

COURSE INFORMATION

Course Code: LIS 213
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COURSE TEAM

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COURSE GUIDE

INTRODUCTION

This course, **LIS 213 Library and Information Services to People with Special Needs** is a one semester course. It is a two-credit unit (2CU) course for all undergraduate students in Department of Library and Information Science of the National Open University of Nigeria. It consists of four modules divided into 13 units. It is designed to acquaint you with all that is required to provide effective and efficient services to people with special needs. The course covers the definition of concepts; types, psychology and characteristics of people with special needs; information needs of people with special needs; types of library and information services and resources to people with special needs; user support services; assistive technologies for people with special needs; ICT applications to library and information services for people with special needs; skills and competences requirements for library and information services provider for people with special needs; ethical issues and consideration for information services provided for people with special needs; information and communication technology application to library and information services to people with special needs. This will expose you to the needs of these special library users and arm you with the knowledge to serve them better.

The course guide tells you briefly what to expect from reading the accompanying study material. It provides you with information on how to make the best use of the materials so that you can achieve good success. Make sure you read it carefully and pay attention to the instructions and suggestions.

What You Will Learn in this Course

This course, titled LIS 213 Library and Information Services to People with Special Needs, has been specifically designed to help you understand the library and information services to people with special needs. With this in mind, the course will highlight the relevance of serving of people with special needs as library users. You will learn the:

- concept of library
- types of libraries
- functions o libraries
- concept of library resources
- types of library resources
- concept of information services
- types of services
- challenges of providing library and information services
- concept of special needs
- types of people with special needs
- characteristics of people with special needs
- information needs of people with special needs
- library resources for people with special needs
- information services for people with special needs
- international practices in provision of information services to the visually impaired
- challenges of providing library and information services to people with special needs
- concept of Information and Communication Technology (ICT)

- types of Information and Communication Technology
- challenges of using ICT
- concept of assistive technology
- types of assistive technology to people with special needs
- ICT application to library and information services to people with special needs
- assistive technologies for people with special needs
- categories of staff for people with special needs
- qualities of staff for people with special needs
- challenges faced by library staff of people with special needs
- skills and competences of staff
- ways of acquiring skills and competences
- challenges to skills acquisition by library staff
- ethical issues in library and information services provision

LEARNING OUTCOMES

At the end of this course, the student should be able to discuss any topic related to library and information services to people with special needs. Specifically, you will be able to:

- i. Define the concept people with special needs.
- ii. Discover the psychology/characteristics of people with special needs.
- iii. Identify their information needs.
- iv. Enumerate the library and information services provided to people with special needs
- v. Explain the concept of Information and Communication Technology.
- vi. Explain the concept of assistive technology.
- vii. Identify the assistive technology for people with special needs.
- viii. Discuss the application of ICT to library and information services to people with special needs.
- ix. Identify the skills/competence of library staff
- x. Discover the qualities of library staff for people with special needs
- xi. Enumerate the challenges of providing library and information services to people with special needs
- xii. Define ethics
- xiii. Understand ethical issues in library and information services provision

WORKING THROUGH THIS COURSE

Theoretical and practical participations are required from the students if they are to successfully complete this course. You are also to read the study units and video attached, do all assessments, verify the links, participate in discussion forum; read the recommended books and other materials provided, prepare your portfolios, and participate in the online facilitation.

Each study unit has introduction, intended learning outcomes, the main content, summary, glossary, self-assessment exercises, references/further readings and possible answers to the self-assessment exercise. The introduction opens the door to each unit and gives a glimpse of the expectations in the study unit. Read and note the learning outcomes which outline what you should be able to do at the completion of each study unit. This will help you evaluate your learning at the end of each unit to ensure you have achieved the designed objectives (outcomes). To achieve the intended learning outcomes, the content of each section is presented in modules and units with images and links to other sources to enhance your study. Click on the links as

may be directed but where you are reading the text offline, you may have to copy and paste the link address into a browser. You can download the videos to view offline. You can also print or download the texts and save in your computer or external drive. The unit summaries provide a recapitulation of the essential points in the unit. It is an indispensable brief that garnishes your journey through the unit. The conclusion brings you to the climax of the study and what you should be taking away from the unit.

The assessment of LIS 231 will be done using two assessment approaches – the formative and the summative. The formative assessment is administered at the end of each unit and will help you monitor the progress or learning outcomes. This is presented Self-Assessment Exercises. The summative assessments would be used by the university to evaluate your academic performance. This will be given as Computer-Based Test (CBT) which serves as continuous assessment and final examinations. A minimum of three computer-based tests will be given with only one final examination at the end of the semester. You are required to take all the computer base tests and the final examination.

STUDY UNITS

There are 13 study units in this course which is divided into four modules. The modules and units are presented as follows:

MODULE 1: Library and Information Services to People with Special Needs: An

Overview

Unit 1: Definition of concepts

Unit 2: Types of People with Special Needs

MODULE 2: Library Resources and Information Services

Unit 1: Library Resources and Information Services to the Visually Impaired

Unit 2: Library Resources and Information Services to the Hearing Impaired

Unit 3: Library Resources and Information Services to the Mentally Retarded

Unit 4: Library Resources and Information Services to the Physically Disabled

Unit 5: Library Resources and Information Services to Prisoners

MODULE 3: ICT Applications to Library and Information Services for People with Special Needs

Unit 1: Concept and Types of Information and Communication Technology

Unit 2: Assistive technologies for people with special needs;

Unit 3: Information and Communication Technology application to library and information services to people with special needs.

MODULE 4: Staff Requirement and Ethical Issues in the Provision Information Services to People with Special Needs

Unit 1: Categories of staff for people with special needs

Unit 2: Skills and competence requirements for library and information services provider for people with special needs;

Unit 3: Ethical Issues

PRESENTATION SCHEDULE

The presentation schedule gives you the important dates for the completion of your computer-based tests, participation in forum discussions and at facilitation. Remember, you are to submit all your assignments at the appropriate time. You should guide against delays and plagiarisms in your work. Plagiarism is a criminal offence in academics and liable to heavy penalty.

ASSESSMENT

There are two main forms of assessment in this course that will be scored. First is the set of Tutor-Marked Assignment (TMAs). You are advised to be objective in attending to the exercises. The second is TMAs. This is the continuous assessment component which is graded. It accounts for 30% of the total scores. You are advised to take this with all seriousness, because it will assist you to pass the course. The TMAs will be given in accordance to the University calendar. Endeavor to strictly adhere to the slated calendar

FINAL EXAMINATION AND GRADING

At the end of the course, you are required to take an examination which will last for 2 hours. It has a value of 70% of the total course grade. The examination will consist of questions that will reflect the type of self-assessment, practice exercises carefully.

Try to use time between the end of the last unit and sitting for the examination to revise the entire course. You may find it useful to review your Tutor-Marked Assignment or activities before the examination.

COURSE MARKING SCHEME

The following table lays out how the actual course marking is done

Assessment	30% (Undergraduate) 40% (Postgraduate)
Final Examination	70% (Undergraduate) 60% (Postgraduate)
Total	100% of Course work

COURSE OVERVIEW

How to get the Most from the Course

In Open and Distance Learning (ODL), the study units replace the university lecture. This is one of the advantages of ODL. You can read and work through specially designed study materials at your own pace and at a time and place that is convenient for you. Just as a lecturer may give you classroom exercises, your study units provide exercises for you to do at a particular point in time.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the study unit and how a specific study unit is integrated with the other study and the course as a whole. Following the introduction is the intended learning outcomes which helps you to know what you should be able to do by the time you have completed the study unit. When you are through studying the unit, you should endeavour to go back and check if you have achieved the stated learning outcomes. If you consistently do this, you will improve your chances of passing the course. The main content of the study unit guides you through the required reading from recommended sources.

Tutor-Marked Assignment (TMAs) are found at the end of every study unit. Working through these Self-Assessment Exercises (SAE) will help you to achieve the objectives of the study units and prepare you for the examination.

You should do every SAE as you come to it in the study units. There will also be examples given in the study units. Work through these when you come to them too.

The following is a practical strategy for working through the course. If you encounter any problem, call your tutor immediately. Remember, that your tutor's job is to help you. When you need help, do not hesitate to call and ask your tutor to provide it.

1. The main body of the unit guides you through the required reading and directs you to other sources, if any.
2. Your first assignment in this course is to read this course guide thoroughly.
3. Organize a study schedule: Refer to the course overview for more details. You should note that it is expected of you to devote at least 2 hours per week for studying this course. Note important information such as; details of your tutorials, dates for submission of TMAs, exams etc. and write it down in your diary.
4. Once you have created your own study schedule, do everything to stay faithful to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before it is too late to help.
5. Turn to Unit 1, and read the introduction and the objectives for unit 1.
6. Assemble the study materials. You will need your references and the unit you are studying at any point in time.
7. As you work through the unit, you will know the sources to consult for further readings.
8. Visit your study centre whenever you need up to date information
9. Well before the relevant due dates (about 4 weeks before the due dates), visit your study centre for your next required assignment. Keep in mind that you will learn a lot by doing the assignment carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. Submit all assignments not later than the due date.
10. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study materials or consult your tutor. When you are confident that you have achieved a unit's objectives, you can start on the next unit. Proceed unit by unit through the course and try to space your study so that you can keep yourself on schedule.
11. When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also the written comments on the ordinary assignments.
12. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the Course Guide).

Facilitation

You will receive online facilitation. The facilitation is learner-centred. The mode of facilitation shall be asynchronous and synchronous. For the asynchronous facilitation, your facilitator will:

- Present the theme for the week;
- Direct and summarise forum discussions;
- Coordinate activities in the platform;
- Score and grade activities when needed;
- Upload scores into the university recommended platform;
- Support and help you to learn. In this regard personal mails may be sent;
- Send videos, audio lectures and podcasts to you.

For the synchronous:

- There will be eight hours of online real time contacts in the course. This will be through video conferencing in the Learning Management System. The eight hours shall be of one-hour contact for eight times.
- At the end of each one-hour video conferencing, the video will be uploaded for viewing at your pace.
- The facilitator will concentrate on main themes that are must-know in the course.
- The facilitator is to present the online real time video facilitation timetable at the beginning of the course.
- The facilitator will take you through the course guide in the first lecture at the start date of facilitation

Do not hesitate to contact your facilitator. Contact your facilitator if you:

- do not understand any part of the study units or the assignments.
- have difficulty with the self-assessment exercises.
- have any question or problem with an assignment or with your tutor's comments on an assignment.

Also, use the contact provided for technical support.

Read all the comments and notes of your facilitator especially on your assignments; participate in the forum discussions. This gives you the opportunity to socialise with others in the programme. You can discuss any problem encountered during your study. To gain the maximum benefit from course facilitation, prepare a list of questions before the discussion session. You will learn a lot from participating actively in the discussions.

Finally, respond to the questionnaire. This will help the university to know your areas of challenges and how to improve on them for the review of the course materials and lectures.

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MODULE 1: Library and Information Services to People with Special Needs: An Overview

Unit 1: Definition of concepts

Unit 2: Types of People with Special Needs

MODULE 2: Library Resources and Information Services

Unit 1: Library Resources and Information Services to the Visually Impaired

Unit 2: Library Resources and Information Services to the Deaf and Dumb

Unit 3: Library Resources and Information Services to the Mentally Retarded

Unit 4: Library Resources and Information Services to the Physically Disabled

Unit 5: Library Resources and Information Services to Prisoners

MODULE 3: ICT Applications to Library and Information Services for People with Special Needs

Unit 1: Concept and Types of Information and Communication Technology

Unit 2: Assistive technologies for people with special needs;

Unit 3: Information and Communication Technology application to library and information services to people with special needs.

MODULE 4: Staff Requirement and Ethical Issues in the Provision Information Services to People with Special Needs

Unit 1: Categories of staff for people with special needs

Unit 2: Skills and competence requirements for library and information services provider for people with special needs;

Unit 3: Ethical Issues

MODULE 1: LIBRARY AND INFORMATION SERVICES TO PEOPLE WITH SPECIAL NEEDS: AN OVERVIEW

Unit 1: Definition of concepts

Unit 2: Types of People with Special Needs

UNIT 1 DEFINITION OF CONCEPTS

UNIT STRUCTURE

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Concept of Library
 - 1.3.1 National Library
 - 1.3.2 Public Library
 - 1.3.3 Academic Library
 - 1.3.4 Special Library
 - 1.3.5 School Library
 - 1.3.6 General functions of libraries
- 1.4 Concept of Library Resources
 - 1.4.1 Print Resources
 - 1.4.2 Non-Print Resources
 - 1.4.3 Electronic Resources
- 1.5 Concept of Information Services
 - 1.5.1 Bookmobile Service
 - 1.5.2 Circulation Service
 - 1.5.3 Reference Service
 - 1.5.4 Library Service to Children
 - 1.5.5 Services to special groups
 - 1.5.6 ICT service
 - 1.5.7 Outreach/Extension service
 - 1.5.8 Referral service
 - 1.5.9 Selective Dissemination of Information service
 - 1.5.10 Current Awareness Service
 - 1.5.11 Reprographic service
- 1.6 Challenges of Providing library and information services to People with Special Needs
- 1.7 Summary
- 1.8 Glossary
- 1.9 Self-assessment exercise
- 1.10 References / Further Reading
- 1.11 Possible Answers to Self- Assessment Exercise(s) within the context

1.1 INTRODUCTION

The library is an information centre that is stocked with various information materials that are consulted to satisfy the various information needs of the library users. There are different types of libraries based on the type of resources they have, the purposes they serve and the users they attend to. The library as a social institution opens its doors to users. However, there are users that require special resources and treatment. These are recognized as those with special needs. This unit therefore exposes students to the various types of libraries, resources

and services available to people with special needs. The challenges encountered while rendering services to this group of users are discussed.

1.2 LEARNING OUTCOMES

At the end of this unit, you would be able to:

- Define the concept of library
- Identify the various types of library, their characteristics and functions
- Explain the library resources in libraries and their formats
- Understand the services provided in libraries
- Explain the concept of people with special needs
- Identify the various categories of people with special needs
- Identify the challenges of providing library and information services to people with special needs

1.3 CONCEPT OF LIBRARY

A library is a place/source of making information resources available to users to satisfy their information needs. . The library, according to Igwela and Opara (2020) is the collection of information resources that are selected, acquired, organized for easy access and use. Education of members of the community/society is the main objective of the library in modern society. The society is made up of people who belong to different occupational groups, such as shopkeepers, businessmen, technicians, bureaucrats, clerks, students, educationists, teachers, engineers, doctors, intellectuals, mechanics, agriculturists, farmers, labours, etc. The best way to serve these members of the society in their heterogeneous nature is to first identify their information needs and provide information resources and services tailored towards satisfying those needs. Those who have special needs such as those with disabilities are part of the society. Libraries are now showing concern about serving not only the normal users but also those with special needs. This is done by providing a wide range of resources and services that help to improve and showcase their ability in disability. This is aimed at changing the way they think and relate with people in the society on one part and the way people in the society see and value them. In building their intellect and skill, their productivity is enhanced.

There are five types of libraries. These are national, public, academic, special and school libraries. The public library is usually regarded as the library that serves the different library users including those with special needs but it is necessary to know that the other libraries in one way or the other serve those with special needs also.

1.3.1 National Library

The national library is the apex library in a country and it holds all the materials published in that country. This is achieved through the legal deposit mandate on all publishers to deposit copies of their works with the national library. The copies deposited with the library must be perfect copies. National library could be defined as a specialized type of public library established and maintained by the national government for some specialized functions. It keeps documents of and about a nation under some legal provisions and thus represents publications of and about the nation. Various countries of the world have their own national libraries. In the United States of America, it is known as Library of Congress; in Great Britain, it is called the British Library formerly known as British Museum, in France, it is referred to as *Bibliothèque Nationale* and in Nigeria, we have National Library of Nigeria (NLN). The National Library of Nigeria formally opened its door to the public on 6th November, 1964, as a legal depository.

National libraries are usually reference libraries. Being a reference library by implication means that the resources here are usually not meant for circulation outside the library walls. That is to say that they are neither charged nor discharged (Anyanwu, 2016).

1.3.1.1 Functions of the National Library

Apart from the general functions of libraries, the national library performs other unique functions which were stated according to Anyanwu (2016) as follows:

1. **Collection and preservation of all publications in a country:** The national library collects and preserves all the intellectual output of the country. A cursory look at the collection of the national library shows all that have been published in the country and about the country. The legal deposit law stipulates that all publishers in a country should deposit a specified number of publications to the national library – 3 copies by individuals, 15 copies by states and 25 copies by the federal government.
2. **Publication of national bibliography:** The national library publishes the national bibliography. The National bibliography is a list of all books and other publications published or distributed in a particular country. The National Library acts as the bibliographic centre for all publications in the country.
3. **Issuance of standard numbers:** The national library issues standard numbers for monographs and serials known as International Standard Book Number (ISBN) and International Standard Serials Number (ISSN) to publishers. The standard number makes it information resource unique and a means of identifying such material. Each country has its own digit that standard numbers start with. For instance, the country digit of Nigeria is 978.
4. **Provision of leadership function:** National Library has the biggest stock, manpower and organization and therefore provides information services. The national library is regarded as the biggest library organization in any country with the largest stock, and should have qualified and adequate manpower to manage it. Hence, other libraries rely on them for provision of information resources and advice on issues of library development in the country.
5. **Provision of national service, planning, and control:** The National Library makes available national bibliographic data bases and research.
6. **National Union Catalogue:** The national library produces union catalogue of all publications in the country. This is a useful tool for inter library cooperation.

1.3.2 Public Library

A public library is an institution set up to provide information resources and services to the citizens by the government of a state through an enabling law, funded by taxes paid citizens and maintained by the state government through the ministry of information or education as the case may be The United Nations Educational Scientific and Cultural Organization (UNESCO) as cited in Edom (2012), defined public library as the library the provides services to members of the community or region, without charge or for a small fee. It also attends to people with special needs such as: children, hospital patients, the disadvantaged (handicapped) and the non-literates. IFLA/UNESCO Public Library Manifesto (1994), stated that the public library as the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision making and cultural development of the individual and social groups. Due to the diverse nature of the users of public libraries, their collections are also diversified. The information resources are in print and non-print formats provided in order to satisfy the needs of users irrespective of their race, tribe, religion and background. The users of the public library include: children, civil servants, teachers, the handicapped, students, adults, hospital

patients, prisoners, prisons etc. Its services are provided for both literates and non-literates. The services of the public library are provided on the basis of equality of access to information for all, regardless of age, race, sex, religion, nationality, language, or social status. The public libraries aim at satisfying the educational, informational, recreational and other needs of the communities where they are situated. Some of the historical circumstances that led to the establishment of public library services in Nigeria according to Anyanwu (2016) include:

- The donation of buildings and collections by individuals who knew the importance of public library services.
- Regional reading rooms established by colonial masters which later transformed to public libraries.
- The increase in number of academic institutions and students' enrolment.
- Establishment of regional government and subsequent creation of states
- Yearning of information about the Second World War which led to the establishment of libraries to disseminate war information.

Public libraries have strived to provide information resources and services to people with special needs especially the visually impaired with their collection of braille, large print, spoken word and other formats of materials (e.g. CD).

1.3.3 Academic Library

Academic libraries are the libraries found in institutions of higher learning like universities, polytechnics, colleges of education, research institutes and other tertiary institutions. According to Nwachukwu (2017), academic libraries are those libraries established to serve universities, polytechnics, colleges, schools and all other institutions forming part of, or associated with educational institution. The academic library is charged with the responsibility of selecting, acquiring, organizing and disseminating information resources and services that will be relevant and useful to its parent institution. Anyanwu (2016) identified the functions of academic libraries as, selection and acquisition of library materials, organization of library resources, circulation of library materials, provision of reference services, catering for teaching and research needs of the parent institution, instruction on the use of the library, provision of information materials, provision of materials for research, provision of facilities and accommodation suitable for academic work, provision of reprographic services and, improve and encourage reading for recreation.

The resources and services of the academic library help in the achievement of the objectives of higher institutions in the areas of teaching, learning and research. The information resources – print, non-print and electronic resources with their accompanying facilities which are housed in the library satisfy the information needs of lecturers, students and non-academic staff. The research materials available cater not only for curriculum needs but also recreational needs of the users. The proliferation of higher institutions in Nigeria – public and private, has increased the number of academic libraries. Apart from the central libraries in these institutions, there are faculty and departmental libraries.

In Nigeria, there are no special higher institutions for people with special needs like in primary and secondary schools so there are people with special needs because of their disability hence, academic libraries support students with special needs through improved bibliographic instruction, web pages, and staff training to enhance their service delivery for all students including people with disabilities (Popoola cited in Bashir, Fatima, Malik, Younus & Ali, 2017).

1.3.4 Special Library

Special libraries existed before the concept about them developed. Libraries consisting of specialized collections date back to clay library of the Babylonian King Assurbanipal, personal libraries of the wealthy, libraries of the religious institutions, or of scholarly societies and the idea of a shared collection of book for a special audience is nothing new. In Germany, the commercial library at Hamburg, founded in the 1730s is an early example of a special library established to support commerce and industry. The Pennsylvania Hospital started its medical library in 1763 (Okiy, 2014).

Special libraries are libraries established by private organizations, corporate bodies, associations, government agencies, business firms and other agencies like hospitals, insurance companies, museums, and very specialized departments of public or university libraries in order to meet the information needs of their members who are mainly employees working there. Their collections are mainly based on the nature of products and services they render, that is in consonance with the aims, objectives, goals and aspirations of the parent institution. Hence their collections are specialized in nature.

Special libraries are also known as documentation centers, information resource centers or information centers. The specialized kind of information aims to support the specific information needs of the parent institutions and to increase productivity of the parent institution. These libraries are not open to the general public. Special libraries can be divided into three categories according to Udo-Anyanwu and Wegwu (2017) to include:

- i. those libraries catering for special types of readers
- ii. those dealing with special subjects
- iii. those whose interest is in special library materials rather than books.

Some types of special libraries are; medical libraries, law libraries, newspaper libraries, bank libraries, church libraries, etc. it is worthy to note that in these organizations, people with one form of disability or the other work there and they cannot be denied library services as denial will amount to a breach in their fundamental rights. Hence, they need to be considered in the establishment of special libraries.

1.3.4.1 Characteristics of Special Libraries

Special libraries have some characteristics that distinguish them from other forms of libraries. These, according to Anyanwu (2016), include:

1. **Small size:** In terms of size, most special libraries are small. Their users are limited to the number of staff working in the organization. It difficult to have quite a large number of staff using the library at a particular time. This makes it easier for the librarian to attend to them.
2. **Specialized materials to special clientele:** the users of special libraries are mainly specialists in their fields. They require materials that are specifically in their areas. The subject area covered by special libraries is narrow in scope. These materials are usually reference materials in their fields and journals. Information services such as Selective Dissemination of Information (SDI), Document Delivery Services (DDS), interlibrary lending, photocopy services etc. are provided for them.
3. **Salaries/emolument:** The salary paid to the librarian depends on the practice in the organization that owns the library in developing countries. In developed countries, there are rules and regulations guiding salaries for various levels and qualifications of employees.
4. **Organisational name:** The nomenclature of the special library depends on the type of organization where it is situated. For instance, those in hospitals and medical schools are medical libraries, those in law faculty are law libraries, those in ministries may be referred to as information centres, those in research institutes have the name of the institutes attached to them. An example is International Institute of Tropical Agriculture

(IITA) Library.

