Collection Development Pattern on Multilingualism in Goan Public
Libraries

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Presley Pereira
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Under the Supervision of

Novelty Volvaikar e Morjekar

D.D. Kosambi School of Social
Sciences and Behavioural Studies
Library and Information Science

Goa University

Date: April 2024

Examined By *Novelty Volvaikar*

Seal of the School

PROGRAMME DIRECTOR
LIBRARY AND INFORMATION
SCIENCE
D. D. Kosambi School of Social Sciences
& Behavioural Studies
Goa University

DECLARATION BY STUDENT

I hereby declare that the data presented in this dissertation report entitled "Collection development pattern on multilingualism in Goan public libraries" based on the results of investigations carried out by me in the Library and Information Science at the D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University under the Supervision of Novelty Volvaikar e Morjekar and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities will be not be responsible for the correctness of observations / experimental or other findings given the dissertation.

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COMPLETION CERTIFICATE

This is to certify that the dissertation report **"Collection development pattern on multilingualism in Goan public libraries"** is a bonafide work carried out by **Mr Presley Pereira** under my supervision in partial fulfilment of the requirements for the award of the degree of **M.L.I.Sc.** in the Discipline Library and Information Science at the D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.

Novelty Volvaikar e Morjekar

Date: 19/04/2024

Signature of Dean of the School
School Stamp Date:
Place: Goa University

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I thank and praise the almighty God for giving me an opportunity to do the degree of Master of library and information science and enabling me to complete the study.

In a very special way, I would like to appreciate and thank my research guide Novelty Volvaikar e Morjekar. From the very outset, she has taken interest in the study and provided the necessary encouragement and guidance.

I express my sincere thanks to the authorities of Goa University and my staff of department of library and information science. I would also like to thank my friends and colleagues, to whom I owe a debt of gratitude.

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Chapter 1

INTRODUCTION

1.0 Introduction

Multilingualism is the ability to understand and speak multiple languages. The word Multilingualism is derived from two words multi and lingual. Multi means many and lingual means language. Language is an important part of our culture and identity which shows the rich diversity of our society. According to most recent estimates, around 43% of the world's population can speak two languages, while another 17% can speak three or more. This means that monolingual speakers who can speak, read and write only in one language are actually a global minority. There are many ways depending on how many languages a person speaks, there are various criteria that determine whether or not they qualify as multilingual. It is important to emphasise that being multilingual does not imply being equally or completely fluent in all of the languages one speaks; rather, it refers to an ever-changing and probably individual balance between all of the languages one speaks. A person is usually not called ·multilingual unless they have reached a sufficient level of proficiency to live and work in a culture where their second or third language is used. Individuals who acquire many languages throughout their infancy, particularly due to immigration, typically possess a higher level of multilingual fluency than adults who acquire a language later in life. Currently, English is the most common second language in the world: around 66% of English speakers learned English as a second or third language. Goa is linguistically diverse with rich cultural heritage .By offering access to different resources in different languages libraries play a vital role in promoting multilingualism.

1.1 Definition

Agbedo (1991) looks at multingualism frim the perspective of speech community.To him, yhe term "Multilingualism" suggests the existence of speech communities where more than two languages are used for communicative purposes.

Cenoz and Jessner(2004) described multilingualism to be an act of acquiring and writing more than two languages.

1.2 Need for the study

Despite the growing research on multilingualism in libraries there is a lack of research in specifically focused on goan public libraries. The study aims to fill this gap by examining the need for multilingualism in goan libraries and its impact on user satisfaction information access and cultural preservation.

1.3 Objectives

- To find the current state of multilingualism in Goan public libraries
- To find the challenges faced by libraries in promoting multilingualism in goan public libraries.
- To explore the benefits of multilingualism in library services.
- Develop strategies to promote multilingualism in goan public libraries.

1.4 Scope and limitation of the study

This study focuses specifically on promoting multilingualism in goan libraries. The research will be conducted in selected libraries in goa and may not represent the entire state. The study will be focus upon the public libraries in Goa. The study will not include private libraries or school libraries.

1.5 Research Methodology

- For the proposed research the data will be collected from the public libraries and the library users.
- A survey method will be used to the required data through a well-structured questionnaires.

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- The information collected will be analyzed and organized using graphs and charts

1.6 Organisation of the study

- Introduction
- Literature review
- Explanation of concept
- Multilingualism at National and International level
- Data analysis and interpretation
- Suggestions and Conclusion

1.7 Conclusion

The study will provide the importance of promoting multilingualism in Goa's libraries and provide recommendations for its implementation. The result of this study will contribute to the development of multilingual library services and improve access to information for Goa's various language communities.

1.8 References

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Chapter 2

REVIEW OF LITERATURE

2.0 Introduction

For doing any research work Review of literature is very important, in order to understand the background of your chosen topic review of literature is carried out. Review of literature is an indispensable and primary component for any investigation as it provides a comprehensive overview of the existing body of knowledge on a specific topic. A literature review may consist of simply a summary of key sources. By conducting literature review researchers can ensure that their study is grounded in current understanding of topic and also avoid duplication of work. The literature consulted and reviewed is briefly described in the following sections.

The study conducted by Mary Jane Curry, Theresa Lillis (Curry & Lillis,2022) on multilingualism states the importance of multilingualism in academic writing and the challenges the dominance of English in scholarly communication. The paper suggests that the scholars should be encouraged to write in their native language or in multiple languages rather than only in English. By valuing multilingual we can encourage a boarder range of thoughts and opinions.

J. Dilevko and K.Dali (Dilevko &. Dali,2002) explores the difficulties faced by Canadian public libraries in developing multilingual collections.The paper discuss the providing information in various languages to meet the different community needs of the library users in multicultural communities.The paper recommends the use of new technologies to overcome challenges of acquiring multilingual collections.The paper also suggests libraries need to collaborate with community organisations to build sustainable multilingual collections.

The study conducted by N. Flores and H.B Bearsmore(Flores & Bearsmore,2015)focuses on different education programs and structures in bilingual and multilingual education.The author have discuss about different types of education programs and the advantages as well as the challenges in implementing it.

The study conducted by Peggy Nzomo, Pamela McKenzie, Isola Ajiferuke, Liwen Vaughan(Nzomo,Mckenzie,Ajiferuke,Vaughan,2021) argues that with the increasing

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linguistic diversity in societies individuals need to possess Multilingual information literacy(MLIL) to effectively navigate and evaluate information in multiple languages.

The study conducted by Angela Creese, Adrian Blackledge, Arvind Bhatt, Carla Jonsson, Kasper Juffermans, Jinling Li, Peter Martin, Anu Muhonen, Jaspreet Kaur Takhi(Creese,Blackledge,Bhatt,Jomsson,Juffermans,Li,Martin,Muhonen and Takhi,2015)argue that conducting research on bilingual and multilingual education requires a multilingual and interdisciplinary approach to fully understand the complexities of language and culture in educational settings. They propose a framework for research that includes a focus on the dynamic nature of language use, an understanding of social and cultural contexts, and collaboration across disciplines and languages. The authors stress the importance of using diverse research methods, such as ethnography, discourse analysis, and language policy analysis, to capture the voices and perspectives of all language communities involved in a particular educational context.

Carmen Pérez-Llantada(Llantada,2018) explores faculty perspectives on academic languages in multilingual universities through a qualitative study at a Spanish institution. Faculty members recognize the significance of academic languages in fostering multilingualism and intercultural dialogue on campus but also acknowledge their own linguistic diversity. To promote linguistic inclusivity, the authors suggest developing language policies, providing language support services, and offering continuous teacher training. The findings offer valuable insights for policymakers, educators, and researchers seeking to advance multilingualism and language education in diverse contexts.

Valentina Ly(Ly,2018) examines the assessment of multilingual collections in the Toronto Public Library through a case study. The study reveals that while the library has a significant number of materials in various languages, there are challenges with accessing and navigating them due to lack of comprehensive collection development policies and language support services. To improve the situation, the authors suggest developing such policies, providing language assistance, and conducting regular evaluations. The findings have implications for other public libraries seeking to promote linguistic diversity.

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The study conducted by Katinka Beretka(Beretka,2016) examines language rights and multilingualism in Vojvodina, a province in Serbia with a diverse population of ethnic and linguistic minorities. Despite progress in language rights, challenges persist, such as limited language support services. The author recommends developing more comprehensive language policies and providing additional resources for language education to improve language rights implementation. The article is valuable for policymakers, educators, and researchers working towards linguistic diversity and inclusion in similar contexts.

The study conducted by Jennifer Congyan Zhao, Nazi Torabi, Sonia Smith(Zhao,Torabi,Smith, 2016)proposes a multilingual library orientation approach for college campuses to address linguistic diversity. Traditional library orientations in English may not meet the needs of students speaking different languages. The proposed approach includes language-specific materials, multilingual tours, and resources in multiple languages. A successful case study at San Jose State University shows increased student engagement and satisfaction with the multilingual approach.

The study conducted by Kieran Hegarty (Hegarty,2021)explores the concept of multilingual library services in Australia through case study of the working group on multicultural library services in Victoria.The Study aims to define and implement these services in the library sector which are essential for promoting inclusivity,diversity and social cohesion in a diverse society like Australia.It

also discuss about the challenges faced by the working group such as funding limitations policies and progams tailored to the community diverse needs.

The study conducted by Sabine Little and Rebecca Murray(Little & Murray,2022) examines the multilingual children's library as a space within the community. They argue that the multilingual children's library can serve as a valuable resource for children from linguistically diverse backgrounds, providing access to materials in their language development. They also highlight the need for librarians to recognize and respond to the diverse needs of their community and argue that the multilingual children's library can serve as an important resource.

The study conducted by Jen Hill(Hill,2018)explore the crucial role of public libraries in creating inclusive multilingual collections that cater to diverse language groups within their community. The author also argues that multilingual collections are an important part of proving equitable access to information for all the members of the community and respond to the linguistic diversity of their communities.

Alice Brychová (Brychova,2018) provides an overview of the conferences which were organised by the creh association for language education and highlights the importance of multilingualism in promoting linguistic and cultural diversity. It also discussed to promote a forum for educators to share best practices and develop strategies for promoting multilingualism in educational settings.

Guillaume Furst and Francois Grin(Furst & Grin,2018) investigates the relationship between multilingualism and creativity among Swiss university students using a multivariate approach. They find that multilingualism positively correlates with cognitive flexibility and intercultural competence to enhance creativity, while the relationship is complex they argue that multilingualism has the potential to boost creative thinking through increased cognitive flexibility and collaborations across cultures.

The study conducted by Lenore A Grenoble and Jack B Martine discusses (Grenoble & Martine,2023)the importance of documenting multilingualism and language contact in linguistics research. The authors argue that documenting language use and contact is crucial for understanding the complex linguistic ecologies of multilingual communities. The authors also discuss the challenges and ethical considerations of working with multilingual communities including issues of power, representation and language revitalization. Overall it emphasizes the need for linguists to engage with their language and practices in a way that is respectful, collaborative and meaningful.

The study conducted by Tae Hee Lee and Inkyung Choi(Lee&Choi,2023)highlights the importance of providing adequate access to multilingual resources in public libraries that serve multilingual communities. It focuses on online access to multilingual collections and examines the extent to which online catalogs in US public libraries provide multilingual support for Korean-language speakers. They found that although many libraries do provide multilingual resources, online catalogs often lack sufficient support for non- English languages, which can limit the ability of multilingual users to effectively find and use library resources.

The study conducted by Dan Wu, Bo Luo and Daqing He (Wu, Luo,He,2010)investigates the use of multilingual digital information in Chinese academic libraries. The authors conducted a survey of library users and found that multilingual resources were perceived as important for research and learning, but that many users faced challenges in accessing and using these resources. The authors recommend that libraries take steps to improve access to multilingual resources, such as providing training and support for using digital tools and developing strategies for promoting awareness of multilingual collections.

Ingrid Atlestam, Ann-Christine Brunnström and Randi Myhre (Atleastam,Brunnstrom & Myhr,2011)explores collection development for immigrants in Gothenburg, Sweden. The authors conducted a survey of library

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staff and found that while many staff members recognized the importance of providing multilingual resources, there were challenges in deciding what materials to purchase and how to allocate resources in a cost-effective manner. The authors suggest that collection development policies should be based on a combination of demand, potential use, and cultural and literary significance.

Dania Bilal and Imad Bachir (Bilal&Bachir,2007) aims to understand how children interact with cross-cultural and multilingual digital libraries. The study focuses on the interface design of digital libraries and uses a qualitative research approach to examine children's perceptions and preferences for different interface representations. The authors argue that designing digital libraries for multilingual and multicultural users requires careful attention to user needs and preferences, as well as an understanding of the challenges and opportunities of cross-cultural and multilingual communication.

Candis Driver (Driver,2006) argues for a more localized approach to language policy and practice. The author critiques the dominant discourse surrounding language education, which tends to prioritize standardized language forms and overlooks the diversity of local languages and dialects. It advocates for a more bottom-up approach to language policy and practice, which takes into account the needs and perspectives of local communities. The study offers several case studies of language education initiatives that have successfully incorporated local languages and dialects into the curriculum, highlighting the benefits of a more localized approach.

Susan K Lee, Cheryl R Sulaiman-Hill and Sandra C Thompson (Lee, Hill&Thompson,2014) explores the use of bilingual workers as a strategy for overcoming language barriers in community-based research with refugee and migrant populations. The authors argue that language barriers can be a significant barrier to conducting research with these populations, and engagement with research participants. The study offers several case studies of successful research projects that have used bilingual workers, highlighting the benefits and challenges of this approach. The authors suggest that bilingual workers can help to build trust and rapport with research participants, ensure

that research questions are culturally appropriate, and enhance the quality of data collected.

Máté Tóth (Tooth, 2016) paper investigates the role of public libraries in promoting lifelong learning in a multicultural and digital context. The author argues that public libraries are uniquely positioned to play a crucial role in promoting lifelong learning, particularly in underserved communities. Tóth also highlights the importance of digital literacy and the need for public libraries to provide access to digital resources and services.

According to Ellen Bialystok(Bialystok ,2012), bilingualism can have a positive impact on language and literacy development. Bilingual children have been found to have better control over their attention, which can lead to better performance on cognitive tasks. Additionally, bilingualism has been linked to improved metalinguistic awareness, or the ability to think and talk about language itself. This awareness can facilitate literacy development in both languages. Finally, bilingualism has been found to be associated with a delay in the onset of dementia and Alzheimer's disease.

According to Nurul Indana, Sokip Sokip, Syafi' I Asrop(Indana,Sokip&Asrop,2023), the development of human resources in Islamic educational institutions is crucial for improving the quality of education. The authors suggest that the development of human resources should focus on several key areas, including improving the competence of teachers, developing leadership skills, and enhancing the quality of curriculum and instruction. The authors also argue that Islamic educational institutions should adopt a more holistic approach to human resource development that takes into account the personal, social, and spiritual development of teachers and students.

According to Asefeh Asemi (Asemi,2018), public libraries play an important role in meeting the information needs of teenagers. The author conducted a survey to assess the information needs and usage patterns of teenagers in public libraries. The study found that teenagers have a variety of information needs,

including academic research, leisure reading, and entertainment. The author suggests that public libraries should provide a wide range of resources and services to meet these needs, including books, e-books, internet access, and educational programs. Additionally, the author recommends that public libraries should collaborate with schools and community organizations to better serve the information needs of teenagers.

