CHAPTER THREE

ROLE OF LIBRARIES IN HIGHER EDUCATION IN INDIA

3.0. Introduction

This chapter looks into the higher education scene in India. After identifying its aims and objectives, it sketches the historical evolution of universities in India from the ancient to the modern times. The diverse roles played by libraries in promoting higher education are brought out and the barriers to effective library use are highlighted to show why and how the academic libraries have not been able to perform as best as they can. It is in this context libraries like that of British Council assume greater significance.

3.1.0 Aims and Objectives of Higher Education in the Indian context

The 21st century belongs to the knowledge age, where acquisition, possession and application of knowledge are the most important resources. To India, knowledge is not new. Ancient India was an advanced knowledge society with a continual process of intellectual renaissance through inspiring contributions by saints of many faiths, philosophers, poets, scientists, astronomers and mathematicians. There existed great universities like Thakshasila and Nalanda where students not only from India but also from far-off countries came to study diverse subjects. Many scholars have said that “India culturally conquered and dominated China for 20 centuries without sending a single soldier across the border".

Knowledge, which is acquired through education, information, intelligence and experience, has always been the prime mover of prosperity and power. The acquisition of knowledge has therefore been the thrust area throughout the world. It is available in academic institutions, libraries, research papers, seminar proceedings, etc. But to acquire this, to become a knowledge super power, India first needs to transform itself into a knowledge society. This can be done only by understanding the dynamics of knowledge and then transforming it into wealth in the following manner:
• using knowledge through all its constituents and thus empowering and enriching the people;
• using knowledge as a powerful tool to drive social transformation;
• being a learning society committed to innovation; and
• having the capacity to generate, absorb, disseminate and protect knowledge and using it to create economic wealth and social good for all its constituents.

That is why quest for excellence is the call of the society and all individuals have to endeavour to achieve their ends through self-development. Self-development is a continuous process and colleges and universities provide all kinds of facilities for human resource development. They are centres of excellence and students and teachers get an opportunity to utilize these resources to the optimum and accomplishment is the keyword. Every individual has to aspire for excellence and seek to achieve the optimum of his ability. Thus human resource development to the maximum is the main objective of higher education and university is regarded as the symbol of citadel of higher education.

Pandit Jawaharlal Nehru in his Convocation Address to the University of Allahabad in 1947 summed up the basic objectives of the university thus: ‘A university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards even higher objectives. If the universities discharge their duties adequately, then it is well with the nation and the people.’

These valuable and meaningful words highlight the fundamental truth that universities and colleges have a significant role to play in the national life for promoting welfare and strength of the people. Their principal object is to deepen man’s understanding of the universe and of himself in body, mind and spirit, to disseminate this understanding throughout the society and to apply it in the service of mankind.
Being the dwelling places of ideas and idealism, they pursue truth and excellence in all its diversity and expect high standards of contact and integrity from all its members.

### 3.1.1. Pre-independence period

These are laudable objectives for the achievement for which a strong sense of faith, commitment and dedication is required. But objectives undergo a change depending upon the age and the society. This is because education is always related to the life and aspirations of the society and hence its aims and objectives are also determined and defined according to the local, regional, national and global need. The objective of the ancient Indian education was “Sa Vidya Ya Vimuktaye” – it was a tool for emancipating man from the bondages like ignorance and poverty and also from sins and misdeeds. Thus the main aim of the Vedic education was emancipation from worldly bondages and barriers.

According to Indian traditions, education was not merely a means of earning a livelihood nor was it only a training of human souls in the pursuit of truth and the practice of virtues. It was called a second birth (“dwaityam janma”) \(^5\). Our ancient education essentially aimed at achieving the individual as well as social excellence both at present and also in future.

During the British period there was utter decadence of the Indian values in education and no attempt was encouraged by the then Government to promote national culture and education. From the very beginning the objective of the British education was to train Indians for employment in government departments. But even that was more a byproduct than a deliberate objective of the British educational policy. No aims worthy of a national system of education were formulated for India, in spite of Wood’s Education Despatch (1854) and the Calcutta University Commission (1917-19).
3.1.2. Post – Independence Period

The post-independence period of India has been an era of educational expansion. First action of great importance to be taken by the Government of India was the appointment of the University Education Commission in 1948, under the chairmanship of Dr. S. Radhakrishnan. This decision was due to the realization that a reconstruction of university education was essential for a national cultural resurgence as well as for meeting the requirements of scientific, technical and other manpower requirement for the socio-economic development of the country.

One of the terms of reference of the University Education Commission was “the aims and objects of University Education and research in India” and it provided an excellent chapter on the ‘Aims of University Education’. The Commission viewed education both as a training of mind and a training of souls and believed that it would give both knowledge and wisdom: “... Education is not a discipline imposed from above on an apathetic of acquiescent nature. It is a process of leading up the inward nature to its fulfillment and all true development is self-development...”

The Commission went on to plead:

“We cannot preserve real freedom unless we preserve the values of democracy, justice and liberty, equality and fraternity. It is the ideal towards which we should work... Utopias are sweet dreams, wrote Kant, but to strive relentlessly towards them is the duty of the citizen and of the statesmen as well ... Universities must stand for these ideal causes, which can never be lost so long as men seek wisdom and follow righteousness.”

In 1953 University Grants Commission was set up on the recommendation of this Commission with the expressed objective of determining, coordinating and maintaining the standards of education in colleges and universities and assign grants. The objectives of Higher Education, as laid down by the Education Commission (1964-66), clarify this point. The objectives of higher education according to this Commission are:
• To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries;

• To provide the right kind of leadership in all walks of life, to identify the gifted youth and help them develop their potential to the full by cultivating physical fitness developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values;

• To provide the society with competent men and women trained in agriculture, arts medicine, science and technology and various other professions, who will also be cultivated individuals imbued with a sense of social purpose;

• To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education; and

• To foster in teachers and students and through them in society in general, the attitudes and values needed for developing the good life in individuals and society.9

Cultivation of new knowledge, developing the potential in the youth, providing competent men and women who can give leadership in different walks of life, reducing socio-cultural differences, developing the right values and attitudes – all these depend upon the correct use of available knowledge.

The various Commissions after this period have tried to define the aims and objectives of higher education in their own way:

National Policy on Education (1968) 10: Higher education is essential for economic and cultural development of the country, for national integration and for realizing the ideas of the socialistic pattern of the society. It has to equip the pupils with the competence, in form of knowledge and skills in various combinations at different levels
of understanding relating to the opportunities of employment. It has to play an important role in integrating the individual into the social system.

**National Policy on Education (1986)**: “The objectives of higher education are to express and promote our unique socio-cultural identity and also to meet the challenges of the times ... to enable the young citizens to acquire knowledge, skills, values, etc. that are essential for building dynamic, vibrant and cohesive nation capable of providing them with better, fuller and more purposeful life ... Higher Education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity...”

**National Commission on Teachers (1985)**: “The quest for quality must be the focus of attention, for education as a man-making and society-making activity cannot be overlooked ... universities and colleges would make endeavours for achieving excellence in all dimensions ... producing teachers for the education system with a view to meeting new challenges and emerging social needs...

**Review of NPE (1992)**: The Higher Education as envisaged in 1986 laid emphasis on reflection rather than action. “While reflection on critical issues facing humanity is important, Higher Education has a valuable role to play in regard to action on the part of those receiving it ... Higher Education should support the innovating programmes as an effective instrument for achieving excellence...”

**Ramamurthi Committee (1992)** “One of the important aims of institutions of higher learning is to prepare youth for work, to equip them for occupations as well as prepare them for cultivated intellectual and human lives... even though preparation for the employment is not the sole objective of higher education, it is one of the main objectives ... to give occupational literacy and if possible, vocational competence and training to students ... by coordinating education with manpower requirements...”

It will be seen from the above that the aims and objectives of Higher Education are very broad and dynamic. For the same reason, the universities and colleges of today
have to work not only for promotion and dissemination of knowledge but also for
generation of knowledge. Higher Education is an eternal quest for excellence in all
aspects of our individual and national life, providing meaningful and vibrant wisdom
and promoting humanism, reasoning, tolerance, adventure, critical thinking and search
for truth.

