony's classification of information, MIS tutorials, retrieved on 20 December 2014)

2.6 Concept of Ethics

''Ethics'' assets and ''evil'' assets are, thus, present in any human population. A profession (culture) is, therefore, not simply as ''good'' or ''bad'' as the people within it, but good or bad to the extent that the professional context encourages or discourages the emergence of good ends and means for the profession as a whole (Williams, 2010). There is no straightforward interpretation of what ethics entails (Ballantine, Martin and Powell 2000). It is clear that the role of professionals in organisational ethics and politics is of extreme significance. Amundsen (2009) views ethics as well based standards of right and wrong, which prescribe what humans ought to do.

According to (Pearson et al., 2003:42) organisational ethics generally refers to the culture, processes, outcomes, character, shared values and the way how an organisation acts.
Ethical behaviour is based on written and unwritten codes of principles and values held in society. Ethics reflect beliefs about what is right, what is wrong, what is just, what is unjust, what is good, and what is bad in terms of human behaviour. Ethical principles and values serve as a guide to behaviour on a personal level, within professions, and at the organizational level (Boundless Finance Boundaries, 2014).

Ethics are the set of moral principles that guide a person's behaviour. These morals are shaped by social norms, cultural practices, and religious influences. Ethics reflect beliefs about what is right, what is wrong, what is just, what is unjust, what is good, and what is bad in terms of human behaviour. They serve as a compass to direct how people should behave toward each other, understand and fulfil their obligations to society, and live their lives (Boundless Finance Boundaries, 2014).

In fact, ethical awareness has currently emerged as a primary social work skill enabling social workers to respond effectively to their professional responsibilities and make ethically informed interventions (Banks, 2001; Rossiter, 2001; Clark, 2000).

The basic concepts and fundamental principles of decent human conduct. It includes study of universal values such as the essential equality of all men and women, human or natural rights,

obedience to the law of land, concern for health and safety and, increasingly, also for the natural environment(Bussinessdictionary.com retrieved 5 December 2014). Ethics for librarians are usually regarded as a moral system consisting of rules of conduct which have specific application to library activity (Primoz JuznicJose , 2001)

2.7 Types of Ethics:

Today it is common to separate ethics into three sub-branches: 1. descriptive ethics, 2.metaethics and 3. Normative ethics (Frankena, W.1973) Harrington (1996) looks at whether codes of ethics affect the judgements of IS personnel. She bases her work on Jones' (1981) model of ethical decision making which has four main components:

1 awareness;

2 judgement;

3 intention; and

4 behaviour.

Harrington (1996) assesses the impact of ethics codes on two of the elements (IS personnel's computer abuse judgements and intentions) and her findings suggest that codes of ethics do have an effect, albeit small, on IS personnel's behaviour. Ethical judgment refers to a person's determination that an ethically questionable situation is wrong (Hunt and Vitell, 1986).

An ethic of accountability is grounded in the realization that the organization is a member of an ongoing community and has an obligation to act responsibly. Following from earlier work (Niebuhr, 1963; Dillard & Yuthas, 2001).

A framework for ethical IS evaluation (Ballantine, Martin and Powell 2000).

Ethical attributes / Evaluation Influences	Purpose of evaluation	Process of evaluation	People affected by the evaluation
Philosophy	Summative ⟶ Formative	Positivist ⟶ Interpretivist	Automata ⟶ Human
Culture	Control ⟶ Learning	Ritualistic ⟶ Purposeful	Organisational ⟶ Individual
Management Style	Covert ⟶ Overt	Implicit ⟶ Explicit	Directive ⟶ Consensual
Power	Manipulate ⟶ Emancipate	Autocratic ⟶ Democratic	Dictatorial ⟶ Participative
Evaluator	Judgmental ⟶ Assist	Investigative ⟶ Collaborative	Control ⟶ Facilitate
Resources	Minimalist ⟶ Comprehensive	Limited ⟶ Sufficient	Constrain ⟶ Enable

(Ballantine, Martin and Powell 2000)

Figure-4 A framework for ethical IS evaluation

2.8 Information Ethics:

Bernard Gert (1999) has argued that problems in applied ethics, including problems in information ethics, should be resolved by referring to the "common morality." The common morality, as Gert defines it, is "the [shared] moral system that people use . . . in deciding how to act when confronting moral problems and in making their moral judgments" (Gert, 1999, p. 58). As Gert points out, there is much more agreement among persons in any given culture on moral issues than there is disagreement; though it is quite natural to focus energy on what we disagree on, "such controversial matters form only a very small part of those matters about which people make moral decisions and judgments" (Gert, 1999, p.57)[7]. Issues in information ethics (and, for that matter, other areas), on Gert's view, should be resolved by recourse to these shared moral judgments.

Ethics, also known as moral philosophy, is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong conduct (Hoq, 2012). Information ethics provides an ethical framework for the information professionals for carrying out various

information related works like acquiring, storing, processing and using of information (Hoq, 2012). . Information Ethics (IE), the philosophical foundational counterpart of CE, can be seen as a particular case of 'environmental' ethics or ethics of the info sphere.

What is good for an information entity and the info sphere in general? This is the ethical question asked by IE (Floridi, 1999). Information Ethics is an expansion of environmental ethics (Floridi, 1999) (Toni Carbo, 1997) Computer and information ethics will, in some sense, disappear into a more general area of ethical inquiry(Johnson 1999).
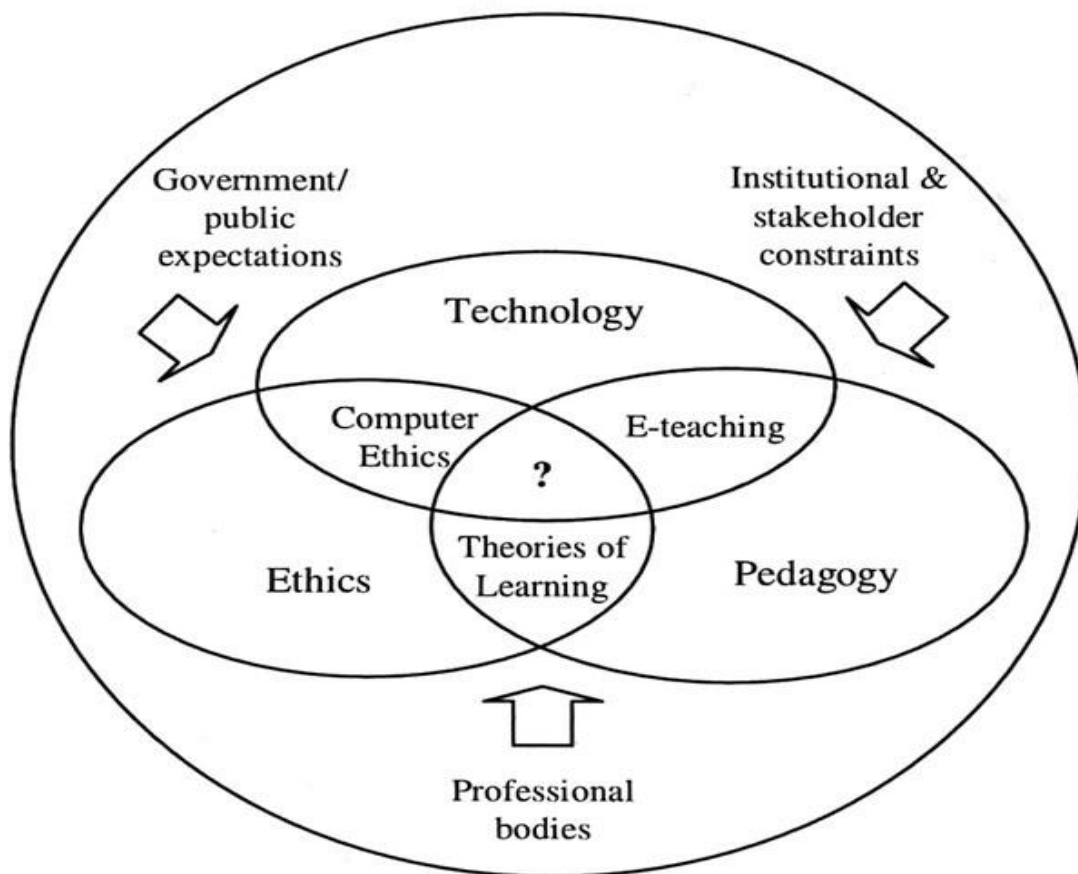
Figure-5 The links between technology, pedagogy and ethics(Johnson 1999)

Some of the ethical questions asked by Lancaster (1991) are these:

➢ Are ethics what religious or legal authorities say, or what public opinion says?

➢ Are there right or wrong absolutes, or is it relative?

➢ Do the ends justify the means?

➢ Should I speak out if I know that students are committing plagiary from library texts?

➢ Do you stop issue desk staff wearing prochoice badges?

➢ Do you help credit companies with directory information about people in the area?

- ➢ Do you stock a book on diet which many be experts have argued is dangerous to health?
- ➢ Is your charging structure such that some groups in the community are disadvantaged?
- ➢ Do you provide advice as well as information on consumer or health issues in your library? (Lancaster, 1991).
- ➢

Factors that influence information ethics

While the primary concern of the library and information professionals is information ethics which is concerned with the use and misuse of information, with particular focus on intellectual property, censorship, data integrity, privacy, access to information, etc., they have to uphold their professional ethics as well which relate to the application of principles to the actions and decisions taken by information professionals. In today's world, the areas which directly and indirectly influence information ethics are:

1. *Globalization:* One of the most important features of modern society is globalization, which is characterised by extensive use of information and communication technologies, an increasingly open society, greater sharing of information and also greater conflict among individuals and societies in asserting their dominance over others.

2. *More emphasis on individualism:* People tend to be more individualistic these days; they frequently place more importance upon individual good rather than social good. As a result, there has been an increased demand for individualized and customized services from the library and information centres.

3. *Privacy and information security:* In this increasingly networked world, the security of public and private data held in databases, web sites and other information repositories are always at risk. People have become more worried about their privacy and libraries, as preservers and providers of sensitive information have to deal with this concern.

4. *Diversification of 'information works':* Unlike their predecessors, today's library and information professionals are burdened with greater and bigger responsibilities. In addition to being information providers, they now frequently have to assume the roles of educators, consultants, technology experts, translators and synthesizers, among others. They must achieve new skills and capabilities for successfully performing these duties.

5. *Conflict between 'right to information' and 'ethical use of information':* Many countries around the world have laws ensuring people's right to receiving and using information (Bangladesh passed 'Right to Information Act' in 2009). However, there are certain information which cannot be

accessed by general people for security or other reasons. In many instances, library and information professionals find themselves in tricky situations where they have to strike a balance between 'restricted use of information' and 'right to information'.

6. *Access to information:* The issue of universal access to information may create a dilemma for many libraries. As Fernández-Molina 9 points out, many public and professional declarations refer unequivocally to free and public access to information. For example, the British Library Association code of conduct states that any individual should be granted free and public access to

Information. But, there is the risk that too great an emphasis on providing a service free of charge may result in funding problems that could endanger the survival of the information centre. Similarly, providing a service at zero cost often results in its devaluation, which also has as a

Consequence the undermining of the prestige and feasibility of the profession.

7. *Intellectual property rights:* With the advent of new technologies, reproduction of information materials through photocopying, scanning or otherwise has become much easier. This ease of reproduction sometimes hampers the intellectual property rights of authors and publishers. It may create 'a tension between the desire of information professionals to obtain information at the lowest cost possible and the interest of the owners of this information. Besides, growing recognition of information as a 'raw material' for development has resulted in increasing commoditization of information.

Accordingly, information is being transferred from the public sector to the private and corporate sector and 'price tags' are being attached to information, which is making it difficult for less affluent people to access and use. Schiller remarks, 'In the reallocation of information resources now occurring throughout the economy from one set of users (the general population) to another (mostly corporate business users), one principle prevails. It is the market criterion – the ability to pay. This determines who will receive and who will be excluded from then benefits of the information lubricated economy.

Clearly, this poses new ethical challenges for library and information professionals because now they have to ascertain their roles and responsibilities in this complex 'info sphere' and determine how they could assist the underprivileged people to uphold their right to accessing and using information.

2.9 Use and seeking of information:

The equilibrium use of information depends crucially on the private value that agents assign to aligning their choices with those of others. The latter can be measured by the slope of best responses with respect to aggregate activity. (Angeletos and Pavan, 2007) Earlier versions were titled "Social Value of Coordination and Information" and "Efficient Use of Information and Welfare Analysis with Complementarities and Asymmetric Information. (Angeletos And Pavan, 2004). The efficient use of information depends crucially on the social value of aligning choices across agents (Angeletos and Pavan, 2007). Information is, arguably, more freely available now than ever (Hannabuss, 1998).

There is a long history of research into information behaviour and its constituent elements of information need, information seeking and information use. However, the three elements have been studied at varying degrees of detail. Information needs and information seeking (and the narrower concept of information search) have been well modelled and studied (e.g., Belkin 1980; Ellis 1989; 1993; Kuhlthau 1991; Marchionini 1995; Wilson 1999). In contrast, information use has received less attention, and remains a poorly defined concept (Case 2002; Taylor 1986; Wilson 1999). It is often linked to the concept of information need, in that information is needed so that it can be used. When discussed, use is often addressed at an abstract level, with reference to the broad, general goal that the use of information will help to achieve.

Early studies of information needs and uses (e.g., Menzel 1966; Paisley 1968) focussed on information systems, at the time consisting primarily of paper-based library collections of books and journals. In these studies, information use referred to the information packages (e.g., books, journals, indices, etc.). The concept of information use is therefore historically associated with the resource itself, rather than the information contained within. The emergence of self-serve searching and the web has changed the way we now view the object of use from those physical items to the information chunks. Access to information is promoted by the development of new ICTs that provide remote access to information. It is a combination of physical, intellectual and social elements that have an impact on information availability to individuals (www.education.com, 2013; Jaeger & Burnett, 2005). "Information accessibility encompasses many issues surrounding availability, accessibility and affordability of information" (UNESCO, 2013).Dervin's (1983; 1992) Sense-Making Theory views information behaviour in terms of a situation, a gap and an outcome, with information being used to bridge the gap and achieve the outcome. This framework, with its recognition of the importance of understanding how the information helps the user "make sense" of a situation, highlights the role of information use.

However, in subsequent discussions of Dervin's work (e.g., Choo 1993; Wilson 1999), it is of ten the classification and articulation of information needs (i.e., the nature of the gap) that is

emphasized. While need and use are clearly linked since information is needed to fulfil a use, there is a shift in perspective and emphasis depending on whether the focus is on needs or uses. Discussion of need tends to highlight the purpose for which the information is sought – the goal or objective – but does not usually extend to including how exactly the information is applied to achieving the goal. Shifting the focus to use can highlight the latter. Often the more significant work is found in studies of browsing, as browsers meander down a path of seeking, finding and extracting, before moving on to the next episode. Marchionini (1995, 57-58) in his model of information seeking argues that use includes instances of information extraction that include reading, scanning, listening, classifying, copying and storing information. Notably these are higher level conceptual skills that indicate how the information is *handled.* Taylor (1991, 230) proposed taxonomy of eight classes of information uses, generated from the information need(s) perceived by users:

➢ Enlightenment: context information

➢ Problem Understanding: better comprehension of a specific problem

➢ Instrumental: what to do and how to do something

➢ Factual: precise data

➢ Conformational: verify a piece of information

➢ Projective: future oriented

➢ Motivational: relates to personal involvement

➢ Personal or Political: relationships, statue, reputation, personal fulfilment

These classes of information use were developed from expressions of perceived needs, rather than of observation, report or discussion of actual information use. As such they represent the objectives of the information seeking episode (e.g., precise data) rather than a set of uses of that information. In examining the value of library and information services, a concept with clear links to information use, Saracevic and Kantor (1997, 533-4) described a three-step model of information use, with the following components:

➢ Acquisition: getting information or objects potentially conveying information, as related to some intentions

➢ Cognition: absorbing, understanding, integrating the information

➢ Application: use of this newly understood and cognitively processed information

This model clearly links the seeking and acquisition of information to its use; however, the discussion of use remains at a broad, conceptual level. Wilson's 1981 model of information-seeking behaviour represents the circumstances that give rise to information-seeking behaviour in terms of

'the person performing a role in an environment' (Wilson 1997: 552). Hughes *et al.*'s *Reflective online information use model* The model (Hughes *et al.* 2006) shown in Figure 1 highlights the synergy between information use and learning and offers a framework for developing a reflective approach to online information use. It builds on Edwards and Bruce's (2002) action research model [1] for reflective Internet searching, which, in turn, draws on Bruce's earlier models for reviewing the literature (1996) and reflective information searching (1992). They all share two characteristics with the original model: the action research-influenced structure (Kemmis & McTaggart 1988); and the underlying principle of reflective practice that promotes continuous, contextualised learning by encouraging participants to reflect both 'on-action' (after completing an activity) and 'in-action' (whilst engaged in the activity) (Schön 1987).

The novel feature of the *Reflective online information use model* is that it integrates Bruce's seven faces of information literacy (1997) with the characteristic action research and reflective practice elements. Consequently this model's emphasis is on information literacy as an holistic, user-focused experience. Here the model's four inter-connected phases (Plan, Act, Record and Reflect) represent online information use as continuous and relational rather than linear. Online information use is shown to be dynamic, both in terms of the searcher's active engagement and the changing online environment in which the engagement takes place. The four key phases of the model relate to Bruce's (1997) first five conceptions of information literacy, as follows:

> ➢ PLAN relates to the first two conceptions of information literacy, Information technology and Information sources, identified in the present Model respectively as scanning and sourcing information. At this initial phase the user is concerned with investigating online resources and planning strategies for using them effectively to find information.
>
> ➢ ACT relates to the third conception, Information process, identified in the present Model as engaging with information processes. This phase involves applying the strategies determined previously for using the online resources to find needed information.
>
> ➢ RECORD relates to the fourth conception, Knowledge control, identified in the present Model as controlling information. This phase involves activities such as saving, bookmarking, e-mailing and printing information found during the ACT phase.
>
> ➢ REFLECT relates to the fifth conception, Knowledge construction, identified in the present Model as critiquing information and constructing new knowledge.

The purpose and outcomes of online information use are embedded in the centre of the model:

Use information creatively and ethically relates to sixth and seventh conceptions of information literacy: Knowledge extension and Wisdom, identified in the present model as gaining novel insights and using information wisely.

The Plan-Act-Record-Reflect 'meta-cycle' can support any number of inter-related 'mini-cycles' within each phase. Learners are able to engage flexibly with information and they may pass through part or all of the meta-cycle once, several or many times depending on their information need(s). Although sequential progression through each phase is the suggested 'ideal' approach, information users may jump phases, backtrack or exit mid-way. Also they may complete one or several mini-cycles within a particular phase. Importantly, and in accordance with the concept of reflective practice (Schön 1987), reflection occurs continuously 'in-action' within each mini-cycle, as well as 'on-action' at completion of the meta-cycle. In other words learners are encouraged to reflect on both their information needs, process(es), actions and their results whilst involved in any of the phases of the online information use cycle, as well as retrospectively on the whole experience and its outcomes.
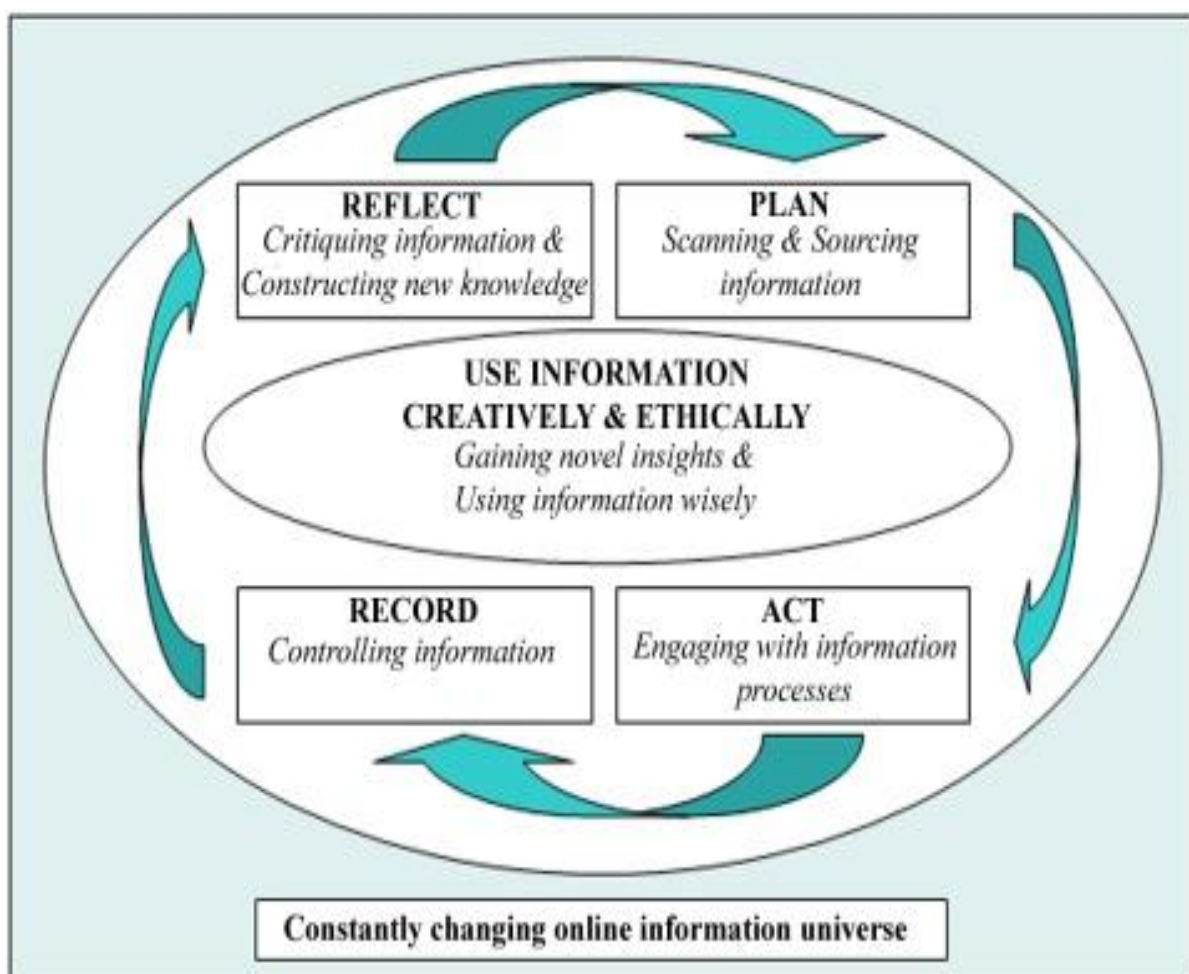
Figure 6: Reflective online information use model. (Hughes *et al.* 2006)

Summary of related models: As stated previously the Model draws on elements of significant models in the fields of information behaviour, information literacy and cross-cultural adaptation. These models, their key contributing elements and their significance to the present model are summarised in the following table.