According to Emine Cengiz, Özgür Külcü and Bülent Yılmaz (Cengiz, Külcü & Yılmaz,2019), the collection development policies of public libraries in Turkey are varied and in need of improvement. The authors evaluated the collection development policies of public libraries in Turkey and found that many libraries lacked clear policies on collection development, which resulted in uneven and inadequate collections. The authors suggest that public libraries in Turkey should adopt a more systematic and strategic approach to collection development that takes into account the needs and interests of their communities. The authors recommend that public libraries should collaborate more closely with other libraries and organizations to improve their collections and better serve their users.

According to Jawahar Lal (Lal,2018), public libraries play an important role in socio-cultural development in rural areas in India. The author argues that public libraries can serve as centers for community engagement, providing access to information, education, and cultural resources. Additionally, public libraries can contribute to the preservation of local culture and traditions by collecting and archiving local materials. The author suggests that public libraries in rural areas should adopt a more community-focused approach to their services, taking into account the needs and interests of their users. The author recommends that public libraries should collaborate more closely with other organizations, such as schools, community centers, and cultural institutions, to better serve their communities.

According to Sei-Ching Joanna Sin (Sin,2015), demographic differences can play a role in international students' information source uses and everyday information seeking challenges. The author conducted a study to investigate the

information sources and challenges experienced by international students in the United States. The study found that international students had a preference for using online resources, such as search engines and databases, for their academic work. However, the study also found that international students faced challenges in accessing and using these resources, including language barriers, unfamiliarity with academic practices, and limited access to technology.

According to Alessia Zanin-Yost (Zanin-Yost,2015), information literacy instruction is crucial for international students, who may face unique challenges in navigating academic libraries and resources. The author suggests that information literacy instruction should be tailored to the needs of international students, taking into account their language abilities, cultural backgrounds, and prior experiences with libraries and information resources. The author also recommends that libraries should collaborate with other campus units, such as international student services, to provide comprehensive support for international students.

Daqing He and Dan Wu (He&Wu,2012), the provision of multilingual resources and services is becoming increasingly important in Chinese academic libraries, given China's growing internationalization and the increasing number of foreign students and scholars. The authors conducted a survey of Chinese academic libraries to assess their multilingual resources and services. The study found that most libraries provided some level of multilingual services, such as bilingual cataloging and signage, but that there was room for improvement in terms of the quantity and quality of multilingual resources.

Charles N Nzivo and Chen Chuanfu (Nzivo & Chuanfu ,2013), international students studying in China have varied perceptions of library services and information resources in Chinese academic libraries. The authors conducted a survey of international students studying in China to assess their perceptions of library services and information resources. The study found that most international students were satisfied with the general services provided by Chinese academic libraries, such as physical facilities and librarystaff. However, the study also found that international students faced challenges in accessing and

using Chinese-language resources, and that many international students preferred to use online resources.

R Greenberg, J Bar-Ilan (Greenberg & Bar-Ilan,2014), the information needs of students in Israel vary depending on their cultural background and language abilities. The authors conducted a case study of a multicultural university in Israel to assess the information needs and usage patterns of students from different cultural and linguistic backgrounds. The study found that while most students preferred to use online resources, there were differences in the types of resources used by different groups of students. For example, Hebrew-speaking students were more likely to use Hebrew-language resources, while Arabic- speaking students were more likely to use English-language resources.

Anne-Claude Berthoud and Laurent Gajo(Berthoud and Gajo,2020), the increasing multilingualism of scientific communities presents a challenge for the construction and transmission of scientific knowledge. The authors argue that multilingualism can lead to fragmentation and isolation within scientific communities, as researchers work in language-specific silos. The authors contend that multilingualism can create barriers to the dissemination and sharing of scientific knowledge, as researchers may face challenges in communicating their work to audiences who do not speak their language. The authors suggest that scientific communities should adopt a more inclusive and collaborative approach to language diversity, with a focus on promoting multilingualism and developing strategies for cross-linguistic communication.

Pedro Martín (Martín,2020), multilingual scholars face unique challenges in knowledge construction in academia due to their linguistic and cultural backgrounds. The author argues that multilingual scholars may struggle with academic writing, particularly in English-dominated fields, due to differences in linguistic conventions and rhetorical styles. The author contends that the dominance of English in academic publishing can create a bias towards scholars who are fluent in English, which may limit the diversity of perspectives and voices in academic discourse. The author suggests that academic communities should adopt a more inclusive and collaborative approach to knowledge

construction, with a focus on promoting multilingualism and developing strategies for cross-cultural communication.

Georges Lüdi (Lüdi,2015), monolingualism and multilingualism can have significant impacts on the construction and dissemination of scientific knowledge. The author argues that monolingualism can create barriers to the dissemination of scientific knowledge, as researchers may face challenges in communicating their work to audiences who do not speak their language. The author contends that monolingualism can create a bias towards scholars who are fluent in the dominant language of academic publishing, which may limit the diversity of perspectives and voices in academic discourse. The author suggests that multilingualism can promote diversity and inclusivity in scientific communities, as researchers who are fluent in multiple languages can contribute to knowledge construction and dissemination in different contexts and languages.

Galina Petrova (Petrova,2022), Brazil has undergone a shift from monolingualism to multilingualism over the past few decades, due to various social, cultural, and economic factors. The author argues that multilingualism has become increasingly important in Brazil, given the country's diverse linguistic and cultural landscape, as well as its growing internationalization. The author suggests that Brazil's shift towards multilingualism presents both opportunities and challenges, particularly in terms of education and language policy. The author contends that Brazil should adopt a more inclusive and collaborative approach to multilingualism, with a focus on promoting language diversity and developing strategies for cross-linguistic communication.

Rachel Scott (Scott,2011), public libraries contribute to community building by providing spaces for social interaction, promoting literacy and lifelong learning, and offering access to information and technology. The article discusses the history of public libraries and their evolution into community centers that serve diverse populations. Additionally, the author provides examples of successful library programs and partnerships that have strengthened communities. Overall,

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the article argues that public libraries are essential institutions that play a significant role in community development.

A study on the development of the founding collection in public libraries" by Durk Hyun Chang(Chang,2017) investigates the development of the founding collection in public libraries in Korea. The author explores the historical background of public libraries in Korea and their collection development policies. The study analyzes the current status of founding collections in Korean public libraries and identifies challenges in their development and management. The article suggests strategies for improving the quality of founding collections and highlights the importance of collaboration between libraries and other institutions in collection development. Overall, the article provides insights into the role of founding collections in public libraries and their impact on library services and user satisfaction.

The article "Collection development and management in the University Libraries of Pakistan: A survey of users' satisfaction" by Ghalib Khan and Rubina Bhatti(Khan & Bhatti,2020) investigates the collection development and management practices in university libraries in Pakistan. The authors conducted a survey of library users to assess their satisfaction with the library collections and services. The study examines the challenges faced by the university libraries in acquiring and managing resources, and identifies strategies for improving collection development and management. The article emphasizes the importance of user-centered collection development policies and highlights the role of technology in enhancing library services. Overall, the study provides insights into the challenges and opportunities in collection development and management in university libraries in Pakistan.

The study conducted by Emine Cengiz, Özgür Külcü and Bülent Yılmaz (Cengiz, Külcü & Yılmaz,2019) aims to evaluate the collection development policies of public libraries in Turkey. The authors conducted a survey of library staff and analyzed the policies of public libraries to assess their effectiveness and relevance. The study examines the role of collection development policies in

meeting the information needs of library users and identifies factors that affect policy development and implementation. The article provides insights into the challenges faced by public libraries in collection development and highlights the need for collaborative efforts between libraries and other institutions to enhance access to information. Overall, the study contributes to our understanding of the collection development policies of public libraries in Turkey and their impact on library services and user satisfaction.

The study conducted by Matthew Kelly (Kelly,2015) examines the collection development policies of public libraries in Australia. The author conducted a qualitative content analysis of policies from a sample of public libraries to identify common themes and variations in policy content and structure. The study investigates the factors that influence policy development, including user needs, budget constraints, and collection evaluation methods. The article also examines the impact of digital technologies on collection development policies and the challenges of balancing traditional collections with electronic resources. Overall, the study provides insights into the collection development practices of public libraries in Australia and their implications for library services and user satisfaction.

The study conducted by Sanjay Patel (Sanjay,2016) explores the process of collection development in academic libraries. The author discusses the importance of collection development policies, which are essential for guiding the selection, acquisition, and management of library resources. The article examines the factors that influence collection development decisions, including user needs, budget constraints, and the availability of resources. The study also discusses the role of technology in collection development, such as the use of digital resources and the implementation of automation tools for collection management. Overall, the article provides insights into the challenges and opportunities in collection development in academic libraries and highlights the need for a strategic approach to collection development.

The study conducted by Salma Abumeeiz and Daria Wingreen- Mason(Abumeeiz & Wingreen-Mason,2020) discusses how the Smithsonian

Libraries implemented a holistic collection development approach. The authors explain that this approach goes beyond just acquiring materials, and instead involves a comprehensive evaluation of the entire collection, including weeding, preservation, and digitization. The article also details the challenges the Smithsonian Libraries faced during the implementation of this approach and how they overcame them. Ultimately, the authors conclude that holistic collection development has allowed the Smithsonian Libraries to better serve their users and fulfill their mission.

The study conducted by Kimi Mahawariya, Meera Yadav(Mahawariya & Yadav,2022) examines the collections and services of government libraries in Delhi, India. The authors conducted a survey of government libraries in Delhi to understand the types of collections they hold, the services they offer, and the challenges they face. The study found that government libraries in Delhi have a variety of collections, including books,journals, and e-resources, but many face challenges related to funding, staffing, and technology. The authors suggest that collaboration between government libraries and other libraries, as well as increased funding and training opportunities, could help address some of these challenges and improve the quality of services provided by government libraries in Delhi.

The study conducted by Hee-Yoon Yoon and Il-Young Kim(Yoon & Kim ,2011) examines the use of fiction collections in public libraries in Korea. The authors develop a "use factor" formula to evaluate the usage of the fiction collections in these libraries. They then analyze the use factor scores of the libraries to identify factors that affect the usage of their fiction collections.The study found that factors such as library size, collection size, and the number of new books acquired were positively correlated with the use of fiction collections. The authors suggest that the use factor formula can be used as a tool for library managers to evaluate their fiction collections and make informed decisions about collection development.

The study conducted by Bo Skøtt (Skøtt,2023) discusses how public libraries in Denmark are promoting sustainable development. The author conducted a

survey of Danish public libraries to understand how they are integrating sustainable development into their services and operations. The study found that Danish public libraries are engaging in a variety of sustainable practices, including promoting eco-friendly behaviors, offering resources on environmental issues, and incorporating sustainable practices into library operations. The article also examines the challenges that libraries face in promoting sustainable development, such as lack of funding and staff expertise. The author concludes that public libraries have an important role to play in promoting sustainable development and that collaboration between libraries and other organizations can help address the challenges they face.

The study conducted by Muhammad Mushtaq and Muhammad Ahmad Shah (Mushtaq & Shah,2023) examines the collection development policies and practices of public libraries in the Punjab region of Pakistan. The authors conducted a survey of public libraries to understand how collection development is carried out in these libraries. The study found that most libraries in the region do not have formal written collection development policies, and that collection development is largely driven by the preferences of library staff and users. The authors suggest that the development of formal collection development policies, as well as increased training and support for library staff, could help improve the quality of collections in public libraries in Punjab.

A study conducted by Srivivasa V, Hemantha Kumar G.H*, Sreenatha Gowda M.S and Yethi Raju B.N (Kumar et al.,2019) examines the collection development practices in agricultural university libraries in the Indian state of Karnataka. The authors conducted a survey to understand the types of collections held by these libraries, the methods used for collection development, and the challenges they face. The study found that agricultural university libraries in Karnataka have a wide range of collections, including print and electronic resources, and that they use a variety of methods to acquire and manage their collections. The authors also identified challenges related to funding, staffing, and technology that impact collection development in these libraries. The article concludes with recommendations for improving collection development practices in agricultural university libraries in Karnataka, including increased

collaboration and resource sharing between libraries, and the adoption of new technologies to enhance collection management.

A study by C Sasikala, G Nagaratnamani and V Dhanraju (Sasikala,2014) examines the collection development practices in academic libraries in the Indian state of Andhra Pradesh. The authors conducted a survey to understand the types of collections held by these libraries, the methods used for collection development, and the challenges they face. The study found that academic libraries in Andhra Pradesh have a range of collections, including print and electronic resources, and that they use a variety of methods to acquire and manage their collections. The authors also identified challenges related to funding, staffing, and technology that impact collection development in these libraries. The article concludes with recommendations for improving collection development practices in academic libraries in Andhra Pradesh, including increased collaboration and resource sharing between libraries, and the adoption of new technologies to enhance collection management.

The study conducted by Joseph Lo Bianco(Bianco,2010)discusses the importance of language policies in promoting cultural diversity. The author argues that language policies play a crucial role in preserving and promoting cultural diversity because languages are essential components of cultural identity. The paper also highlights the relationship between language and power, and how language policies can either promote or undermine linguistic and cultural diversity. The author also examines the role of language policies in education and how they can impact students' linguistic and cultural identities.

The study conducted by Tanveer Haider Naqvi(Naqvi,2017)found that users mainly utilized the library collections for research purposes, and the most popular collections were books and journals. In addition, the study found that the library services offered, such as reference service and photocopying, were well utilized by the users. The study also identified areas for improvement including the need to increase the number of electronic resources available to users and to improve the usability of the library's website. Overall, the paper provides

valuable insights into the use of library collections and services in an agricultural research institute setting.

2.1 Conclusion

The research on multilingualism and libraries highlights the growing importance of collections and services that cater to diverse linguistic needs. Libraries are increasingly recognized as essential institutions for promoting multilingualism and intercultural understanding.

2.2 References

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Chapter 3

CONCEPT OF MULTILINGUALISM

3.0 Introduction

Multilingualism refers to the ability of an individual or a community to use more than one language effectively. It's actually believed that multilingual people make up the majority of the world's population, with monolingualism being the exception. Here's a breakdown of the concept:

Individual vs. Societal: Multilingualism can apply to both individuals (like someone who speaks English and Spanish) and entire societies (like Switzerland with German, French, and Italian).

Fluency Spectrum: There's some debate on the exact level of proficiency needed in each language to be considered multilingual. Some say it requires near-native fluency, while others view it as a spectrum of competence.

Beyond Bilingual: While "bilingual" refers to two languages, "multilingual" indicates proficiency in three or more.

3.1 Definition

Multilingualism can be defined as "the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives" (European Commission).

According to pearce "Multilingualism is the use of several languages by an individual or society and sometimes bilingual are described as multilingual buy usually the term is reserved for speakers or socio linguistic situations in which more than two languages are used ".

Li. (2008) defined a multilingual individual as "anyone who can communicate in more than one language, be it active (through speaking and writing) or passive. (through listening and reading")

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3.2 Types of Multilingualism

1. Simultaneous multilingualism: This occurs when a person learns two or more languages at the same time from birth or early childhood. This is common in households where parents speak different languages, or in bilingual education programs.

