CHAPTER - III

UNIVERSITY LIBRARIES AND NATIONAL POLICY OF LIBRARY AND INFORMATION SYSTEM IN INDIA
CHAPTER - III

UNIVERSITY LIBRARIES AND NATIONAL POLICY LIBRARY ON INFORMATION SYSTEM IN INDIA

3.1 Introduction:

University Library in the campus is one of the most important agent for the development of faculty members, research scholars and students in education. In a way a well equipped university library contributes for national development. T.W. Schultz\(^{11,3A}\) States "It is essential to view investment in education including libraries as investment in human capital which assures higher returns in terms of national output over a long period of time than investments which are strictly limited to material means of production".

The primary aim of higher education is to impart specialized and advanced knowledge to students and enable them to acquire competence and skills in various fields of human activity meant for all round social progress and enrichment of human life.

Library is a pivot around which all activities relating to this aim revolve. The following extract from the Radhakrishnan Commission report aptly describes the place of the library in higher education.
"The library is the heart of all the university’s work; directly so as regards its research work, and indirectly as regards its educational work. Scientific research needs a library as well as its laboratories while for humanistic research, the library is both the library and laboratory in one. Training in higher branches of learning and research is mainly a question of learning how to use the tools, and if the library tools are not there, how can the student learn to use them".

President Truman’s Commission on Higher Education say’s "The library is second only to the instructional staff in its importance for high quality instruction and research’. Both for humanistic and scientific studies a first class library is essential in a University."

In the Words of Thomas Carlyle "a modern University is nothing but a collection of books".

Charles Grant Robertson a former distinguished Vice-Chancellor, said: "If I were a dictator, I would reduce the time devoted to lectures to a third of that usually occupied by them, and insist on the students spending three hours every day in the library."
Dr. Shankar Dayal Sharma, former President of India, inaugurating the Eighth World Book Fair on 5th February 1988 in New Delhi said "A library is more important than a university because a library can function without a university whereas a university cannot do without a library".¹¹⁹

University Libraries have proved to be significant partners in the development of scholarship throughout the world. They have enriched higher education in all its diversities. As such library is often described as "Heart of University".

3.2 Objectives of University Library

The primary objective of a university library is to meet the information requirements concerned with teaching, research and other academic programmes of the university. Its purpose is to support the university's total programmes extended from a freshman to the doctoral candidate engaged in scholarly research. University Library therefore must provide to its clients the resources and services of comparable range. Thus, Library has following objectives:

(1) Acquire and accumulate different types of documents to meet the needs of different levels of users.
(2) Arrange essential reading materials and library facilities for the smooth running of all formal programmes.

(3) Provide necessary resources and services to research scholars, Students and Teachers what he needs.

(4) Guide research scholars and students in using in Library resources and services.

(5) Keep faculty members informed of nascent thoughts in their fields of specialization and also of all round developments in the society.

(6) Inform higher authorities about the uses of library sources, and services and needs of users and to seek financial assistance for development of library.

(7) Establish an instruction centre in the library and reader advisory service to teachers, researchers and students, so as to ensure maximum use of library resources and services.

(8) Create an atmosphere of bringing the library users and its collection together and to encourage reading, personality development, self-reliance, pleasure and making the intellectual curiosity more acute and strong.
3.3 Functions of University Libraries

To achieve the objectives of higher education the university library system has to shoulder responsibilities. It will have to design its activities in such a way that it proves to be significant partner in conservation of knowledge and ideas, teaching, research publication, extension service and interpretation.

Kothari stressed the need for proper development of university library system in the country and recommended that the library should;

i) Provide necessary resources for research in fields of special interest to the university,

ii) Aid the university teacher in keeping abreast of development in his field;

iii) Provide library facilities and services necessary for the success of all formal programmes of instruction;

iv) Open the doors to the world of books that lie beyond the boundary of ones own field of specialization; and

v) Bring books, students and scholars together and create conditions which encourage pleasure, self-discovery,
personal growth and the sharpening of intellectual curiosity.

Library exists not merely to help the instructional function of the university; it does also a good deal in aid of research. The libraries therefore, perform a variety of functions, by way of helping students with textbooks, parallel studies, reference books and periodicals, by providing a large number of bibliographical tools and up-to-date literature on every subject for students, teachers and research workers; as well as by maintaining an efficient reference and information service. The objectives ultimately reach the noble height of helping to produce leaders in the community and leaders in different fields of human activity.

