CHAPTER 2

GROWTH AND DEVELOPMENT OF HIGHER EDUCATION AND UNIVERSITY LIBRARIES IN INDIA: AN OVERVIEW

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2.0 Introduction

The study of evaluation of a system or an organization needs to trace its developmental analogy, in broader context, of its role in society as a whole. It is a common practice among the system evaluation studies. In this context the study involves the evaluation of the university library system. The university library is a wing of any university and the study of its library necessitates the study of its parental affiliation, its genesis, growth and developments and so on. In this Chapter an attempt has been made to study the genesis and growth of university libraries in India and contextually an attempt has also been made to cover the genesis and growth of universities in India.

The Indian higher education system is a great monolith, with a core of inadequacy, possibly incapable of change, and margined (by a rim) that is receptive and has developed, then it would be wise to concentrate on the ‘core’, and let the ‘rim’ develop on its own momentum. After all it represents excellence achieved through conceptualization, hard work and innovation. In a country characterized by a great diversity and vast inequalities uniform implementation of reforms and acceptance of innovation are neither expected, nor sought. It would, therefore, be prudent, as Chand (1998) asserts, to lay more emphasis on small efforts and encourage innovation and change at the micro-level. Propagation of results through ‘good practice’ evaluation should lead to lateral progression. Experience shows that ideas generated and developed at the higher echelons, and prescribed as panacea for deeply entrenched ills, do not necessarily find acceptance at the levels where they are to be implemented. Innovations evolved in the classrooms and laboratories are the subjects for research.
Today, society has high expectations from the universities. By assigning to them a variety of functions it has reposed a great deal of faith in the academic institutions. This faith is based more on expectations than on firm evidence of the capabilities of the universities. Academics themselves are more cautious in this regard and also a little reluctant about venturing into areas other than their own research and teaching. There is a feeling that many universities are unable to live up to expectations because they have been asked to do too much. Livingstone (1974) has drawn attention to the problems faced by the universities. He says, "as universities in the twentieth century have grown, countless new functions have been grafted on them with little regard for how this growth of one function will affect the operation of the other." This is particularly true of India where government functionaries tend to pass every newly visualized programme on to the universities - starting from adult literacy to environmental awareness and from ecorestoration to protection of human rights. As a consequence the same set of people are expected to competently discharge functions that require disparate qualities and expertise.

The progress of a society largely depends on its intellectual manpower, industrial development, availability of knowledge and the extent of its use. The best sources of knowledge are different kinds of documents, which are available in various types of libraries. The university libraries are in the forefront as they play a vital role in the production of scientific and technological manpower required for the country by making the best use of all available sources.

2.1 Growth and Development of Higher Education in India

Indian society, from the time immemorial, has regarded knowledge as the highest virtue of man. Since the dawn of civilization, great saints and seers have shown
to the entire world the path of enlightenment leading to the ultimate truth. During the
vedic and upanishadic periods, India was bestowed with some prominent institutions of
higher learning which attracted scholars from distant places and scholars from different
parts of the world came to India in pursuit of knowledge. The curriculum in these
centres mainly included the study of the Vedas, the Upanishads, the Religious
Scriptures, Philosophy and Logic. Nalanda was basically a Buddhist centre of learning,
also resembled the contemporary vedic centres of education such as those located at
Vallabhi, Vikramshila, Banaras, Nadia, Ujjain and Kanchi. The past was a glorious era
that made the process of learning and teaching a noble profession.

2.1.1 Higher Education in India: The Colonial Intent

With the arrival of the British, a system of education was crafted to generate the
kind of clerical skills and subordinate-level English speaking human resources needed
by the British to run the country. The colonial form of education was intended to
reflect the English culture and even the courses of study that were designed at that time
were oriented towards the taste of the English aristocratic rulers. Higher education in
India is a British legacy. It stands greatly to the British credit that they had started
universities in India, namely the Calcutta, Bombay and Madras universities, which
were patterned on the then British model adopting the affiliating system. Since its
genesis in the mid – 19th century, to the present times, the system has undergone
changes significantly in its structure, vision, and accomplishments.

The universities in India were started as mere degree awarding institutions.
Today they have been turned into major centres of learning, engaged in the production
and dissemination of knowledge. Even at that point of time the object of higher
education was to cater to the partial economic needs viz., to produce a generation of
white collared subordinate workers. The social mission behind providing an access to education was taken up by missionaries, nobles and industrial houses who came forward with sizeable numbers to set up institutions of learning. More or less, education was under the private institutions.

2.1.2 Education in the Pre and Post-independent India

The western higher education in India began with the establishment of Hindu College at Calcutta(1817) by Raja Rammohun Roy and his friend David Hare with the objective of providing a channel by which real knowledge might be transferred from European sources to the intellect of Hindustan. The East India Company founded a Sanskrit College at Calcutta(1825), which was protested against by Raja Rammohun Roy who felt that Indians should also receive education and western science in European languages. By this time, the Christian missionaries had started establishing colleges at other places with the objective of spreading christianity through the teaching of English and western science. Elphinstone College was founded at Bombay(1834), and Madras Christian College(1937) at Madras, to prepare the natives for public employment. On the same lines colleges were also set up at Masulipatnam(1841), Nagpur(1844), and Agra(1853) taking the number of colleges to 25 in the whole country.

It was in 1854 that the establishment of modern universities in India was first recommended by the Wood's Education Dispatch, and as a consequence, three universities in the presidency towns of Bombay, Calcutta, and Madras were set up in 1857. The main function of these universities was to conduct examinations and award degrees while teaching work was done in the affiliated colleges. This was, in fact, an adoption of the London University model. With the rapid rise in enrolment after the
establishment of these three universities, Punjab University at Lahore (1882) and the University of Allahabad (1887) were also established. After this, no new university was set up in the nineteenth century. By 1902, five more universities and 191 affiliated colleges were established with a total enrolment of 17,650 students.  

In the meantime, the National Freedom Movement had gathered momentum and the enlightened Indians took a keen interest in the education of their fellow natives.

