Chapter : One

Introduction
1. **INTRODUCTION** :- A library is a social institution, born in civilized literate society, grows and develops in response to social conditions and needs for equipping the people with necessary proportion of accumulated knowledge and preparing them for cooperative social life. According to Ranganathan, "a library is a public institution or establishment charged with the care of a collection of books, the duty of making them accessible to those who acquire the use of them and the task of converting every person on its neighborhood in a habitual library goer and reader of books." The library is sometimes called as the memory of human race depending upon the nature of clientele and services; the libraries are categorized into public libraries, academic libraries, special libraries and contact libraries.

2. **ACADEMIC LIBRARIES** :- Academic libraries are those which are attached to teaching and learning institutions like schools, colleges, universities and similar academic institutions and cater to the needs of different levels of academic community. It is considered to be an organ around which all academic activities revolves.

  The academic libraries supplement academic institution and play an indispensable role in the dissemination of information and knowledge they
collect, store and disseminate information and also performs the laboratory function by making its resources to be used by the academic community in the learning process.

2.1 **DEFINITION:**

According to prof. Isaac, "A library attached to an academic institution like a school, college or a university is called an academic library. Its role is to help in promoting the objectives of its parent institution. A school library is an agency for the realization of the objectives of the school education and college and university libraries seek to promote the objectives of higher education." "An academic library is a library attached to an academic institution i.e. an institution engaged in teaching and / or research and imparting formal education to students who aspire to complete a particular course under a prescribed syllabus."

Academic libraries exist to cater to the needs and requirement of their parent academic institution these vary in shape, size, collection and services depending upon the nature of the parent institution. Libraries have become most important in academic institutions due to changed nature of education. Education of today is becoming more and more library oriented which is
evident from the fact that academic libraries are always full of readers. Academic libraries are of three levels:

(1.) School library.

(2.) College library.

(3.) University library.

2.2 UNIVERSITY LIBRARY: - The primary aim of university education is to cater the needs of those who are interested in higher education and those who want to spread their knowledge in the interest of nation and society. A university mainly stands for higher learning and research. According to the Dictionary of Education, “A university is an institution of higher education which has liberal arts college; offers a programme of graduate study; has usually, two or more professional or faculties; and is empowered to confer degrees in various fields of study.”

Pandit Jawahar Lal Nehru, former Prime Minister of India, in his convocation address to Allahbad University said, “A university stands for humanism, for tolerance; for reason, for adventure of ideas, and search of truth. It stands the onward march of human race towards even higher objectives. If
the universities discharge their duties adequately then it is well with the people, and the nation.”

A university library is a library attached to a university. It exists to cater to the needs and requirements of students and teachers and to support the teaching and research programmes of the university. According to Deshpande K.S. “university libraries serve as resources for teaching, learning, publication and research programmes of institutions of higher education.”

University library seeks to promote the objectives of higher education. A university library is a part of the university system and thereby it aims to fulfil the objectives of its parent organizations. The main objective of the university library is to meet the reading and other informational requirements concerning teaching, research and other academic programmes of the university. Thus a modern university library aims to function as a dynamic institute of education.

2.2.1 DEVELOPMENT OF UNIVERSITY LIBRARIES IN INDIA:

2.2.1.1 UNIVERSITY LIBRARIES IN ANCIENT TIME :- The importance of libraries in academic institutions was recognized in India even in the remote past. In the Vedic age instructions were imparted orally, without the medium of books and this is perhaps the reason that no libraries have so far
been discovered in the archaeological excavations at Taxila though it was a famous seat of learning from 700 BC to 300 AD With the advent of Buddhism, teaching came to be practiced through written word and this in turn gave rise to libraries. Fahien a Chinese monk who visited India from 395 to 411 AD has hinted at the existence of a library at Jatavana monastery at Sravasti (U.P.) in the fourth century AD.