The basic function of a library is educative. It is not merely store-house of reading material collected for preservation for future generation, but it also functions as dynamic instrument of education, to feed the intellect of the student, encourage the researchers and the faculty and invite all who enter its house to partake fully of its intellectual and cultural contents.
3.3. Origin and Development of University Libraries upto 1947

Modern university education had its origin in India in 1857 with the establishment of three Presidency Universities at Bombay, Calcutta and Madras and before these universities two colleges were established, namely-Deccan College Post-graduate and Research Institute, Pune in 1821 and Bengal Engineering College, Howrah in 1856. The main function of these universities was to conduct examinations for the students enrolled in their affiliated colleges and taught according to the syllabus prescribed by the universities. They did not take on any teaching or research functions directly and as such the need for libraries was not felt in the beginning.

The Bombay university was the first to establish a library in August, 1864 when Premchand Raychand—a merchant of Bombay offer to the university a donation of Rs. 2,00,000 towards the erection of a university library and further a sum of Rs 2,00,000 for a clock tower for the library in memory of his mother Mrs. Rajanai. The construction of the library and the clock tower was started in 1869 and completed in 1878. The library as formality opened to readers on February 27, 1880. The Calcutta University Library was
established in 1873 and Madras University Library in 1907. One more university established in the nineteenth century was the University of Allahabad in 1887, and by 1917 three more universities, viz-Banaras Hindu University (1916), university of Mysore (1916) and Patna university in 1917.

The Government of India appointed Calcutta Education Commission under the Chairmanship of Sir Michael Sadler in 1917. The Commission in its report submitted during emphasized teaching and research as well. This emphasis gave a new direction to the functions of the universities and their libraries for the future. The report also gave people to establish new universities. Thus, by 1920 three more Universities came into existence viz., Osmania University (1918), Jamiamilla Ismailia (1920) and Aigarah Muslim University (1920). During 1921 and 1947, 13 more libraries were established along with their parent institutions; thus, bringing the total number of universities to 21 at the time of independence. In addition there were six institutions of higher education and research viz, Indian Institute of Science (1909), Indian statistical Institute (1932), Dakshina Bharatha Hindi Prachara Sabha (1918) Indian school of Mines (1926), School of Planning and Architecture (1941) and Tata Institute of Social Sciences (1936).
Realisation that the important role the university libraries could play in a university set-up began in the minds of those concerned with higher education and this helped libraries to move towards development slowly and steadily. The Madras University library under the stewardship of Dr. S. R. Ranganathan, for example received much support and encouragement from the university authorities and was the first university library to be organised on scientific lines in its new home. It started lending books and initiated reference services which were highly appreciated by the clientele and thus it became an important place on the campus. Don Dickson, an American librarian appointed for Punjab University Library, Lahore played an important role in developing this library on modern lines. The developments at Madras University Library and Punjab University Library paved way for the initiation to develop libraries in other universities too. Thus, though the university libraries were yet to attain a proper status, this is considered as an important period of development of university libraries in our country because of the fact that right beginnings in quite a few cases were initiated during this period.
3.5 Development of University Libraries in Post Independence Period.

By 1947, there were 21 universities and six specialized institutions of higher education and research. But, for a big country like India, this number was far from the actual requirement and also the condition of these universities was not satisfactory. Thus, the Government in an independent India set up University Education Commission under the Chairmanship of Dr. S. Radhakrishnan to study the state of higher education and suggest correcting measures.

3.6 University Education Commission

The actual process for the development of university libraries in India can be said to have been set in motion with the appointment of the University Education Commission presided over by Dr. Radhakrishnan (1948-49), and the recommendations contained in its report relating to several important aspects of library development such as annual grants, open access system, working hours, organization of the library, staff, steps to make students book conscious and the need to give grants to teachers to buy books. The section on libraries in Chapter 4 of the report opens with a powerful statement of the importance of libraries in university education, they speak. It was for the first time that such
detailed attention was paid to library matters by a Commission on University Education in India.

The Education Commission under the Chairmanship of Dr. D. S. Kothari marked another important stage in the history of university libraries in India. The Commission devoted considerable attention to the development of university libraries and made suitable recommendations on the following points: (i) norms for financial support; (ii) long range planning for library development; (iii) the need for the establishment of a well equipped library before the starting of a university, college or department; (iv) suitable phasing over of library grants; (v) encouraging the students in the use of books; (vi) inter-disciplinary communication; and (vii) documentation service in libraries etc.