Consequently, six new universities came into existence between 1913 and 1921. These are Banaras Hindu University (1916), University of Mysore (1916), Patna University (1917), Osmania University (1918), Lucknow University (1920), and Aligarh Muslim University (1920), which were established by Acts of Central legislature. All these institutions were Central Universities at that time. With the establishment of Delhi (1922), Nagpur (1923), Andhra (1926), Agra (1927) and Annamalai (1929) universities, the total number of universities rose to 16 by 1930. This sudden spurt in the number of universities was due to the favourable recommendations of Calcutta University Commission (1917-19). Most of these universities were teaching type universities. However, during the period 1929-47, the official effort to develop higher education was slow due to some political problems related to the freedom struggle and the break out of the second world war in 1939. As a result only three universities could be set up during this period-Kerala (1937), Utkal (1943) and Sagar (1946). In this way, the number of universities established before independence rose to 19.

When India achieved its freedom in 1947, the Department of Education, which was created in 1945, was converted into a full-fledged Ministry of Education. Higher education was the first sector of education to attract the attention of the Union Government. As a first step, the University Education Commission (1948-49) was
appointed, which recommended a rapid expansion of higher education in India on a priority basis. The commission also made several other recommendations which had a significant bearing on the future development of higher education in the country. During the period of three years from 1947 to 1950, seven new universities were created taking total number to 27 with 695 affiliated colleges. The total enrolment in these institutions of higher education was 1,74,000 (excluding those enrolled in PUC) in 1950-51. The total number of teachers working in these institutions was a little more than 21,000. From this point onwards the 'era of unplanned expansion' of higher education in our country began.7

As evident from the foregoing analysis, the quantitative development of higher education during the post-independence period has been apparently very impressive. Unlike as in the pre-independence period, the benefit of higher education is now reaped by a sizeable number of youth even from the under-privileged sections of society. At present in the country there is one college for every 11,000 persons and one university for every 4.7 lakh persons in the relevant age group (18-23), but in the real terms only about 6-7% of the eligible age group persons are getting the benefit of higher education. Highlighting the significance of higher education in the modern times, the world bank document (1994) states, “the development of higher education is correlated with the economic development: enrolment ratios in higher education average 51% in the countries that belong to OECD, compared with 21% in middle-income countries and 6% in low-income countries.”8 Therefore, the first and foremost task that India should undertake is to expand higher education system further in a planned way so as to cover as large a portion of the eligible age group as possible.
The nucleus of the higher education framework is gradually expanded to the present edifice comprising 291 university-level institutions in India (including 70 deemed universities). Of these, 17 are Central Universities which are under the administrative control of the Ministry of Human Resource Development, 162 are traditional universities (including 34 institutions for specialized studies in disciplines) while the others are professional/technical institutions. Of these, 40 provide education in agriculture (including forestry, dairy, fisheries and veterinary science), 18 in medicine, 33 in engineering and technology, and three in information technology. The total number of colleges in the country is 12,342 (including 1,525 women's’ colleges) and student enrolment is nine million and teaching faculty strength is 3.95 lakh. The role of the central and state governments has been restricted to taking up the funding requirements for payment of salary to teachers to the extent of deficit in receipts. The entire infrastructure of education, excluding those institutions which the government runs has been funded through initiatives taken by private educational providers up to this day.(Hand Book of Indian Universities, 2002\(^9\) and India 2003: A Reference Annual, p.91).\(^{10}\)

Table : 1 Growth of Recognized Education Institutions from 1950-51 to 2000-2001

<table>
<thead>
<tr>
<th>Years</th>
<th>Primary</th>
<th>Upper Primary</th>
<th>High/HR. /Inter/pre.Jr.colleges</th>
<th>Colleges for General Education</th>
<th>Colleges for professional education</th>
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<td>13596</td>
<td>7416</td>
<td>370</td>
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<td>49663</td>
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<td>967</td>
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<td>126047</td>
<td>7929</td>
<td>2223</td>
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* Includes Deemed Universities & Institutions of National Importance.

Source: Selected Educational Statistics: 2001-02, HRD, Govt. of India 2002, New Delhi
There had been a considerable increase in the spread of educational institutions during the period 1950-51 and 2000-2001. During the last five decades the number of primary schools increased by 3 times, while the upper primary schools and higher secondary schools increased by 15 and 17 times respectively. The number of colleges for general education and professional education increased by about 21 and 11 times respectively while the number of universities increased by 9 times during the period.

2.2 Review of Higher Education: An Evaluation Exercise

Higher education in India has come under constant, regular review which is evident from the number of committees and commissions established before and after independence. These and such other commissions have examined the issues and problems of governance of institutions of higher learning in India and made significant recommendations and contributions towards the framing of policy framework and defining objectives of university education in India. They have provided broad guidelines and suggestions for modifying the system of university education in India. It is appropriate to mention here that these commissions have also reviewed and evaluated facilities available in the universities and colleges, and have made suggestions and recommendations to improve them. The library facilities in colleges and universities in India have also been focused in this context, and the establishment of the University Grants Commission (UGC) is one such significant step in this direction. Here, a brief account of various commissions appointed in the context of higher education, has been given in order to examine the focus of attention these commissions have given to the library facilities in universities and colleges in India which were brought under the UGC after its establishment.11
2.3 Commissions/Committees: Higher Education and Libraries

Several committees and commissions, appointed between 1880 and 1930, had expressed dissatisfaction with the state of the academic libraries. The Hunter Education Commission (1882) described the condition of academic libraries as "hardly credible" and the general reading of students is confined to a very narrow range, "being almost entirely limited to books which have some bearing on the subjects of examination". Twenty years later, the Raleigh Commission (1902) appointed by Lord Curzon, to investigate the prospects of Indian universities, found that "the library is little used by graduates and hardly at all by students of the present university libraries there is not much to be said." All of its recommendations were embodied in the Universities Act of 1904. The Act empowered universities to insist on good libraries in colleges for grant of affiliation.

