Chapter - 1

Introduction
A CRITICAL STUDY OF THE UNIVERSITY GRANTS COMMISSION'S CONTRIBUTION TO THE DEVELOPMENT OF UNIVERSITY LIBRARIES IN WESTERN INDIA

CHAPTER 1

INTRODUCTION

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CHAPTER 1

INTRODUCTION

1.1 THE PRESENT STUDY

University Libraries are very essential to achieve the objectives of university education providing sufficient help in conservation of knowledge and ideas, teaching, research publication, extension services and interpolation of results of research. A good library with a balanced and adequate collection, which can satisfy the needs of the university faculties and help to promote advanced study and research programmes, is a prime necessity of a University. After independence Indian Government placed emphasis on the establishment of Universities & their well equipped libraries to provide higher education. With the commencement of First Five Year Plan in 1951 many programmes for national development were started by the Government. Besides the appointment of the two Education Commissions in 1948 and 1964 respectively, adoption of national policy on Education in 1986 and recommendations of other committees during the post 40 years or so, the establishment of the UGC in 1956 is an important landmark in the development of higher education in the country since independence. Since its inception in 1953, the UGC has given high priority to the development of library facilities in the Universities and Colleges in the country. The Commission appointed various Committees to advise on the matters relating to the proper functioning and management of University libraries.

The commission and State Governments are providing financial assistance to these libraries for building up their collection, and other equipment. The UGC's practice is to grant funds under three different
heads viz. plan, Non plan and special grants for specific purposes. As far as the library is concerned these grants are supposed to concentrate on plan and Non plan head.

Finance plays a significant role in the organisation and management of a library. However today in this world of Information Explosion, traditional tools which were developed during last so many years have proved to be inadequate. This is due to greater awareness of the importance of Information for socioeconomic improvement. Traditional methods of running successful, libraries are considered as impediments in today’s Information based society. Therefore, to maintain high standards of service, libraries demand of the perceptive librarians to confront unprecedented development in information technologies. This will equip them with a new set of alternatives for gathering, organising and disseminating the information. The libraries would then successful meet the challenges of new technology.

For this the libraries must have adequate funds for physical and manpower resources. Presently central universities are wholly financed by UGC and state Universities partly by their respective state Governments and partly by UGC. Inspite of the grants provided by UGC, State Governments and or the Commissions and Committees appointed for development of libraries, the question remains that is there any change in the status of the university libraries? Whether the grants provided by the UGC are adequate to fulfil the requirements of the vast volume of resources required by students, research scholars and faculty members? Whether these libraries are providing improved services to its readers or not? Therefore an attempt is made in this study to find out answers to some of these questions by studying the facilities in the University libraries form Western India.
1.2 STATEMENT OF THE PROBLEM

The problem of the study can be worded as follows -

A critical study of the University Grants Commission's contribution to the development of University libraries in Western India.

1.3 DEFINITIONS OF THE IMPORTANT TERMS

The researcher would like to make explicit the conditions under which and the operation by which she would like to answer the problem. The first step towards it is made by defining the following terms pertaining to the present study. The researcher has used these terms in her research with certain specific meaning. These terms are defined both for the sake of clarity and also for limiting the scope of the study. They have been given below.

Critical Study

The term critical study carries some meaning, where a researcher conducts his study; through the scientific point of view in social or cultural phenomena the study is called a critical study. This meaning has been made more clear and understandable by Ackott Russell, L. he says who have analysed inquiry from point of science in general have tended to conceptualize inquiry as a problem solving process\(^1\). For the present study, 'Critical study' means Analytical study of the problem.

University Grants Commission

University Grants Commission means the commission established under Section 4 of the University Grants Commission Act, 1956.
University

The University Grants Commission Act, 1956 has defined the term University as follows - "University means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act, and includes any such institution as may, in consultation with the University concerned, be recognised by the Commission in accordance with the regulations made in this behalf under this Act." ^

Deemed to be Universities

Deemed to be universities are institutions that are conferred the status of a university by virtue of their long tradition of teaching or specialisation and excellence as in a particular area of knowledge. Thus status is granted by the UGC with the approval of the Department of Education, Ministry of Human Resource Development.

University Libraries

In Encyclopedic Dictionary of Library and Information Science, University Library is defined as Library or group of libraries which are established maintained and administered by a University to meet the needs of its students and members of the academic staff. ^ According to ALA Glossary of Library and Information Science a University Library is defined as a 'Library or a system of libraries established supported and administered by a university faculty and support, its institutional research and service programmes'.

Western India

Western India consists Western Zone of India. According to the Encyclopedic District Gazetteers of India, Western zone consists of Dadara and Nagar Haveli, Daman and Div, Goa, Gujarat and Maharashtra, these five states.
Improved Services

For present study improved services means the services which are rendered by libraries with improved technology. Household services given by libraries with new technologies are Catalogue based services, Database services, Document supply services, Communication based services, Services through internet, On line SDI service, Reprographic service etc.

Development of University Libraries

For this study development of University libraries only through provisions from University budget and UGC grant is considered. Development in automation of libraries using UGC and INFLIBNET fund only is considered for analysis. Development of personnel considering salaries, status, scale of librarians is excluded in this study. Development of staff in the sense of professional development and training given to library staff is considered herewith.

1.4 SIGNIFICANCE OF THE STUDY

The present work concerns with the analytical study of the University Grants Commission and its contribution to the development of University Libraries from Western India. It is expected that this will prove useful to achieve an overall improvement in the University Library development of western India. Further it will bring out clear picture of development in information technology of these libraries along with improved services rendered by them.

Also this will assess the functioning of INFLIBNET which is the culmination of a year long effort of an Inter Agency Working Group. The 1990 have been a transition phase for transformation of university libraries. Today many of these libraries are fully or partially
computerized due to the efforts made by INFLIBNET activities. It in this changing scenario that the INFLIBNET has emerged as a frontrunner, facilitating automation and networking of university libraries in India and trying to lay a strong foundation for resource sharing and providing network based information services among all academic and research libraries. So the participating university libraries and the INFLIBNET will have to work together to support the research activities. In this connection an attempt is made to asses the finance provided by INFLIBNET to these participating libraries in Western India.

