3.1 Preamble:

The objectives of the present chapter is to highlight higher education in Maharashtra in general and Marathwada in particular, college libraries in Marathwada region, NAAC accredited in colleges, college library services and its functions.

The Higher Education had its origin in ancient Indian Universities like Nalanda and Taxashila in north, Vallabhi in Kathiawad and Kanchi in the South. During the British period up to 1857 several colleges were established in the country by East India Company and Christian missions. In 1857 an important decision was taken by the British government, For establishment of universities in each of the three presidency towns of Calcutta, Bombay and Madras. These Universities were established in 1857.

After independence, the various states of the country helped the progress of education in their respective areas, but the centre also shares some responsibilities in some field of education. The central government is irresponsible for determining the standard of research, science, technical and higher education. Some Universities and institutions have come under direct control of the central government. The Central government has established the University Grants Commission (UGC), Indian Technological Institute (IIT), National Council of Educational Research and Training (NCERT) for the development of higher education in the country.

Nigvekar (2003) delivers his view regarding education as “Education is a key to humanity. It has two roles one of creation of
knowledge and processes associated with its use and other of imbibing of values and enriching of culture. The first role has economic dimensions whereas the later role has humanity dimensions.” Stressing the role of higher education in the convocation address delivered at Tilak Maharashtra university, Pune, Nigvekar (2003), chairman UGC said, “Higher education is a foundation for building knowledge for an information-based society. Information-based science and technology are more demanding in skills for diffusing imparting and applying knowledge.... Universities, thus in the present time, several multiplicity roles, they produce people who not only create knowledge but also those who have skills to adopt it. They do these things through teaching and research. The Universities thus deal with ‘Knowledge’. Moreover knowledge is development. It is because of this higher education attains its importance in this knowledge century and universities will have to serve a multiply role. Universities will have to produce new knowledge, acquire capability to decipher and adapt knowledge produces elsewhere and create an intelligent human power at all levels.” In the above description, libraries play an important role.

The constitution provides free and compulsory education to all the children within 14 years of age. As per educational statistical at a glance 2005-2006 (accessed on 22-07-2010) various stages of education the approximate number of institution has been as shown in Table No. 3.1.1

Table No. 3.1.1
Position of Education in Maharashtra

<table>
<thead>
<tr>
<th>Sr. NO</th>
<th>Stage</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary stage</td>
<td>7.7 lacks</td>
</tr>
<tr>
<td>2</td>
<td>Upper primary</td>
<td>2.9 Lacks</td>
</tr>
<tr>
<td>3</td>
<td>Secondary and Senior secondary</td>
<td>2 lacks</td>
</tr>
<tr>
<td>4</td>
<td>Teacher Training</td>
<td>2021</td>
</tr>
<tr>
<td>5</td>
<td>Tech., Indust., Arts, Crafts</td>
<td>5465</td>
</tr>
<tr>
<td>6</td>
<td>Universities</td>
<td>335</td>
</tr>
<tr>
<td>7</td>
<td>Institutes of National Importance</td>
<td>05</td>
</tr>
<tr>
<td>8</td>
<td>Colleges and other Institutes</td>
<td>16000</td>
</tr>
</tbody>
</table>

On the URL, www.education.nic.in accessed on 22-07-2010 quoted present position of colleges, enrolled students and teachers are 16885 colleges, 99.54 lacks students and 4057 lacks teachers in the present position

3.2 Purpose of Higher Education:

Education helps person to unfold his personality by revealing the potential qualities in him. Education develops the mind, the physique, the senses and the skill and nourishes the thinking capacity of the learner to contribute his full potential as individual and ultimately to socioeconomic development of the nation. The purpose of education has been summarized in general by Goil (1962) as under.

1. To develop personality of the individual.
2. To provide him with the knowledge of the world in which he lives.
3. To develop skills needed to sustain and advance social life so that he can be a creative member of society.

4. To satisfy the individual’s search for value”

To achieve above results from education, there are various alternatives through the product, is, to help the citizen to acquire and develop his mental and physical qualities, is the same.

3.3 Objectives of Higher Education:

In our country, higher education starts at +2, in the present pattern of 10+2+3. At this stage students develop thinking ability. The quality of classroom teaching depends upon the quality of teacher which in turn depends upon the knowledge of subject matter. Such knowledge can be imparted to the students and teachers through the library only. Therefore before going through the functions of the college library, it is essential to consider role and objectives of higher education.