2.3.1 Sadler Commission (1917)

Calcutta University Commission, appointed in 1917, under the chairmanship of Dr. Michael Sadler, produced a ten-volume report and dealt with great detail the state of affairs existing in those days' libraries and suggested suitable remedial measures. The report under the heading 'the neglect of library' further stated that it is true that a university has not fulfilled one of the most important of its very purely intellectual functions unless it has made its students feel at home and happy in a library of books, knowing how to use it. From this point of view one of the major weaknesses of the existing system is extraordinarily unimportant part which is played by the library. The libraries were found to be inadequate both for the needs of the students and for those of the teachers. The report further noted that the role of the library is more important because both students and teachers in this country depend on libraries for the books they need than is the case in other countries. The Sadler Commission
recommendations signaled a major turning point, as academic institutions began paying attention to research activities which, in turn, created a certain amount of demand for library services.\textsuperscript{15}

2.3.2 Simon Commission(1927)

An auxiliary committee of the Simon Commission(1927)\textsuperscript{16} headed by Sir Philip Hartog, was asked to look into the growth of education, faulted the affiliation system for the poor quality of academic libraries. It observed that “the dispersal of resources for university teaching among a number of colleges had made it difficult to build up university libraries of the type required for advanced work both at the honours and research stage-majority of university libraries were inadequate and all needed great additions.”

2.3.3 Sergeant Committee Report(1944)

During the second world war(1939-1945), the Sergeant Committee\textsuperscript{17} was appointed by the Government of India to prepare a comprehensive and long range plan for educational reconstruction in India. The committee which submitted its report in 1944, contained a perspective plan of 40 years in which an adequate emphasis was laid on vocationalisation of education, universalisation of elementary education, eradication of illiteracy and planned development of higher education. The British government on this report took no action, presumably due to the fact that the country was well on its way to attaining independence. After independence our national leaders did not show any interest in adopting it. As a result, this comprehensive plan was shelved.

2.3.4 Dr. S. Radhakrishnan Commission(1948)

Immediately after independence the Government of India constituted the University Education Commission(1948-49) under the chairmanship of Dr. S.
Radhakrishnan. The important recommendations of the commission are related to value of education, raising of the duration of school education to 12 years, the duration of first degree education to 3 years, need for appointment of highly merited and competent staff, university autonomy and professional preparation of staff. The commission also recommended the establishment of an apex body the national level to co-ordinate the academic activities in the country and to maintain the standard of higher education. Consequently the University Grants Commission (UGC) was established in 1956. Many of the recommendations, though considered worthy and essential, were due to various reasons, not implemented or were only partially implemented. It was also found that unless school education was reformed, it was impossible to raise the standard of university education. 18

2.3.5 Provincial Education Ministers’ Conference (1949)

The first meeting of the provincial Education Ministers’ Conference held at New Delhi in 1949 under the chairmanship of Maulana Abul Kalam Azad, the then Minister of Education in the Government of India asked that the provinces to start circulating libraries.

2.3.6 Mudaliar Commission (1952-53)

The secondary education commission under the chairmanship of Sir Arcot Lakshmanaswamy Mudaliar commented that the library would be the hub and the centre of the intellectual life of the recognized school and would play the same part vis-a-vis all other subjects as the laboratory played for science subjects or the workshop for technical subjects. 19
2.3.7 General Education Study Team (1955)

The study team, noticing the inadequacy of library provision in educational institutions in particular and in society in general, stressed the need for expansion of libraries.

2.3.8 Assessment Committee on Basic Education (1956)

The committee emphatically pronounced that no school might be considered a basic school or assessed as a basic school unless a library with suitable books was available.

2.3.9 Committee on General Education (1958)

The committee felt the need for strengthening libraries in colleges and better accommodation for them.

2.3.10 Dr. Kothari Commission (1964)

The education commission under the chairmanship of Prof. Daulat Singh Kothari said, "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 centre of attraction on the college or university campus". It further mentioned, "the recommendations of the advisory committee on libraries relating to the establishment of a network of libraries throughout the country should be implemented."

It was soon realized that sectorial dealing with education would not be effective. Hence, it was decided that if education were to be the core instrument for national development, the entire gamut of education had to be tackled as a whole. This
necessitated that the country should have a comprehensive policy on education. As a corollary, the education commission (1964-66) was constituted under the chairmanship of Dr. D.S. Kothari. The report of this commission of which Shri. J.P. Naik was a Member-Secretary, stated to be the Magna Carta of Indian Education. The immediate offshoot of the report was the National Policy on Education (1986). It is also the basis and reference point even for the latest National Policy on Education (1986) and its consequential document “The Programme of Action” (POA) of 1992.

2.3.11 National Policy on Education (1986)

The National Policy on Education was implemented in 1986 and was modified in 1992. It envisaged a national system of education, which aimed at providing ‘education for all’. The policy stresses the need for the ‘removal of disparities’ in education along with an attempt ‘to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far.’ It recognizes the need to respond to the nation’s varied linguistic, religious, and socio-cultural heritage, and the effects of over 300 years of colonial rule. Disabled, children, girls, minorities, and children living in remote rural areas were identified as needing extra attention.

The National Policy on Education, 1986 (Government of India, 1986) visualizes education to be;

- a process of empowerment which is to be promoted through the development of knowledge, skills and values (Education for Development), and

- an instrument of social change that provides means for upward economic and social mobility (Education for Equality)

2.3.12 Some Other Important Reports/Committees

Some other important reports and documents which have influenced policies in this sphere during the last three decades are;

But, despite these commissions and their reports and policy documents of the government, the system of higher education in the country continues to be more or less the same, as introduced by the British. The nation failed to revamp the system or to provide a system suited to the country's socio-economic needs.

2.4 The University of the Future

Lucus (1998), summarizing the views presented by a galaxy of Presidents and Vice Chancellors, at the conference on 'Universities of the 21st Century' held at Peking University, stated that in the near future there would be only two main types of universities – the research oriented universities and the principally teaching oriented universities. The former are likely to remain relatively small, and in keeping tune with the characteristic of research-intensive universities, have a highly selective type of entry, with quality teaching and staff that is active in research. The later would cater to the demands of mass higher education, would seek different forms of delivery, and therefore relationship between the teacher and the taught is very essential. In this group, at one end there would be the virtual universities, delivering education through the Internet.
Impoverished as they are, and desperately trying to meet the challenges posed by the problems of access and quality, Indian universities face an unenviable task.

What does one seek in a university of the new millennium? As visualized by Rhodes (1999) the New American University would be one possessing institutional autonomy and academic freedom but with strong impartial public governance; increasingly privately supported but publicly accountable and socially committed; campus-rooted but internationally oriented; academically independent but constructively partnered; knowledge-based but student-centered; research-driven but learning focussed; technologically sophisticated but community-dependent; quality-obsessed but procedurally efficient; and professionally attuned but humanely informed. In the Indian context one may add that the new university would be open to all who desire to enroll but ensure a close teacher-student relationship, be development-oriented but lay stress on values.