Thus to cope with the changing environment the modern library professionals are expected to act as a facilitator, advisor, consultant instructor, organizer, researcher, communicator and technical expert besides a good manager, leader, entrepreneur. To play all these roles, librarians must have trained themselves in the new technical skills. INFLIBNET in cooperation with UGC are arranging many staff development programmes and training programmes in this regard. Hence, there is a need to evaluate the scope of these programmes.

The UGC's contribution to the development of libraries from western India is a subject which has neither been studied in detail nor written upon by eminent personalities from the field of library science. However the few studies conducted by Tejomurthy (1982, 1985), Jugal Kishore (1979), Rajwant Singh (1983), Chandrakant Sharma (1977), Rajwant Singh (1983) Chandrakant Sharma (1977), Somaraju P. (1984) Sood (1992) Shukla K. H.(1990) Trishanjit Kaur (1994) are significant studies on various aspects of University Libraries in India. As such no investigation has been done in order to evaluate the UGC's contribution to the development of University Libraries in Western
India. In view of this it is hoped that the present study will be a significant contribution in the field of Library science and the first attempt on studying a subject like this.

1.5 OBJECTIVES OF THE STUDY

The main objective of the study is to analyse the contribution of the UGC to the development of University Libraries in Western India. This cannot be achieved without understanding the role of UGC its objectives, functions and historical background. More specifically the study aims at the following.

1. To study the role of University Grants Commission as a national agency in the development of University Libraries.

2. To study the recommendations of various commissions and committees appointed by Government of India on University Libraries and UGC.

3. To examine the budgetary provisions made by University Libraries in Western India from their own budget along with their collection development.

4. To analyse the grants received from UGC to University Libraries of Western India and their collection development.

5. To compare the UGC grants allocated to the University Libraries of Western India in VIIth (1985-90) VIIIth (1992-97) and IXth (1997-2002) Five year plan periods with University Library budget.

6. To examine the current status of university libraries in respect of the Library automation along with hardware
and software facility available in these Libraries, current stage of retrospective conversion of data, and the improved services given by them.

7. To analyse which reading resource is acquired mainly from the UGC grant.

8. To compile the data regarding achievements of networking through INFLIBNET programme organised in these University Libraries.

9. To evaluate the staff development and training programmed organised by UGC and INFLIBNET.

10. To study the opinions given by the University Librarians and the eminent personalities in the Library and information science field who are connected with the UGC and experienced UGC’s work and its INFLIBNET programme

1.6 SCOPE AND LIMITATIONS

The study of all facets of University Libraries of India was too wide a subject to be investigated in depth by a single investigator. Therefore, some universities from the selected region had to be selected to make the study meaningful. Hence it was decided to select Western Zone of India and the University Libraries from the states of Western Zone. Western Zone of India consists of 5 states viz. Dadara and Nagar Haveli, Daman and Div, Goa, Gujarat and Maharashtra. Agricultural, technical and open University Libraries are excluded from this study. Hence the scope of the study is limited only to the traditional (Non-Agricultural) and deemed University Libraries of western India. In Dadara and Nagar Haveli and Daman and Div there is no University
In Goa state there is only one University Library. In Gujarat State there are 11 University Institutions and their Libraries. In Maharashtra there are 28 University Institutions and their Libraries. Among these 39 Universities 1 from Goa, 8 from Gujarat and 18 University Libraries from Maharashtra i.e. total 27 University Libraries are considered for the present study. From these 7 University Libraries are deemed to be Universities. List of these university libraries is given in the Appendix No. 2.

The scope of the present study is limited for the period of VIIth (1985-90) VIIIth (1992-97) and IXth (1997-2000) Plan period only. This study is based on the data collected by the investigator from the University Libraries of western India. But it is experienced that 85 percent University Libraries were unable to provide data related to 1st to 6th Plan periods. Hence, only 7th, 8th and 9th Plan period is considered.

Similarly data regarding finance provided for Library building, furniture and equipment was also not provided by the University libraries. Reason may be this information is not available with the Library office and is concerned with main University office. So investigator could not analyse the data regarding this properly.

The data regarding assistance provided for technological development of university libraries from Western India is not provided by 89 percent university libraries. So researcher could not analyse the data regarding this aspect.

The locations of the university libraries in Western India are shown in the Map.
LOCATION OF THE UNIVERSITY LIBRARIES IN WESTERN INDIA

- University Libraries Under Study
- Deemed University

Codes indicating names of the University Libraries given on the next page
## Code and Name of University