Model	Contribution to the *Model of responses and influences*	Significance to the *Model ofresponses and influences*
Wilson's *Revised general model of information behaviour*	Conception of information use as a continuous process, importance of users' situation and needs, and intervening variables	Underpins understanding and representation of information behaviour and use
Kuhlthau's *Information seeking process*	Conception of interplay of behavioural, cognitive & affective influences in information seeking	Holistic view of information seeking incorporating behavioural, cognitive & affective influences, application to learning
Foster's *Non-linear model of information seeking*	Conception of information seeking as non-linear and multi-layered, focuses on information users' experience	Suggests an alternative approach to modelling information seeking - conceptual relationships rather than stages
Bruce's *Seven faces of information literacy*	Conception of information literacy as a multi-faceted phenomenon, focus on the user's information experience	Extends beyond information behaviours and information seeking to a holistic view of information experience, promotes link between information use and learning

Anderson's *Cross-cultural adaptation process*	Integration of behavioural, cognitive and affective influences, cyclical representation of cross-cultural adaptation	Extends awareness of behavioural, cognitive, affective and cultural influences beyond the information domain
Hughes *et al. Reflective online information use model*(2006)	Action research-influenced structure, integration of principles of Bruce's *Seven faces of information literacy* model	Common conceptual ground with the *Model of responses and influences*; promotes holistic understanding of information use and information literacy

Table 1: Summary of conceptual influences on *Model of responses and influences in online information use for learning*

2.10 Ethical use of information:

Ethical awareness, as a professional and/or personal skill, is thought to enable social workers to appropriately answer the question *"who receives the benefit of social work practice"* as a mechanism to evaluate practice, and defend social work‟s humanitarian character (Bowles *et al.*, 2006; Feather, 2002; Clark, 2000; Fritzche, 1995). Information ethics, as is well known, has emerged as an independent area of ethical and philosophical inquiry.

There are a number of academic journals that are devoted entirely to the numerous ethical issues that arise in connection with the new information communication technologies; these issues include a host of intellectual property, information privacy, and security issues of concern to librarians and other information professionals. In addition, there are a number of major international conferences devoted to information ethics every year (Himma, 2007).

2.11 Ethical use of information by LIS professionals

Professional values are those embraced by the consensus of a body of practitioners given their relevance to the profession. This formulation of values is commonly expressed by a stipulated ethical code. They are used to characterize the practitioners‟ behaviour in practice and outline the responsibilities in particular interventions. They also give a common sense of professional identity since practitioners, through values, can talk about similar entities (Dominelli, 2002). Acting ethically presents challenges to professional people in an age where there is little consensus on

moral beliefs and where competitive practices are increasingly commonplace in the workplace. Professionals dealing with information face particular challenges since information is often regarded as a public good, freely available to everyone as part of a free society. However, information can also be sensitive, confidential and wrong.

The dilemmas which arise in this professional area are examined with reference to the wider and deeper ethical issues involved. (Hannabuss, 1998). For professional people, their profession is not merely a way of making a living: it is carrying out an occupation or vocation with which standards of competence and responsibility are associated. Value is placed on the systematic knowledge and training obtained, and on the way in which these are used in providing a service to others. Professional ethics, then, bring into focus generic issues about ethics, e.g. what is right and good, on the functional requirements and obligations of the professional person in carrying out or delivering such a service (Hannabuss, 1998).

Librarians must give information assistance which is requested, even if the possible use of the information by the patron may be personally objectionable to the librarian. However, if there is ``clear and present danger'' to the community that will result from the imparting of certain information, the librarian has the duty not to impart it (Marco, 1996).Most of these issues are included in the ``Code of ethics and professional conduct'' for the American Association for Computing Machinery (Anderson et al., 1993). Library professionals play an extremely important role in society. Their mission is essentially to provide members of society with access to the information that they need (Ortega y Gasset, 1934/1961). Just like doctors, lawyers, and other professionals, library professionals would like to carry out their mission in an ethical manner. And, like these other professionals, they regularly face ethical dilemmas: Should we put internet filters on all the computers in a public library (Doyle, 2002)?

- ➢ Should we tell law enforcement officers investigating potential terrorists what a particular patron has checked out (Garoogian, 1991)?
- ➢ Should we add a book donated by a racist organization to the library collection (Nesta and Blanke, 1991)?
- ➢ Should we allow a homeless person that smells very bad to use the library (Baldwin, 1996)?
- ➢ Should we include Holocaust denial literature in the library collection (Wolkoff, 1996)?
- ➢ Should we charge for specialized information services in a public library (Hannabuss, 1996)?
- ➢ Should we make photocopies of an article for a class when the school library cannot afford multiple copies of the book itself?

> ➤ Should we put a warning label on an encyclopaedia that contains clearly inaccurate medical information (see Pendergrast, 1988)?

As Diana Woodward (1990) forcefully argued, in order to deal effectively with these ethical dilemmas, library professionals need to be able to engage in ethical reasoning (Hannabuss, 1996). In particular, since these ethical dilemmas fall within the scope of information ethics, library professionals need to have a good working knowledge of information ethics. This paper will look at how such knowledge can help them to make better decisions (Fallis, 2005). Most teaching and research in accounting ethics focuses on individuals. The presumption, therefore, is that the locus of professional ethics is the individual practitioner (Williams, 2014).

2.12 Application of copyright:

Copyright has long since moved from being a subject that most librarians felt they could ignore to being central to the services which must be offered in the modern technological world. The law on copyright is complex and national in character, making it difficult to develop a global approach to information supply (Cornish,2001). It is intended for "busy and sophisticated educators and information professionals" This means that it does not deal with the more arcane or tortuous interpretations of what the law might or might not mean. Rather it focuses on real issues and gives help in deciding what is or is not legal and how to deal with the different situations facing educators and librarian when the needs of uses do not match what the law allows (Cornish, 2001). Electronic media are, as one would expect, addressed at some length and there is a very readable account of the current debate between those who lobby for tighter legislative protection of copyright, including the erosion of some of those permitted acts currently available, and those seeking to construct defences against that erosion (McCracken,1999). Copyright includes seven different categories, many of which are applicable to presentations and papers on the web. The seven categories are: 1) literary works; 2) musical works, including words; 3) dramatic works, including music; 4) pantomimes and choreographic works; 5) pictorial, graphic and sculptural works; 6) motion pictures and audiovisual works; and 7) sound recordings. Educators need to become aware of the implications of using any of these seven categories on the web. Other issues pertaining to law are patents, trademarks and trade secrets. (Rebecca and Rutherfoord, 2004).

2.13 Censorship:

There should be access to all types of children′s literature in the library but in varying degrees of freedom determined not by censorship but by controlled (Colley, 1990). The very real contradictions and clashing of cultures, between censorship and traditional values on the one hand, and intellectual freedom on the other, are addressed in this scholarly work (Hendry, 1999). Censorship never dies: like intellectual freedom of which it is a part, it goes on changing its form.

The discussion reviews some of the key social, political, religious, artistic and moral factors, suggests that censorship is an area which pre-eminently brings out the worst and best because it is more complex than it looks, because consensus is rare, because everyone thinks they are right, and because professional and personal roles work together and sometimes get confused. Statements about intellectual freedom and rights are aspirational for practitioners trying to make personal decisions about what is acceptable and accountable. Reference is made to political correctness, alleged harms, community standards, and the role of the information professional as an intermediary (Hannabuss, Allard, 2001).

2.14 Intellectual property right:

WIPO is the global forum for intellectual property services, policy, information and cooperation (wipo.int retrieved on 25 December 2014). Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce (wipo.int retrieved on 25 December 2014).

Intellectual property (IP) is a legal term that refers to creations of the mind. Examples of intellectual property include music, literature, and other artistic works; discoveries and inventions; and words, phrases, symbols, and designs. Under intellectual property laws, owners of intellectual property are granted certain exclusive rights. Some common types of intellectual property rights (IPR) are copyright, patents, and industrial design rights; and the rights that protect trademarks, trade dress, and in some jurisdictions trade secrets. Intellectual property rights are themselves a form of property, called intangible property (Wikipedia, retrieved on 25 December 2014). The organization subsequently relocated to Geneva in 1960, and was succeeded in 1967 with the establishment of the World Intellectual Property Organization (WIPO) by treaty as an agency of the United Nations. According to Lemley, it was only at this point that the term really began to be used in the United States (which had not been a party to the Berne Convention),[1] and it did not enter popular usage until passage of the Bayh-Dole Act in 1980 (Lemley, 2002)

"The history of patents does not begin with inventions, but rather with royal grants by Queen Elizabeth I (1558–1603) for monopoly privileges... Approximately 200 years after the end of Elizabeth's reign, however, a patent represents a legal [right] obtained by an inventor providing for exclusive control over the production and sale of his mechanical or scientific invention... [Demonstrating] the evolution of patents from royal prerogative to common-law doctrine (Mossoff, 2001).

2.15 Factors considered in the ethical use of information:

2.15.1 CILIP: code of ethics for library and information professionals: Ethical principles for library and information professionals

The conduct of members should be characterised by the following general principles and values, presented here in no particular order of priority:

➢ Concern for the public good in all professional matters, including respect for diversity within society, and the promoting of equal opportunities and human rights.

➢ Concern for the good reputation of the information profession.

➢ Commitment to the defence, and the advancement, of access to information, ideas and works of the imagination.

➢ Provision of the best possible service within available resources.

➢ Concern for balancing the needs of actual and potential users and the reasonable demands of employers.

➢ Equitable treatment of all information users.

➢ Impartiality, and avoidance of inappropriate bias, in acquiring and evaluating information and in mediating it to other information users.

➢ Respect for confidentiality and privacy in dealing with information users.

➢ Concern for the conservation and preservation of our information heritage in all formats.

➢ Respect for, and understanding of, the integrity of information items and for the intellectual effort of those who created them.

➢ Commitment to maintaining and improving personal professional knowledge, skills and competences.

➢ Respect for the skills and competences of all others, whether information professionals or information users, employers or colleagues. (CILIP,2004)

2.15.2 Introduction to Ethical Principles and Code of Professional Practice for Library and Information Professionals

Library and information professionals are frequently the essential link between information users and the information or piece of literature which they require. They therefore occupy a privileged position which carries corresponding responsibilities. In addition, whether they are self-employed or employed, their position is sometimes a sensitive one, which may impose a need to balance conflicting requirements. The purpose of the Principles and Code which follow this introduction is to provide a framework to help library and information professionals, who are members of CILIP, to manage the responsibilities and sensitivities which figure prominently in their work in line with the enduring values of the profession. There is a statement of *Ethical Principles* and a more

extended *Code of Professional Practice,* which applies these principles to the different groups and professionals to which our members must relate. The Code also makes some additional points with regard to professional behaviour. Both the Principles and the Code are consistent with the provisions set out by CEPLIS (Conseil Europeen des Professions Liberales) in their *Common Values of the Liberal Professions in the European Union (2007)*1. The Principles and Code should not be considered prescriptive but need to be reflected upon within the context of each different situation. Often a judgement will be required as to the balance between separate principles or items in the Code that may seem, on occasion, to pull in different directions. We all inhabit a grey world when it is rarely a simple case of right and wrong but rather one of finding an informed way forward in the light of all circumstances. Given the diversity of the information profession, it is inevitable that not every statement in the *Code of Professional Practice* will be equally applicable to every member of CILIP. However, the *Ethical Principles* ought to command more general support, even though some members may not feel the force of each one of them to the same extent in their day-to-day practice. The Principles and Code assume that respect for duly enacted law is a fundamental responsibility for everybody and so such provision is not duplicated in the Principles and Code By the terms of its Royal Charter, CILIP has a responsibility to "the public good". It is therefore anticipated that our *Ethical Principles* and our *Code of Professional Practice* may be of interest well beyond the immediate limits of the membership of CILIP, both to those whose work bears close comparison with ours, and also to those who may, from time to time, want a clear statement of our ethical principles and what we consider to be good professional practice. Associated with these Principles and Code, there is a growing collection of practical examples, illustrating how information professionals and others can use the Principles and Code to help them cope with ethical dilemmas they may face. In further support of the Principles and Code, CILIP has established an Ethics Panel of experienced members of the profession, and they and the professional staff of CILIP are available to members who may need additional help in resolving ethical issues. CILIP's Disciplinary Regulations provide that a Member will be guilty of professional misconduct if he/she has acted contrary to the aims, objects and interests of CILIP or in a manner unbecoming or prejudicial to the profession. In reaching decisions under the Disciplinary Procedure, regard will be hard to the *Statement of Ethical Principles* and the *Code of Professional Practice* and Members should therefore be aware that a lack of regard for the Principles and Code may, depending on the circumstances, be a ground for disciplinary action. (CILIP, 2012).12 August 2012

2.15.3 IFLA Code of Ethics for Librarians and other Information Workers (full version)

2.16.3.1 Preamble

This Code of Ethics and Professional Conduct is offered as a series of ethical propositions for the guidance of individual librarians as well as other information workers, and for the consideration of Library and Information Associations when creating or revising their own codes.

The function of codes of ethics can be described as

  - ➢ encouraging reflection on principles on which librarians and other information workers can form policies and handle dilemmas
  - ➢ improving professional self-awareness
  - ➢ Providing transparency to users and society in general.

This code is not intended to replace existing codes or to remove the obligation on professional associations to develop their own codes through a process of research, consultation and cooperative drafting. Full compliance with this code is not expected. This code is offered in the belief that: Librarianship is, in its very essence, an ethical activity embodying a value-rich approach to professional work with information. The need to share ideas and information has grown more important with the increasing complexity of society in recent centuries and this provides a rationale for libraries and the practice of librarianship.

The role of information institutions and professionals, including libraries and librarians, in modern society is to support the optimisation of the recording and representation of information and to provide access to it.

Information service in the interest of social, cultural and economic well-being is at the heart of librarianship and therefore librarians have social responsibility.

Furthermore, this belief in the human necessity of sharing information and ideas implies the recognition of information rights. The idea of human rights, particularly as expressed in the United Nations Universal Declaration of Human Rights (1948), requires us all to recognise and acknowledge the humanity of others and to respect their rights. In particular, Article 19 sets out rights of freedom of opinion, expression and access to information for all human beings.

Article 19 expressly sets out a right to "Seek, receive and impart information and ideas in any media and regardless of frontiers" which provides a clear rationale for libraries and the practice of modern and progressive librarianship. IFLA in statements, manifestos and policy and technical documents too numerous to list has expanded the understanding of work with information. Implicit in this work is the idea of information rights and their significance for the profession and society generally. The emphasis on information rights in turn obliges librarians and other information workers to develop a

principled critique of relevant law and to be prepared to advice and, if appropriate, advocate the improvement of both the substance and administration of laws.

The clauses of this code of ethics build on the core principles outlined in this preamble to provide a set of suggestions on the conduct of professionals. IFLA recognises that whilst these core principles should remain at the heart of any such code, the specifics of codes will necessarily vary according to the particular society, community of practice or virtual community. Code making is an essential function of a professional association, just as ethical reflection is a necessity for all professionals. IFLA recommends the Code of Ethics for IFLA to all its member associations and institutions and to individual librarians and information workers for these purposes.

IFLA undertakes to revise this code whenever appropriate.

1. Access to information

The core mission of librarians and other information workers is to ensure access to information for all for personal development, education, cultural enrichment, leisure, economic activity and informed participation in and enhancement of democracy.

Librarians and other information workers reject the denial and restriction of access to information and ideas most particularly through censorship whether by states, governments, or religious or civil society institutions.

Librarians and other information workers offering services to the public should make every endeavour to offer access to their collections and services free of cost to the user. If membership fees and administrative charges are inevitable, they should be kept as low as possible, and practical solutions found so that socially disadvantaged people are not excluded.

Librarians and other information workers promote and publicise their collection and services so that users and prospective users are aware of their existence and availability.

Librarians and other information workers use the most effective ways to make the material accessible to all. For this purpose they seek to ensure that the websites of libraries and other information institutions comply with international standards for accessibility and access to them is not subject to barriers.

2. Responsibilities towards individuals and society

In order to promote inclusion and eradicate discrimination, librarians and other information workers ensure that the right of accessing information is not denied and that equitable services are provided for everyone whatever their age, citizenship, political belief, physical or mental ability, gender

identity, heritage, education, income, immigration and asylum-seeking status, marital status, origin, race, religion or sexual orientation.

Librarians and other information workers respect language minorities of a country and their right to access information in their own language.

Librarians and other information workers organize and present content in a way that allows an autonomous user to find the information s/he needs. Librarians and other information workers help and support users in their information searching.

Librarians and other information workers offer services to increase reading skills. They promote information literacy including the ability to identify, locate, evaluate, organize and create, use and communicate information. And they promote the ethical use of information thereby helping to eliminate plagiarism and other forms of misuse of information.

Librarians and other information workers respect the protection of minors while ensuring this does not impact on the information rights of adults.

3. Privacy, secrecy and transparency

Librarians and other information workers respect personal privacy, and the protection of personal data, necessarily shared between individuals and institutions.

The relationship between the library and the user is one of confidentiality and librarians and other information workers will take appropriate measures to ensure that user data is not shared beyond the original transaction.

Librarians and other information workers support and participate in transparency so that the workings of government, administration and business are opened to the scrutiny of the general public. They also recognise that it is in the public interest that misconduct, corruption and crime be exposed by what constitute breaches of confidentiality by so-called 'whistleblowers'.

4. Open access and intellectual property

Librarians and other information workers' interest is to provide the best possible access for library users to information and ideas in any media or format. This includes support for the principles of open access, open source, and open licenses.

Librarians and other information workers aim to provide fair, swift, economical and effective access to information for users.

Librarians and other information workers have a professional duty to advocate for exceptions and limitations to copyright restrictions for libraries.

Librarians and other information workers are partners of authors, publishers and other creators of copyright protected works. Librarians and other information workers recognise the intellectual property right of authors and other creators and will seek to ensure that their rights are respected.

Librarians and other information workers negotiate the most favourable terms for access to works on behalf of their users and seek to ensure that access is not unnecessarily prevented or hindered by the mode of administration of intellectual property laws and that licenses do not override exceptions for libraries contained in national legislation. Librarians and other information workers encourage governments to establish an intellectual property regime that appropriately respects balance between the interests of rights holders and individuals and the institutions such as libraries which serve them.

Librarians and other information workers also advocate that copyright terms should be limited and that information that has fallen in the public domain remains public and free.

5. Neutrality, personal integrity and professional skills

Librarians and other information workers are strictly committed to neutrality and an unbiased stance regarding collection, access and service. Neutrality results in the most balanced collection and the most balanced access to information achievable.

Librarians and other information workers define and publish their policies for selection, organisation, preservation, provision, and dissemination of information.

Librarians and other information workers distinguish between their personal convictions and professional duties. They do not advance private interests or personal beliefs at the expense of neutrality.

Librarians and other information workers have the right to free speech in the workplace provided it does not infringe the principle of neutrality towards users.

Librarians and other information workers counter corruption directly affecting librarianship, as in the sourcing and supply of library materials, appointments to library posts and administration of library contracts and finances.

Librarians and other information workers strive for excellence in the profession by maintaining and enhancing their knowledge and skills. They aim at the highest standards of service quality and thus promote the positive reputation of the profession.

6. Colleague and employer/employee relationship

Librarians and other information workers treat each other with fairness and respect.

Librarians and other information workers oppose discrimination in any aspect of employment because of age, citizenship, political belief, physical or mental ability, gender, marital status, origin, race, religion or sexual orientation.

Librarians and other information workers promote equal payment and benefits for men and women holding comparable jobs.

Librarians and other information workers share their professional experience with colleagues and they help and guide new professionals to enter the professional community and develop their skills. They contribute to the activities of their professional association and participate in research and publication on professional matters.

Librarians and other information workers strive to earn a reputation and status based on their professionalism and ethical behaviour. They do not compete with colleagues by the use of unfair methods (IFLA, 12 August 2012).

2.16 Ethical use of information by library and information professionals in BD:

From the above analysis of literature there is now no task like this study title in Bangladesh. This study will be more effective and innovative for professionals of Bangladesh.

2.17 Summary:

A number of literatures were reviewed for the purpose of the research. From the above review of ethical use of information by LIS professionals it was revealed that different authors have tried in different ways to explore the necessity of ethical use of information with information capabilities, influential factors, organizational learning, information approaches, reference service librarian, intellectual capital, organizational culture and effectiveness. These concepts have provided the conceptual foundation for this research study. Moreover, the overview of the works on information and allied areas in Bangladesh and/or by Bangladeshi authors have proved that there is still no attempt yet to innovate ethics or ethical use of information among the LIS professionals in the different kinds of libraries of Bangladesh. Thus this research is a unique one in attempting to put forward professionals in the way of ethical use of information and contribute to some extent in filling up the acute gap of literature in the field.

Chapter Three:

Overview of some libraries of Dhaka

3.1 Introduction

This chapter includes an overview discussion of the different kinds of libraries of Bangladesh that are randomly selected in the Dhaka city as the problem area for this study. According to the study purpose there are 13 Libraries are selected for the study.
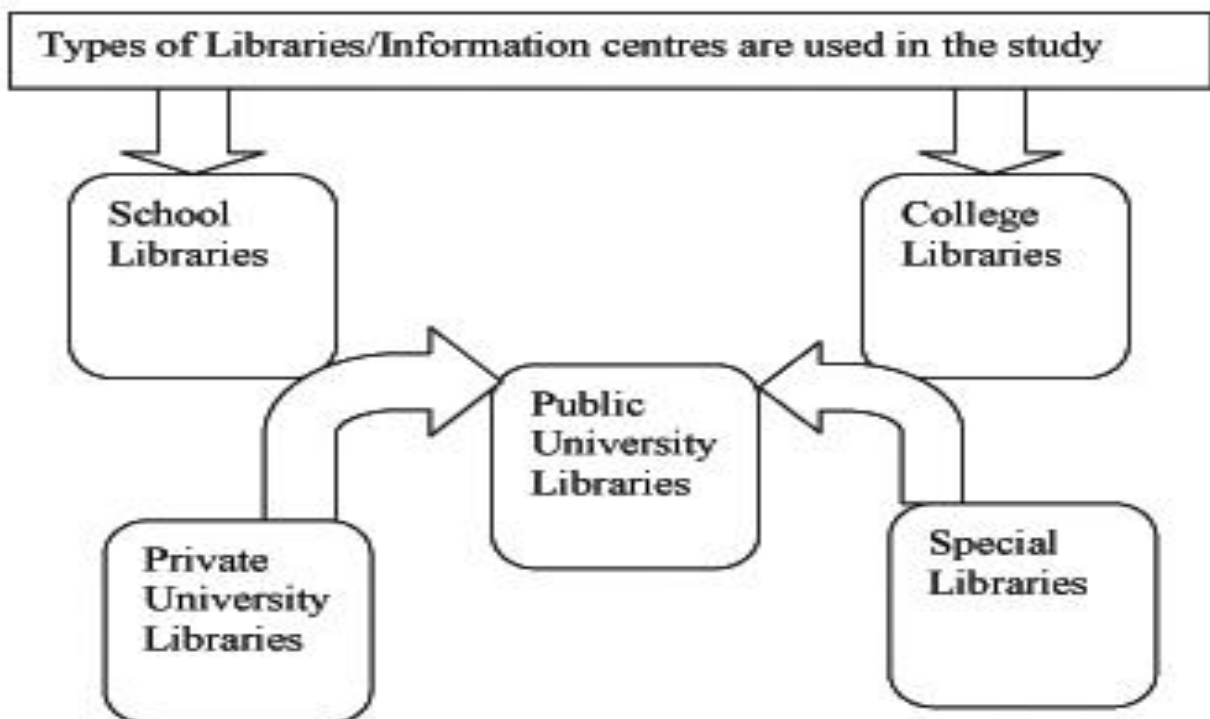
Figure 7: Types of Libraries/Information centre are applied in the study

3.2 Public University libraries

Among the 111 universities the number of public university are 34 which are situated indifferent areas of the country. This study implies the only one public university library as a standard.