The National Assessment and Accreditation council Bengalore (1996) gives main objectives of higher education as under-

1. To train students in a wide range of academic and professional discipline to fulfill personal, social and national needs, and

2. To advance knowledge through fundamental and applied research.

Those who go through higher education must become the enlightened members of society and be prepared to assume active and responsible citizenship of India.
Higher Education has the special importance in the educational system; it is driving force of development, the creator of knowledge that helps determine the future shape of society including the education system itself. Antony & Gnanam (2002) has given two major responsibilities, “One is to equip graduates with the competencies and attributes needed to be effective in the global world of work thought redesigning and existing offerings with the focus on higher levels of skills and competencies, rather than on introducing the series of so called career oriented qualifications. The second responsibility is to help in service personnel reorient themselves to fit into the changing demands of skills and knowledge even to do the job on hand through appropriate modular short term teaching cum training program.” These responsibilities show the direction of higher education in the 21st century.

3.4 Functions of Higher Education:

The Kothari education commission,( 1964-66) in its report, describes the functions of the university as under:

1. 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.

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

3. 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 cultured individuals imbued with a sense of social purpose.

4. To strike to promote equality and social justice and to reduce social and cultural differences through diffusion of education.

5. To inculcate in to the teachers and students, and through them in society in general, the attitudes and views needed for developing a good life in individual and society.”

These functions of higher education are prepared near about four decade ago. These are generally prepared for country concert or prepared for meaningful and general understanding, in particular culture of nation. In short, these are of national standards.

In this century the Higher Education goes through Internationalization. Therefore role of higher education has changed. These new roles are given by Antory and Gemanam (2003) as below:

1. Providing for a adult and non-oriented courses of different level.

2. Catering to the demands of the international market

3. Maintaining quality in all the above endeavors

4. Optimizing the available resources to facilitate quality output.

These expectations from higher education institutes indicate that high quality and relevant education will have to replace the existing more general and academic education.

Describing the functions of a college Fishenden (1965) writes : “An efficient system might be defined as one that ensures that all
information likely to influence the program of a research worker or research team is made available to them at the right time and in the most convenient form.”

3.5 Higher Education in Maharashtra:

Maharashtra is considered as one of the most progressive state in India. It is known for its continuous efforts, promotion of knowledge in all its branches including that which support the development of the agriculture, industry and education. The first Sanskrit college was established in the year 1821 at Pane and renamed as Deccan College. In the year 1832, another college was established at Mumbai and in 1857 Mumbai University was established at Mumbai.

Since 1960 onwards, concession in the fees is given to economically backward, schedule castes and schedule tribes students, in the result, the spread of higher education throughout the state. From the year 1983-84, the state government adopted a policy to permit various colleges on non-grant basis. This policy results spread and development in higher education in the state. The higher education has been reach up to and village level.

Since 1976 onwards, concession in the fees given to economically backward, scheduled cast, scheduled tribe students, it resulted in the spread of higher education throughout the state. The higher education reaches up to village level.

Dastane (2010) and UGC (2003) shows the position of higher education in Maharashtra in the year 2000-2001 was as in the Table No. 3.5.1

Table No. 3.5.1

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Name of the University</th>
<th>Year</th>
<th>No of Affiliated</th>
<th>No of Students Enrolled</th>
</tr>
</thead>
</table>