<table>
<thead>
<tr>
<th>Code</th>
<th>Name of University</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOA</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Goa University, Goa.</td>
</tr>
<tr>
<td>GUJARAT</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>Bhavnagar University, Bhavnagar.</td>
</tr>
<tr>
<td>C.</td>
<td>Gujarat University, Ahmedabad.</td>
</tr>
<tr>
<td>D.</td>
<td>Gujarat Vidyaniketan, Ahmedabad.</td>
</tr>
<tr>
<td>E.</td>
<td>The Maharaja Sayajirao University of Baroda, Vadodra.</td>
</tr>
<tr>
<td>F.</td>
<td>North Gujarat University, Patan.</td>
</tr>
<tr>
<td>G.</td>
<td>Sardar Patel University, Vallab Vidyanagar.</td>
</tr>
<tr>
<td>H.</td>
<td>Saurashtra University, Rajkot.</td>
</tr>
<tr>
<td>I.</td>
<td>South Gujarat University, Surat.</td>
</tr>
<tr>
<td>MAHARASHTRA</td>
<td></td>
</tr>
<tr>
<td>J.</td>
<td>Amravati University, Amravati.</td>
</tr>
<tr>
<td>K*</td>
<td>Bharati Vidyapeeth, Pune.</td>
</tr>
<tr>
<td>L*</td>
<td>Deccan College Post Graduate and Research Institute, Pune.</td>
</tr>
<tr>
<td>M.</td>
<td>Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.</td>
</tr>
<tr>
<td>N*</td>
<td>Gokhale Institute of Politics and Economics, Pune.</td>
</tr>
<tr>
<td>O*</td>
<td>Indira Gandhi Institute of Development Research, Mumbai.</td>
</tr>
<tr>
<td>Q.</td>
<td>Kavi Kulguru Kalidas Sanskrit Vishvavidyalaya, Ramtek.</td>
</tr>
<tr>
<td>R.</td>
<td>Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha.</td>
</tr>
<tr>
<td>S.</td>
<td>University of Mumbai, Mumbai.</td>
</tr>
<tr>
<td>T.</td>
<td>Nagpur University, Nagpur.</td>
</tr>
<tr>
<td>U.</td>
<td>North Maharashtra University, Jalgaon.</td>
</tr>
<tr>
<td>V.</td>
<td>University of Pune, Pune.</td>
</tr>
<tr>
<td>W.</td>
<td>Shivaji University, Kolhapur.</td>
</tr>
<tr>
<td>X.</td>
<td>SNDT Women's University, Mumbai.</td>
</tr>
<tr>
<td>Y.</td>
<td>Swami Ramanand Teerth Marathwada University, Nanded.</td>
</tr>
<tr>
<td>Z*</td>
<td>Tata Institute of Social Science, Mumbai.</td>
</tr>
</tbody>
</table>

*: Deemed University
List of the University Libraries included in this study from Western India.

1) DADARA AND NAGPUR HAVELI
   No University Institution.

2) DAMAN AND DIV
   No University Institution.

3) GOA
   Goa University, Goa.

4) GUJARAT.
   4.1) Bhavnagar University, Bhavnagar
   4.2) Gujarat University, Ahmedabad.
   4.3) The Maharaja Sayajirao University of Baroda, Vadodra
   4.4) Sardar Patel University, Vallab Vidyanagar.
   4.5) South Gujarat University, Surat.

5) MAHARASHTRA.
   5.1) Bharati Vidyapeeth, Pune (Deemed University)
   5.2) Deccan College of Post Graduate and Research Institute, Pune (Deemed University)
   5.3) Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
   5.4) Gokhale Institute of Politics and Economics, Pune (Deemed University)
   5.5) Indira Gandhi Institute of Development Research, Mumbai (Deemed University)
5.6) International Institute of Population Sciences, Mumbai (Deemed University)

5.7) Kavi Kulguru Kalidas Sanskrit Vishwavidyalya, Ramtek.

5.8) University of Mumbai, Mumbai.

5.9) Nagpur University, Nagpur.

5.10) North Maharashtra University, Jalgaon.

5.11) University of Pune, Pune.

5.12) Shivaji University, Kolhapur.

5.13) S.N.D.T. Women's University, Mumbai.

5.14) Swami Ramanand Teerth Marathwada University, Nanded.

5.15) Tilak Maharashtra Vidyapeeth, Pune (Deemed University)

1.7 RESEARCH METHODOLOGY

The study is basically an analytical one. For this purpose both primary and secondary data were collected. The following research methods were adopted in the study.

1. Historical Research Method

Historical research in Librarianship entails a systematic enumeration of past events relevant to all facets of the profession - its goals, guiding principles, and objectives, its institutions, its resources, its methods and procedures, and its personnel. Historical method is a method of research or investigation in to the past of a subject or event, through the study of documentary sources. Explaining the significance of historical method Gopal writes, "The past has a great role to play in all societies but in backward economies, the impact of tradition and social institution on development is all the more
important, the past is often the key to the present for the simple reason that institution like life are a growth and not a series of disjoined events and the longer the history, the greater is the influence. In a social vacuum the past has a casual relation to the present. Young has defined historical method as "the induction of principles through research in to the past and the social forces which have shaken the present."

Therefore, it is very difficult to neglect the past in analysing the present. In this study historical background of the University Grants commission is observed, from its inception in 1953 how the UGC has developed its programmes in achieving its goal and the contribution of UGC is in the growth and development of University Libraries are the main topics for the present historical study.

2. Descriptive Method

In descriptive type of research, researcher has only to present the things which are happening. Thus it is based on surveys and fact finding enquiries of various types. For this purpose researcher has to arrange the enquiries for achieving the exact things that he has to determines. This method studies the description of the state of affairs as kit exists at present.

Descriptive method is a method of research or investigation which is based on survey. Young defines it, as the systematic method of discovering new facts or of verifying old through sequence, inter-relation, casual explanation, and the natural laws cover them.

Describing survey, Hillway writes, "The survey typically constitutes a way of obtaining exact facts and figures about current situation. This method attempts usually to describe a condition or to learn the status of something, whenever possible."
A survey research method enables investigators to gather needed research data without having to conduct complete enumeration of populations. Surveys can save time and money without sacrificing efficiency, accuracy or information adequacy. Many of the techniques employed by the surveyors are field methods, which include face to face or telephone interviews with respondents, mail questionnaires and direct or unobtrusive observations of various phenomena.

In descriptive or survey researches following methods are primarily used for research and collection of facts. 1) Case study 2) Interview method 3) Questionnaire method.

Case study means in depth investigation of a particular entity or unit i.e. the case. Interview is one of the most important, effective and efficient method of collecting facts for surveys. The questionnaire method is also very popular to conduct surveys or collect facts.

In this study researcher has adopted all the above mentioned research methods. A detailed and comprehensive questionnaire was prepared and a pilot study was conducted to pre-test the validity of the questionnaire. For pilot study two University Libraries were selected. With the help of these pre-tested questionnaires the method of enquiry was suitably amended and the final draft of questionnaire was prepared.