In 400 AD there came into being one of the biggest known Universities, the Nalanda University near Patna. Information on the Nalanda University library is also found in the Tibetan accounts from which it is revealed that the library was situated in special areas known by the practical name, the “Dharmaganja” which comprised three huge buildings called the “Ratnasegara” was a nine stories building and housed the collection of manuscripts rare and sacred works like Projna-paramitra sutra etc. The University of Nalanda and its library continued to the 12th century AD until Bakhtiyar Khalji sacked it in 1197-1203 AD and set fire to the establishment of Nalanda.

The other world famous Universities, such as:
(1) Vikramasila monastery in the 8th century AD, had a rich collection of texts in Sanskrit, the Prakrit and the Tibetan languages and a great number of books on religion of Hindus.

(2) Vallabhi, famous for its Hinayana studies.

(3) Kanchi possessed by a rich library.

(4) Jaggadal Vihara in Varendra Bhuman, an important centre of learning with considerable collection of reading materials.

(5) Mithila, has been famous for its scholars since the days of Rajrishi Janak and had a rich collection of various commentaries on the different branches of the Hindu Shastras.

(6) The University at sompuri occupied a significant position since the days of Dharampala, which had its own library.

(7) In 1063 to 1106 the Navadwipa in the West Bengal was a famous center for intellectual excellence as well as for its rich facilities.

(8) The Nagarjuna Vidyapieth, at Amaravati, in South India, on the bank of the Krishna flourished about the 7th century AD. It is library was housed on the top floor of the five storied building of the University had an enormous collection on the Buddhist philosophy.
2.2.1.2 UNIVERSITY LIBRARIES IN MEDIEVAL PERIOD :-

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. Alone exception, however, was a library attached to college at Bidar, having a collection of 3,000 books on different subjects. Aurangzeb got this library transformed to Delhi to merge it with his palace library.

2.2.1.3 UNIVERSITY LIBRARIES IN MODERN PERIOD :

2.2.1.3.1 PRE INDEPENDENCE PERIOD :- Lord Minto, Governor-General (1807-13) in his minutes of the 6th March, 1811, wrote that a library be attached to each of the college. Perhaps this is the first statement on record concerning libraries in academic setup in India. Lord Auckland, Governor-General of India (1836-40)further outlined the library policy in his minutes of the 24th Nov. 1834. Hunter Commission report on libraries also affected the status of libraries.

Attempts were made to start Universities at Madras and Calcutta in 1834 and 1845 respectively but the proposal did not get the approval of the East India company. Three affiliating Universities were established at Bombay,
Calcutta and Madras in 1857 on the model of the London University, which itself was an examining body at that time. Bombay University library was established seven years later in 1864, Calcutta University library fifteen years later in 1873 and Madras University library fifty years later in 1907. Two more universities, the university of Punjab at Lahore and university of Allahbad were established in 1882 and 1887 respectively. These universities were also started in the absence of libraries.

On the observations and recommendations of the Indian university commission (1902) led to the Indian universities Act. The act contained a specific statutory provision for the universities to maintain well-equipped libraries. The Calcutta University commission 1917-19 also surveyed the position of libraries and found that in general the libraries were very inadequate for the needs of the students and still more far for those of the teachers. The commission recommended to maintain a library on the ampest possible scale and to make it as useful as it may be to all teachers and serious students,

During the period 1919-1930 eight new universities were established with associated university libraries. After this, two universities at Utkal in 1943 and at Sagar in 1946 were established along with libraries. Agra University established its library after 7 years and Kerala after 5 years. The university
libraries of Indore, Ranchi and Sambalpur came to be established after 3 years while Mysore, Sardar Patel, Rajasthan, Dibrugarh, Saurashtra and SNDT were established after two years. Karnataka, Gujarat, Poona, Punjabi, Jabalpur, Jiwaji, Kanpur, Kurukshetra, Meerut and Punjab established their libraries after one year from the date of inauguration.