2. Sequential multilingualism: This refers to the acquisition of additional languages after the first language has already been established. This can happen through formal education, moving to a new country, or other life experiences that require learning a new language.

3. Receptive multilingualism: This occurs when an individual can understand and comprehend multiple languages, but may not be proficient in speaking all of them. This is common in multilingual societies where people are exposed to different languages in daily life.

4. Active multilingualism: This refers to individuals who are able to actively speak and use multiple languages in their daily lives. They are proficient in using more than one language for communication.

5. Passive multilingualism: In contrast to active multilingualism, passive multilinguals can understand and comprehend multiple languages but may not actively use them in speaking or writing. This can happen when individuals are exposed to multiple languages but do not have the opportunity or need to actively use them.

6. Balanced multilingualism: This refers to individuals who have a high level of proficiency in multiple languages and are able to use them interchangeably based on the context or situation. They have a balanced ability in all the languages they speak.

7. Dominant multilingualism: This occurs when one language is more dominant or proficient than the others in an individual's multilingual repertoire. The dominant language is typically the one used most frequently or in specific contexts.

These types of multilingualism can vary based on individual experiences, exposure to languages, language learning methods, and cultural backgrounds.

3.3 Advantages of multilingualism

1. Improved cognitive abilities: Multilingual individuals have been shown to have better problem-solving skills, multitasking abilities, and memory retention due to the constant mental exercise of switching between languages.

2. Increased job opportunities: Being proficient in multiple languages can open up more job opportunities, especially in industries such as translation, interpretation, international business, and tourism.

3. Enhanced communication skills: Multilingual individuals are better equipped to communicate with people from different cultural backgrounds, which can lead to increased empathy, understanding, and interpersonal relationships

4. Cultural awareness and sensitivity: Learning multiple languages exposes individuals to different cultures, traditions, and perspectives, fostering greater cultural awareness and sensitivity.

5. Academic benefits: Multilingualism has been linked to improved academic performance, as it can enhance critical thinking skills, creativity, and overall academic achievement.

6. Personal growth and development: Learning and mastering multiple languages can boost self-confidence, resilience, and adaptability, contributing to personal growth and development.

3.3 Limitations of multilingualism

1. Language confusion: Speaking different languages can occasionally cause confusion particularly if the vocabulary or grammatical rules overlap or the languages are similar. This may cause you to speak or write in multiple languages

2. Language maintenance: It might be difficult to continue speaking and understanding several languages over time, particularly if you don't speak them often.

   People's linguistic abilities may deteriorate if they don't practice consistently.

3. Language domination: When there is a dominance of one language in a mu ltilingual environment, other languages may become less proficient or flue nt.

   This may occur if daily contacts take place mostly in one language rather t han others.

4. Cultural identification problems: People who are multilingual may occasio nally experience difficulties with their sense of self, particularly if they co me from diverse speaking placeswhich result in misunderstandings, particu larly in circumstances when lingui.Issues with cultural identification: Peop le who are multilingual may occasionally struggle with issues related to th eir cultural identity, particularly if they come from diverse languagespeaki ng areas.Feelings of belonging to neither or both cultural groups might res ult from juggling various cultural identities and languages, which can be di fficult to do.

5. Cultural identification problems: People who are multilingual may occasio nally experience difficulties with their sense of self particularly if they come from diverse speaking places which result in misunderstanding

6. Language confusion: Speaking different languages can occasionally cause confusion particularly if the vocabulary or grammatical rules overlap or the languages are similar. This may cause you to speak or write in multiple languages

7. Limited vocabulary: Compared to monolingual speakers, multilingual peo ple may have a broader linguistic range but a smaller vocabulary in each la nguage.

   This can occasionally lead to issues when expressing intricate ideas or con cepts across all languages.

8. Costs associated with language switching: Frequently moving between lan guages can be mentally taxing, slow down conversation.   Language switching costs Switching between languages all the time can be cognitively taxing, slow down communication, or cause misunderstandings, particularly in   contexts   when   language   use   precision   is   essential.

3.5 Conclusion:

Multilingualism offers a wide range of benefits, including enhanced cognitive abilities, increased job opportunities, improved communication skills, cultural awareness, academic advantages, and personal growth. However, it is important to recognize that there are also potential drawbacks associated with multilingualism, such as language confusion, maintenance challenges, dominance issues, cultural identity complexities, limited vocabulary, language switching costs, and social challenges. Despite these drawbacks, the advantages of multilingualism often outweigh the challenges. With dedication, practice, and a positive attitude towards language learning, individuals can navigate the complexities of multilingualism and leverage its many benefits in their personal, professional, and social lives. Embracing multilingualism can lead to a more enriched and diverse experience, fostering greater understanding, empathy, and connection with the world around us. Ultimately, multilingualism is a valuable asset that can open doors to new opportunities, broaden perspectives, and enrich our lives in meaningful ways.

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Chapter 4

MULTILINGUALISM AT NATIONAL AND INTERNATIONAL LEVEL

4.0 Introduction

Multilingualism plays a significant role at both the national and international levels, reflecting the diversity of languages spoken by individuals and communities around the world. At the national level, countries with multiple official languages or linguistic diversity face unique challenges and opportunities in promoting inclusive communication and cultural exchange. On the international stage, multilingualism is essential for fostering global cooperation, diplomacy, and understanding among nations with diverse linguistic backgrounds.

4.1 History of Multilingualism in India

India has a population of slightly more than 1.3 billion individuals and is known for its extensive diversity. This article will zero in on the present-day linguistic variety in India, starting with an examination of India as a country with multiple languages before and after Independence in 1947, followed by a quick look at the effects of multilingualism on commerce and education, along with digital, visual, and print media incorporating various scripts. Dravidian, Indo-Aryan, and Sino-Tibetan are the primary language families. Bodo is the main language of the Sino-Tibetan family spoken in the northeastern Indian states by the largest number of people (1.4 million). Languages spoken in the southern part of India have grammatical structures and scripts that originated from the Dravidian family, while languages spoken in the northern and central regions of India are classified under the Indo-Aryan language family. A variety of languages spoken in central and northern India utilize scripts that have been influenced by the Nagari script. Modern variations of Hindi utilize the Devanagari script, while scripts in Gujarati, Punjabi, and Marathi are based on Nagari-derived scripts or versions of Devanagari with slight variations in their alphabets. Likewise, Modern Standard Hindi and Urdu share the same grammar but differ in vocabulary and script usage, with Urdu employing a modified version of the Perso-Arabic script. Hindi and Urdu are often thought of as one language with two scripts, with the belief that the division between speaking and

Muslims. Hindus are categorized as Hindi speakers and Muslims as Urdu speakers in official documents like the census. However, in reality, the distinction between Hindi and Urdu speakers is more flexible and intricate, with language boundaries being more influenced by location and speech community.

Another facet of India's linguistic diversity is that each native language, or regional dialect, is primarily spoken in one or more specific states. Since the 1950s, India's twenty-eight states have mainly been structured based on language, starting with the creation of Andhra Pradesh in 1953 for Telugu speakers, shortly after Independence. After a series of protests and strikes by Telugu speakers, including activist Potti Sreeramulu fasting until his death in 1952 for the creation of a Telugu state, Andhra Pradesh was established in 1953 by splitting the Tamil- and Telugu-speaking areas of the former Madras Presidency. Right after gaining independence, the nation kept the same political divisions from the colonial era, which the newly independent Indians believed did not truly reflect them in the new government. The state reorganization movement in Andhra Pradesh came to an end with the government-established Dhar commission. It was tasked with examining the possibility of adjusting state borders based on linguistic communities, or groups with a common language. The State Reorganization Act of 1956, proposed by the commission, advocated for the creation of states based on linguistic groups instead of maintaining the divisions from British colonial rule.

After the splitting of Andhra Pradesh and as per the provisions of the State Reorganization Act of 1956, the new states of Kerala, Mysore, and Madras were established. Madras was given the name Tamil Nadu in 1969, while Mysore was renamed Karnataka in 1973. Also in 1956, Hyderabad's princely state was split between Andhra Pradesh, Maharashtra, and Madhya Pradesh. Similarly to how Andhra Pradesh was created after extended protests by Telugu speakers for their rights, the Bombay Province was also split in 1960 to form Gujarat and Maharashtra, considering the linguistic divisions between Marathi and Gujarati speakers. The busy port city of Bombay, which was later changed to Mumbai in 1995, became a part of Maharashtra state. Significant reorganizations based on language and religion took place in India in the 1960s and 1970s, resulting in the creation of new states like Punjab, Haryana, and Himachal Pradesh. The northeastern region also saw similar changes between 1963 and 1987. India's multilingualism has been a crucial factor in shaping its modern political

landscape. Boundaries were established in accordance with language groups, despite linguistic diversity within regions, as languages in India hold significance in defining individual identities. Numerous individuals in various regions of India, belonging to diverse cultural and religious groups, maintain unique identities that differentiate them from other communities mainly through their language. Due to its cultural, ethnic, and religious diversity, language serves as a means for individuals to preserve their group identities in India. Identity politics has turned mother tongues into a subject and method for political activism as well. The creators of the State Reorganization Act believed that involving local communities in government initiatives and providing information in their native languages would increase democratic engagement. Language serves as a foundation.

Contributing to the intricacies of the linguistic history of South Asia, English became a part of the social structure of the region by serving as a unifying language in the Constitution for both north and south India during Independence in 1947. Mohandas Karamchand Gandhi, also referred to as Mahatma meaning "Great Soul," was a renowned activist who led numerous Indians in nonviolent demonstrations against British colonialism. Gandhi and his followers agreed to allow the continued use of the English language in the newly formed country. Even though they preferred Hindustani, a blend of Hindi and Urdu, as the national language, English was still considered very important in bringing the country together. As a result, the English language was included in India's new Constitution to assist in the transition from British colonial rule to independent governance. The original Constitution of India from 1949 states that business in Parliament can be conducted in Hindi or English (Article 210). It also declares that Hindi in Devanagari script is the official language of the Union (Article 343). Additionally, English can be used for official purposes of the Union for fifteen years after the Constitution's commencement, but the president can authorize the use of Hindi during this period as well. The inclusion of English alongside Hindi was with the expectation that English would eventually be phased out as the nation developed.

In 1963, the upcoming shift from English raised comparable worries about the necessity of a common language, which were expressed during the period of Independence. The Official Languages Act of 1963 passed by Parliament ensured the continued use of

English, and section 3 of the Act also included Hindi for official purposes. India opted to retain English as a common language to bridge regions where Modern Standard Hindi is not widely used, like the southern states with diverse languages and scripts. Even though English is a remnant of British rule in India, it still serves as a means to access broader knowledge and insights into the country. English also links India to other English-speaking areas across the globe.

4.2 National Level

- Official languages: To accommodate the linguistic diversity of their populations, several nations have multiple official languages.Switzerland (German, French, Italian, and Romansh) Canada (English and French), and India (Hindi and English, with several regional languages recognized) are few examples.

- Language policies: within a nation, national language policies regulate the status and usage of several languages.with the intention of preserving linguistic history and advancing linguistic rights these policies may have an impact on cultural institutions, government services, media and services.

- Bilingual education: To guarantee that children are proficient in both languages, bilingual education programs are frequently put into place in nations having several official languages. This promotes inclusivity and a feeling of cultural identification among linguistically varied societies.

4.3 International Level

- Diplomacy and international organizations: Since several languages are utilized for official documentation and communication in diplomatic settings including the United Nations, European Union, and World Bank, multilingualism is essential. Effective multilateral collaboration requires the provision of interpretation and translation services.

- International communication: Being bilingual makes it easier for nations with various languages to collaborate, trade, and engage in cross-cultural communication in today's interconnected world. Multilingual communication is

essential for bridging language obstacles in international conferences, multinational corporations, and global initiatives.

- Cultural understanding and exchange: Being multilingual enables people to acknowledge and value different languages, customs, and viewpoints on a worldwide basis. Diversity in languages promotes respect for one another and enhances international communication.

In general, multilingualism at the national and international levels illustrates the diversity of human languages and the value of encouraging inclusive dialogue, cross-cultural interchange, and collaboration. Adopting multilingualism promotes intercultural understanding, advances global communication, and makes the world a more peaceful and interdependent place.

4.4 Conclusion

Multilingualism is a defining characteristic of our world, shaping societies and fostering connection on both national and international scales. From establishing national identities and official languages to facilitating global communication and cultural exchange, multilingualism plays a vital role in bridging linguistic divides and promoting understanding. As we move towards a more interconnected world, embracing multilingualism will continue to be essential for effective communication, collaboration, and building a more harmonious future.

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https://www.mam.mmll.cam.ac.uk/being-ml/overview/mmintro/why-india

Chapter 5

DATA ANALYSIS AND INTERPRETATION

5.1.0 Introduction

The responses received from 20 respondents were codified and data was fed to the computer MS word and using excel spreadsheet data input was analysed. Also personal questionnaire were used to collect the data.
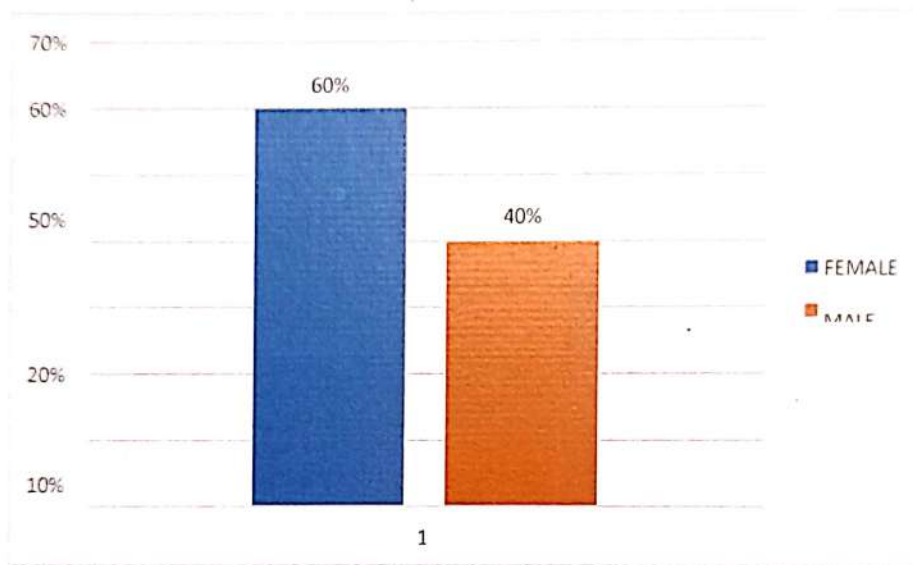
5.1.1 Gender wise breakup of Respondent

Figure1: Gender wise breakup of respondents

The gender wise breakup of respondents is shown in the Figure 1.It is seen from the figure that large proportion of respondents were Female i.e. 60% and the least proportion of respondents were male i.e. 40%.It shows that Female users constitute more than half of the population.
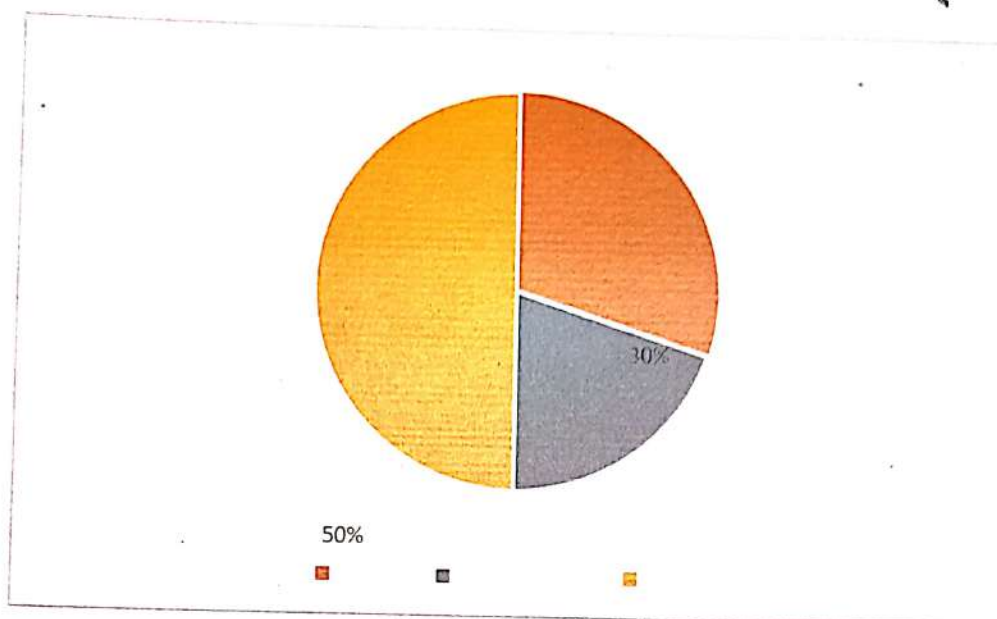
5.1.2 Designation of the librarian

Figure 2:Designation of the respondent

Figure 2 represent that the respondents belong to the different designation. It is clear from the above figure that the most of the respondents are Grade 1 librarians representing 50%.Nearly 30% respondents are of Grade 2.A very few respondents representing 20% are of junior librarian.