This redrafted questionnaire-I was distributed among the 27 University Libraries in western India (Appendix – 3) Out of these 27 questionnaires 21 questionnaires (78 percent) were received duly filled up. Out of 8 university libraries from Gujarat State 5 questionnaires (62 percent) were received. Out of 18 University Libraries from Maharashtra 15 questionnaires (83 percent) were received and from Goa State 1 questionnaire (100 percent) was received.
Questionnaire technique was used with the intention of collecting data pertaining to the financing of University Libraries from UGC, training acquired through INFLIBNET training programme and UGC. As the data collected from this questionnaire particularly on the Library automation and staff development in these University Libraries was found inadequate a supplementary questionnaire – II was send to these 21 Universities to collect the required data (Appendix No. 4). Investigator visited personally to collect data from some of the University Libraries from western India.

Interviews of eminent personalities from this field are also conducted by investigator.

1.8 ORGANIZATION OF THE STUDY

The complete work is divided into the following chapters.

Chapter – 1

It deals with introduction along with the significance and objectives. The scope in brief. The chapter describes briefly an overview of historical development of higher education and University libraries in India. It gives an outline of the study. Challenges before University Libraries in India for 21st century are very well spelled out in this chapter. Review of related literature covering reports of the various commissions and committees, proceedings of various seminars and conferences held on University Libraries forms the main part of the chapter. It also covers other reading resources like books, articles from national and international journals and post-graduate doctoral studies.

Chapter – 2

In this chapter the sources of finance for higher education, University institutions and University Libraries have been described.
Further various recommendations of commissions and committees appointed for allocation of funds are discussed in brief. It gives historical review of the University Grants commission. The key role played by UGC in providing the financial assistance to University Libraries is also highlighted.

Role played by UGC in allocation of funds through Five Year Plans is also focused in this chapter. Various activities, programmes and schemes offered by UGC are mentioned in the end.

Chapter - 3

This chapter deals with the one of the forms of assistance given by UGC i.e. physical resources. It describes various recommendations of commissions and committees regarding the collection development of University Libraries, along with the present status of collection development in University Libraries of Western India. Finance and Collection Development Policy in University Libraries is also revealed. Further chapter analyses the finance and collection development of University Libraries, firstly through allocation of funds from University budget and secondly from UGC funds. The chapter also deals with collection development of University Libraries in Electronic era.

Further chapter deals with the physical facilities and the assistance provided by the UGC to University Libraries of western India in VII\textsuperscript{th}, VIII\textsuperscript{th} and IX\textsuperscript{th} plan periods. It concludes with the role of UGC in the assistance provided for library building, furniture and equipment.

Chapter – 4

This chapter deals with the library automation along with the improved services provided by University Libraries. More stress is given on the impact of Information Technology on Indian University
Library services along with computerization. It also emphasizes the need for resource sharing in Indian University Libraries along with networking at international and national level. Role of UGC in improving library services of University Library is well discussed along with the analysis of data.

Chapter – 5

This complete chapter is devoted to the information and Library Network (INFLIBNET) of University Libraries in India. From the genesis to the recent programmes organised by INFLIBNET are well discussed in this chapter. The grants allocated to University Libraries in western India through INFLIBNET programme are analysed in this chapter. The information on the training programmes organised by INFLIBNET and UGC for the development of professional staff in University Libraries in western India is also included.

Chapter – 6

This is the last chapter fully devoted to conclusions of the study along with the suggestions. Areas for further studies and research have been identified in this chapter.

1.9 EDUCATION IN INDIA

Swami Vivekanand has defined education as the manifestation of perfection already in man." The function of education is to make the human being a being who is free from all prejudices narrow mindedness and presuppositions (Savidya ya Vimuktaye), make man from degenerate condition to regenerate condition and it inducts Tejas (divine light) and also lead to Enlightenment (Tamaso maa Jyotir Gamaya) Man has evolved from the animal and some of the animal instincts still remain. It is the purpose of education or institution to convert animal
instinct in to divine instinct for the good of the society. \textit{(Loka Samasta Sukhinah Bhavantu)}^{10}

Education is recognised as a prerequisite for a general development of a nation is through the education system and if we compromise on education at any level, we will jeopardise the socio-economic development of the country. Knowledge is one of the resources for the development of human kind. During this century the process of development of knowledge has been much faster than it ever was in earlier centuries. The world-wide socio-political trends and the impact of automation have led to an enormous and increasing worldwide demand for purposive and effective education. At the end of 20th century and beginning of 21st century, we are at the stage where this process of development is taking a new turn through advent of new technologies and communication system. The library is an important instrument of education. Knowledge is spread through Libraries. Those countries which have been able to provide this knowledge to a large proportion of their population have been able to develop a base of knowledge, information values and skills among the people. In the development of knowledge higher education is pivotal and could be said to be the mother of all the professions.