2.2.1.3.2 **POST INDEPENDENCE SCENARIO** :- After independence, vigorous efforts were made to improve the standard of higher education in India particularly in university education. The university Education Commission (1948) under the chairmanship of Dr. S, Radhakrishan was appointed by the Govt. of India, which recognized the importance of the library in the university.

As a result of the recommendations of the university Education Commission, the university Grants Commission (UGC) was set-up in 1953 and it was made a statutory body in 1956. A library committee, headed by Dr. S.R. Ranganathan, was appointed by the UGC in 1957 to advise on matters relating to the proper functioning and management of college and university libraries. The committee submitted its report in 1954. The significance of this report was that the UGC accepted most of the recommendations of this committee and
provide liberal grants to universities for uplifting their libraries from their pitiable conditions. After this, in 1964-66, one more Education Commission (1964) was appointed by the Government under the chairmanship of Dr. D.S. Kothari and this commission also emphasized on student oriented education through libraries by increasing self study periods.

During the 1950’s and early 1960’s the Indian academic libraries received huge grants from the UGC amounting upto Rs. 1,00,000 for books, buildings, equipment and even for additional staff. At the same time many libraries received additional grants from a special US fund called the wheat loan programme. The American congress passed a special act in 1951 known as the public Law 480 to loan India $ 19,000,000 to buy much needed wheat (two million tons) from the US. Under the agreement of the loan, India had to buy American books, periodicals and scientific equipments worth $ 50,000 to be used for research purposes in the Indian libraries. This money, India had to pay as interest on the loan. Part of the money was to be spent on the exchange of scholars, including libraries, between the two countries. During 1955-61 a sum of $ 170,000 was spent for the exchange of libraries and to buy American books and periodicals. Under this scheme, 36 universities and 152 research libraries of India benefitted from this programme.
The growth and development of the academic institutions can be determined by the fact that at the time of Independence there were only 18 university and 623 colleges but by now there are about 250 universities and institutions deemed to be universities and 8,348 colleges. The UGC gave grants to more than 50 universities to build their modern library buildings. In addition a liberal financial assistance has been provided on a tentative formula of Rs. 15 per student and Rs. 200 per teacher and research fellow for the annual purchase of books; new university libraries are granted special initial grants. During 1958-59 the UGC gave grants to universities amounting to Rs. 24,60,550 for the construction and equipping of the university libraries buildings and a further sum of Rs. 10,95,000 for the purchase of books and journals. In 1963-64 the UGC launched a new scheme for grants to the affiliated and the constituent colleges to set up "Text Books libraries" providing multiple copies of standard text books for the use of poor students.

In 1991, UGC started a major programme named Information and library Network (INFLIBNET) with its headquarter located at Gujarat university campus, Ahmedabad. The programme is directed towards modernization of libraries and information centres and includes establishment of a mechanism for information transfer and access to support scholarship, learning and
academic pursuits. It is also aimed at establishing a national network of libraries and information centres in universities, institutions of higher learning and R & D institutions in India. In May 1996 this programme has progressed and developed autonomous Interuniversity centre under UGC to co-ordinate and implement the nationwide high-speed network using state-of-the-art technologies for connecting all the university libraries in the country. INFLIBNET centre through university Grants commission has been providing grants to the universities for the automation of the university libraries. Till now, 105 university libraries have been given grants for automation purposes.

After independence, the Indian universities have grown up by more than eleven times and today there are 242 universities and university level Institution. All universities are attached with well-equipped libraries with fully qualified staff which provides quick and up-to-date services like: INTERNET, E-MAIL, computer service etc.