The pursuit of excellence however does not necessarily mean achieving
perfectionism. "Search for excellence only implies operating at the very frontier of
one's abilities and constantly trying to further extend this frontier." 15 The quest for
excellence is thus not only eternal but also a lofty objective to be achieved by higher
education.

According to the World Declaration on Higher Education 199816 adopted by the
World Conference on Higher Education organized by UNESCO in 1998 the mission of
higher education is to educate, to train and to undertake research. It stated that the core
missions and values of higher education, in particular the mission to contribute to the
sustainable development and improvement of society as a whole, should be preserved,
reinforced and further expanded, namely to:

i. Educate highly qualified graduates and responsible citizens able to meet the
needs of all sectors of human activity, by offering relevant qualifications,
including professional training, which combine high-level knowledge and
skills, using courses and content continually tailored to the present and
future needs of society:

ii. Provide opportunities for higher learning and for learning throughout life,
giving to learners an optimal range of choice and a flexibility of entry and
exit points within the system, as well as an opportunity for individual
development and social mobility in order to educate for citizenship and for
active participation in society, with a worldwide vision, for endogenous
capacity – building and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice;

iii. Advance, create and disseminate knowledge through research and provide, as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts;

iv. Help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures, in a context of cultural pluralism and diversity:

v. Help protect and enhance societal values by training young people in the values that from the basis of democratic citizenship and by providing critical and detached perspective to assist in the discussion of strategic options and the reinforcement of humanistic perspectives; and

vi. Contribute to the development and improvement of education at all levels, including through the training of teachers.

3.2.0 Higher Education in India: Challenges

The present day Indian university system is a hundred and forty seven years old if its age is reckoned from the year 1857, when the first three universities came to be established at Calcutta, Madras and Bombay. Although these universities were founded on the principles enunciated in the famous Wood’s Despatch of 1854, a feeling persists that the system was created by the foreign rulers with ulterior motives as a reaction to the first War of Independence or the Mutiny. The need for readjusting the system to the changing context was felt even in the pre-independence days, as is evident from the setting up of the Hunter Commission (1882), the Raleigh Commission (1916) and the

Unfortunately, efforts at implementing the considered recommendations have never been consistent or determined. The common pattern of follow-up action has been that from fabric woven by a learned Commission, some convenient recommendations are picked up for faltering implementation, some others are accepted only to be chanted as ‘mantras’ like (‘Education for All’) every now and then and the majority of them are either ignored or forgotten. For e.g. UGC recommendations regarding the status and salary of librarians were never implemented at all. As a result, the Indian University System has grown haphazardly under socio-political exigencies and this, in turn, poses multiple challenges for the Indian Universities.

Om Prakash groups those challenges under two categories:

1. challenges arising from ill-planned growth and
2. challenges emerging from changing economic scenario

3.2.1 Unplanned growth

The expansion in the university system has been phenomenal. There were 21 universities and about 700 colleges in the country when it attained freedom. Now there are 217 universities.
<table>
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<tr>
<th>Decade</th>
<th>No. of Universities Opened during the decade</th>
<th>Total</th>
<th>Decade</th>
<th>No. of Universities Opened during the decade</th>
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Table 3.1. Growth of Universities in India 1857 - 2003

Table 3.1 shows that the growth of universities has been at a faster rate after independence. As for the number, the present number of universities is seven times more than the number of universities at the time of attainment of independence.

But there has been ill distribution of university level institutions in different parts of the country.
<table>
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<tr>
<th>Sl. No.</th>
<th>State/UT</th>
<th>No. of University level Institutions</th>
<th>Population served 2001 (Lakhs)</th>
<th>Population served per institution (Lakhs)</th>
<th>No. of Institutions of National Importance</th>
<th>No. of Institutions Deemed to be Universities</th>
<th>Central Funding (1000 Cr.)</th>
<th>Joint Funding (1000 Cr.)</th>
<th>State Funding (1000 Cr.)</th>
<th>Women (%)</th>
<th>Open (%)</th>
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</tr>
<tr>
<td>34.</td>
<td>Dadra &amp;NH</td>
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<td>2.2</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 3.2: Types of University Level Institutions and Population served in India

Table 3.2 shows that the population served by a state or Union Territory varies from 4.5 lakhs (Chandigarh) to 69.1 lakhs (Bihar). It is also seen that the number of universities in a state has no bearing on the population of that state. The expansion has not taken place in any planned manner in response to felt needs of the people. Such
unsystematic growth of Higher Education institutions has affected the quality of the programmes and has given rise to wastage in Higher Education.

3.2.2 Challenge of expansion

Increased intake of students is another serious issue since this generally implies less selectivity in admissions. The growing mediocrity forms a vicious circle: standards of instruction and evaluation get lowered down further; lectures and textbooks become substandard to meet the requirements of the average student, evaluation is made lenient to increase the pass percentage. This affects the teacher and the taught and results in an erosion of standards in Higher Education. Though NPE 1986 resolved to take urgent steps to protect the system from degradation, nothing much has been done.

3.2.3 Challenge of Globalization

The term ‘globalization’ has come in vogue to imply a free flow of tangibles and intangibles, men and materials, goods and services across national barriers. In the academic sphere, this also offers an opportunity for improving the quality and standard of education. The changed scenario in the employment market is a challenge to the academic community to rise to the occasion and produce the kind of employees it wants. The standards of instruction have to be raised to make their graduates comparable with their competitors elsewhere. New distance education programmes have to be devised. Another impact of globalization is the free flow of ever-increasing mass of information on electronic super highways. Higher Education has to become dynamic as never before and research workers have to be encouraged to become more participative and collaborative with their peers working elsewhere.

3.2.4 Challenge of Privatization

A thrust towards privatization has financial and managerial implications for the university system. More and more universities are now made to raise resources for development from private sector and this would naturally lead to more meaningful interaction with their social environment. But privatization should not be a synonym to
commercialisation, at least in the field of education. The mushrooming of private institutions offering professional courses on a high fee structure under the guise of ‘payment seats’ has been an offshoot of privatization. This can only widen the divide between the have and the have-nots. But “democratic values and social equity are too precious to be sacrificed for economic pragmatism.”

3.2.5 Challenge of Liberalization

Universities and colleges have come to be established rather liberally and states are finding it difficult to support them. The universities are too liberal in other areas as well – granting affiliation, tolerating non-fulfillment of affiliation conditions, turning a blind eye to absenteeism both of teachers and students, in short, relaxing everything stipulated in their rules and regulations. This affects the quality of higher education. At the same time there are certain positive things which they can do – bridge courses to facilitate movement of students between conventional and open university courses; establishing of open universities; enabling students to study in any university of their performance without any cumbersome procedures. Similarly the challenge of autonomy could be offered to all colleges. Only the best will survive and the sick ones will either associate/merge with the former or will wind up. At the same time economic viability should never be the sole measure of strength. Society should have the responsibility of planning, guiding and monitoring its educational system through independent, open-minded and objective observers.

3.3.0 Higher Education in India: Problems and Issues

There is no denying that India has made tremendous progress in the field of education especially after independence. But our present education system is not without maladies. The problems of Indian Higher Education, resulting from unplanned growth and expansion are:

- Decline in standards of education
- Disparities in Higher Education
3.3.1 Decline in Standards of Education: There is a veritable explosion of knowledge in all fields all over the world. In today’s world of high competition and high technology, high quality education is necessary not only for the survival but also for the socio-economic development of a nation. But during the past five decades, not much has been done to improve, modernize and reorient our education system to suit the varied socio-economic and cultural developments that have been taking place in our society. The overall academic standards seem to be deteriorating and the prospects are discouraging. The failure of the system can be ascribed to a number of factors including a perennial shortage of funds, inadequate infrastructural facilities, defective examination system, politicization of the academic institutions, poor selection policy, unmotivated students, uninspiring teachers, distancing of the educational institutions from the society and a general lack of concern.

3.3.2 Disparities in Higher Education: The variable standards of universities are another problem. With almost a reckless growth of various universities without proper control, there is no minimum standard or requirement insisted upon even though it may be on paper. Similarly, the growth of Higher Education in India shows evidence of unevenness and disparity.
Although the growing number of colleges has provided access to Higher Education to the people in various parts and sections of the country, enrolment of women and students belonging to SC/ST is relatively small. Heavy pressure on Higher Education has also led to overcrowding of students in colleges located in towns and cities, thus resulting in regional disparity.