1.9.1 Higher Education in India

The education edifice in India is one of the largest ones in the world. India in the last 50 years has developed a very large system of education and has created a vast body of highly skilled, academic people equipped with scientific and technological capabilities, humanist, philosophical thought and creativity. According to the 1991 census the effective literacy rate of India was 52.2 percent and of Maharashtra was 64.87 percent
After 1947 an educational pattern was evolved by the architects of the constitution and adopted by the parliament in 1949. Many Commissions and Committees were appointed by Government of India to study the problems in the areas concerned in great depth and suggest many worthwhile reforms. National policy on education 1986 was formulated after a great deal of preparation, involving in depth studies, expert consultations, public opinions etc. The basic elements on which the new education policy has been based can be summed up as "education for all, education for material and spiritual development, education for development of manpower for different sectors of economy, education for national cohesion and scientific temper and education that would further the goals of socialism, secularism and democracy adopted in our constitution. In short, the policy seeks to achieve the objective of attaining equity with excellence in education. Rapid expansion of education since the pre-British period to the post Independence period is continued till 21st century. The modern higher education system is only 144 years old. It was introduced when the Universities of Calcutta, Bombay and Madras were set up in 1857. After India became independent the system expanded very rapidly. In 1947, there were only 20 Universities and 500 colleges enrolling about 1,00,000 students. Education was State responsibility until 1976. After emergence of constitution of India it was assigned considerable powers and responsibilities to the Union Government. Union or State Governments have established University Grants commission for higher education development. According to 1999-2000 annual report of UGC there are 16 central Universities, 167 state universities, 6 Open Universities, 42 deemed Universities and 5 institutions established through state legislation and 11089 colleges in India.
Higher education in India is coordinated by the several agencies while most of general higher education falls within the jurisdiction of the UGC; some professional institutions are coordinated by different bodies. The All India council for Technical Education (AICTE) is responsible for coordination of Technical i.e. engineering and management education institutions. The other statutory bodies are The Medical Council of India (MIC), The Veterinary council of India, The Homeopathy Council, Indian Nursing Council, The Dental Council, The Pharmacy Council, The Bar Council of India, The Indian Council of Agricultural Research and Education (ICARE) etc., at state level State Councils of Higher Education which is recently formed. Also Association of Indian Universities (AIU) is another institution. All the Universities and other institutions of higher education are the members of AIU. AIU provides assistance in dissemination of information to Government UGC and Universities.

These institutions offer a wide variety of courses and programmes in the relevant branches of humanities, science and technology. The best that the country has produced in science, technology, industry, trade, education and even in political and administration owes its sprouting and blossoming to the institutions. These institutions of higher education have the main responsibility for equipping individuals with the advanced knowledge and skills required for position of responsibility in Government, Business and professions. These institutions produce new knowledge through research and disseminate this knowledge.

Today India ranks fairly high in terms of the size of the network of higher education institutions. According to the UGC annual report 1999-2000, All India student's enrollment in 1978-79 was 26,18,228 and
in 1999-2000 it is increased up to 77,33,612. It can be said that within 30 years it is increased upto 3 times of 1978-79's enrollment.

1.9.2 Recent Scenario of Higher Education Development in India

All programmes not only of expansion but also for improvement in quality and equity require huge resources. The economic reform policies introduced in India at the beginning of the 1990's however has not allowed the Government to allocate adequate resources to higher education. In fact, the trends in public expenditure on higher education during 1999's have not been positive. Budgetary outlays for higher education have been seriously squeezed. It is often stated that the Government's ability to finance higher education has come to the saturation level. Plan expenditure on higher education in the VIIIth plan (1992-97) has been earmarked only 8 percent and now in IXth plan (1997-2002) has been given 12 percent for higher education.

If we compare India with other countries with regard to resource allocation for higher education we find out that what is allocated in India is much lower than in several countries. It was 28.7 percent in Canada, 25.1 percent in USA, 21.8 percent in China, 21.4 percent in Japan, 19.8 percent in UK and 30.5 percent in Australia. Even in Pakistan allocation to higher education was 18.2 percent where as in India it was 15.5 percent in the same year. Twenty five percent of the total expenditure on Higher education is met by way of tuition fees in the universities in U.K. the position in our country is rather discouraging. It may account for even less than 5 percent of the total expenditure. The fee structure which was decided nearly 30 to 40 years ago in our country has remained unchanged. This affects the development of the universities in terms of infrastructure, other basic amenities etc. thus the quality of higher education also gets affected.
The amount invested in education in India is not adequate. The Kothari Commission in 1966 argued for increased investment in education. It suggested that the proportion of GNP allocated to education should rise from 2.9 percent in 1965-66 to 6 percent by 1985-86. The National policy on Education 1968 also endorsed this target. Again in 1992, the modified National Policy on Education 1986 stated that 'the outlay on education will be stepped up to ensure that during the VIIIth Five Year Plan and onwards it will uniformly exceed 6 percent of the national income. Since 1951 allocation for higher education was the highest during the IVth plan period. It went down systematically to 8 percent by the VIIIth Plan period. The ninth plan outlay keeps it at 12 percent The Kothari commission had suggested that after 1985 there should be increased stress on higher education and research."

A recent study made by Kumar reveals that "there is declining interest amongst graduates for research in different areas of science and technology. He points out that between 1991 and 1996 there was only 0.4 percent increase in enrolment rate for doctoral and post doctoral programmes in contrast to the 2.1 percent increase in population and 5 percent increase in enrolment to tertiary education." Because of this situation our scientific research is declining the development of our nation. Because of the neglect of research in the Universities, establishment of a chain of national laboratories and research centres is also affected. Hence to maintain and develop a research base that can adequately serve the growing demands of society, the country will have to depend to a very great extent on our Universities and University Libraries. These must be adequately supported not only by some elite institution but also by the Government."
In India in case of Central Universities both maintenance and Plan grants are paid by Central Government. State Universities and Colleges are allocated Plan grants for 5 years or so and the grants released depending upon the progress and receipt of statements of expenditure from the institutions from time to time. As compared to India, in U.K. for Universities the grants are determined by a formula and they are provided in the form of block grants. The Universities are free to distribute these grants internally at their own discretion.

In India unemployment situation is increasing day by day. It is also necessary to make our education relevant so that the courses offered should have a distinct feature of providing necessary skills required for the employment sector.

Therefore, now in India it is time to improve the quality of Education and for this, the Government has to introduce a new mechanism of sanctioning grants has give serious thought to improving education at all levels.

1.9.3 Recent Attempts to Reform Higher Education

In spite of the large network of higher educational Institutions that we have, it is estimated that only 6 percent of our younger generation are receiving higher education. The remaining 94 percent are outside the system and there may be, many among them who are highly motivated and academically competent, but are unable to pursue, higher studies due to social economic, geographic and other constraints. Distance education and open learning system was initiated as a solution to this problem. Distance education system is a multimedia system using print, audio, video, computer, satellite and other technical media.