The prime necessity for a university is a good library with a balanced and adequate collection, which can satisfy the needs of the university faculties and help to promote advanced study and research programmes and, therefore, a university is rated largely by the library it has.
2.2.2 **OBJECTIVES OF THE UNIVERSITY LIBRARY** :- The university library, being the pivot of all academic activities of the university, shall have the following objective (Association of Indian universities):-

- to support the teaching and research programs of the university;

- to develop its collection by acquiring necessary reading material to meet the present and future needs of its users for whom it is meant;

- to organize its collection, operations and services so as to provide for the reading materials and information need of its users in anticipations and on demand. Networking and resource sharing among university libraries should be practised by each institution towards utilization of all resources;

- to introduce, if necessary technological innovations like computer word processing etc to facilitate users in getting prompt service;

- to introduce facilities like reprography, interlibrary loans, translation and documentation to assists the users;

- to promote library user education and relate to technological innovations so that the academic librarian will no longer remain a craft-man but become serving educationist through technological means;

- towards achieving the above goals, to get adequate financing, staff, storage and other facilities, and
- to maximize efficiency of services with reference to input / expenditure so as to make library services cost effective.

2.2.3 **FUNCTIONS OF THE UNIVERSITY LIBRARY** :-

According to Dr. Rangnathan a university library must perform a set of five functions to justify its existence. Preparation, documentation, initiation of students and teacher, user education and promoting use of the library, are some of the most important functions which a university library must perform.

University libraries therefore do not support universities by collecting books and other materials relating to syllabus but at the same time, these are also expected to arouse and sharpen student’s intellectual curiosity and mental faculty. These functions are as follows :-

(i) to acquire, process, organise and make available reading and other materials to students, teachers and other staff members of the university so as to enable them to complete their reading, teaching and other assignments.

(ii) The university library is also expected to provide materials to its users for –

(a) arousing their intellectual curiosity and sharpening intellectual faculty.

(b) stimulating imagination, reasoning and critical faculty.

(c) refining their ethical and cultural values.
(d) making them aware of their environment and development around them.
(e) informing and guiding them with regard to their further education, profession or occupation.

(iii) To encourage the use of library by-

(a) initiating the fresh students and teachers.

(b) taking up reader’s education programmes, i-e imparting instructions in the use of the library and issuing brochures etc. for this purpose.

(iv) To adopt new technology eg computerization in certain areas with a view to provide purposeful service in minimum possible time.

(v) with help of different Heads of the Departments of the university make a development programme for the library, so that it is used properly.

(vi) To help the research scholars in every possible way and make coordination among the central library, department libraries and seminar libraries.

(vii) To collect such material in the library which is needed for formal education as well as in research work. The material will be such that it will serve purpose of all such as faculty members, research scholars and students.

(viii) To help the faculty members and research scholar in the choice of the research topic and tell about developments and latest information related to their specific subject.
( ix ) To bring close contact between Books students and subject specialists and to make such circumstances so to develop intellectual ability and to make them curious so that they can do research.

(x) The specific subject choosed by the university for the study and the subject of regional importance and to provide proper material for the research work on them.

(xi) To develop, cultivate and stimulate the use of imagination.

(xii) To provide knowledge and to transfer the wealth of knowledge and tradition from one generation to another.

(xiii) To provide by study and research for development and improvement of technology, production and distribution of increased national goods.

2.3 **COLLEGE LIBRARIES** :

2.3.1 **COLLEGE** :- In general a college is regarded as an institution of higher teaching which usually offers a three or a four years course after school leading to a bachelor’s degree. Some of the larger colleges also offer courses leading to master’s degree. College is called the entrance gate of higher education. The specific study of subject begin from the college. The student need self education for the progress of their intellectual ability and for this
purpose library is needed. The college libraries are very important in higher education. "A library established maintained and administered by a college to meet the needs of its students and faculty."

2.3.2 DEVELOPMENT OF COLLEGE EDUCATION :- Since a college library has to perform its functions primarily in its college set up, its growth and development is inextricably dependent upon the growth and development of educational activities of the college, as such. In order to know about the development of college libraries it is therefore essential to survey, in brief, the development of the college education in the country.