1) Dhaka University Library (DU Central Library)

3.2.1 Dhaka University Library:

The Dhaka University Library started in 1921 in the premises of present Dhaka Medical College. The former Principal of the Dhaka College, F. C. Turner, was the first Librarian of the Dhaka University Library. The Library was started with 877 students, 60 teachers of 12 departments under 3 Faculties - Arts, Science and Law.

At present the library serves about 35000 individuals, comprising of faculty members, students, researchers, staffs and approval members of other academic communities. Initially, the library started with a collection of 18,000 of books received from Dhaka College and Dhaka Law College. Now, the library contains 621,058 volumes of books and bound journals; over 30,000 rare and old manuscripts and numerous microfilms, microfiches, CDs and DVDs. The collection of this library is increasing gradually because library is a growing organization.

Islam and Khan (2014) found the individual/human factors (e.g., varied information needs, mutual relationship, behavioural pattern, cooperative efforts & reliability), organizational factors(e.g., qualified professionals, user oriented approach, motivated staffs, formal and informal communication, high commitment) and technological factors (e.g., increased use of ICTs in library operations, interactive library website, access to online journals, digital institutional repository, online publication of Dhaka University Journals) affecting the KS practices in DUL(Islam & Khan, 2014). Islam and Ahmed (2011) discovered that students are overwhelmingly satisfied with the DUL OPAC. Although there are some differences in students' perceptions of and satisfaction with the university OPAC, a formal task-based usability testing and adopting a user-cantered design can ensure the usability of the OPAC in the future. They also suggested some heuristic guidelines for designing interfaces for online catalogues (Islam & Ahmed, 2011).

Ahmed and Shoeb (2009) found that DUL services are lagging far behind what is expected by its users (Ahmed & Shoeb, 2009). Hossain and Islam (2012) explored that "library hours" is the only service item which got the exclusive acceptance and ensured optimum satisfaction of the users (Hossain & Islam, 2012). Islam, Alam, and Sultana (2011) explored the following major problems regarding access and usage of e-journals at DUL: Lack of knowledge and awareness of e-journals among students and faculty members; lack of adequate funds allocation to subscribe e-journals; lack of knowledge about the links to e-journals; Lack of computer skills; lack of adequate computer lab facilities; and lack of training and orientation program. In order to overcome the problems, this study also suggests that DUL should increase funds allocation, the bandwidth of internet connection, the number of computers, and subscription of e-journals.DUL should establish more consortia, arrange training programs for users; appoint more information professionals with ICT

skills; and receive users' suggestions or opinions for subscribing new e-journals (Islam, Alam, & Sultana, 2011).

3.3 Private university libraries:

At present there are about 77 private universities offering different levels of higher education throughout the whole nation. From this set of private university this study tried to select a subset that represents the different instances of the domain set. As a result the following four Private university libraries were selected for this study which is also situated in the Dhaka city.

1) Independent University of Bangladesh (IUB Central Library)

2) BRAC University (Ayesha Abed Library)

3) North South University (NSU Library)

4) East West University Library

3.3.1 Independent University of Bangladesh (IUB Central Library):

Founded in 1993, Independent University, Bangladesh is one of the oldest private universities in Bangladesh, where academic excellence is a tradition, teaching a passion and lifelong learning a habit. IUB currently has more than 4000 undergraduate and graduate students and over 3560alumni. The student population is projected to grow at 10% annually. The students of IUB experience an exciting academic life with copious opportunity to explore and nurture their innate talent. IUB has always maintained its motto of sustaining an ideal student teacher ratio of 20:1. It has close to 250 faculty members committed to deliver academic excellence and provide the students a unique learning experience.

Hence the teaching approach of our world class community of faculty is distinctive. The Library is truly the heart of the Independent University, Bangladesh (IUB). In 1993 the library launched in a room having around area of 850 square feet at House 8, Road 10, Baridhara, Dhaka and travelled to to-days permanent address at Bashundhara as IUB Central Library where the library occupies three floors for stacking reading materials, accommodating readers in reading rooms and the library personnel at work places. T

he Library maintains reading rooms on every floor of the library. About five hundred users can sit together in the reading rooms of the IUB Central Library. Level 1 is especially for the reading purpose and students are allowed to enter with their own and library books there. Other unit libraries have their own reading room. Silent study, Group discussion and carrel desks are also available. The lending procedure is automated with the Barcode Technique. An undergraduate student himself/herself may borrow three general materials for 10 days as well 15 days with five materials for the graduate students and may be renewed for further loan periods after producing those at the counter personally. Faculty members can borrow fifteen books for 45days and may be renewed these at the counter personally. Officials may borrow library materials for 30 days and may avail of the borrowing facilities after having the membership.IUB Library has 3 discussion rooms located on level 5 of the library. Booking is required to use these rooms.IUB Library is the first to host online database among the private university libraries in Bangladesh. Now, the library staffs have successfully implemented latest version of KOHA LMS, and can be accessed 24x7. The link for the OPAC is in the Library Home Page. A computerized campus-wide information service has been developed for information management.

The Library maintains a computerized catalogue using the Mini/Micro CDS/ISIS and the Library makes available a searching procedure for its valid users. An on-demand information retrieval service is available for all clients. In addition, the Library maintains the News Clipping covering40 titles and New Arrivals, which publishes monthly with the list of books received in the previous months. The library also provides Indexing and Current Contents services. Current Contents publishes twice/thrice a month, which includes the copy of the content pages of the periodicals received in the last couple of weeks. Only the faculty members may get photocopies upon request from the library materials if it permitted under the national and international copyright laws, rules and regulations. To provide faster and up-to-date data the IUB Library provides Internet Searching services to its users with 1.0 GPs speed along with Wi-Fi connections. Beside above mention services Faculty Corner, Researcher's Corner, Audio-Visual Section,

Information Literacy Classroom, Reference Section, Reserve Section, Report Section, Current Journal Section, Institutional Repository, Archives and Preservation, Safe keeping are also available. For IUB library, 'appropriate study environment' achieved the highest ranking in user's experience, while the lowest perception was shown before 'sufficient modern technological tools' (Hossain, Islam, & Saadi, 2013). Independent University, Bangladesh Library has taken an initiative to manage its intellectual output with the help of open source software: DSpace. The Library's IT personnel are working in this regard (Rahman & Mezbah-ul-Islam, 2012).

3.3.2 BRAC University Library:

The Ayesha Abed Library at BRAC University aims to become a world-class Knowledge Resource Centre and provide innovative new services and a wider collection of books and resources to the teaching, learning and research communities, using latest technological developments of the 21st century.

The development, organization and maintenance of archives in multiple locations; access to world class resources; personalized assistance in the use of library and information resources; and instruction on research strategies and tools have made this one of the richest libraries in the country.

The library provides both on campus access (most e-resources provide on-campus access through IP recognition within the BRACU domain) and off campus access (most of the resources we list are available off-campus to current staff and students of the University through MyAthens account).

Library Catalogue - Searching online catalogue to locate books, journals, repository items etc. owned by BRAC University library□ Institutional Repository - For theses, dissertation and BRACU publications.

- ➢ E-journal and Databases - The library subscribes to a number of databases which provide 24/7 access to thousands of full text journal and magazine in many subject areas including general and multidisciplinary databases.
- ➢ Mobile Interface for BRAC University Library to search library collections including online journal and databases, view and renew books etc.
- ➢ Borrowing Privileges - For BRAC University faculty, students and staff. Ayesha Abed Library, BRAC University, one of the leading private university libraries in Bangladesh, successfully implemented an institutional repository of 1260 items using DSpace and also offers library services through mobile technology. They received funds from INASP to support the creation of an institutional repository (Shuva, 2012). Now they are trying to integrate their KOHA Integrated Library Management System with DSpace, their institutional repository system (Zico, 2009). User's highest ranking of BRACU library service is shown as highest for 'documents are at the right place', while the lowest performance ranking is shown before 'latest information services and facilities' (Hossain, Islam, & Saadi, 2013).

3.3.3 North South University (NSU Library):

North South University, the first private university in Bangladesh, was established by a group of philanthropists, industrialists, bureaucrats and academics. The government of Bangladesh approved

the establishment of North South University in 1992 under Private University Act (PUA)-1992 (now replaced by PUA-2010). The university was formally inaugurated on 10February, 1993 by the then Prime Minister of Bangladesh. The honourable President of the People's Republic of Bangladesh is the Chancellor of NSU.

North South University (NSU) Library grew over the years since 1992 and now has become one of the best university libraries in the country. This is the first fully automated university library in the country using Bi-lingual Library Management Software, developed by NSU Library, which supports MARC-21, web-based online lending and receiving, browsing databases of books, a-v materials, journals, newspapers and magazines, searching full-text online books and journals, creating institutional repositories, tracking circulation system, maintain RFID self check and book drop records, auto email alert services etc. Its online databases provide full access to all users, facilitates navigation and reservation of books from distant work-stations through its own website http://library.northsouth.edu. The users can also check their borrowing status, renew issued resources and can reserve three books at a time for 48 hours through the library website. This is the only university library in Bangladesh where the Library of Congress Classification System is being used to organize and arrange books, reports, journals and other resources. All students, teachers, BOT members, officers, teaching assistants, research assistants and faculty assistants are entitled to become the library member.

A total of around 49,500 books, reports and bound journals, over 40,000 online e-books, 36,000online journals, 1,890 CD ROM books and databases, 226 DVDs and videos, 159 audio-cassettes and a good numbers of other resources of the library cover liberal arts, pure sciences, social sciences, law and commerce, particularly business, management, marketing, finance, economics, computer science and engineering, telecommunication, electrical engineering, environmental studies, English language and literature, history and culture, psychology, architecture, sociology, pharmacy, public health, biotechnology, biochemistry etc. In addition to these collections, the library subscribes print issues of 46 foreign and 19 local journals, 18foreign and 22 local magazines, two foreign dailies and almost all leading national dailies of Bangladesh. The NSU library is the pioneer of subscribing online journals and MyAthens in the country. It started subscription to online journals with JSTOR, IEEE, ACM Digital library and 39 titles of online journals in various disciplines for the first time in 2002. Now, the library has access to over 36,000 titles of full-text online research journals in various disciplines from 52 agencies and publishers.

All registered members of NSU library get access to online journals and e-books databases from inside and outside campus through Internet. Recently the library has introduced Knimbus (federated

search) facility to search all subscribed online resources and books from a single platform. The NSU library started developing its online journals and books repositories in 2003. These

repositories cover books and articles written by teachers, students and researchers of NSU and full-text articles of 160 online subscribed journals from 2002 to date. The numbers of articles and books of these repositories are increasing day by day.

To explore repositories please visithttp://library.northsouth.edu.It maintains a cyber and audio-visual center equipped with 50 brand computers with Wi-Fi and broadband Internet connection. In addition to this, the library is donned with 30 computers in its various floors to use online resources for supporting courses. All students, faculty members and staff members of the university can browse, download and print materials from these computers. The audio visual unit is also equipped with TV, VCD, VCR, DVD, multi-media projector and other audio-visual equipments. At present, the library maintains 12 different sections, namely, arts and social sciences, applied sciences and engineering, bio-medical sciences, reference, periodicals, cyber & audio-visuals, newspaper archive, study hall, faculty corner, Chinese books, acquisition & processing, and library administration to provide better services to its users. Currently, the library provides lending, reference, readers' guidance, internet, reading, news clipping, database searching and printing, CD writing, audio-visual, current awareness, SDI and reprography services to its users. The Wi-Fi and broadband internet connection of the library building help the library users to access online resources easily. The library arranges orientation program every semester for the new students to demonstrate how to use the university library systems and services effectively.

The library also offers a 14-week training program titled 'Certificate Course in Digital & Online Librarianship' for those who are interested to know how to use the Internet resources in higher education and research, and how to design and maintain website, and set up online digital libraries. The faculty members and students of NSU may also enrol in this training course. Regarding individual service items, it is observed that the best experience of NSU library users was found for 'adequate space for study and learning', while the lowest experience was shown before 'users can complain and suggest easily' (Hossain, Islam, & Saadi, 2013).

3.3.4 East West University Library:

Introduction: East West University (EWU) Library, established in 1996, is the heart of the university. Possessing a secure, controlled environment for the protection of its rapidly increasing collections, the university library offers its users a full range of information and enquiry services with the help of state-of-the-art techniques and technologies. The Library's mission is to enable and

enrich the teaching, learning and research endeavours of the University by delivering flexible access to relevant information resources and by providing quality services and facilities. To meet these needs the library provides access to an extensive range of information resources both electronically and in print.

The vision of EWU library is to offer a strong partnership with the University's teaching and learning community to enable a more direct contribution to the educational mission of the EWU Library. In the last decade, East West University library has become one of the best private university libraries in the country in terms of its collections, facilities, and services. From the very beginning, East West's founding father, took the policy of investing heavily in building the library, as they knew that a well-stocked library would become the basis of university education.

The EWU Library plays a key role in the whole educational process of East West University. About 2000 users visit the EWU Library every day. Out of them, 500 to 600 users make use of circulation facilities, 100 to 200 utilize the photocopy services and 400 to 500 avail the journal and newspapers facilities, while other readers access text books, reference books & reference service facilities. Moreover, a good number of users search online journals through our in-house workstations.

The EWU library is fully automated. A very flexible software, developed by the Software Development Centre (SDC), has been instrumental in automating the Library system. To control and support a large number of users, the EWU Library has several sections, namely; Circulation, Procurement, Journal and Reference, Processing, Online Resources, Photocopy Services, Reserve Books Services, Pigeon-holes, New arrivals Dissemination Services, and Library Administration. All the sections of the Library work together as a team to support the whole university community. Different sections of the Library have been created for providing fruitful library services to the users' community.

The Library Objectives:

a) To support the mission of the University for emerging as a premier academic university, embracing traditional values of higher education as well as the knowledge required for the global community in the 21st century.

b) To identify, acquire, organise, store, and provide on-demand access to the available intellectual and research products of scholars and to support teaching, learning, research and creative endeavours.

c) To provide increasing access to digital collections while continuing to build and improve access to collections in all formats to meet the research and teaching needs of the university.

d) To foster information literacy by working with the EWU community to think critically, create new knowledge, and be life-long learners.

e) To provide and ensure quality services and good professional practice in library activities.

Location of the Library: EWU Library is located on the 2nd, 3rd, and 4th floors of the Foundation Building. In addition, new arrivals display board and pigeonhole area are located on the ground floor of the same building.

Circulation Section: The Circulation section is located on the 3rd floor of the Foundation Building. Lending and borrowing services, users' guidance, reference services, referral services, in-house telephonic response and any query regarding Library services are maintained by Circulation Section. A team consisting of young and dynamic library professionals work for the Circulation Section.

Procurement Section: This section is situated on the 2nd and 3rd floors of the Foundation Building. It procures new materials to add to the existing collections to meet the requirements of the academic community. It also fulfils the University's research purpose. An efficient procurement team, consisting of two Assistant Librarians, is responsible for procurement in the Library.

Reserve Section: This section is very important for students since a minimum of one copy of all titles is available here for study purpose. It consists of a spacious study room, where more than 120 students can sit at a time. The section is situated on the second floor of the Foundation Building. The Library's special corner is also located there.

Journal and Reference Section: The Reference Section is located on the 4th floor of the Foundation Building. It provides reference materials, namely, encyclopaedias, dictionaries, daily newspapers, print journals, periodicals, magazines, maps, newsletters, research reports, and pure reference reading materials. The print journals are especially important for users, particularly those who carry out their research work in the Library. These journals are used as primary sources of information. At present, the EWU Library subscribes, on a regular basis to 140 titles of print journals/ periodicals /magazines. Currently, the Library subscribes to sixteen daily newspapers and stocks six maps and two hundred internship reports in addition to other reference materials. One Assistant Library Officer/Library Circulation Officer is entrusted to look after this section.

Newspapers Clipping: This service has been redesigned recently to provide more effective services to users covering wide areas. The library provides news-clipping services in the following subjects on a regular basis:

SL. No.	Subject/Field Name	Class Number
01.	Miscellaneous (General Works)	000
02.	Information & Communication Technology (ICT)	004
03.	Information Science & Library Management	020
04.	Recruitment (Library)	023.9
05.	Publication/Articles of EWU faculty/Staff	070.408
06.	Population & Census	304.6
07.	Women Affairs	305.4
08.	Rural Development	307.1412
09.	Human Rights (Civil & Political Rights)	323
10.	Economics	330
11..	Environment & Natural Resources	333.7
12.	Power & Energy	333.79
13.	UNO	341.23
14.	Commercial Law	343.08
15.	NGO Affairs	060
16.	Education (General)	370
SL. No.	Subject/Field Name	Class Number
17.	University Education	378
18.	East West University Affairs	378.5492
19.	General News of University of Bangladesh	378.5492B
20.	Social Problems & Development	381
21.	Pharmacy	615.1
22.	Agriculture	630
23.	Business Affairs	650
24.	Financial Management	658.15
25.	Marketing	658.8
26.	English Literature	820
27.	Biography	920

Table-2 news clipping service of NSU

German Language Corner: A German Language Corner is available at the Reference Section, 4th floor of Foundation Building. Here, books are arranged by according to class Number.

EWUVLS (EWU Virtual Library Service): East West University Library introduced "Virtual Library Service" on 18 July 2010. EWU library is providing the service only to faculty members of East West University. One Library officer is available to chat with EWU faculty members for any queries regarding library via instant message during Sunday-Thursday: 3:00pm to 5:00pm (BST). The faculty members can get the service through the EWU Library website directly. The service is also available from G-Talk, Yahoo messenger, MSN messenger. Through this service the faculty members will be able to get library related information and instant research assistance from anywhere. EWU Library is the first Library in Bangladesh providing such kind of services.

UN Reference Corner at EWU Library: East West University Library opened a UN reference corner at its library section supported by the United Nations Information Center (UNIC), Dhaka on 26 May 2010. The corner consists of UN publications produced locally and by UN Head Quarters. The corner will facilities the students and the faculty members of EWU to have the opportunity to read and use the UN publications at EWU Library instead of going to UN information Cent

Processing Section: Without processing, no book can be made readily available for users. To locate a book very quickly, processing it properly is essential. After receipt of library materials, there is number of jobs to be done in the library, such as, physical checkup of books, sealing, cataloguing, classification, data entry, preparing book slips, book pockets, bar coding, pasting and finally shelving. EWU Library performs this job manually as well as automatically. One Assistant Librarian, assisted by two staff members, is responsible for processing.

Organization of Library Materials: Books are arranged on shelves subject-wise and are classified according to the Dewey Decimal Classification (DDC) scheme. Sears list of subject headings and Library of Congress subject headings are used to determine subjects. Books are catalogued according to Anglo-American Cataloguing Rules (AACR-2) and entered directly into the Library MIS. The Library staff is ready to assist any member in his/her search for desired library materials.

No manual catalogue is available in the EWU Library. To find out bibliographical information of the resources available in the Library, all users are requested to use the computerized database of EWU Library through Internet using the addresshttp://lib.ewubd.edu. Users of the Library are encouraged to take help from library personnel if and when required.

Library Collection: The Library collection has grown steadily. At present, the total number of library books and CDs are 23,740 and 1,400 respectively. The Collection of EWU Library comprises of books and periodicals related to the field of business studies, economics, liberal arts, social sciences, electrical and electronic engineering, physics, pharmacy, computer science, mathematics, English language and literature and Bangladesh studies, Public Health. The Library also stocks reference publications such as atlases, dictionaries, encyclopaedias, The Banglapeadia, annual reports and publications, survey reports, census reports, country reports, statistical yearbooks

and other publications. Very important and rare maps are also available for students in the reference section of the Library.

Books are placed in open stacks for convenience of use. Library personnel are ready to assist in locating information, answer on-the-spot queries, guide and provide instruction in the use of the catalogue, databases, resources, indexes, and abstracts whenever needed. Users can read books, journals, periodicals, newsletters, newspapers, etc. inside the library and are allowed to pull books from shelves for reading and borrowing purposes.

Online Resources Section: For addition to accommodating traditional books and journals, the EWU Library has one of the best online resource centres among private universities in Bangladesh. It subscribes to leading online Journals such as JSTOR (Journal Storage), and ACM (Association for Computing Machinery, facilities available only for individual faculty member). Besides, the Library can access to HINARI (Health Inter Network Access to Research Initiative), AGORA (Access to Global Online Research in Agriculture), OUP (Oxford University Press), and High wire Press (Stanford University's free online journals site) journals. All users can find many electronic journals and access full-text articles of the above-mentioned databases. To get the URL of the above-mentioned databases, please contact the Library.

Corporate Membership: EWU Library is a corporate member of the British Council, Dhaka and American Information Centre (Archer K. Blood American Centre Library),Dhaka. Membership facilities like browsing, online public access catalogue, photocopy services, Internet access and access to online journals are available in the respective premises.

Consortium: East West University subscribes to the 'Bangladesh INASP-PERI Consortium (BIPC)' http://www.inasp.info/, http://peri.inasp.info/peri/peri.plf to access full-text articles/abstracts/bibliographical information of online journals of different publishers on different disciplines through the Bangladesh Academy of Sciences (BAS). Access to online journals is IP based. All users of EWU can access these on-line journals from the LAN (local area network) of EWU.

Library Facilities and Services: East West University Library holds a unique place among private university libraries of the country. It provides an array of facilities to library users with the help of

state-of-the-art techniques and technologies. EWU Library provides the following facilities for library users:

a) Three spacious floors house separate circulation and reserve and reference sections

b) Fully air-conditioned floors can accommodate more than 250 students at a time

c) Automated borrowing system

d) Open shelf access system, i.e. students and teachers have direct access to bookshelves

e) Faculty members can borrow books for the whole semester

f) Students can borrow CD-ROMs, audiocassettes, texts

g) Provide Current Awareness Service (CAS) and Selective Dissemination of Information (SDI) services

h) Ready reference and referral services

i) Photocopy services

j) News-clipping services on important subjects on a regular basis

k) Modern facilities such as computers, printers, electric typewriters, etc.

l) Newspaper corner and special collection corner i.e. UN corner

m) Library users can get back issues of newspapers up to the last one month

Photocopy Services: The EWU Library has a Photocopy Corner located at the entrance on the 2nd floor of the Foundation Building. The Photocopy Corner is open from 8.30 am to 5.00 pm with half-an-hour (from 1.30pm to 2.00 pm) break for lunch. After 5.00 pm and Friday & Saturday photocopy facilities are available from the Photocopy Centre of the University located in the DDC Building. The Library Photocopy Corner is closed on Fridays and Saturdays.