2.5 University Libraries in India: A Brief Account of their Development

In ancient India good traditions had been maintained in the field of education for the advancement of knowledge by instituting libraries. Since vedic the times, education and advancement of knowledge had been considered as the sources of self-enlightenment. It is stated in the scriptures that there is no eye which is equivalent to education. In ancient India rulers set up and maintained viharas to impart education to people. They also maintained full-fledged libraries in those educational institutions. Nalanda, Takshasila and Kanchipura were considered as world-renowned, advanced educational centres where libraries were maintained in separate monumental buildings. Those libraries were said to have possessed valuable collection of documents on various subjects such as medicine, religion, philosophy and ethics, etc. This is a clear
proof of the importance attached to acquisition, recording and preservation of knowledge. Nalanda university was said to have had a huge library known as Dharm Ganj consisting of three buildings called Ratnasagar(Ocean of Gems), Ratnadadhi(Sea of Gems) and Ratnaranjika(Collection of Gems). The educational committees of vihars managed the libraries in the ancient universities. Thus it may be stated that the importance of libraries along with educational institutions was realized and maintained in universities from time immemorial in India.26

The history of university libraries in India is closely connected with the development of higher education. In modern India, with the introduction of English education system, higher education was started with the inception of three universities at Calcutta, Bombay and Madras during the year 1857. “The effects of the Curzonian Act of 1904 induced the three universities to some extent to think of research. This slight advancement of research in universities brought with the beginning of university libraries in India. During the second quarter of the twentieth century, the Indian ministers for education enacted new university laws which included teaching and research among the objectives of universities for which they extended facilities of financial assistance and also for the development of university libraries. This is said to be the first forward financial step in the history of university libraries in India. The first half of the third quarter of the twentieth century is not, however, an altogether a dark period in the history of university libraries in India.27

The university libraries in the pre-independence period were considered as the store-houses of books and the librarians were considered as the store-keepers of the library without putting any particular emphasis on serving the reading public. After
independence considerable importance was given in the five-year plans to the development of higher education in the country.

2.5.1 Role of the UGC in the Development of University Libraries

The University Grants Commission (UGC) was constituted to look after university education in the country. The Government of India set up the UGC by an act in 1956. The setting up of the UGC was a turning point and a landmark in the development of the university libraries in India. It is an autonomous body brought into existence under the chairmanship of Dr. C.D. Deshmukh — a well-known scholar, a man of immense capability and a great lover of books. Thus the UGC under Dr. Deshmukh’s guidance gave top priority to the improvement of the libraries.

2.5.2 Some of the Important Programmes of the UGC for Development of Academic Libraries

- Wheat Loan Educational Exchange Programme (1951-61)
- Book Banks
- Regional Library Centres
- Study Centres
- National Information Centres
- INFLIBNET
- Area Study Centres
- Collection Development
- Library Buildings

2.6 Growth and Development of University Libraries in Karnataka

2.6.1 General Profile of Karnataka

India (Bharathi) is the seventh largest nation on earth in terms of area, but the second largest in terms of population (after China). India consists of twenty-eight federal states and seven union territories. Karnataka State, in which the current study is undertaken, was total area of 1,91,791 sq. kms and a population of about 50 million. In terms of general development, the state is actively represented in areas such as
agriculture, education, health, industry, technology, etc. In terms of IT, the state is in the forefront and has become an active player in implementing and ensuring its use and accessibility which is felt in almost all aspects of life. Those in industry have adopted the national IT policy with a few changes by the Karnataka State Government and because its application leads to higher productivity. In many societies, this is seen as a key factor for economic strength in the present ever-competitive world. The State of Karnataka is also host to premier institutes like the Indian Institute of Science(IISc), Indian Institute of Management(IIM), NIMHANS, and the Manipal Academy of Higher Education, and many IT related companies such as Infosys, Wipro, Informatics-India, etc. Above all, Karnataka State is the host and mother to the Silicon Valley of India, based in the state capital, Bangalore. Apart from the city graduating into the big league as a prime technology cluster of the world, it is also attracting major development centres of multinational corporations in cutting-edge technology areas such as biotechnology and communication.28

2.6.11 Education

Education is the most important factor in achieving a rapid economic development and technological progress and in creating a better social order. Karnataka has always been one of the leading states in the field of education. Elementary education is a crucial component under general education. This was accorded the highest priority in the New Education Policy, 1986. Universalisation of elementary education is a constitutional directive. Further it is also a component under the Minimum Needs Programme.
2.6.12 Implications of Higher Education

The foregoing brief presentation of profile and growth of scientific and industrial establishments, trade and commerce in Karnataka has a wide and deep significance for the future development of higher education in the State. Educational institutions are no longer isolated ivory towers of knowledge. Higher education has four fold role to play:29

1. To move into new frontiers of knowledge by fundamental and applied research while aiming at absorbing the changing nature of society in its various aspects to continuously pass on the traditions through knowledge, skills and values to upcoming generations.

2. To provide basic knowledge to the students through teaching and research.

3. To develop skilled personnel to meet ever-growing and complex needs of modern society and

4. To provide the basis for continuing education for updating knowledge by providing extension service.

2.6.2 Origin of Higher Education in Karnataka

The first English High School, namely the Maharaja’s High School, Mysore was established in 1833. The Government High School, Mangalore, in Dakshina Kannada district was established in 1868. This was upgraded Intermediate College in 1869 and was later renamed as Government College, Mangalore. This was the first college to have been established in Karnataka. Later Maharaja’s High School was upgraded and named as Maharaja’s College in 1874. The Government High School, Bangalore was upgraded and named as Central College in 1875 which had the proud privilege of having C. Rajagopalachari(the first Governor General of India) as its student.

Christian missionaries in Karnataka entered the field of higher education soon. The Jesuits started the St. Aloysius College at Mangalore in 1880. St. Joseph’s College
came into existence in 1882. The Maharani’s High School, Mysore was upgraded and
named as Intermediate College for Women in 1902. It was upgraded to a Degree
College for Women in 1939 and was transferred to Bangalore later.