2.3.2.1 COLLEGE EDUCATION UP TO 1857 :- In ancient India, as in Europe in the Middle Ages, learning was closely connected with religious institutions and the universities and colleges had their origin in the monasteries. Among the well known universities and colleges or centres of learning of that period mention may be made of Taxila and Nalanda in the North, Vallabhi in Kathiawad and kanchi in the south of this country. It actually became a practice for rulers in south India to invite Brahmins to form canters of learning for
higher education in Sanskrit, and to create endowments of the revenues of villages for their maintenance. Corresponding to these centers of Sanskrit learning in south India, Sanskrit schools known as Tols were established in Bengal, Bihar and Uttar pradesh.

While some of these Hindu centers of learning in the East and South continued their work throughout the middle Ages, the Mohammedan rulers encouraged the establishment of colleges (Madarsas) at places like Lahore, Delhi, Rampur, Ajmer, Lucknow, Allahabad and others. Actually after the sack of Baghdad in 1258 A.D. Delhi become the centre of Muslim learning in the East and from there it spread to other parts of the country. These colleges specialized in the teaching of subjects such as logic, literature, law, astronomy, theology and natural philosophy, The medium of instruction was mainly Persian and there were many outstanding scholars teaching in these institutions of higher learning.

During the British period upto 1857 colleges were established in the country by the East India company and the Christian Missions. Some of these institutions such as Wilson college, Bombay; Christian college, Madras; St. John’s college, Agra and quite a few others continue to play an important role in higher education in the country.
2.3.2.2 **AFTER 1857**:-

Sir Charles Wood’s Education Dispatch of 1854 has been rightly described as the magna carta of English education in India. Among its several recommendations, important recommendation was for establishing universities in each of the three presidency towns of Calcutta, Bombay and Madras. These universities were established in 1857. In view of the fact that these three universities were of affiliating type, the actual teaching work at higher level was done by the colleges established for the purpose.

2.3.2.3 **DURING THE TWENTIETH CENTURY**:-

Historically as well as academically speaking it is clear that colleges have always played a very vital role in the country in the development of modern higher education since 1857 and the universities started establishing their own teaching departments as late as 1920’s. The number of these colleges was 27 in 1857, 75 in 1882 and 193 in 1902. The number of colleges rose to about 650 at the time of independence with 18 universities. According to the UGC report for 1979-80, the number of colleges in the country (excluding junior colleges), has arisen from 4272 in 1975-76 to 4558 in 1979-80 with Arts, Science and Commerce colleges being 3085 in 1975-76 and 3306 in 1979-80. The total
number of affiliated colleges in these subject during 1979-80 was 3217, the remaining 1341 being the university constituent colleges in these as well as several other subjects. These affiliated colleges are run by bodies such as government, religious trusts, philanthropic organizations etc. Majority of the undergraduate, i.e. 88.5 percent and graduate student, i.e. 53 percent attend these colleges. The no. of colleges went up to 6,040 in 1987-88 and 7200 in 1990-91.

2.3.3 DEVELOPMENT OF COLLEGE LIBRARIES:- The development of the college libraries continues to be neglected. Majority of the college libraries do not have proper facilities to meet the needs of their users. Different studies conducted by scholars like A.K, Mukherjee, K.S. Hingwe, M.S. Rana, Girja Kumar, R. Sreepathi, Roshan Raina, J.K. Anand, J.L. Sardara, D.W. Shewde and A.P. Srivastava have explicitly established that the condition of the college libraries in India are far from satisfactory.

Several commissions and committees, like the Calcutta Education commission (called the Sadler commission) appointed in 1917 in its report has aptly summarised the state of college libraries as follows:
"From this point of view one of the greatest weakness of the existing system is that extraordinary unimportant part in it which is played by the library. Few colleges have good libraries. Even the best, that of the presidency college, is very defective at many points."