Pigeon-hole Area: Pigeon-hole support services are available on the ground floor of Foundation Building, where more than 400 students can keep personal belongings.

New Arrivals Display Area: One New Arrival display board is also located on the ground floor of Foundation Building. All users may find the book jackets or title pages of new books, which have arrived recently, in the Library board.

EWU Library Launched Web Based Services: From Fall semester 2007, EWU library has introduced web-based library services. Users can now search our library resources from their homes. Moreover, borrowing status, library books' status, online journals' icon, and user's guide, are also available on the web. Users' are requested to search at http://www.ewubd.edu/ of EWU Library.

Library Committee: The Library is advised by a committee consisting of representatives from different faculties and departments of the University. The Pro-vice Chancellor of East West University acts as the Chairperson of the Library Committee. On the other hand, the Librarian of EWU Library acts as the Member-Secretary of the Committee. Responsibilities of the Committee are to advise the Library personnel of EWU Library in formulating library policies, procuring library materials, improving library and information services, operational matters, and so on.

Library Personnel: To meet the growing demand of users, professionally trained personnel are responsible for taking care of the EWU Library and its contents, including the selection, processing, and organization of materials and the delivery of information, instructions, and loan services to meet needs of its users. A good number of staff members, most having masters degree in Information Science and Library Management run the library in two shifts.

Recently, EWU jointly took an initiative with Bangladesh National Library (BNL) and Rajshahi University (RU) to digitize their collection. They are about to scan 30000 books of BNL through integrating Greenstone and KOHA, and develop their interface with Drupal (open source content management platform). This project is expected to be completed within July, 2014. Rajshahi University is also using Greenstone, KOHA, and Vufind in order to introduce their digital collection, which is likely to be finished within August, 2014. East West university library is providing them mainly with technological support, such as Greenstone software set up, software configuration and customization. In addition, library staff empowerment, and conducting training programs are one of the most important support offered by East West University library to succeed the various projects on digital library implementation and adoption.

3.2.2 Bangladesh Public Library:

Central Public Library of Bangladesh is the largest public library in Bangladesh. It also houses the Public Library Department which, with 68 public libraries including the Central Public Library in its jurisdiction, is managed by the Directorate of Public Libraries under the Ministry of Cultural Affairs. Beside this there are 1608 non government public libraries in the country running with government assistance (Islam, 2010). Among the 68 government public libraries only 14 public

libraries have computers for administrative use. Bangladesh Central Public Library has 18 computers and the other 13 libraries have one computer each (Shuva, 2010).

It is a matter of sorrow no internet service is available and it is needless to say that any sort of digital resources was not found among the public library of Bangladesh.

The foundation stone for Dhaka Central Public Library was laid in 1954 with the Registrar of Dhaka University as part-time Librarian. Designated to be the center for the public library system in the then East Pakistan on the basis of the recommendations made by Australian Library consultant Mr. L C Key in 1955, it was opened to the public on March 22, 1958 with a stock of 10,040 books. In 1978 the library moved to its building near the Shahbag Intersection from its original building designed by pioneering Bangladeshi architect Mazharul Islam, which went on to house the Dhaka University Central Library. The Department of the Public Libraries was established with Bangladesh Central Public Library as its headquarter in 1984. Between 1980-85 UNESCO provided nearly 9.9 million Bangladeshi taka to develop the library

(http://www.centralpubliclibrarydhaka.org/)

As on March 2007, the Library has 119,750 books in collection, including old and rare books with historical value, along with a small valuable collection of 40 to 50 manuscripts titles for research and reference services. Books in the collection are mostly in Bengali and English, as well as other languages including Urdu, Hindi, Arabic and Persian. As a depository library, it deposits all Bangladeshi publications under the Copyright. The Library receives most of the Bangladeshi daily newspapers and periodicals. It also has a special collection of juvenile material and is providing separate reading facilities for children. The Dewey Decimal Classification (DDC) system with minor modifications is used to organize library materials.

(http://www.centralpubliclibrarydhaka.org/)

3.2.3 Bangladesh National Library:

The National Library of Bangladesh is currently run by the Directorate of Archives and Libraries under the Ministry of Cultural Affairs. The National Library is the legal depository of all new books and other printed materials published in the country under the Copy Right Law of Bangladesh

(Islam, 2010). **1**Currently, National Library of Bangladesh has only 03 workable computers with internet facility. Automation Section of National Library was set up in 1996 with 6 computers. Users are not fully satisfied with the traditional services provided by National Library of Bangladesh.

ICT status in National Health Library and Documentation is better than National Library of Bangladesh. According to Shuva,(2010) **11** there are not any kind of digital resources available in the national library of Bangladesh which can be fall in the following categories; E-journals, Electronic books, E-Dictionaries, E-Reference books and Reference databases.

General Information of NLB

NLB Building -The Foundation stone of the National Library Building was laid down in 1978, construction of the Building was completed in 1985 and the National Library started functioning in its own New Building in 1986.

Wing Activities: All technical/professional activities relating to National Library of the Directorate are coordinated through Chief-Bibliographer/Deputy Director as the head of the library wing.

Manpower Strength: The total number of approved posts is 63; including Director and establishment section (Chief Bib/Deputy Director - 1. Officers- 6 and Staff- 55)

Book purchase Allocation: For buying National and International publication for National Library is Tk. 0.4 million.

Rules, Regulations and Laws Concerning NLB: National Library enjoys and exercises the power of Legal deposit regulation under the Copy Right Law of the Country. The National Library Law of its own is now under the consideration of the Government.

Collection Items: Intellectual property (Printed) i.e. Books, Journals, Newspapers , Magazines, Manuscripts, Puthies, Maps, First published research oriented foreign books, Books written by Non-Resident Bangladeshies (NRB), and any book Published abroad pertaining to Bangladesh etc.

Total Collection: Approximate Collection number of National Library is about 0.5 million, however the number of processed and usable titles are more than 0.2 million.

Beneficiary: Research scholars, writers, Publishers, Literary Persons, Professionals, Learners, Cultural Activists, Administrators, Policy Makers, Intelligentsia and General Citizen, Libraries of other Departments of government are the beneficiaries of NLB

International Concerned: National Library is member of IFLA, ISBN International ISBN Agency, CDNLAO, UNLNET, ACCU, LC.

Ongoing project and PPNB- One Development Project titled "Modernization of Bangladesh National Library" and One Programme on "Training for Skill Development of National Library Personnel" are recently implementation.

Revenue Income: National Library is also a revenue earning Government wing . Annual revenue income is about Tk. 0.5 million like membership fees, renewal of membership card, photocopy services and library auditorium renting etc.

Machinery and Equipment: NLB has procured 6 Scanners, 2 Servers, 3 Photocopy Machines, one Audiovisual Camera Set, C.C.T.V, Intercom System, Projector, Automatic Fire Detection and Protection System, Access Control System etc under the project.

Website: Directorate of Archives and Libraries has its own website where NLB is one of two wings. However, another dynamic Website is at the final stage of preparation which will be exclusively used for the National Library of Bangladesh.

Software- The National Library of Bangladesh has adopted 2 (two) Software i.e. Koha for integrated Library systems and services and Greenstone for online Digital Library System Services.

Training- All officers and 32 staffs of National Library have undertaken in house professional Training on various topics from 2012-13 to 2013-14 fiscal year

(http://www.nanl.gov.bd/, December, 2014)

Collection of National Library

The Collection of Bangladesh National Library (NLB) is the nation's asset. The principal characteristics of its collection are that it covers all major disciplines and branches of human knowledge i.e. Literature, Cultural Heritage, History, Arts, Archaeology, Science and Technology, Medical Science, Engineering, Economics, Agriculture, Library and Information Science, Management, Development Administration, Environment, Woman Affairs, HRD, Law, Service, Rule, Gazette and Private Collection etc.

The Collection is preserved in scientific manner. In addition to the country's all new publications every year, the library also acquires foreign books especially on Asian countries and more specifically those related to South Asian Studies. The library enriches its collections by various means i.e. acquiring publications under copyright act, purchase, institutional/personal donation, complimentary copies etc.

Total Collection

Books: Approximate number of information materials is above 0.5 million , however number of processed and usable titles are more than 0.2million

1.	**Number of preserved Bengali Daily Newspaper**	**103 Titles**
2.	Number of preserved English daily Newspapers	31 Titles
3.	Number of preserved Bengali Periodicals	150 Titles
4.	Number of preserved English Periodicals	8 Titles
5.	District Gazetteers (from British period)	309 Titles
6.	Number of Maps	1687 Copies
7.	Microfilm Roll	59 nos.(1875-1926)
8.	Microfiche	1500 nos. (1985-1992)
9.	Total Collections under Copy Right Law (1968-2012):	63570 nos
10.	Total Collections under Copy Right Law (2013):	3645 nos.

(http://www.nanl.gov.bd/, December, 2014)

3.4 Special Libraries

3.4.1 ICDDR'B Library:

Established in 1962, icddr,b's Library and Information Services Section (LISS) has grown into the preeminent medical and public health library of the region. Its mission is to make available findings and results of global health, nutrition and population research from icddr,b scientists and the global research community.

International Center for Diarrhoeal Diseases Research, Bangladesh (ICCDR, B) Library

ICDDR, B library is the pioneer in computerization of information systems in Bangladesh. It initiated the program in 1985. At present Library and Information System Unit (LISU) of ICDDR, B has 13 computers and among them 12 computers are connected with Internet.

LISS maintains a modern library and information centre equipped with the most advanced tools and information technology for collecting, processing, and storing information. It currently houses a

collection of over 45,500 volumes of bound journals and books and subscribes to over 176 journals (another 115 journals free or under exchange) and 80 newsletters.

LISS currently offers

(a) Borrowing and circulation;

(b) Reprints;

(c) Photocopying;

(d) Guidance;

(e) Reference and bibliographic services;

(f) Internet; and

(g) Inter-library loan.

The library maintains the following databases, using library management software:

(a) Monographs

(b) Documents/Reprints

(c) icddr,b publications

(d) icddr,b research projects

(e) Bound journals

(f) Loose journals

(g) CD-ROMs

Personal membership

1. Personal membership is available at the rate of Tk 1,000.00 for general membership and Tk 450.00 for student (unemployed student) membership.

2. The fee is payable in cash or cheque/bank draft, drawn on any bank in Bangladesh, in favour of the "International Centre for Diarrhoeal Disease Research, Bangladesh."

3. An individual member enjoys the following benefits:

1. Centre's publications and fee based services at 25% discount, and

2. Photocopies of articles permitted under national and international copyright laws and regulations at the rate of TK 1.50 per page.

3. The library members are not entitled to borrow any books, journals, documents, audiovisuals, and other reading materials from the library.

4. The library can also be used on a day-to-day basis by paying an amount of Tk 100.00 (Taka one hundred) per day.

5. Son/Daughter/Husband/Wife of staff of Centre are allowed to use the Library by paying an amount of Tk 200.00 (Taka two hundred) for one calendar year.

Corporate membership

An organization can become a corporate member by paying an annual membership fee of Tk. 600.00 for each employee, but must have a minimum of 10 members to enjoy the facility of the reduced membership fee. The benefits of membership are the same as those applicable to individual members.

Procedures for Becoming Members (Individual and Corporate)

Download, complete and submit a Membership Application form with two stamp-size photographs. Membership Application forms are also available from the Circulation Desk. Approved members are supplied with laminated membership cards. Members must carry membership cards all the time when using the library facilities and no one is allowed to enter the library without the identity/membership card.

Institutional membership

1. An organisation may be enrolled as an institutional member of LISU on payment of an annual subscription fee of US$ 500.00 or an equivalent amount in local currency.

2. The membership fee is payable in the form of cheque (or bank draft), drawn on any bank in Bangladesh, UK, or USA, in favour of the "International Centre for Diarrhoeal Disease Research, Bangladesh."

3. An institutional member of LISU is entitled to:

1. photocopies of contents pages of each issue of up to 10 (ten) journals, selected by the representative at a rate of Tk 1.50 per page.

2. literature searches (fees available on request).

3. photocopies of selected articles from selected journals and from literature search printouts on payment at the rate of Tk 1.50 per page

4. the quarterly newsletter and the journal (which journal) published by icddr,b.

5. 25% discount on any publications of icddr,b and on services offered by LISU.

6. Institutional members may pay the cost of photocopies, literature searches, publications, and services as applicable on a quarterly basis or at an agreed interval on submission of the proforma invoice by LISU.

7. Institutional members are not allowed to borrow any books, journals, and other reading materials, but a limited borrowing facility can be extended for a limited period under circumstances and under the inter-library relationship arrangement.

3.4.2 Bangladesh National Scientific and Technical Documentation Centre BANSDOC Library:

Bangladesh National Scientific and Technical Documentation Centre (BANSDOC) is the national apex body in the field of scientific and technological library, information and documentation services inBangladesh. It has already passed 47 glorious years for the benefit of scientific and technological research and experimental development and upholds the socio-economic development ofBangladesh. According to mandatory role and responsibility BANSDOC is dealing with library, documentation and information services, products and systems in the field of science and technology & information and communication technology.

Background:

PANSDOC (Pakistan National Scientific and Technical Documentation Centre) was established in 1957 by the Government of Pakistan with the technical assistance from UNESCO.

 In 1963 a regional office of PANSDOC was established in the then East Regional Laboratories of PCSIR in Dhaka. It was functioning in order to help researchers, academicians, industrialists, technicians and in general, all those who were active in the field of science and technology. After liberation PANSDOC has established the regional office in Bangladesh named as BANSDOC.

BANSDOC is a national center under the Ministry of Science and Information and Communication Technology, Government of Bangladesh. It is a multidisciplinary National Scientific and Technical

Documentation Centre that provides library, information, and documentation services. Its goal is to provide current information to the scientific community, entrepreneurs, planners, policy makers, educators, and administrators in the country from the whole world.

In 1980 the Science and Technology Division, Ministry of Education, as it was known at that time, had a project called the National Science Library(NSL) and that project was merged with BANSDOC in 1985 as its library division. Its richest collections are in science and ICT with a strong reference collection in general science. Its collections include 19,000 books, 90 local and foreign journals, and 300 periodicals in science and ICT.

A significant number of these foreign periodicals are received in electronic form on CD-ROM. To support its science and ICT services, BANSDOC has a Cyber Service Centre, which is well-equipped with online broadband connected networking facilities. BANSDOC's website is www.bansdoc.gov.bd. Researchers, students, teachers, scientists, and technologists can place document supply requests to BANSDOC through the web page (BANSDOC Annual Report, 2004-2005).

3.4.3BANBEIS Library:

Bangladesh Bureau of Educational Information & Statistics (BANBEIS) is a central depository of Bangladesh government for the collection, dissemination and provider to all stakeholders. It started its activities as an attached department of Ministry of Education.

It's function to collect, compile and disseminate all kinds of information and statistics relating to post primary stages of education in Bangladesh. To act as the Apex body for Educational Management Information System and to develop, update & maintain computerized database including Institutional and Teacher's database for all levels and types of Education Institutions at the post primary level. To conduct survey of all types of educational institutions for different indicators and prepare & publish reports thereof. To develop and maintain other databases as required by the ministry of education.

3.4.4British Council Library:

Figure: internal reading space of the British council library

BCL libraries in Bangladesh are a key platform for the delivery of our cultural relations ambition in South Asia. BCL collection reflects our core priority areas of English, arts, education and society, and also brings the best of contemporary UK culture to you, our Bangladeshi audience.

Anyone can use its collection* to access content to open up new professional opportunities through English teaching and learning, enrich your professional life in the arts, develop new understanding and partnerships related to UK education and engage with contemporary UK culture.

Each of libraries boasts a vast collection of print books, DVDs and audio books, and 50 of the best UK periodicals and newspapers, covering the core subject areas. In addition, our customers can access a vast collection of online resources covering a wealth of subject areas, including 80,000 e-books and 14,000 e-journals. Our exciting plans for 2014-15 include the launch a new online literature offer.

When selecting materials for purchase, team of shortlists titles against the criteria below and forwards selections to our selection committee, who make the final selection. BCL encourage making suggestions for purchase: these will be reviewed against the same criteria.

The following criteria for selection and development of the collection in BCL are applied:

> ➢ Does the title fall within the areas of English, arts, education and society, or contemporary UK culture, as defined in the collection and programme policy?
> ➢ How well does the title meet the needs of users, within the current strategic objectives of the British Council?
> ➢ How does the title add value to the collection?
> ➢ How well has the title been reviewed?
> ➢ What is the reputation of the author?
> ➢ What is the reputation of the publisher?
> ➢ How widely is the title recommended by reputable sources (subject-specific reading lists, lists of top titles in a subject area, etc)?
> ➢ Does the title fall within a reasonable price range for its type?

The collection is regularly reviewed to ensure titles are up to date (less than seven years old), and that worn or lost titles are replaced where possible.

3.5 College Libraries

3.5.1 Notedem College Library(NDCL):

Notre Dame College was established in Arambagh, Motijheel, Dhaka in November, 1949. It was established by the Roman Catholic Priests from the Congregation of Holy Cross because of the crisis in the education sector of the new born East Pakistan. It was known as the St. Gregory College, an extension of the St. Gregory's School, which was also established by the mission. It was relocated to its current location in Motijheel in 1954 and renamed to Notre Dame College. The new name was a tribute to the University of Notre Dame, the alma mater of many of the faculty members. In French Notre Dame means Our Lady, that stands for Mother Mary.

Since the 1980s (after the liberation war), Notre Dame College gained reputation of the best institution for higher secondary education in the country. The highest number of perfect GPA holders in national examination (H.S.C.) and the exceptional success of its students in university admission tests bear testimony to this (Wikipedia, retrieved on 20 December 2014).

3.6 School Library:

3.6.1 International School of Dhaka Library(ISDL):

The school library actively promotes the philosophy and fundamental concepts of the IB Programmes. These include structured inquiry, holistic education, communication, intercultural awareness and international mindedness. The library aims to facilitate curriculum delivery, and reading for enjoyment, by providing current and relevant resources for the school community.

The mission of the ISD Library Media Centre is to ensure that students and staff can become informed, self directed, discriminating and effective users of ideas and information.

This mission is accomplished by:

- Providing a fully automated multimedia information service offering a variety of quality, accurate and current information resources
- Providing multi-lingual leisure reading opportunities and resources for the entire ISD school community
- Collaborating with educators to design and teach strategies to meet the needs of all learners

Goals of ISDL

The goals of the library media program are as follows:

1. To provide a facility that functions as the information centre of the school

2. To provide access to current resources in a variety of formats that represent a wide range of subjects and levels of difficulty

3. To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives

4. To provide resources and activities that contribute to lifelong learning and accommodate a wide range of differences in teaching and learning styles, methods, interests, and capacities

5. To provide intellectual access to information through learning experiences and activities that are integrated into the curriculum in a developmental and sequential way with subject-specific skills and content

6. To help all students achieve information literacy by developing effective strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating and communicating information in all content areas of the curriculum

7. To provide leadership, collaboration and assistance to teachers and students so they may become lifelong learners, discriminating consumers and skilled creators of information.

The Media Resource Centre provides students with a selection of materials of the highest quality and appropriateness in a variety of formats with a diversity of appeal for a wide range of abilities.

Materials in the MRC are selected to implement, enrich and support the educational programme for the students.

The development and maintenance of the media resource centre collection is the responsibility of the librarian working in collaboration with the faculty, parents and students as appropriate within the guidelines of the general selection criteria. The ultimate responsibility for quality and effectiveness rests with the school administration.

3.7 Summary:

This chapter provided an overview of the randomly selected public and private university, special, college and school libraries of the Dhaka city in Bangladesh. Effort has also been made to review the literatures that have been covered different aspects of those university libraries and the findings were reported while discussing about the university libraries. There was hardly any study that focuses on the KS among the LIS professionals of these university libraries which rationalize the attempt of this study.

Chapter Four:

Research Methodology

4.1Introduction:

This chapter has been designed to provide concept about the overall design of the research study along with the methods adopted to conduct the different parts of the study. In conducting this study, it was tried to follow the steps in research process described by Krishan Kumar (1999) based on the chapter 2 of the text-book, entitled 'Research Process in Education' by David J. Fox (1969).

The research methodology are used in the study shown following by a follow chart:

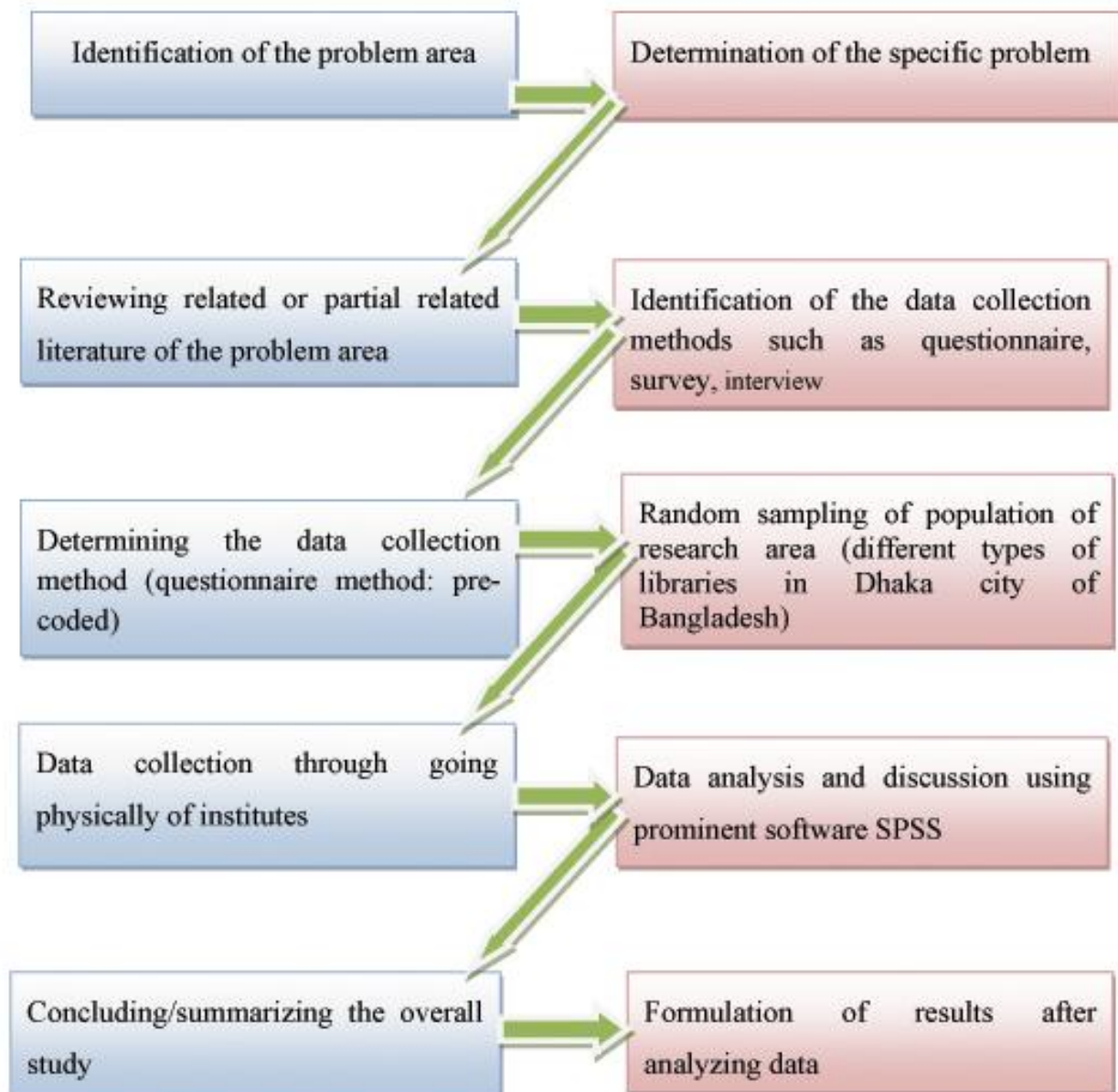| Identification of the problem area	Determination of the specific problem
Reviewing related or partial related literature of the problem area	Identification of the data collection methods such as questionnaire, survey, interview
Determining the data collection method (questionnaire method: pre-coded)	Random sampling of population of research area (different types of libraries in Dhaka city of Bangladesh)
Data collection through going physically of institutes	Data analysis and discussion using prominent software SPSS
Concluding/summarizing the overall study	Formulation of results after analyzing data

Figure-9 Methodology of the study

This chapter discusses the research design which is conducted by means of a questionnaire survey because this makes it relatively easy to study the perception and opinion of a large group of people in a limited time and at a low cost.