3.7 University Grants Commission

In pursuance of the recommendation of the University Education Commission the University Grants Commission was set up in 1953 with the avowed objective of functioning as an agency for channelizing Central Government grants to the universities and to take all necessary steps for the promotion and coordination of university education in India, and for the determination and maintenance of standards of teaching and research in universities consistent with the
autonomous status of the universities. The development of libraries in the universities received the attention of the UGC from its very inception under the enlightened and able guidance of its first Chairman, Dr. C.D. Desmukh, who had the insight into the important educational and research role of university libraries.

He realised the need for:

1) Libraries being housed in functionally suitable and spatially adequate buildings;

2) A qualitatively and quantitatively adequate book stock to support the teaching and research programmes of the universities; and

3) Scientific organization of the book collection and the organization of appropriate services around the book collection suited to the needs of teachers, research scholars and students.

It was realized that the university libraries, as they then existed, were far from being in a position to perform the role envisaged on their part and that the financial support they received from the state governments had to be substantially supplemented by generous UGC grants for the desired development to be realized. So a massive programmed
of financial assistance to the university libraries was started and all the university libraries in the country became beneficiaries of the programme. Several universities which did not have satisfactory library buildings were given generous grants for buildings and furniture. As a result, several university campuses were adorned with impressive library buildings.

3.71 Ranganathan Committee

The UGC appointed a Library Committee in 1957 under the Chairmanship of Dr. S.R. Ranganathan to advise it on matters relating to the development of university libraries, such as: (i) standards and guiding principles for designing the library building and furniture; (ii) qualifications, scales of pay and recruitment of staff; (iii) administrative practice with regard to the selection, ordering and cataloguing of books; (iv) procedure in regard to the release of the funds or grants of the Commission for the libraries; and (v) facilities for the training of librarians. The Committee prepared a comprehensive report touching on these and all other basic ingredients of a sound library programmes and submitted it to the UGC in 1959. This report along with a report on a seminar on 'Work Flow in Libraries' organized by the Commission in 1958 was published by the UGC.
in 1965 under the title University and College libraries. Indeed it was a significant step taken by the UGC.87

3.8. National Policy on Library Education and Information System

The formulation of a National Policy and Information System57 has been engaging the attention of the Indian library profession since the 1950’s as emphasised particularly in the writings of Dr. S.R. Ranganthan and in the recommendations of the Library Advisory Committee Report, 1958 it began to receive the active attention of the government of India in the early 1970 and it was included as one of the principal objectives of the Raja Ram Mohan Roy Library Foundation established in 1972.

In view of this the National Information System for Science and Technology (NISSAT) was established in 1977 and as Professor R.K. Das Gupta, Director, National Library and Chairman Raja Ram Mohan Roy Library Foundation urged upon the Government for the necessity of National Policy for Library and Information System.

The foundations took up the task in 1981 and after careful deliberations submitted a draft national policy on library and information systems to the Government in July, 1984. On behalf of the Indian Library Association a draft
policy statement was submitted to the government of India in early 1985. The need for this policy was also emphasised by the Planning Commission Working Group in its report "Modernization of Library Services and Informatics for the VII Five Year Plan 1985-90". The government of India set up a Committee under the Chairmanship of Professor D.P. Chattopadhyaya for the formulation of a National Policy on Library and Information System.

3.81 Objectives of National Policy on Library and Information System

The following are the main objectives of library and information policy:

i) To foster, promote and sustain, by all appropriate means, the organisation, availability and use of information, in all sectors of national activity;

ii) To take steps for mobilizing and upgrading the existing library and information systems and services and initiating new programmes relevant to national needs, taking advantage of the latest advances in information technology;

iii) To encourage and initiate, with all possible speed, programmes for the training of library and information
personnel, on a scale and of a caliber adequate to provide the library and information services and to recognize their work as an important component of the quality and level of such services;

iv) To set up adequate monitoring mechanisms for ensuring a rapid development of library and information facilities and services for meeting the information needs of all sectors and levels of the national economy;

v) To encourage individual initiative for the acquisition and dissemination of knowledge, and for the discovery of new knowledge in an atmosphere of intellectual freedom;

vi) In general to secure for the people of the country all the benefits that can accrue from the acquisition and application of knowledge;

vii) To preserve and make known the nation's cultural heritage in its multiple forms.

Important points relation to National policy on Information system and Academic library developments may be summarized as under:

1. Libraries are central to education and the only way that our education system can be freed from cramming is to
build teaching round the library resources of the educational institutions. Children should be introduced to the pleasure and importance of books at an early age. The librarian should be regarded as a full member of the academic community.