The year 1916 is a golden year in the annals of higher education in Karnataka,
because Mysore University which came into being in 1916 due to the perseverance of
Sir M. Viswesvaraya, was the first university in a princely state and seventh in the time
sequence of all universities in India. It was originally intended to be a unitary,
residential and teaching university. But unfortunately, as things went wrong, it
ultimately became a traditional affiliating-teaching university. However, it may be
specially noted that it was the only university in existence in Karnataka at the dawn of
India’s independence in 1947. The Mysore University started the first Engineering
College at Bangalore in 1917 and the first Medical College in 1924.

Though the Mysore University Act of 1916 was amended in 1933 giving it the
power to affiliate colleges, this amendment actually came into force in 1945. Till then
colleges in the southern part of Karnataka were affiliated to the Madras University and
those in Northern Karnataka were affiliated to Bombay University. There were no
degree colleges in Gulbarga area or in Kodagu till 1947.

However, the earliest colleges established in northern Karnataka area were,
Karnatak College, Dharwad(1917), a Government College, Victoria Arts College,
Dharwad(1920), a private college which was closed the very next year; K.L.E Society’s
Lingaraj College(1933); R.L. Law College(1939-40) both at Belgaum; Basaveshwara
Arts College, Bagalkot(1944); R.P.D. College, Belgaum(1945); Bhoomareddy College
of Engineering, Hubli(1946); and B.L.D.E. Society’s Arts College, Bijapur(1947).\(^\text{30-31}\)
2.6.3 Some Significant Events of the Period 1947-2002

The Karnataka University was established at Dharwad on 1st March, 1950. The Government Teachers College at Mangalore came into being in 1950. The Academy of General Education managed by T.M.A. Pai Foundation, established general and professional colleges between 1950 and 1960. The Government College of Agriculture, Dharwad came into existence in 1947-48. Degree colleges were established at Gulbarga in 1952 and in 1955 they came under Karnataka University in 1956. The Second Grade College at Madikeri (1949) was upgraded First Grade College in Coorg in 1953-54.

Bangalore University was established in 1964 with its jurisdiction over the Bangalore city but it was extended to the districts of Kolar and Tumkur. The Bangalore University campus, known as Jnana Bharathi, is located in area of 1,100 acres. The Gulbarga University was established in 1980 and its P.G. Centre at Nandihalli in Bellary district specializes in Geology, Mineral Processing and Exploration, Microbiology and Applied Electronics. The Mangalore University was established in the same year. It has jurisdiction over Dakshina Kannada and Kodagu districts.

Higher education in Karnataka has received a fillip during the last 20 years. During this period Kuvempu University, Shimoga(1987) and Kannda University at Hampi(1991) were established. The NIMHANS(National Institute of Mental Health and Neurosciences)(1994), and National Law School of Indian University, Bangalroe (1987) were given the Deemed University status as did the old prestigious institution, the Indian Institute of Science(Estd. 1911). We have now two Agricultural Universities, one in Hebbal, Bangalore(Estd. 1964) and other in Dharwad (Estd. 1983). In the year 1993 the Manipal Medical College received the status of a Deemed University (1993).
2.6.4 Chronological Development of Universities (Libraries) in Karnataka

The chronological development of university libraries in Karnataka and its jurisdiction of the existing university libraries are as follows (district-wise):

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the University</th>
<th>Year of Establishment</th>
<th>Jurisdiction (District-wise)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Indian Institute of Science, Bangalore</td>
<td>1911</td>
<td>Deemed University</td>
</tr>
<tr>
<td>02</td>
<td>University of Mysore, Mysore</td>
<td>1916</td>
<td>Mysore, Mandya, Hassan, and Chamarajanagar</td>
</tr>
<tr>
<td>03</td>
<td>Karnataka University, Dharwad</td>
<td>1950</td>
<td>Dharwad, Belgaum, Bijapur, Uttara Kannada, Gadag, Haveri and Bagalkot</td>
</tr>
<tr>
<td>04</td>
<td>Bangalroe University, Bangalore</td>
<td>1964</td>
<td>Bangalore(R), Bangalore(U), Kolar and Tumkur</td>
</tr>
<tr>
<td>05</td>
<td>University of Agricultural Science, Bangalore</td>
<td>1964</td>
<td>Agricultural University</td>
</tr>
<tr>
<td>06</td>
<td>Mangalore University, Mangalore</td>
<td>1980</td>
<td>South Kanara, Udupi and Kodagu(Coorg)</td>
</tr>
<tr>
<td>07</td>
<td>Gulbarga University, Gulbarga</td>
<td>1980</td>
<td>Gulbarga, Bidar, Raichur, Bellary and Koppal</td>
</tr>
<tr>
<td>08</td>
<td>University of Agricultural Science, Dharwad</td>
<td>1983</td>
<td>Agricultural University</td>
</tr>
<tr>
<td>09</td>
<td>Kuvempu University, Shankaraghatta, Shimoga</td>
<td>1987</td>
<td>Shimoga, Chitradurga, Davanagere and Chikmagalur</td>
</tr>
<tr>
<td>10</td>
<td>National Law School of India University, Bangalore</td>
<td>1987</td>
<td>Deemed University</td>
</tr>
<tr>
<td>11</td>
<td>Kannada University, Hampi</td>
<td>1991</td>
<td>Special: for Study and Research in Kannada, Language, Literature and Culture</td>
</tr>
<tr>
<td>12</td>
<td>Manipal Academy of Higher Education (MAHE), Manipal</td>
<td>1993</td>
<td>Deemed University</td>
</tr>
<tr>
<td>13</td>
<td>The National Institute of Mental Health and Neurosciences (NIMHANS),</td>
<td>1994</td>
<td>Deemed University</td>
</tr>
<tr>
<td>14</td>
<td>Rajiv Gandhi Health University, Bangalore</td>
<td>1994</td>
<td>Health University</td>
</tr>
<tr>
<td>15</td>
<td>Karnataka State Open University, Mysore</td>
<td>1996</td>
<td>Open University</td>
</tr>
<tr>
<td>16</td>
<td>Visweswaraya Technological University, Belgaum</td>
<td>1998</td>
<td>Technical University</td>
</tr>
<tr>
<td>17</td>
<td>Swami Vivekanand Yoga Anusandhana Samsthana, Chamarajpet, Bangalore</td>
<td>2002</td>
<td>Deemed University</td>
</tr>
</tbody>
</table>