5. **Duties of the professionals:** The librarians provide specialized information services to users. They ensure that the right kinds of materials are provided.
6. **Unique mission, goals and objectives:** Special libraries and information centers have specific mission, goals and objectives. The goals of special libraries are based on the mission of the parent institution served by the library.
7. **Library users:** The special libraries are used by professionals in a particular field. The special library ensures that the information needs of the users are satisfied. They serve well defined group of users.

1.3.5 School Library

The school library is also called instructional materials centre, learning resources centre, media centre, media resources centre, school media centre, multimedia centre, and audiovisual centre. Not minding the names, a school library is a resource centre found in primary, secondary and teacher training colleges for the purpose of acquiring, organizing, storing and disseminating information materials for the use of teachers and students. Akanwa and Udo-Anyanwu (2017) opined that the school library is an integral part of the school, and serves as a laboratory where activities and experiments geared towards the development of the child and the nation are carried out.

It is an information centre established in a school environment. It is expected to provide information services for teaching and learning in the school. The school library not only provides information materials but also provides guidance and a conducive atmosphere for teaching and learning. The users of school libraries are made up of students, teachers/staff, researchers and other members of the school community

In most cases, teaching is done in the media centre or audiovisual room where the concepts in the curriculum are illustrated in practical terms for the learners. Illustrations through filmstrips, microform materials, cassettes, CD-ROM, flash drives and diskettes, facilitate students' understanding and appreciation of the lecture or story. The modern school library emphasizes provision of non-book materials to expedite proper understanding and recapitulation of knowledge imparted on them by the teacher. The media centre is not separated from the school programme. School libraries are established in broad sense to encourage reading habit and to develop in students the ability to learn from books without the teacher. The importance of library has been demonstrated by the government when she expressed in the National Policy on Education (FRN, 2013) that every state ministry needs to provide funds for the establishment of libraries in all her educational institutions and to train librarians and library assistants.

Unfortunately, education administrators, teachers and even government that own these schools have not seen the library as having an important role to play in teaching and learning processes and as such not accepted as instrument of education. It is a well-known fact that it is this type of library that can help to groom people with special needs to be effective users of the library when they grow up. The use of the library by the mentally retarded can help in improving on their cognitive ability completing classroom activities.

1.3.6 General Functions of Libraries

The library no matter the type performs the following functions as identified by Udo-Anyanwu (2020):

1. **User Study or community analysis:** Libraries are service-oriented institutions. To serve their users effectively, they need to know their information needs. The information needs of library users can be identified though user study or community analysis using questionnaires, interview and observation.

2. **Selection of information materials:** The library in conjunction with the user community selects the library materials after identifying the information needs of the users. Selection is a process of choosing library materials to satisfy the needs of the users. Selection is important because of the number of information that is available in print and online. Selection is carried out through the use of bibliographic aids/tools, reviews in journals/newspapers, catalogues or publishers. In selecting information materials, certain considerations are made such as the book vote, format of the materials, users, currency etc.

3. **Acquisition of library materials:** This function is carried out by collection development department of the library. Acquisition is the process of obtaining library materials and a major way of beefing up the library collection. The library materials may be acquired through book vendors or directly from publishers and the channel of acquisition maybe by direct purchase, gift and exchange, bequeaths, subscription, legal deposit or professional associations.

4. **Organizing of library materials:** The library organizes library materials to facilitate effective use of the materials acquired. Imagine a situation whereby all the library materials are dumped together and the chaos that will emanate from that action. The users may look for a particular material for six months or more. The library materials are organized through cataloguing, classification and shelving to facilitate easy retrieval of library materials. In other words, organizing and processing of library materials help the users to have easy and quick access to information materials in the library.

5. **Storage and preservation of library materials:** A library stores library materials. It acts as a custodian of materials in the library. Materials are stores in cabinets, shelves, boxes, racks among others. The library ensures that the library materials are not mutilated or stolen. The materials are preserved so that their longevity is ensured. Preservation can be done with the use of fumigation, air condition, security measures, etc.

6. **Retrieval and dissemination of information:** Information in book and non-book format is retrieved and disseminated to library clientele. Human ideas and cultural heritage accumulated over a long period and stored in libraries are retrieved and disseminated to users. The library plays a major role in the dissemination of information.

7. **Instruction on the use of the library:** This is instruction given to library users on the information materials available, operations and services of the library to help them make effective use of the library. This can be done through orientation, library tour/visits, taking a course on use of the library, giving library handbooks to users etc.

1.4 CONCEPT OF LIBRARY RESOURCES

Library resources include human, financial and information resources. For the purpose of this course, information resources are discussed with special emphasis on information resources for people with special needs. Information resources are also known as, collections, library stock, library materials or information infrastructure. From the beginning, libraries are established to provide information resources and services to the general public or specific group of users. Information resources are those materials in print, non-print and electronic format that are provided in libraries which support both curricular and personal information needs of the users. For the library to fulfill its objectives there is need to make information resources available and adequate on a continuous basis. According to Popoola and Haliso cited in Okiki (2013), information resources are those information bearing materials that are in both printed and electronic formats such as textbooks, journals, indexes, abstracts, newspapers and magazine, reports, video tapes, diskettes, computers, micro forms, CD-ROM, databases, etc.

Their contents enable people in handling tasks, taking decisions and solving problems. Akanwa (2016), categorized information resources in the library into three main headings: Books, Audio visuals or multisensory materials, and Electronic Information Resources (EIR). Nwosu and Udo-Anyanwu (2015) are of the view that without information resources, there will not be effective service delivery in libraries.

Information resources are classified into print, non-print and electronic resources (Akanwa & Udo-Anyanwu, 2017). Below is a diagrammatical representation of the various information resources available in the library.

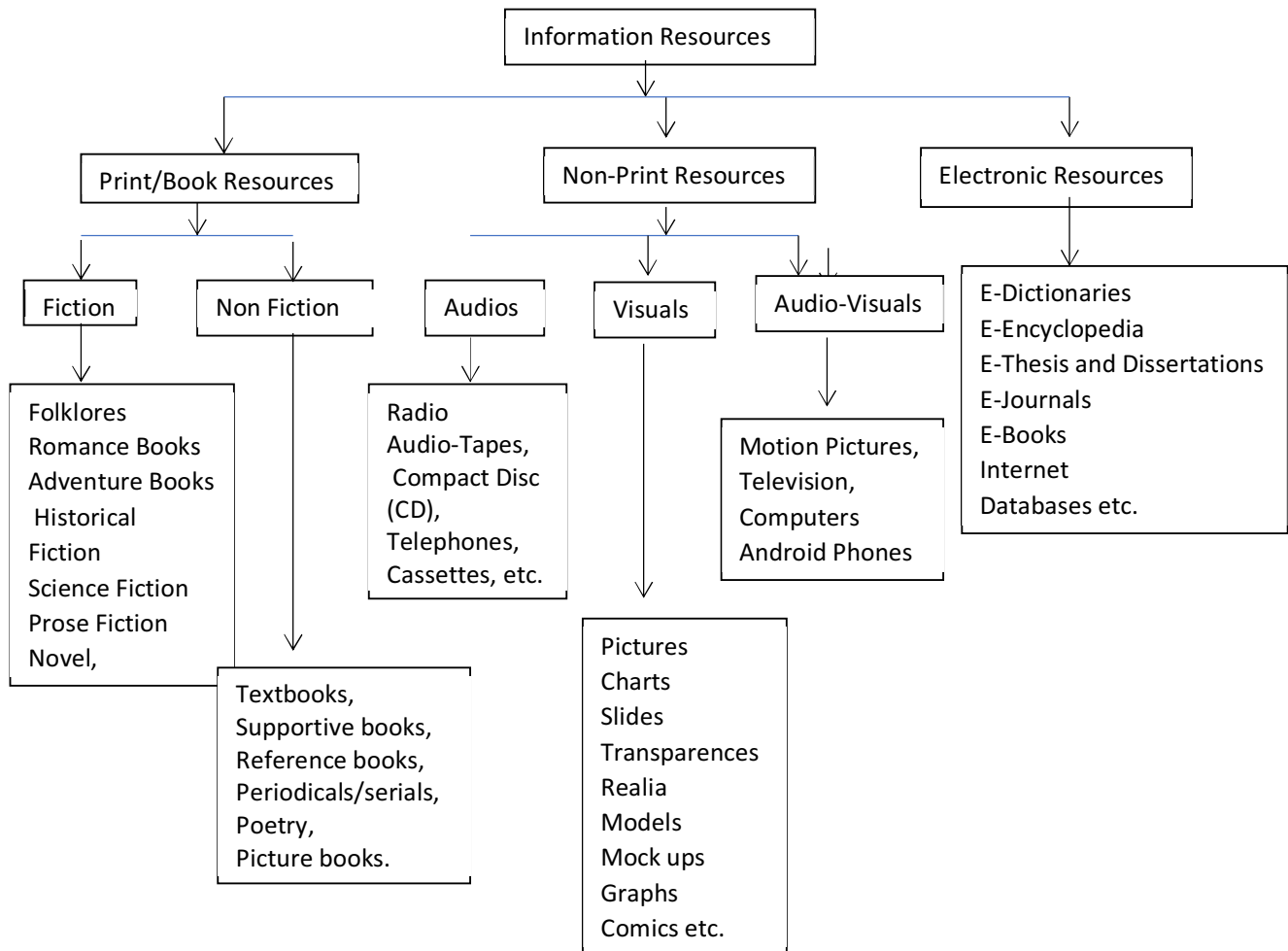


Fig 1: Diagrammatical Representation of Information Resources

1.4.1 Print Resources

Print resources are also known as book resources or book materials. They are the materials in print format. Book resources are classified under two headings – fiction and non-fiction.

A. **Fiction:** This is derived from the Latin word “fingere” meaning “to fashion”. Under fiction, are folklore (fairy tales, fantasy, myths, and legends), romance books, adventure books, historical fiction, science fiction, prose fiction / novel, etc.

B. Non-fiction: These are those that deal with real life situations, characters, titles and theories. Books classified under non-fiction are textbooks, supportive books, reference books, periodicals/serials, poetry, picture books.

1.4.2 Non-Print Resources

Non-print resources are library materials that are not paper based. The non-print resources are also known as audio visuals. They refer to those with sound, visual and multisensory component and in most cases, a combination of all of these used to describe and clarify ideas and concepts. It is a combination of audio and visual resources, adopted in teaching and learning process. That is to say that they are understood by listening as well as seeing. It helps to achieve motivation and simulation. James (2015) defined them as devices which can be used to make learning concrete, realistic and dynamic. Audiovisuals can be used for entertainment, research and personal study. The 21st century also known as the computer age, saw an increase in the invention of audiovisual materials and equipment.

Audiovisual resources contain large amount of information that needs to be preserved for future use. They can be grouped into audio, visuals and audiovisuals materials.

A. Audio materials: these are those that appeal to the sense of hearing. They include: audio cards, all types of recordings, radio talks, audio-tapes, compact disc (CD), telephones, cassettes, etc. The audio can be used to boost the mood of the audience through the use of music and sound effects and it is possible to reproduce lesson content with audios.

B. Visual materials: Through the visuals, information is passed through the eyes. They do not come with sound and so the users just view them. The visuals are made up of two dimensional visual (flat pictures, graphs, charts, diagrams, posters, comics, cartoons); projected visuals (slides, transparencies, film strips, overhead transparencies, microform); and 3 dimensional visuals (models, mockups, puppets, realia, etc.).

C. Audiovisuals materials: The audio-visuals or multisensory resources are those materials that relay information simultaneously through the sensory organs of sight and hearing. They boost coherent and analytical thinking in children as they tend to arouse or calm their curiosity. The use of audiovisuals helps in information management with regards to speed, presentation, accuracy, storage, retrieval and dissemination. Audiovisuals include: motion pictures, television, computers and android phones.

1.4.3 Electronic Resources

Electronic Information Resources (EIRs) are information resources that are stored electronically and can be accessed and retrieved through electronic systems and networks. Some of them were hitherto in physical forms but now available online which can only be accessed through online platform. Electronic information resources serve as complement to print-based resources in a traditional library. There are different types of EIR, as identified by Akanwa and Udo-Anyanwu (2017) and they include: CD-ROM, OPAC, Electronic Theses and Dissertations, (ETD), eBooks, E-dictionaries, e-encyclopaedia, internet, e-mail, web based opaque, online databases, pre-prints, etc. They also include electronic journals, online newspapers, online magazines, E-notes, internet, listserv, E-mail, Blu-ray disc, web-pages, websites, etc. its advantage lies in the fact that there are no geographic restrictions to their use as long as the user is connected to the web. Access to current information is guaranteed and users can also have access to related links. In this age of globalization, electronic information resources facilitate teaching and learning.

1.5 CONCEPT OF LIBRARY AND INFORMATION SERVICES

Library and information services entails all the efforts to assist users make use of the library collection and its databases. Libraries are service oriented institutions. This confirms the fourth Law of Library Science as propounded by Ranganathan that “Books are for Use”.

Emphasis is on services delivery. In line with this, libraries provide different types of services to their patrons. For the library to be functional, the services it provides should correspond with the needs of its users because the user is the very reason for the existence of the library and it ensures that the services so provided are exploited to the maximum to enhance satisfaction. According to Bua and Yawe (2014), library services are significant and play an important role in the education, economic, cultural and recreational life of the entire population. Library services begin with recognizing the special needs of the clientele and satisfying them. The roles of the library can effectively be carried out with well-structured and well-planned library services which include;

1.5.1 Bookmobile service: Bookmobile services can also be called mobile library service. Eastwood as cited in Akanwa (2013) defined the mobile library as “a road vehicle especially equipped and furnished to provide a professional library service direct to the people”. The mobile library is one of the main avenues through which the public library provides library services and resources from the main or central library to clients that live far away from the library. Though the mobile library service is a recent phenomenon in Nigeria, it started very early in the developed countries. According to Orton cited in Okeji and Bosah (2012), the first recorded instance of readers borrowing books from a vehicle in England was a horse-drawn van in Warrington in 1859. The working men in Mechanic Institute, Warrington, purchased the van for the benefit of the working men who could not go to the institute library. This type of service was introduced in Nigeria by the regional government in the 1960s and 1970s to extend library services to everyone irrespective of location. The mobile library serves different types of users from pre-school age to the elderly and also people with special needs thus, catering for the information needs of all groups within the community.



Fig 2: Mobile Library Service using van

Source: https://www.google.com/search?q=mobile+library+service&client=firefox-b-d&sxsrf=ALiCzsa6nIHSKirSQqTOJj6l29pteoX8vQ:1663182173305&source=lnms&tbm=isch&sa=X&ved=2ahUKewiprou1JT6AhXfR_EDHZRoD5EQ_AUoAXoECAIQAw&biw=1366&bih=643&dpr=1#imgsrc=ccn-2Q-qRa3EFM

1.5.2 Circulation service: Circulation services are rendered in the library in order to facilitate easy access of patrons to the information resources. Circulation service includes all the activities geared towards accessing library materials. Such activities include registration of users, loaning and checking in of materials, charging and receipting of overdue fines, collecting statistics on library use, weeding of obsolete materials, shelving of returned books, provision of information services, enforcement of library rules and regulations on users, processing

reservations and generation of circulation statistics. The circulation section of the library is the first point of call of the library and is regarded as its image maker. It is in this regard that Babafemi, Saliu, and Otenekwu (2013) opine that circulation service is more or less the public section of the library. This section also avails users the opportunity to ask whatever question they need to ask about the subject area they need to obtain information in. the outstanding service in this section is the lending services which allows users to borrow books for a particular period of time after proper registration since it is difficult for one to buy all the books he/she needs. However, there are books that are on reserve that cannot be borrowed like reference materials and periodicals. In doing this certain charging systems such as Browne, Newark etc. systems are adopted.

1.5.3 Reference service: Reference services deal with provision of reference work by library staff. It also involves organization/management of reference work. Reference services are professionals assistance rendered by librarians to library clientele in order to satisfy their information needs using the available resources manually or electronically.

Nwalo (2018) defined it as the librarian's professional effort in making information and knowledge more readily available to those who need them. Libraries need to identify the scale and diversity of information needs of the individuals in each strata of the society in order to serve them better. The ability of the librarians to answer reference queries posed by the users goes a long way in sustaining this service in libraries. This service is carried out using reference sources such as encyclopedia, dictionaries, biographies etc.

1.5.4 Library services to children: this service is provided by public and school libraries. The library is very essential in the psychological, social and emotional development of the child. Children department of the library is decorated with pictures and other audio visual materials to make it amusing, interesting, warm and appealing to children. Children have access to a variety of information resources that may not be accessible to them in their homes. Library services to children help to improve their reading skills and literacy levels. Apart from the provision of information materials, activities like holiday programmes, storytelling hour, reading competitions are organized to help young patrons to enjoy themselves and develop an interest in the library.



Fig 2: Children Library services/stclairlibrary

Source: https://www.google.com/search?q=children+library+services&client=firefox-b-d&sxsrf=ALiCzsbIPZF4AWJnXZxaRFL8hKfbM4N4g:1663405373054&source=lnms&tbn=isch&sa=X&ved=2ahUKewipkIPzu5v6AhWoSvEDHeDgDEIQ_AUoAXoECAEQAw&biw=1366&bih=643&dpr=1#imgrc=z1cWL7V4bXgAeM&imgdii=gRSh1tliGtyzM

1.5.5 Services for special groups: Special groups like the visually impaired, deaf, dumb, lame etc. are also part of the library clientele. As a result, special facilities like braille books and talking books (recordings of books and articles) are provided as they cannot use ordinary books because of their visual impairment. For the paralysed or other handicaps, ramps are provided for those who are confined to wheelchairs and anyone who has difficulty using the staircase. Other people that need special services are adolescents and the senior citizens. Many people nearing retirement turn to libraries for help in planning their future and for recreation. These groups should be provided with materials that suit their needs.

1.5.6 Information and Communication Technology (ICT) services: These are computerized services provided to assist users in their bid to use the library resources. In this era of globalization, ICTs are very essential in libraries. Most libraries in the developed world have long embraced ICT in the provision of services to their patrons, but it is not so in Nigerian libraries. The information materials in print form available in libraries cannot be enough for all the users but with ICT libraries can upload their holdings on their websites and their resources can be retrieved online. . According to Siddike and Afolabi (2018), librarians are dealing with concepts like Web-based OPAC, digital library service, document delivery services, institutional repository, Current Awareness Services (CAS) among others. For this to be effective, library staff must be acquainted with the necessary skills.

1.5.7 Outreach /extension service: this service is usually carried outside the library to those who may not come to the library or are not aware of library resources and services. It could be an avenue to inform the rural populace, local schools or artisans on the importance of sending their wards to the library and making use of the library themselves. Extension service is a service provided by a library, which delivers library materials to members of the community that are unable to visit the library. Libraries can partner with other agencies to carry out extension services. For instance, libraries can partner with the ministry of health to create awareness about diseases – mode of transmission, prevention, management and cure.

1.5.8 Information and referral services: Referral service guide people to sources of information and to agencies capable of handling problems or questions. Referral is based on the fact that no one library is self-sufficient. In situations where libraries do not have the information resources users need, they are referred to other libraries where they can have access to the information they need.

1.5.9 Selective Dissemination of Information (SDI): Selective Dissemination of Information refers a way of keeping library users informed of new resources on specific topics. To achieve this, the librarian must have the profile of the client so as to know the specific information desired. The main reason for SDI is to provide users with information that will promote their research and day to day activities. It also relieves users of the problem of sieving through a large number of documents before getting the relevant document. Thus, the time saved for the user could be used for other purposes. This is very important in this era of information explosion or influx of information in circulation. As the name implies, an information seeker needs are selected from a wide range of up-to-date documents, by the librarian. The essential features of an SDI system are: Selection, Notification, Feedback and Updating.

1.5.10 Current Awareness Services (CAS): Current awareness services keep users up-to-date, create new ideas, saves time and money spent in buying newspapers and journals since they are provided in the library. CAS has been an important means for keeping the user up to date in areas of interest. Current awareness service according to Kpakiko, Suleiman and Abubakar (2018) generally means the information in brief regarding any particular topic or specific area of that topic. The objective of current awareness service is to make available current information to those who need it, usually for current research and to sustain the interest of the library user in the services rendered by the library. Libraries in rural communities can plan current awareness program based on farming season, pond management, agricultural marketing authorities, market prices, etc. as well as general information on health and nutrition, infant care, loans and financial aids. Basically, speaking, CAS is a device for alerting specialists towards latest developments and new publications acquired by the libraries. The following are the current awareness services that exist in libraries: library bulletin and newsletters, list of latest resources acquired (new arrivals), topical bibliographical on demand, contents page service, routing of periodicals, news clipping service, abstract bulleting, list of microform documents, commercial current content service, telephone service, e-mail and bulletin board services and display among others.

1.5.11 Reprographic service: This service is very important in libraries, because, there are books that cannot be borrowed from the libraries like reference materials and serials. Usually readers are allowed to photocopy parts of these materials they need for research or information purposes. The cost of photocopy is usually subsidized so that the users will find it easy to pay else, they may resort to deviant behaviours such as mutilating or stealing information resources. Photocopied materials can also be spiral bound and some documents scanned.

1.6 CHALLENGES OF PROVIDING LIBRARY AND INFORMATION SERVICES

Libraries in Nigeria are facing a lot of problems and this has affected the way they discharge their duties to members of the society. These problems hinder effective library services and have affected the performance of libraries in achieving their objectives which is satisfying the users. The challenges as identified by Okafor (2020) include:

1. Inadequate funding of libraries: Libraries have to be appropriately funded if they are to be effective and attractive. But many libraries worldwide are under-funded. Inadequate or total lack of funding is seriously affecting the activities of libraries in Nigeria. Among the various types of libraries, the public and school libraries suffer more neglect from the government than others, public and school libraries receive no funding from their government to buy books. Adequate funding is also needed for the building, for acquiring relevant materials, library furniture, for continuing education, for computers with Internet access and for running costs. The problem of funding is the major constraint of ICT application in libraries. Funding is required not only for the acquisition of the hard and software but updating and maintenance are very crucial in order to sustain it.

2. Lack of professional/insufficient staff: Many libraries in poor countries are run by non-professional staff. It is assumed that any volunteer or teacher can manage a library. But the quality of a library service depends on the professional quality of its staff, and this in turn depends on the quality and relevance of the training that they have received. Running a library with unprofessional staff is like teaching without professional background: Another aspect of the problem is the low pay of librarians and the lack of training opportunities available in many countries. Linked to this is the issue of poor motivation leading to high staff turnover where, for example, librarians in public libraries are paid very low wages compared to university or private sector librarians.

Many libraries in Nigeria do not have adequate staff to provide effective and efficient services to their numerous patrons. This has been attributed to the embargo placed on employment by the government at the various levels. Currently, there is lack of staff to man the rural libraries. Some of these rural libraries are no longer offering library services to children and the handicapped or carrying out extension services that will benefit members of the society because they lack the staff to perform the these duties.