2. No school or college should be established without a library and a properly qualified librarian. Primary schools, where such facilities cannot be provided would share the resources of the community library. In areas where the community library does not exist the primary school should be so developed as to serve as the base of the village library. But, children must know the library and they must be helped by the library even if they are no longer in the stream of formal education.

3. There should be an agency at the state level for proper development of the school libraries of the state and national agency for co-ordination at the national level. The national agency should maintain a database on Indian school libraries and advise norms for them.

4. As far as possible, universities, and research institutions, in a particular area, should establish linkages among themselves the share their resources, in this process, it may also be possible to devise a common
acquisition programme which will make books available to the Indian readers not normally imported by the book trade. Such resource sharing may also reveal the extent of duplication and under-utilisation of resources in academic libraries. Teaching, specifically at universities and colleges, should be built as far as possible around the resources of the library which should be well rounded and made known to the users as much as possible.

5. Distance education is the most dynamically growing segment of the Indian education system. There is, however, no provision for supporting resources for students enrolled in the programme. Apart from public libraries, colleges and university libraries will have the obligation to cater to students in the stream of distance education and should be provided with the necessary means to render this service.

6. With the increase in the number of teaching departments, faculties and also because of the possibilities to establish multi-campus universities, there is a need to develop library system on the university campuses. The departmental and faculty libraries should be closely linked with the central library for acquisition of documents and services.
7. In addition to the usual lending services, the university and the college libraries should lay more and more emphasis on reference and bibliographical services including Selective Dissemination of Information (SDI) and Current Awareness Services (CAS).

3.9 Modernization of Library and Information Systems

The policy emphasises on modernization of library and information system and it considers the following:

1. Modernization of library operations and services in the context of advances in information technology, will be country's primary concern in increasing productivity and efficiency, improving speed of delivery of service, optimum utilization of available resources and facilities and overall cost effectiveness.

2. To keep pace with advances in electronics, computer technology, telecommunications and reprography and micrography technology all of which is needed for future library work, new systems compatible with Indian conditions must be developed.

3. Use of mainframe, mini and micro computers with large memory capabilities, in major libraries in the country, should be encouraged and supported to improve access and
availability of information. Care is to be taken to ensure compatibility in hardware and software specifications, so as to facilitate linkages among themselves and to national computer networks.

4. Priority should be given to development of application softwares, packages for library and information activities for use in indigenously manufactured computer systems.

5. Use of communication facilities for developing inexpensive local library and information networks has to be supported for practicing resource-sharing. These local library and information networks can be utilized for evolving national library and information network. Such developments will enable library and information centers to have local, regional and national information centres, inter-library co-operation, optimum utilization of present resources, facilities and resource-sharing. Any user should have ready access to documents\information wherever it is located. This will also contribute to overall cost effectiveness, as development of resources and facilities in individual libraries and information centers beyond a threshold limit will be attempted rationally.
6. Low-cost copying services through reprography and micrographic facilities, should be available in major libraries so that document backup could be provided.

7. Compensation of library and information material, by increasingly resorting to acquisition of microform media, magnetic tapes, video discs, etc., wherever possible, should be encouraged, in the context of saving storage space.

8. Development of application software packages for provision of information services in Indian languages should be taken up. Computer translation services in Indian languages should be attempted.

9. Provision at district level should be made for mobile audio-visual informations services in Indian languages for rural areas to serve neo-literates, post-literates, students of open universities etc., as a supplement to national TV network.

10. On-line facilities, through national data communication networks, should be evolved in order to provide for interactive use of locally generated data bases as well as to have access to international information networks.
11. New technologies like videotext and teletext provide ample opportunities for dissemination quickly and effectively. Such systems should be experimented with a view to study their impact on the society and on the mechanism of their introduction.

In support of above objectives, several programmes were taken up by the Government to provide information to users of different categories. In higher education and research area, the prominent among the actions initiated are establishment of Science Information Centre at Indian Institute of Science, Bangalore, Information Centers in Humanities and Social Sciences, at M.S. University Baroda and SNDT Women's University Mumbai, and INFLIBNET with its head office at Ahmedbad.

3.10 Science Information Centre

The University Grants Commission accepted the proposal made by Indian Institute of Science, Bangalore for the establishment of National Science Information Centre in 1983. The centre is functioning under the guidance of a programme committee.