3.3.3 Unemployment among the educated: In spite of the proliferation of educational institutions ostensibly to provide more job opportunities, the real problem has been the ever-increasing number of educated unemployed. There appears to be a mismatch between the educational strategy and job availability24.

3.3.4 Increased number of students: Our educational institutions are overcrowded with students who do not even know the purpose for which they go to these
institutions. The enrolment of a large number of unmotivated and undedicated students because of liberal and unrestricted admission policies, has led to further decline in our educational standards.\(^{25}\)

<table>
<thead>
<tr>
<th>State</th>
<th>No. of Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>21</td>
</tr>
<tr>
<td>Arunachal Pradesh</td>
<td>1</td>
</tr>
<tr>
<td>Assam</td>
<td>6</td>
</tr>
<tr>
<td>Bihar</td>
<td>17</td>
</tr>
<tr>
<td>Chandigarh</td>
<td>2</td>
</tr>
<tr>
<td>Delhi</td>
<td>13</td>
</tr>
<tr>
<td>Goa</td>
<td>1</td>
</tr>
<tr>
<td>Gujarat</td>
<td>11</td>
</tr>
<tr>
<td>Haryana</td>
<td>5</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>3</td>
</tr>
<tr>
<td>Jammu &amp; Kashmir</td>
<td>3</td>
</tr>
<tr>
<td>Karnataka</td>
<td>16</td>
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<tr>
<td>Kerala</td>
<td>8</td>
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<tr>
<td>Madhya Pradesh</td>
<td>18</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>28</td>
</tr>
<tr>
<td>Manipur</td>
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<tr>
<td>Meghalaya</td>
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</tr>
<tr>
<td>Nagaland</td>
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</tr>
<tr>
<td>Orissa</td>
<td>5</td>
</tr>
<tr>
<td>Pondicherry</td>
<td>1</td>
</tr>
<tr>
<td>Punjab</td>
<td>6</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>10</td>
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<tr>
<td>Sikkim</td>
<td>1</td>
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<tr>
<td>Tamil Nadu</td>
<td>23</td>
</tr>
<tr>
<td>Tripura</td>
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</tr>
<tr>
<td>Uttar Pradesh</td>
<td>29</td>
</tr>
<tr>
<td>West Bengal</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>248</strong></td>
</tr>
</tbody>
</table>

Table 3.5 State-wise Distribution of Universities (2001)
(Source – Prasher (2003): India’s University Libraries. p.28)

3.3.5 Frustration among teachers and students: Bureaucratic functioning of academic bodies, still modeled on the British pattern, has stifled the growth of colleges. Decision-making and autonomy have suffered as a result and innovative trends are usually suppressed. All this causes frustration among teachers and
students. There is a sense of insecurity both in the teaching and the learning communities and its leads to lack of motivation.

3.3.6. **Inadequate funds:** Our educational institutions are faced with the crippling problem of inadequate funds. According to Human Development Report 2001, among the 143 countries listed, India ranked 104th with respect to the share of GNP spent on education is spent on education. The latest estimates indicate that only 3.8% of GNP is spent on education. Such an investment adversely affects the quality of education and the socio-economic development of the society, causing an irreparable damage to the future generations.

3.3.7 **Defective examination system:** In our education system, teaching is subordinate to exams. Our examination system is quite defective because on the one hand, it encourages selective study and note learning and on the other, it discourages innovative teaching and serious and sustained study.

3.3.8 **Entry of party politics:** After independence, colleges and universities have almost become instruments of political advancement and cradles for nurturing and promoting the party cadres. Politicisation of student, teacher and non-teaching employee unions in the guise of democracy has turned campuses into battlefields for rival political parties, groups and factions. The way politics is played in these educational institutions makes one feel that we have become blissfully oblivious of the prime objectives for which they were established.

3.3.9 **Lack of infrastructural facilities:** As result of the unplanned growth and inadequate funding, most of the universities and colleges are unable to build up adequate infrastructural facilities like libraries and laboratories.

In addition to this, there are many prominent issues and factors accountable for the deteriorating health of higher education system. Some of the glaring issues are: demographic and democratic expansion and explosion; outdated teaching methods;
faulty methods of evaluation; age-old rules and procedures; societal conflicts; resource crunch and IT revolution.

All these have imposed certain limitations on the university system in India:

- It is still dominated by the traditional set up of rules, regulations and statutes that offer little scope for quick improvement in its present work-system and the required level of autonomy and flexibility.

- The academic structure is rigid and the teaching and evaluation methodologies are outdated. There is need of academic reform which will make the system flexible.

- The work culture of Indian universities is a static and rigid mode of functioning leading to bureaucratic standards.

- The universities have little internal urge to accept a change and dynamic mechanism that is susceptible to changes.

- The level and quality of innovation and research has low social and educational relevance.

- Our universities are often reduced to the level of examination conducting bodies.

- The growing number of institutions, unrestricted growth of students, faculty and courses do not match with qualitative mechanism for improvement and knowledge advancement.

- The absence of innovation and lack of willingness to overcome rigidity has crippled the growth of Indian higher education system.

The mindset of the educational planners and the university authorities has to change in an appropriate manner if we were to improve the quality and standard of education in India and to sustain and survive in this competitive world.
We need to think seriously on these prominent issues and factors and what is urgently needed is to prepare our higher educational institutions to accept the need for change and to take all the necessary initial steps to facilitate the change.

3.4 Higher Education in India: Qualitative Improvement in Higher Education

Historically, higher education developed the minds of the elite, the future of leaders of society. Newman's idea of a university was a residential community of teachers and students, devoted to discourse on knowledge. The vision of the research university developed in Germany. In the present century, both strands were accommodated. As the traditional role of preparation for learned professions became increasingly formalized, it overlapped with a third strand, vocational education. There is an interesting attempt to restate purposes and means in modern, even post-modern terms and the following are the predictions of Indian higher education in 2010:

- Information technology will have transformed all aspects of university life.
- Serving the needs of adult learners will cause significant changes in the time scheduling and locations used for teaching, along with change in the style of teaching.
- Active learning will be the dominant style of pedagogy.
- Universities will have multiple sources but no single dominant source of income.

The changes have already begun: the assessment of teaching provision, the creation of unified funding councils, massive growth in student enrolments, shifts in the sources of institutional funding and a wide commitment to faculty and staff development. Quality of teaching, research and extension – the three dimensions of higher education have invariably been in sharp focus due to various policy interventions and programmes initiated over the years by the concerned statutory/ regulating bodies such as the UGC, All India Council for Technical Education (AICTE), and National...
Council for Teacher Education (NCTE). It is expected that while the collegiate sector will excel in teaching by adopting various teaching / learning pedagogies, the universities will primarily function as quality research hubs, both for basic and applied research, being equipped with qualified, inter-disciplinary/ trans-disciplinary faculty and latest/ advanced technology/ equipment, libraries and laboratories.

There are various aspects of qualitative improvement of higher education. Some of these are as follows:

- Improving quality of evaluation of Higher Education institutions by establishing independent national bodies to define comparative standards of quality, recognized at international levels.

- Creating international dimension without sacrificing national cultural values through exchange of knowledge, interactive networking, mobility of teachers and students and international research projects.

- Attaining and sustaining national / regular/ international quality by careful selection of staff and continuous staff development.

- Acquiring expertise in the new information technologies. This is an important tool in this process owing to their impact on the acquisition of knowledge and know-how.

- Providing continuing education facilities.

- Improving the process of granting autonomy, linking it with NAAC assessment.

- Improving teacher quality.

- Improving quality of intake.
Improving teaching quality by ensuring adequate amount of instructional hours and by providing adequate numbers of tutorial classes and adequate material resources.

- Improving library and reading room facilities
- Vitalizing the learning process

All these point to the factor that education can be imparted only by a teacher and never by a method. Tagore stressed on the role of the teacher as a lifelong learner:

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only load their minds; he cannot quicken them." Even now, the learning process is least dynamic and continues to be a monologue. The contemporary learning process and teaching methods need a new orientation from the nursery level to the highest level, as learning, teaching and evaluation are inter-related. The focus has to shift from examinations to knowledge acquisition, from textbook to student and from classroom to library and this promotes self-learning among students as well.