3. Non-operation of mobile libraries/mobile library vans: the only way to reach out to members of the society who live in the hinterland is through mobile libraries but it is very difficult to carry out this service because all the mobile library vans are of the public libraries are not functional and some do not have any. They do not have the money to acquire new ones or even repair the old ones.

4. Inadequate information materials: Most Nigerian libraries do not have adequate information materials to go round those who need them. In some instances where they have, most of them are not current. The academic libraries are better off because of the special intervention funds they receive but the public and school libraries are not so fortunate. They only depend on donations from foreign bodies, non-governmental organizations and philanthropists. If this is the case with the central library, the situation is certainly worse in the rural areas. Some school libraries cannot boast of libraries as what they have are some books packed in cartons. They rely on foreign book donations or simply do not have enough relevant titles in the local language.

5. Inappropriate/inadequate buildings: Books, computers and audio-visual materials are very sensitive and have to be protected from extreme weather conditions, be it rain and humidity or sun and heat. Ideally they need to be kept in a dry, temperate environment. In tropical countries this would require an air-conditioned environment. The building and library materials need to be protected by bars and proper doors. During office hours, ideally, a surveillance person, camera or appropriate equipment should prevent materials from being stolen. Protective measures are very cost-effective and are unaffordable for most libraries.

In some cases, libraries are not purpose built and this affects the services rendered by them as the space is not adequate for the various sections of the library. Most times librarians are not involved during the planning of the buildings.

6. Lack of needs analysis: Many libraries are established without a professional needs analysis of the community, resulting in an information service based upon assumptions and not on actual needs. These libraries isolate themselves from the general public, often content to serve only a small, mainly urban-based, relatively well-off, educated elite. This problem is peculiar to public libraries. There is no serious attempt made by the staff of the central library to study the rural people's needs before information materials are sent to them. They end up sending resources that these people do not need. Rural library users ignore these materials because they do not arouse their interest. Just as a needs analysis is necessary before establishing a service, continuing monitoring and evaluation with active community participation is also crucial to ensure that library services remain relevant.

7. ICT challenges: Libraries are designed to provide universal access to global information and to bridge the information gap between developed and developing countries. Some libraries have computers, some even have Internet access for e-mail, but almost none provide access to information on the Internet. Most libraries will not have access to modern information technologies for various reasons, including a lack of the necessary infrastructure, such as telephone lines, electricity, software and hardware, and a lack of trained staff for maintenance and training in the use of computers.

8. Lack of appropriate training opportunities: In order for library staff to perform efficiently, they need to be trained and retrained from time to time. These can come in the form of conferences, workshops, seminars, continuing education, library visits among others. This is not obtainable given the economic situation of the nation, library staff are not sponsored for staff development programmes and the library staff find it difficult to sponsor themselves either.

9. Lack of co-operation: Lack of co-operation among agencies involved in library-related work weakens the system and creates unnecessary duplication or even competition. Resource sharing should be the option in this era of scarce resources. Cooperation is also necessary between various information providers in a country, including governmental and non-governmental organisations, the media, corporate companies and the publishing sector.

1.12 SUMMARY

Libraries are institutions charged with the responsibility of satisfying the information needs of their various users. The various types of libraries have their own type of users with their diverse information needs. For effective rendering of services, information resources in various formats must be acquired, stored, retrieved and disseminated to the users. The different types of libraries, their functions and characteristics; information resources and services were x-rayed in this unit. The challenges of provision of library resources and services were also discussed.

1.13 SELF-ASSESSMENT EXERCISE

1. library caters for the need of all members of the society.
2. Internet and databases are examples ofresources.
3. To reach out to those in remote areas who cannot come to the library, the public library uses

1.14 GLOSSARY

- Library – a place where information resources are organized for people to use.
- Information Resources – materials in different formats containing information
- Library services – assistance given by the library staff to users with the available resources depending on their needs.

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1.16 POSSIBLE ANSWERS TO SELF- ASSESSMENT EXERCISE(S) WITHIN THE CONTEXT

1. Public Library
2. Electronic resources
3. Mobile library service

UNIT 2: TYPES OF PEOPLE WITH SPECIAL NEEDS

UNIT STRUCTURE

2.1	Introduction
2.2	Learning Outcomes
2.3	Concept of People with Special Needs
2.3.1	Visually Impaired
2.3.2	Hearing Impaired
2.3.3	Mentally Retarded
2.3.4	Physically Disabled
2.3.5	Prisoners
2.4	Characteristics of People with Special Needs
2.4.1	Visually Impaired
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2.4.3	Mentally Retarded
2.4.4	Physically Disabled
2.4.5	Prisoners
2.5	Information Needs of People with Special Needs
2.5.1	Visually Impaired
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2.5.3	Mentally Retarded
2.5.4	Physically Disabled
2.5.5	Prisoners
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2.7	Self-Assessment Exercise
2.8	Glossary
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UNIT 2: TYPES OF PEOPLE WITH SPECIAL NEEDS

UNIT STRUCTURE

2.1 INTRODUCTION

In life, there are people who have one form of deformity or the other. Some were born that way while others developed it later in life as a result of one challenge or the other. Various terms have been used to address this set of people like disadvantaged, handicapped, deformed, disabled, impaired, physically challenged, people with special needs among others. The people in this category are the blind, deaf, dumb, lame, mentally impaired etc. They possess certain characteristics that mark them out as people to be given special attention. These characteristics must be identified in order to handle them well.

2.2 LEARNING OUTCOMES

The students at the end of this unit, should be able to:

- Define people with special needs
- Identify the types of people with special needs
- Know the psychology/characteristics of people with special needs
- Identify the information needs people with special needs

2.3 CONCEPT OF PEOPLE WITH SPECIAL NEEDS

People with special needs are regarded as the physically challenged or people with disabilities or impairment. Recently, prisoners have been included as people who have special needs because of the condition they find themselves in which may affect their psychology. Hence, Atabor (2015) opined that the terms, impairment, physically challenged, handicapped, disabled, and special needs persons are used interchangeably. They are people that are in a state that restricts their ability to function physically, mentally or socially. Ananya (2013) identified those with physical challenges to include those who have long term physical, mental, intellectual or sensory impairments which may hinder their full and effective participation in society on an equal basis with others, hence, their need for special attention. The common disabilities include blindness, deafness, deformity, loss of limbs, mental illness, mental retardation, muscular nervous and sensory disorders. Those with special needs are broadly categorized into four, namely: physical disability, visual impairment, hearing impairment and mental retardation. However, they have latent abilities, aspirations, visions and dreams that can be harnessed if proper attention is given to them (Atabor, 2015). The United Nations Organization (UNO) advocates that this category of people also have right to independent living in order to make meaningful contributions to their individual lives and to the society at large. In the higher education sector, the University Grants Commission (UGC) lends its support for special education activities that will empower people with different forms of disabilities. This scheme is known as Higher Education for Persons with Special Needs (Differently-abled Persons) (HEPSN). (Rayini, 2017).

People with special needs are also in need of library and information services for various purposes. These include education, research, recreational, etc. They are seen as special users of the library. A special user or patron according to Igwela and Opara (2020) is an individual that cannot make use of information resources in the library without adaptive equipment (augmented or assisting equipment or resources). It is also a situation where there is inability to do what is considered 'normal' to a non-disabled person. The term 'special needs' in the context of library services as identified by Abdelrahman (2016) is connected to the needs of people who cannot make use of conventional libraries, library materials and services. They need assistance to navigate through the information materials available in databases and new technologies in libraries which has increased access to communication and information globally. They are regarded as special because library services are provided to them with special materials, activities, equipment and care. Special library services are provided to users with disabilities in order to satisfy their information needs.

Developed countries like United States of America (USA), Canada, United Kingdom (UK) and many European nations have in time past identified the need to provide access to information to people with special needs and have made concerted efforts towards that unlike developing nations like Nigeria. There are laws enacted to back provision and access to information by disabled persons and also funding the libraries and information centres. In fact, they acquire state-of-the-art technologies to assist in the information access.

The categories of people with special needs that are discussed below include the visually impaired, hearing impaired, physically challenged, mentally retarded and prisoners.

2.3.1 Visually Impaired

The visually impaired are people with vision defects. Those included in this category are, people who have never had visual function, those who had normal vision for some years before becoming gradually or suddenly partially or totally blind, those with disabilities in addition to visual loss. The visually impaired could be in the aspect of partial sight, total blindness, short-sighted, long-sighted and albinos. Albinos, receive special considerations

because they also experience difficulty in reading because their visibility is not steady. Visual impairment is one of the common disabilities in all countries of the world. According to Visual Impairment Law and Legal Definition, visual impairment or low vision is reduction in vision that cannot be corrected with standard glasses or contact lenses and it reduces a person's ability to function at certain or all tasks. It includes: inability to see images clearly and distinctly, loss of visual field, inability to detect small changes in brightness, color blindness and insensitivity to light.

There is provision of library service for this category of users. Some public libraries have a section in the library for the blind stocked with their special information materials like Braille, large prints etc. Unlike other people with special needs, the visually impaired have the longest tradition of special services from libraries that is to say that libraries tend to have more materials for the visually impaired than others though in Nigeria, not all their materials are available. High dependence of the visually impaired on library services can be attributed to the fact that their materials are not within their reach because there is no commercial publishing market and their information resources are expensive.



Fig 3: Visually Impaired Using White Cane

Source:

<https://www.google.com/search?q=visually+impaired+in+Nigeria&tbm=isch&ved=2ahUKewjcv6Ho-az6AhWXw4UKHdYvAasQ2>

2.3.2 Hearing Impaired

These are people whose auditory capacity is limited. It is wrong to class them as deaf and dumb because there are various categories of hearing impairment. The loss of auditory capacity in most cases may affect a person's speech because many deaf people are also dumb, that is, they cannot speak. Goldmann cited in Igwela and Opara (2020) defined and explained the degrees of hearing impairment. According to the author, hearing impairment is the most general term used to describe all types and degrees of hearing defects, ranging from slight loss to intense deafness. He described "deaf" individuals as those who cannot discern meaning in perceivable sounds. He further explained the degrees of hearing impairment;

- (1) Hard-of-hearing – describes individuals whose sense of hearing while deficient is still somehow functional. They can understand speech to some extent with or without a hearing aid, and generally depend on speech reading, facial expression, and gestures (sometimes including sign language) to complement what they do hear;
- (2) Congenitally deaf – those who are born completely deaf.
- (3) Adventitiously deaf – having lost part or all of their hearing later in life at any time from infancy onward;
- (4) Pre-lingual deafness – this is a condition whereby one loses the sense of hearing before acquiring language, mostly before three years of age,
- (5) Post-lingual deafness – this occurs when one loses hearing long after language acquisition.

It is worthy to note that while the completely deaf users require special library services, those whose sense of hearing are functional to some extent, can use the library just like other normal people.



Fig 4: Hearing Impaired Learning with Sign Language

Source: s-deli.org

2.3.3 Mentally Retarded

The mentally retarded are those whose ability and adaptation to the society are below average. Onifade and Babarinde (2022) explained that mental retardation means a condition of arrested or incomplete development of the mind of a person, which is especially characterized by sub-normality of intelligence. Earlier in history, they were generally labeled feeble minded and the Greeks referred to them as “Idiots”. They were neglected and relegated to the background and only gain recognition on as jesters, when they were deployed in royal courts to entertain with their foolery. Those in this category are have autism, mental retardation, schizophrenia, etc.

In the past, this group was given little or no education because people felt that they could not be helped. But after many psychologists and educationists carried out some

experiments and discovered that their exposure to the process of learning/education, will make impact on their literacy, people's opinion on them changed and normal education and library service were introduced to them. Today the mentally retarded are seen in regular classrooms and public libraries enjoying education and leisure programme with normal children. They are not served with materials on the basis of their chronological age but on their mental age. Their materials should be such that make reading meaningful and relevant.



Fig 5: Mentally Retarded

Source: operanews.com

2.3.4 Physically Disabled

People in this category have one form of disability or the other. They have paralyzed limbs or defective control over limbs or bodily functions through congenital or acquired disorder or disease, and requiring continued attention, treatment or care. The lame are under this category. Most of them are usually confined in their wheel chairs.

Library services are also provided for them as they also need information to carry out their day to day activities. In providing library and information services to them though they use the same information resources like the non-disabled, certain factors need to be put into consideration so as to serve them effectively.



Fig 6: Disabled Persons

Source: globalgiving.com

2.3.5 Prisoners

Individuals incarcerated in prisons are known as prisoners or inmates. Incarcerated persons generally have the same reading interests and information needs as individuals in the free world. They are considered disadvantaged because they do not have physical access to libraries in the outside community. Their period of confinement may be on short term or long-term basis depending on their offences and the legal process. The prison is not only meant to provide custody to the convicted, detained, remand prisoners but also a reformatory institution recently referred to as a correctional centre. During the period of incarceration, effort is made to identify the cause of the anti-social behaviours in order to reform or correct the inmate (interned) (Obialor, 2018).

Libraries have been established in prisons to complement the effort to rehabilitate the prisoners. It is on record that some prisons now register for examinations such as West African School Certificate (WASC) and Joint Admission and Matriculation Board (JAMB). The information resources and services available in the prison library help them to think of life outside the four walls of the prison.



Fig 7: Prison Inmates

Source: Premium Times

2.4 CHARACTERISTICS OF PEOPLE WITH SPECIAL NEEDS

People with special needs can easily be identified in the society because they possess certain characteristics. Their condition also places them in certain psychological level. These characteristics and psychology may be as a result of the way they see themselves or the behaviour of people towards them.

People with special needs suffer rejection, isolation and maltreatment from other members of the society. They are ridiculed, and seen as those to be pitied. They viewed as abnormal and denied some public services such as library and information provision.

Socially, they isolated and restricted from interacting fully with their able-bodied counterparts. They are seen as being entirely different from others. Educationally, they are prevented either by physical or mental defect from receiving normal education or living a normal life hence the need for them to be given special treatment to assist them blend with the society.

2.4.1

Characteristics of the Visually Impaired

The visually impaired possesses some characteristics with which they can be identified. Rayini (2017); Kinnell, Yu and Creaser (2000) identified the characteristics of the visually impaired as:

- i. Visual impairment can lead to frustration in some cases.
- ii. Actualize his aspirations.
- iii. Helpless
- iv. Mindless
- v. Suffer maltreatment
- vi. Deserves sympathy.
- vii. The visually impaired like other handicapped people suffer social discrimination
- viii. Cultural bias that negatively impact on their information seeking behaviour
- ix. Embittered

2.4.2 Characteristics of the Hearing Impaired

Igwela and Opara (2020) identified the characteristics of the hearing impaired as:

- i. Easily offended
- ii. Sometimes Violent
- iii. Always looking at facial expressions

2.4.3 Characteristics of the Mentally Retarded

The mentally retarded have their peculiar characteristics. Some of them as pointed out by Patil and Kumbar (2020) are:

- i. They learn slowly
- ii. They may be destructive
- iii. Their mentality do not measure up to their chronological age
- iv. They have difficulties with language
- v. They are not fluent during communication
- vi. Their level of cognition is low
- vii. They also have emotional problems
- viii. They always seek for friendship

2.4.5 Characteristics of Prisoners

It was discovered by Lehmann and Locke cited in Obialor (2018) that majority of prison inmates are:

- i. cut-off from the outside world
- ii. kept under constant scrutiny and surveillance,
- iii. forced to obey a strict code of official rules to avoid facing formal sanctions.
- iv. Their personal possessions are taken from them
- v. they must conform to institutional dress and personal appearance norms.
- vi. Their freedom is restricted
- vii. insufficient vocational skills,
- viii. a high rate of mental illness
- ix. emotional instability
- x. Have limited education
- xi. Poor reading skill

2.5 INFORMATION NEEDS OF PEOPLE WITH SPECIAL NEEDS

Information need could be defined as an individual or group's desire to search and get information to satisfy a conscious or unconscious need. Onifade and Babarinde (2022) defined

information need as an individual or a group's desire to locate and obtain information to satisfy a conscious or unconscious need.

Therefore, information needs of individuals in any society are affected by the intent and its usefulness. The urgency of the information need, determines the approach to satisfying it. Information need of users may be categorized according to the purpose and perhaps the nature of the user. Generally, the factors responsible for information needs of individuals are:

1. Research: day by day researches are being carried out by an information user. The research may be on security, politics, law, drug trade, librarianship and disease control. Research may be individually undertaken or corporately sponsored. The amount of information available to a researcher determines the success or failure of such endeavour.

2. Nature of Job: The nature of a person's job influences the quality and volume of information he needs. Doctors solicit information from their patients to enable them diagnose their ailment, and administer treatment. The librarian requires information on the type of user to be served, his information needs and the resources that will best suit the needs. A lawyer seeks information on details of the case he is handling, case file, client's report and other matters that will enable him to prosecute a case effectively. The request for information and its utilization actually depends on the job one does.

3. Examination: people need information in order to pass their examinations. Students who have examinations to write such as Joint Admission and Matriculation Board (JAMB), General Certificate of Education (GCE), West African Examinations Council (WAEC) etc., those in higher institutions writing semester examinations; or workers going for professional or promotional examinations are propelled to seek for information. No wonder, the library records more users during examination periods.

4. Leisure/recreation: The need to relax after the day's activities makes people listen to radio and television, they listen to news and stories around the world, listen to advertisements on new products like drugs, foods, clothing and government activities. Information of this nature increases the awareness of people about their society and environment.

5. Problem solving: People face all kinds of problems in the society. These problems vary from one person to another. The problem may be on ill-health, unemployment, divorce, missing person, death etc. These problems generate tension and confusion in the person affected. Those suffering from ill-health will seek information on the best hospital for the treatment, type of drug to buy, etc., unemployed persons seek information on job opportunities in organizations and government establishments.

6. Education: Information helps people to understand the need for sound and qualitative education. Parents who want their offspring to attend good schools seek information on the curriculum of the school, study facilities like classroom, tables and chairs, library, computer and science laboratories, hostel accommodation facilities and feeding. Other areas of information need include quality of teaching and teachers, tuition fee and other financial aspects. These requirements increase the demand for and use of information.

7. Awareness: People demand information to keep abreast of developments in the academia through current journals, interaction with their colleagues during conferences and workshops, e-mail messages and networks.

Apart from these general information needs, people with special needs have their own specific needs.

2.5.1 Information Needs of the Visually Impaired

The information needs of the visually impaired include:

1. The visually impaired persons have a variety of needs as a result of their sensory limitations. They not only need access to adequate collection of materials but they require information literacy skills. This will enable them utilize a wide variety of sources including the internet.
2. They need information on where their materials such as braille, talking books, large prints and assistive technologies are available.
3. They also need information on how to get around in normal life situations and how to interact with the abled people.
4. The visually impaired need access to computers with adaptive technologies in order to participate in the same learning process as their peers.
5. Generally, they need information on: health, finance, recreation, government, housing, education, government, travel, employment information among others.

2.5.2 Information Needs of the Hearing Impaired

The hearing impaired need information in the following areas:

1. They need information on their civic responsibilities and also their rights as members of the society.
2. The need information of spiritual matters especially how they can be liberated from their predicament.
3. Educational information is needed on how they can further their education and if there are scholarship opportunities for them.
4. Vocational information will help them learn skills that will help them earn a living.

2.5.3 Information Needs of the Mentally Retarded

It has been identified that the mentally retarded have low mental capacity. Their information needs revolve around things that will improve their mental capability.

2.5.3 Information Needs of the Physically Challenged

The information needs of the physically challenged as identified by Lawal-Solarin (2012) revolve around:

1. Educational: they need information on the academic calendar of schools, time to register for examinations such as Joint Admission and Matriculation Board (JAMB), General Certificate of Education (GCE), West African Examinations Council (WAEC) etc., scholarship opportunities, education opportunities abroad among others.

2. Recreational: The need to know the materials and games available for their relaxation.

Political: Political; information ranges from the political parties registered, aspirants contesting for the various positions, election time table, names of those in authority and their portfolios.

3. Legal: They require information not only on their civic responsibilities but also on their rights as citizens of the country. The legal information garnered will help them to know where to seek for redress when their rights are trampled upon. Arming themselves with such information will help them to be good citizens of the nation.

4. Health: Health is wealth. They need health information to know how to manage their condition and to be aware of diseases, how they are contacted, prevention and where to receive treatment.

5. Economic: Access to the right information is an important part of knowledge of workers, and improvement in their productivity. Information is also needed in good decision-making regarding purchase and consumption.

2.5.5 Information Needs of Prisoners

Prisoners require information that will not only help them to cope with prison conditions but to re-integrate themselves into the society when they are eventually released. They require information that would enable them to meet the following needs:

Deleted dash (-) from each of the following:

1. Continuous education and informal learning needs: – education provides opportunities for prisoners to gain a sense of personal achievement and self-respect. It helps to improve a person’s ability to communicate, reason, think, to broaden his interests, to introduce him to a wider circle of friends and gradually improve his competence as a person.

2. Legal needs: They need information about the law and their rights in order to see how they can get out of incarceration or where they have gone wrong in order not to commit the offence again. They will also get information on punishment for offences committed. Information gathered can be used to seek for redress in court.

3 Health needs: There are a lot of health hazards in the prison environment and they need information on how to adapt to the environment. Information needs span across health and hygiene, prevention, cure and management of ill health.

4. Vocational needs: Information is also needed in vocational education. This will help them acquire skills that they need to be independent. Information materials such as manual can help them acquire knowledge on how to operate or do certain things on their own. Prison libraries play an important role in the rehabilitation of prisoners.

5. Recreational needs: The prison environment induces stress, boredom, fear, insecurity, anxiety and so the prisoners need information that can help them overcome emotional boredom and psychological trauma. Access to information will help them recreate themselves.

5. Financial needs: Incarcerated persons have the same reading interests and information needs of other free citizens in the larger society as such, require to know what they can do with their lives while in prison that will eventually help make money when they regain their freedom.

6. Religious information needs: This type of information will lead to their spiritual and character reformation to live better lives.

2.6 SUMMARY

In this unit, we have been able to identify those who are referred to as people with special needs. Although they are categorized using this term, but their characteristics and information needs vary. That is to say that they cannot be treated the same way. Knowledge of their characteristics and information needs is critical in managing them.