This thesis deals with the university libraries of Mysore, Dharwad, Bangalore, Mangalore, Gulbarga, Kuvempu and Indian Institute of Science.
2.7 University Libraries in Karnataka: Status and Profile

2.7.1 University of Mysore, Mysore

The University of Mysore\(^{33}\) became the first university outside the domain of the English administration in India and the seventh university in India as a whole, and the first ever university in Karnataka. It is a state university of the affiliating type, and became autonomous on March 3, 1956, when it got recognition from the University Grants Commission. The University of Mysore is one among the foremost institutions of its kind, and is an enduring symbol in the sphere of higher education in India. It was founded by the then Maharaja of Mysore, His Highness Sri Krishnaraja Wodeyar IV and his Dewan, the renowned engineer-statesman Sir M. Visweswaraya, on July 27, 1916. The Maharaja of Mysore became its first Chancellor. The university came into existence on the basis of a report on educational progress in the United States and Australia, submitted by Messrs Thomas Denham and C.R. Reddy.

The main campus of the university, created in 1960, lies in a picturesque area of 739 acres at the western end of the Kukkarahalli Lake. The university headquarters, the Crawford Hall, is located right across the lake on the eastern end. The campus was aptly named Manasagangotri by the poet-laureate, Kuvempu. In due course, two satellite campuses were set up in response to the demands for postgraduate education from semi-urban/rural areas: Sir M. Visweswaraya postgraduate centre at Tubinakere in Mandya, and the Mysore University Postgraduate Centre at Hemagangotri in Hassan.

2.7.11 University Library

The Mysore University library\(^{34}\) is one of the largest university libraries in the country. It has a glorious record of 85 years of service with a resource collection of 8 lakh volumes in its system today. It was originally established in the Jubilee Building
with a core collection of 2,311 donated books in 1918, later it was moved to Maharaja's College campus and it was finally shifted to functional building on the Manasagangotri campus in 1965. The first UGC Chairman Dr. C.D. Deshmukh laid the foundation stone of this functional building in 1960 and was inaugurated by Dr. S. Radhakrishnan in 1965.

The library collection comprises of general and specific reference works, annual reports, theses and dissertations, reports of various committees and commissions, rare and archival materials of historical importance connected with the history of the Princely State of Mysore and its royalty; Archeological Survey of India reports, Epigraphia Indica, Ephigraphia-Carnatica, South Indian Inscriptions, Indian Forest Records, Mysore Administrative Reports, Proceedings of the Mysore Representative Assembly.

The periodical division presently subscribes to about 430 Indian periodicals, 15 foreign journals of general interest. The periodical section houses more than one lakh bound back-volumes arranged according to the Dewey Decimal Classification (DDC) scheme. The total number of journal titles in the collection since the inception of the library in 1918 is about 2400. The Mysore Gazette volumes are available right from 1885 to the present day. For the benefit of SC, ST and other economically weaker sections of student community, the library has maintained a special scheme of lending 5 text books to each of the students for a period of one academic year. Language, literature and subject books in Kannada have been maintained here since 1965. It has a collection of 65,000 volumes segregated in four categories-reference works, textbooks and subject books, epics and puranas and back-volumes of journals in Kannada. A dictionary catalogue assists in reference and retrieval.
2.7.13 Library Automation

The library has a collection of 28 CD-ROM databases in various disciplines. Internet Centre owes its existence to the vision of the authorities of the university. By getting the finance from the UGC and other agencies, the centre is able to have 22 nodes on a 128 kbps having leased line from Software Technology Park of India (STPI). The university provides OFC connectivity to all the postgraduate departments of the Manasagangotri campus. Students, research scholars and faculty are extensively using this facility for 15 hours a day and plans are afoot to extend the timings to 24 hours a day.

The automation of various library operations and services is being done with the financial assistance of the INFLIBNET Centre, Ahmedabad, sponsored by the UGC. The bibliographic data conversion of books and dissertations is now in progress and Online Public Access Catalogue (OPAC) will be in operation shortly.

2.7.2 Karnatak University, Dharwad

The university has been assessed by the NAAC and is awarded the 5 star status. Recently the UGC considered this University as a Potential for Excellence in Polymer Science. Having had its incorporation in March, 1950 under the then Bombay State, it was transferred to the then Mysore State. All the universities in the state, including Karnatak University, have been brought under a uniform constitution and administrative structure. The UGC, state and central governments have adequately supported the development of the university and encouraged the establishment of various new courses of studies in higher education. The university which was started with a few departments, today has 47 departments under 7 faculties like Science and Technology, Social Science, Arts, Law, Education, Commerce and Management.35
2.7.21 University Library

The authorities of the university recognized that the 'library is the heart of the university', took immediate steps for starting the university library. "The university library came into being in 1950, with 10,000 books and back volumes of periodicals costing 1 lakh were purchased and housed together with 2,514 books which were donated by the Chief of Mudole. The library was placed in Government Training College. During 1959 the library was shifted to main education building and further it was shifted to its new building in August 1981."36

Thereon, the library has gradually emerged a learning resource centre to the user community with a carpet area of 41,500 sq. feet amidst the sprawling surroundings. It consists of entrance hall, browsing area, reading cum-stock room accommodating 200 to 250 readers and is fully equipped with suitable furniture and fittings.

The library with its huge collection of 3.8 lakh books and back volumes of periodicals has been organized in different units viz., Acquisition, Technical, Periodical, Circulation, Binding, Reprographic and Computer Sections. It has a special section called U.N. Depository Centre established in 1967 by the UNO considering this university as a 12th wing among the different universities of India and has more than 21,000 UNO publications.

Its collection also comprises of rare books, govt. publications, films, audio-video cassettes, films, microfilms and micro cards, theses, dissertations and textbooks for SC/ST and BT students. The library provides documentation services to the users on demand, publishes latest additions, photocopying service etc. The library has supporting libraries on the campus as well as outside the campus.
2.7.22 Library Automation

The library has been providing E-mail and Internet services to its users since 1997. The library has created databases of books, theses and reports in machine-readable form acting as OPAC to the users using CDS/ISIS software. The Library Advisory Board (LAB) and Library Automation Project (LAP) are closely involved in installing the campus networking through Fiber Distributed Dissemination Interface (FDDI) network. The library remains successful in establishing campus LAN to all the departments, administrative block and examination building by laying 2.5 k.m. of Optical Fiber Cable with an Internet connectivity through leased line to enable people to have an access to the library OPAC and Internet around the clock.