There are two revolutions that offer new opportunities to enable the new challenges to be met: Educational Technology (ET) and Information Technology (IT). The ET revolution addresses both the issues of technology in education and of technology of education. As far as the IT revolution is concerned, the internet allows virtual classrooms, the web offers up-to-date material for seminar discussions, digital libraries provide knowledge repositions, computer simulation offers an alternative to libraries. Thus technology is not an add-on service as computer or audio-visuals were before; "it impinges on the very soul of the university – knowledge transfer and knowledge creation."
Everything depends up on the correct use of available knowledge and libraries are
the sources of all available knowledge of a society, in its traditional form or in the
modern technological form. The importance and relevance of libraries in higher
education therefore can never be undermined.

3.5.0 Role of Libraries in Higher Education

According to ALA glossary of Library and Information Science, a university
library is defined as “a library, or system of libraries established, supported and
administered by a university to meet the information needs of its students and faculty
and support its instructional, research and service programmers.” That is why Dr
Sarma stated: “A library is more important than a university because a library can
function without a university whereas a university cannot do without a library.”

A well-resourced and well-managed library is one of the important assets of any
educational institution. It plays a central role in providing essential services to support
the learning, teaching and research work of all students and staff. Library and
information services are most effective when they are closely integrated with the
academic process of the institution. Most modern libraries are “hybrid” libraries,
providing both traditional and electronic services.

A number of changes in teaching, learning and research in recent years have
reinforced the values of high standards of library provision. These include: the move
towards resource – based, flexible and online learning; a more student – centered
approach to learning; the growth of distance and life-long learning; the growth of
printed resources and the even faster growth of electronic services; the increased use of
the web; the development of managed and virtual learning environments; greater
accountability; and the assessment framework both for teaching quality and research.

With the convergence of technologies, many have seen the value of drawing the
library together with other services. The range of services varies but may include the
library, computer services, media services, information services, archives and learning
support units; these converged services may be called Learning Resource Centres,
Learning Centres of Information Services. But they make a core contribution to teaching, learning and research in Higher Education by

- providing a diverse range of both traditional and electronic resources, maximising access and availability;
- creating study environments for both curriculum-based and independent learning and research; and
- teaching transferable information, learning and knowledge navigation skills, which are core enabling skills for independent and life-long learning.

At the threshold of the 21st century the above factors put libraries and information professionals as organizers and facilitators, at the very heart of information revolution. Firstly, there is a much–cited proliferation of information: for instance, it has been claimed that by the year 2020, the amount of available information will double every 73 days. Secondly, the advances in information and communication technologies are ever-expanding possibilities for accessing information at a distance. Thirdly, increasing development in distance will call for a greater reliance on online access and well-honed accompanying skills, the acquisition of which is frequently undervalued. As the learning process becomes increasingly student-centred, student’s needs will be satisfied less and less by a “sage on the stage” as they will need access to “a guide on the side.” Here there is a clear role for the well-trained and knowledgeable information professional and his information centre. According to Dr. S. R. Ranganathan, library is “a new instrument for perpetual self-education”:

“When the informal instruments of the home and the community proved ineffective and the formal instrument of the school proved to be inadequate, the semi-formal instrument in the library came to be recognized. No doubt libraries had existed ever since books came to be written, but they had been devised either to hoard books or, at most, to serve books to a select few. It was not till our days that the library has been conceived as a tool for universal education – for the education of all, at all time. This
new role of libraries is the message of the modern library movement. This new
instrument of education is semi-formal in the sense that it does not enforce a
curriculum, it does not enforce a particular time-table... it is a supplement to the formal
education..."37

Later Dr. S. R. Ranganathan also argued for a change of teaching method from
textbook-centred-teaching to library-centered learning”: “The present social impact on
education calls for an immediate change of the memory filling textbook-centred mass
talk method of teaching to the intellect sharpening, library-centred individual and group
guidance method of instruction.” 38

3.5.1 Educational Role

When the history of librarianship of the last quarter of the 20th century is written,
two names will stand out for their sanity and their balance in the discourse about the
role and future of libraries, for their insistence on distinguishing between new methods
and enduring principles and for contributing intellectual rigour to an educational and
library discourse which has not been over endowed with that quality. They are Michael
Gorman and Walt Crawford. Crawford 39 in a 1999 article in American Libraries
contends: “Ages are what people make them ... libraries serve people. Libraries will
prosper in the future by serving people’s diverse interests and needs, not by asserting
that libraries know what people should want and how they should acquire information,
knowledge and recreation. People require a mix of analog and digital resources to serve
their preferences and abilities; libraries could honour those requirements.”

In a similar vein, Gorman 40 concludes: “Change is all about us, in libraries and in
the wider world. We are dealing with new ways of doing things, with the incorporation
or invasion of technology into all aspects of libraries and their services, and with the
psychological dislocation that such persuasive change brings to all of us. But change is
concerned with processes, it is serial event, not the heart of what we are... we will have
new libraries and many of our programmes and services will be new and different from
what we have known but our mission remains the same and the values that inform that mission the same."

Libraries and librarians are thus about much more than just information management. This is true of the libraries of educational institutions and every library, and every librarian has an educational role to play. If they do not, they deny their calling and responsibility. This responsibility has never loomed larger because information, writ large, is the currency of society. Librarians see and observe how people come to and use that currency and to what use it is put. University librarians are often equivocal about asserting their integral educational role and wisdom. What they tend to emphasize is their role as academic support agencies, efficient information gatherers and managers and access providers.

A recent trawl of university library websites for their mission statements by Bundy confirms this. It shows that the majority still describes the library as an institutional teaching, learning and research support agency, focused on information resources and access. A minority, particularly in North America, seems to be moving towards an assertion of a central education role. But a number of them place considerable emphasis of their facilitation of information literacy. Some of them refer to library’s role in underpinning that icon of late 20th century education, lifelong learning. But only one of them refers specifically to the library’s impact on curricula: “Librarians collaborate with students and faculty in stretching the boundaries of knowledge, in developing curricula and in exploring new approaches to integration of knowledge.”

3.5.2 Libraries as Educational Change Agents

Worldwide there has never been a greater political and educational questioning of the inputs and outputs of higher education, or greater perplexity about what should be learned, how it should be learned and how that learning should be evaluated or applied. This is challenging but healthy. But many university libraries convey a sense of unquestioning support of the educational status quo, rather than a sense of being an educational change agent, an agent provocateur, with special insights about the core
currency of the educational process, that is, information. There are two schools of thoughts – that information technology can be the main driver of that change and that IT can never be a driver but only a road, a facilitator or an opportunity.

But the truth is that university libraries have an important supportive role in both educational and research processes. Kuhlthau\(^4\) for example argues that this role not only consists of providing just-in-time access and delivery of information but also of facilitating problem solving. She sees searching information as “a process of construction from uncertainty to understanding.” In this process she distinguishes cognitive, affective and operational aspects and concepts, which should be taken into account when providing information services.

Academic libraries have to provide information services for users acting in an academic environment, which is characterized by increasing collaboration and heterogeneity of “scientific actors.” There is, in fact, a change in the relationship between scientific information and users. As against the traditional ‘indirect’ relationship with scientific information, the users now have a ‘direct’ relationship, although intermediaries like publishers and libraries are still of value in facilitating scientific communication, all due to social and technological developments.

These changes require new challenging roles and skills not only for students, teachers and researchers but also for others facilitating scientific learning and research academic libraries. In this context, the challenges for academic libraries are three-fold: i. offering user-friendly ICT-oriented facilities (like remote access to information and services); ii. Estimating changing user needs; and, iii. supporting users in new academic environments. They have to offer remote access to a variety of information not only in libraries but also worldwide via databases and homepages with selected internet sites. The libraries also have to support users in new contexts, which require more conceptual and psychological thinking than libraries are used to.
The role of libraries in higher education can be summarized thus:

1 Provider of information (supportive role): by
   - building collections and making them accessible after assessing user needs and also measuring their satisfaction
   - information management (which includes filtering and selection of information, processing information, information search, adding value to information and responding to changes)

2 Educator's role
   - Educating users
     - training them in techniques of data retrieval (user education) and efficient searching of scientific information.
     - providing access to the internet
     - monitoring their information behaviour
   - Distance learning by
     - providing self-instructional materials
     - digitizing the data sources
     - 'diminishing distances'

3 Educational role by
   - developing the users' information skills
   - satisfying the intellectual curiosity of the students.
   - preparing the users for the knowledge age
   - providing ICT support.