2.7 SELF-ASSESSMENT EXERCISE

1. The people with special needs that are not served based on their chronological age are
2. The need for relaxation is referred to as
3. Prisoners are seen as people with special needs because

2.8 GLOSSARY

- ✓ Special – to be treated differently
- ✓ Needs – things required in order to be comfortable

- ✓ Characteristics – mark of identification

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2.10 POSSIBLE ANSWERS TO SELF- ASSESSMENT EXERCISE(S) WITHIN THE CONTEXT

1. Mentally retarded
2. Recreational needs
3. Their freedom is restricted

MODULE 2: LIBRARY RESOURCES AND INFORMATION SERVICES

Unit 1: Library Resources and Information Services to the Visually Impaired

Unit 2: Library Resources and Information Services to the Deaf and Dumb

Unit 3: Library Resources and Information Services to the Mentally Retarded

Unit 4: Library Resources and Information Services to the Physically Disabled

Unit 5: Library Resources and Information Services to Prisoners

UNIT 1 LIBRARY RESOURCES AND INFORMATION SERVICES TO THE VISUALLY IMPAIRED

UNIT STRUCTURE

- 1.12 Introduction
- 1.13 Learning Outcomes
- 1.14 Library Resources for the Visually Impaired
- 1.15 Information Services to the Visually Impaired
- 1.16 International Practices in Provision of Information Services to the Visually Impaired
- 1.17 Challenges of Using Library and Information Services to the Visually Impaired
- 1.18 Glossary
- 1.19 Self-assessment exercise
- 1.20 References/ Further Readings
- 1.21 Possible Answers to Self-Assessment Exercise(s) within the content

UNIT 1: LIBRARY RESOURCES AND INFORMATION SERVICES TO THE VISUALLY IMPAIRED

UNIT STRUCTURE

1.1 INTRODUCTION

Visually impaired people since they cannot read the conventional print, are provided information in the formats that they can access because they too have right to information. This should be taken care of during selection and acquisition processes. The criteria for selection of special information materials for the visually impaired should be included in the library policy and should include their needs. Their resources should cover a wide range of subjects. In this era of Information and Communication Technology, the advent of the Internet and subsequent electronic publishing, there is now a clear change on the way information resources are created, managed and accessed. Some of these materials are no longer found on the shelves but located remotely on Internet websites and automated libraries.

1.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- Learn the information resources of the visually impaired
- Know the services rendered to the visually impaired
- International practices in the provision of library and information services to the visually impaired

- Challenges of using the library by the visually impaired

1.3 LIBRARY RESOURCES FOR THE VISUALLY IMPAIRED

Special information resources have been developed by libraries and information centers globally to meet the library and information needs of the visually impaired users. Atabor (2015) and Rayini (2017) identified them to include:

Deleted dash (-) from each of the following:

(1) **Braille books:** Braille is a system of reading and writing whereby raised dots are used to represent letters which are read by touch. Braille books are appropriate for users who have both visual and hearing impairment. the transcribed texts are read by touching the raised dots which are used to represent characters. Initially, Braille was produced manually using a Braille typewriter, but with time, special embossers that can be linked to computers are being used to produce Braille.

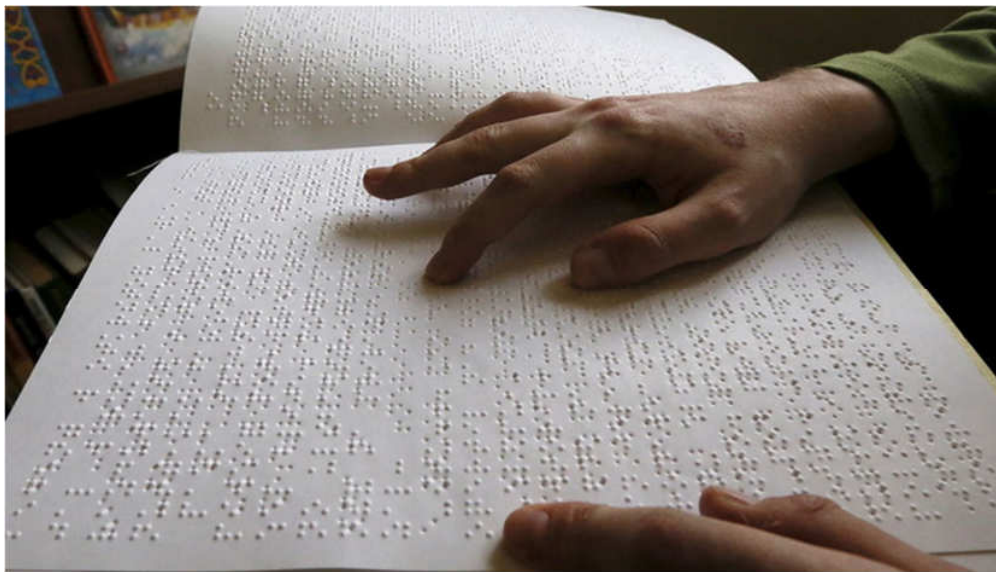


Fig 8: Braille Book

Source: guardian.ng

(2) **Talking books:** They are audio versions of books that could be recorded on cassettes, CD-ROM, DVD and on the internet as e-books. Most visually impaired people now prefer Talking books as it is faster and can be replayed. They are produced by reading text on to audio tapes. Unlike braille that is not produced locally, talking books are produced by both voluntary organisations and commercial publishers. This has led to improved number of talking books available for the visually impaired persons. The disadvantage lies in the fact that it is the Tape Audio Books are not user friendly as book marking and navigation is slow and cumbersome.

Apart from talking books, there are also Talking newspapers/magazines which are audio recordings of news articles in the dailies/magazines. This helps to keep the visually impaired abreast of the happenings around them. It makes them current.

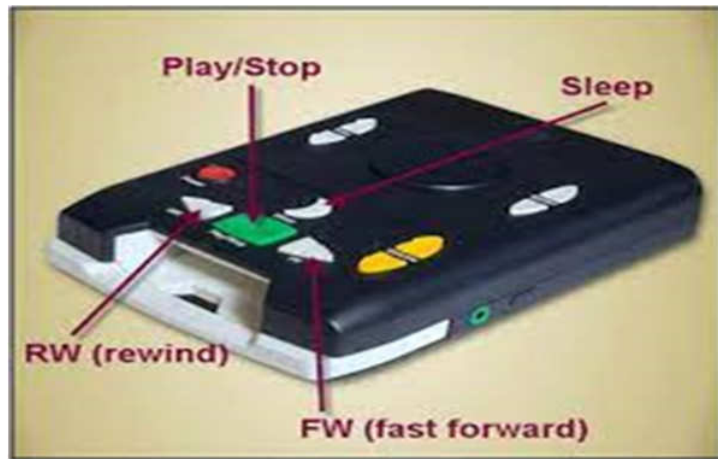


Fig 9: Talking Book

Source: nysl.nysed.gov

(3) **Large print materials:** These are documents that are printed using large fonts. They are produced for the partially sighted users. The font size of large print books is between 16-20 points. Ulverscroft and Chivers are specialists in large print publishing and are renowned for it. There are also other mainstream publishers engaged in the publishing of large prints.

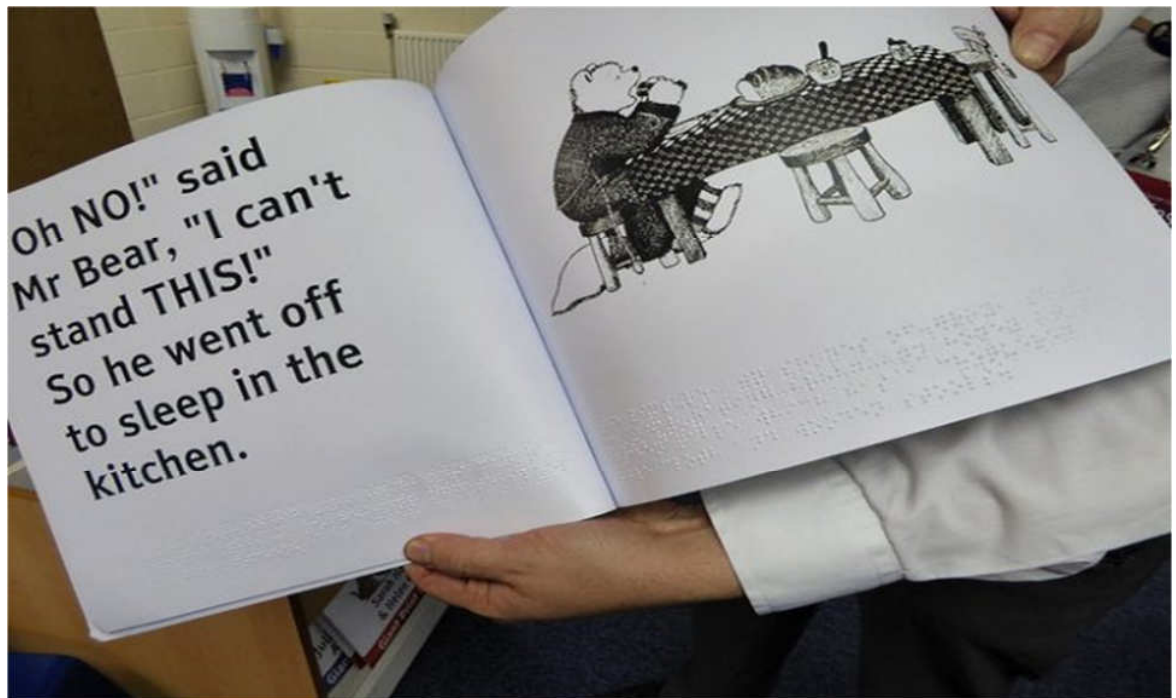


Fig 10: Large Prints for the Partially Blind

Source: dcmslibraries.blog.gov.uk

(4) **Electronic texts:** These are computer text-files. Electronic text are loaded in the computer using screen magnifying software which can be printed as text in large print and read using braille bar that is attached to the computer. They can also be read out loud by the computer, with the aid of a screen reader. Commercial publishers are now offering such digital audio books, Mp3 and accessible e-books that can be downloaded from Internet and which can also be used by blind and visually impaired.



Fig 11: Electronic Texts

Source: bbvaopenmind.com

5). **Moon type:** This produced for the blind using stylised raised characters based on the Roman alphabet. In UK, the major Braille and Moon Type producers are voluntary organisations such as the NLB, RNIB and ClearVision.

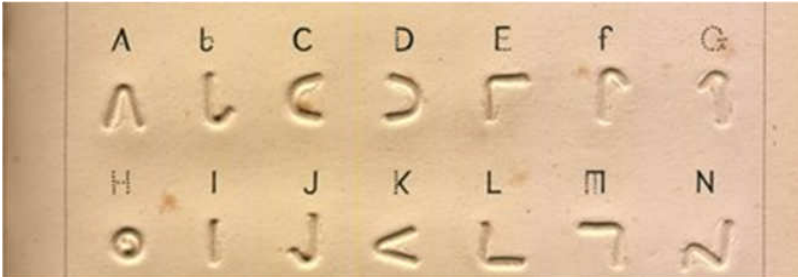


Fig 12: Moon Type Books

Source: scriptsource.org

6). **DAISY (Digital Audio Based Information System) books:** this is an audio book that is digitally based. This is an important information resource for the visually impaired. Daisy books are gradually growing and being utilized as a means of relaying information to the visually impaired. This is facilitated by the ICT and many libraries abroad are producing and providing Daisy books for their special clientele.



Fig 13: DAISY player

Source: visionaustralia.org

1.4 INFORMATION SERVICES TO THE VISUALLY IMPAIRED

Library services for blind and visually impaired people vary from country to country. No matter the type of service rendered, the main aim is to satisfy the varying needs of the visually impaired. Library services provided for them will help them to be independent users of the library to an extent. These services as identified by Rayini (2017) include:
Deleted dash (-) from some of the following:

- 1. Personal reading service:** Where talking books are not available, the librarian can read out the content of a book to the visually impaired. This service is also necessary when the information needed is not available in braille but contained only in conventional books.
- 2. Transcription service:** Normal books can be transcribed to braille although this is possible when the library staff have been trained to do and have the necessary facilities at his/her disposal.
- 3. Inter library loan/cooperation:** Inter library loan is based on the premise that no one library has all that is needed to serve the users. Given this scenario, they need to partner with other libraries in order to satisfy the information needs of their users. To achieve this, libraries for the visually impaired should come into a form of cooperation and know which library have what collection so as to access/borrow them when the need arises. The international Directory of Libraries for the visually impaired prepared by IFLA is a helpful tool for locating a partner agency for inter- library loan arrangements. Development of national catalogues of accessible different formats will also enhance this. The importance of cooperation is in accordance with the IFLA guidelines for libraries for the Blind (2005).

“Blind and print disabled people require access to public library type services for the general blind public in their communities which also interfaces with other types of libraries such as school or academic libraries. The roles of these community based library services should be developed in co-operation with other national and local agencies. The community based public library, for example, has the best opportunity to become a major access point for all print-disabled readers. All libraries should ensure that their collections and services complement and integrate with national agencies to provide access to as wide a range of materials and services as possible” (IFLA, 2005).

- 4. Partnership with agencies:** There are agencies that have interest in providing services to people with special needs. When the information materials are not available in the language of a particular area, the library can then partner with the agencies that can provide it in an

alternative format. The agencies that serve the visually impaired include rehabilitation agencies, non-governmental agencies (NGO) and libraries for the visually impaired need to have links with them in order to serve their clientele better.

5. **User education:** This is an important service provided to users. It is a fact that one cannot navigate through the myriad of information resources available in the library if he/she does not know about the library. User education is a means of creating awareness of the library environment to the users.

6. **Readers' advisory services:** The librarian suggests information resources that he thinks will be useful to the patrons. This however, should be done in a way that the clientele will not see it that he/she is being forced to read a particular material.

7. **Extended operating hours:** Operating hours are the period between the opening of the library and the closing time. Due to the condition of the visually impaired, the library operates for a longer period to enable them have enough time to study and for those that may not find someone to bring them early to the library to still meet up.

8. **Loan services:** Sometimes, it may not be convenient for the visually impaired to get all the information required within the time he/she is in the library, hence the library can provide loan services so they can borrow information resources such as talking books and cassette machines as far as they are made to understand the implications of not handling them well.

9. **Guidance services:** with globalization, most information are now online and the visually impaired have to follow the trend. The library can provide guidance to them on accessible websites that can be used for research and how to retrieve information from them.

1.5 INTERNATIONAL PRACTICES IN PROVISION OF INFORMATION SERVICES TO THE VISUALLY IMPAIRED

Some developed countries have organized library services to the visually impaired. Bernardi (n,d) identified the following as some of them:

1.5.1 Vietnam

In Vietnam information services for the visually impaired are provided through public libraries and the leadership role of The National Public Library, General Science Library of Ho Chi Min City.

1.5.2 USA

In the USA, library services for visually impaired people are delivered through an extensive library network which is headed by the Library of Congress's National Library Service for the Blind and Physically Handicapped (NLS) and consists of over 160 regional and sub-regional libraries. Subject areas, the medium previously used, the audience and the book's potential popularity are the basis for the selection of titles. A union catalogue is maintained, with contributions from all participating libraries. The regional and sub-regional libraries gets their books directly from the contracting producer.

1.5.3 Scandinavia

In Scandinavian countries, visually impaired people are served through state-funded services rendered by special libraries which, also serve as the national library for the blind. The production and delivery of alternative formats are mainly produced by the libraries and in some cases production process is contracted to external producers. In one of its countries, Denmark, services for the visually impaired are provided through the Danish National Library for the Blind (DBB) and the public library system. Recently, public libraries have taken adequate

responsibility in the development of core collections such as audio materials (e.g. music cassette, spoken word cassette, CDs, etc.), which are used by visually impaired people. The public libraries not only provide local access to new technologies, but also offer professional assistance and training to both the staff and the users.

1.5.4 Italy

In Italy, the Library for the Blind “Regina Margherita”, was funded to centrally produce alternative formats without cooperation with other agencies or public libraries.

1.5.5 UK

In UK, Information services provision for the visually impaired is carried out by the public library in line with the tendency of strengthening public libraries as the local access point. When compared with other countries, UK does not have a state-funded national library for blind people and is not measuring up with the current trends.

1.6 CHALLENGES OF USING LIBRARY AND INFORMATION SERVICES TO THE VISUALLY IMPAIRED

In providing library and information services to the visually impaired, there are challenges faced. These include:

Deleted dash (-) from two of the following:

1. Inadequate materials: The materials provided for the visually impaired are usually inadequate for the number of people that deserve them. Provision of reading aids and equipment is very limited and it is mostly cassette players and low vision aids are available. Nearly all the materials are purchased from abroad and due to high exchange rate, acquisition of these materials are low and in some cases impossible.

2. Lack of skill: Most of the visually impaired users of the library lack the necessary skills to utilize the resources especially the assistive technologies. In a digital library system that requires search skills, it becomes a very a big problem as even those who can, spend more time searching or browsing and these time varying considerably depending on the design of the site and the level of experience with the assistive technology they were using.

3. Disparity: Library services to the visually impaired do not receive the same attention when compared to conventional library service. This makes it difficult to acquire their information resources which are specialized in nature. Their library services are yet to be integrated into the country’s cultural and socio-political process. Just few out of the many libraries in Nigeria provide information services to the blind.

4. Network issues: The lack of accessibility of Internet and digital resources has been recognized as a barrier for those who access information using Adaptive Technology.

5. Library architecture: In some libraries, the architectural designs discourage the partially blind from having access to the library. Most of the libraries were built long before the libraries ever considered providing materials for the blind. These architectural barriers are in the areas of staircase, high book shelves, narrow doorways, lack of elevators. These make it impossible for them to cope.

6. Inadequate fund: Libraries in Nigeria are too underfunded and there find it difficult to provided conventional services to the majority not to talk of the visually impaired who are not much. Besides most of their materials are imported and requires big amount to acquire them.

7. Unskilled human resource: There is inadequate human resources who have experience in providing services to the visually impaired. A degree in Library and Information Science does not give enough knowledge on how to handle these special patrons. Special training is required.

8. Lack of Braille translators: there is lack of trained and professional braille translators. Some braille books come in diverse languages and need to be translated and catalogued. Some of the information needed by the visually impaired persons are available only in print formats and requires translation before they can be used.

1.7 SUMMARY

A cursory look at this unit has revealed that there are many information resources available for use by the visually impaired. Their availability enhances service delivery to them. The onus lies on library management, institutions and organizations to identify them and acquire them. There is however, the uniformed way of serving the visually impaired as can be seen as it is practiced in different countries. The visually impaired face some challenges in using the library, hence addressing these challenges will lead to rendering effective service to them.

1.8 GLOSSARY

- ❖ Visually impaired – those who have sight problems
- ❖ Braille – an information material used by the blind with raised dots
- ❖ International practices – what is obtainable in foreign countries

1.9 SELF-ASSESSMENT EXERCISE

1. The large prints are for people who are
2. DAISY stands for
3. Transcribing normal print to braille is known as
4. In foreign countries andlibrary are mainly providers of services to the visually impaired

1.10 REFERENCES/ FURTHER READINGS

Atabor, Christiana Alami. (2015). Information needs and use of library resources by special needs students in selected government schools in Kaduna State and Federal Capital Territory, Abuja, Nigeria. *Chinese Librarianship: An International Electronic Journal*, 40, 47-55. URL: <http://www.iclc.us/cliej/cl40atabor.pdf>

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MODULE BP 100 MA/MSc Information Studies University of Northumbria – Newcastle
Università degli Studi – Parma

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1.11 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1. Partially sighted
2. Digital Audio Based Information System
3. Transcription service
4. Public libraries and libraries for the blind

UNIT 2 LIBRARY RESOURCES AND INFORMATION SERVICES TO THE HEARING IMPAIRED

UNIT STRUCTURE

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Library Resources for the Hearing Impaired
- 2.4 Information Services to the Hearing Impaired
- 2.5 Glossary
- 2.6 Self-assessment exercise
- 2.7 References/ Further Readings
- 2.8 Possible Answers to Self-Assessment Exercise(s) within the content

UNIT 2: LIBRARY RESOURCES AND INFORMATION SERVICES TO THE HEARING IMPAIRED

UNIT STRUCTURE

2.1 INTRODUCTION

The hearing impaired includes those whose auditory system has one form of deformity or the other. Some do not hear at all while others hear louder sounds. In most cases those who cannot hear, that is the deaf, cannot also talk. That is to say that they are dumb as well. In whichever category, they still need to be served by the library because they too have information needs. There are resources with which they are served.

2.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- Understand the information resources for the hearing impaired
- Explain the services provided for the hearing impaired

2.3 LIBRARY RESOURCES FOR THE HEARING IMPAIRED

The hearing impaired clientele of the library requires special treatment and resources provided for them should be appealing so as to sustain their usage of the library. These

resources as identified by Day cited in Iroeze, Chima-James, Agim and Opara (2018) and Akanwa and Udo-Anyanwu (2017) include:

Deleted dash (-) from each of the following:

1. Pictures: Pictures are representations of an object or a thing. They can be in form of drawings, paintings and photographs. They hearing impaired understand pictures even at the very early stage when they cannot read.



Fig 14: Picture of Animals
Source: onlymyenglish.com

2. Electronic bulletin boards: Bulletin boards are used to display information. The boards are kept where they can be easily seen. List of new books, planned activities, notices of conferences and workshops are displayed on the electronic bulletin board. The hearing impaired can have access to the information contained therein.



www.shutterstock.com - 229849102

Fig 15: Electronic Bulletin Board

Source: shutterstock.com

3. Films strips: A filmstrip is a sequence of related still pictures imprinted on a strip of 16mm or 35mm film. It usually contains a series of related pictures, reading materials or both. Filmstrips are projected on a screen by automatic or manually operated projectors.

4. Slides: these are individual pictures mounted on frames made of cardboard, glass, metal or plastic. There can be several slides mounted on a card or plastic with photographs or handmade pictures or images. Slides are projected on slide projectors.



Fig 16: Film Slides

Source: johnsalimphotographic.co.uk

5. Realia: Real objects should be useful instruction in the library. This will help them to identify objects like animals, plants, stones etc. they can be used for group or individual use. The use of realia stimulates the mind of the learner and makes learning experiences more memorable than a picture would.

6. Graphics: They are illustrations that are used to pass information and ideas through the combination of drawings, words, symbols and pictures. Examples of graphics are cartoons, charts, graphs, posters, etc. These will aid them to match them with words.

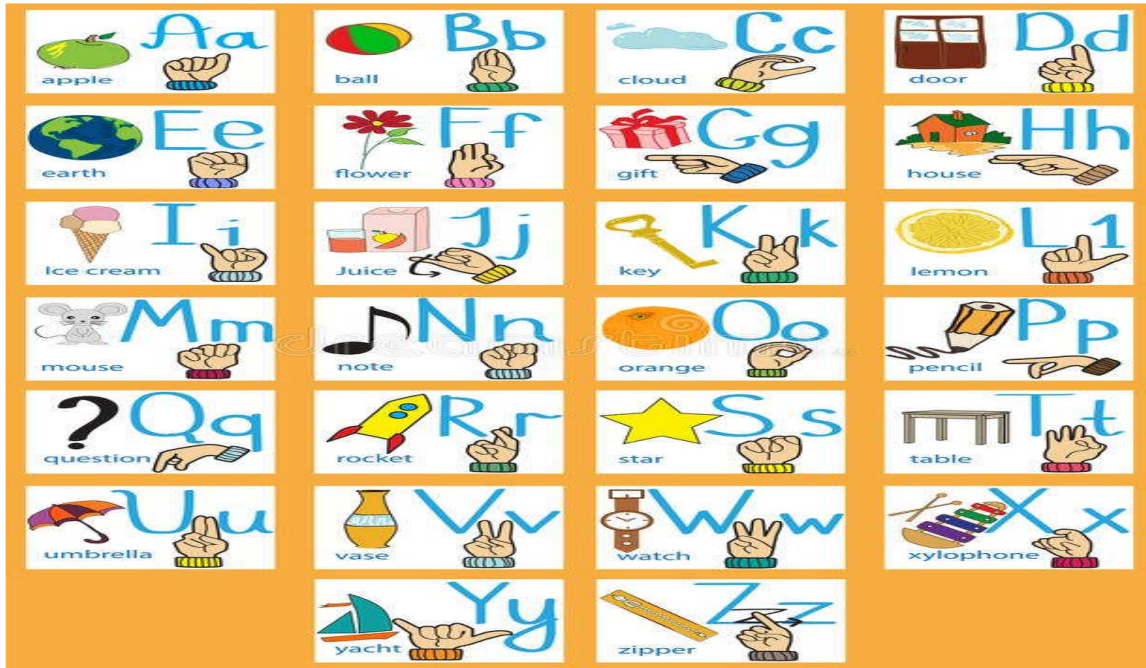


Fig 17: Graphics

Source: dreamstime.com

7. **Finger alphabets:** Fingers are used to depict letters of the alphabets and pictures.