2.7.3 Bangalore University, Bangalore

Bangalore University was brought into being by an act of the then Government of Mysore in 1965. It was located on the sprawling campus with 48 departments in the fields of Science and Technology, Arts, Commerce, Management, Communication, Education and Engineering.

2.7.31 University Library

Bangalore university library was established in 1966 with a mission to identify, select and procure the relevant text books, journals, monographs and other documents to the courses offered by the university and to organize the materials for easy access, reference and reading by faculty, students and research scholars of the university. The university library both at Jnana Bharathi Campus and at the Central College Campus (City Campus) caters to the information needs of the students, staff and research scholars very effectively and the texts are made available the very moment the request is made by students and the staff.
The library procures on an average 4000 volumes a year and an average number of books received as gifts is 500 and its total collection as on January 2000 is 2,85,000 and it subscribes to 251 journals per year. On an average 1,235 students, 314 teachers, 600 research scholars, 40 M.Phil. students and 786 university staff members use the library facilities. Similarly 500 books are issued every day, 900 books are consulted per day, 700 visitors visit the library and about 500 to 1000 Photostat copies are taken each day. The university with the financial assistance of the University Grants Commission installed library automation software and a networking system and the work in this direction is in progress to provide an access to all the P.G. departments in the university.

2.7.32 Library Automation

The library has been developed on modern lines with latest computer and communication technology and it provides Internet and E-mail facility through SIRNET and NICNET to faculty members and research scholars. The library has initiated the computerization activities to provide Online Public Access Catalogue service, easy access to the library holdings, better and comprehensive access to information by providing remote access in a networked environment.

At present, the library subscribes to inside information on CD-ROM discs, CAPS (Contents Abstracts Photocopies Service) and COPSAT(Contents of Periodicals Science and Technology). The services rendered by the university library include borrowing of books, inter-library loan, reference service, browsing and reading facility, xerox service, internet access and e-mail service.

2.7.4 Mangalore University, Mangalore

Mangalore University's campus was called Mangalgangotri, to correspond with the name of its parent university campus Manasagangotri, suggested by a great
Kannada Poet, Jnanapeeth Awardee Dr. K.V. Puttappa, is situated on the south-east of the city of Mangalore at a distance of about 20 k.ms. was established in 1980. The campus spread over a large area of about 300 acres, is on a high elevation overlooking the Arabian sea on one side and the western ghats on the other. Mangalore University has 21 postgraduate departments on its campus, and also 51 colleges of arts, science and commerce, 4 colleges of education, 3 law colleges, 4 colleges of hotel management and one Institute of German Language. In all 74 colleges are affiliated to the university and further it plans to set up and develop a `Botanical Garden' in an area of about 44 acres.

### 2.7.41 University Library

The university library plays a central role in the university's teaching, learning and research programmes of the university through a blend of information technology and professional expertise to meet the nascent information needs of the users. The total library building is about 3250 sq. mts. accommodating 400 readers at a time, with excellent lighting and ventilation facilities and the library is kept open for 12 hours a day. The units are circulation, text-book-cum-reading, reference, newspapers, periodicals, Kannada books and establishment and reprographic unit.

The total collection of the library is 1,37,645 and it subscribes to 385 scientific journals and on an average 380 users refers to the library. The information services extended are current awareness service, documentation service, referral service, bibliographic, lending of books, inter library loan, press clippings, readers guidance and alert service for training and study abroad.
2.7.42 Library Automation

The university library has automated the library activities and services by using dedicated library software – LIBSYS, under LAN environment and has also established a leased line at the speed of 64 kbps. The library also subscribes to various CD-ROM databases and provides Internet and E-mail facilities, CD-ROM search services, photocopy, audio-visual facilities, micrographic and COPSAT services to the users.

2.7.5 Gulbarga University, Gulbarga

Gulbarga University has emerged as a sound knowledge based Centre of Scientific Excellence catering to the educational and research information needs of academic and scientific community of rural and backward region of Hyderabad-Karnataka. A Post Graduate Centre of Karnataka University, Dharwad, was established during 1970 at Gulbarga and this P.G. Centre was elevated to the status of an independent university in 1980 which is located on a sprawling campus of 860 acres with excellent sylvan surroundings.

Gulbarga University is a young growing university par excellence in teaching, learning and research activities with 34 departments and four P.G. centers at Bidar, Raichur, Bellary and Sandur. The university has been viewed by the community as the harbinger of a positive social change in view of the tangible improvements it has brought about in the field of intellectual awareness, aptitude for learning and pursuit of scientific knowledge.

The university enrolls about 3,500 students every year in various post graduate, M.Phil and Ph.D. programmes in various disciplines. There are about 200 faculty members and 700 technical and non-technical supporting staff. There are 165 colleges affiliated to this university, which enroll approximately 45,000 students every year in
various graduate/diploma courses in arts, fine arts, music, social sciences, science and technology, commerce, education and law. The university offers various courses in different faculties. In science faculty there are 16 departments and in arts faculty there are 6 departments in faculty of social sciences there are 7 departments and in faculty of commerce there are two departments viz., commerce and management. Besides this there is education faculty and physical education.

2.7.51 University Library

The university library, the heart of a university, has been developed on modern lines as one of the most prominent knowledge learning resource centre on the campus, ideally situated and easily accessible to all the departments in one umbrella with a total carpet area of 54,000 sq. feet. A well-planned and dynamic library building housed with print and digital collection provides the best possible satisfactory services to the clientele.

The library is logically divided into seven units i.e. acquisition, periodicals, technical, maintenance, circulation, UCAIR(University Computer Aided Information Retrieval) centre and SC/ST book bank for carrying out the activities of library effectively and efficiently. These units are strongly supported by establishment section and photocopier service. This library is one of the prominent university libraries identified by the UGC for establishing National Network, the INFLIBNET, programme in the year 1993-94.