144
<table>
<thead>
<tr>
<th></th>
<th>Institution Name</th>
<th>Year Established</th>
<th>Colleges</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mumbai University, Mumbai</td>
<td>1857</td>
<td>490</td>
<td>495000</td>
</tr>
<tr>
<td>2</td>
<td>Sant Gadebaba Nagpur Amarawati University, Nagpur</td>
<td>1923</td>
<td>440</td>
<td>425000</td>
</tr>
<tr>
<td>3</td>
<td>Pune University, Pune</td>
<td>1948</td>
<td>525</td>
<td>465000</td>
</tr>
<tr>
<td>4</td>
<td>S.N.D.T. Womens University, Mumbai</td>
<td>1949</td>
<td>39</td>
<td>81000</td>
</tr>
<tr>
<td>5</td>
<td>Dr.B.A.M. University, Aurangabad</td>
<td>1958</td>
<td>314</td>
<td>395000</td>
</tr>
<tr>
<td>6</td>
<td>Shivaji University, Kolhapur</td>
<td>1983</td>
<td>390</td>
<td>375000</td>
</tr>
<tr>
<td>7</td>
<td>Rastrasant Tukdoji Maharaj University, Amarawati</td>
<td>1983</td>
<td>191</td>
<td>268000</td>
</tr>
<tr>
<td>8</td>
<td>North Maharashtra University, Jalgaon</td>
<td>1990</td>
<td>288</td>
<td>311000</td>
</tr>
<tr>
<td>9</td>
<td>S.R.T.Marathwada University, Nanded</td>
<td>1994</td>
<td>261</td>
<td>158000</td>
</tr>
<tr>
<td>10</td>
<td>Solapur University, Solapur</td>
<td>2004</td>
<td>111</td>
<td>128000</td>
</tr>
</tbody>
</table>

Apart from this, there were four Agricultural Universities, One technical, one health science and one open University as well as 11 deemed Universities or equivalent Institutions in the state during the year 2009-2010.

### 3.6 Higher Education in Marathwada:

The Marathwada region is based mainly on agricultural area and is backward in comparison with other parts of the state in education, industry, trade and commerce, and living standards of its people backward due to historical, Geographical and political causes and conditions. Marathawada, a division of Maharashtra state. As regards higher education, Marathawada has three Universities, one is agricultural established in 1972 at Parabham having eleven affiliated colleges and other two are nonagricultural Universities. In Nonagricultural Universities, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad established in 1958 having 314 colleges affiliated and swami Ramanand Tirth Marathwad University. Nanded. established in 1994, having 361 colleges affiliated in the year 2009-10.

In the present study, researcher included only NAAC accredited arts, commerce and science colleges in Marathwada region. Therefore it is essential
to know the position of NAAC accredited Arts, Commerce and Science Colleges in Marathwada.

In Marathwada there are two state universities. One of them is Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and another one is Swami Ramanand Tirth Marathwada University, Nanded. There is one agricultural university named as Marathwada Agricultural University situated at Parbhani. Geographically Dr. Babasaheb Ambedkar Marathwada University, Aurangabad covered four districts in region namely Aurangabad, Jalna, Beed and Osmanabad. Swami Ramanand Tirth Marathwada University, Nanded covers four districts namely Nanded, Parbhani, Hingoli and Latur. Therefore, it is essential to know district wise distribution of affiliated colleges in Marathwada. The district wise distribution of affiliated colleges are as shown in table no 3.6.1

Table No. 3.6.1 shows that, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (2011) has 314 affiliated colleges where as Swami Ramanand Tirth Marathwada University, Nanded (2011) has 359 affiliated colleges. Total numbers of affiliated colleges in Marathwada were 673 in the year 2010. Aurangabad district had more number of affiliated colleges comparing to other districts in Marathwada. After Aurangabad, Nanded, Latur, Parbhani, Osmanabad, Jalna and Hingoli are the districts having decreasing number of affiliated colleges. Hingoli and Jalna have lowest number of affiliated colleges, UGC(2012) also included these districts in Educationally Backward Districts list and provided more financial assistance to these districts to improve position of higher education.

Table No. 3.6.1
District wise distribution of affiliated colleges in Marathwada

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of the District</th>
<th>No. of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aurangabad</td>
<td>128</td>
</tr>
</tbody>
</table>
3.7 **Status of NAAC accredited colleges:**

The study is limited to NAAC accredited Arts, Commerce and Science colleges, therefore it is essential to know position of NAAC (2011) accredited colleges in Marathwada. District wise affiliated colleges are shown in Table No. 3.7.1