4 Facilitator's role by
   - facilitating teaching and learning through SDI, CAS, Bulletins, proactive information service, etc.
• providing education counselling, giving information about higher studies
• acting as an intermediary between scientific information and users;
• developing innovative facilities like internet search, OPAC; and
• supporting and facilitating scientific communication and process by way of invited lectures, group discussions, focus groups etc.

These multifunctional roles are only an extension of the objectives and the information services of libraries. Cultivation of new knowledge, developing the potential in the youth, providing competent men and women who can give leadership in different walks of life, reducing socio-cultural differences, developing the right values and attitudes- all these depend upon the correct use of available knowledge. Libraries are the sources of all available knowledge of a society.

It is in the library that the second and possibly the more vital phase of learning takes place. As such, a heavy responsibility lies on libraries to keep the candle always burning the academic library is not only the connecting link between teaching and learning but were students are intelligent and inquisitive, the library can supplement from its rich sauces what the classroom has failed to supply. Dr. S. R. Ranganathan explains this phase aptly:\[4\] “In the library each student will have the freedom to grow at his own speed and along his own lines, to his own fullness with the help of books just suited to him under the guidance of the teacher and the librarian.”

3.6 Objectives of University Libraries

In the present day world, it is humanly impossible for a teacher communicate to his students all that are essential in what he is trying to communicate. Modern education expects a teacher only to initiate the students in the new vistas of the universe of
knowledge but then leaving it to them to explore further and give final shape and totality to what has been presented already. The search begins with the close of the first phase of learning, i.e. the classroom.

According to Johnson,

“I cannot see that lectures can do so much good as the reading of books from which the lectures are taken. I know nothing that can best be taught by lectures, except where experiments are to be shown”. But “real discoveries are actually made in the library and subsequently tested out in the laboratory. A new discovery is a new combination of old ideas and those combinations are most likely to occur in the mind of the scientist, not when he is handling material things, but when he is brooding over the thoughts of other men and rethinking them himself. In those hours of profound reflection, the new combination may occur to him and then he goes to the laboratory to verify or disprove. The library remains the great essential to discovery.”

Thus the functions of a university library can be defined as:

- to build up a need-based, balanced and up-to-date collection of reading material to serve as a reservoir of information;
- to organize the collection and create a control system to facilitate quick and convenient use;
- to circulate reading materials among the readers for use outside the library;
- to provide personal help to the users so as to enable them to make optimum use of the library resources without any difficulty; and
- to provide the bibliographic, translation and reprographic services to users, thus helping them in their research activities.
The functions point to the important objectives of the higher education libraries, which are:

- to support the teaching, research and extension programmes of the university, as a part of the university set-up;
- to serve as an invaluable aid in the conservation of knowledge and ideas;
- to participate in the interpretive function of the university by giving direct assistance to the faculty and the researchers;
- to bring books, students and scholars together under conditions which encourage reading for pleasure, self-discovery, personal growth and the sharpening of intellectual curiosity; and
- to open the doors to the wide world of books that lie beyond the borders of one’s own field of specialization.

3.7.0 Indian Education Commissions and Libraries

In order to improve the conditions of libraries and to render better library service to its users, many Education Commissions were appointed by the Government of India. All the education commissions have emphasized the role of importance of libraries in university education.

3.7.1 Radhakrishnan Commission (1948-49):

The first Education Commission, known as Radhakrishnan Commission, was appointed in 1948. This Commission is a landmark in the history of academic libraries in the independent India. The Commission reviewed all the aspects of education and libraries and made necessary recommendations for admission, control, finance, various faculties and courses, research projects and the need of establishing well organized libraries. The commission observed the importance of libraries in the following words:

"The library is the heart of all the university work, directly so, as regards its
research work and indirectly as regards its educational work which derives its life from research work. Scientific research needs a library as well as its laboratory while for humanistic research; the library is both library and laboratory in one. Training in higher branches of learning and research is mainly a qualification of how to use the tools, and if the library tools are not there how can the student learn to use them?” The Commission also recommended introduction of open access system in university libraries, increase of library hours, beyond the college or university hours, organization and creation of new large libraries and the need of having adequate and well qualified staff in hierarchy.

It also recommended that 6\% of total budget or Rs.40/- per student should be spent on libraries. The Commission also recommended introducing a non-recurring grant once in every five years.

3.7.2 University Grants Commission (UGC) (1953)

After the publication of Radhakrishnan Commission Report the UGC was constituted in 1953. In 1956, by an Act of Parliament, it was given an autonomous statutory status. This was a landmark and turning point in the history and development of university libraries. Since its inception, the UGC is regularly providing appropriate grants and funds to all universities for development of libraries, to purchase books and journals. The UGC is also providing grants for construction of new library buildings and for library equipment and furniture. In 1957, the Commission appointed a library committee under the chairmanship of Dr. S. R. Ranganathan. The Committee advised the Commission on all aspects of libraries. As remarked by Mukherjee, “This Library Committee Report is a document of enduring value, that provides standards and guiding principles for administration and organization of university libraries, specifies qualifications and pay-scales of university and college libraries, makes recommendation for education for librarianship, and deals with other relevant matters in a novel and indigenous way” . The report of the Library Committee was released by Dr. C. D. Deshmukh, the Chairman of the UGC on 18 February 1958.
3.7.3 Kothari Commission (1964 – 66)

In July 1964, another Education Commission appointed by the Government of India under the chairmanship of Dr D S Kothari to evaluate the entire conditions of education and the libraries. The Commission emphasized the need and importance of university libraries and suggested that each university should develop a well-equipped library in accordance with the need of its users. Some of the recommendations made by the Commission are worth mentioning.

“*No new university, college or department should be set up without taking into account its library needs in terms of staff, books, journals, space, etc. Nothing could be more damaging to a growing department than to neglect its library or to give it a low priority. On the contrary, the library should be an important center of attraction on the college of university campus.*

“A collection of books, even a collection of good books, does not constitute a library given enthusiastic teacher who teach with books and librarians who can co-operate with them in converting the library into an intellectual workshop even a comparatively small collection of sensitively chosen books may work wonders in the life of students. Without such a staff the most luxurious building or extensive book collection may have no effect at all.”

3.8.0 Higher Education Libraries in India: Genesis and Development

It is well-known that India had and excellent tradition of economy, knowledge and important libraries of conserving knowledge and important libraries existed in the country in various centres of learning, temples, theological centres and places during ancient and medieval times. Although these libraries conserved knowledge and passed on knowledge from generation to generation, these libraries attributed little emphasis on library services in the modern sense.
The pivotal role the libraries could play in the educational and scientific development of the country came to be recognized only in the middle of the present century. After Independence, as part of industrialization and literacy drive, libraries too received encouragement from the government for its growth and development. A study of the genesis and development of libraries in India will prove that academic libraries have been surviving as a formality without any standards to be followed and that the level of attainment of different types of academic libraries has been inconsistent.

3.8.1 Ancient India

In ancient India, knowledge was disseminated by a teacher to his students. This continued to an extent even after the practice on writing on stones, leaves, skin papyrus and finally paper were made known. Until such time, knowledge was communicated from mouth to mouth from one generation to another, without any major lapses in the system.

This is perhaps why no libraries have so far been discovered in the archeological excavations even in Thakshasila, one of the most important seats of learning in ancient India. There was said to be a rich library and the monks were keen in building up its collection. It lost its glory with the end of the Kushan rule by 280 AD. The Nalanda University in Bihar (300 – 850 AD) had a huge library complex known as ‘Dharmaganj’ (‘Mart of Religion). The library was in three grandest buildings called Ratnasagar, Ratnadadhi and Ratnaranjaka. Of these, Ratnadadhi was nine-storied and in it was located the library, then considered the largest in India.