4.2 Methodology involved in the research:

This report is a qualitative research in nature and it administered by collecting both primary and secondary data. It has tried to use both the primary and secondary sources of collecting information and some are to make the report presentable with as less abstraction as possible.

4.3 Identification of the problem area:

In the first step, this study selects the emerging and challenging problem area of LIS discipline. The study chooses the problem area after getting suggestions from genius and expert faculty staff of the discipline. The problem area of the study is selected the ethical use of information. It is said, ethics run the process without fault.

4.4 Determination of the specific problem of study:

When problem area is selected the need is to select the specific problem area. This study is very much interested to work with LIS professionals of Bangladesh. So as the problem area is selected the study is determined a creative topic of the research named "Ethical Use of Information by Library and Information Professionals in Bangladesh: astudy.

4.5 Reviewing related or partial related literature of the problem area:

The literature review accomplishes several purposes. It shares with the reader the results of other studies that are closely related to the one being undertaken. It relates a study to the larger, ongoing dialogue in the literature, filling in gaps, and extending prior studies (Creswell, 2009). The aim is to acquire thorough knowledge of the problem area so that it is possible to gather the knowledge required for the next steps in the research process (Kumar, 1999). The core literature in the problem area has been studied together with the literature on the allied areas to avoid duplication of research. The review of relevant literature helped to set up the objectives and formulate the research questions for this study. The review has also given an indication of the data gathering methods, techniques and instruments as well as statistical tools for data analysis and approaches of interpretation based on the previous research studies. The end product was a summary of results of previous research which has been presented in chapter two under the heading 'Literature Review'.

4.6 Types of data used in the study:

Data can be obtained from three important sources, namely: (i) secondary source, (ii) internal records, and (iii) primary source. Depending on the source, we can have either secondary data or internal data or primary data. These three types of data are briefly described here. **Secondary Data:** When an investigator uses the data which has already been collected by others, such data are called secondary data. Secondary data can be obtained from journals, reports, government publications, publications of research organizations, trade and professional bodies, etc. **Internal Data:** Internal data refer to the measurements that are the by-product of routine business record keeping like accounting, finance, production, personnel, quality control, sales, R & D, etc. **Primary Data:** Primary data are measurements observed and recorded as part of an original study. When the data required for a particular study can be found neither in the internal records of the enterprise, nor in published sources, it may become necessary to collect original data, i. e. to conduct first hand investigation (Gupta & Gupta, 2008). The study used secondary and primary data. The secondary data was collected from journal articles, research reports, books, websites, etc. and the primary data was collected through field survey

4.7 Sampling of population of research area (different types of libraries in Dhaka city of Bangladesh):

In simple language a population or universe can be defined as any collection of persons or objects or events in which one is interested (Gupta, 2005). Population is the complete set of items which are of interest in any particular situation (Gupta & Gupta, 2008). A population means only the people or documents etc. who are proposed to be covered under the scheme of study. Population can have sub-populations as well e. g. it can be male population or female population, literate or illiterate or rich or poor population and so on. Each sub-population is mutually exclusive segment or section (Raj, 1984). In a statistical investigation the interest usually lies in the assessment of the general magnitude and the study of variation with respect to one or more characteristics relating to individuals belonging to a group. This group of individuals under study is called population or universe. Thus in statistics, population is an aggregate of objects, animate or inanimate, under study (Gupta & Kapoor, 1994). Basically there are six types of libraries in are different parts of Bangladesh. The UGC (University Grants Commission) website suggests that there are 111 university libraries in the country. Among them the number of public university library is 34 and the total number of private university library is 77. These university libraries can also be categorized as general universities, technological universities, agricultural universities and medical universities. It was attempted to randomly select 2 public and four private universities, Bangladesh

National Library, five special libraries, one school and college library of Dhaka city in Bangladesh. The title of the study suggests that the LIS professionals of these selected libraries were the population of this study.

4.8 Identification of the data collection methods:

There are two basic methods of obtaining primary data, namely: (1) questioning, and (2) observation (Gupta & Gupta, 2008). Kumar (1999) in his book 'Research Methods in Library and Information Science' pointed out three data gathering methods as (a) observation, (b) measurement and (c) questioning. These methods are briefly described here.

Observation: It is the process of acquiring data, using sense organs. It has three components consisting of sensation, attention, and perception. In sensation, we use sensory organs (like eyes, ears, nose, etc.). Attention is the ability to concentrate on subject matter under study. Perception enables one to recognize facts, using experience, introspection and sensations (Kumar, 1999).

Measurement: A researcher applies some kind of device to the respondent. The act of measuring is called measurement. Measurement is a game; a researcher plays with objects and numerals. The game is based on rules laid down for the purpose (Kumar, 1999).

Questioning: In questioning, a researcher poses a verbal question(s) or series of questions for the respondent. It may take the form of a questionnaire or a schedule. Both are similar but differ in certain respects. A questionnaire is usually sent to the respondents by mail but a schedule is used directly in an interview (Kumar, 1999). It was decided to adopt questioning method for this study; because it seems to be easy, cheaper and time saving for collecting data from the respondents (Reddy, 1987; Kumar, 1999).

4.9 Data collection technique:

Within each method of data gathering, there are various techniques. Choice of a technique depends upon various factors such as cost, time, needs of research, investigators familiarity and research skills etc. A questionnaire can be either structured or unstructured. Structure refers to the degree of standardization imposed on the questionnaire. A highly structured questionnaire is one in which the questions to be asked and the response permitted are completely predetermined. A highly unstructured questionnaire is one in which the questions to be asked are only loosely predetermined, and the respondent is free to respond in his/her own words and in any way he/she sees fit (Gupta & Gupta, 2008). The questions whose answers are precoded in the questionnaire are called precoded.

The questions to which a respondent is free to give any response are called open ended questions (Kumar, 1999). It was decided to adopt pre-coded technique to generate the questions in designing the data collection tool.

4.10 Determining the data collection method (questionnaire method: pre-coded):

Depending upon the kind of data to be gathered, one should select an instrument for the purpose, provided the one exists (Kumar, 1999). Questionnaires are often used in surveys as the primary data collection instruments (Busha & Harter, 1980). A questionnaire is a form containing a series of questions and providing space for their replies to be filled in by respondent himself (Reddy, 1987). The success of the questionnaire method of collecting information depends largely on the proper designing of the questionnaire (Gupta & Gupta, 2008). The language of the questionnaire should be clear and straightforward. Units of questions should be precisely stated or defined in order to ensure proper orientation of respondent. Long questions should be avoided.

The questions should be so sequenced that the respondent is motivated and answer all questions. Complex questions that require the respondent to go through several steps of reasoning before answering are undesirable and as such should be avoided (Raj, 1984).

The questionnaire for this study was designed to collect primary data about the concepts of KS from the target sample. The questionnaire was designed on the basis of the review of literature to meet the research objectives and find the answers to the research questions. It was tried to present the concepts of KS in simple and easily understandable form so that the respondents answer all the questions. The questionnaire consists of 18 questions which were segmented into three sections.

The questions are pre-coded in nature. Most of the questions can hold multiple answer. The breakdown of the questionnaire is showed here:

Section-A:

This section contains five questions to extract the respondent's demographic information such as Gender, Age Group, Highest Academic Degree, Experience, Professional designation. Two extra questions are Name, Name of the Institution.

Section-B:

This section contains four questions about Library rules and regulations IFLA code of ethics for Librarians and other informational workers

Section-C: This section consists of nine questions to know perception of professionals about Importance of copyright, Importance of censorship and other essential services of the institutes.

4.11 Sample of the study:

By sample we mean the aggregate of objects, persons or elements, selected from the universe. It is a portion or a sub-part of the total population (Gupta, 2005). A finite subset of statistical individuals in a population is called a sample and the number of individuals in a sample is called the sample size (Gupta & Kapoor, 1994). Today it is being increasingly felt that social researchers have neither time, nor money nor energy nor resources to study the entire population which is connected or proposed to be covered in a study. In other words census method of study is proving more and more costly and time consuming.

Accordingly it is felt that a representative sample should be picked up and conclusions drawn should be supposed to represent the whole population (Raj, 1984). By random sampling is correctly meant the arranging of conditions in such a manner that every item of the whole universe from which we are to select the sample shall have the same chance of being selected as any other item (Gupta, 2005). Random selection is often sufficiently secured by the process of spreading out a consignment of goods etc. and marking one here and another there, avoiding the first, the last and the most obvious ones and testing the objects marked (Bowley, 1923).

Simple random sampling refers to the sampling technique in which each and every item of the population is given an equal chance of being included in the sample. The selection is thus free from personal bias because the investigator does not exercise his discretion of preference in the choice of items (Gupta & Gupta, 2008). On the basis of the above discussion it was decided to draw the sample for this study by following 'simple random sampling technique'.

As a result the sample size for this study was 80 (12.53%) out of 510 LIS professionals from the 5 university libraries, 5 special libraries, 1 national library, 1 public central library, 1 school and college library of Bangladesh. The total number of the responses received was   (86.25% of the sample size).

4.12 Selection of survey approach in terms of time dimension:

In the selection of the research approach, one should ask the question, as to where lies the answer to the problem being pursued, in terms of time dimension? There are three possibilities as given here:

  ➢ The answer may lie in the past.
  ➢ The answer may lie in the present.

- ➢ The answer may lie in the future. Corresponding to the above three possibilities, we may identify the following three research approaches:
- ➢ Historical Approach (or Historical Research)
- ➢ Survey Approach (or Survey Research)
- ➢ Experimental Approach (or Experimental Research) these approaches are briefly described here.

Historical Research: Any research which makes use of observations based on past events is known as research in historical approach (Gupta, 2005). If the answer to the problem lies in the past, then historical research should be adopted. Here, current conditions and problems should be studied in the light of the past (Kumar, 1999).

Survey Research: The term survey is used for the technique of investigation by a direct observation of a phenomenon or systematic gathering of data from population by applying personal contact and interviews when adequate information about a certain problem is not available in records, files and other sources (Gupta, 2005). If the answer to the problem lies in the present, then survey research should be adopted. Here, current conditions are studied to throw light on the current problems. This approach is used to achieve better understanding of the current problems by gathering data more adequately and fully about the present conditions (Kumar, 1999).

Experimental Research: The essence of an experiment may be described as observing the effect on a dependent variable of the manipulation of an independent variable (Gupta, 2005). If the answer to the problem lies in the future, then experimental research should be adopted. If something new should be done or changes should be adopted in the present conditions, then it would be useful in predicting as to what will happen in future. This approach is experimental because it seeks to establish on experimental (trial) basis a new situation. Experimental research aims to study such a new situation under controlled conditions, to reach at more generalized predictions (Kumar, 1999).

On the basis of the above discussion it was decided to adopt 'survey approach' for this research study. Since the answer to the problem lies in the present, such a decision was made.

4.13 Selection of quantitative approach in terms of types of data used:

Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. It involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion (Kothari, 2004). Quantitative data analysis is a powerful research form, emanating in part from the positivist tradition. It is often associated with large-scale research, but can also serve smaller scale investigations, with case studies, action research, correlation research and experiments

(Cohen, Manion, & Morrison, 2007). This study intended to collect primary data from the sample and then analyze and interpret the collected data to get real insight about the concerning phenomena. Therefore adoption of quantitative approach is amenable to the study.

4. 14 Selection of comparative approach in terms of intent dimension:

 In the selection of research approach, we can ask the question, as to what we intend to do with the completed research. There are three possibilities as given below:

- ➢ Description
- ➢ Comparison
- ➢ Evaluation the above possibilities are concerned with to describe, to compare and to evaluate. Corresponding to the above three possibilities, we may identify the following three research approaches:
- ➢ Descriptive Research
- ➢ Comparative Research
- ➢ Evaluative Research these approaches are briefly described here.

Descriptive Research: It is concerned essentially with description of "a limited set of conditions in terms of measures as applied to the constituent elements of these conditions" (Fox, 1969). It is meant only to describe. Thus no judgment is involved.

Comparative Research: It is concerned with obtaining information about more than one set of conditions or group of subjects and to compare the multiple sets of data on the basis of laid down criteria. Here comparative judgment is applied, to obtain judgment regarding difference or no difference or of larger or smaller size, etc. (Kumar, 1999)

Evaluative Research: An evaluation is always on the basis of a criterion or standard laid down for the purpose. It involves evaluative judgment, indicating good or bad, successful or unsuccessful, effective or not effective (Kumar, 1999). Since the study intended to compare the perception of the LIS professionals of the selected libraries with the selected kinds of libraries to aware of ethical use of information.

4.15 Selection of exploratory approach in terms of output dimension:

Exploratory research is undertaken when few or no previous studies exist. The aim is to look for patterns, hypotheses or ideas that can be tested and will form the basis for further research (Neville,

2007). Exploratory research studies are also termed as formulative research studies. The main purpose of such studies is that of formulating a problem for more precise investigation or of developing the working hypotheses from an operational point of view. The major emphasis in such studies is on the discovery of ideas and insights. The objective of exploratory research is the development of hypotheses rather than their testing, whereas formalized research studies are those with substantial structure and with specific hypotheses to be tested (Kothari, 2004). This research was an exploratory research in that sense it will to aware of ethical use of information by BD professionals.

4.16 Data collection procedure:

Each and every libraries was visited personally for the sake of data collection. An application was written for seeking permission of the chief of the selected libraries to collect data from the LIS professionals of the respective libraries and recommendation was taken from the supervisor. When visiting each university library the application was submitted to the concerned person and their approval was taken. Then the questionnaire was distributed randomly. An amount of 80 questionnaires were distributed to the LIS professionals in 14 libraries Dhaka city wise in Bangladesh. In some university libraries the data collection was completed within a working day but it took several working days in some university libraries to collect the filled questionnaire. Thus the data collection process was completed within the third week of October which was started on the last week of September, 2014.

4.17 Data Analysis Techniques:

It was decided to use different statistical tools for analyzing the data. As a result the SPSS 20 (Statistical Package for Social Sciences) software was used for data analysis. Before analyzing data the variables were defined in a dataset using the software on the basis of the questionnaire. After all the variables of the questionnaire have been defined in a dataset, the data was inputted for the 59 filled questionnaires which have been collected during the survey. After the data has been inputted, the questionnaire was studied on the basis of the research objectives and research questions to determine the possible statistical tools that can be used to analyze the data. Suggestions were taken from the supervisor and other experienced faculty members of the department and then the following statistical tools were chosen for the analysis of data.

4.17.1 Frequency distribution:

The Section-A of the questionnaire contains seven questions about the respondents profile which were analyzed by using frequency distribution tables. In the frequency distribution process we get the output in the form of a frequency distribution table. A set of classes together with the frequencies of occurrence of values in each class in a given set of data, presented in a tabular form, is referred to as a frequency distribution (Islam, 2004). The results of the frequency distribution were presented by graphically in chapter 5. Frequency distribution table was presented for only 'Name of the University Library' variable. Frequency distribution was carried out for the following variables:

- ➢ Gender of the respondent, Age Group of the respondent
- ➢ Highest degree of the professionals, Experience of the respondents
- ➢ Professional designation of the respondents, Library Rules and regulations
- ➢ IFLA code of ethics for LIS professionals
- ➢ Library is open access
- ➢ Library rules and regulations are properly followed
- ➢ Photocopying of library materials is allowed, Library has arrangements for users to use Internet
- ➢ Library has arrangements for users to use Internet free of cost
- ➢ Online journal/Books are free for all, Some restricted reading materials cannot be used without permission
- ➢ Everybody can lend resources, Bangladesh Copyright Act
- ➢ Professionals of Bangladesh are adequately aware of the importance of Copyright Law?

4.17.2 Descriptive Statistics:

Descriptive statistics do exactly what they say: they describe and present data, for example, in terms of summary frequencies. This will include the mean; the standard deviation and the minimum and maximum scores, etc. (Cohen, Manion, & Morrison, 2007). This technique was used for following questions

- ➢ IFLA Code of ethics for ethical use of information by Library and Information professionals is adequate for information professionals.
- ➢ Copyright laws play an important role for serving library users in an ethical way,
- ➢ Library follows the Copyright Act.
- ➢ Government should impose censorship on the use of certain library materials?
- ➢ Information professionals should raise their voice against any and all kinds of censorship?

- Imposing censorship violates one's human rights?
- Every library should make arrangements for free Internet by its users.
- Every library should make arrangements for photocopying of its material Library professionals should control the use of library materials by children (people aged below 18).
- Library professionals should have no control over the use of Internet by library users at the library premises.
- Library professionals should impose self-censorship on the library collection (i.e., they should have the authority to remove any materials from the library collection which they think inappropriate).
- Chief Librarian/Library Head should have the ultimate authority over the library usage policy.
- Every library should follow IFLA Code of Ethics.
- All electronic journals should be accessible by everybody free of cost.
- Plagiarism should be considered a crime and should never be allowed in the literary or scholarly circles

Minimum: The lowest item of the scale selected by any respondent.

Maximum: The highest item of the scale selected by any respondent.

Mean: Its value is obtained by adding together all the observations and by dividing this total by the number of observations (Gupta & Gupta, 2008). If the value of mean is more or equal than the value of any item of the scale, it was interpreted that the respondents perceived that item with that degree of agreement.

Standard Deviation: It is a measure of how much "spread" or "variability" is present in the sample. If all the numbers in the sample are very close to each other, the standard deviation is close to zero. If the numbers are well dispersed, the standard deviation will tend to be large (Gupta & Gupta, 2008).

4.17.3 Mann Whitney U Test:

The non-parametric equivalents of the t-test are the Mann-Whitney U test for two independent samples and the Wilcoxon test for two related samples, both for use with one categorical variable and a minimum of one ordinal variable. These enable us to see, for example, whether there are differences between males and females on a rating scale (Cohen, Manion, & Morrison, 2007). The Mann-Whitney test is based on ranks, 'comparing the number of times a score from one of the samples is ranked higher than a score from the other sample' (Bryman & Cramer, 1990).

Unfortunately the Mann-Whitney test does not enable the researcher to identify clearly where the differences lie between the two groups (Cohen, Manion, & Morrison, 2007).

Application of Mann Whitney U test for the ordinal scales of measurements test:

This technique was used between for following questions

- ➤ IFLA Code of ethics for ethical use of information by Library and Information professionals is adequate for information professionals.
- ➤ Copyright laws play an important role for serving library users in an ethical way,
- ➤ Library follows the Copyright Act.
- ➤ Government should impose censorship on the use of certain library materials?
- ➤ Information professionals should raise their voice against any and all kinds of censorship?
- ➤ Imposing censorship violates one's human rights?
- ➤ Every library should make arrangements for free Internet by its users.
- ➤ Every library should make arrangements for photocopying of its material Library professionals should control the use of library materials by children (people aged below 18).
- ➤ Library professionals should have no control over the use of Internet by library users at the library premises.
- ➤ Library professionals should impose self-censorship on the library collection (i.e., they should have the authority to remove any materials from the library collection which they think inappropriate).
- ➤ Chief Librarian/Library Head should have the ultimate authority over the library usage policy.
- ➤ Every library should follow IFLA Code of Ethics.
- ➤ All electronic journals should be accessible by everybody free of cost.
- ➤ Plagiarism should be considered a crime and should never be allowed in the literary or scholarly circles
  And With gender and age group

4.18 Kruskal-Wallis test:

The most common non-parametric statistical test for unrelated samples of scores is Kruskal-Wallis test. This test is also used for similar research design as the independent *t*-test. In other words, it can be used on more than two groups of scores that are independent of each other. The null hypothesis

tested by the Kruskal-Wallis test is that there is no difference or difference between age group and gender and following questions:

➢ IFLA Code of ethics for ethical use of information by Library and Information professionals is adequate for information professionals.

➢ Copyright laws play an important role for serving library users in an ethical way,

➢ Library follows the Copyright Act.

➢ Government should impose censorship on the use of certain library materials?

➢ Information professionals should raise their voice against any and all kinds of censorship?

➢ Imposing censorship violates one's human rights?

➢ Every library should make arrangements for free Internet by its users.

➢ Every library should make arrangements for photocopying of its material Library professionals should control the use of library materials by children (people aged below 18).

➢ Library professionals should have no control over the use of Internet by library users at the library premises.

➢ Library professionals should impose self-censorship on the library collection (i.e., they should have the authority to remove any materials from the library collection which they think inappropriate).

➢ Chief Librarian/Library Head should have the ultimate authority over the library usage policy.

➢ Every library should follow IFLA Code of Ethics.

➢ All electronic journals should be accessible by everybody free of cost.

➢ Plagiarism should be considered a crime and should never be allowed in the literary or scholarly circles

4.19 Interpretation of data:

After collecting and analyzing the data, the researcher has to accomplish the task of drawing inferences followed by report writing. This has to be done very carefully, otherwise misleading conclusions may be drawn and the whole purpose of doing research may get vitiated. Interpretation refers to the task of drawing inferences from the collected facts after an analytical and/or experimental study. Interpretation is essential for the simple reason that the usefulness and utility of research findings lie in proper interpretation. It is being considered a basic component of research process. It is only through interpretation that the researcher can expose relations and processes that underlie his findings. In case of hypotheses testing studies, if hypotheses are tested and upheld several times, the researcher may arrive at generalizations. But in case the researcher had no

hypothesis to start with, he would try to explain his findings on the basis of some theory (Kothari, 2004). In interpreting the data one should point out how consistent or inconsistent your findings are with those of related studies and with the demands and expectations of the theory one have reviewed in the beginning of the report. In this manner, one should tie his/her study into the network of existing scientific information and make his/her contribution to the advancement of knowledge (Gupta, 2005). This study attempted to interpret the analyzed data and synthesize the results obtained with the previous studies on the related topics.