The centre aimed at creating current awareness in the scientists working in universities/colleges by providing an
authentic and up-to-date abstracting service in the areas of physics, biological sciences, chemistry, mathematics, earth sciences and engineering.

The centre provides to the users, on request, full length photo copies of current papers and educates them in generating queries for their needs for an optimal utilization of the information services. The centre has obtained two computer systems DEC-1090 and WIPRO. DEC system is used on time sharing basis whereas WIPRO System is dedicated to the centre's activities. A total number of more than 287328 profiles and abstracts have been generated by the centre. The total number of users is more than 3795. A computerized management system has been implemented to streamline the journals procurement, followup, renewal, receipt etc., for journals received in the centre. The centre also runs a training programme of one year duration. For orienting library and information science professionals to familiarize in computerized information handling.

3.11 Information Centres in Humanities and Social Sciences

The University Grants commission has set up two Information Centers in the field of humanities and social sciences- one at the S.N.D.T. Women's University, Mumbai and another one at the M.S.University, Baroda. The S.N.D.T.
Centre covers disciplines like Sociology, Gujarati, Women's Studies, Home Science, Library and Information Science and Special Education. The Centre at the M.S. University of Baroda covers Economics, Political Science, Education and Psychology.

The objectives of the Centres are to improve the information access to teachers and students and to provide for bibliographic support and also to make available the latest documentation available in the respective disciplines. The Centres have already started functioning and they are providing current awareness, information and reference services. Resources available in university library and other local libraries are optimally utilized and services developed on a computational data base built up by scanning hundreds of Indian and foreign journals.

3.12 INFLIBNET

Prof. Yashpal, former Chairman of University Grants Commission, mooted the proposal of networking of libraries in the Universities, Colleges and in the R&D Institutions in India. The outcome is a detailed report on automation and networking of libraries in India. He has named this network as Information and Library Network (INFLIBNET).
INFLIBNET was launched in May 1991, to establish a national computer-communication network to link libraries and information centres in universities, colleges, deemed to be universities, UGC Information centres, institutions of national importance, R&D institutions, etc.

INFLIBNET is planned to provide the following services:

a) catalogue-based services
b) database services
c) document supply service
d) collection development
e) communication based services like E-mail, Bulletin Board, etc.;

On April 2, 1993, Prof. G.Ram Reddy, Chairman of the University Grants Commission formally declared commencement of the First Phase of INFLIBNET Programme.

The National Centre of INFLIBNET is located in Gujarat University Campus at Ahmedabad.

INFLIBNET is a major national effort to improve information transfer and access, as a support to scholarship, learning, research and academic pursuits.
It will link up institutions of higher learning, covering all disciplines, R&D institutions and national organizations like Council of Scientific and Industrial Research (CSIR), Indian Council of Agricultural Research (ICAR), Defence Research and Development Organisation (DRDO), Indian Council of Medical Research (ICMR), Indian Council of Social Sciences Research (ICSSR) etc.

There would be a National Center for managing, overseeing and co-ordinating the network administration and four regional centers which will maintain regional union catalogues apart from databases on projects, institutions and specialists.

At the sectoral level, UGC's Information centres and NISSAT Sectoral Centres or those performing national level functions/services in specific subjects/ disciplines/ missions will be included. The end-users will be served locally through the information centres of the respective colleges, departments, universities or R&D institutions.

3.13 Conclusion

The university libraries in India, though have no long history, began to develop on modern lines along with the swift in higher education in India since 1918 and more
particularly after independence and the inception of University Grant Commission. Several initiatives like recommendation in Radhakrishna report and University Education Commission, Kothari’s Commission report, Ranganathan Committee recommendations, and more recently B.P. Chatoupadyaya Committee report on formulation of National Policy on Library and Information System have contributed much for the growth and development of Library Information Systems in Universities in India. The UGC since its inception is generous is not only in extending in financial assistance to University Libraries but also in initiating various programmes to improve and sustain with modern developments. The Establishment of Science Information Centre, and Informations in Humanities and Social Sciences and launching of INFLIBNET programed are indeed right steps in right direction at right time. These programmes in association with the activities of other agencies such as RRRLF, DST are meant to meet newer challenges of the information user community in higher education, and Research Institutions, To realise the objectives of the national policy on library and information system and programmes initiated through this policy cope-up with the technological advances to facilitate users of information with challenge it is necessary that the technological advances are harnessed
and information technologies are put into use in libraries. It is with this background the fourth coming chapter presents various Information Technologies and their application to libraries and Information Centers.