5.1.3 Does your library have a written collection development policy
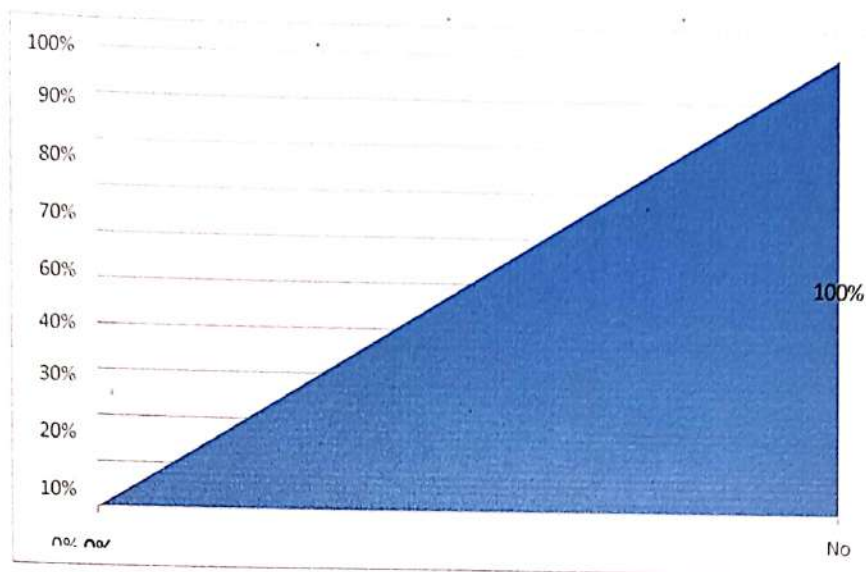

Figure3: Does your library have a written collection development policy

This research study was carried out to know the if any public libraries in Goa have written collection development policy. The above graph nearly display that majority of the respondents i.e.100% don't have written collection development policy

5.1.4 Beside English which languages are present in the library

Beside English which languages are
~~present in the library~~

- Konkani,Hindi,Marathi
- Konkani,Hindi,Marathi,Portuguese
- Konkani,Hindi,Marathi,Portuguese,kannada
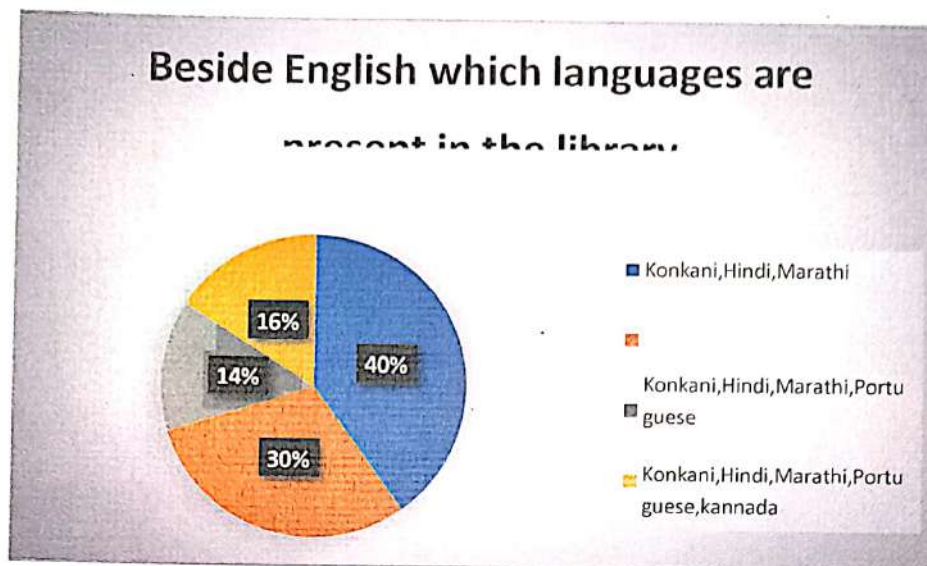
16%   14%   40%   30%

Figure 4: Beside English language collection

From the above graph it is clear that majority 40% libraries have Konkani, Marathi and Hindi collection. Whereas 30% libraries have Konkani Hindi, Marathi, and Portuguese.16% of the libraries have Konkani, Marathi, Hindi, French and Portuguese collection. Whereas only 14% of the libraries have Konkani, Hindi, Marathi, Portuguese and Kannada.

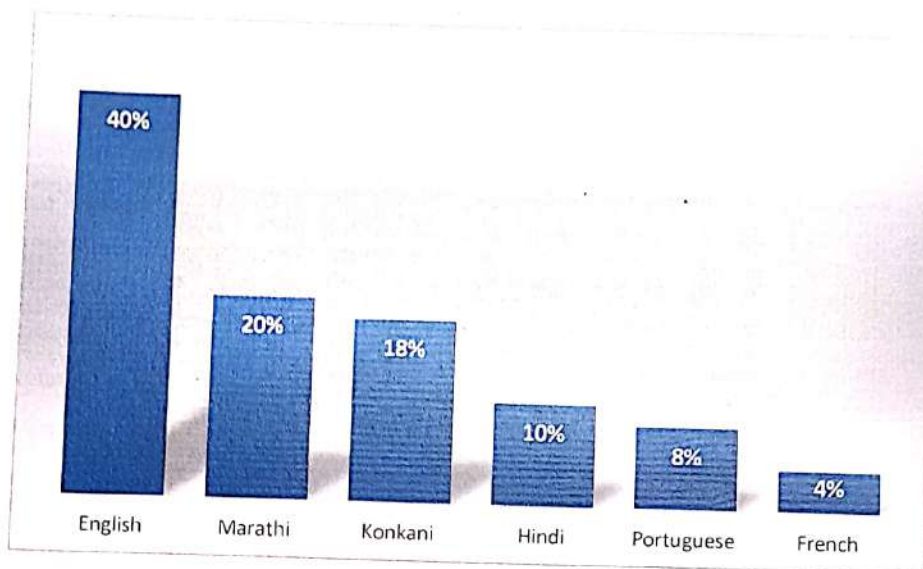## 5.1.5 Percentage of total collection of books in different languages

Figure 5: Total collection of books in different languages

The question was asked to know the total collection of books in different languages. So from the above question ask it is noted that majority of the books that is 40% are of English.20% are of Marathi.18% are of Konkani.10% are of Hindi language.8% are of Portuguese language and only 4% are of French language.

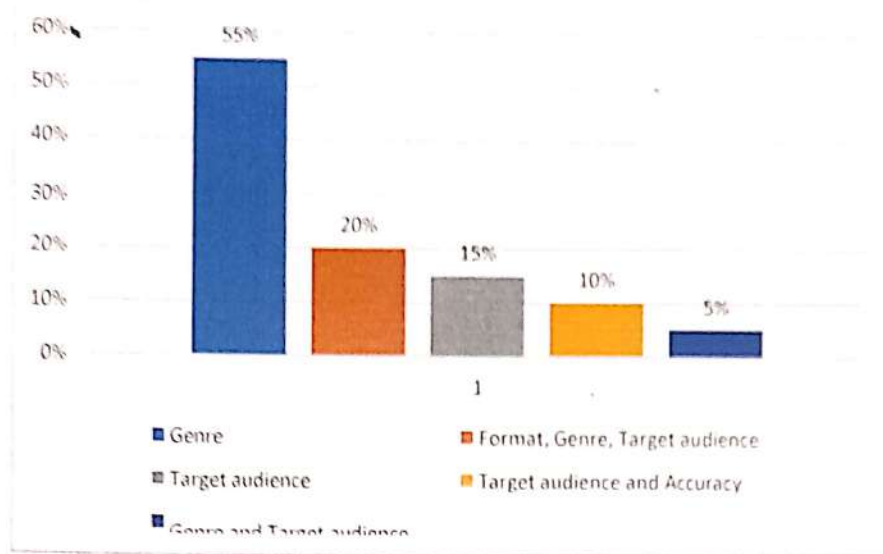## 5.1.6 Do you have any criteria for selecting multilingual materials

Figure 6: Criteria for selecting multilingual materials

According to the survey conducted, majority 55% of respondents see Genre while selecting multilingual material. While 20% see the for Format, Genre and Target audience.15% sees Target audience and rest 10% and 5% are seen by Target audience and genre and target audience respectively

5.1.7 Do you have any dedicated sections or shelves for multilingual material
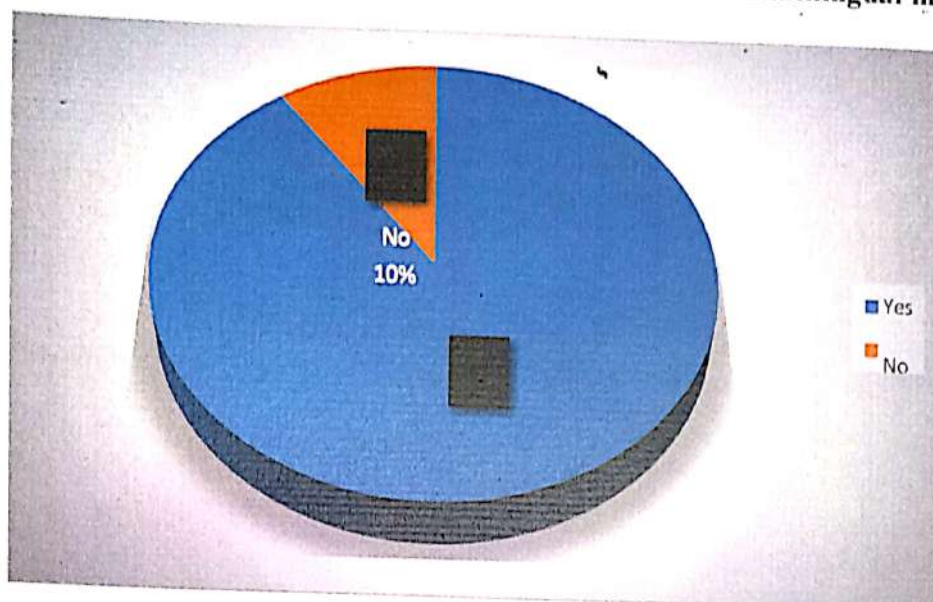

Figure 7:Dedicated sections for multilingual material

According to the survey conducted majority 90% of the public libraries have dedicated sections in the library whereas very few 10% don't have it. Through basis of these responses researcher came to know there is a still need of dedication sections in some libraries in Goa.

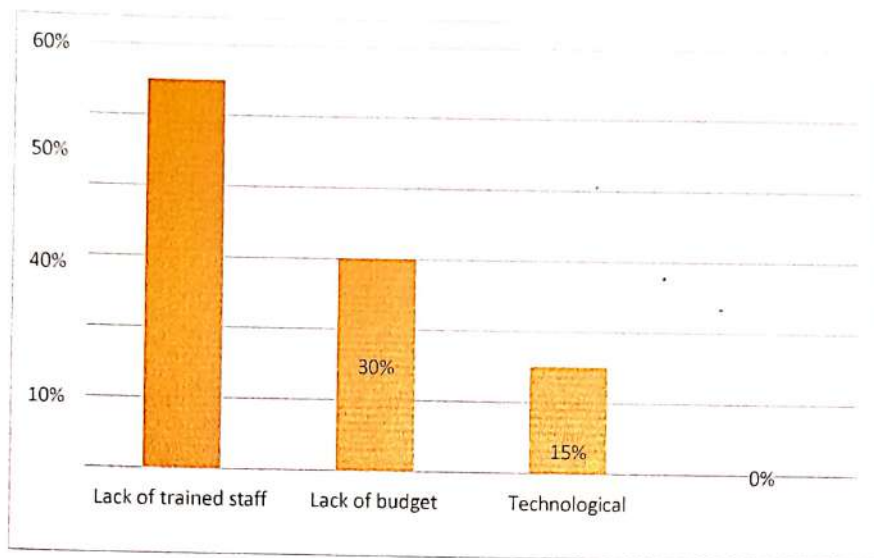## 5.1.8 What are the biggest challenges you face in developing and maintaining multilingual collection

Figure 8: Challenges faced by librarian

According to the data the most pressing challenge faced by librarians is lack of trained staff 55%.The other two challenges are lack of budget 30% and technological limitation 15%.Lack of knowledge 0% this suggests that librarians are actively seeking knowledge likely through training programs or professional development opportunities.