4.20 Summary:

This chapter describes the research design of the study by highlighting on basis of the problem area, thorough review of literature, selection of research approach, types of data used, data collection methods, techniques and tools, population and sample of the study, data collection procedure, data analysis techniques and interpretation of data. The next chapter will discuss the data analysis wherein frequency counts, mean, standard deviation (SD), Mann Whitney test and Kruskal Wallis test were carried out.

Chapter Five:

Data Analysis and Discussion

5.1 Frequency Count

5.1.1 Introduction

This chapter discusses the results of the survey conducted as part of this research. A total of 69 Professionals participated in the survey questionnaire. The questionnaire has been divided into three sections to extract the perceptions of the LIS professionals from the selected public and private university libraries, special, school, college and libraries of Bangladesh. Based on the responses received and the types of variables used in the questionnaire different statistical tools were applied to analyze the data.

5.1.3 Frequency Counts:

The frequency counts were performed based on the data to attain the descriptive measures. Frequency counts are applied following fields of the questionnaire: Gender of the respondent, Age Group of the respondent, Highest degree of the professionals, Experience of the respondents, Professional designation of the respondents, Library Rules and regulations, IFLA code of ethics for LIS professionals, Library is open access, Library rules and regulations are properly followed, Photocopying of library materials is allowed, Library has arrangements for users to use Internet, Library has arrangements for users to use Internet free of cost, Online journal/Books are free for all, Some restricted reading materials cannot be used without permission, Everybody can lend resources, Bangladesh Copyright Act, professionals of Bangladesh are adequately aware of the importance of Copyright Law?

5.1.3 Gender of the respondent:

Gender	Frequency	Percentage
Male	43	62.3
Female	26	37.7
Total	69	100.0

Table-3 Gender of the respondents.

Table-3 reveals that there were 43 (62.3%) male respondents and 26 (37.7%) female respondents out of a total of 69 respondents from different libraries in Bangladesh.
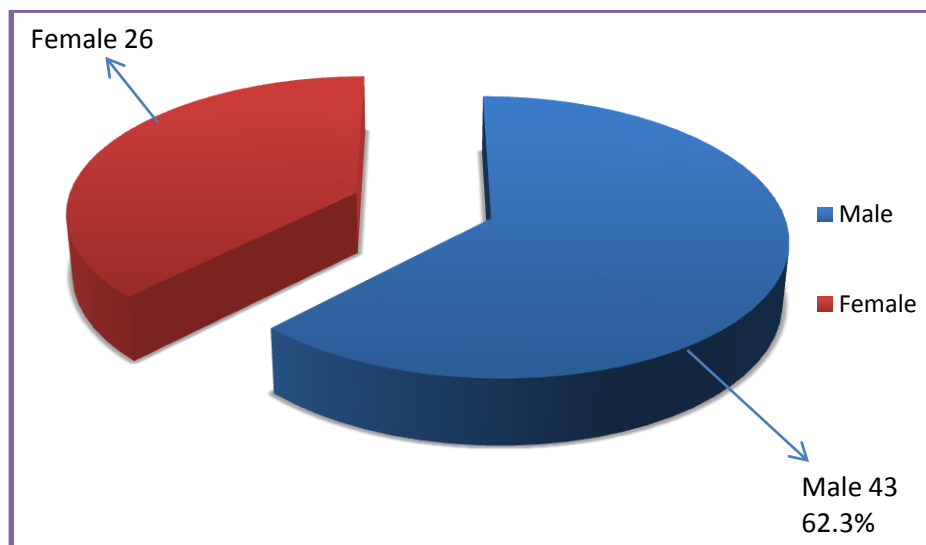

Figure-10 Gender of the respondent.

5.1.4 Age Group of the respondent

Age range of the respondents	Frequency	Percentage (%)
20 to 29 years old	17	24.63%
30 to 39 years old	20	28.98%
40 to 49 years old	21	30.43%
50 to above	9	13.04%
Missing	2	2.89%
Total	69	100.0%

Table-4 Age Group of the respondent

Table-4 discloses that the highest number of the respondents i.e.,21 (28.98%) were from age group of 40 to 49 years while the lowest rate of respondents 9(13.04%) were from the age group of 50 and above. 2(2.89%) respondents did not provide their age. The table represents that mostly the middle aged respondents have participated in the study.
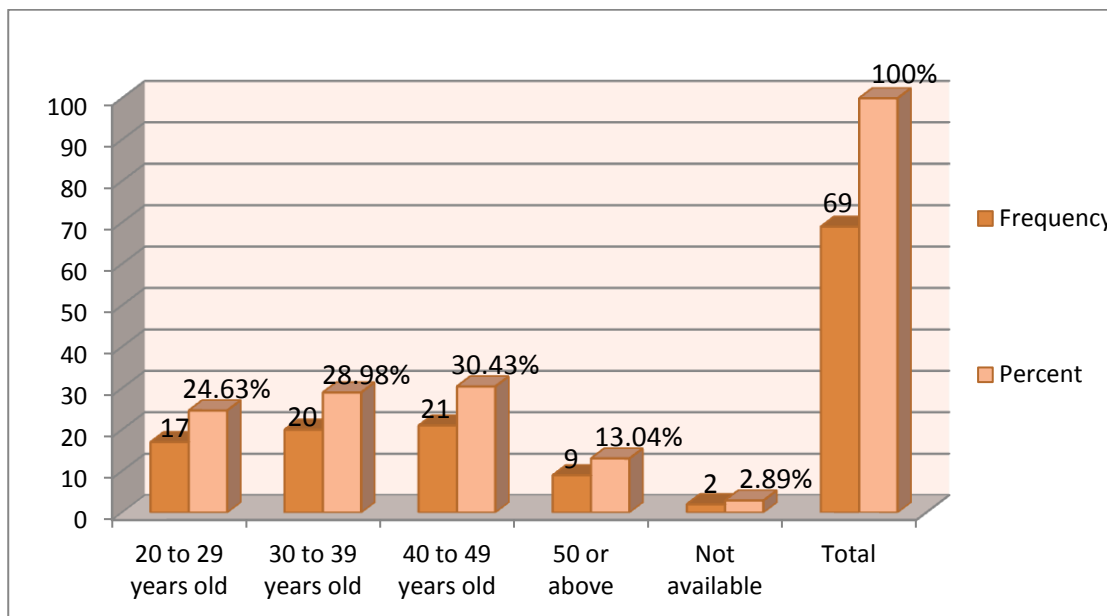
Figure-11 Age Group of the respondent

5.1.5: Experiences of the respondents

Experience Year	Frequency	Percentage(%)
1 Year	4	5.7
2 Years	8	11.5
3 Years	2	2.8
4 Years	5	7.2
5 Years	1	1.4
6 or Above	49	71.0
Total	69	100

Table-5 Experiences of the respondents

Responses were received from six categories of LIS professionals regarding their experience in the profession. Table-5 focuses that majority of the respondents that is 49 (71.0%) is highly experienced. Lowest rate of experiences of the respondents is only 5 years that is 1(1.4%).
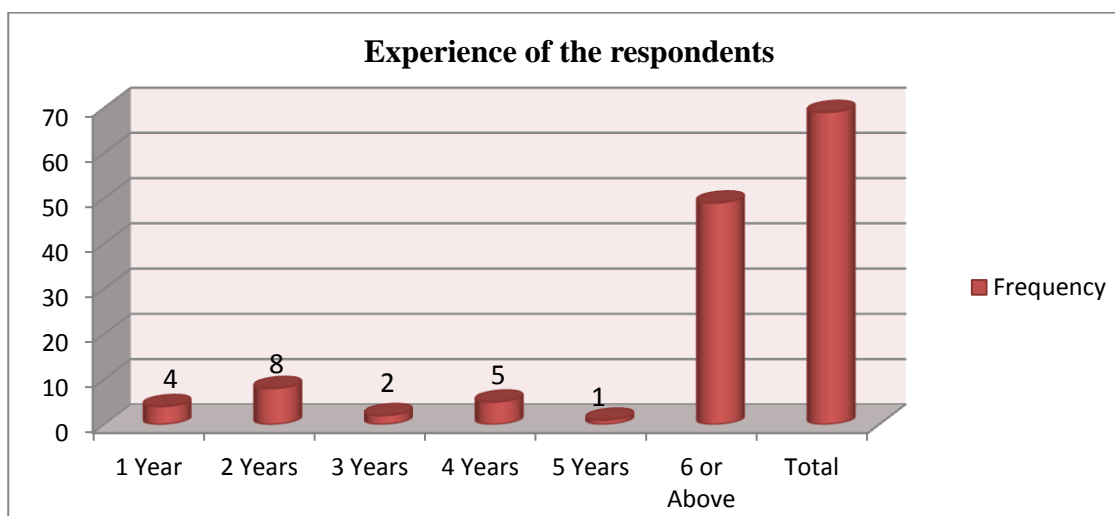
Figure-12 Experience of the respondents

5.1.6: Highest degree of the professionals

Degree	Frequency	Percent(%)
HSC	1	1.4
Diploma	1	1.4
Graduate degree	2	2.9
Masters' degree	61	88.4
PhD degree	3	4.3
Others	1	1.4
Total	69	100.0

Table-6 Highest degree of the professionals

Table-6 discloses that the highest number of the respondents i.e., 61 (28.98%) were from the masters degree holders while the lowest rate of respondents 1(1.4%) from HSC, Diploma, Others. The table represents that mostly the masters' degree holders aged respondents have participated in the study.
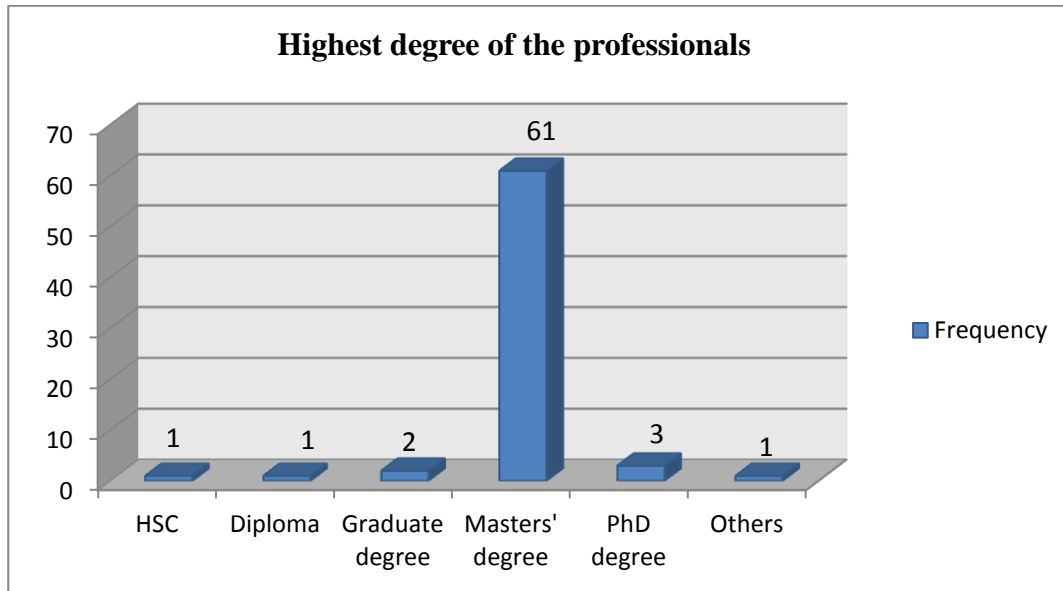
Figure-13 Highest degree of the professionals

5.1.7: Professional designation of the respondents

Professional designation	Frequency	Percentage
Librarian/ Library director	13	18.8
Deputy Librarian	7	10.1
Assistant Librarian	14	20.3
Junior Librarian	13	18.8
Library Assistant	3	4.3
Information Professional	2	2.9
Others	17	24.6
Total	69	100.0

Table-7 Professional designation of the respondents

Table-7 discloses that the highest number of the respondents i.e., 17 (24.6%) were from others while the lowest rate of respondents 2(2.9%) were from Information professional. The table represents that mostly the respondents named other different named profession related to LIS profession have participated in the study.
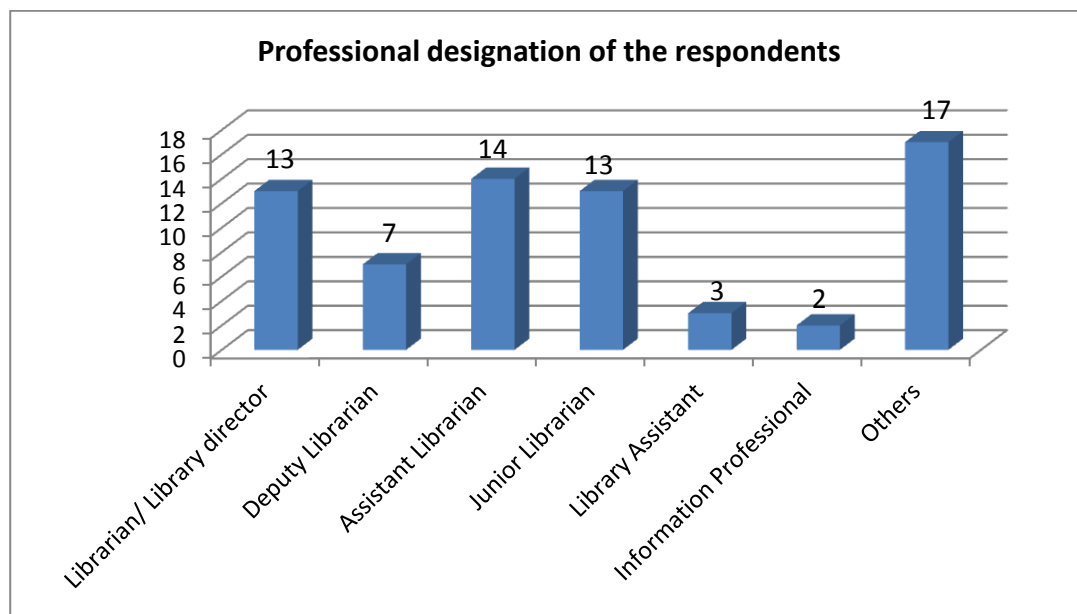
Figurer-14 Professional designation of the respondents

5.1.8: Library Rules and regulations:

Professionals Opinion	Frequency	Percentage
Yes	63	91.3
No	4	5.8
Missing	2	2.9
Total	69	100.0

Table-8 Library Rules and regulations

Table-8 discloses that the highest number of the respondents i.e., 63 (91.3%) were aware of their library rules and regulations as well as they have rules and regulations while the lowest rate of respondents 4(2.9%), whereas 4 (5.8%) professionals did not aware about the statement. 2(2.9%) respondents did not provide their opinion.
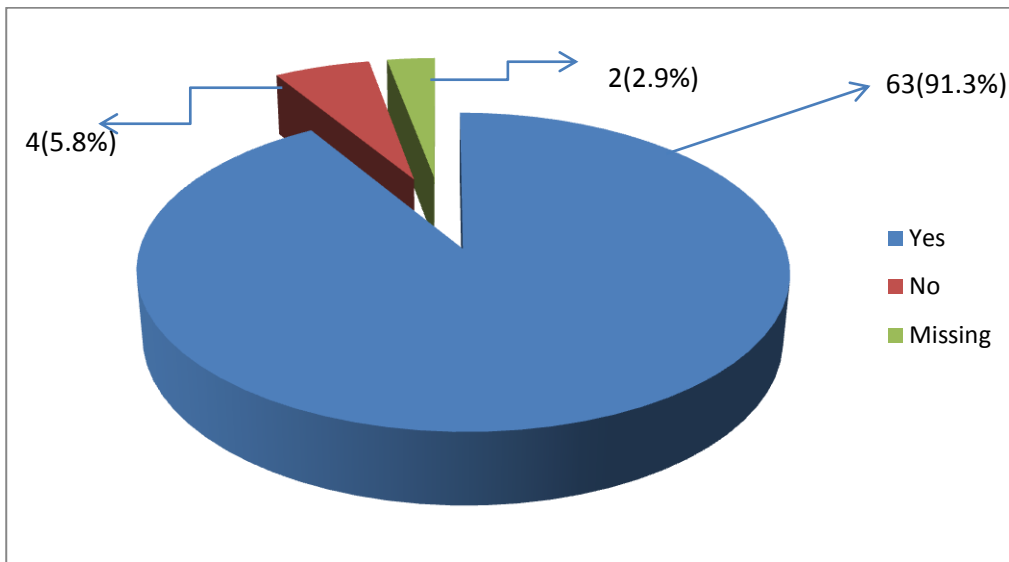
Figure -15 Library Rules and regulations

5.1.9: IFLA code of ethics for LIS professionals

Professionals Opinion	Frequency	Percentage(%)
Yes	48	69.5
No	21	30.4
Total	69	100

Table-9 IFLA code of ethics for LIS professionals

Table-9 indicates that 48 (69.5%) of the professionals were aware of IFLA code of ethics for LIS professionals and they have read the IFLA code of Ethics for Library and Information workers, whereas 21 (30.4%) professionals aware about its existence. This suggests that a significant proportion of professionals were informed about it.

Figure-16 IFLA code of ethics for LIS professionals

5.1.10: Library rules and regulations are properly followed

Professionals Opinion	Frequency	Percentage
Yes	63	91.3%
No	4	5.7%
Missing	2	2.8%

Table-9 Library rules and regulations are properly followed

Table-9 indicates that 63 (91.3%) professionals informed that their libraries were properly following rules and regulations whereas 4 (5.7%) professionals did not know about its existence and they are not following rules and regulations properly at all. This suggests that a significant proportion of professionals were informed about it.

Figure-17 Library rules and regulations are properly followed

5.1.11: Library is open access?

Professionals Opinion	Frequency	Percentage
Yes	55	79.7
No	13	18.8
Missing	1	1.4
Total	69	100

Table-10 Library is open access?

Table10: discloses that the highest number of the respondents i.e., 55 (79.7%) agreed with the statement while the lowest rate of respondents 13(18.8%) disagreed with the statement. 1(1.4%) respondents did not provide their opinion. The table represents that most of the respondents have agreed with the statement that Library is open access.
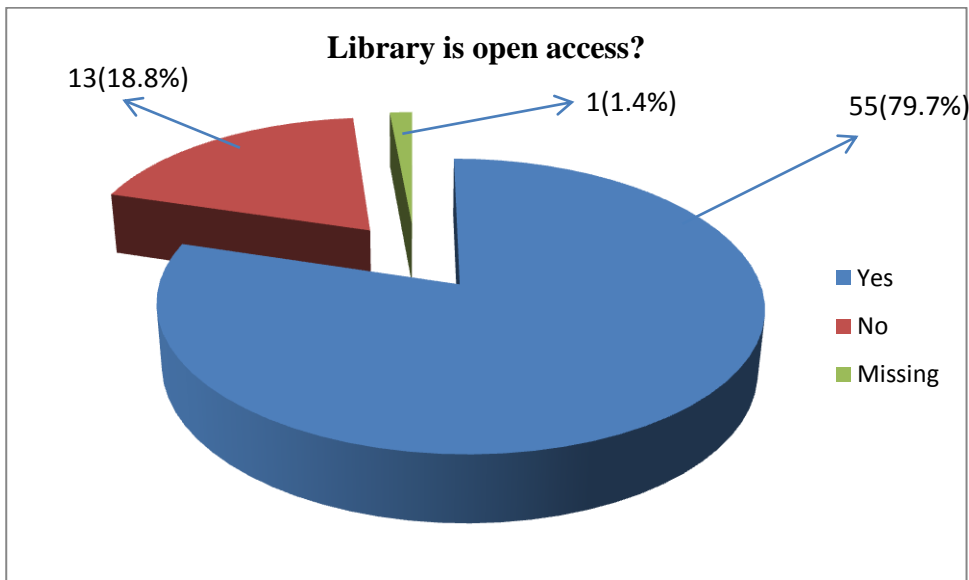
Figure-18 Library is open access?

5.1.12: Photocopying of Library materials

Professionals Opinion	Frequency	Percentage
Yes	55	79.7
No	12	17.4
Missing	2	2.9
Total	69	100

Table-11 Photocopying of Library materials

Table 11 discloses that the highest number of the respondents i.e., 55 (79.7%) agreed with the statement while the lowest rate of respondents 12(18.8%) disagreed with the statement. 2(2.9%) respondents did not provide their opinion. The table represents that most of the respondents have agreed with the statement that their Libraries provide photocopying of library materials. This suggests that a significant proportion of professionals were agreed about the statement.