Fig 18: Finger Alphabets

Source: dreamstime.com

8. Mock ups: A mock up is a special kind of model which is designed to show how something works or how it is constructed. Mock ups are used for demonstrations and this concretizes learning because the users not only see them but also touch and feel them.

By the time the hearing impaired has mastered letters of the alphabets and word formations using the above information resources, they will then be able to use the conventional information resources to enhance their knowledge.

2.4 INFORMATION SERVICES TO THE HEARING IMPAIRED

Librarians use the available information resources to render services to those with hearing impairment. These services as identified by Lipschultz (2010) include:

Deleted dash (-) from each of the following:

- ❖ **Film Shows:** Organization of film shows will enable them merge images with ideas at a very early age. Films with transcription are of much importance.
- ❖ **Sign language:** librarians with training in special education can also help people in this group to use sign language efficiently. They can use it to communicate with them thereby providing a friendly environment for them to use the library effectively.
- ❖ **Exhibitions:** Exhibition can be used to stimulate their interest on a particular area of interest to the community. For example, a library could display or exhibit books, periodicals, films, video tapes, tap slides, etc. on a topical issue. For instance, information materials can be put on exhibition to create awareness on COVID 19 pandemic.

2.5 SUMMARY

The various information resources and services provided for the hearing impaired have been discussed. Their pictorial representations are also attached which will help the learner identify them when they see them in real life. At the early stage, the hearing impaired can use the resources to master words which will help them later to use the conventional information resources.

2.6 GLOSSARY

- ✓ Sign language – using the finger and body movements to pass information across
- ✓ Graphics – a combination of drawings, letters and words

2.7 SELF-ASSESSMENT EXERCISE

1. The hearing impaired are mainly communicated with through
2. is the information resource that represents the real object
3. Film shows are well appreciated by the hearing impaired when there are.....

2.8 REFERENCES/ FURTHER READINGS

- Akanwa, P. C. & Udo-Anyanwu, A. J. (2017). *Information resources in the library*. Owerri: Supreme Publishers.
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Payne, D. (2016). *Sharing the same agenda: The public library and the deaf community*. (A dissertation submitted to the Department of Information Studies, Aberystwyth University).

2.9 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1. Sign language
2. Realia
3. Transcriptions

UNIT 3 INFORMATION RESOURCES AND SERVICES TO MENTALLY RETARDED

UNIT STRUCTURE

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Library Resources for Mentally Retarded
- 3.4 Information Services to Mentally Retarded
- 3.5 Summary
- 3.6 Glossary
- 3.7 Self-assessment exercise
- 3.8 References/ Further Readings
- 3.9 Possible Answers to Self-Assessment Exercise(s) within the content

UNIT 3: INFORMATION RESOURCES AND SERVICES TO THE MENTALLY RETARDED

UNIT STRUCTURE

3.1 INTRODUCTION

People in this group have low mental and intellectual ability. They are usually slow learners. Their chronological age do not count in providing services to them rather they are handled based on their mental capacity. Their information resources are produced in such a way as to match them and make them learn in the easiest way. The library staff should also handle them that way when rendering services to them.

3.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- Explain the information resources for the mentally retarded
- Discuss the information services provided to them

3.3 INFORMATION RESOURCES FOR THE MENTALLY RETARDED

1. **Picture books:** This resource contains pictures and descriptions with a variety of sense modalities for re-enforcement.



Fig 19: Picture book

Source: countryliving.com

2. **Easy to read books:** Due to the mental level of the mentally retarded, the library provides information resources that are easy to read so their mental capacity will not be overloaded. This will enhance their mental growth and easy comprehension.



Fig 20: Autistic child using the library

Source: <https://www.google.com/search?q=mentally+retarded&client=firefox-b>

3. **Motion pictures:** this format describes moving pictures. They are a series of still pictures on film, projected in rapid succession onto a screen by means of light. The pictures on the

screen appear to be alive and moving. Motion pictures can be used for entertainment, education, enlightenment, etc.

4. Television: This is used to view films in video discs and CD/DVD with the help of CD or DVD player. CDs containing teaching and learning can be played for them from time to time and the more they hear them, the more they internalize them. There are also life programmes aired in the television like news, educative, political, economic and religious programmes.

5. Posters: Posters are graphic aids with short topical messages and attention capturing paintings. Information is conveyed through the drawings. There are different types of posters such as educational posters, travel posters, classroom posters, campaign posters, etc.

6. Talking books on cassettes and records: Just like the visually impaired, talking books are provided for the mentally retarded. The contents of a book are read and recorded in an audio tape and played for them to listen.

7. Games: Different games are provided for them for relaxation. Examples of games are ludo, whot, scrabble, etc. These games can also improve their mental capacity.

8. Toys: – Toys are provided for them for recreational purposes.



Fig 21: Toys

Source: indianexpress.com

3.4 INFORMATION SERVICES TO THE MENTALLY RETARDED

Delete dash (-) from each of the following:

1. Group activities according to mental age: They are grouped according to their mental age for group activities. These can be drawing, reading competitions, games, etc.

2. Organizing exhibitions, cultural shows, film shows: Organization of these activities are meant to increase their mental growth and enhance their quest for more learning.

3. Speech drills : One of the characteristics of the mentally retarded is the have difficulty in communication. The library can organize speech drills from time to time to help them improve

in their speeches and pronunciation of words which will eventually lead to improve reading skill.

4. **Drama/dance:** The library has been identified as a place that is meant not only for reading but also plays cultural and recreational roles. Participation in drama and dance will expose them to the various cultures within and around their vicinity. It also helps them to exercise their bodies.

5. **Story hours:** Apart from reading out the stories in books to the mentally retarded, the library can organize periods when the library staff will tell different types of stories to them drawing out moral lessons from them.

3.5 SUMMARY

In the unit, the various information resources for the mentally retarded are identified and explained. The information services rendered to them are also discussed. It can be deduced that with these information resources and services, the learning acquired by the mentally retarded in their schools will be complemented when they are brought to the library.

3.6 GLOSSARY

- ❖ Talking books – reading the content of a book which is recorded and can be played on a tape
- ❖ Speech drills – helping to improve communication skill by teaching the person how to speak

3.7 SELF-ASSESSMENT EXERCISE

1. Identify two types of books that the mentally retarded can use.
2. Bringing the mentally retarded together to perform tasks is regarded as
3. An example of mentally retardation is caused by

3.8 REFERENCES/ FURTHER READINGS

Atabor, Christiana Alami. (2015). Information needs and use of library resources by special needs students in selected government schools in Kaduna State and Federal Capital Territory, Abuja, Nigeria. *Chinese Librarianship: An International Electronic Journal*, 40, 47-55. URL: <http://www.iclc.us/cliej/cl40atabor.pdf>

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3.9 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1. Picture books and easy-to-read books
2. Group activities
3. Autism

UNIT 4 LIBRARY RESOURCES AND INFORMATION SERVICES TO THE PHYSICALLY CHALLENGED

UNIT STRUCTURE

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Library Resources for the Physically Challenged
- 4.4 Information Services to the Physically Challenged
- 4.5 Summary
- 4.5 Glossary
- 4.6 Self-assessment exercise
- 4.7 References/ Further Readings
- 4.8 Possible Answers to Self-Assessment Exercise(s) within the content

UNIT 4: LIBRARY RESOURCES AND INFORMATION SERVICES TO THE PHYSICALLY CHALLENGED

UNIT STRUCTURE

4.1 INTRODUCTION

The physically challenged are also among those with special needs. This is because it is difficult for them to get easy access to the library, hence, the need for them to be treated specially. Their information resources are same with that of the non-disabled but in certain areas they need help. For instance, those on wheel chairs find it difficult to use information

resources at the upper part of shelves and if the library build is upstairs, they find it difficult to reach to the next floor since they cannot climb the stairs.

4.2 LEARNING OUTCOMES

By the end of this unit, the student should be able to:

- Recall the information resources used by the physically challenge as discussed in Module 1 Unit 1.4.
- Remember the information services as they are treated in Module 1 Unit 1.5.

4.3 LIBRARY RESOURCES FOR THE PHYSICALLY CHALLENGED

Information resources provided for the physically challenged include; books/prints, non-prints and electronic information resources. **Refer to Module 1 Unit 1.4.**



Fig 22: Physically challenged taking book from the shelf

Source: dreamstime.com

4.4 INFORMATION SERVICES TO THE PHYSICALLY CHALLENGED

The services provided are also conventional. These include: reference services, circulation services, inter library loan, internet services, reading list, Current Awareness Service (CAS), Selective Dissemination of Information (SDI), reprographic service, indexing and abstracting services, referral services and other services that promote easy retrieval of information in the library. **Refer to Module 1 Unit 1.5.**

4.5 SUMMARY

This unit has treated the information outlined the information resources and services provided for the physically challenged with reference to module 1 where they were discussed in details.

4.6 GLOSSARY

- ❖ Resources – materials through which information is relayed to the users
- ❖ Services - activities of the library staff geared towards helping the users
- ❖ Physically challenged – having one form of deformity especially in hands and legs

4.7 SELF-ASSESSMENT EXERCISE

1. The print information resource that can be used for relaxation by the physically challenged is
2. When the information resources required by a user is not available in his library, the material can be accessed through

3. The information service that creates awareness of trending events is

4.8 REFERENCES/ FURTHER READINGS

Echezona, R .I, Osadebe, N & Asogwa, B.E. (2011). Library services to the physically challenged: nature, challenges and strategies *Journal of Applied Information Science and Technology*, 5(1), 14-18.

Venetis, M. J. (2002). Library services for people with disabilities. OLOS Preconference Different Voices, Common Quest: Adult Literacy & Outreach in Libraries. ALA Conference Atlanta, Georgia June 13-14.

4.9 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1. Fiction
2. Inter library loan
3. Current Awareness Service (CAS)

UNIT 5 LIBRARY RESOURCES AND INFORMATION SERVICES TO PRISONERS

UNIT STRUCTURE

- 5.1 Introduction
- 5.2 Learning Outcomes
- 5.3 Library Resources for Prisoners
- 5.4 Information Services to Prisoners
- 5.5 Challenges of Providing Library and Information Services to Prisoners
- 5.6 Summary
- 5.7 Glossary
- 5.8 Self-assessment exercise
- 5.9 References/ Further Readings
- 5.10 Possible Answers to Self-Assessment Exercise(s) within the content

UNIT 5: LIBRARY RESOURCES AND INFORMATION SERVICES TO PRISONERS

UNIT STRUCTURE

5.1 INTRODUCTION

Prison as a reformatory institution designed to keep people who have been convicted of one crime or the other. Prison inmates are also members of the society and should have the right to information and knowledge for educational as well as personal development. Since they are confined in the prison with restricted contact with the outside world, library services are provided for them through the establishment of a prison library stocked with information resources in different formats for them to use to satisfy their various information needs. This unit will therefore x-ray the various information resources and services rendered to the prisoners.

5.2 LEARNING OUTCOMES

At the end of this unit, the students should be able to:

- ✓ Explain the various information resources for the prisoners.
- ✓ Discuss the services rendered to the prisoners
- ✓ Identify the challenges of providing library and information services to prisoners

5.3 INFORMATION RESOURCES FOR PRISONERS

Prison libraries complement the effort of educational institutions for the rehabilitation of prisoners therefore helping in character reformation. Exposing prisoners to adequate and relevant information is very important as it will help in character reformation. Their information resources are the conventional types in formats such as prints, non-prints and electronic resources. For detailed information resources, refer to Module 1 Unit 1.4. However, some of the resources provided include:

Delete dash (-) from each of the following:

Serials: Provision of newspapers and magazines keeps them abreast of what is happening in the outside world.

Fiction: General fictions containing horror, fantasy and mysteries will help in educating the prison inmates.

Reference materials: Reference materials such as dictionaries, encyclopedias, almanacs, directories and legal reference sources are made available in prison libraries.

Computers: these give them access to global information which keeps them informed about happenings around the world. They can also learn how to type using the computers.

Non-fiction: Non-fiction such as textbooks are provided which are especially helpful to those who may want to further their education.

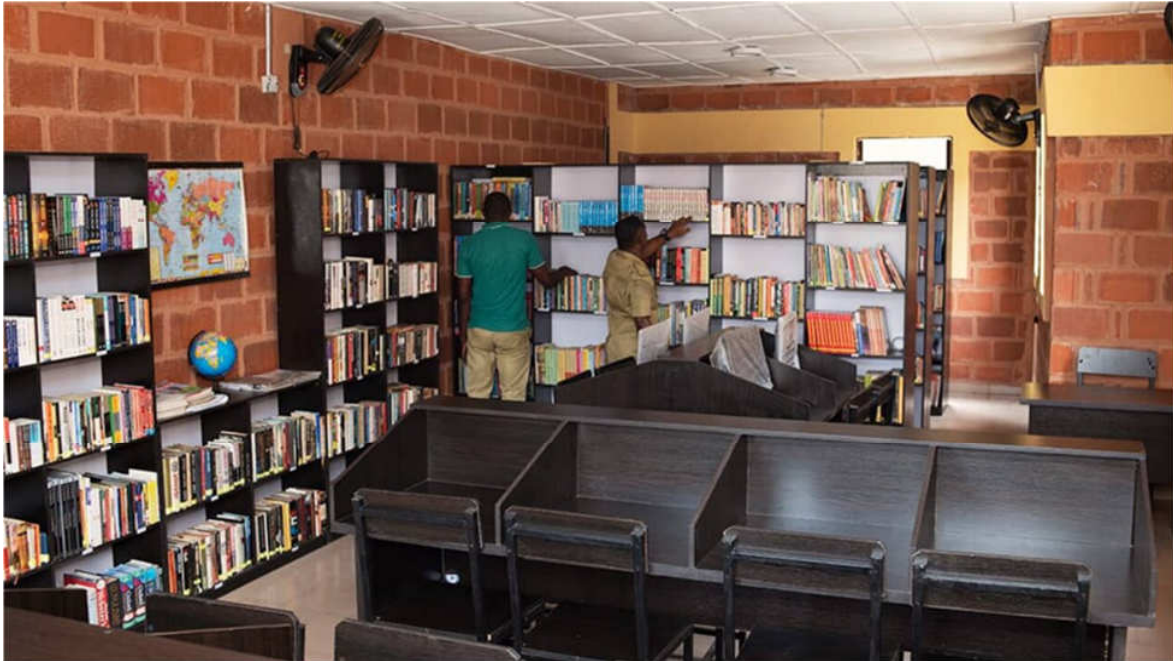


Fig 23: Ikoyi Prison Library

Source: thecable.ng

5.4 INFORMATION SERVICES TO PRISONERS

Library services are designed to provide the prisoners access to information and create opportunities for self-learning, since they do not have contact with the outside world. Through the use of the library, the inmates can make up the courses not yet learnt. This will help them meet up with others when they are eventually released from the prison. The denial of information services to prison inmates will deter the objective of the prison to reform them. Reformation entails changing the convicted from a life of crime to living an upright life and subsequent reintegration of prison inmates to the society. To achieve this, provision of library services to the inmates is inevitable. This is because information is a leading resource in the development of human beings and the entire world. Services provided for the inmates include:

Delete dash (-) from each of the following:

- 1. Bibliotherapy:** The term bibliotherapy originated from two Greek words “biblion” (book) and “oepatteid” (healing). The Greek concept of healing embodies identification, insight, and purging of emotional tension. Bibliotherapy is therefore the practice of using books to heal the psychologically distressed (Folorunso & Folorunso, 2019). In the library concept books are used to help people like prison inmates to tackle challenges and make changes in their personal lives which will strengthen their character thereby leading to their rehabilitation.
- 2. User education:** User education programme is very crucial for effective utilization of information resources in public libraries. Awareness if created on the information resources available and the services rendered.
- 3. Mobile library services:** This can be provided by the public libraries within the location of the prison. In some prisons, where there are no libraries, the mobile library service is the only way through which they have access to library materials.

4. Internet services: Digital contents are stored online and can be accessed via the internet. As long as there effective internet service provider and apt bandwidth retrieval of information is not hindered. Access to the internet makes the prisoners conversant with the current information and new trend in the computer world. However, there is restriction to the sites to be visited.

5. Reprographic services: When photocopy machines are available, the inmates can photocopy materials they need and read at their spare time or when they do not have access to the library.

6. Extension/outreach services: The prison library can collaborate with the public library in activities such as book talks, storytelling, book exhibition.

7. Reading skill: the librarian manning the library in prison helps to inculcate the habit of reading in the inmates to a large extent by ensuring that prisoners read at least one book each day.

8. Open learning: The prison library provides support to inmates engaged in open learning, which is a rapidly growing area within prison education. Open learning has helped inmates to work in their cells which may be particularly important for inmates who may find it difficult to attend organized classes within the Education Department, for example vulnerable prisoners, high security category of prisoners or those in the prison hospital.

5.5 CHALLENGES OF PROVIDING LIBRARY AND INFORMATION SERVICES TO PRISONERS

The important of provision of library services to prisons to assist in their reformation, rehabilitation and reintegration in the society cannot be underrated but there are factors posing as challenges and making it difficult. These are:

- There is lack of recognition of the prison libraries by the government decision makers. This is evident in the poor funding of these libraries with its adverse effect on inadequate resource and service provision (Oyedum cited in Folorunso & Folorunso, 2019).
- At present, many prison libraries have inadequate numbers of staff and others have staff that do not librarianship background. In most cases, prison libraries are manned by prison social welfare officer who do not have a qualification in librarianship and assisted by literate inmates. Some library staff do not want to work in prison libraries because of the environment (Becker in Obialor, 2018). Besides the library staff there are not given opportunities for staff development programmes such as conferences, seminars, workshops, continuing education. The staff of the prison library are not motivated adequately to boost morale and it is as a result of inadequate attention given to these workers that demotivated them from functioning at the optimum level.
- Prison libraries do not have their own buildings; some are located in small apartments while some share a room and time with their institutions.
- Censorship of certain collections is seen as a barrier as prisoners are restricted from having access to them especially when regarded detrimental to the security of the prisoners and their mental health (Folorunso & Folorunso, 2019). This is not in line with library policy of open access.

- Some of the prisoners can neither read nor write. Some have poor reading skills (Lehman cited in Obialor, 2018). This becomes a challenge to the effective use of the library by them.
- Lack of interest in learning is another challenge. Some of them missed educational foundation before they came to the prison and lack interest in learning. At this stage, it is difficult to get to use the library.
- Lack of computer skills – some of them were incarcerated before computer became popular. With the current situation whereby the computer is used for almost everything, it becomes so difficult for them to adapt.
- Provision of services in prisons is affected due to inadequate facility. The library may not be large enough to contain those who may be interested in using it. The environment may be unconducive and there may not be adequate and current reading materials.

5.6 SUMMARY

In this unit, information resources identified for the prisoners are fiction, reference materials, computers, non-fiction etc. the services discussed are bibliotherapy, user education, reading skill, extension/outreach services among others. It was also discovered that there are so many challenges in providing library and information services to prisoners. Among them are lack of recognition, inadequate number of library staff, censorship, inadequate facilities etc.

5.7 GLOSSARY

- Open Learning – education offered to inmates in the prison
- Bibliotherapy – giving books that will address the challenges of prisoners for them to read so as to effect changes on them.
- Conventional – the normal or usual

5.8 SELF-ASSESSMENT EXERCISE

1. The word bibliotherapy originated from two words
2. Prisons are meant not only to punish offenders but to them.
3. Most prison libraries are manned by instead of librarians.

5.9 REFERENCES/ FURTHER READINGS

- Folorunso, F. & Folorunso, P.O. (2019). Roles of library services to prison inmates' rehabilitation in some selected prisons of South Western Nigeria. *Library Philosophy and Practice (e-journal)*. 2429. <https://digitalcommons.unl.edu/libphilprac/2429>.
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5.10 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1. Greek
2. Reform/Rehabilitate
3. Social welfare officer

MODULE 3: ICT APPLICATIONS TO LIBRARY AND INFORMATION SERVICES FOR PEOPLE WITH SPECIAL NEEDS

Unit 1: Concept and Types of Information and Communication Technology

Unit 2: Assistive technologies for people with special needs;

Unit 3: Information and Communication Technology application to library and information services to people with special needs.

**UNIT 1: CONCEPT OF INFORMATION AND COMMUNICATION TECHNOLOGY
UNIT STRUCTURE**

- 1.1 Introduction
- 1.2 Learning Outcomes

1.3	Concept and Types of Information and Communication Technology
1.4	Types of Information and Communication Technology
1.4.1	Hardware
1.4.2	Software
1.4.3	Communication technology
1.5	Challenges of using ICT
1.6	Summary
1.7	Glossary
1.8	Self-assessment exercise
1.9	References / Further Reading
1.10	Possible Answers to Self- Assessment Exercise(s) within the context

UNIT 1: CONCEPT OF INFORMATION AND COMMUNICATION TECHNOLOGY

UNIT STRUCTURE

1.1 INTRODUCTION

The current globalization is made possible because Information and Communication Technology (ICT) has brought different information and people located in various locations closer and familiar. This is made possible by the development of electronic technologies such as computers, satellite operations and the internet. The library has keyed into this aspect of information provision and services to people with special needs are not left out. Hence this unit identifies the various Information and Communication Technology (ICT) components and challenges to their use.

1.2 LEARNING OUTCOMES

At the end of this unit, the students should be able to:

- ❖ Define Information and Communication Technology
- ❖ Identify its components
- ❖ Discuss the challenges of using ICT

1.3 CONCEPT OF INFORMATION AND COMMUNICATION TECHNOLOGY

Information and Communication Technology (ICT) refers to systems for producing, storing, sending and retrieving digital files. These files can contain text, sounds and images, both still and moving. ICT is a term used to describe the ability to access information with the use of telecommunication-based internet resources. It provides the ability to create, organize, manipulate and access information from remote locations across the globe, within a short time (Ejike, Igwebuike, Amaoge & Agbo. 2017). Rouse (2019) affirm that although there is no single, universal definition of ICT, the term is generally accepted to mean all devices, networking components, applications and systems that combined to allow people and organizations (i.e., businesses, non-profit agencies, governments and criminal enterprises) interact in the digital world. He further posited that ICT encompasses both the internet-enabled sphere as well as the mobile one powered by wireless networks. It also includes antiquated technologies, such as landline telephones, radio and television broadcast- all of which are still widely used today alongside cutting-edge ICT pieces such as artificial intelligence and robotics.