### Table No. 3.7.1

**District wise Distribution of NAAC accredited colleges in Marathwada**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>No. of Affiliated colleges</th>
<th>No. of Accredited colleges</th>
<th>Percentage</th>
<th>No. of Accredited Arts, Commerce and Science Colleges</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aurangabad</td>
<td>128</td>
<td>28</td>
<td>20</td>
<td>15.63</td>
</tr>
<tr>
<td></td>
<td>District</td>
<td>No. of Affiliated Colleges</td>
<td>No. of Accredited Colleges</td>
<td>Accreditation Percentage</td>
<td>Total Accreditation Percentage</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>---------------------------</td>
<td>----------------------------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Jalna</td>
<td>42</td>
<td>12</td>
<td>28.57</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Beed</td>
<td>94</td>
<td>30</td>
<td>31.91</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>Osamanabad</td>
<td>50</td>
<td>17</td>
<td>34.00</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Nanded</td>
<td>123</td>
<td>22</td>
<td>17.89</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>Parbhani</td>
<td>80</td>
<td>12</td>
<td>15.00</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Hingoli</td>
<td>35</td>
<td>04</td>
<td>11.43</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Latur</td>
<td>121</td>
<td>19</td>
<td>15.70</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>673</strong></td>
<td><strong>144</strong></td>
<td><strong>21.40</strong></td>
<td><strong>116</strong></td>
</tr>
</tbody>
</table>

Source: www.naacindia.ac.in

Graph Number 3. 7.1

District wise distribution of NAAC accredited colleges in Marathwada
Graph No. 3.6.1 District wise distribution of the colleges

<table>
<thead>
<tr>
<th>District</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aurangabad</td>
<td>128</td>
</tr>
<tr>
<td>Jalna</td>
<td>42</td>
</tr>
<tr>
<td>Beed</td>
<td>94</td>
</tr>
<tr>
<td>Osmanabad</td>
<td>50</td>
</tr>
<tr>
<td>Nanded</td>
<td>123</td>
</tr>
<tr>
<td>Parbhani</td>
<td>80</td>
</tr>
<tr>
<td>Hingoli</td>
<td>35</td>
</tr>
<tr>
<td>Latur</td>
<td>121</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>673</strong></td>
</tr>
</tbody>
</table>
Table No.3.7.1 shows that, out of 673 colleges only 144 (21.40%) colleges were got status of NAAC accreditation. From these 144 colleges 116 colleges were Arts, Commerce and Science colleges. Osmanabad district has less number of affiliated colleges compare to Aurangabad, Nanded, Latur and Parbhani. However Osmanabad has highest percentage [17(34%)] of NAAC Accredited colleges and of course highest percentage [15 (30%)] of NAAC Accredited Arts, Commerce and Science Colleges.

Following to Osmanabad, Beed has [30(31.97%) affiliated colleges and 21(22.34) Arts, Commerce and Science colleges], Jalna has [12(28.75%) affiliated colleges and all these were Arts, Commerce and Science colleges], Aurangabad has [28(21.88%) affiliated colleges and 20(15.63%) Arts, Commerce and Science colleges], Nanded has [22(17.89%) affiliated colleges and 18(14.63%) Arts, Commerce and Science colleges], Latur has [19(15.70%) affiliated colleges and 17(14.05%) Arts, Commerce and Science colleges], Parbhani has [12(15%) affiliated colleges and 9(11.25%) Arts, Commerce and Science colleges] where as Hingoli district has lowest number of ie only 4 (11.43%) NAAC accredited colleges and all these were Arts, Commerce and Science Colleges.

3.8 Objectives and functions of a college Library:

To achieve the aims and functions of college education the Library can play an important role as it contains a variety of information sources which can be used by the readers easily. Therefore it is also useful to observe objectives and functions of a college Library.

Ranganathan (1942) given twofold objectives of the college library are:
1. (In the earlier year) The acquisition of the minimum essentials of tactual information and an introduction to the methods of thought and work in some selected fields of knowledge.

2. (In the later years) The master of the subject mother, techniques, skills, habits, of thought and methods of work in the subject of specialization.

The Kothari Education Commission (1942) has also made some recommendations for successful functioning of a library. Some of them are as follows:

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

2. Even more important is a proper use of books by students and teachers, lectures should be supplemented by tutorial instruction, and thereafter the students should turn to the library to find themselves, with the help of reference libraries, the relevant material and knowledge needed. More working hours and working days, easy accessibility of books, adequate provision in terms of staff, multiple copies of textbooks which may be loaned to needy students, better display of new reading material, organization of book clubs, separate works are some of the measures that would help to raise the standard of library service. Reading habit which is appealingly low, must be turned up in every possible way.
3. A collection of books, even a collection of good books, does not constitute a library. Given enthusiastic teachers, “Who teach with books” and librarians who can co-operate with them in converting the library in 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.