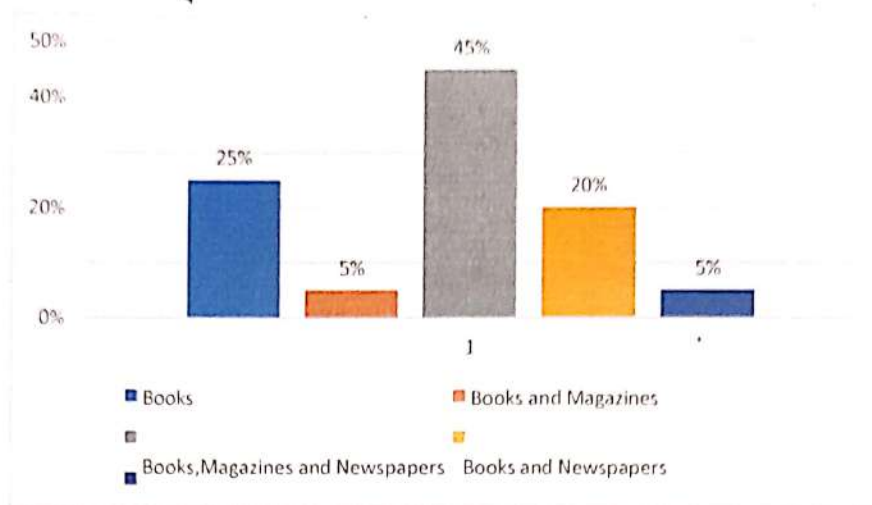### 5.1.9 What type of multilingual material your patrons request the most

Figure 9: Multilingual material most requested by patrons

From the above graph it majority 45% of request is for the combination of books, Magazines and newsapapers.25% of request are for books another 20% requesting both books and newspapers.5% each holds for books and magazines and newspapers.

5.1.10 Does your library have a designated staff member for multilingual collection development
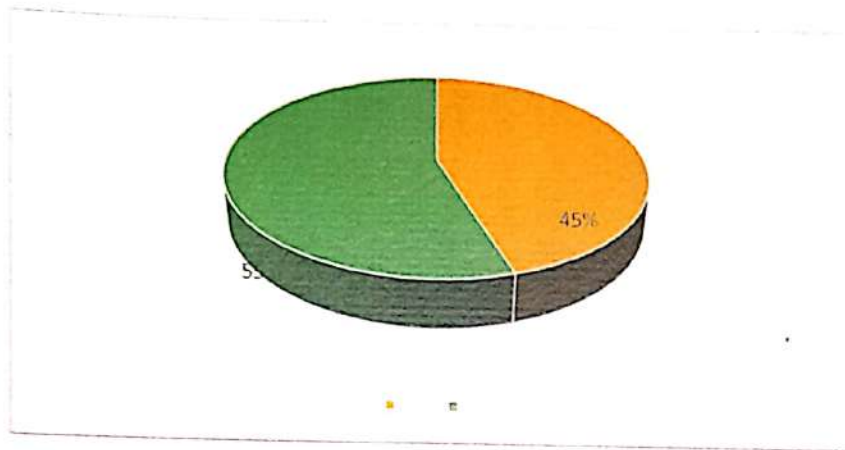

Figure 10:Desiginated staff member for multilingual collection

The above graph shows that 55% public libraries in Goa have designated staff member and 45% libraries don't have.

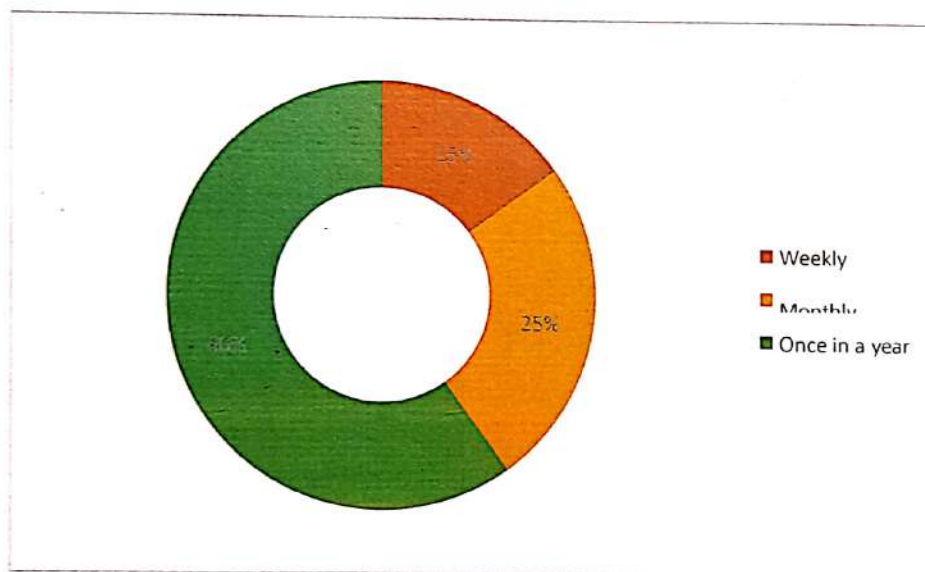## 5.1.11 How often is the multilingual collection updated

Figure 11:How often is the multilingual collection updated

In this study it is found that the majority of the librarians 60% said that they update the collection in once in a year.25% librarians said that they update in Monthly where as 15% said they update it weekly.

5.1.12 Do you collaborate with other Libraries or organisation to share resources and expertise in multilingual collection development
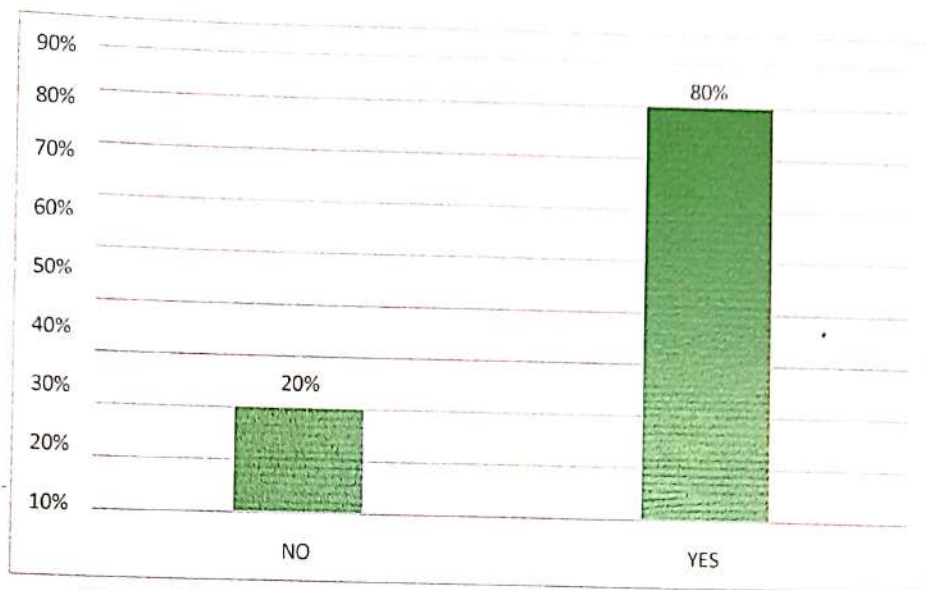

Figure 12: Collaboration with other libraries

The question was asked to know whether the libraries collaborate with other libraries or organisation to share their resources. So from the question asked it is noted that majority of the libraries 80% collaborate with other libraries whereas only 20% libraries don't collaborate.

5.1.13 How do you ensure the accuracy and quality of multilingual material in your collection
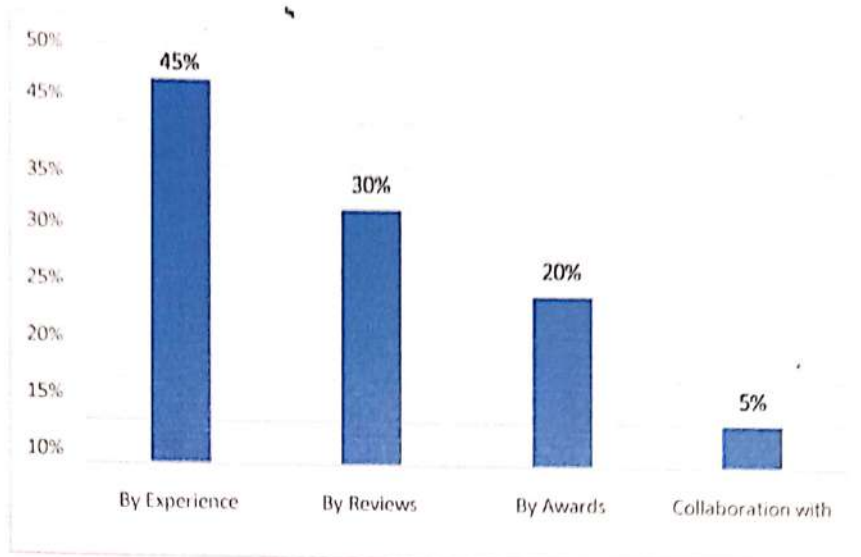
Figure 13: Accuracy and quality of multilingual materials in collections

According to the survey conducted majority 45% of the librarians heavily rely on their experience while 30% rely on reviews and 20% on awards and 5% collaborate with publishers specializing in multilingual materials.

5.1.14 Do you track the borrowing pattern of multilingual materials
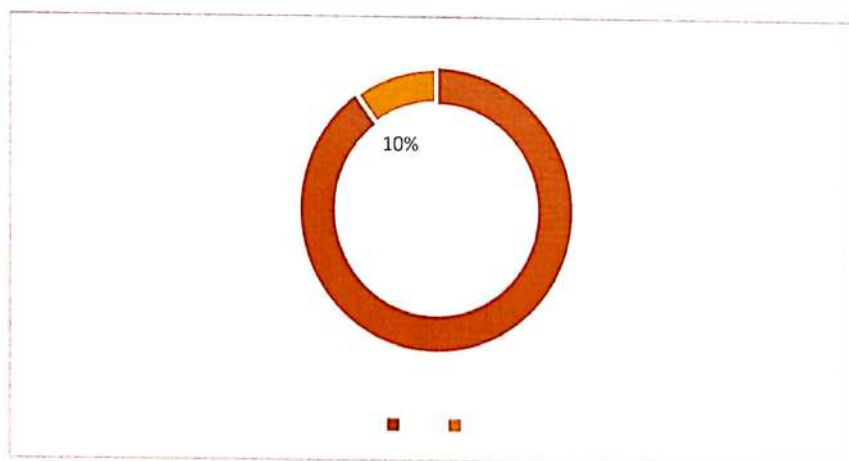
Figure 14: Borrowing pattern of multilingual materials

The question was asked to know if the librarians track the borrowing patterns of multilingual materials. So from the question asked ask it is noted that majority of the respondents that is 90% say that they track the borrowing patterns of multilingual materials where else 10 % says No.

5.1.15 what are the most popular languages among borrowers
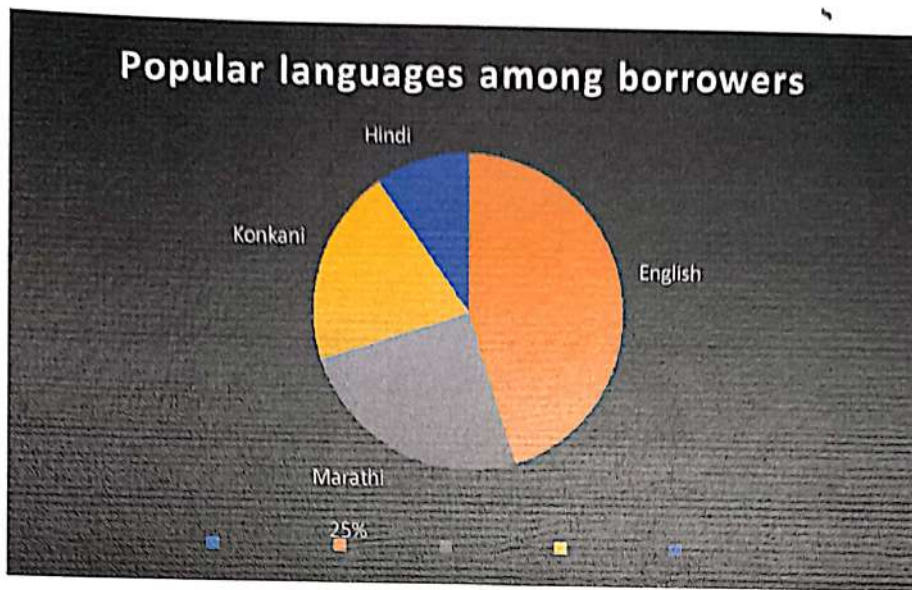
Figure 15:Most popular languages among borrowers

From the above chart it is depicted that English is the most popular language among borrowers with popularity share of 45%.The remaining borrows are distributed among Marathi 25%,Konkani 20% and Hindi 10%.

5.1.16 Do you offer any programs for the library users

Figure 16: Programs for library users

The above figure tells that majority 80% of the public libraries conduct various activities to attract users to use the library. While 20% said that they don't organised any activities. Through basis of this responses the researcher came to know that there is a need for some libraries to organise programs to attract users.

5.1.17 What kind of training or support do you think library staff need to effectively serve multilingual communities

Figure17: Training or support do you think library staff need

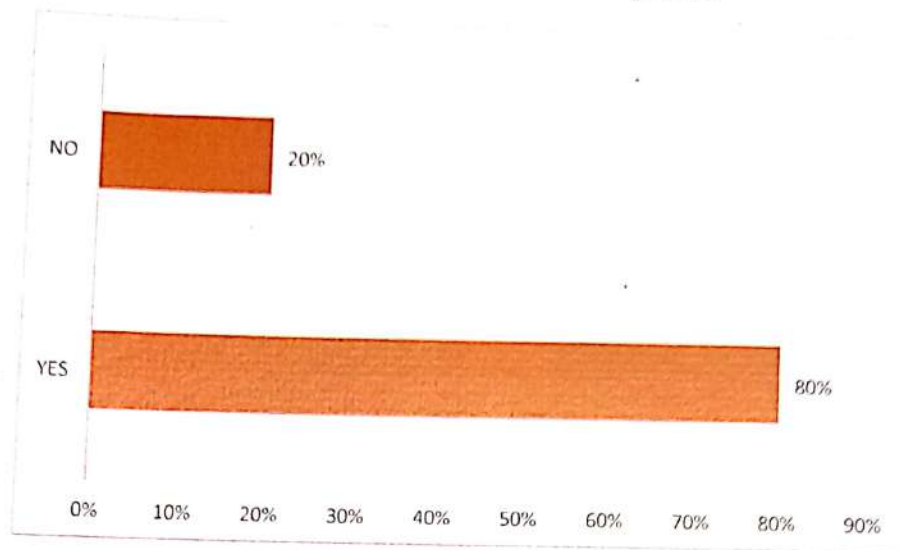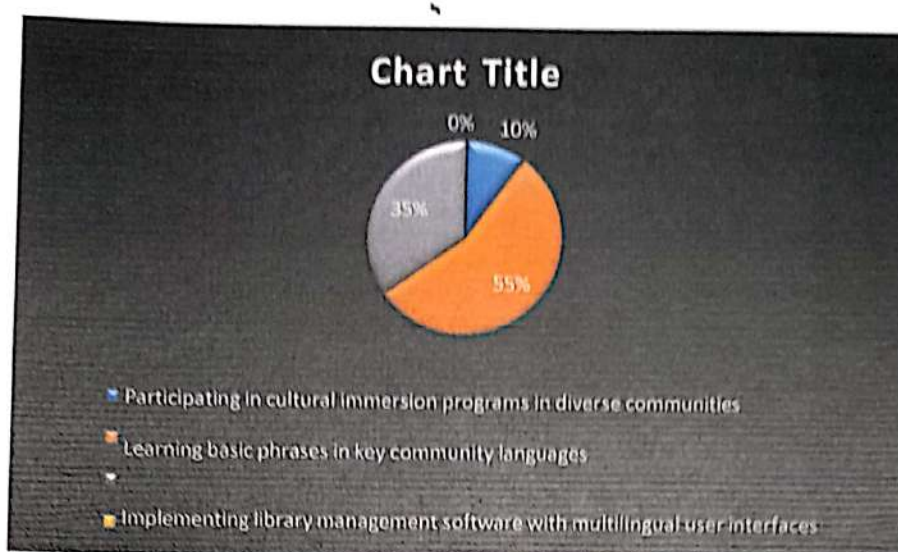The question was asked to know the kind of training or support do you think library staff need to effectively serve multilingual communities. So from the question asked it is noted that Learning Basic phrases in key community languages 55% is the most preferred training option. While implementing library management software with multilingual user interfaces 35%.And only 10% Participating in cultural immersion programs in diverse communities' .Focusing solely on English Language skills 0% is not considered a valuable training approach.