The Radhakrishnan commission of 1948, did stress on the importance of the college libraries in its reports. The university Grants Commission also gives more importance to the college libraries. As the quality of higher education and research, especially at the graduate level, depends upon, among other things, the standard of the college libraries and their services. Therefore, the UGC has played a significant role in the growth and development of college libraries since 1953 by giving grants for books, equipment, staff and library buildings and salary improvement of the college librarians. The UGC’s contribution to the college libraries is at the rate of Rs. 15 per student with a maximum of Rs. 10,000 with some additional and special grants for textbooks, when a new subject is introduced in the curriculum. The total expenditures on the college libraries according to the recommendation of the Education Commission should be 6.25 percent of the total budget of the college, but in most cases it has remained between 1.5 percent and 2.3 percent. Collection developments of the college libraries are done without taking into consideration the actual needs
of the faculty and the students of the colleges as sixty percent of them consist of text books and 20 percent cover fiction. In most college libraries, books are neither properly classified nor Catalogued. The only service the college libraries renders to its clientele is book lending. There are colleges where students are not even allowed inside the library.

The UGC is aware of the slow progress of the college libraries. In addition to providing financial help for development, it has also from time to time organized seminars to keep the college librarians aware of the new developments in the field. The college library has to be made the intellectual hub of the institution, serving equally, both the students and teachers. This is all the more necessary because about 90 percent of the students in higher education in India pursue their studies in colleges and they have only very small and substandard college libraries resources to fall back upon. Although, due to various efforts of the UGC as well as other agencies, the traditional concept that the college library is a custodian of books has changed, yet there is enough evidence to show that the condition of the college libraries is generally poor, their development is rather slow. Realizing the significant role of libraries in college education, D.S. Kothari had to warn the educationists that "No new university or 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 centre of attraction on the college or university campus.”

2.3.4 **OBJECTIVES**:- The objectives of college libraries are as follows:-

(1.) To make students self dependent in the field of knowledge and information.

(2.) To provide guidance in education for the students.

(3.) To free the students from the boundaries of formal education and their syllabus.

(4.) To increase the general knowledge of the different kinds of students.

(5.) To sharp the intellectual ability and raise the power of memory of the students.

(6.) To help the teachers in their teaching work and also provide material for their reading.
2.3.5 **FUNCTIONS OF COLLEGE LIBRARY**:- The Libraries of colleges perform the following functions:

(1.) To make the college education useful and for it collect useful and important documents which are as follows:

(a) To collect the course (syllabus) books in adequate number.

(b) To collect the different kind of informative literature, magazines, subject-magazines, daily newspaper etc.

(c) To collect the inspiring and entertaining literature such as tales, stories, novels, serial etc.

(d) To collect the different kind of context (referring) material and other Audio-visual material etc

(2.) To help the readers while reading and provide them guidance so that the subjects which students study in the class room will become clear to them and they can make comparative study of their subjects.

(3) To provide the college students and teachers complete knowledge and for this purpose college libraries provides many services viz. Lending and circulation, Reference and information, Inter-library loan, Abstracting and Indexing, Reprographic services etc.
3. **SELECTION OF THE PROBLEM**: The problems for the present study is entitled *An analysis of the manpower in college libraries in U.P. and its impact on their services.*

4. **STATEMENT OF THE PROBLEM**: Every library should put the right quality and quantity of people at right services and at the right time. The efficiency and the effectiveness of any library service will largely depend upon their staff enrolled. The right kind of personnel can provide the right type of services at the right time for the right readers. So the authorities of the library should recruit the qualified personnel with adequate number in different sections to perform the routine operations of the library effectively.

There are many personnel formulae, standards and patterns evolved in India for libraries. The university Grants Commission has formulated staff formula and staff pattern for Indian libraries.

The present study is a particular study of manpower analysis in college libraries of Uttar pradesh to study the existing work load of the different college libraries their different sections and staffing pattern in the libraries. The study also makes an attempt to study the staff requirements in the different
sections for the changing technology and the implementation of the future
programmes of the libraries.