Facing a serious resource crunch, the Government of India has indicated that subsidization of higher education would be gradually
reduced by about 50 percent in the next few years. The Government appointed two committees on the mobilisation of additional resources for higher education. One for institutions of technical education and other for Central Universities. Both the Committees have emphasised the need for higher education institutions making special efforts to raise their own resources. As a result, many universities and other institutions of higher education have increased students fees. Also most of the Universities started education which is mostly based on training.

1.10 UNIVERSITIES IN INDIA: TYPES GOVERNANCE AND FINANCE

1.10.1 Types of Universities

The Indian Universities are basically of two types unitary and affiliating. The unitary Universities have a single campus and largely concentrate on post graduate studies and research, though some may also have provision for undergraduate instructions, e.g. Aligarh Muslim University, Banaras Hindu University and Jawaharlal Nehru University, Delhi. A variation of the unitary University is the City University which has constituent colleges. Examples are the University of Allahabad and the Maharaja Sayajirao University of Baroda.

Affiliating Universities generally have a central campus on which are located departments or schools that impart post graduate instructions and conduct research. The Universities also have a variable number of colleges affiliated to them and these may be distributed over a number of districts in accordance with the jurisdiction of the University. The colleges mostly undertake undergraduate classes in selected subjects. Most Indian Universities are of the affiliating type with the larger one like Calcutta, Mumbai, Osmania and Bangalore having more than 250 affiliated colleges.
In addition there are two other types of University level institutions - Deemed Universities and Institutions of national importance. Deemed Universities are Institutions that are conferred the status of university by virtue of their long tradition of teaching, or specialisation and excellence in a particular area of knowledge. Examples are the Deccan College Post graduate and Research Institute, Pune and Tata Institute of Social Sciences, Mumbai. The Deemed University status is generated by the UGC with the approval of the Department of Education, Ministry of Human Resource Development.

The Institutions of national importance are established or so designated through Acts of Parliament. There are 11 such institutions including the six Indian Institutes of Technology. As a special case they are empowered to award their own degree; a privileges normally restricted to Universities.

1.10.2 University Governance

The Universities established by Acts of Parliament are referred to as Central University. They are 15 in number. The State Universities are established by Acts of state legislatures. Some states have a common Universities Act for all the Universities. Each University is governed by the statutory bodies such as the Academic council, the Senate/Court, and the Executive Council/syndicate. Nominees of Central Government (in the case of central of State Universities) are represented on the governing bodies of these institutions. Governors of the states are generally Chancellors of the Central Universities. The Vice-Chancellor, in case of both the Central and State Universities is the Academic and Executive Head of the University. The Institutions of national importance are also governed by similarly constituted governing bodies, sometimes called the Board of Governors.
1.10.3 Finance

Central Universities receive funds from the University Grants Commission (UGC) as development (Plan) grant and maintenance (Non Plan) grant. Institutions of national importance like the Indian Institutes of Technology, receive their grants directly from the Ministry of Human Resource Development (Department of Education), Government of India. State Universities are funded by state Governments in the form of block/maintenance grants as well as development grant. State Universities also receive development grants from the UGC, provided matching components is given by the State Government according to a prescribed formula. In addition, Universities also collect fees from, students and few Universities receive some financial support from trusts, philanthropists and industry. Government and private colleges receive funds from the respective governments in the form of grants-in-aid for maintenance and development purposes. The system of grant-in-aid is mainly based on a flat percentages increase on the previous year's budget, and does not take in to account the changing academic and research needs of the institutions or the changes in prices of supplies and increase in student enrollment. As a result, most of the colleges and Universities operate with tight budgets and often incur deficits. The role of non-governmental source in financing higher education continues to be limited.

According to the 28th edition (2000) of the University Handbook published by Association of Indian Universities, there are 248 University level Institutions in India. Out of these 161 are traditional Universities (including institutions for specialised studies) while the others are professional/technical institutions. Of these 34 provide education in agriculture (including forestry, dairy, fisheries
and veterinary science) 18 in medicine, and 25 in engineering and technology and 10 open Universities. Specialised institutions include Sanskrit Universities (7), Women Universities (5), Population Sciences (1), Regional Languages (7), Law (4) and Music and Fine Arts, Statistics, and Journalism (one each).

1.11 ACADEMIC LIBRARIES IN HIGHER EDUCATION

The development of modern academic Libraries in India is well connected with the progress of academic institutions in the country. From 1800 to 1947 most of the Colleges and Universities were started without libraries except in the year 1800. The Fort William College was established in Calcutta having a good Library.

Sir Charles Wood's Education Despatch of 1854 has been declared as the Magna Carta of the present day system of higher education in India. In this Magna Carta there was an important recommendation for establishing universities in each of the three presidency towns of Calcutta, Bombay and Madras. With the establishment of the Calcutta University on 1857 a new era of higher education and academic Libraries started in India. Bombay University was the 2nd University established in 1857 but without library. The Madras University established in 1857 was also without library. In 1874 i.e. after 17 years gap Bombay University can establish its library. In 1873 Calcutta University and in 1907 Madras University established their libraries after 16 years and 50 years gap respectively.

On achieving country's independence in the year 1947, India's political economic social and educational development has got tremendous speed. Our leaders adopted significant measures to improve the state of higher education and research in the country and simultaneously the growth and development of libraries in India. It may
thus be regarded to have marked the beginning of a new era in the field of librarianship.

During the last four decades the educational system has been reviewed by high power commissions set up by the Government of India at different periods, to introduce appropriate measures to improve the quality of education. Like higher education simultaneously during last 45 years academic libraries have also expanded considerable in numbers. It was realized that the libraries were miserably equipped in space, stock and staff. They were managed by persons who had hardly any knowledge of librarianship. The allocations of funds were too meagre and thus they were utterly incapable in meeting the needs of the University Education. To suggest measures for their improvement in the country various commissions and committees were appointed. Five year plans and their guidelines were very important in the development and growth of academic libraries.