With the advent of Buddhism, teaching came to be practiced through written word and this in turn gave rise to libraries. Fa-Hien, a Chinese traveler who stayed in India up to 414 AD, noticed such libraries at Jetavana monastery at Sravasti (UP).
were other seats of learning like Mithila, Ujjain, Vallabh and Vikramasila which had
good collections of manuscript in the libraries attached to them.

The Mahavihara of Vallabhi under the Maitraka Kings (475 – 775 AD) used to
conduct courses in Hinayana and Mahayana Buddhism and this centre also had a well
equipped library. Similarly in the 7-8 century AD, the Odanta Puni university had a
splendid library of Brahmanial and Buddhist works. As for the Vallabhi University.
King Guhasena is believed to have made certain grants, for the purchase of books for its
library. In the 9th Century AD, Kanhey Monestery on the West Coast had a library
which had even donor grants for the purchase of books.

In the 11th century AD, Bhoja, King of Malwa, had founded a college at the
capital city. The college had a big library with a rich collection of works of kings, poets
and scholars of Malwa. There is detailed information about the residential educational
institutions founded and maintained by King Trilokyamalla, around this time, in the
South. One of them, at Nagai, had a rich library with six librarians known as
‘Saraswathi Bhandarikas.’ The copper plate grant during this period shows that these
librarians were treated on par with the teaching staff. There was a rich library in Mithila,
a centre of Brahminical culture of high antiquity, but the students were not allowed to
take back their copies of manuscripts after study and these manuscripts were usually
added to the library collection. Gazini Mahmud also established a university and a
library with a vast collection of curious books in various languages.

3.8.2 Medieval India

The existence of academic libraries during the medieval period of Indian history is
not known, though the Muslim rulers did patronize libraries in their own palaces. By
this time, famous centres of learning like Nalanda, Vallabhi and Vikramasila and such
treasure houses and monastic universities had already been destroyed by Muslim
invaders like Bakhtyar Khilji. A lone exception however was a library attached to a
college at Bidar, having a collection of 3000 books on different subjects. Aurangzeb later transferred this to Delhi to merge it with his palace library.

3.8.3 Modern India

Librarianship began to be considered a mission with the arrival of the British in India. Librarians came to be viewed as integral to the process of education and education was the principal forerunner of modernization. Library development was placed on the agenda of nationalist movements and was accepted as the people’s movement. It was merely by coincidence that the annual meetings of the All India Public Library Association (AIPL) used to be held in conjunction with session of the Indian National Congress.

In 1811, Lord Minto, then Governor General of India, stressed the need for libraries in the educational system. This theme was echoed by a later incumbent, Governor General Lord Auckland in 1839.

In 1853, a Parliamentary inquiry in to the condition of India for the development of Indian education was carried out. The British Government, in its resolution dated 11 January 1854, expressed its desire to establish libraries to extend reading facilities at larger district towns. In the same year, Woods Despatch, named after Sir Charles Wood who was the President of the Board of Control, was issued by the Parliament. The Despatch envisaged a system of education in India beginning with the humblest elementary education and ending with the full university test of a liberal education. An immediate outcome of the Despatch was the establishment of three affiliating universities at Calcutta, Bombay and Madras in 1857 on the model of the London University which itself was an examining body then.

Library collections of the colleges started growing and by 1882, some of them crossed the thousand marks as shown in Table. 3.6.
In 1882, the Indian Education Commission headed by Hunter declared the condition of libraries as hardly creditable and recorded that general reading of students was confined to a very narrow range, being almost entirely limited to books with some bearing on the subjects of examination.

Though the first three universities were established in 1857, followed by a fourth in Allahabad in 1887, these universities had no role to play in respect of teaching and research. Thus the need for attaching a library to them immediately after their establishment was not felt. The libraries were established later, with the time gap as shown in Table 3.7:

<table>
<thead>
<tr>
<th>Name of the University</th>
<th>University Established in</th>
<th>Library Established in</th>
<th>Time Gap between University and Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bombay</td>
<td>1857</td>
<td>1874</td>
<td>17 years</td>
</tr>
<tr>
<td>Calcutta</td>
<td>1857</td>
<td>1873</td>
<td>16 years</td>
</tr>
<tr>
<td>Madras</td>
<td>1857</td>
<td>1907</td>
<td>50 years</td>
</tr>
<tr>
<td>Allahabad</td>
<td>1887</td>
<td>1916</td>
<td>29 years</td>
</tr>
</tbody>
</table>

Table 3.7 Time Gap between the Establishment of Universities and Libraries

To our present concept of library as heart of a university, it may seem rather strange that the university library system did not appear simultaneously with the
establishment of universities in India. This time gap could have been still larger but for the help given by some philanthropists. For instance, the establishment of the Bombay university library is attributed to the donation of Rs. 2 lakhs by Premchand Roychand for the library building. Similarly, the Calcutta University Library owes its origin to the philanthropy of Joy Kissan Mookerjee who offered to donate Rs.5000 for book purchase in 1869 but a library could be started there only in 1873. Madras University was also no exception. It was the legacy of Rs. 25,619 bequeathed by William Griffith that led to the establishment of its library in 1907.

A major obstacle to the university library development during the later 19th century was that they were not really established for the advancement of learning and research. They restricted their activity merely to holding examinations and awarding degrees. Colleges did the teaching but they were not an integral part of the universities. Though there were five universities in India before the close of the 19th century, libraries were never in the priority list of university development. Right from the Hunter Commission to the Raleigh Commission (otherwise known as the Indian Universities Commission 1902) to the Sadler Commission (or the Calcutta University Commission 1917) all noted the lack of library facilities in educational institutions and suggested suitable remedial measures. The Sadler Commission even recommended that the most important function of a university should be to maintain a library on the amplest possible scale and to make it as useful as it may be to all teachers and serious students.

"It is (therefore) not only right and proper but it is indispensable for the right conduct of its ordinary teaching work that the university should provide reasonable facilities for advantage of them. It is right and proper that the university should provide great libraries and great laboratories of research with great scholars to direct them." The Commission further added: "The University Librarian ought to be a functionary of great importance, ranking with university professors and having a place in the supreme academic body of the university."
Though five universities were established in the 1880s – 90s, libraries were conspicuous by their absence in the priority list of university development. The report of the **Indian Universities Commission of 1902** (Chairman: Sir Thomas Raleigh) was very critical about this situation: “of the present university libraries there is not much to be said...but good reference libraries should be provided in connection both with universities and colleges in order that students may have an opportunity of forming the habit of independent and intelligent reading.”

When the **Indian Universities Act** was passed in 1904 as a result of the observations and recommendations of the Commission, it contained statutory provision for the universities to maintain well-equipped libraries. The affiliated colleges were also required under section 21.1(e) of the act to provide a library as a condition of affiliation. But generally the provisions of the act of 1904 “to reorganize and catalogue and administer the university library and to give a course of training in modern library methods” went unheeded.

With Montague – Chelmsford Reforms (1919), steps were taken by several universities to open teaching and research centers. This naturally necessitated a change of attitude towards libraries as well.

The Madras University started delivery books at the residence of graduate members of the library in the city on quarterly payment of a rupee. The same University library was the first one to start documentation service in 1928 and its door delivery system of books was extended to teachers of the affiliated college in the suburbs and all the undergraduates in 1929. Open access system was introduced there in 1930 and the first full-time diploma course in library science was started in 1931. 6 years later, the first Reference Librarian was appointed in the Madras University Library.

An analysis of the university library development before 1947 reveals certain factors.
University first, university library later – this trend changed around the 1920s /1930s. From this time onwards university libraries also came to be established along with the universities. For instance the Delhi University and its library were established in the same year (1922) and Agra University and library in 1927.

Lot of college libraries were started in the 1920s and 1930s. The number of college libraries in the 1920s was about 10 (Library Chronology).

After Dr. S. R. Ranganathan’s entry, university libraries become more active, especially in the South. Madras University Library’s prominence during this period was mainly due to Dr. Ranganathan’s initiative. Efforts were also taken to give training in London to newly appointed University Librarians.

Grants, gifts and collections were pouring into university libraries, especially so in the 40s. For instance, a collection of about 5000 volumes belonging to P. C. Ghosh was presented to the Calcutta University in 1945. Punjab University library received a gift of 4000 books from Sir Shahabuddin in 1944.