5. **NEED FOR THE STUDY** :- The need for the present study is due to
the following points :-

(1.) There is need to study whether the college Libraries in Uttar pradesh has
adequate manpower both in terms of qualitative and quantitative aspects.

(2.) To judge whether the college libraries in U.P. are under staffed or over
staffed and the effects of these two on library services and to suggest the
remedial measures to encounter these two lacunee.

(3.) To compare staff pattern and standards with the UGC staff formula and
standards.

(4.) To know about the pay scale of manpower working in libraries to judge
whether they were properly remunerated or not.

(5.) The major portion of the library budget i.e more than fifty percent (50%)
is allocated towards payment of salaries and other benefits to the staff.
Hence, ensuring that the existing staff are effectively utilised.

(6.) So that the proposals for new staff can be made by this study
6. **OBJECTIVES OF THE STUDY** :- The specific objectives of the study are summed up below:

(1.) to study whether the existing manpower is adequate for the existing work load or not;

(2.) to examine the staff pattern and staff standards followed in college libraries of Uttar pradesh and compare with the UGC staff formula, pattern and standards;

(3.) to survey the literature on manpower planning in libraries of India; and

(4.) to forecast the future manpower requirements for the future academic programmes of the college libraries and also for the changing information technology and automation.

7. **SCOPE AND LIMITATION OF THE STUDY** :- The scope of the present study is confined to manpower planning requirements of college libraries in Uttar pradesh. In this study an attempt is made to highlight the need of the manpower planning for college libraries in Uttar pradesh and to assess the existing work load of manpower and predicting the future manpower needs. This study also includes the nature of the services that are provided by different
libraries personnel in different sections of the libraries for the readers and the
effect of manpower on services provided by the libraries.

8. **COLLEGE LIBRARIES IN UTTAR PRADESH**: U.P. is one of
the most populous states of India. It has the privilege of having the maximum
number of universities and comes at the second place so far as the number of
colleges is concerned. Some of the colleges are about 100 year old such as
Agra college, Agra (1823). St. Johns college, Agra (1850); St. Adrews college,
Gorakhpur (1889); Meerut college, Meerut (1892); U.P. college, Varanasi
(1909). The total number of the colleges of U.P. is above six hundred. It
includes the constituent colleges attached to the universities and affiliated
colleges. The constituent colleges are with the universities which are
residential in nature but a large number of colleges are affiliated to the
universities in the state. Before the independence, Agra university was the only
university which had the honour of giving affiliation to most of the colleges in
U.P. Rest of the existing universities were residential in nature and they had
few constituent colleges. After independence, a number of new universities
were established and new colleges came in existence.
The colleges which are more than hundred year old did have libraries as they were regarded the temple of learning and research then and even now, and had very good collection of books and journals. Libraries attached to these institutions were catering to the needs of the students and teachers. It is not on record as to how they served their readers. They had their own way of procuring the books and serving them to the readers. After the country became independent many new colleges came up due to the need of time and the political urgency to educate the coming generation, which was the first step for all round development of free India. Most of the colleges so established were under the private managements. Even today more than 95% colleges in U.P are governed by private bodies. The government while granting the recognition, made it compulsory that they should have a good library. It was after the establishment of UGC that new guidelines were formulated and the libraries in the colleges both new and old became an integral part of the institution to which they were attached.

The colleges in the state can be broadly classified in three categories—"A", "B" and "C". The "A" colleges are big colleges having three to six thousands or more students on roll. Their number is between 100 to 150 in the state. The number of books in the libraries attached to them are about a lakh or
more. They have four to six faculties and have post-graduate departments where research work is being carried out. The “B” category colleges are the small ones having lesser number of students and one faculty with at least three post-graduate departments with research facilities. “C” category colleges are those which do not have post-graduate studies but many have one or two faculties. All these colleges have libraries varying according to their status and economic background.