1.11.1 University Libraries Development and Growth

Among the various and complex challenges India had to face since the advent of independence, educational resurrection and development, were the most immediate and important ones. The advent of freedom completely changed our concept of things and institutions. Colleges and Universities grew at a faster rate, students became more diverse than before and those would never have gone in for higher education have started going to colleges and Universities.

Universities have, since their origin depended on libraries established as an integral part of them, for the successful implementation of their academic programmes. Libraries are the heart of the university system. The quality of University's academic in-put is directly dependent on the quality of its library services.
a) **Definition of University Library**

According to Encyclopedic Dictionary of Library and Information Science Vol. IV, University Library means "a Library or group of Libraries which are established maintained and administered by a University to meet the needs of its students and members of the academic staff."

b) **Objectives of University Libraries**

The objectives of university library are to support educational, research and extension programmes of the University by catering to the information needs of the students, teachers and the extension workers. However, with the explosion of knowledge and publications, manual handling of information having proved inadequate, technological developments achieved in the field of electronic and telecommunication have been adopted. This has radically transformed library operations, saving time of the library staff as well as user.

The objectives of university library are to meet the literature requirements concerned with teaching, research and other academic programme of the university. The public of the university library is heterogeneous as it has to cater to the requirements of persons of different tastes and levels. "The purpose of the university library is to support the university's total programme. Since the range of the total programme extends from freshman to the doctoral candidate engaged in scholarly research the university library must offer resources and services of comparable range. The objectives of the university libraries are enumerated below –

1. To acquire and accumulate varied types of use material to meet the needs of different levels of users.
2. To arrange the essential reading material and other library facilities for the smooth running of all formal programmes.

3. To guide research scholars and provide them the resources useful for advancement of their research projects.

4. To keep the faculty members informed of the nascent thoughts in their fields of specialisation and also of the all round developments in the society.

5. To inform the authorities about the achievements and literary output of the university and to seek financial support for the development.

6. To establish an instructional centre in the library and render advisory services to the university teachers, researchers and students so as to enable them to make maximum use of library resources and

7. To create atmosphere to bring the readers and reading materials together and to encourage reading for personality development, self reliance, pleasure and making the intellectual curiosity more acute and strong.²²

Pandit Jawaharlal Nehru, in his convocation address to the University of Allahabad in 1947 summed up the objectives of the university and its role in the following words. "A University stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth towards higher objectives."²¹

1.11.2 Role of the University Library in Higher Education

As a result of increased research activity all over the world knowledge is expanding at a tremendous pace at the present time. It is estimated that in the course of 7 to 8 years the total quantity
of available knowledge almost doubles. Universities have since their origin, depended on libraries established as an integral part of them for the successful implementation of their academic programmes. This role of the library in supporting higher education has assumed greater importance and new dimensions today in the context of various developments. One of the primary aims of education is to impart advanced and specialised knowledge to students and enable them to acquire competence and skills in the various fields of human activity. One of the problems of higher education today is how best to enable the student to acquire this increased quantum of knowledge without extending the total period of higher education. Well-equipped Libraries and their closer integration with the teaching programmes of universities is the solution for this problem. The following extract from the Radhakrishnan Commission Report aptly describes the place of the library in higher education.

"The Library is the heart of all the University's work; directly so as regards its research work, and indirectly as regards its educational work. Scientific research needs a library as well as its laboratories, while for humanistic research; the library is both the library and laboratory in one. Training in higher branches of learning and research is mainly a question of learning how to use the tools, and if the Library tools are not there how can the student learn to use them?" Similarly the Kothari Commission on Education in its report has further emphasized the importance of libraries in higher education. It asserts. No University, College or Department should be set up without taking in to 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 to give it a low priority. On the contrary, the library should be an important centre of attraction on the college or university campus."
The University Grants Commission's (India) Library Committee chaired by Dr. S. R. Ranganathan has in its report, touched on all aspects of University and college library organization and services and formulated a set of comprehensive recommendations for implementation.

The Role of University Library in higher education is emphasised in the Atkinson Commission Report (1976) in the following words "The Library is the core of a University. As a resource it occupies the central and primary place, because it serves all the functions of a university, teaching and research, the creation of new knowledge and the transmission to posterity of the learning and culture of the present and the past."26 The Parry Committee Report (1967) reiterated the University Grants Committee Report of United Kingdom (1921) by adding a statement that "this is as true today after forty five years as it was when it was written."27

Paul Buck's famous observations about the University Library referred to as his 'credo' are worth mentioning here. His observations are–

i) The Library is the heart of education.

ii) Methods and fashion in education change from generation, to generation, but each generation uses the library as a means of realising its items, hence the library remains the great conservator of learning.

iii) A quality education is impossible without a quality library.

iv) You can't have quality faculty without a quality library;

v) A library is vital to proper exploitation of our intellectual resources.
vi) The library is essential to maintenance of free access to ideas, and to the functioning of the untrammeled mind.\textsuperscript{28}

Institutions of higher education have the main responsibility for equipping individuals with the advanced knowledge and skills required for positions of responsibility in government, blessings and the professions. These institutions produce new knowledge through research and disseminate this knowledge. However, higher education, though financed out of the revenues including taxes from the poor sections does not provide enough opportunities to the children of these sections to enter higher education institutions, thus impairing overall development of the country.

The UGC in its IX\textsuperscript{th} Plan document focused on the new global emphasis on the market economy and the promotion of sustainable development. This new emphasis demands a whole range of skills from graduates of humanities social sciences and commerce as well as from the law, management, medicines and engineering. It will require major investment to make this large discipline of humanities, social sciences and commerce to their applications in the new economic order and having adequate field based experience to enhance knowledge with skills and develop appropriate attitudes\textsuperscript{29}. It can be said that, "The main reason for this state of affairs is inadequate funds for the development of the University Libraries and the expenditure much below the norms laid down by various Commissions and Committees. Inspite of the support of the University Grants Commissions in ameliorating the condition of university and college libraries in the country, the situation has not improved much. There is a need for a serious thinking on this
front also. It is necessary to evaluate the working of UGC and get remedies on this situation of Universities Libraries.