4. The library should:

- Provide resources necessary for research in fields of special interests to the University;
- Aid the University teacher in keeping himself abreast of developments in his field;
- Provide library facilities and services necessary for the success of all formal programs of instruction;
- Open the door to the wide world of books that librarian the borders of one’s own field of specialization; and
- To bring books, students and scholars together under conditions which encourage reading for pleasure, self discovery, personal growth and the sharpening of intellectual curiosity.

The Government of India appointed a committee of senior professionals and other under the chairmanship of Chattopandhyay (1987) in October 1985 to prepare a final document on National policy on library and Information system. The Committee submitted its Report on 30 May 1986, it made some recommendations for college and university libraries, some of them are useful to the improvement of college and University library’s working are as under:
“The University and college Libraries must be given adequate facilities in staffing, buildings, furniture, books, etc before a University and college can function properly. The University Grants Commission should devise and impose norms for the proper functioning of college and University Libraries in the country.

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

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

In addition to the usual lending services, the university and college Libraries should lay more emphasis on reference and bibliographical services including SDI (selective dissemination of Information) and CAS (current awareness service)"

By observing the above cited objectives and functions with that of situations of college libraries in India, it is clear that, these libraries are not fulfilling the standards mentioned in the objectives.
In this context it is useful to observe the picture of college libraries as described by S.R. Ranganathan (1965) 38 years ago in following words, “College Library consisted of closed cupboards. Most of them were concentrated in one or two rooms culled general library. Hardly any student cared to go the general library. A student could at best reach up to the barrier, select all by himself a title from tattered volume of printed catalogue, and drop an application from for it in the tray: one morning each week. By the evening the available books would all stand filled up on the desk. A lucky student might find his book in the pile not suiting his standards or by its being something different what he thought it to be!” It may be observed that the situation as narrated by Ranganthan is more or less true even with regard to the present day college libraries in the country.

The expert committee on college libraries (1995) appointed by the Kerala Government under the chairmanship of V.P. Joy, an IAS officer, Director of college Education and conveyer, submitted report on 01.01.1994. The committee had given suggestion regarding general improvement of college libraries. In this general improvement, the committee finds the following factors as hindrance to the fulfilment of the objectives.

(a) Teaching techniques that restrict the educational process with in facts narrated and notes dictated in the classroom and confining studies to the letter of text book and the syllabus.

(b) Luck of quality and relevance of book collections to the services offered by the library and actual reading needs of the students.

(c) Unfitting atmosphere and lack of facilities for study and reference in the library.
(d) Luck of awareness about library services available books stocked, and ignorance of information search methods.

(e) Inability of library staff to understand and cater to the information needs of the students.

(f) Poor organization of materials in the library and luck of catalogues, indexes and classified arrangement required for efficient book and information retrieval.

(g) Opening hours not in conformal without. of class hours self study timing of students.

(h) Luck of facility for or initiative of the libraries to associate with or organize cultural and literary programs, competitions, discussions, etc. and participate in the life of the campus.”

After the consideration of Ranganathan’s opinion and report of the expert committee on college libraries in Kerala, it can be considered that there is a small change in the status of the college libraries. There is growth in the physical facilities in the college library like books, furniture, buildings etc. There is a need of tremendous change to use these physical facilities otherwise the college libraries will be useless. One can say that the physical facilities and usefulness of them must be simultaneous, other unbalanced growth may be harmful to the library system.

The usefulness depends upon the use of resources like books, periodicals, non-book materials, electronic materials, and information available on-line. The utilizations of resources are depends upon the services given by the library.
3.9 College Library Services:

Satarkar (2000) recommended the college library services in two groups as core services and desirable services. The details of these two groups are as follows:

(a) Core services:

1. Library is to be kept open for at least nine hours in a day. However, if the hours of teaching are more, college Library is to be kept open two hours before and two hours offer these timings.

2. Reading Room of the Library be kept open on Sundays and holidays the last days of summer Vacation and immediately after it, i.e., from 15th May to 30th July every year.

3. Students should be able to borrow minimum of two and maximum five books at a time from the Library.

4. The Library should display regularly important articles appearing in newspapers which will be useful for students.

5. A separate section of current awareness service be made available in a college library where the useful information is stored and displayed.