The university library has been ideally situated on the campus, easily accessible to all the departments with a total collection of 2,00,000 volumes, subscribing to 400 current periodicals and sixteen CD-ROM databases are accessible on multi user CDNET Tower with 14 drives.
Information services offered by the university are reference service, referral service, user education, bibliographic service, technical writing skill service, document delivery service, OPAC services, reprography service, CD-ROM services, internet and e-mail facility to the user community.

2.7.52 Library Automation

The university library has created three in-house databases on GULCAT, GULSER and GULDAT for books, serials/journals and theses/dissertation respectively by using CDS/ISIS library software. It is an active member of DELNET and INFLIBNET and the online databases available on the network is made accessible to meet the academic and research information needs of the users.

The library subscribes to 16 National/Internationals CD-ROM databases in science and social sciences and a great boon to the academic and research community in meeting the research information endeavour by just push of a button. A full fledge INFLIBNET browsing centre has been established to provide CD-ROM based research information and internet facility and multimedia facilities, learning resources lab, instructional material development centre, LAN, etc., are being established. The Internet facility is extended under LAN environment with multi-user computer systems have an access to research information.

2.7.6 Kuvempu University, Shimoga

Kuvempu University came into existence on 29.6.1987 incorporating the P.G Centre of Mysore University established at B.R Project in Shimoga district. A one-man Commission report of T.R Jayaraman led to the formation of Sayadri University, which was later named after Kuvempu. The university was given territorial jurisdiction over the area comprising the revenue districts of Shimoga, Chitradurga and Chickmagalur.
2.7.61 University Library

The university library is as old as the establishment of the B.R. Project and it was established at the erstwhile post-graduate center which was later shifted to the Academic Block on Jnanasahyadri Campus in 1988. The existing library building has two floors; ground floor covers the space of 127 sq. ft. with a seating capacity of 35 readers, first floor of 127 sq. ft. and one more hall is extended to the library to house reference and text books with a seating capacity of 30 readers. A functionally planned building is nearly completion covering an area of 1,10,254 sq. feet.

The collection of library runs to 56,000 books and 230 current journals with a total strength of five library professionals. The major objective of the library is to provide the best possible information services to the faculty, research scholars and postgraduate students in the university. It strives hard to build its image by collecting, organizing, maintaining and disseminating the various information sources to the user community.

The services offered by the library include reference service, inter-library loan, current awareness service, addition of books and reprographic services. The library also provides up-to-date information about the latest additions and contents of the learned periodicals to the faculty. The library is equipped with professional staff who are always available at the reference desk to attend to the query. The annual addition of books to the library is 1339 and the number of documents consulted in the library is around 400. The library has strong infrastructure facilities for the user community and it is open for 12 hours a day extending information services to the user community at large. The library publications include a directory of professionals of Kuvempu University and affiliated colleges, latest additions of books and catalogue of serials.
The Indian Institute of Science (IISc) was started in 1909 by the pioneering vision of Jamsetji Nusserwanji Tata (1839-1904) who felt that the future progress of the country depended crucially on research in science and engineering and envisaged this institute to conduct original investigations in all branches of learning. Since then, it has grown into a premier institution of research and advanced instruction, with more than 2000 active researchers working in almost all frontier areas of science and technology. IISc is an institute of higher learning and is constantly involved in the pursuit of excellence. It is one of the oldest and finest centres of its kind in India, and it has a very high international standard in the academic world as well. The institute currently has more than forty academic departments pursuing research in different areas of science and engineering. The departments belong to one of the two faculties of the institute, viz., the Faculty of Science and the Faculty of Engineering. On the one hand the faculty of science awards Ph.D. degrees through the regular research and integrated Ph.D. programme. On the other the Faculty of Engineering awards M.E., M.Tech. and M.D. degrees in addition to Ph.D. and M.Sc.(Engg).

J.R.D. TATA Memorial Library

J.R.D. Tata Memorial library, popularly known as the Indian Institute of Science library, is one of the best science and technology libraries in India. Started in 1911, as one of the first three departments in the institute, it has become a precious national resource centre in the field of science and technology. The library spends over six crores of rupees annually towards the journal subscription which is unparalleled in this part of the globe. Library is one of the key components of the newly created division viz., “Information Science and Services Division” in the Institute. The total area of the library is 50,000 square feet and has a ground floor, first floor with three
tiers. Computational facilities are provided to the staff and students of the Institute by the Supercomputer Education and Research Centre which runs round-the-clock i.e., seven days a week and 365 days a year, helping the researchers to break many barriers in computational science and engineering.

The library provides services viz. reference, referral service, current awareness service, inter library loan, book bank scheme, xeroxing, document delivery service, interaction service, bar coded library cards, TELNET access, web access and union catalogue of books and journals.

2.7.72 Library Automation

The library activities and services are automated using LIBSYS software as a solution for developing an integrated information system for carrying out the activities and services effectively. The library maintains network accessible databases such as Online Catalogue, i.e., books holdings available in the main library over 1,28,000 records searchable by author, title and subject of the book, periodicals holdings, library user database etc. Library online catalogues, periodical holdings, weekly list of additions are accessible on the web as well.

2.8 Summing up

In the coming years higher education is destined to play an important role in the progress of nations because socio-economic development will, to a considerable extent, depend upon the capacity of humans to convert information into knowledge. It is, therefore, essential that the forthcoming higher education systems must be dynamic. They should have the capacity to adapt themselves to the constantly changing needs of a knowledge-based society.
A university library is considered to be one of the focal points of study and research. A laboratory is no doubt, important for the experimental sciences, but it is fast becoming the laboratory for all disciplines. The library, which is an indispensable part of any university, is the storehouse of the world’s intellectual knowledge. The library plays a vital role in the intellectual development of a student. It can be said without exaggeration, no library, and no university.

We can create a congenial atmosphere for promotion of learning and research activities in universities when their libraries acquire materials in anticipation and, of course, on demand. We are in an age of specialization and are witnessing the emergence of specialties and super-specialization in various fields. University libraries need to equip themselves to meet the challenging task by building up the widest possible collection in specific interest areas or specialization. The collection has to fulfil the futuristic requirements—in the emerging and potential fields of significance—and not just providing material in areas of immediate concern. The pattern and content of collection of books and other reference material really reflect the quality/standards of libraries.

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