5.1.18 Conclusion

This study provides valuable insights into the state of multilingual collections in public libraries across Goa. Here are the key takeaways:

- User Demographics: A majority of respondents were female librarians 60%.
- Staff Composition: Most respondents were Grade 1 librarians 50%, highlighting a potential need for training across all levels.
- Collection Development: While a significant number of libraries lack written collection development policies 100%, most have dedicated sections for multilingual materials 90%.

- Language Representation: Konkani, Marathi, and Hindi are the most common languages alongside English, with Portuguese and French having a smaller presence.
- Selection Criteria: Genre is the primary factor considered for multilingual selection 55%.
- Challenges: Lack of trained staff 55% is the biggest challenge, followed by budget constraints 30% and technological limitations 15%.
- Patron Preferences: A combination of books, magazines, and newspapers is the most requested format 45%, followed by books alone 25%.
- Staff Expertise: A majority 55% of libraries have designated staff for multilingual collections, but there's a need to bridge the gap in some libraries 45%.
- Collection Updates: Yearly updates are most common 60%, although some libraries update monthly 25% or weekly 15%.
- Collaboration: Encouragingly, most libraries collaborate with others 80% to share resources and expertise.
- Quality Assurance: Experience remains the dominant factor for ensuring accuracy 45%, with reviews 30% and awards 20% also playing a role. Collaboration with multilingual publishers is limited 5%.
- Tracking Borrowing: Most libraries track borrowing patterns 90%, providing valuable data for collection development.
- User Language Preferences: English is the most popular language 45%, followed by Marathi 25%, Konkani 20%, and Hindi 10%.
- User Programs: The majority 80% of libraries offer programs to attract users, indicating a commitment to community engagement.
- Staff Training Needs: Learning basic phrases in key languages 55% is the most desired training, followed by library software with multilingual interfaces 35%. Cultural immersion programs 10% are less preferred, and focusing solely on English is not considered valuable.

Overall, this study highlights the progress made in offering multilingual collections in Goan libraries. However, it also identifies areas for improvement, such as:

- Developing written collection development policies.

- Addressing the lack of trained staff.
- Exploring collaborative quality assurance measures with multilingual publishers.
- Increasing the frequency of collection updates in some libraries.
- Expanding staff training opportunities, particularly in cultural immersion programs.
- By addressing these areas, Goan libraries can ensure their multilingual collections are not only well-stocked but also effectively meet the diverse needs of their patrons.

User survey

User-Data analysis

5.2.0 Introduction

The responses received from 100 respondents were codified and data was fed to the computer MS word and using excel spreadsheet data input was analysed. Also Google forms method was used to collect the data

5.2.1 Age wise distribution of users
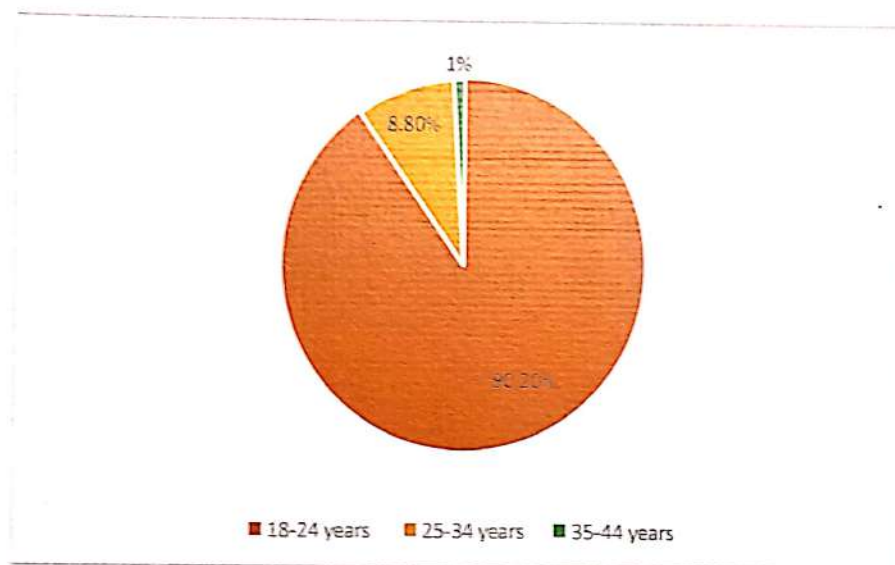
Figure 1: Age group of Respondents

The Figure 1 represent that the respondents belong to different age groups. It is clear from the above figure that most of the respondents are from the age group of 18-24 years representation 90.20% .Nearly 8.80% respondents are between 25-35 years age group and only 1% of the respondents belong to the age group of 35-44.

5.2.2 Occupation
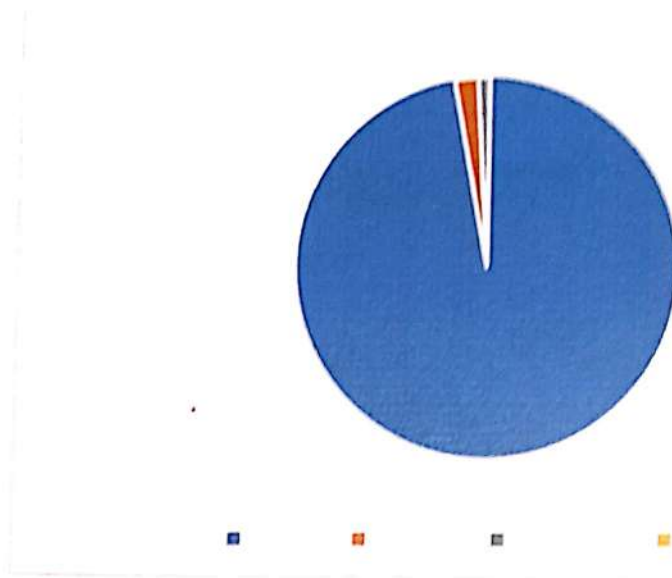
Figure 2:Occupation of Respondents

It is clear from the above figure that majority 97% of the respondents are students and 2% are Employed and other 1% are unemployed. No respondents were retired.

55

5.2.3 Languages you speak
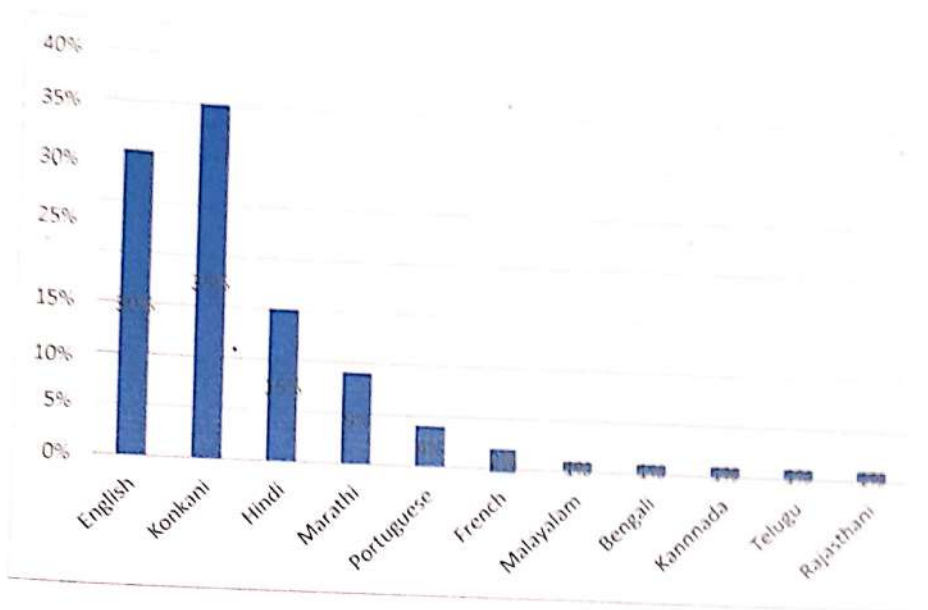
Figure 3: Languages you speak

An effort has been made to know how many users speak how many languages. Most of them majority 35% speak konkani where as 30% speaks English 15% speaks Hindi where as 9% speak Marathi 4% Portuguese and just 2% speaks French and all 1% speaks Malaylam, Bengali, Kannada, Telugu and Rajasthani.

5.2.4 Which language other than your primary language would you like to see more resources in the library
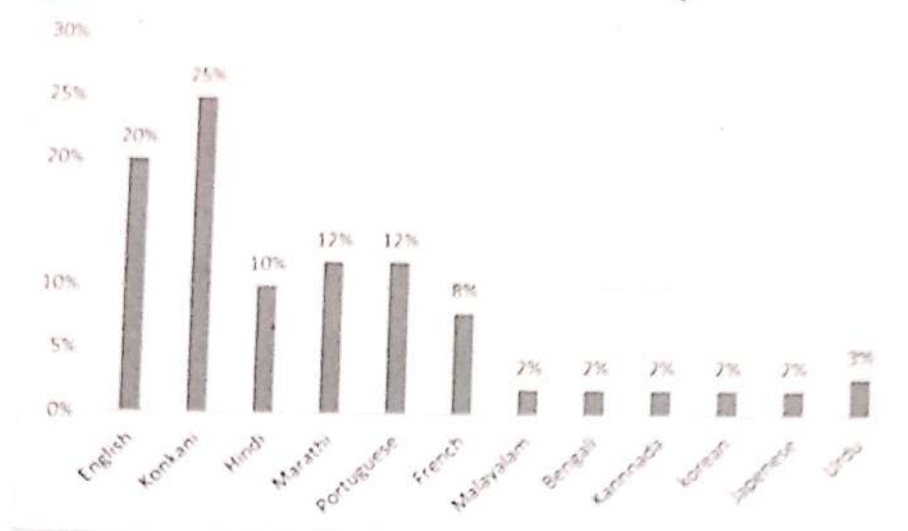
Figure 4:Other than your primary language would you like to see more resources in the library

A question was ask to Which language other than your primary language would you like to see more resources in the library.So from the question asked it is noted that majority of the respondents 25% wants to see Konkani resources in the library where as 20% wants English where as 12% wants Marathi and Portuguese each respectively.10% for Hindi and 8% for French and 2% for Malayalam,Bengali,Kannada,korean,Japenese and Urdu.

5.2.5 How often do you use the library for resources in your primary language?
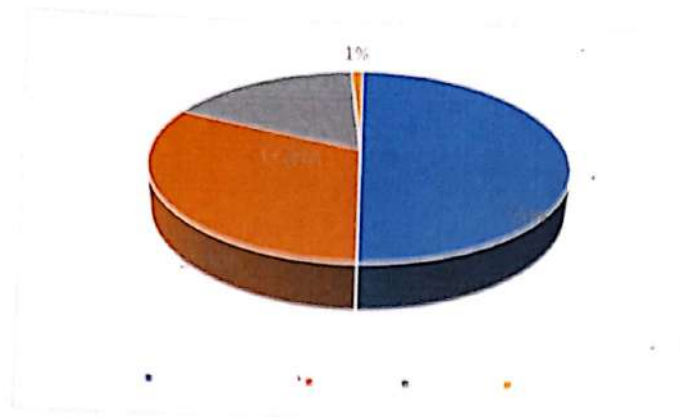
Figure 5: According to the survey conducted majority 50% of the respondents said Occasionally whereas 31.40% said Rarely and 17.50% said Always and only 1% said Never.

5.2.6 What type of multilingual resources would you find most useful
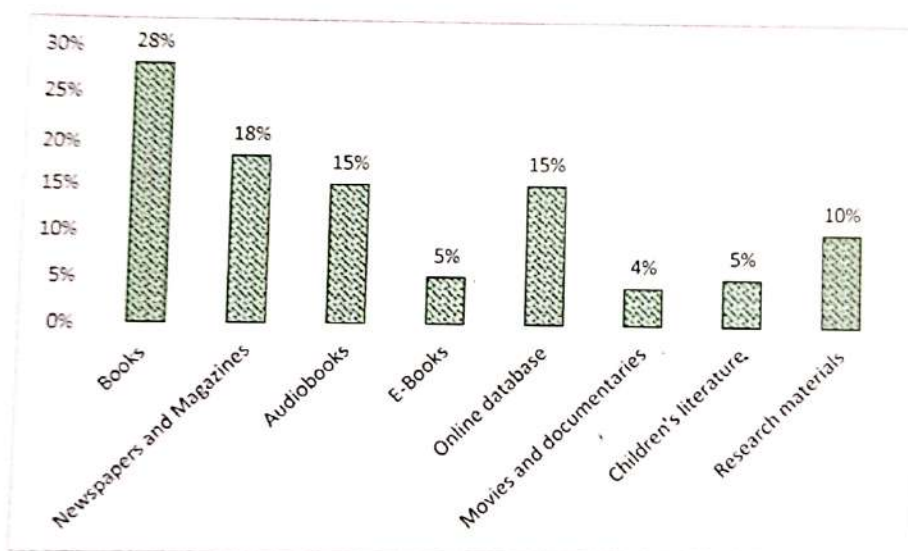
Figure 6: Multilingual resources would you find most useful

An effort has been made to know which resources would be most useful for the users. The study found that majority of the users i.e. 28% said books. 18% said Newspapers and magazines. Whereas 15% said Audiobooks and online database respectively. 10% said research materials and 5% each said e-books and Children's literature.

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5.2.7 How important is the physical format of multilingual resources to you?
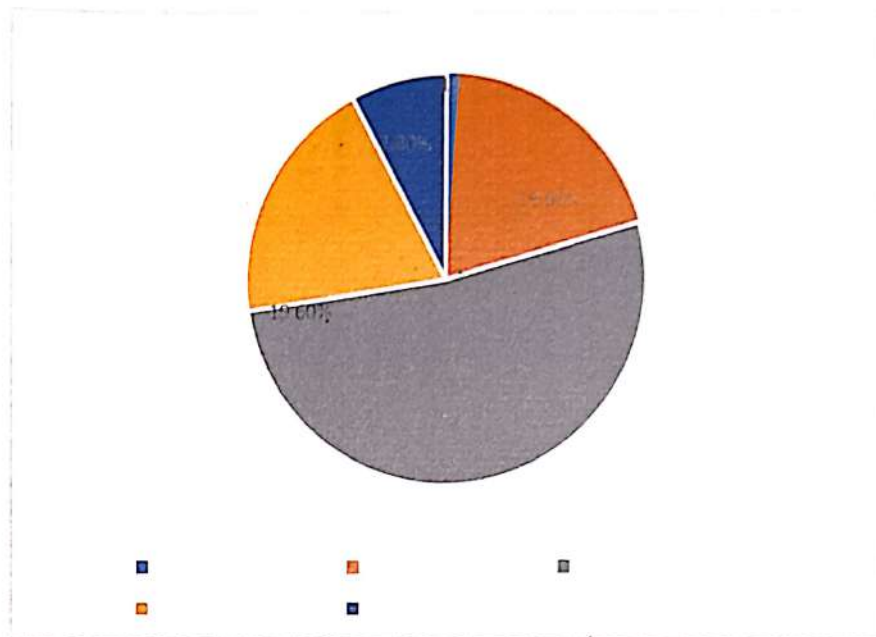
Figure 7:How important is the physical format of multilingual resources to you?