The rapid growth of Information and Communication Technology (ICT) has brought a revolution in libraries. Most traditional libraries have become digital in nature applying computer in all the functions and services performed. With the emergence of ICT, we now have virtual libraries, hybrid libraries; libraries without walls, or library 2.0, etc. Information and

Communication Technology adoption by the library has moved from the early stage of automating selected library operations to the stage where ICT have permeated all library services and routines (Anyaoku, 2012).

1.4 TYPES OF INFORMATION AND COMMUNICATION TECHNOLOGY

Information and Communication facilities are initially categorized into hardware and software. In the view of Igwe (2011), ICT is the application of technologies consisting of hardware, software, network and media for collection, storage, processing, transmission, and presentation of information in vocal, textual, pictorial and multimedia formats. Generally speaking, ICT consist of hardware, software, networks and media for processing, transmission and presentation of information (Eyo, Nkanu & Nkebem, 2011).

1.4.1 Hardware

These are equipment, devices, machines or gadgets which are used to present and render the contents of software to the learner. Examples are computers, radio, television, projectors, video and audio players and others.

1. Computers: These are electronic devices that are capable of accepting, storing and processing data as well as outputting the result by following a set of instructions called a program. Computers have the capacity to accept data, manipulate or process, store and retrieve the data at a very fast rate. Computers are in various forms such as desktop, laptops, palm top etc.



Fig 24: Computers

Source: computerhope.com

2. Storage devices: – These include external storage devices such as Compact Disc Read Only Memory (CD-ROM), flash drives, MP3/MP4/WMA. These are used for information storage and retrieval. They are important in the digitization of library materials as they serve as a means of storing and retrieving these materials. Many computers used in automated libraries have ports where these devices can be connected to.



Fig 25: Storage devices
Source: slideshare.net

3. Printers: – These are used to produce the hard copy or paper copy of the information processed by the computer. There are different types and sizes of printers. The choice of the one to use depends on the quantity of work to be done. Prominent printers are laser jet and desk jet printers.



Fig 26: Printers
Source: indiamart.com

4. Projectors: – These are used to project slides and filmstrips.



Fig 27: Projectors

Source: channel3000.com

5. **Audio and video players:** – These are used to play the CDs and DVDs to the library users.



Fig 28: Audio and video player

Source: ebay.com

1.4.2 Software

Software is a term used to denote a set of instructions which is designed so as to enable the computer hardware function. They are the disposable or consumable of all the resources used in education. These materials cannot be used on their own without any accompanying hardware. Software can be divided in to two, application software and system software. Software which is designed for a special purpose is called application software and software which is used to make the computer hardware and peripherals function is called system software. While selecting the operating system and other software, one has to consider the capacity and type of desk top or server system, nature of job they are going to do using the system, policy of library, economic status etc.

Knowledge of the software which is used in the computerized or digital library is essential for library professionals. Only those who are well versed in general purpose software designed for common use as well as special purpose applications designed especially for library operations can handle the operations of modern library efficiently by exploring the unlimited

possibilities of information technology (Usman & Gopakumar, 2018). Libraries have made an attempt to use software like GLAS, X-LIB, VIRTUA, ALICE, etc. TINLIB, ALICE, X-LIB, GLAS, CDS/ISIS, KOHA, SLAM, Liberty 3, Docuware among others. No matter the type of software subscribed to, the internet and worldwide web are needed.

Internet: – It is a computer based global information system used in sharing information among people. There is considerable discussion about the fact that the internet and other online services are new technologies that open up windows of opportunities for everyone to participate in the new information age and there are particular benefits and potentials for people with disabilities. With the internet, blind people can browse information for the first time without requiring assistance in the form of reading on their behalf or the provision of alternative formats with the subsequent delays that this entails.

World Wide Web (WWW): – This is a collection of internet resources such as (FTP, telnet, Usenet), hyperlink, text, audio and video files and remote sites that can be accessed and searched. This is a computer based network of information resources that combines text and multimedia. It is used to access information.

1.4.3 Communication Technology

There are facilities to enhance communication of information to people. These communication gadgets are in the form of:

1. Phones – Through phones, information is communicated directly to library users such as new arrivals. Phones are in different categories. There landlines, intercom, telephones, android phones etc.



Fig 29: Phones

Source: arstechnica.com

2. Modems: Modem is one of the equipment used to facilitate sending as well as receiving messages in the form of e-mails. Modems allow people to communicate with outside world through computers using telephone lines. The speeds of operation of modems are calculated in bits per second. The standard speed of operation of modems is calculated in bits per second. Library computers can be connected online and online information resources downloaded.

3. Television: Television has great force and scope as a publicity medium-a medium which allows the use of the printed words, spoken word, pictures in motion, colour, music, animation and sound effects, all blended into one. It can be used for education, entertainment and enlightenment of the users. With satellite communication having become a reality, the impact of TV is persuasive, worldwide and powerful. Depending on the occasion the Public Relations practitioner in and a TV station representative can approach him for news. With the arrival of

cable television and growing competition among television companies, television are now widely used for entertainment and education.

4. Radio: Radio, like TV, can be effectively used in public relations, creating positive image of the library, its resources and services. This can attract people with special needs to the library. In Nigeria, the radio covers more than 90% of the population. It is a mobile medium with a flexibility no other medium can match. Even though radio is a mass medium, it possesses the qualities of a direct personal medium as it uses the spoken word and human voice for the most part to convey its message. Public library relations officers use the radio to reach people easily.

5. Social media tools: Since the early 2000s, social media has changed the way people interact with each other. Social media implies online information and communications technology platform/systems which facilitate communication, networking and information sharing among persons or groups of persons at different locations at same time using necessary devices. Currently, the most popular social media tools are Facebook, Twitter, WhatsApp, LinkedIn, YouTube, and Instagram. The library may create WhatsApp groups through which information is passed to their users.

1.5 CHALLENGES OF USING ICT IN LIBRARY AND INFORMATION SERVICES

Despite the advantages of Information and Communication Technology, there are still challenges faced in using it in the provision of library and information services. Some of the challenges are:

- 1. Low level of ICT skill:** The lack skill of showcases in the inability to use ICT to retrieve relevant information, inability to troubleshoot, learn new technologies, presentation and communication skill, customer services and online services. This lack of skill by the library staff is attributed to lack of interest in ICT skills acquisition (conservative), technophobia (fear of technology), nonchalant attitude, ignorance and apathy, poor funding of library, insufficient skilled personnel to train librarians in the country, limited training opportunities, and lack of motivation.
- 2. Restricted access to ICT facilities:** Users are restricted to the use of ICT facilities due to poor handling and management by users. The librarian may not be disposed all the time to search for information for the users, this becomes a challenge.
- 3. Language barriers:** In libraries and information centres, some information materials may be in foreign language and the user would have to download the material and pay a translator to translate before it can be useful.
- 4. Inadequate fund to acquire ICT facilities:** – Poor funding has been a nightmare in libraries. These ICT facilities are expensive but most times the fund to acquire them are not available.
- 5. Storage space:** – Some of the ICT facilities are bulky in nature and needs a large storage space. Most libraries were built without consideration for ICT use. Getting accommodation when ICT is eventually adopted may not be possible.
- 6. Weather condition which may not be suitable for some ICT resources:** – In Nigeria where the weather is so hot, artificial cooling systems such as air conditioners are required. But most times where they are available, there may not be power supply with which to use them.

7. There is constant change of software and hardware: As new ones are developed, libraries are tempted to change the old one especially when pressures are mounted by vendors. In some cases, a change is made only for the library to realize that the old one is better than the recent one. Going back to the old one becomes a problem.

1.6 SUMMARY

Information and Communication Technology (ICT) is now a major component of service delivery in almost all human endeavours and the library is included. This unit has been able to define what it is, its components and the challenges of using it.

1.7 GLOSSARY

- Information and Communication Technology – all systems, devices, applications that are used of relay information and to communicate.
- Hardware – the physical components of ICT
- Software – the instructions/commands that prompts the actions taken by ICT

1.8 SELF-ASSESSMENT EXERCISE

1. Define Information and Communication Technology
2. What are the two types of software?
3. State 3 types of communication technology
4. Incompatibility of and Is a challenge of using ICT

1.9 REFERENCES / FURTHER READING

- Ejike, U. & Igwebuikwe, A. D. & Agbo (2017). Improving ICT application to libraries in Nigeria. *Journal of Applied Information Science and Technology*, 10 (2), 33-39.
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1.10 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTEXT

1. All devices, networking components, applications and systems that combined to allow people and organizations (i.e., businesses, nonprofit agencies, governments and criminal enterprises) interact in the digital world. He further posited that ICT

encompasses both the internet-enabled sphere as well as the mobile one powered by wireless networks.

2. Application and systems software
3. Students can choose any three from, phones, modems, televisions, radio, social media tools.
4. Hardware and software

UNIT 2: ASSISTIVE TECHNOLOGIES FOR PEOPLE WITH SPECIAL NEEDS;

UNIT STRUCTURE

- 2.1 Introduction

2.2	Learning Outcomes
2.3	Concept of Assistive Technology
2.4	Types of Assistive Technology
2.4.1	Assistive Technology for the Visually Impaired
2.4.2	Assistive Technology for the Hearing Impaired
2.4.3	Assistive Technology for the Mentally Retarded
2.4.4	Assistive Technology for the Physically Disabled
2.5	Summary
2.6	Glossary
2.7	Self-assessment exercise
2.7	References / Further Reading
2.8	Possible Answers to Self- Assessment Exercise(s) within the context

UNIT 2: ASSISTIVE TECHNOLOGIES FOR PEOPLE WITH SPECIAL NEEDS;

UNIT STRUCTURE

2.1 INTRODUCTION

People with special needs do not have equal access to information sources in print formats as with the non-disabled. In order not to deprive them totally of library resources and services, efforts are made to ensure they have access to these resources. With advancement in technology, some facilities have been developed to help them make the most use of the information they need. These facilities are called assistive technology. This unit discusses the different assistive technologies for the various categories of peoples with special needs.

2.2 LEARNING OUTCOMES

After this unit, the students should be able to

- Define assistive technology
- Identify the different types of assistive technology for different types of people with special needs
- Understand the operations of these assistive technology

2.3 CONCEPT OF ASSISTIVE TECHNOLOGY

Assistive technology is an effective tool in establishing an independent and better learning environment for intellectually disabled students (Kalyani & Taj, 2021). The World Health Organization defined it as any device or equipment that allows individuals to perform tasks that cannot be performed independently or that facilitate the manner and security of activity performance. These new technologies have brought to limelight new areas of reading, participations and activities for people with disabilities that hitherto were not available. Unavailability of these assistive technologies will definitely hamper the effective use of the library by the special patrons. However, in Nigeria, the development of assistive technologies is slow when compared with that of ICT in general. In developed countries, there are many researches and developmental efforts to integrate ICT into services for the visually impaired people. For instance, since the early 1990s, the UK has participated in a number of projects of the European Telematics for the Integration of Disabled and Elderly People (TIDE) initiative.

2.4 TYPES OF ASSISTIVE TECHNOLOGY

The various types of assistive technology were identified in <http://epgp.inflibnet.ac.in/epgpdata/> to include:

2.4.1 Assistive Technology for the Visually Impaired

With the introduction of ICT, libraries have capitalized on that to improve access to information for the visually impaired. A wide range of facilities referred to as adaptive or assistive technologies which provide access to information in electronic databases and on the internet, now give the blind users equal opportunity as the sighted. The visually impaired can have access to computer programmes, Internet and digital resources using assistive technologies. These innovative technologies include:

1. Screen reader: This is a software program that works in conjunction with a speech synthesizer to provide verbalization of everything on the screen including menus, text and punctuation. It gives persons with visual impairment direct access to the world of print, it also creates independence in reading to the visually impaired. It helps blind person to read freely at his/her own pace without assistance.



Fig 30: Screen reader

Source: usu.edu

2. Braille translation software: This is a software that translates the normal print texts to braille characters or braille characters to print. This means that one having an information resource in print and wants it in braille form or it could be that the information resource is in braille and needs to be converted to print. Translation is prompted by the need of the user.

Braille translation software is regarded as Assistive technology because it provides assistance to the visually impaired. Braille translators can be operated on smart phones, personal computers, network server, or on larger computers owned by institutions. Braille can be un-contracted or contracted. In un-contracted braille each letter uses a specific braille character and involves the changing of capitalization, emphasis, numbers, and punctuations. In contracted braille, the rules for using abbreviations in braille are more complicating. For instance, in contracted English Braille, the word think (5 letters) is translated in braille as 3 characters (th) (in) k. The “th” sign as used in the word “think”, is not applicable in the word “pothole”. In its complexity, if the computer is not well programmed, there are bound to be mistakes in contractions. Taking a decision of when and when not to use contraction in producing braille is a herculean task. When the decision is made by individuals, it is called transcription but if the computer is involved, then it is called braille translation.

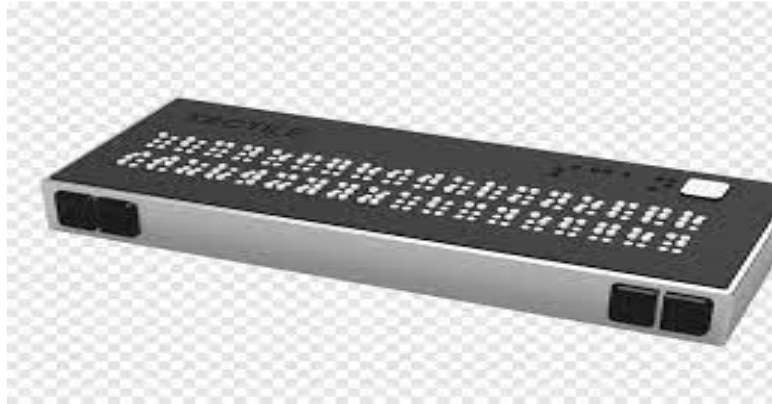


Fig 31: Braille translator

Source: alphr.com

3. Braille writing equipment: It used for creation of paper braille materials, can be manual or electronic devices (Braille, 2008). It is a system of reading and writing by touch used by the blind, it consists of arrangements of dots which make up letters of the alphabet, numbers, and punctuation marks. The basic braille symbol, called cell, consists of six dots arranged in the formation of a rectangle, three dots high and two across, there are different symbols for capital letters in braille. Capitalization is accomplished by placing a dot 6 in the cell just before the letter is capitalized.

4. Closed circuit television: – Magnifies a printed page through the use of a special television camera with a zoom lens and displays the image on a monitor.

5. Screen magnifier:- This is a software that magnifies text or graphics on computer screen up to 16 times the original. This makes the letters and images clearer. This is very important to the partially sighted.



Fig 32: Screen Magnifier

Source: trugears.com

6. Braille embosser: This is a braille printer that embosses computer generated text as braille on paper. A braille embosser is an impact printer that renders text as tactile braille cells. Using braille production, a document can be embossed with relative ease, making braille production

efficient and cost-effective. Blind users tend to call other printers “ink printer”, to distinguish them from their braille counterparts, this is often the case regardless of the type of printer being discussed (e.g., thermal printers being called “ink printers” even though they use no ink) (Barbie, 2012).



Fig 33: Braille Embosser

Source: researchgate.net

7. Scanners : Devices that convert an image form a printed page to a computer file. Optical Character Recognition (OCR) software makes the resulting complete file capable of being edited, with the help of ICT, the visually impaired have been rendered special attention to fully participate in the world by providing them with best possible support necessary to bridge gaps between accessibility and literacy. A scanner is also a device that ‘reads’ or ‘scans’ an image and converts it to a digital format, Scanners can be small, hand held units or large, flat bed devices capable of scanning a large image. With scanner, the visually impaired people can easily convert print into electronic text and read it from the screen with either transitory Braille or through synthetic speech. If the reader has some residual sight, a screen enlarger can be used.



Fig 34: Scanners

Source: Amazon.com

8. Kurzweil reading machine: Kurzweil reading machine was developed in the 1970s to address the reading/information needs of visually impaired people. The Kurzweil machine represented a great advancement on the traditional tactile (e.g. Braille) and magnifying (e.g. hand-held magnifiers) technologies. It is the major reading device for the visually impaired. This machine produces direct speech output from printed texts using electronic device. It

enables the blind to have direct access to materials in print. The latest discovery of this includes larger memory automatic constructions, multilingual capacities of texts in several languages and communication interface, it can also produce the recorder version of the text which can be transcribed into braille materials. This machine also converts print materials to speech.



Fig 35: Kurzweil reading machine

Source: youtube.com

9. Portable note taker: Electronic note takers are used to store information with the use of braille or typewriter keyboards and the stored information can be retrieved via a built-in speech synthesizer, a Braille display, or both. They are small and portable. Portable note takers are not only used to take notes but can also be used to store names and telephone numbers, and to keeping track of meetings.

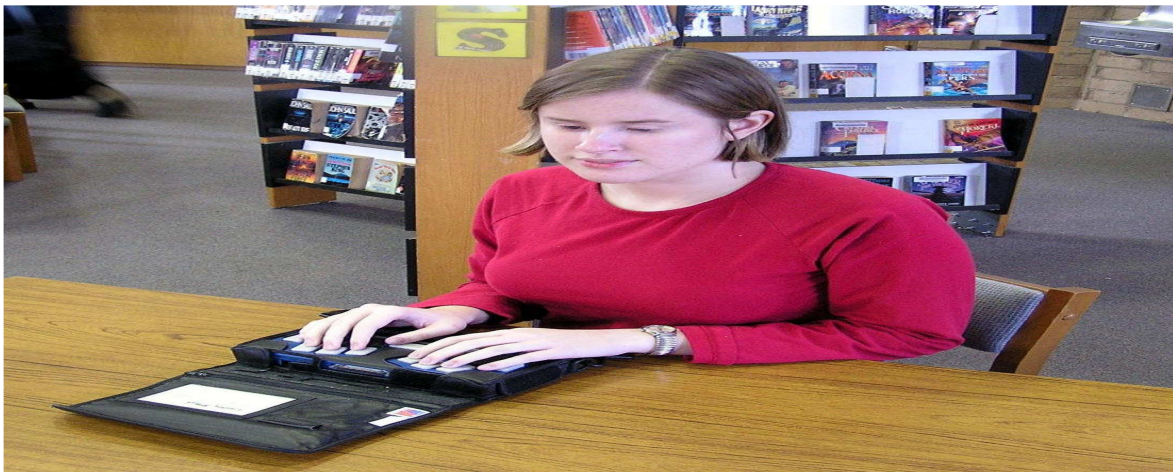


Fig 36: Portable Note Taker

Source: pathstoliteracy.org

10. Voice recognition software: such as Job Access with Speech (JAWS) talking software (Convert computer into a talking PC) this allows the user to input data into the computer by voice.

2.4.2 Assistive Technology for the Hearing Impaired

1. Telecommunication Device for the Deaf (TDD) – This device is attached to a regular telephone. It assists the hearing impaired in public phone areas



Fig 37: TDD

Source: tech-faq.com

2. Hearing aids: – This assists them in listening especially those who are hard of hearing.



Fig 38: Hearing Aid

Source: hearingdirect.com

3. Headphones/microphones: – This is used in conference rooms to magnify sounds.



Fig 39: Headphones

Source: Officework.com.au

4. Audio books: - Audiobooks are voice recordings of the text of a book that you listen to rather than read. The recording can be word-for-word of the books or abridged. Audio books can be listened to using smartphones, tablet, computer, home speaker system, or in-car

entertainment system. They can be downloaded like digital music and video. Its advantage lies in the fact that one can be reading indirectly while doing some other things.



Fig 40: Audio Books
Source: Interweave.com

2.4.3 Assistive Technology for the Mentally Retarded

These are identified by Kalyani and Taj (2021) to include:

1. Handheld magnifiers: Hand magnifiers are hand-held devices that can be placed over an object or text to enlarge or magnify what you see.



Fig 41: Handheld Magnifiers
Source: walmart.com

2. Talking calculator: A talking calculator has an in-built speech synthesizer that reads aloud each number, symbol, or operation key as the user presses it. It also announces the outcome of the calculations.



Fig 42: Talking Calculator

Source: cnibsmartlife.ca

3. Touch screen for the computer: Computers with touch screen are provided for the mentally retarded especially for those that cannot use the computer keyboards effectively. All it entails is touching the required icon on the screen and that particular file will open.

4. Pencil grips: These are attachments constructed and fixed on pencils to help those that find it difficult to grasp a pencil. The use of pencil grips will assist in the development of psychomotor skills and control of their handwriting



Fig 43: Pencil Grips

Source: thepencilgrip.com

5. Digital hearing aids: The digital hearing aid just like the analogue is worn to improve the auditory capacity but the digital hearing aids convert sound waves into digital signals and produce sounds that will suit the listener. Its users hear sounds louder and clearer, thus effective

communication is guaranteed. This is important because the condition of people in this group do not require loud sounds. It uses ordinary battery or a rechargeable battery.



Fig 44: Digital Hearing Aids
Source: onebridge-us.com

6. Electronic organizers: The intellectual capacity of the mentally retarded is not large enough to retain information, so the electronic organizer comes in handy. Important information such as names, phone numbers, email address and dates can be downloaded. It can also be used to set alarms as reminders.



Fig 45: Electronic Organizers
Source: en.wikipedia.org

Apart from the assistive technologies discussed above, the mentally retarded can also use an easy-to-read format, audio/video tape, CD/DVD, or in DAISY format just like the visually impaired.

2.4.4 Assistive Technology For The Physically Disabled

In their study, Echezona, Osadebe and Asogwa (2011) identified the following assistive technology for the physically challenged:

1. **Handrails:**– Some physically disabled persons do not have enough balance that is to say that they stagger when they walk. This disposition makes it difficult for them to climb steps and staircases. To assist their free movement, hand rails are provided.
2. **Elevators** – Having to climb a fleet of stairs to access information in libraries is a nightmare to the physically disabled persons. The installation of elevators that are electronically controlled is a source of relief to them. It is faster and comfortable.
3. **Ramps/moving ramps:**– The physically challenged find it difficult to climb staircase or steps leading into the library so ramps are constructed to assist them have free entrance into the library.



Fig 46: Ramp

Source: timesofindia.indiatimes.com

4. **Extra-large doorways:** – Most physically challenged users especially the lame, are confined to wheel chairs and the conventional doors may not be wide enough for the wheel chairs to pass through freely. During the building of libraries, this category of users are considered and the doors to the library are constructed so there will easy entrance and exit.
5. **Automatic doors:** – Automatic doors are sensor controlled. Once a person is approaching to a close distance, the door automatically opens by itself. This serves the physically challenged that pain of opening or closing the doors.

Fig 47: YouTube <https://youtu.be/jCLzPKNo5Dw>

6. **Short shelves** – The normal shelf height is too high for the physically challenge to retrieve books shelved on them. Hence, the shelf height is reduced within hand reach and/or page assistance is provided to pull materials for wheelchair users.