6. Librarian should constantly keep in touch with changes in curriculum and in other educational environment and design services which will ensure Library’s contribution in the activities of the college.

(b) Desirable Services:

1. Library can give SDI service for the teachers to keep their knowledge up to date.
2. To render obtrusive services such as providing vital items of information which will be useful for students in building up their general knowledge.

Some of the activities in this category which can be undertaken are:

(a) Occasional exhibitions of documents.

(b) Information about scholarships, freeships

(c) Advertisement for recruitment and career guidance information.

(d) Exhibition and display of collection of local interest including documents written by local person.

(e) Internet connectivity facility.

(f) Helping the students for completion of their project work.

(g) Preparation of bibliographies, either asked or unasked.

(h) Helping the students for essay, quiz competition.

(i) Helping the readers for preparation of talks on radio, television, public speaking, etc.

(j) Display of writings appeared in periodicals, newspapers written by the students and teachers;

(k) Extending Library facilities to past students.

(l) Starting Library facility for the students registered as external students for examination, by accepting deposit and fee for it.
3.10 Minimum Standards for Library Services:

Professor P.N. Kaula (1994) suggested some guidelines for college Libraries. He suggested minimum standards for library services and essential services. Some of the important suggestions regarding the library services are as under:

i) Reading Room facility should be provided at least for 10% of the total student’s population of a college at a time;

ii) Reference books in adequate quantity in each field of study should be provided

iii) A minimum of 15 learned periodicals in a subject for which the college conducts teaching program should be subscribed.

iv) Text books should be made available on the basis of one copy for 10 students.

v) At least 10 copies of each book prescribed for each paper in each course of study be made available.

3.10.1 Essential Services:

i) The Library must build up a well-balanced collection of books, pamphlets and other reading material appropriate to the objective and needs of the college;

ii) It must also provide audiovisual and other mechanical aids to supplement teaching program.

iii) The resources of the Library should have easy accessibility to the members of the teaching faculty for self study and research work;
iv) It must help students to broaden their field of knowledge through the maximum use of books;

v) It should also teach and encourage use of library tools and materials;

vi) It must also provide assistance in finding instructional material and share these with teachers in stimulating the minds of students; and

vii) It must have facility for inter-library-loan and resource share within its area.

3.10.2 Regarding Collections:

i) There should be inflow of latest literature in each subject of study in the college;

ii) Book-Bank facility should be provided to 50% of the students population sections of the society; and

iii) Librarian should co-operate with other libraries in the region in carrying out co-operative projects with the aim of expanding the services of the library.

3.10.3 Regarding Finance:

i) At least 6.25% of the college budget should be spent on library service;

ii) Proper allocation of grants for various subjects should be made;

iii) The grant should be made available in the beginning of the academic sessions; and
iv) The utilization of the library grant should be phased during each financial year.

3.10.4 Other Services:

i) A trained Librarian should be made available when the Library is kept opened for longer hours;

ii) The librarian should instruct students in the use of library at suitable points in their course of study;

iii) Library should be kept open beyond college hours making a total of 12 hours a day;

iv) No new college or department should be setup without providing its library in terms of staff, books, journals, space, etc;

v) The reading room facility should be made available for 50% of the average number of students in the class,

vi) Reading Room must have a representative collection of important books and bibliographies and reference material in at least the main subjects of the college teaching program;

vii) Library should be an open access;

viii) The library should remain open throughout the year.

ix) The loss of books after stock verification should be written off.

x) Library committee should function as an advisory body; and

xi) Up to date and sound technique of classification and cataloguing should be used for organizations and retrievals of documents.
3.11 Standards in the Library:

In the field of Library, there are not adequate standards and norms regarding library organization and services. Ranganathan was one of the personalities who stress the need of standardization in the field of documentation. Indian standard Institute (1990) the Documentation sectional committee has formulated the Indian standards. These standards are 31 in number.

All these standards are regard the periodicals, specification of title of book, author statement, table of contents, canons for making abstracts, Glossary of cataloguing terms, proof corrections, indexes, catalogue code. Bibliographical reference, abstracts, mobile library room, library building, shelving cabinets, library furniture of fittings, thesaurus, Bibliographic record, etc. Not single standards are formulated regarding the services

In 1964, the education commission was set up under the chairmanship of D.S. Kothari, who was also the chairman of University Grants Commission. There was no librarian on the commission, S.R. Ranganathan was consulted for expert advice.