Figure-19 Photocopying of Library materials

5.1.13 Library has arrangements for users to use Internet

Professionals Opinion	Frequency	Percentage
Yes	67	97.1
No	1	1.4
Missing	1	1.4
Total	69	100

Table-12 Library has arrangements for users to use Internet

Table 12 discloses that the highest number of the respondents that is 67 (97.1%) agreed with the statement while the lowest rate of respondents 1(1.4%) disagreed with the statement. 1(1.4%) of the respondents did not provide their opinion. The table represents that most of the respondents have agreed with the statement that their Libraries have ar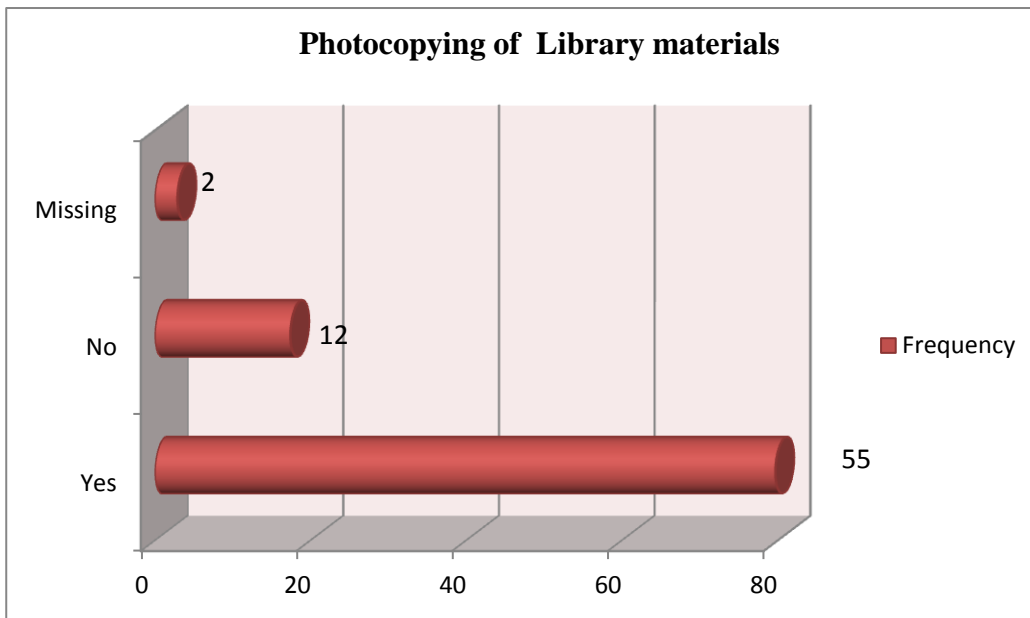rangements for users to use Internet. This suggests that a significant proportion of professionals were agreed about the statement.
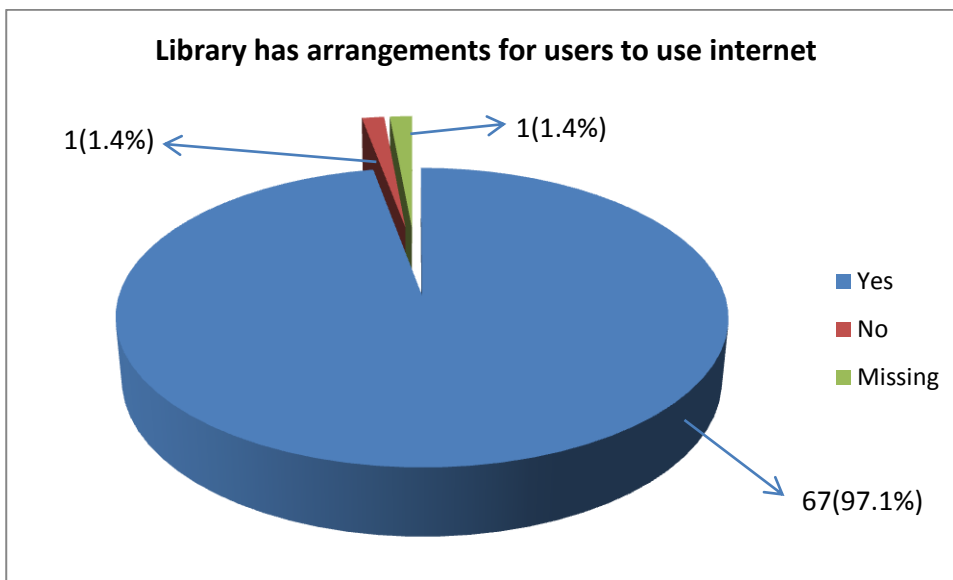

Figure-20 Library has arrangements for users to use internet

5.1.14: Library has arrangements for users to use internet free of cost

Professionals Opinion	Frequency	Percentage(%)
Yes	48	69.6
No	19	27.6
Missing	2	2.9
Total	69	100

Table-13 Library has arrangements for users to use internet free of cost

Table 13 discloses that the highest number of the respondents that is 48 (69.6%) agreed with the statement while the lowest rate of respondents 19(2.7.6%) disagreed with the statement. 2(2.9. %) of the respondents did not provide their opinion. The table represents that most of the respondents have agreed with the statement that their Libraries have arrangements for users to use Internet free of cost. This suggests that a significant proportion of professionals were agreed about the statement.

Library has arrangements for users to use internet free of cost

■ Frequency

- 48(69.6%)
- 19(27.6%)
- 2(2.9%)
- 69(100%)

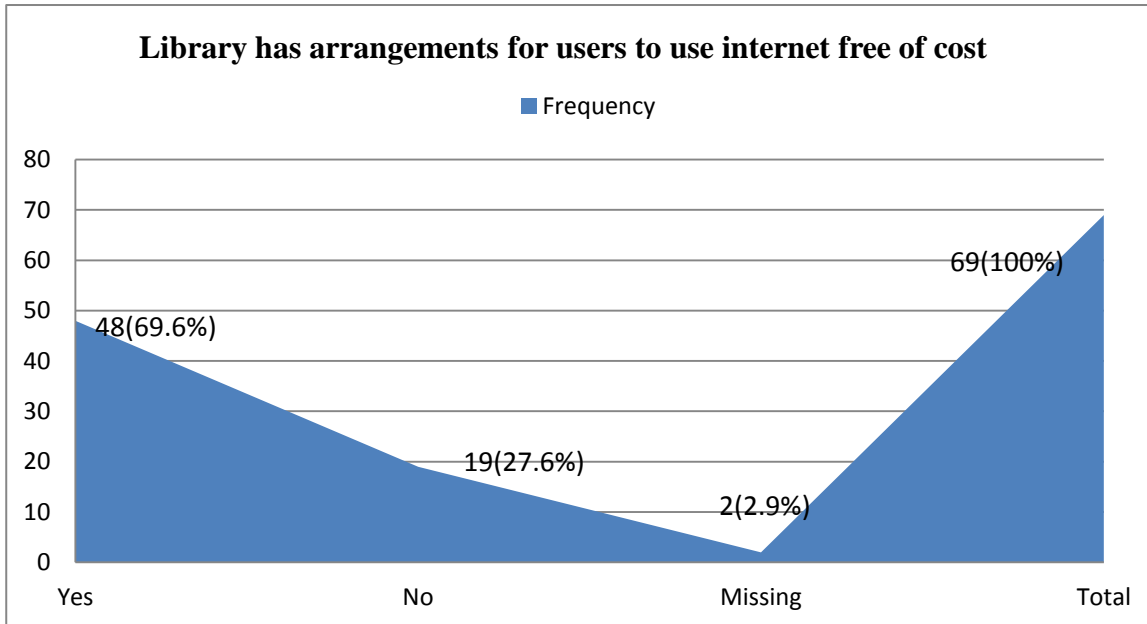Figure-21 Library has arrangements for users to use internet free of cost

5.1.15: Online Journal/Books are free for all?

Professionals Opinion	Frequency	Percentage
Yes	42	60.7
No	25	36.2
Missing	2	2.9
Total	69	100

Table-14 Online Journal/Books are free for all?

Table-14 indicates that 42 (60.7%) professionals where they are working the library of their institute offers Online Journal/Books free for all, whereas 25 (36.2%) of professionals has been agree that the library do not offer Online Journal/Books free for all of users. Mentionable, here 2 (2.9%) answers of the question of the professionals are massing. This suggests that a significant proportion of professionals were agreed that their library provides Online Journal/Books free for all of users.
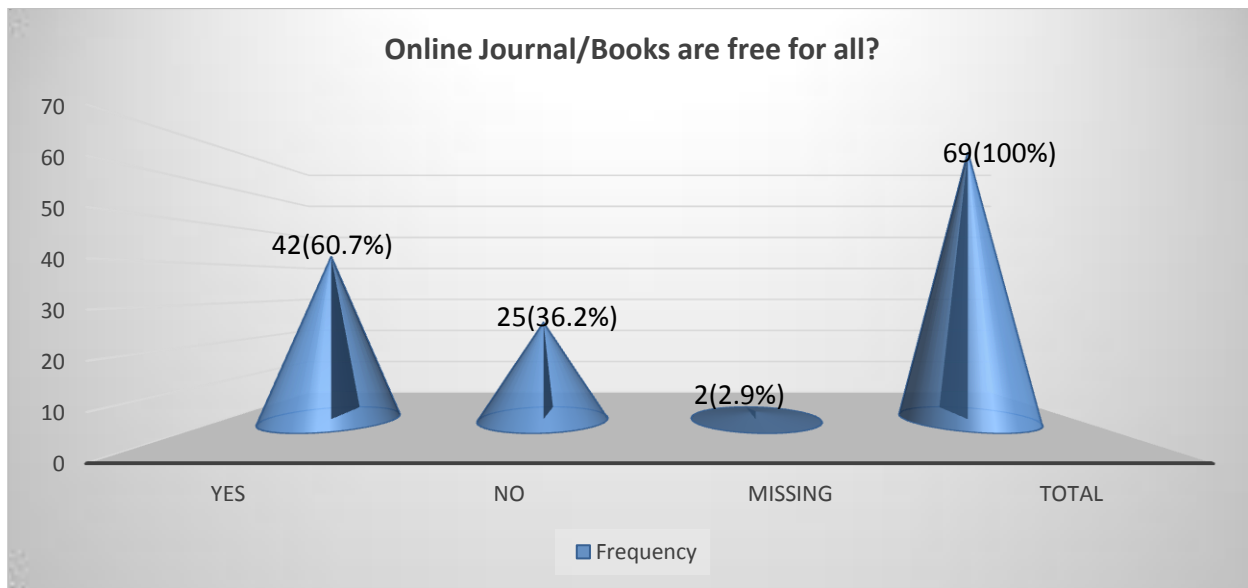

Figure-22 Online Journal/Books are free for all?

5.1.16: *Some restricted reading materials cannot be used without permission?*

Professionals Opinion	Frequency	Percentage
Yes	47	68.1
No	19	27.5
Missing	3	4.3
Total	69	100

Table-15 Some restricted reading materials cannot be used without permission?

Table-15 indicates that 47 (68.1%) of professionals where they are working the library of their institutes have some restricted reading materials cannot be used without permission, whereas 19(27.5%) of professionals has been agree that the library do not have restricted reading materials. Mentionable, here 3(4.3%) answers of the questions of the professionals are massing. This recommends that a significant proportion of professionals were agreed that some restricted reading materials cannot be used without permission in respect of ethical use of information.
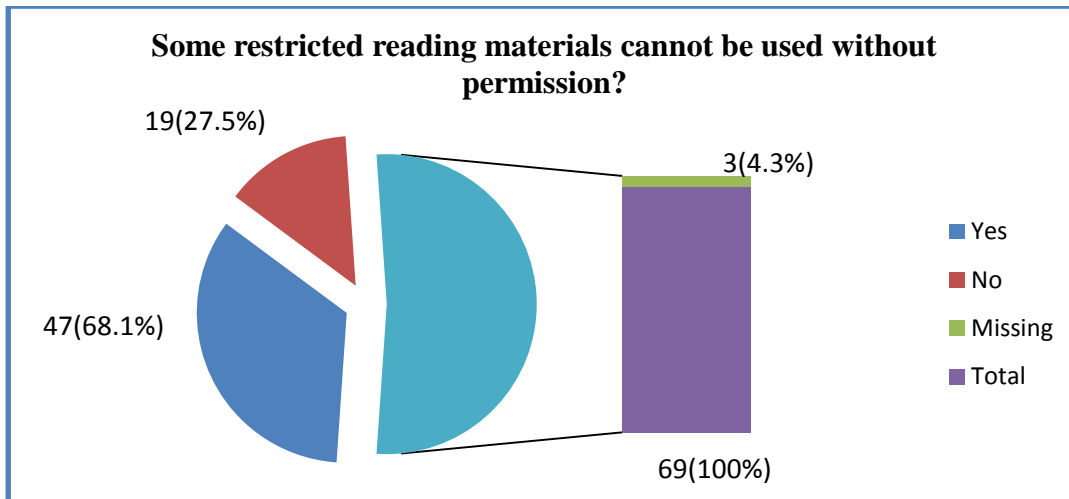
Figure-23 some restricted reading materials cannot be used without permission?

5.1.17: Everybody can lend resources?

Professionals Opinion	Frequency	percentage (%)
Yes	26	37.7
No	42	60.9
Missing	1	1.4
Total	69	100

Table-16 Everybody can lend resources?

Table 16 discloses that the highest number of the respondents i.e., 42 (60.9%) disagreed with the statement while the lowest rate of respondents 26(37.7%) agreed with the statement. 1(1.4. %) of the respondents did not provide their opinion. The table represents that most of the respondents have disagreed with the statement that in their Libraries Everybody can lend resources. This suggests that a significant proportion of professionals were disagreed about the statement.
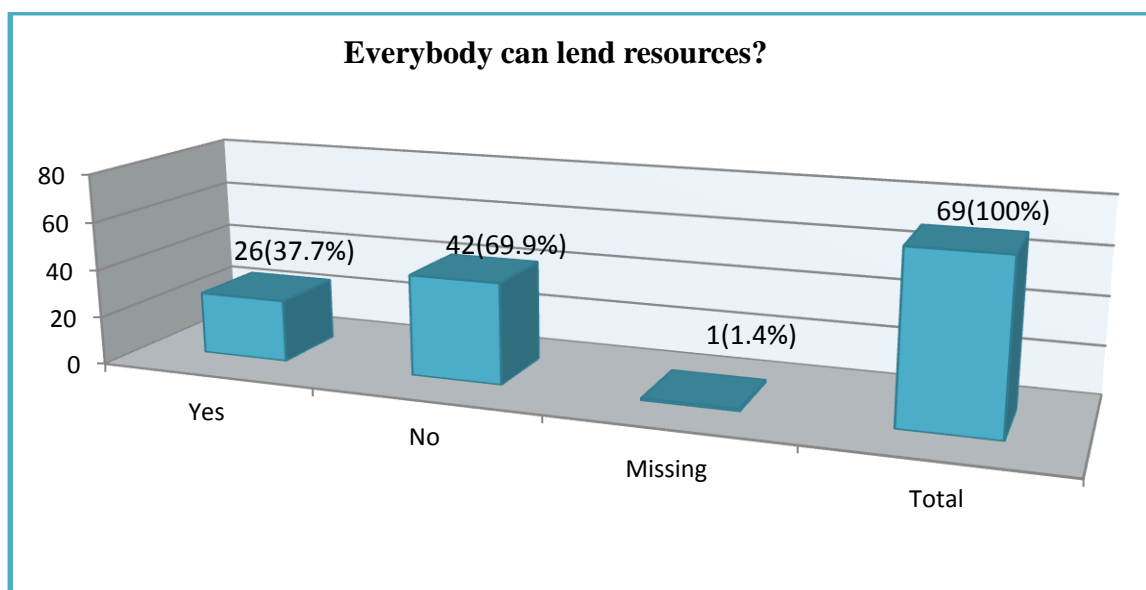
Figure-23 Everybody can lend resources?

5.1.18: Are you aware about Bangladesh Copyright Act?

Professionals Opinion	Frequency	Percentage(%)
Yes	64	92.8%
No	4	5.8%
Missing	1	1.4%
Total	69	100%

Table-17 Are you aware about Bangladesh Copyright Act?

Table 17 discloses that the highest number of the respondents i.e., 64 (92.8%) agreed with the statement while the lowest rate of respondents 4(5.8%) disagreed with the statement. 1(1.4. %) of the respondents did not provide their opinion. The table represents that most of the respondents have agreed with the statement that they are aware about Bangladesh Copyright Act. This suggests that a significant proportion of professionals were agreed about the statement.

Figure-24 Are you aware about Bangladesh Copyright Act?

5.1.19: For which materials you are following the copyright law?

Professionals Opinion	Frequency	Percentage (%)
Only Books	10	14.5
Only journals	2	2.9
All things	55	79.7
Missing	2	2.9
Total	69	100

Table-18 For which materials you are following the copyright law?

Table-18 indicates that 55 (79.7%) professionals where they are working all most all kinds of materials included in the library with Bangladesh Copyright Act, whereas 10(14.5%) for only books,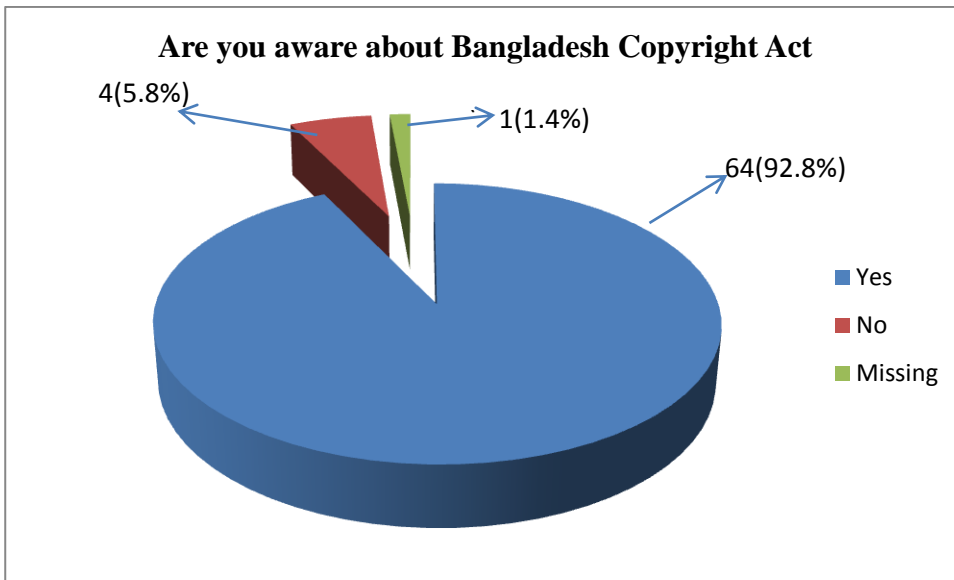 2(2.9%) for only journals of professionals are about Bangladesh Copyright Act. Mentionable, here 2(2.9%) answers of the questions of the professionals are massing. This recommends that a significant proportion of professionals were agreed that they are following Bangladesh Copyright Act for all kinds of library materials. Bangladesh Copyright Act might be very essential part in ethical use of information.
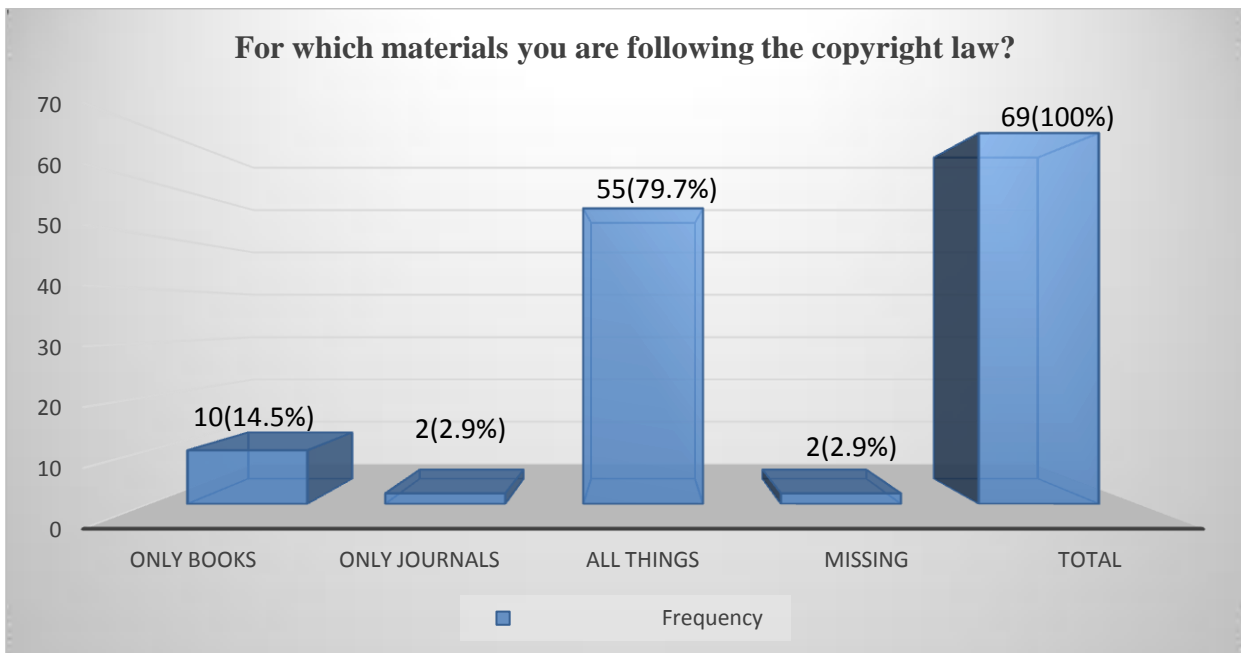
Figure-25 For which materials you are following the copyright law?

5.19: Do you think library and information professionals of BD are adequately aware of the importance of Copyright law?

Professionals Opinion	Frequency	Percentage(%)
Yes	21	30.4
No	30	43.8
I don't know	18	26.1
Total	69	100

Table-19 Do you think library and information professionals of BD are adequately aware of the importance of Copyright law?

Table-19 indicates that 21 (30.4%) of professionals where they are working they think library and information professionals of BD are adequately aware of the importance of Copyright law, whereas 30(43.8%) think library and information professionals of BD are adequately not aware of the importance of BD Copyright law, 18(26.1%) of professionals do not know about the statement. This recommends that a significant proportion of professionals were not agreed that library and information professionals of BD are adequately not aware of the importance of BD Copyright law. Bangladesh Copyright Act might be very essential part in ethical use of information.
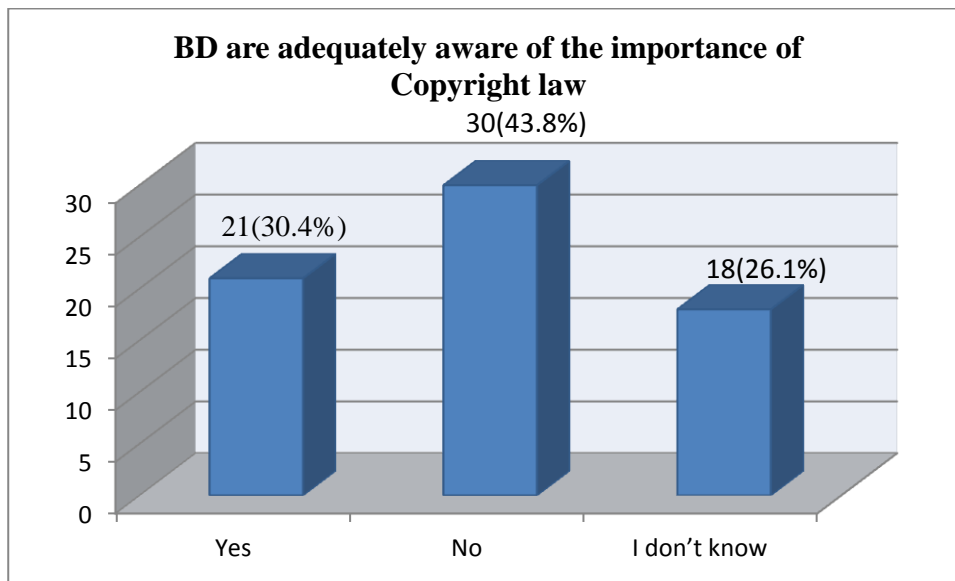
Figure-26: Do you think library and information professionals of BD are adequately aware of the importance of Copyright law?

5.2 Descriptive Statistics Mean and Standard deviation

5.2.1 Mean and SD of Importance of IFLA code of ethics

Importance of IFLA	N	Minimum	Maximum	Mean	Std. Deviation
If yes, do you think IFLA code of ethics for ethical use of information by Library and Information professionals is adequate for information professionals?	47	1	4	2.19	.680
Every library should follow IFLA Code of Ethics.	37	1	5	2.00	1.000
Valid N (list wise)	25				

Table-20 Mean and SD of Importance of IFLA code of ethics

Notes: Scale (1= strongly agree, 2= agree, 3= Neutral, 4= Disagree, 5= strongly disagree).

Table-20 The respondents agree on both statements that, 'IFLA code of ethics for ethical use of information by Library and Information professionals is adequate for information professionals' and 'every library should follow IFLA Code of Ethics'. The mean score of 2.19, and 2.00 represents the importance of IFLA code of ethics for ethical use of information and use of IFLA code of Ethics in every library respectively.