From the above figure 7 it has been clearly observed that nearly 52% users say important to physical format of multilingual resources where as 19.60% each says somewhat important and very important respectively.7.80% says it's Essential and only 1% says not important at all.

5.2.8 Have you ever used library staff assistance to find resources in a language other than your primary language?
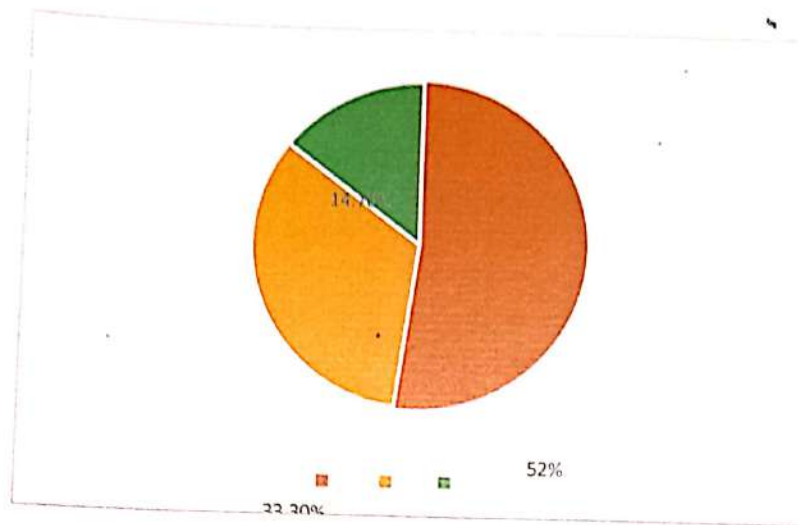
Figure 8: Library staff assistance to find resources in a language other than your primary language

According to the survey majority 52% of the respondents took library staff assistance to find resources where as 33.30% said they didn't took and only 14.70% said maybe.

5.2.9 If yes answered Yes, how helpful were the library staff
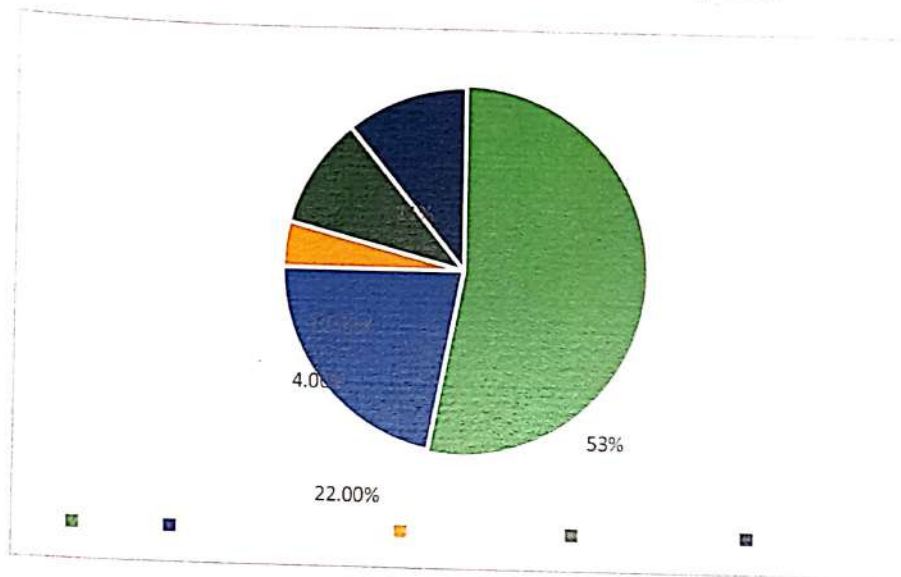
Figure 9:How helpful were the library staff

From the above chart majority 53% of the respondents said library staff was helpful whereas 22% said somewhere helpful.11% said very helpful and 10% said extremely helpful and only 4% said not helpful at all

5.2.10 Would you be interested in attending library events or workshops focused on learning new language or navigating multilingual resources
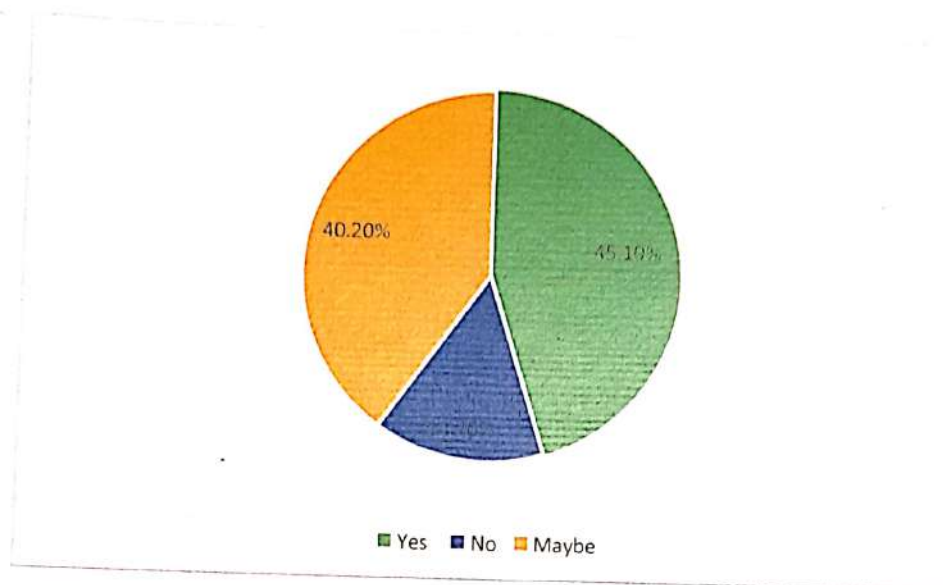
Figure 10: Would you be interested in attending library events

A question was asked to know if the library users would be interested in attending library events or workshops. So from the question ask it is noted that majority 45.10% said that they will be interested whereas 40.20% said no. Only 14.60% said maybe.

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5.2.11 How it is easy to find multilingual resources in the library

41.20%

35%
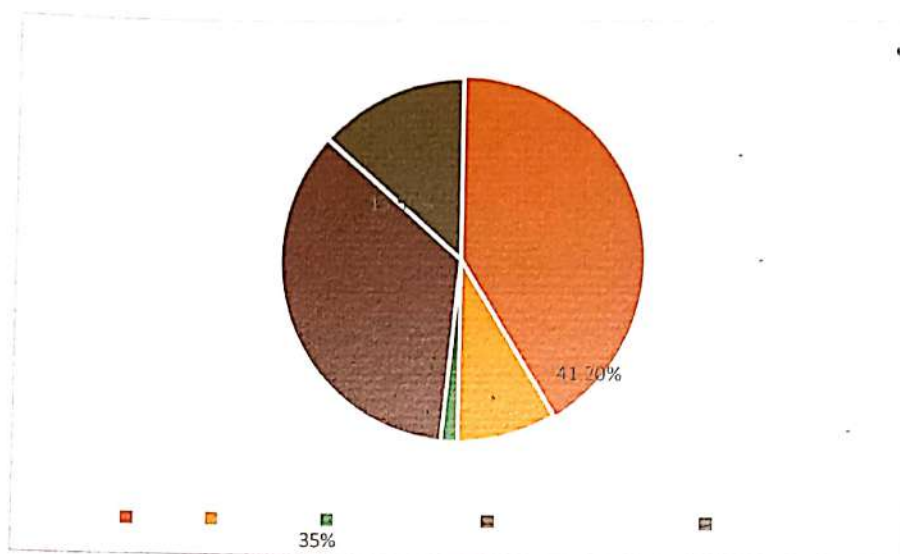
Figure 11:How it is easy to find multilingual resources in the library

A question was asked to know if it's easy to find multilingual resources in the library.so from the responses 13.5% find it very easy to locate multilingual resources in the library, while 41.2% find it easy. On the other hand, 35% find it somewhat difficult, and 8.8% find it difficult. A small percentage, 1.5%, find it very difficult to find multilingual resources in the library.

5.2.12 How satisfied are you with you with the current selection of multilingual resources in the library?
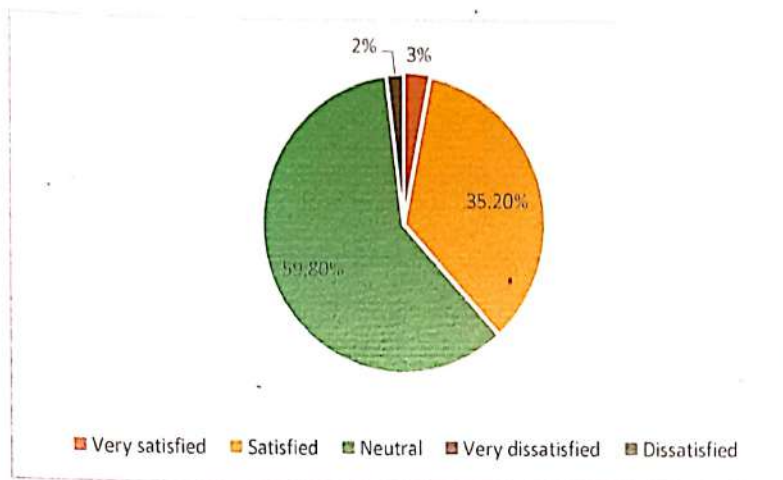
Figure 12 : Satisfaction of users

Figure 12 reveals that the satisfaction levels of respondents in terms of multilingual resources provided by the library. Majority 59.80% of the respondents are neutral. Almost 35.20% respondents are satisfied with the multilingual resources provided by the library. Nearly 3% are very dissatisfied and only 2% are very satisfied.

5.2.13 Do you feel the library adequately caters to the multilingual needs of the Goan community?
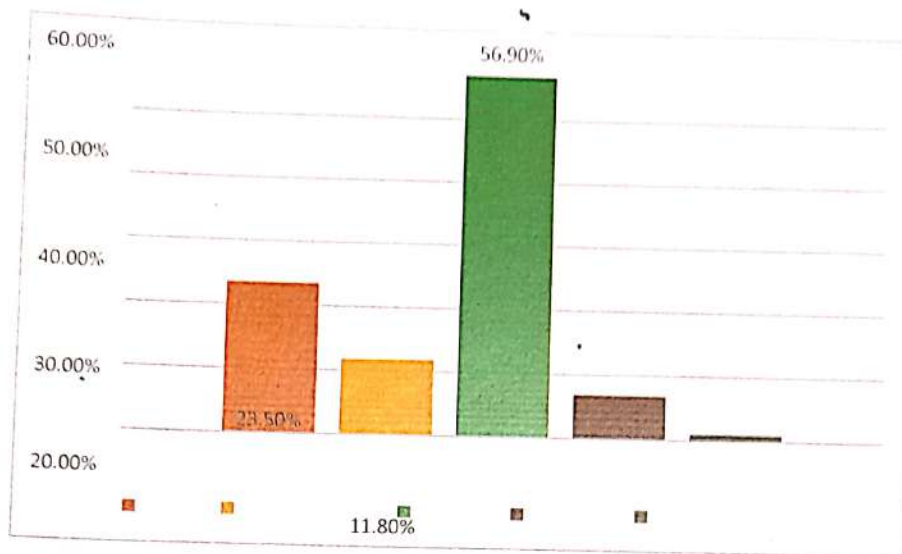
Figure 13:Do you feel the library adequately caters to the multilingual needs of the Goan community

The majority of users 56.90% feel neutral about whether the library adequately caters to the multilingual needs of the Goan community. A significant portion agree 23.50% or strongly agree 11.80% with the statement. A smaller percentage disagree 6.80% or strongly disagree 1%.

5.2.14 How would you like to be informed about new multilingual resources available at the library?
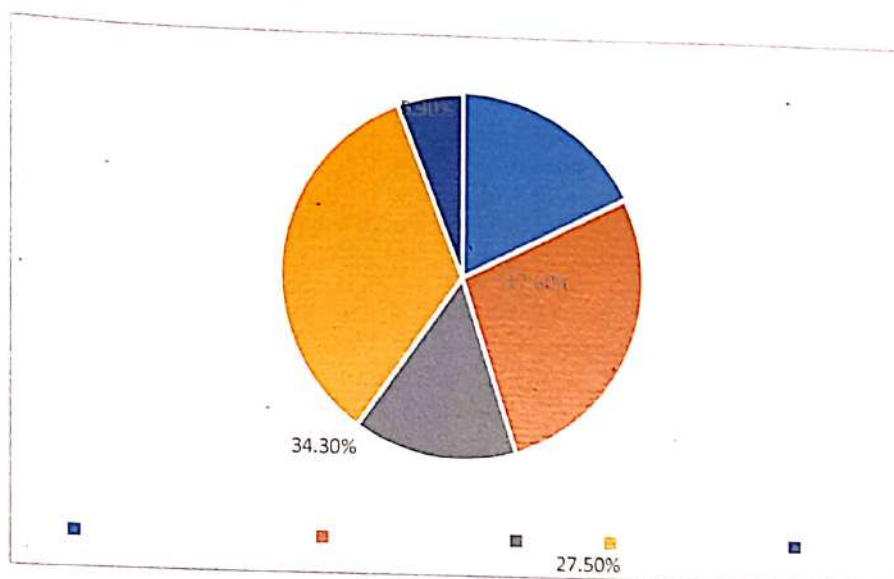
Figure 14:How would you like to be informed about new multilingual resources available at the library?