Kothari Commission reported its findings in 1966 which confirmed Ranganathan’s view the college teaching should be library oriented rather than classroom oriented. The Commission acknowledges the importance of the libraries, but added that the present position of expenditure on books and periodicals is not satisfactory. The Commission stressed the need for reference service, and recommended that the libraries be given financial grants at the rate of 25/- per student enrolled, and Rs 300/- per faculty member, with the provision that these figures be revised periodically. It further recommended that those libraries which were five years old be given additional grants of Rs.3,00,000 to built up a strong and
balanced collection. Other Libraries should spend 6.25% to 10% of their budget on the library. The commission observed further that “Nothing would be more damaging to a growing department than to neglect its library or give it low priority.” But surprisingly neither the Kothari Commission recommendations were implemented fully nor libraries are receiving a minimum of 6.25% budget of college or universities. The government of India also wanted to give attention to Higher Education system after independence. In 1948, when the government of India appointed University Education Commission under the chairmanship of S. Radhakrishnan to survey the institutions of higher learning and to recommend reforms, S.R. Ranganathan was consulted for library matters. The commission reports that the Library matters. The Commission reports that the library facilities in most colleges and universities were very poor. The commission said in its report that, “The Library is heart of all university work. Both for humanistic and scientific studies, a first class library is essential in a University we recommended that Universities and colleges should work up to an optimum of 6.25% of the total budget of Rs.40/- per student as the annual grant for their Libraries”

The Commission recommended special grants in each five years for important books and journals. The commission realized that with limited budget, libraries would not be able to buy all the necessary publications. Other important recommendations included open access, training of UG users, qualified and trained staff, opening of library for minimum of 12 hours and seven days in a week.

3.11.1 Standards Approved by the ACRL:

The Standards for Libraries in Higher Education are designed to guide academic libraries in advancing and sustaining their role as partners in
educating students achieving their institutions’ missions, and positioning libraries as leaders in assessment and continuous improvement on their campus. Some standards approved by ACRL (2012) are as follows.

3.11.1.1 Collections:

Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching mission of the institution.

- The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.
- The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.
- The library builds and ensures access to unique materials, including digital collections.
- The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.
- The library educates users on issues related to economic and sustainable models of scholarly communications.
- The library ensures long-term access to the scholarly and cultural record.

3.11.1.2 Space:

Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

- The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.
- The library provides safe and secure physical and virtual environments conducive to study and research.

- The library has the IT infrastructure to provide reliable and robust virtual and physical environments needed for study and research.

- The library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures, and more.

- The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.

- The library’s physical space features connectivity and up-to-date, adequate, well maintained equipment and furnishings.

- The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.

- The library’s physical and virtual spaces are informed by consultation with users.

3.11.1.3 Management/Administration:

Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

- The library’s mission statement and goals align with and advance those developed by the institution.

- Library personnel participate in campus decision making needed for effective library management.

- The library allocates human and financial resources effectively and efficiently to advance the library’s mission.
The library’s budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs.

The library partners with multiple institutions (e.g. via collections consortia) for greater cost-effectiveness and to expand access to collections.

The plans based on data and outcomes assessment using a variety of methods both formal and informal.

The library communication assessment results to library stakeholders.

Library personnel model a culture of continuous improvement.

The library has the IT infrastructure needed to collect, analyze and use data and other assessments for continuous improvements.

3.11.1.4 Personnel:

Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.

Library personnel have education and experience sufficient to their positions and the needs of the organization.

Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their co-workers.

Library personnel contribute to the knowledge base of the profession.

Library personnel are professionally competent, diverse, and empowered.
Personnel responsible for enhancing and maintaining the library’s IT infrastructure keep current with library technology applications and participate in ongoing training.

9 Conclusion:

Library services are social services which aims at self development and improvement of skills and efficiency of the people of all walks of the life. It is a vital input for research and national development. Obviously, the very purpose of library services will be defeated unless a minimum quality or standards is maintained. Though quality aspect is involved in very material that is acquired or even action that is undertaken in a library, the ultimate quality of library is judged by the standards of the services that it provides to its users.

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