7. Power wheelchairs – With technology, this type of wheelchair is not moved manually. It is built in such a way that once it is started, it will move by itself only to be controlled by the user.

2.5 SUMMARY

In this unit, the various assistive technologies for the visually impaired, hearing impaired, mentally retarded and physically challenged were discussed. This implies that there are so many available to make the transfer of knowledge and provision of services to these special patrons possible.

2.6 GLOSSARY

- Assistive technology – facilities that can be used by people with special needs to make it easy for them to make use of their senses and organs.
- Disability - inability to make use of any part of the body to perform the required task

2.7 SELF-ASSESSMENT EXERCISE

1. Define assistive technology.
2. The facility used to increase the size of letters and images is
3. To magnify sounds, the hearing impaired uses
4.is used by the mentally retarded to assist in mathematical operations.
5. The facility that makes it easier for the physically challenged to move to high floors is

2.8 REFERENCES / FURTHER READING

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2.8 POSSIBLE ANSWERS TO SELF- ASSESSMENT EXERCISE(S) WITHIN THE CONTEXT

1. Any device or equipment that allows individuals to perform tasks that cannot be performed independently.
2. Screen magnifier
3. Headphones
4. Talking calculator
5. Ramps

**UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY
APPLICATION TO LIBRARY AND INFORMATION SERVICES TO
PEOPLE WITH SPECIAL NEEDS.**

UNIT STRUCTURE

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Information and Communication Application to Information Services
 - 3.3.1 Reference Service
 - 3.3.2 Document Scanning Service
 - 3.3.3 Circulation Service
 - 3.3.4 Reprographic Service
 - 3.3.5 Information Retrieval
 - 3.3.6 Indexing and Abstracting Service
 - 3.3.7 Online Instruction/User Education
 - 3.3.8 Readers Advisory Service
 - 3.3.9 Artificial Intelligence
 - 3.3.10 Robotics
- 3.4 Summary
- 3.5 Glossary
- 3.6 Self-assessment exercise
- 3.7 References / Further Reading
- 3.8 Possible Answers to Self- Assessment Exercise(s) within the context

**UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY APPLICATION
TO LIBRARY AND INFORMATION SERVICES TO PEOPLE WITH
SPECIAL NEEDS.**

UNIT STRUCTURE

3.1 INTRODUCTION

Different types of services are provided in the library. Information communication technology has brought improvement in rendering these services. This unit will look at how ICT is applied in the provision of services such as: reference, circulation, document delivery, information retrieval, indexing and abstracting, security and others.

3.2 LEARNING OUTCOMES

After going through this unit, the students gain the understanding of how:

- ✓ ICT is applied in the provision of information services in the library

**3.3 INFORMATION AND COMMUNICATION APPLICATION TO LIBRARY
AND INFORMATION SERVICES**

With the global trend in ICT, almost every sector has embraced it and its attendant benefits. The library is not left out in this trend. Information and Communication Technology is now applied in the functions and services of the library. Notable among them are:

1. Reference Services: With the advent of ICT, current information in different formats can be accessed and rendered to library users virtually unlike before when it was done only face-

to-face. This will reduce the number of times the disabled visit the library, since it is not easy for them especially those who cannot come by themselves. Using computer technologies reference services can be provided over the Internet through e-mail, chatting, web-based submission forms, ask a service, video conferencing and Voice over Internet Protocol (VOIP), web contact center and Short Message Service (SMS) reference services. For ready reference services library staff can use Internet and e-mail facilities for effective service delivery. Online service desks such as Ask-a-Librarian are visible online. It improves response time for queries. Emmanuel and Anele (2018) quoting Ashcroft and Watts opined that the digital reference services aim at pooling the resources of various libraries into a common and easily accessible database by which users are given access to information and resources hitherto unavailable in their local libraries. Electronic reference services are one among so many such types of services that may help students with disabilities in their information seeking and access.

2. Document scanning services: The scanner is an ICT facility that helps in reproducing the exact copy of documents. Scanning text, images and content page of books are made possible with the use of the scanner. There are scanners used for the visually impaired.

3. Circulation service: Applying ICT to circulation service will lead to automatic checking of borrowers' records for overdue items, sending overdue notices, recalling and reserving library materials and also keeping an up-to-date record of the location of all types of library materials in circulation and keeping daily record of the increase of library materials.

The application of barcode technologies in libraries is a way to process client requests quickly. This technology is mostly used in the circulation system of a library and is successful due to its speed, accuracy and reliability. The main aim for the adoption of barcode technology is to improve library processes. With the help of barcode technology, library inventory and periodical control can be carried out effectively and efficiently: users can submit his/her ID cards and library staff can scan the barcode available in the identity card with a barcode scanner.



Fig 48: Barcode

Source: digitalcommons.unl.edu

4. Reprographic services: Reprographic machines are provided in libraries for photocopying of documents. The availability of reprographic technology has drastically reduced the

incidence of theft and mutilation of information materials since they can make photocopies for home use.

5. Information retrieval: Prior to the era of ICT, libraries operated with the manual catalogue leading to delayed information retrieval. Libraries that have embraced Information and Communication Technology have discarded the 3 by 5 inch catalogue cards and are now using OPAC. The OPAC is the electronic catalogue of computerized libraries which are accessed online. The computers through which information can be retrieved are placed at the circulation counter of the library as the first point of call. People with special needs who have computer skills can use Online Public Access Catalogue (OPAC) while others can be assisted in using it. Thus, the libraries located elsewhere globally consult online catalogue from their individual environment without physically visiting any given automated library to have access to electronic catalogues. OPAC is essential equipment or tool in the digitization of library materials and enhances inter library cooperation.

6. Indexing and abstracting services: This service provides summaries of documents and also to assign search terms for easily identification and retrieval.

7. Online instruction/user education: Library users can be given bibliographic or user education such as online tutorials on searching online resources and virtual tours of library collections. Connecting to the internet makes this possible. It is not usually possible to get people with special needs together to educate them on library use, hooking online at their convenience to listen to it as uploaded by the librarian. The hearing impaired can watch the videos.

8. Library retrieval system: With the use of the internet, information stored in remote areas can be easily and quickly. People with special needs need to be attended to speedily as they may not have the strength and patience to wait for a long time.

9. Online readers' advisory services: Newly acquired materials, reviews and other resources that will satisfy their information needs are made known to users through web-based versions of reader's advisory services.

10. Electronic document delivery: Interlibrary lending are carried out through the use of electronic networks for documents delivery in an ICT-based library system. This means that documents from a particular library through the Document Delivery Service (DDS) can be used by researchers from other libraries. The documents could be journal articles or other documents in digital format in portable document format (PDF) which are sent to library users' desktops. This can be enhanced through; **Electronic mail (E-mail):** – This is the transmission of electronic messages between computers via a network. A variety of them as images, sounds, spreadsheets are attached to any email sent which meets the information needs of the visually impaired. One can communicate and send electronic mails to friends across the globe and **Facsimile or telefax (Fax):** It is a system of communication by which electrical transmission of printed and written materials or drawing known as fax is achieved by radio, telephone etc. which meets the educational needs of peoples.

11. Database: With the aid of ICT, libraries now have databases where that contains the information resources available in them and every other information a user of the library may want to know about a particular library. The contents of a database are organised and related

and can be accessed by more than one user at a time as long as they are connected to the internet. Database is essential in the digitization of library materials. Through this means, people with special needs will knowledge of their materials that available in different libraries. These databases can be bibliographic, catalogue or referral database.

12. Security Services – the issue of crimes in libraries cannot be overruled hence through Closed Circuit Television (CCTV), library users are monitored. Given the expensive nature of information materials and the issue of inadequate funding, no library can afford to lose any information material already acquired. The presence of CCTV cameras in libraries creates a kind of consciousness in patrons to discourage them from stealing, mutilating and vandalizing materials in the library. With CCTV, the security and preservation services of the library of the library are enhanced. Akor, Justina and Solomon (2019) advocated that to use CCTV, factors such as: its primary application layout and characteristics of the control area(s) of the library building, camera type and features, the best location for viewing monitors, best method of signal transmission, the type of recording archival equipment for the system must be considered. There are different types of CCTV. See Figure 49.



Figure 49: Types of CCTV Camera

Source: sharjahcctv.store

13. Biometric Technology

Traditionally, for the purpose of identification of patrons, the majority of the libraries rely mainly on different types of ID cards which include photograph/smart-card/RFID-based ID. Biometrics system is a technology that it used to measure, analyze and verify physiological and biological parameters of a person which are unique to each individual. For example, hand and earlobe geometry finger prints, retina, and iris patters, gait, voice recognition and analyzing biological data (Gupta & Margan, 2017). The technology helps to identify potential threats by minimizing the unauthorized entry or exit of suspected users.

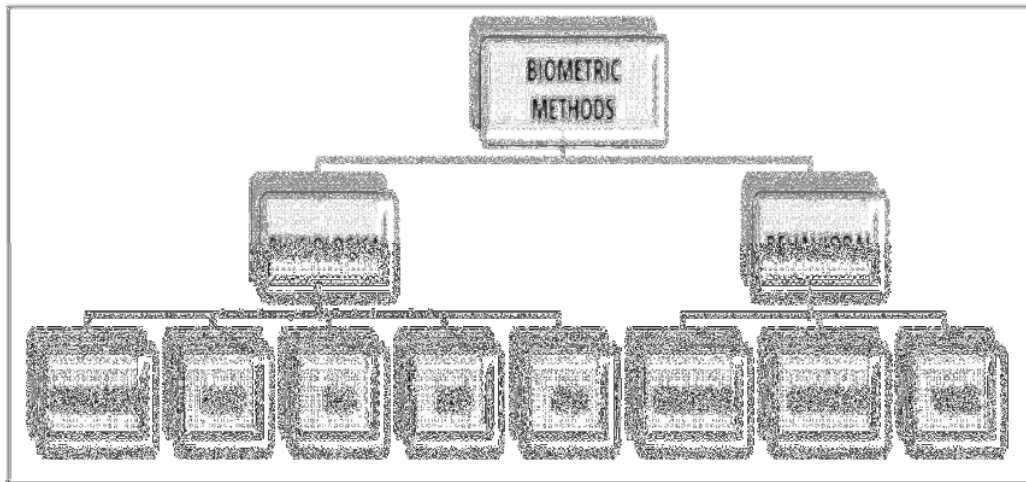


Fig 50: Biometric Technology

14. Artificial Intelligence (AI): This is a range of computer application software that mimic human intelligence and behaviour using robots as problems are solved, languages are understood and certain human characteristics are exhibited by the computer. Human beings can now walk up to robots and ask questions, receive solutions to their problems. Merriam-Webster English Dictionary (2018) stated that artificial intelligence is a part of computer science that deals with giving ability to the machines to look as if they have natural human intelligence. Tella (2020) was of the opinion that the situation of use of AI is different in developed countries as they have applied it in virtually all spheres of life but it is not so in developing countries like Nigeria. There are different AI applications in library system such as: descriptive cataloguing, technical services, and collection development; subject indexing, reference services, database searching, and document. Furthermore, AI technologies can assist library users on how they can locate library materials through intelligent tutoring system and automated library services. Therefore, AI adoption and use in libraries will enhance more efficient information processing, and also improve information search that will arouse the interest of both the library staff and users since access to information will be easier and faster.

16. Robotics: - The robots are controlled by the computer and programmed to carry out physical and computational activities. They are designed with artificial intelligence features and this makes them respond effectively to unusual situations. Robots can help people with special needs to retrieve the information they need manually and online.



Fig 51: Robot in a Library

Source: Youtube.com

17. Conferences/seminars/workshops: – These can be carried out using video conferencing which is a method whereby academic debates or discussions can be held among people at different places in the world with the help of computer and telephone, it can be performed using a mixture of voice recognition and text messaging form mobile telephone. People connect to the conference without being physically present.

3.4 SUMMARY

At the end of this unit, you have been acquainted with the ways Information and Communication Technology can be applied in the various services of the library in order to render efficient services to the library patrons.

3.5 GLOSSARY

- Robotics – the use of robots to act as human beings in rendering services to the library patrons
- Closed Circuit Television (CCTV) – a camera mounted in library building which is connected to a system from where activities happening in the library can be monitored.
- Ask-a-Librarian – an online reference service which enables a patron to drop his question at any time and the librarian answers whenever he/she comes online.

3.6 SELF-ASSESSMENT EXERCISE

Identify the ICT facilities that can be applied to the following information services:

1. Circulation service
2. Security

3. Document delivery
4. Conferences/seminars/workshops
5. Information retrieval

3.7 REFERENCES / FURTHER READING

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3.8 POSSIBLE ANSWERS TO SELF- ASSESSMENT EXERCISE(S) WITHIN THE CONTEXT

1. Circulation service – barcode technologies
2. Security – Closed Circuit Television (CCTV)
3. Document delivery – e-mail/facsimile (fax)
4. Conferences/seminars/workshops – video conferencing
5. Information retrieval – Online Public Access Catalogue (OPAC)

MODULE 4: STAFF REQUIREMENT AND ETHICAL ISSUES IN THE PROVISION

INFORMATION SERVICES TO PEOPLE WITH SPECIAL NEEDS

UNIT 1: CATEGORIES OF STAFF REQUIRED FOR PROVISION OF LIBRARY AND INFORMATION SERVICES TO PEOPLE WITH SPECIAL NEEDS

UNIT STRUCTURE

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Categories of Staff
 - 1.3.1 Professionals
 - 1.3.2 Para-professionals
 - 1.3.3 Support/Maintenance Staff
- 1.4 Qualities of Staff

- 1.5 Challenges Faced by Library Staff of People with Special Needs
- 1.6 Summary
- 1.7 Glossary
- 1.8 Self-assessment exercise
- 1.9 References / Further Reading
- 1.10 Possible Answers to Self- Assessment Exercise(s) within the context

UNIT 1: CATEGORIES OF STAFF REQUIRED FOR PROVISION OF LIBRARY AND INFORMATION SERVICES TO PEOPLE WITH SPECIAL NEEDS

UNIT STRUCTURE

1.1 INTRODUCTION

The human resources of the library are the staff who work towards the achievement of the library objectives which is mainly to provide information materials needed by the users and render effective services that will lead to the satisfaction of the users. They have the responsibilities of selecting, acquiring, organizing, retrieving and disseminating information resources in various formats to the users. Library staff are expected to render both solicited and unsolicited assistance to library users. Satisfaction of the information needs of the clientele should be paramount in their job performance.

1.2 LEARNING OUTCOMES

The students are expected at the end of unit to:

- ❖ Know the categories of staff that work in the library
- ❖ Understand the qualities the library staff are expected to possess
- ❖ Explain the challenges faced by library staff of people with special needs

1.3 CATEGORIES OF STAFF

Given the complex nature of the people with special needs, different categories of staff possessing certain traits and qualifications are needed to ensure effective service delivery to them. The categories of the library staff according to Akanwa (2016) are as follows; Professionals, para-professionals and maintenance/support staff.

1.3.1 Professionals

The professional staff are those who studied library and information science in higher institutions (universities precisely) and acquired bachelor's, master's or doctorate degrees in the field and with some years of practical experience in the library job or teaching in library schools. Such people are called librarians and they include heads of libraries, university librarian, chief librarian, principal librarian, senior librarian, librarian I, librarian II and assistant librarian. The librarians are expected to provide leadership and intellectual tasks in the library. The positions they occupy are that of top and middle level management. They perform the professional functions of the library which include: developing acquisition policies, coordination of other library staff, collection development, final checker of processed information materials and other day to day running of the library. Librarians in academic institutions are placed at par with lecturers in terms of salary.

1.3.2 Paraprofessionals

The staff in this category are also known as library officers. They are the staff who possess diplomas either National Diploma (ND) or Higher National Diploma (HND) or both in Library Science. Also included in this category are staff who are working in the library with other degrees other than Library Science and whose works supplement the jobs of the librarians. The paraprofessional library staff assist professional library staff in some intellectual tasks such as reference services, cataloguing and classification, and current awareness services. They coordinate the duties of library assistants, head some sections of the library and carry out other duties assigned to them by the head librarian. The lower cadre of library officers engages in card filing, discharging of information resources among other duties. This category of staff should be granted opportunity for further study in order to achieve increased efficiency. When they get a degree in library and information science, they apply for conversion to the professional cadre. staff in this cadre include; chief library officer, assistant chief library officer, principal library officer, senior library officer, higher library officer.

1.3.3 Support/Maintenance Staff

Another category of staff that work in the library are the library assistants. They are staff who possess the West African Examination Certificate or its equivalent that is O'Level certificate at the time of employment. They are referred to as support staff. They perform duties such as stamping, accessioning, registering or newly acquired or processed books, taking statistics, shelving among others. They should be well trained to relate well with the library patrons.

Maintenance staff are people like drivers, porters, security personnel, cleaners and others that work in the library. Staff in this category also play important roles to see to the smooth running of the library services. They should possess at least a First School Leaving Certificate (FSLC) so as to be able to communicate with library users and other people.

1.4 QUALITIES OF LIBRARY STAFF

People with special needs, as their name implies, require special attention and so the library staff that attend to them ought to possess certain qualities without which it will not be easy to serve them. These qualities include:

1. Empathy: This is more than sympathizing with one in his condition. It has got to do with seeing yourself in that person's condition. Trying to ask yourself, "What if I am the one in this condition, how will I want to be treated?" This will enable the library staff to attend to them as he would want to be attended to assuming he is the one in that condition. The golden rule of "Do to others what you would want to be done to you" applies here. Possessing this quality

will make the librarian to be sensitive to the feelings, thoughts and experiences of people with special needs. This will enable him to understand and appreciate the user's need. There should not be partiality in doing this as it is required that they be handled equally as library users.

2. Patience/perseverance: People with special needs are not just like ordinary library users, they may slow in stating their requests and understanding explanations. Hence, any little thing may upset them and they blame it on their condition. The librarian should be patient with them, calm them down when necessary. Attending to special users no doubt is stressful, possessing this quality will help the librarian to cope. He requires perseverance to search different sources in order to get the one that will satisfy the information needs of the users.

3. Good communication: The librarian should possess a good communication skill – verbal and non-verbal. He should also be a good listener and be able to decipher what he is being told. Interrupting the user may affect his line of thought and thereby distort the original thing he wanted to say. He should also have a good command of the language of communication.

4. Good knowledge of the library and information resources and services: The library staff should be conversant with the available resources in the library and also that of other libraries in case there is need to refer the user to another library or engage in inter library loan. This quality will also help him to render timely service because he knows what is where. Users always get discouraged if their information needs are not met. His interest in solving the information needs of the users should be a motivating factor.

5. Courteous: When addressing or dealing with people with special needs, it is required that the librarian be polite and deal with them respectfully as they are also human beings. Do not force your assistance on them but let them know you are there to help them.

6. Discipline: The librarian should be a disciplinarian especially when it has to do with making firm decisions, correcting and frowning at anti library use behaviours of the users. The users should not be allowed to use their disability as an opportunity to behave anyhow when they are in the library. The rules and regulations of the library should be made known to them and the consequences of going contrary to them.

7. Initiative and Tact: this quality enables the librarian to do things in different ways to achieve results not always following the usual procedures. Being considerate and carrying everyone along in the provision of library services is made possible. He should be able to bring out new ideas that will also help the users. Sometimes he may use the local language to ensure that the user understands what he means.

8. In love with the job: any one that loves his/her job will go all the way to make the best out of it. Being fulfilled with one's job leads to career fulfillment and makes the staff create an atmosphere of happiness and pleasure so that the users will be attracted to the library and feel comfortable when using it.

9. Willingness to Learn: new things and methods evolve almost on daily basis. Library staff should not continue to rely on the training they received in the traditional library schools, but must demonstrate willingness to be trained and retrained especially in the acquisition of ICT skills in order to become relevant in the ICT age.

1.5 CHALLENGES FACED BY LIBRARY STAFF SERVING PEOPLE WITH SPECIAL NEEDS

In discharging their duties to people with special needs, the library staff are faced with certain challenges which if not addressed, will affect the services they render to this special group of users. Some of the challenges as identified by Echezona, Osadebe and Asogwa (2011) are:

1. **Inadequate information materials and assistive technologies:** The library staff cannot render service in a vacuum. The materials to be used are lacking coupled with the fact that they are not produced locally. It is on record that the visually impaired are considered more than their other counterparts though all their materials are not available.
2. **Lack of skill:** The library staff do not possess the necessary skill to handle these special users of the library. This can be attributed to the curriculum of library schools which is mostly geared towards conventional library practice and peripheral emphasis on library service to people with special needs. This makes the library staff not to adequately attend to their needs. The library staff also lack the skill to handle and maintain of equipment (assistive technology) needed for special library service.
3. **Architectural barriers:** Most of the older library buildings were constructed before emphasis was led on provision of library services to people with one form of deformity or the other. These pose as barriers to effective use of the library by this category of users. These barriers include: high book shelves, narrow doorways and lack of elevators, ramps etc. These obstacles discourage the handicapped from accessing the library. In order to assist them, the library staff has to go out of his professional duties to see how he can help in such cases which can be frustrating.
4. **Lack of motivation;** Rendering library services to people with disability requires extra efforts and patience. Library staff working in these sections need to be motivated by paying them extra and also sending them for trainings on special library services. However, this is not forth coming and no staff can perform optimally without motivation. This is always attributed to lack of fund.
5. **Lack of awareness** – Many people are yet to know that there are available library resources and services for the disabled people. The available ones are not patronized optimally because there is lack of awareness on their existence. Also the need for these services has not been appreciated as the handicapped are being undervalued and seen as liabilities.
6. **Non-adherence to constitutional provision:** The constitutional provision that the National Library of Nigeria should provide for the education of the special needs persons in Nigeria is not adhered to. This has affected the provision of library services to people with special needs. It has been philanthropic organizations, Non-Governmental Organizations (NGOs), and private and missionary schools, that have been on the rescue. Most times, the information materials provided are foreign based and does not reflect our culture.
7. **Discouragement:** Library staff may feel discouraged when he cannot handle the cases of the special users. Dealing with people with special needs is difficult and can lead to discouragement. Some of them are aggressive and no amount of assistance given is appreciated.

1.6 SUMMARY

The availability of information resources does not guarantee effective services. This is because they cannot be useful without a human resource coordinating them. The available resources must be matched with the right users in order to achieve the stated goals, hence the need of library staff. In this unit, it has been identified that the library staff are various categories, possess several qualities which helps that to render services to people with special needs. However, there are some bottlenecks that need to be addressed if they are to render effective services.