In the above chart it is observed that that email notifications are the most preferred method, with 34.50% of users indicating a preference for this mode of communication. This suggests that users value receiving direct and personalized updates about new resources via email.Social media posts were the next most popular choice, with 27.50% of users expressing a preference for this method. This indicates that users are interested in engaging with library content and updates through social media platforms. Website announcements and posters were also mentioned as preferred methods of communication, with 17.60% and 14.70% of users choosing these options, respectively. Lastly, 5.90% of users selected "Other" as their preferred method of receiving information about new multilingual resources

5.2.15 Would you be interested in participating in a library committee or focus group to discuss multilingual resources?
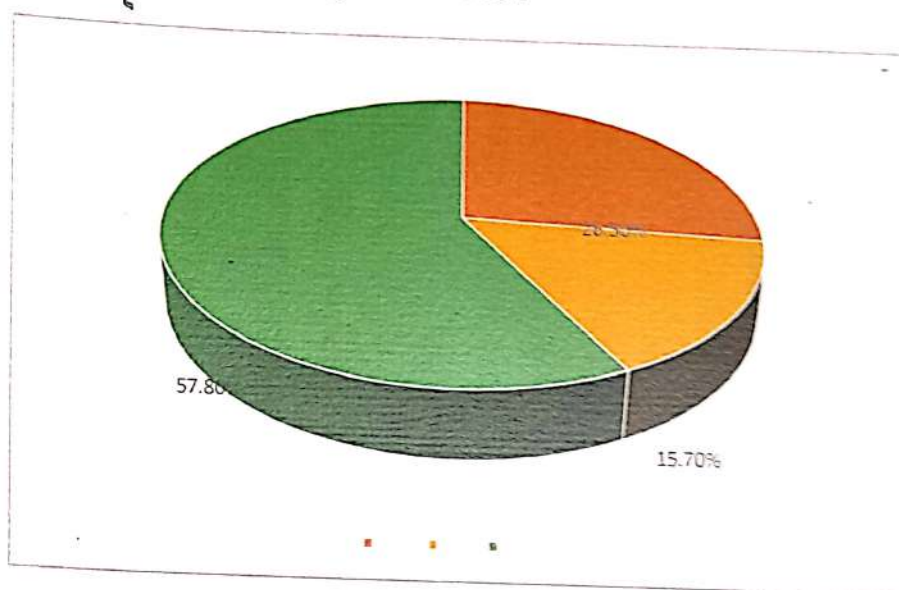
Figure 15: Would you be interested in participating in a library committee

The above chart shows that majority 57.80% said maybe whereas 26.50% said they are interested in participating in library committee. 15.70% said No.

5.2.16 If you could implement one change to improve the library's multilingual offerings, what would be it be?
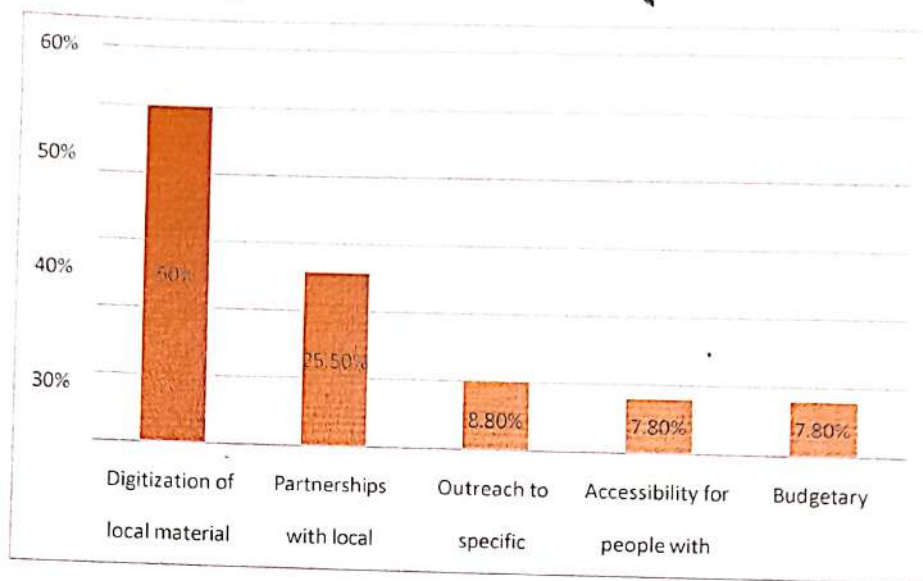
Figure 16: Improve the library's multilingual offerings, what would be it be?

According to the survey conducted majority 50% of the respondent's suggested digitization of local materials indicating a strong interest in accessing multilingual resources in digital formats. Whereas 25.50% said partnership with local organizations this user highlighted the importance of collaborating with local organizations to enhance multilingual offerings.8.80% of users mentioned the need for targeted outreach to specific communities.7.80% of users highlighted the importance of ensuring that multilingual resources are accessible to people with disabilities.7.80% users expressed concerns about budgetary constraint.

5.2.17 In your opinion how can the library best promote multilingualism and cultural understanding within the Goan community?
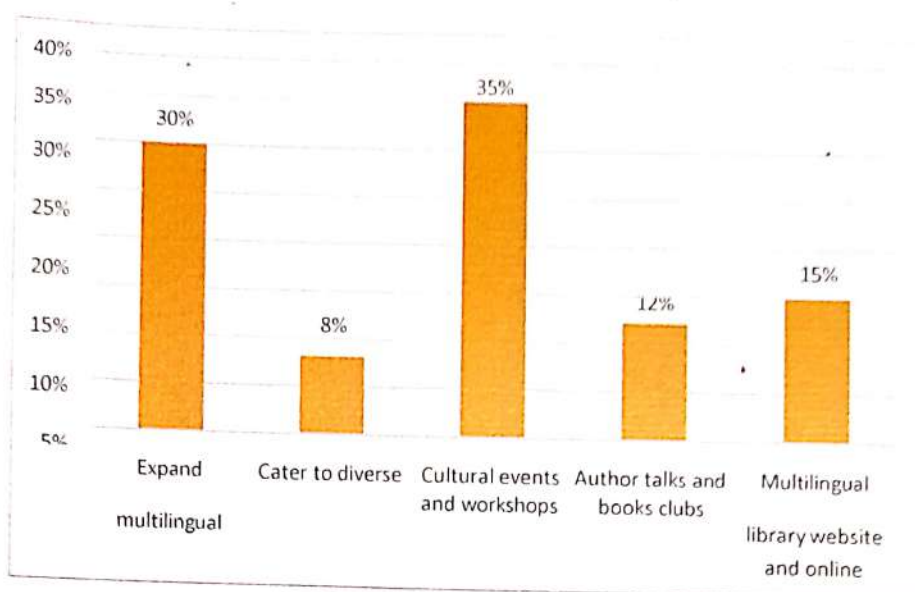
Figure 17: How can the library best promote multilingualism and cultural understanding within the Goan community?

An opinion was asked to the respondents that how the library can best promote multilingualism and cultural understanding within the Goan community, from the above graph majority of the 35% users think that Cultural events and workshops.30% of the respondents think Expand multilingual resources, followed by 15% of the respondents think Multilingual library website and online resources, whereas 12% of the respondents think Author talks and book clubs and very few of the 8% thinks cater to diverse interests.

5.2.18 Conclusion

This analysis of library user data reveals valuable insights into the multilingual needs of the Goan community. Here are the key takeaways:

- User demographics: The majority of library users are young adults (18-24 years old) and students.

- Language use: Konkani is the most spoken language, followed by English, Hindi, and Marathi.

- Demand for resources: There is a strong desire for more Konkani resources, followed by English and Marathi.

- Resource format: Physical books are the most preferred format for multilingual resources, but there is interest in digital options as well.

- Library staff assistance: Many users rely on library staff assistance for finding resources in other languages, and they find the staff to be helpful.

- User engagement: There is a significant interest in attending library events and workshops focused on language learning and navigating multilingual resources.

- Accessibility: While some users find it easy to locate multilingual resources, a significant portion finds it somewhat or very difficult.

- User satisfaction: A neutral majority exists regarding the current selection of multilingual resources. There is a need to improve satisfaction for a better user experience.

- Community needs: The library can better cater to the multilingual needs of the Goan community by expanding its resource collection and offerings.

- Communication preferences: Email notifications and social media posts are the preferred methods for informing users about new multilingual resources.

- User participation: There is some interest in participating in library committees or focus groups to discuss multilingual resources.

- Improvement suggestions: Digitization of local materials, partnerships with local organizations, targeted outreach to specific communities, and ensuring accessibility for people with disabilities are the key suggestions for improvement.

- Promoting multilingualism: Cultural events, workshops, and expanding multilingual resources are seen as the most effective ways to promote multilingualism and cultural understanding within the Goan community.

Overall, this data highlights the importance of the library in catering to the multilingual needs of the Goan community. By implementing the suggestions identified in this analysis, the library can significantly improve its multilingual offerings and foster a more inclusive and culturally rich environment.

Chapter 6

FINDINGS AND SUGGESTIONS

6.0 Introduction

This study investigated the current state of multilingualism in Goan public libraries. Goa, a state with a rich linguistic heritage, libraries have a unique opportunity to cater to a multilingual population. This study explores the current state of multilingualism in Goan public libraries, the challenges faced, and opportunities for improvement. And the potential benefits of expanding these offerings. This chapter discusses the Findings, suggestions, and conclusion on the basis of data presented.

6.1 Findings

- The study found that libraries have dedicated sections for multilingual materials

- The study observed that Konkani, Marathi, and Hindi are the most common languages alongside English.

- The study revealed that a significant number of libraries lack written collection development policies

- The study depicted Genre as the primary factor considered for multilingual selection

- The study also found that there is a Lack of trained staff to manage multilingual collections

- The study found that the libraries are limited in budget for acquiring multilingual resources

- The study shows that Technological limitations hinder resource accessibility

- The study also shows some libraries don't have designated staff for multilingual development

- The study observed that Collection updates are infrequent in some libraries

- The study shows multilingualism Caters to the diverse needs of the Goan community

- The study revealed that users are interested in a variety of multilingual resources

- The study highlights that Libraries can promote cultural understanding through multilingual resources

6.2 Suggestions

- The study suggests written collection development policies will ensure a structured approach to acquiring multilingual materials.

- The study also suggests that libraries need trained staff on managing multilingual collections, including basic phrases in key language

- The study suggests to allocate sufficient budget for acquiring multilingual resources.

- The study suggests to Implement library management software with multilingual interfaces to improve accessibility

- The study observed that many libraries don't have designated staff for multilingual materials so it suggests to appoint dedicated staff for multilingual development and effective management.

- The study also suggests to update collections more frequently to cater to evolving user needs.

- The study suggests to Collaborate with other libraries and organizations to share resources and expertise to expand multilingual offerings.

- The study suggests to provide digital access to local materials for wider user reach.

- The study also suggests improve accessibility to ensure multilingual resources are accessible to people with disabilities.

- The study suggests to Organise cultural events and workshops to Promote language learning and cultural understanding

- The study suggests to offer multilingual library websites and online resources to increase online accessibility for remote users.

- The study suggests to utilize email notifications and social media to inform users about new multilingual resources through their preferred channels.

- The study also suggests to focus outreach efforts on specific communities based on their language needs.

- The study suggests to involve users in decision-making and encourage user participation in committees or focus groups to discuss multilingual resources.

6.3 Conclusion

By implementing these suggestions, Goan libraries can significantly strengthen their multilingual offerings. This will not only improve user satisfaction but also foster a more inclusive and culturally rich environment that caters to the diverse needs of the Goan community. By embracing multilingualism, libraries can play a vital role in promoting cultural understanding and preserving Goa's rich linguistic heritage.

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APPENDIX

Questionnaire for Librarians

1. Name of the library?
2. Name of the librarian?
3. Gender of the respondent
4. Designation of the librarian?
5. Year of establishment?
6. Average daily footfall?
7. Total library budget?
8. Does your library have a written collection development policy that addresses multilingualism?
   - Yes
   - No

   If yes, please provide a brief summary
9. What languages are present in your library collection besides English?
   - Konkani
   - Marathi
   - Hindi
   - French
   - Portuguese
   - Kannada
   - Spanish

10. What is the percentage of your total collection of books in different languages?

Language	Percentage
English	
Konkani	
Hindi	
Marathi	
Portuguese	
French	

11. Do you have any specific criteria for selecting multilingual materials?
    - Format
    - Genre

- Target audience
- Accuracy

12. Do you have any dedicated sections or shelves for multilingual materials?
- Yes
- No

13. What are the biggest challenges you face in developing and maintaining a multilingual collection?
- Lack of trained staff
- Lack of budget
- Technological limitation
- Lack of Knowledge

14. What types of multilingual materials do your patrons request most often?
- Books
- Audiobooks
- Magazines
- Newspapers

15. Does your library have a designated staff member responsible for multilingual collection development?

☐ Yes
☐ No

16. How often is the multilingual collection reviewed and updated?
- Daily
- Weekly
- Monthly
- Once in a year

17. Do you collaborate with other libraries or organizations to share resources and expertise in multilingual collection development?

18. How do you ensure the accuracy and quality of multilingual material in your collection?
- By experience
- By reviews
- By awards
- By collaborations with publishers

19. Do you track the borrowing pattern of multilingual materials?

- Yes
- No

20. What are the most popular languages among the borrowers?
    - English
    - Konkani
    - Hindi
    - Marathi

21. Do you officer any programs services for library users?
    - Yes
    - No

22. What kind of training or support do you think library staff need to effectively serve multilingual communities?
    - Learning basic phrases in key community languages
    - Implementing library management software with multilingual user interfaces.
    - Participating in cultural immersion programs in diverse communities
    - Focusing solely on the English language skills

23. ...Do you believe that multilingualism can improve library service? If yes,how?

Questionnaire For Library users

1. Name

2. Email
3. Age range:
- 18-24
- 25-34
- 35-44
- 45-54
- 55+

5. Occupation
    - Student
    - Employed

- Unemployed
- Retired

6. Languages you speak
    - Marathi
    - Konkani
    - Hindi
    - English
    - Urdu
    - Portuguese
    - Other _____

7. How often do you use the library for resources in your primary language?
    - Never
    - Rarely
    - Occasionally
    - Frequently
    - Always

8) Which languages, other than your primary language, would you like to see more resources available in at the library? (Please tick all that apply)
    - Marathi
    - Konkani
    - Hindi
    - English
    - Urdu
    - Portuguese
    - Other

9) What types of multilingual resources would you find most useful? (Please tick all that apply)
    - Books
    - Newspapers and magazines
    - Audiobooks
    - E-books
    - Online databases
    - Movies and documentaries
    - Music
    - Children's literature
    - Research materials (academic journals, etc.)

10) How important is the physical format of multilingual resources to you? (e.g., print books vs. e-books)

- Not important at all
- Somewhat important
- Important
- Very important
- Essential

11) Have you ever used library staff assistance to find resources in a language other than your primary language?

- Yes
- No

12) If you answered yes to question 11, how helpful were the library staff?

- Not helpful at all
- Somewhat helpful
- Helpful
- Very helpful
- Extremely helpful

13) Would you be interested in attending library events or workshops focused on learning a new language or navigating multilingual resources?

- Yes
- No
- Maybe

14) How easy is it to find multilingual resources in the library?

- Very easy
- Easy
- Somewhat difficult
- Difficult
- Very difficult

15) How satisfied are you with the current selection of multilingual resources in the library?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied

- Very dissatisfied

16) Do you feel the library adequately caters to the multilingual needs of the Goan community?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

17) How would you like to be informed about new multilingual resources available at the library?

- Website announcements
- Social media posts
- Posters
- Email notifications
- Other

18) Would you be interested in participating in a library committee or focus group to discuss multilingual resources?

- Yes
- No

19) If you could implement one change to improve the library's multilingual offerings, what would it be?

- Digitization of local materials
- Partnerships with local organizations
- Outreach to specific communities
- Accessibility for people with disabilities
- Budgetary constraints

20) In your opinion, how can the library best promote multilingualism and cultural understanding within the Goan community?

- Expand multilingual resources
- Cater to diverse interests
- Cultural events and workshops
- Author talks and book clubs
- Multilingual library website and online resources