Many universities started courses in library science in the late 1930s and 40s: Madras University – 1 year P G Diploma (1938); Banaras Hindu University – Diploma (1942). Bombay University - PG Diploma (1943); First University Department of Library Science in India (Delhi University) – 1946).

30s and 40s were very active in the field of libraries and library legislation Library Bills introduced in Bengal Legislature in 1931, Madras Legislative Council in 1932, and second attempt in 1937. Bills were drafted by S R Ranganathan for Madras, Bombay Central Province and UP, all in 1946.

Library Associations were also very active in the 30s but in the late 30s – 40s, there appears to be a lull in the university library field. But the university librarians were gaining prominence, many of them being included in library/ interview boards.
Most of the preconditions for progress were present in the country when India became independent in 1947. There were universities, colleges, schools and national level scientific agencies such as the Indian Council of Medical Research, the Indian Council of Agricultural Research, the Council of Scientific and Industrial Research and the like. These institutions supported varied levels of library facilities, from very good to non-existent.

At the time of Independence, the Indian University libraries existed in name only. They were weighted down with dead and antiquated reference and textbooks and unwanted documents, purchases without paying any heed to the needs, interests, demands or standards of the readers. Fear of loss of books prevented the librarians from giving books for home study. Reference service was hardly provided to library users. Many libraries did not have a building of their own, the librarians had no status, and the library facilities were very poor. The word ‘library’ merely implied a collection of books only.

3.8.4 Significant Landmarks in University Library Development

The post-Independence period began with great hopes as the Radhakrishnan Commission (1948) report unequivocally declared the importance of academic libraries. But the establishment of the University Grants Commission (UGC) towards the end of 1953 and the statutory status given to it in 1956 is seen by academic librarians as the most important landmark in the growth of university and college libraries. The UGC has been supportive of academic libraries and provides considerable financial assistance. In order to provide proper direction to the development of academic libraries, UGC appointed a Library Committee in 1957 under the Chairmanship of Dr. S. R. Ranganathan. The terms of reference of this committee were wide and included library standards, library buildings, library staff structure, pay scale and status and library training. In 1959, the UGC convened a seminar on the theme
"From Publisher to Reader: Workflow in University and College Libraries". The report of the Library Committee and the proceedings of the Workflow Seminar were published as a single document in 1965. The Report is regulated as a landmark document on several counts: it embodied personal advice on academic libraries, was a comprehensive document dealing with collection development, services, buildings, furniture and equipment, personnel and financial requirements and also for the first time, professional librarians were equipped with academic staff with regard to their status and salary scales. The fifties also marked an inflow of foreign funds from several international agencies for academic library related activities. In 1951, under the India Wheat Loan Educational Exchange Programme, a sum of $ 5 million, out of the interest accruing from the loan of US $ 190 m provided to India for the purchase of wheat, was to be used for higher education by way of purchase of American books, journals, scientific equipment etc. 30 University libraries received the wheat loan grants as under Table 3.8.

<table>
<thead>
<tr>
<th>No. of University Libraries</th>
<th>Amount of the grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Rs.200,000 and over</td>
</tr>
<tr>
<td>1</td>
<td>Rs.150,000 – 199,000</td>
</tr>
<tr>
<td>11</td>
<td>Rs100,000 – 149,000</td>
</tr>
<tr>
<td>6</td>
<td>Under Rs.100,000</td>
</tr>
</tbody>
</table>

Table 3.8 Library Grants: Wheat Loan Programme
<table>
<thead>
<tr>
<th>Year</th>
<th>No. of University librarians who visited the USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>12</td>
</tr>
<tr>
<td>1956</td>
<td>11</td>
</tr>
<tr>
<td>1959</td>
<td>4</td>
</tr>
<tr>
<td>1960</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 3.9 Wheat Loan Programme: Study Visits

Between 1954 and 1961, $1,700,000 were spent on purchase of books by 36 universities and 52 research libraries, on establishing 3 university extension libraries in Ludhiana, Madurai and Udaipur to serve the colleges. Other US foundations such as the Ford Foundation and Rockfeller Foundation also provided assistance to college and university libraries for collection development and staff improvement. Assistance from the British Council came to Indian libraries in the form of Book Presentation Programme (BPP). But all these did not favour a uniform development and the beneficiaries could not sustain their resourcefulness and services when the assistance was stopped.\(^57\)

The Kothari Commission (1964) looked into the conditions of academic libraries in the country and voiced its concern about the low priority given to libraries, especially university libraries. The survey of the University of Delhi Library (1956), popularly referred as the Carl White Report, also examined the working of the library in detail and gave important recommendations.\(^58\)

At a seminar held at the Osmania University in September 1986, mention was made of the need to “weave into a network, the university, research and other libraries in the country so that the barriers of time, space and languages that exist between the documents on the one hand and their users on the other are eliminated.”\(^59\) A suggestion to develop an IUNET (Indian Universities Network) was also put forward.\(^60\) In 1987,
the Association of Indian Universities (AIU) took the initiative to formulate a National Policy on University Libraries, to be submitted to the UGC for adoption. The policy specifically referred to the need to modernize library operations and services and saw the need of resource sharing in view of the financial constraints facing libraries.

By the mid-1970s, UGC had begun to recognize that the information explosion, rising prices of books and journals and the falling value of the rupee made the task of satisfactorily equipping each university and college library a stupendous, if not impossible, one. It was of the view that "besides strengthening libraries in the universities and colleges, some centralized facilities for libraries on a regional basis be developed." These centres were conceived as service centres rather than holding centres and the objective was to build together a well developed system of library services, documentation and information services in different regions into an information grid to serve the need of the entire university system as well as research establishments, industries etc. During the 6th Five-year Plan, the concept of national information centres was proposed and implemented. By 1986, there were 3 such centres in the Indian Institute of Science (Bangalore), SNDT Women’s University (Mumbai) and MS University (Baroda).

The exorbitant increase in the cost of materials / journals / books also forced the UGC to do a re-thinking: "While it is ideal to equip all the libraries in the country so that they are self-sufficient to cater to the needs of the academic community, in view of the huge expenditure involved, it is not feasible. The only alternative is, therefore, to link the libraries so that they could optimally utilize their resources." A UGC committee was set up in April 1988 to develop a blueprint for an Information and Library Network and INFLIBNET was launched in 1991. Its main objectives related to evolving a national network inter connecting libraries to providing reliable and improve access to document collection and bibliographic information sources, document delivery service and facilitating scientific commission. In order to achieve this, INFLIBNET was to implement computerization in libraries, create databases, evolve
standards, compile a union catalogue and develop suitable professional manpower. Since its inception INFLIBNET has helped university libraries install e-mail connections, channelise UGC funds for library computerization, attempt to develop standards and organize training programmes for library staff in spite of resource constraints. Several other networks-local consortia and discipline based groups – have been established in the last few years to complement INFLIBNET which could be considered an “authority sanctioned network” though not limited to academic libraries, several universities and a few college libraries are discipline – based networks.

The development of university / college libraries in India makes an interesting study. From 1857 to the present day, the evolution can be seen to have passed through nine phases.

**Phase 1:** the universities were formed – 1850s

**Phase 2:** University libraries came into existence – 1920s and 30s

**Phase 3:** The thrust was on library building and collection development 1930s – 50s.

**Phase 4:** Importance of services came to be recognized: UGC 1950s.

**Phase 5:** Appointment of librarians – thrust on library personnel – 1950s

**Phase 6:** Establishing identity for libraries and librarians – mainly due to the efforts taken by Dr. S. R. Ranganathan and R.S. Parkhi through classes, publications, guest lectures, advising on library matters and legislations; 1960s onwards.

**Phase 7:** Library education gaining momentum: Starting of courses in library science – first, certificate, then diploma and later degree –1960s- PhD programmes gaining importance from 1979. Library Associations gaining prominence – 1970s

**Phase 8:** Further planning and re-organizing of libraries – the management aspect of librarianship; 1970s – 90s. Library cooperation

**Phase 9:** Modernization, introduction of IT – 1980s onwards

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The last few decades have shown that the education system and the political will of the academia at local, state and national level are key factors. It is the conviction and belief in the contributions of an academic library to the teaching, learning and research processes that has helped academic libraries to develop. This conviction has been manifest at the national and state levels through reports, policy initiatives and financial allocations. At the local level too several universities and colleges have made attempts to integrate the library more closely into teaching and have provided local resources. In the coming years too these factors will continue to determine the state of academic libraries. Similarly, shifts in the education system, such as the increase in autonomous colleges, the establishment of private colleges, and a reduced emphasis on the lecture method or the external examination will be strong influences. In addition to these factors, the capacity for resource generation will also have the ability to shape the future development of academic libraries.