5.2.2 Mean and SD of Importance of copyright

Importance of copyright	N	Minimum	Maximum	Mean	Std. Deviation
Copyright laws play an important role for serving library users in an ethical way.	68	1	5	1.65	.824
Your Library follows the copyright Act.	69	1	3	1.51	.559
Valid N (listwise)	68				

Table-21 Mean and SD of Importance of copyright

Notes: Scale (1= strongly agree, 2= agree, 3= Neutral, 4= Disagree, 5= strongly disagree).

Table-21 reveals the level of agreement by respondents on 'Copyright laws play an important role for serving library users in an ethical way' with high mean score of 1.65 in 5 point scale and they also strongly agree about the statement 'Your Library follows the copyright Act' represented by a mean value of 1.51 on a 5 point scale. Mentionable here, 1 professional's answer of the question was missing.

5.2.3 Mean and SD of Importance of censorship

Importance of censorship	N	Minimum	Maximum	Mean	Std. Deviation
Do you think government should impose censorship on the use of certain library materials?	67	1	5	2.60	1.045
Do you think information professionals should raise their voice against any and all kinds of censorship?	69	1	4	2.22	.872

Do you think imposing censorship violates one's human rights?	69	1	5	2.60	.973
Valid N (listwise)	67				

Table-22 Mean and SD of Importance of censorship

Notes: Scale (1= strongly agree, 2= agree, 3= Neutral, 4= Disagree, 5= strongly disagree).

Table-22 reveals that respondents was neutral about the statement of government should impose censorship on the use of certain library materials with high mean score 2.60 in 5 point scale and they agree about the statement of information professionals should raise their voice against any and all kinds of censorship with the mean of 2.22 of 5 point scale and they was also neutral on the question of imposing censorship violates one's human rights with high mean 2.60. Mentionable here, 2 professional's answer of the question: Do you think government should impose censorship on the use of certain library materials? was missing.

5.2.4 Mean and SD of Importance of some essential elements library/information centres

Importance of some essential elements library/information centres	N	Minimum	Maximum	Mean	Std. Deviation
Every library should make arrangements for free Internet by its users.	69	1	5	1.45	.758
Every library should make arrangements for photocopying of its materials.	69	1	5	1.70	.990
Library professionals should control the use of library materials by children (people aged below 18).	69	1	5	2.38	1.226
Library professionals should have no control over the use of Internet by library users at the library premises.	68	1	5	3.15	1.352
Library professionals should impose self-censorship on the library collection (i.e., they should have the authority to remove any materials from the library collection which they think inappropriate).	68	1	5	2.12	1.000
Chief Librarian/Library Head should have the ultimate authority over the library usage policy.	69	1	5	1.83	.939
All electronic journals should be accessible by everybody free of cost.	69	1	5	2.06	1.042
Plagiarism should be considered a crime and should never be allowed in the literary or scholarly circles.	64	1	5	1.66	1.027
Valid N (listwise)	64				

Table-23 Mean and SD of Importance of some essential elements library/information centres

Notes: Scale (1= strongly agree, 2= agree, 3= Neutral, 4= Disagree, 5= strongly disagree).

Table-23 reveals that respondents agree about the statements of Every library should make arrangements for free Internet by its users, Every library should make arrangements for

photocopying of its materials, Library professionals should control the use of library materials by children (people aged below 18), Library professionals should impose self-censorship on the library collection (i.e., they should have the authority to remove any materials from the library collection which they think inappropriate), Chief Librarian/Library Head should have the ultimate authority over the library usage policy, All electronic journals should be accessible by everybody free of cost, Plagiarism should be considered a crime and should never be allowed in the literary or scholarly circles with the mean of 1.45, 1.70, 2.38, 2.12, 1.83, 2.06, 1.66 of 5 point scale and they was neutral on the question of Library professionals should have no control over the use of Internet by library users at the library premises with high mean 3.15. Mentionable here, 3 professional's answer of the question: Plagiarism should be considered a crime and should never be allowed in the literary or scholarly circles, was missing.

5.3 Kruskal Wallis Test

5.3.1 Kruskal Wallis Test for difference between age group and Importance of IFLA code of ethics.

Importance of IFLA code of ethics	Chi-Square	df	Asymp. Sig.
If yes, do you think IFLA code of ethics for ethical use of information by Library and Information professionals is adequate for information professionals?	1.300	3	.729
Every library should follow IFLA Code of Ethics.	3.238	3	.356

Table-24 Kruskal Wallis Test for difference between age group and Importance of IFLA code of ethics.

Notes: * significant at *P*< 0.05

In Table-24 the Kruskal-Wallis test was carried out to determine the differences of opinion between respondents of various age group on the importance of IFLA code of ethics for ethical use of information by Library and Information professionals and whether every library should follow it or not.

The result shows that there are significant differences of opinion between various age groups of respondents on the importance of IFLA code of ethics.

5.3.2 Kruskal Wallis Test for difference between age group and Importance of Copyright laws.

Copyright Law	Chi-Square	df	Asymp. Sig.
Copyright laws play an important role for serving library users in an ethical way	2.231	3	.526
Your Library follows the copyright Act.	3.024	3	.388

Table-25 Kruskal Wallis Test for difference age between group on Importance of Copyright laws.

Notes: * significant at *P*< 0.05

In Table-25, the Kruskal-Wallis test was carried out to determine the differences between age group respondents in terms of their opinion about Copyright laws play an important role for serving library users in an ethical way and Your Library follows the copyright Act. The result shows that there are significant differences between age group and importance of copyright.

5.3.3 Kruskal Wallis Test for difference between age group and Importance of Censorship for ethical use of information.

Importance of censorship	Chi-Square	df	Asymp. Sig.
Do you think government should impose censorship on the use of certain library materials?	2.260	3	.520
Do you think information professionals should raise their voice against any and all kinds of censorship?	.282	3	.963
Do you think imposing censorship violates one's human rights?	.103	3	.991

Table-26 Kruskal Wallis Test for difference between age groups on Importance of Censorship for ethical use of information.

Notes: * significant at *P*< 0.05

In Table-26, the Kruskal-Wallis test was carried out to determine the differences between age group respondents in terms of their opinion about government should impose censorship on the use of certain library materials, information professionals should raise their voice against any and all, imposing censorship violates one's human rights. The result shows that there are significant differences between age group and importance of censorship.

5.3.4 Kruskal Wallis Test for difference between age group and some essential library/information centres

Importance of some essential elements library/information centres	Chi-Square	df	Asymp. Sig.
Every library should make arrangements for free Internet by its users.	.677	3	.879
Every library should make arrangements for photocopying of its materials	1.215	3	.749
Library professionals should control the use of library materials by children (people aged below 18).	4.635	3	.201
Library professionals should have no control over the use of Internet by library users at the library premises.	5.292	3	.152
Library professionals should impose self-censorship on the library collection (i.e., they should have the authority to remove any materials from the library collection which they think inappropriate).	5.074	3	.166
Chief Librarian/Library Head should have the ultimate authority over the library usage policy.	2.876	3	.411
All electronic journals should be accessible by everybody free of cost.	2.001	3	.572

Plagiarism should be considered a crime and should never be allowed in the literary or scholarly circles.	2.738	3	.434

Table-27: Kruskal Wallis Test for difference between age group and some essential elements library/information centres

Notes: * significant at *P*< 0.05

In Table-27 the Kruskal-Wallis test was carried out to determine the differences between age group respondents in terms of their opinion about all given information The result shows that there are significant differences between age group and above statements.

Mann Whitney U Test

5.4.1: Mann-Whitney Test for difference between different Gender on Importance of IFLA code of ethics.

Variables	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
` **If yes, do you think IFLA code of ethics for ethical use of information by Library and Information professionals is adequate for information professionals?**	215.500	650.500	-1.166	.244
Every library should follow IFLA Code of Ethics	119.000	174.000	-.577	.564

Table-28: Mann-Whitney Test for differences of opinion by different Genders on the importance of Copyright laws.

Notes: * significant at *P*< 0.05

In Table-28, the Mann-Whitney U Test was carried out to determine the differences of opinion between male and female respondents in terms of the importance of 'IFLA code of ethics for ethical use of information by Library and Information professionals is adequate for information professionals' and whether 'every library should follow IFLA Code of Ethics'. The result shows that there are significant differences of opinion between male and female respondents on the above statements

5.4.3 Mann-Whitney Test for difference between Gender and importance of Copyright laws.

Variables	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Copyright laws play an important role for serving library users in an ethical way.	478.000	1424.000	-.843	.399
Your Library follows the copyright Act	515.000	866.000	-.622	.534

Table-29 Mann-Whitney Test for difference between Gender and importance of Copyright laws.

Notes: * significant at $P< 0.05$

In Table 29, the Mann-Whitney U Test was carried out to determine the differences between male and female respondents in terms of their opinion about Copyright laws play an important role for serving library users in an ethical way and Your Library follows the copyright Act. The result shows that there are significant differences between male and female

5.4.5 Mann-Whitney Test for difference between Gender and Importance of Censorship for ethical use of information.

Variables	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Do you think government should impose censorship on the use of certain library materials?	522.500	1425.500	-034	.973
Do you think information professionals should raise their voice against any and all kinds of censorship?	513.000	1459.000	-601	.548
Do you think imposing censorship violates one's human rights?	495.000	1441.000	-836	.403

Table-30 Mann-Whitney Test for difference between Gender and Importance of Censorship for ethical use of information.

Notes: * significant at $P< 0.05$

In Table 30, the Mann-Whitney U Test was carried out to determine the differences between male and female respondents in terms of their opinion about government should impose censorship on the use of certain library materials, information professionals should raise their voice against any and all, imposing censorship violates one's human rights.

The result shows that there are significant differences between male and female and importance of censorship.

5.4.7 Mann-Whitney Test for difference between Gender and some essential elements of library/information centres

Variables	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Every library should make arrangements for free Internet by its users.	467.500	1413.500	-1.365	.172
Every library should make arrangements for photocopying of its materials.	527.500	878.500	-.435	.664
Library professionals should control the use of library materials by children (people aged below 18).	464.000	1367.000	-1.058	.290
Library professionals should impose self-censorship on the library collection (i.e., they should have the authority to remove any materials from the library collection which they think inappropriate).	515.000	1418.000	-.416	.677
Chief Librarian/Library Head should have the ultimate authority over the library usage policy.	460.500	1406.500	-1.322	.186
All electronic journals should be accessible by everybody free of cost.	387.000	1333.000	-2.263	**.024***
Plagiarism should be considered a crime and should never be allowed in the literary or scholarly circles.	360.500	1180.500	-1.900	.057

Table 31 Mann-Whitney Test for determining the differences on providing various services by different Genders of respondents.

Notes: * significant at *P*< 0.05

In Table 31, the Mann-Whitney U Test was carried out to determine the differences between male and female respondents in terms of their opinion on providing the various services listed above. The result shows that there are significant differences of opinion by the two respondents on all the above statements except for the statement that says 'all electronic journals should be accessible by everybody free of cost'.

5.5 *Summary:*

This chapter comprises the results of the frequency distribution for the data obtained about the respondents profile and their interpretation through graphical presentation. It also included the results of perception of different tools for ethical use of information. The results and interpretation of Kruskal Wallis test and Mann Whitney U test are described were also reported.

Chapter Six:

Conclusion

6.1 Introduction:

Finally, this chapter summarizes the major findings of the study through answering the research questions. This chapter also provides recommendations and practical implication of the study among LIS professionals. It provides direction for the future research in the field of LIS perspective based on the limitations of the study.

6.2 Summary of major findings of the study:

Major findings of the study:

This section summarizes the major findings of the study by answering the research questions on the basis of the results:

Answers to the research questions:

This study was aimed at exploring the answers of three research questions based on the objectives. To find the answers to the research questions several test and results formulated using SPSS software based on each research question. The results of perception were tested by applying Kruskal wallis test and Mann Whitney U test. Since these two types of test can not indicate the degree of independence and/or difference, descriptive statistics were also applied respectively to clearly assess the respondents view about the questions asked.

The first research question was;

RQ1: What is the role of copyright act, IFLA code of ethics and censorship for ethical use of information in Bangladeshi LIS professionals?

The second research question was;

RQ2: What is the effect of Copyright and library rules and regulations to identify the rights?

The third research question was;

RQ3: What is the role of censorship for ethical use of information in Bangladeshi LIS professionals?

To find the answers of these questions the respondents were requested to express their perception about the importance and application of copyright act, usefulness importance of IFLA code of ethics and application and importance of censorship some essential elements used in libraries (photocopying, using internet, chief librarian's role, children's use of libraries) in their libraries and The responses were analyzed by applying Kruskal wallis test and Mann Whitney U test.

The summary of the findings are as follows:

Importance of IFLA code of ethics:

IFLA code of ethics for ethical use of information by Library and Information professionals is adequate for information professionals: Descriptive statistics showed that most of the LIS professionals from different libraries agreed with these items. Kruskal Wallis test Kruskal Wallis Test for difference between age group and Importance of IFLA code of ethics are not same. The Mann-Whitney U Test between male and female respondents in terms of their opinion about IFLA code of ethics for ethical use of information by Library and Information professionals is adequate for information professionals and every library should follow IFLA Code of Ethics: The perception between male and female are not same.

Importance and application of Copyright:

Two statements were Copyright law plays an important role for serving library users in an ethical way and Your Library follows the copyright Act.

Descriptive statistics showed that most of the LIS professionals from different libraries agreed with these items.

Kruskal Wallis test Kruskal Wallis Test for difference between age group and importance and application of copyright; the perception between age group and the statements are not same.

Mann-Whitney U Test between male and female respondents in terms of their opinion about statements; perception between age group and the statements are not same.

Importance and application of censorship:

Three statements about censorship were Government should impose censorship on the use of certain library materials; Information professionals should raise their voice against any and all kinds of censorship; Imposing censorship violates one's human rights;

Descriptive statistics showed that most of the LIS professionals from different libraries agreed with these items one and three but they were neutral on the second statement: Information professionals should raise their voice against any and all kinds of censorship.

Kruskal Wallis test Kruskal Wallis Test for difference between age group and importance and application of censorship; the perception between age group and the statements are not same.

Mann-Whitney U Test between male and female respondents in terms of their opinion about statements; perception between age group and the statements are not same.

Importance of some essential elements used in libraries (photocopying, using internet, chief librarian's role, children's use of libraries):

Statements of some essentials elements were: Every library should make arrangements for free Internet by its users, Every library should make arrangements for photocopying of its materials, Library professionals should control the use of library materials by children (people aged below 18), Library professionals should impose self-censorship on the library collection (i.e., they should have the authority to remove any materials from the library collection which they think inappropriate), Chief Librarian/Library Head should have the ultimate authority over the library usage policy, All electronic journals should be accessible by everybody free of cost, Plagiarism should be considered a crime and should never be allowed in the literary or scholarly circles.

Descriptive statistics showed that most of the LIS professionals from different libraries agreed with these items except they were neutral on Library professionals should have no control over the use of Internet by library users at the library premises.

Kruskal Wallis test Kruskal Wallis Test for difference between age group and importance and application of some essential elements used in libraries (photocopying, using internet, chief librarian's role, children's use of libraries); the perception between age group and the statements are not same. But on the statement of "All electronic journals should be accessible by everybody free of cost" opinion of most of the LIS professionals are same.

Mann-Whitney U Test between male and female respondents and importance and application of some essential elements used in libraries (photocopying, using internet, chief librarian's role,

children's use of libraries); the perception between age group and the statements are not same. But on the statement of "All electronic journals should be accessible by everybody free of cost" opinion of most of the LIS professionals are same.

6.3 Recommendations :

This study evaluated overall perception about copyright act, IFLA code of ethics and censorship for ethical use of information among the LIS professionals in the selected libraries in Bangladesh. The purpose of acquiring the perception of the professionals for above elements is to give a better understanding to the libraries professionals all over the country about importance and application of copyright act, usefulness importance of IFLA code of ethics and application and importance of censorship Therefore, this study recommends the following things that are needed to be considered by the authority of the libraries to successfully put into operation the practices of copyright, IFLA code of ethics and censorship among the LIS professionals to ensure better performance, higher user satisfaction and thus enhance greater organizational effectiveness. These recommendations are made based on the analysis and discussion and major findings of the study.

1. Libraries should take initiatives to identify, manage, and create value for the Copyright act (i.e. Bangladesh copyright act on books, journals, films, CD, research article and plagiarism

2. The Human Resource Management (HRM) department of the institutions should incorporate the employees' performance regarding practices in the performance appraisal and thus identify if they lack the skills necessary skill for providing better service of library resources.

3. The leaders of the libraries should stimulate and/or conduct more intensive studies to understand the efficient processes of copyright and censorship among the LIS professionals in their libraries.

4. Every particular university library should search the best practices in other libraries and/or others similar types of organizations in order to find out suitable methods and techniques for use of information and assess their effectiveness in their respective organization.

5. The professionals should aware about plagiarism of library materials and not to buy any kinds of copyright violated books, journals, CDs etc.

6.4 Practical implications:

This study has proved to be the unique one based on the literatures reviewed and   the findings.

- Library personnel, information professionals and users should be made aware and responsiveness towards using information.

- Additionally, this study will also create awareness among the LIS practitioners and professionals about the usefulness of well the importance and application of copyright act, usefulness importance of IFLA code of ethics practices for comparative advantages. The findings of this study will enable the LIS administrators of the university libraries to assess the level of understanding of the LIS professionals about the fundamental concepts copyright, censorship use of internet in libraries.

6.5 Limitations of the Study:

The study conducted on the basis of the primary data gained through a questionnaire survey in some selected different kinds of libraries situated in the Dhaka city of Bangladesh. On the basis of the statement some limitations are:

- The main limitation of the study is it did not cover the libraries situated in different areas of the country (outside Dhaka).

- Another major limitation is that it only focuses on the ethical use of information among the LIS professionals in the selected libraries of Bangladesh.

- User participation in the study is overlooked.

- Population participation was consistently poor, only 69 professionals were participated in the study

- The pattern of the questionnaire was somewhat inconsistent. Definition of Experiences of the professionals was poor.

6.6 Directions for Future Research

On the basis of the limitations of the study, directions for future research can be suggested in the following areas:

- by selecting the different types of libraries from different part of the country except the Dhaka city;

- by incorporating the user category into the population with the LIS professionals and drawing a representative sample from them;

- and by adding some more items in the questionnaire, improving experience pattern of the professionals.

6.7 Concluding remarks:

The major objective of the study is to assess the status of ethical use of information among the LIS professionals in the selected libraries of Bangladesh. In attaining this objective the present study generated three precise objectives and on the basis of these objectives three research questions (RQs) were formulated. The answers to these RQs were mentioned above which forms the major findings of the study. The results showed that the LIS professionals of different types of libraries equally agreed with almost all of the statements of the questionnaire.

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Appendix

Appendix A: Application for seeking permission regarding data collection

Date 2November 2014

From:

_____

_____

_____

Subject: Request to fill up the questionnaire for my Thesis in Information Science and Library Management.

Sir/Madam,

Let me take this opportunity to introduce myself. I am a student of Masters in Information Science and Library Management in the University of Dhaka, Dhaka, Dhaka-1000. As a Thesis Group student, I am doing a research in partial fulfilment of Master's in Information Science and Library Management. My research title is **"Ethical use of information by library and information professionals of Bangladesh: a study."** I have to get the attached questionnaire filled up by Library and Information Professionals of Bangladesh to complete my thesis task.

I humbly request you to spare your valuable time for filling up the questionnaire. Your co-operation in providing data will be highly appreciated. The information given by you will be kept confidential.

With best regards

Exam Roll 2501	**Supervisor**
MA student	Dr. xyz
Department of Information Science	Associate Professor
and Library Management	Department of Information Science &
University of Dhaka	Library Management
Dhaka 1000	University of Dhaka

Appendix-B: Questionnaire used for conducting the survey

Survey Questionnaire on "**Ethical Use of Information by Library and Information Professionals of Bangladesh: a study."**

Section A

Name:.. Name of the Institution:..

1. **Gender**

Male	Female
⬯	⬯

2. **Age**

20 to 29 years old	30 to 39 years old	40 to 49 years old	50 to above
⬯	⬯	⬯	⬯

3. **Work experience**

1 year	2 years	3 years	4 years	5 years	6 or above
⬯	⬯	⬯	⬯	⬯	⬯

4. **Highest degree you have obtained.**

HSC	⬭
Diploma	⬭
Graduate degree	⬭
Masters degree	⬭
Ph. D degree	⬭
Others	⬭

5. **What is your professional designation?**

Librarian/ Library Director	
Deputy Librarian	
Assistant Librarian	
Junior Librarian	
Library Assistant	
Information Professional	
Others	

Section B

6. **Have you any Rules and Regulations to use your library?**

Yes	No

7. **Have you read IFLA code of ethics for Librarians and other informational workers?**

Yes	No

8. **If yes, do you think the IFLA Code of ethics for ethical use of information by Library and Information professionals is adequate for information professionals?**

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

9. **Every library should follow IFLA Code of Ethics do you agree about the statement?**

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

10. Please give your opinions about the following statements (applicable to your library)

Description	Yes	No
Library Rules and Regulations are properly followed	☐	☐
Library is Open Access	☐	☐
Photocopying of library materials is allowed	☐	☐
Library has arrangements for users to use Internet	☐	☐
Library has arrangements for users to use Internet free of cost	☐	☐
Online journal/Books are free for all	☐	☐
Some restricted reading materials cannot be used without permission	☐	☐
Everybody can lend resources	☐	☐

Section C

11. Are you aware about Bangladesh Copyright Act?

Yes	No
☐	☐

12. Copyright laws plays an important role for serving library users in an ethical way do you agree about the statement?

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
☐	☐	☐	☐	☐

13. Your Library follows the Copyright Act.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

14. For which materials you are following the Copyright Law?

Only Books	Journals	CD/DVD	Music	Online Resources	All things

15. Do you think library and information professionals of Bangladesh are adequately aware of the importance of Copyright Law?

Yes	No	I don't know

16. Do you think government should impose censorship on the use of certain library materials?

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

17. Do you think information professionals should raise their voice against any and all kinds of censorship?

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

18. Do you think imposing censorship violates one's human rights?

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

19. Please scale the following information in your own point of view

20. Here Strongly Agree (1), Agree (2), Neutral (3), Disagree(4), Strongly Disagree(5)

Description	1	2	3	4	5
Every library should make arrangements for free Internet by its users.	☐	☐	☐	☐	☐
Every library should make arrangements for photocopying of its materials.	☐	☐	☐	☐	☐
Library professionals should control the use of library materials by children (people aged below 18).	☐	☐	☐	☐	☐
Library professionals should have no control over the use of Internet by library users at the library premises.	☐	☐	☐	☐	☐
Library professionals should impose self-censorship on the library collection (i.e., they should have the authority to remove any materials from the library collection which they think inappropriate).	☐	☐	☐	☐	☐
Chief Librarian/Library Head should have the ultimate authority over the library usage policy.	☐	☐	☐	☐	☐
All electronic journals should be accessible by everybody free of cost.	☐	☐	☐	☐	☐
Plagiarism should be considered a crime and should never be allowed in the literary or scholarly circles.	☐	☐	☐	☐	☐