1.7 GLOSSARY

- Category – division or class of a thing
- Qualities – traits or attributes possesses by an individual that will help to perform his/her duties or relate to people and conditions.
- Challenges – obstacles or hindrances that affect the way things are done

1.8 SELF-ASSESSMENT EXERCISE

1. Identify the three categories of staff that work in the library.
2. When we say someone has empathy, what does it mean?
3. The quality that helps that library staff to understand behaviour/feelings of the user is.....
4. When the assistance given by the library staff is not appreciated, it leads to

1.9 REFERENCES / FURTHER READING

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1.10 POSSIBLE ANSWERS TO SELF- ASSESSMENT EXERCISE(S) WITHIN THE CONTEXT

1. Professionals, Paraprofessionals and Support/Maintenance staff
2. Putting oneself in the condition of the other
3. Knowledge of Psychology
4. Discouragement

UNIT 2: SKILLS AND COMPETENCE REQUIREMENTS FOR LIBRARY AND INFORMATION SERVICES PROVIDER FOR PEOPLE WITH SPECIAL NEEDS;

UNIT STRUCTURE

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Skills and Competences of Staff
 - 2.3.1 Computer Skills/Competences
 - 2.3.2 Internet Search Skills
- 2.4 Ways of Acquiring Skills and Competences
- 2.5 Challenges to Skills Acquisition by Staff
- 2.6 Summary
- 2.7 Glossary
- 2.8 Self-assessment exercise
- 2.8 References / Further Reading
- 2.9 Possible Answers to Self- Assessment Exercise(s) within the context

UNIT 2: SKILLS AND COMPETENCES REQUIREMENTS FOR LIBRARY AND INFORMATION SERVICES PROVIDER FOR PEOPLE WITH SPECIAL NEEDS;

UNIT STRUCTURE

2.1 INTRODUCTION

The development of information and communication technology has made possible for libraries to shift from the normal traditional functions of collecting, processing, storing and accessing information to rendering services using online/offline databases, e-resources, e-journals, networks and consortia. For the library staff to perform their jobs effectively in this era, certain skills and competences are expected from them. This unit will explore the different ICT skills and competences, how staff can acquire them and factors militating against their acquisition.

2.2 LEARNING OUTCOMES

By the end of this unit, the students should be able to:

- ✓ Define ICT skills
- ✓ Explain the different ICT skills
- ✓ Discuss how library staff can acquire ICT skills and competences
- ✓ Narrate the challenges to the acquisition of ICT skills and competences by library staff.

2.3 SKILLS AND COMPETENCES OF STAFF

Wikipedia defined skill as the learned ability to act with determined results with good execution often within a given amount of time, energy, or both while competence is the set of demonstrable characteristics and skills that enable and improve the efficiency or performance of a job. The conventional education acquired in library school is not enough to function effectively in this era of information and communication technology (ICT). Library staff are to be trained in ICT skills. This involves the total competences that are applied in the creation, storage, organization, retrieval and dissemination of digitized information in form of text, images, sounds in libraries or information centres. Libraries have so many competitors, and possession of these skills will lead to satisfaction of users' information needs, thereby making them relevant. The need for these skills is further necessitated by the development of assistive technologies for people with special needs which are mostly ICT dependent without which they will not be able to render services using them. These skills are the area of computer (hardware and software) skills and internet skills.

2.3.1 Computer Skills/Competences

Computer skills are relevant for the effective use of ICT for service delivery. ICT skills include the familiarity with mobile phones, key boards, mouse, e-mails, databases, software and hardware, personal computers, the intranet and internet as well as other ICT tools, competence to use ICT applications and the skills to use ICTs effectively to share knowledge and to work as an individual and as a team (Ugwuanyi, 2011). Computer skills to be possessed by the library staff include hardware and software skills.

Hardware skill entails the ability to handle the physical components of a computer and its accompanying equipment coupled with its purchase and installation. This skill involves booting and shutting down the computer, connecting the peripherals such as Uninterruptible Power Supply (UPS), Switched-Mode Power Supply (SMPS), Printer and drivers, changing some worn out parts and trouble shooting, computer maintenance and others. Computer hardware skills are summarized by Kipkem (2013:14), to include

- Computer assembling and maintenance.
- Troubleshooting hardware and software problems.
- Installing and configuring the peripherals, components and drivers
- Installing software and application to user standards
- Wide knowledge of motherboard and circuit designs of monitor
- Deep knowledge of printer and cartage refilling.
- Strong verbal and personal communication skills.
- Accuracy and Attention to details.
- Problem analysis, use of judgment and ability to solve problems efficiently.
- Decision making, critical thinking, organizing and planning.
- Tolerant and flexible to different situations.
- Organizational skills and customer service orientation
- Initiator

The software skills help one to efficiently use computer programmes and applications. There are two types of computer software. They are the systems software and the applications software. The general computer software include: MSWord, MS Excel, MS PowerPoint, Access, CorelDraw, etc. There are software that are designed for specific purposes. As earlier highlighted, there are library software such as KOHA, Alex for Windows, GLAS etc. **Refer to Module 3 Unit 1.4.2.** Recently, there are software for communication such as social media (Facebook, WhatsApp, YouTube, Telegram, Instagram, Twitter etc.). In serving people with special needs, there are various software. For instance, for the visually impaired, there are software to produce talking books, DAISY books, translation software, screen reading software, screen magnification software, voice recognition software: such as JAWS talking software among others.

It behoves on the librarians serving these special library users to have a certain level of knowledge of these software and how they can be applied in their service delivery to the patrons. Regular updating of these skills are necessary as more of these software are developed on daily basis so as to perform efficiently in this technology driven era.

2.3.2 Internet Search Skills

Most of the information generated in diverse formats in recent times are hosted online in the internet. However, it should be noted that not all of them are correct or relevant to the information seeker at a particular time. There is therefore need to sieve the information resources in order to retrieve the ones that are useful to satisfy the information needs at a

particular time. In this situation, certain skills and competences are required. Librarians in serving people with special needs should possess internet search skills. Van Deursen and Van Dijk (2009) defined Internet Search skill as the ability to define, locate identify and evaluate online resources (informational); compose a database understandable search question with appropriate words, signs and punctuations to get specific resources needed (strategic); and the ability to use computer and other gadgets to copy, paste, manipulate post and upload information (operational). To serve the users of the library effectively, their information needs must first be understood, then the librarian can search for the information using many search techniques.

To access the internet, some tools are used. Internet search tools assist users in finding internet sites of interests. This comprises the Search Engines (Google, Altavista, Dogpile, HOTBOT, Yandex etc.), Directories (subject and name directory) and recommended systems and databases. The library staff should be conversant with these tools in order to navigate through the internet to retrieve the necessary information for the special users of the library.

2.4 WAYS OF ACQUIRING SKILLS AND COMPETENCES

The acquisition of ICT can be through internally organized programmes or externally. That is to say that it can be organized within the library or the institution/organization depending on the type of library or outside the library/institution. The major methods through which library staff of people with special needs can acquire these skills are:

1. **Self-study:** Some library staff have taken it upon themselves to acquire ICT skills by themselves. This is done through trial and error that is learning by doing. The individual can also get knowledge through reading computer and information technology books. Social media tools can also be used to learn how to operate ICT, for instance, watching YouTube videos showing how to operate ICT facilities in this case Assistive Technology.
2. **Mentoring:** This involves two groups – the mentor and the mentee. The mentorship can be solicited whereby a library staff can approach individuals who are competent in ICT to teach them or in some situations, mentors and mentees are paired. Udo-Anyanwu (2022) sees mentoring as a learning process where an experienced librarian is a mentor and helps a recently employed librarian or one in a lower cadre known as mentee grow in the profession of librarianship for the achievement of stated objectives. In this era of ICT, mentoring is now technological in nature whereby the mentor brings to the knowledge of the mentee issues and activities involved in ICT such as creating websites, online provision of library services and the facilities used to render online services. In addition to this, Byington and Keenan (2017) stated that it involves the regular meeting of mentors with mentees to render help with issues such as grant funding and publishing in high impact journals.
3. **Formal continuing education:** The initial qualifications of library staff in most cases are not enough for their continued effective performance. Also for their promotion, additional qualifications are required. These additional qualifications are acquired through continuing education which is a formal and post educational training acquired by a staff in addition to the one already obtained while still working. Approval can be given by the management of the library/institution after which the employee tends the certificate. Studeart and Moran (2017) see it as an essential means of developing the career of the library staff. In addition they stressed that this type of education is

obtainable in institutions with library schools offering programmes in master's and doctoral degrees. Continuing education can never be as relevant as it is today because of the evolving Information and Communication Technology which have revolutionized the way library services are offered especially to people with special needs.

4. **Informal education:** Sometimes library staff can learn through informal education which is also known as distance learning. This education is undertaken on part-time basis. Staff undertaking informal education, go to office on working days and attend classes during the weekends. In some cases, this informal education is undertaken through evening programmes. This is mainly aimed at acquainting the staff with the skill they need to serve the special library clientele in this era of ICT.
5. **Training by suppliers:** Introduction of new software by suppliers are accompanied by training programmes in order to acquaint the library staff with its mode of operation. This is usually done using dummies of the software to test run it or in some cases, a period of training is undertaken where some staff will be trained first often referred to as "train the trainee" programme. These staff will then train the other staff.
6. **Attending Information Technology (IT) programmes:** The library staff can register themselves in computer institutes in order to acquire these skills. This may be organized for staff in the library/institution. There are institutes that organize training programmes from time to time to update people with the necessary ICT skill for effective performance in the workplaces. For example, Digital Bridge Institute.
7. **Practical courses.** This training is called hands-on meaning a situation whereby the training is practicalised. It is participatory in nature. Different ICT facilities are provided for the training and the participants learn how to operate them. This type of course may be on short or long term basis.
8. **Conferences/seminars/workshops:** During conferences, seminars and workshops, people of the same profession come together to brainstorm on issues bothering on their profession and its growth. These are themes and sub themes for the conferences, seminar and workshops which vary year by year and they are hosted on rotational basis. Members present papers based on the themes and sub-themes of the conferences, seminars and workshops. According to Anucha (2019), a conference is larger than the other ones and is officially held for some days where those pursuing the same goal meet together to air their opinions on issues at stake. ICT has made it possible that participants do not have to meet physically to discuss. The zoom app for instance can be used for this. This is known as Tele/video conferencing.

2.5 CHALLENGES TO ICT SKILLS ACQUISITION BY STAFF

As relevant as ICT skill and competences are in service delivery to people with special needs, library staff still do not possess them. This is attributable to some challenges identified by Onuoha, Akidi and Chukwueke (2019) and Ajegbelen (2016) and among which are:

1. **Tight working schedule:** There is embargo on employment by the government, and this has led to inadequate staff working in libraries and this makes a librarian to do the

work of more than one person. Given this scenario, the staff may not have time to attend training because leaving the duty post will entail locking up the library.

2. **Lack of awareness:** Sometimes, library staff are not aware of ICT training opportunities.
3. **Lack of initiative from professional associations:** The Nigerian Library Association have not taken serious initiative of training its members on application of ICT to library services to people with special needs.
4. **Lack of ICT policies:** The first step to achieve objectives is the formulation of policies to guide its application and the subsequent implementation of the policies. The policy will include type of training to participate in, the duration, sponsorship, those qualified to undertake the training among others. Unfortunately, these policies are lacking in libraries.
5. **Lack of support from the authorities:** Those in authority especially the management of libraries sometimes do not support the acquisition of ICT skills by staff, this is because of the cost implication. Given the poor funds received by libraries, sponsoring staff for trainings becomes impossible.
6. **Insufficient Coverage of ICT in LIS Curriculum:** ICT competences are being taught in theory as most library schools do not have computer laboratories and internet access, thereby hindering the optimal goal of incorporating ICT skills into the curriculum.
7. **Short Training periods:** The period of training for instance, workshops is not enough to learn the all that is involved in ICT application in libraries. These workshops are organized for a duration of three to five days and unfortunately, it is not enough to learn adequately especially for those who have not taken foundational courses/trainings in ICT.
8. **Unstable internet services:** Adequate ICT skill and competence acquisition requires a stable and strong internet connection. Network issues have always affected the use of Information and Communication Technology in Nigeria.
9. **Technophobia:** Some library staff have phobia for ICT. They try as much as possible to shield every plan for them to go for training. They prefer to do their jobs with traditional methods. This fear prevents them from undertaking any form of ICT training.

2.6 SUMMARY

In this unit, we have examined skills and competences required for library and information services provision for people with special needs. It has been discovered that possession of these skills and competences is paramount to effective information service delivery in this digital era.

2.7 GLOSSARY

- Skill – capacity acquired through training

- Competence – being proficient in what one does
- Hardware – the part of the computer that can be seen and touched
- Software – commands obeyed by the computer in carrying out its functions
- Internet – a facility where information is stored online
- Technophobia – being afraid of technology and all that goes with it

2.8 SELF-ASSESSMENT EXERCISE

1. What is ICT skill?
2. What is involved in hardware skill?
3. The skill needed to navigate through information stored online is
4. Mentoring involves the and

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2.10 POSSIBLE ANSWERS TO SELF- ASSESSMENT EXERCISE(S) WITHIN THE CONTEXT

1. The total competences that are applied in the creation, storage, organization, retrieval and dissemination of digitized information in form of text, images, sounds in libraries or information centres.
2. Booting and shutting down the computer, connecting the peripherals such as Uninterruptible Power Supply (UPS), Switched-Mode Power Supply (SMPS), Printer and drivers, changing some worn out parts and trouble shooting, computer maintenance and others.
3. Internet skill
4. Mentor and mentee

UNIT 3: ETHICAL ISSUES

UNIT STRUCTURE

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Ethical Issues
 - 3.3.1 Universal Access to information
 - 3.3.2 Copyright/Fair use
 - 3.3.3 Intellectual property rights

3.3.4	Intellectual freedom
3.3.5	Privacy/Confidentiality
3.3.6	Censorship
3.3.7	Library rules and regulations
3.4	Summary
3.5	Glossary
3.6	Self- assessment exercise
3.7	References / Further Reading
3.8	Possible Answers to Self- Assessment Exercise(s) within the context

UNIT 3: ETHICAL ISSUES

UNIT STRUCTURE

3.1 INTRODUCTION

In the provision of library and information services, the library staff are guided by ethics. Ethics is a branch of philosophy that has to do with laws that guide behaviour of individuals in their conducts in the society. Librarians serving people with special needs should be aware of these ethical issues in order not to infringe them. There a strong focus of IFLA on professional ethics and this has contributed to the formulation of ethical codes to be adhered to by librarians and other information workers in order to handle challenges when they eventually arise. This is unit is aimed at identifying these ethical issues.

3.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- Define ethics
- Identify things that constitute ethical issues in librarianship
- Explain the components of ethics

3.3 ETHICAL ISSUES

Ethical standards and values serve as guides for dealing with patrons, hence, all library staff must be aware of them. Library staff should also recognize that people with special needs have lesser access to information when compared to the others. Afolayan (2017) defines ethics as a branch of philosophy that involves systematizing, defending and recommending ways of right and wrong conduct. It is concerned with how individuals behave in the society being guided by moral principles. The branch of ethics that is on professionals like librarians is called professional ethics. Onoyeyan et al (2014) explained that professional ethics is related to moral rules that have effect on the way professionals carry out their professional duties. Librarians rely on professional ethics when faced with chances bothering on morality. Information ethics for the library professionals as identified by Mason cited in Mbofung and Popoola (2014) bother on censorship, collection development, and intellectual freedom, equitable access, information privacy, intellectual property and problem patrons. It is expected that information professionals like the librarians should abide by these codes in order not to be involved in wrongdoings that could be detrimental to their careers and the profession.

3.3.1 Universal Access to information

Providing accurate and timely information in different formats to the user is another important factor in information service delivery not minding the intent for using the information. For people with special needs, the information should be provided without

additional cost. They also have right to provision of equipment, technical assistance, special teaching and learning materials that will enable them participate in curricular and extra-curricular activities alike. The librarian is responsible for making sure that the users are provided with all the information materials they need regardless of where they are located. Access to quality information resources whether in print or electronic formats improves the users' standard of living, actualization of dreams, sustained education, decisions making and execution, enhanced freedom of expression and preservation of information resources for posterity.

3.3.2 Copyright/Fair use

A copyright is a form of protection provided by the law of any country or state to the authors of original works or authorship. This law clearly states that the owner of intellectual property should be the sole producer and distributor of the property unless he/she empowers another person to do so on his/her behalf. The copyright Act Cap. 68 laws of the federation of Nigeria, 1990 as amended by the copyright amended Decree No. 98 of 1992 and the copyright (Amendment) Decree of 1999 clearly listed the works that have copyright protection in Nigeria, which include; literary works, musical works, artistic works, cinematography films, sound recordings and broadcast. A copyright holder can prevent others from copying, performing or displaying the work without the original owner's consent or permission. Otoru (2018) states that copyright is a right granted to the author or originator of a certain literary or artistic production, whereby the creator is invested, for a limited period, with the sole and exclusive privilege of multiplying copies of the literary or artistic works and publishing or selling them. Copyright differ between countries and states. It provides legal right exclusively given for a definite period of time to the creator of an intellectual work usually the life of the author plus 70 years. Copyright can be transferred from the owner to another person.

Not adhering to the copyright law is referred to as infringement. It can be said that there is infringement when one uses a work protected by copyright without permission from its owner. Violation of copyright is a crime punishable in many countries including Nigeria. the librarian may be able to monitor the use of print resources but it is not so with digital materials as their monitoring is limited, hence. digital copyright protection laws are strict when compared to print materials. Many libraries are not equipped with proper tools to control the distribution of digital resources within the organization or sometime outside the organization.

In the area of loan services for the visually impaired for instance, professionals needs to be aware of the copyright requirements and processes for borrowing or lending materials to other libraries for the visually impaired. Unlike the USA, Australia, New Zealand, Spain, Portugal, Canada, and Scandinavian countries, the UK copyright law (Copyright, Designs and Patents Act, 1988) does not automatically grant copyright exemptions for producing alternative formats for visually impaired people. In situations like this, copyright holders are approached though approval may take a long time or there may be outright refusal.

3.3.3 Intellectual Property Rights

Unlike copyright laws that cover works that can be seen, intellectual property rights cover the unseen such as the creation of the mind, which includes technological inventions, literary and artistic works, designs and symbols, names and images used in commerce. Intellectual property is protected by laws specific to the expression of an idea. Nwabachili, Nwabachili and Agu (2015) define intellectual property as those intangible aspects of human creation, they are choices in action, product of a man's ideas and attributes which no man has ever had. They stated further that although they are ideas, whenever they are written or created, the law protects them and the owner becomes in charge and it can only be used by other people

with his permission. Intellectual property law protects the creators of ideas and cover areas of copyright, trademark law and patents. According to USA Copyright Office (2018), copyright is a form of intellectual property. Libraries are on a cross road whether to support the Intellectual Property protection so as to generate the income of the authors or support the open access drive where the knowledge is made available to everyone without any commercial implications. Though the fair dealing allows copying of a material to an extent, librarians sometime cannot clearly distinguish what is fair dealing especially when they are offering the membership or when the library itself is attached to any commercial establishments. The Copyright Act 1957, Section 52 describes that the following actions does not constitute infringement

1. If it is used for research or private study
2. If the portion of document used for criticism or review
3. If the purpose is for reporting in a newspaper or writing article in periodicals

3.3.4 Intellectual Freedom

Intellectual freedom is the right individuals (library users) enjoy with regards to the circulation of information to them. The law on information access, ownership and users actually influences the extent of intellectual freedom enjoyed by individuals in society. There is need for users to be aware of intellectual freedom so they can have access to it.

3.3.5 Privacy/Confidentiality

The library user's privacy should be protected. Privacy means that when a library user shares information with the library staff, the information shared should not in any way be divulged to another person. The client in this case, the library user requires that the material demanded and used be made confidential. This right to privacy in library especially in the use of online resources contradicts the execution of IFLA Internet Manifesto. Once a person has the right to privacy, whatever inquiry he makes should not be questioned by others. In some cases, there may be situations when it becomes hard to know how to bring resolution to confidentiality and privacy. Sturges cited in Unagha and Amanze-Unagha (2020) opined that privacy definitions begin with the sense that individuals have a kind of ownership of various aspects of this lives. It means that one is in charge of areas surrounding him in solitude. This is confidentiality which is not a feature of the internet, it is essential that access to information in libraries should not come at the cost of user privacy. If library users know that their reading choices are being monitored by a third party, or that their personal interests are being held in a less than confidential environment, it is likely that some users may experience a degree of inhibition regarding their information seeking choices.

3.3.6 Censorship

Censorship involves the exclusion, removal and restriction of information materials for use. That is to say that a user may be denied access to use certain information resources though they need them. This comes in various forms: sometimes those who select information materials satisfy their own interest or the interest of a section of users who are influential to the detriment of others; the librarian can also decide not to purchase a book that should legally be in the library. In the digital era, some websites have restrictions. Oppenheim and Smith (2004) were of the view that censorship is a means of preventing and controlling the production and distribution of ideas and information. This is against the librarianship principle of free access to information. In the case of people with special needs, censorship for instance have effect on prison library services when the Comptroller of Prisons decides on the type of information materials that prison librarians can acquire for the library. This is mostly done to avoid

unhealthy living in character and health of prisoners. Censorship most times results to conflicts between the librarians who duty is to serve the users and those in charge of funding the library. The only solution to this is the formulation and adherence to the policy guiding acquisition of library materials which should be well defined, having a wide coverage and clear.

3.3.7 Library Rules and Regulations

Apart from ethical issues on information resources, rights of users, there are rules and regulations to be obeyed by library users. Failure to observe these rules and regulations will attract disciplinary measures as stated in the library policy. Disobedience to these rules are regarded as crimes or act of delinquency. Library rules and regulations are seen as ethics. No wonder Emaekwu cited in Nongo and Terna (2017), sees them as code of conduct or set of principles or behaviour which determines the way people act in the society. This implies that rules and regulations that control users' actions in the library are library ethics. People with special needs are expected to observe these rules for effective service delivery in the library. Nongo and Terna (2017) identified the library rules and regulations as:

- Registration as a Library user.
- Submitting to security check in and out of the Library
- Leaving consulted books on the reading table
- Returned Books on Loan before Due Date
- Presentation of Borrower's Cards for loans.
- No Indecent Dressing
- Prohibition of Marks in Library Books
- Prohibition of eating in the Library
- Prohibition of Noise making
- Prohibition of book mutilation/theft
- Prohibition of entering into the library with bags
- Prohibition of use of external devices such as flash on the library computer systems

3.4 SUMMARY

In this unit, we have learnt what ethics is and some ethical issues such as universal access to information, copyright/fair use, intellectual property, intellectual freedom, censorship, library rules and regulation. It has been discovered that the library staff should be aware of them in order to deliver effective services to the library patrons.

3.5 GLOSSARY

- ❖ Ethics – having to do with morals, that is, right or wrong
- ❖ Copyright – right of ownership to works written or created
- ❖ Censorship – restriction placed on use of certain materials
- ❖ Rules – code of conduct guiding the behaviour of users in the library
- ❖ Privacy – the act of not disclosing the information requested by a user
- ❖ Intellectual property – creation of a person that is seen physically

3.6 SELF- ASSESSMENT EXERCISE

1. Define ethics
2. Identify four ethical issues in libraries
3. The practice of restricting users from having access to certain materials is known as

3.7 REFERENCES / FURTHER READING

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3.8 POSSIBLE ANSWERS TO SELF- ASSESSMENT EXERCISE(S) WITHIN THE CONTEXT

1. Ethics is a branch of philosophy that has to do with laws that guide behaviour of individuals in their conducts in the society
2. Students can choose any four from these ethical issues – Copyright, Universal Access to Information, intellectual Property Rights, Intellectual Freedom, Privacy/Confidentiality, Censorship, Rules and Regulations.
3. Censorship