3.9 Problems of Higher Education Libraries

The problems faced by the higher education libraries in India are many. Devarajan\textsuperscript{66} lists them out as:

- Lack of reading habits or reading mainly for recreational purpose. Therefore standard subject books and valuable literary classics remain unknown/untouched.
- Teacher's attitude to library is not encouraging
- Teachers themselves do not visit libraries— they do not seem to be interested in updating themselves in new subjects – use only the textbooks.
- College library is only a ritual appendage to the institution – teaching still given more important.
- College library is seldom conceived as an academic department.
• Some academic superseding over the librarian: the librarian in such cases is never consulted.

• Lack of adequate finance

• Book selection has no scientific basis

Education, especially at higher levels, is more a process of learning than of teaching, signifying the self-efforts to be put in by the students. The students in higher education are to be provided with necessary facilities and provision for mastering the subject matter, techniques and skills, habits of thought and methods of work in their chosen field. Classroom instruction cannot and will not provide all the needed opportunities for attaining all these complex educational objectives. It is exactly here that the libraries come to the help of the students. Isaac has aptly highlighted this fact in his observation:

"The college library has a prominent role to play in helping the higher education to fulfill all the objectives but it is in the seeking and cultivation of knowledge that it is called upon to play the most significant role..." According to him, in view of the knowledge explosion, the present day student has "to acquire a much larger quantum of knowledge than his brother or sister some years ago.... one of the problems of higher education today which apparently defies a solution is how best to enable the student to acquire this increased quantum of knowledge without extending the total period of higher education. This has rendered the traditional teaching methods and the total reliance of the students on classroom lectures obsolete. What is called for in this situation is the provision of facilities for self-study by the establishment of well equipped libraries and their closer integration with the teaching programme."

In the process of evolution, the university libraries in India have thrown up various problems, which call for analysis, examination and solution. On the one hand, there is knowledge explosion and heavy inflow of information; on the other, there is heavy demand for pin pointed information without loss of time. Manual retrieval
methods are becoming inadequate and information technology is being applied increasingly to provide access to information. Libraries are not operating in isolation but are becoming partners of various networks for mutual benefit.

But these changes invite complex problems since the organization and the operation of the university libraries, particularly in developing countries like India, is becoming complex. In India, the main problems may be grouped as under:

1. Organisation and administration: lack of a sound policy; centralization
2. Finance: Lack of funds and its proper allocation.
3. Acquisition: No standardization, no policy, and inefficiency.
4. Foreign periodicals: Lack of funds; time lag; no follow-up
5. Technical work: No uniformity in the technical processing; lack of facilities for the staff's professional development.
6. Reader's services: Shortage of trained staff.

Gelfand has pointed out a number of obstacles faced by the university libraries:

1. Lack of clearly defined university and library objectives
2. Severe import and currency restrictions
3. Inadequate financial support
4. Inadequate physical facilities
5. Failure to appoint a competent university librarian
6. Unduly complex administrative regulations especially in purchasing books.

In many academic libraries, there is an absence of proper organization of books and no attractive / innovative service other than lending are offered to the users.
Teachers also pose problems by their highhanded behaviour. Many of them still think themselves superior to librarian and the latter are treated as administrative staff rather than as information providers. Libraries are denied a significant role in the academic preparation even now and lack of infrastructure facilities adds to the woes.

In spite of the move towards information technology, most university libraries in the country today operate in an environment in which the management, the students and the faculty often fail to recognize the role and importance of the academic library. The record of the academics use of library has not been very encouraging. Academic library is a part of the higher education system and one should not miss the fact that the academic library cannot be too far apart and different from what the higher education system is doing. While many external factors have influenced and impacted the academic lib, the major factor responsible for what it is today is the internal academic environment itself – what the college/ university is doing, the nature of the student body, the faculty, the emphasis on research and the instructional and evaluation methods employed.

The second major issue is the lack of clearly defined collection development policy. The major sources of funding for university libraries are the UGC and the university’s own funds. Generally the acquisition budget of the university libraries are designed to mirror the academic departments and ideally, the department faculty should work with the library staff in deciding what is bought or subscribed to. In actual practice this does not happen. Grants are released late in the financial year and it forces the library to buy what is readily available in the market. This upsets the balance and quality of the book collection in the university libraries.

Inflation and the increasing cost of books and periodicals also affect the collection development. Resource sharing, which can solve this problem, has not been realized in practice and this result in the inability of the academic libraries to maintain the levels of acquisition of the previous years, sometimes even affecting the maintenance of a certain
minimum level of acquisition of books and periodicals, essential to the health of the university’s teaching and research programmes.

Another major problem is the lack of forward planning. There is only a reaction to developments after they have taken place and never an anticipation or preparation for such eventuality. That the libraries have only recently started reacting to the technological developments in the library and information field is a case in point.

In order to make the university library heart of the parent institution, it is essential that the authorities, the faculty and the librarian should realize their obligations to the objectives of higher education. Their obligations are:

a The authorities (i.e. the university, the UGC and the central and state governments.) should provide adequate funds for library service to help develop scholarship and increase the productive capacity of the nation.

b The faculty should give up the age-old textbook – centered, examination – oriented and mass – talk method of teaching and should encourage library – centered individual and group guidance method through tutorials, discussion and seminars to make education really effective and worthwhile; and

c The librarian should collaborate with the faculty and provide necessary literature; supplementary and parallel reading, keeping in view that library service does not merely aim at satisfying the immediate requirements of reader but also aims to assist the reader in strengthening his creativeness and satisfying his intellectual curiosity. 

Very often, these obligations are not adequately met. According to Prof. P. N. Kaula, “higher Education is yet to be defined. The phenomenal growth of universities and institutes of higher learning has not made any significant impact on the growth of libraries. Libraries are still languishing and their importance is not being realized. It is regrettable that librarians are considered inferior to teachers, in spite of the fact that highly qualified librarians are being appointed in all the important libraries. ...
The traditional book has become obsolete, as it is not able to keep pace with the growing needs of society. It is the duty of the librarian to make up-to-date information readily available for the purpose of teaching, research and documentation.  

3.10 Conclusion

The fast changing scholarly communication process is a key factor which can determine and shape the future of academic libraries. Access to computer, to the internet and through it to the wide range of digital information is becoming more important than access to paper-based materials. The academic library has thus lost its monopolist role and scholars and researchers can acquire information from a number of alternative information providers. Dependence on the academic library is thus reduced.

In such a situation, the academic library in India is even more vulnerable. To maintain its position, it has to enhance its technological capacity and transform itself from a collection-oriented agency into a gateway to information. Customer-oriented, technology-based services, which are proactive will need to be developed. The change will require commitment, financial and technical resources, managerial and professional skills and imagination. In such a complex and continuously changing context, the future of academic libraries depends on how quickly and effectively they can manage the change. Academic libraries will become relevant only if they make use of the opportunity presented by technology. Then only can they demonstrate that the library is actually the heart of the institution. If they let the opportunity go, others will take over – those who can create the future and not just forecast it.

The libraries in the higher education sector in India are plagued by many problems that have prevented them from becoming centres of excellence. It is in this context international library networks assume more relevance since they strive to provide a quality service to those in the higher education sector. Their role in promoting higher education in India can never be undermined. Libraries run by the British Council are a case in point. The Council’s network exhibits professional leadership by planning
and working for a future as we visualize it and as they see it. Because of this, the British Council Libraries have become relevant and integral to the academic organizations and academic community. They try to fill in the lacunae created by inadequate academic library services and don the role of Higher Education libraries by providing valuable support to students, teachers and researchers. Though general in nature, their collection and services address the information needs and requirements of the above community and try to provide materials, with technological support, to “prepare students to face future shock, because the world is adrift, moving into the future, increasingly unable to steer itself offset a course.”  

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