1.12 CHALLENGES BEFORE THE UNIVERSITY LIBRARIES IN INDIA IN THE 21st CENTURY

In this 21st Century electronic information era Indian University Libraries are struggling to face the challenges of latest information technology, proliferation's of electronic publications, Internet, collection of digital information, management of digital information, information retrieval of digital information, library computerization, library networking, collection of non-print media, development of human resource to utilize the digital information etc., All these external electronic forces are influencing university libraries to obtain their objectives. There is an urgent and imperative need to modernise and reorient the library and information services of Indian Universities to equip the members of the faculty, research scholars and students to face the challenges of new millennium which is referred as "Knowledge Millennium" It is high time for the university libraries to move from being passive storehouses of information to active disseminators of it.

To face these challenges the main problem before university libraries is financial aid without adequate finance it is very difficult to collect, organize and manage these electronic information and publications in this digital world. Financial crisis is the biggest challenge before university libraries. For seeking total development of university libraries and for preparing them to meet the challenges of 21st Century, a national focus is needed in library development.

In 1991 UGC started a major programme named Information and Library Network (INFLIBNET) with it's headquarter located at Gujarat
University Campus, Ahmedabad. The programme is directed towards modernization of libraries and information centre and includes establishment of a mechanism for information transfer and access to support scholarship, learning and academic pursuits. It is also aimed at establishing a national network of libraries and information centres in universities, institutions of higher learning and R & D institutions in India. In May 1996 this programme has progressed and developed an autonomous Inter-University Centre under UGC to coordinate and implement the nationwide high speed network using state-of-the-art technologies for connecting all the university libraries to interlink with this network system within given time schedule.

An autonomous organisation National Assessment and Accreditation Council (NAAC) established by UGC has made it compulsory for Universities to get accredited and assessed. For this purpose every library must be developed according to the norms given by NAAC. Hence, the role of Librarian regarding this is very important. It is challenge before every librarian to get them accredited or assessed within given time schedule. Out of 10 parameters identified for assessment of university, library comes under support services. NAAC has identified criteria for assessment of the library as follows –

- Indicate the composition and function of the library advisory committee.
- Give details of the staff structure and funding of the central library.
- How is the adequacy of library facilities monitored?
- What are the mechanisms to facilitate easy access and availability of books?
• Is there a plan for computerisation of lending, monitoring and purchase of books, and stock verification etc?

• Give details of the following
  
  Inter library borrowing
  
  Availability of open access system
  
  Lending of audiovisual material
  
  Book bank

• To what extent do students, faculty and staff make use of the following facilities if they are available in the library?
  
  Photocopying facilities
  
  Cassettes (audio/video)
  
  Computer facilities
  
  Microfilm/microcard
  
  Fax, e-mail

To assess the above criteria NAAC has given checklist of documents to be checked during the assessment of the university libraries, which includes checking of all household activities of the library along with physical facilities and services provided to the readers.

Another main challenge before university librarians to bring Total Quality Management in the library.

University Libraries in western countries are at very advanced stage in this world of information society. Throughout the world, governments are working to transform their countries into information society.
The British Library is in discussions to decide the role it will play in pilots for a new £62 m± e-University, which aims to be a global provider of internet-based higher education. The e-University will compete with the major virtual and corporate Universities being developed in the USA and elsewhere. It should be operating next year in the UK and about eight countries in Asia and the America. The e-U will be a facilitator, operating under its own global brand but will not award qualifications to provide courses itself. Universities will produce blocks of learning material and tutor support services and agree an overall modular structure. "Learners will need access to support material that is traditionally supplied through libraries the e-U's business model states.\textsuperscript{31}

The prototype academic 'hybrid library' is starting to take full shape, as a host of new features are launched by Builder (Birmingham University integrated Library Development and Electronic Resource). Builder is part of the e-Lib project supported by JISC (Joint Information Systems Committees). Its job is to set up a transferable working model for a teaching / research library with 'seamless' access to both printed and electronic material – via a web-based interface.\textsuperscript{32}

In UK new technology i.e. Kwik-Issue is developed. It is a revolutionary new product that has been designed developed and manufactured in the UK. This product is designed to revolutionise the process of self-issue within libraries. Kwik-issue gives library users the freedom to issue their own items without having to go to the issue desk. Kwik-Issue offers a fast and flexible service. This easy and simple to use system will reduce waiting times and will help library staff to engage users who want and need assistance.\textsuperscript{33}
These are some latest developments in the field of University libraries of western countries. Our Indian University Libraries are far behind as compared to these libraries. Therefore, it can be said that to cope with these new information technologies university libraries have to make tremendous efforts.

1.13 REVIEW OF LITERATURE

With the development of university libraries in India related literature on different aspects of university libraries has also grown up. An exhaustive literature search in the field of study was conducted. This includes Commission Reports, Proceedings of the Seminars and Conferences, Post graduate and doctoral studies and other important studies conducted in India and abroad. A number of published and unpublished sources were consulted. Other published literature, both primary and secondary, in the field of study was also used extensively.

1.13.1 Commissions Committees and their Reports

Indian Scenario

In the field of education and library in India a number of Commissions were appointed during the pre and post independent periods. The scholars while analysing the issues in higher education stressed that library services are most essential requirement for maintaining the standards of higher education. With this approach existing infrastructure of libraries in Indian higher education system has been developed. The recommendations of Commissions Reports on education have helped the development of academic libraries in India. These reports have emphasised the role of University and college libraries in the field of higher education. Some of the major reports and the important recommendations are surveyed for this study.
Sir Charles Wood's Education Despatch of 1854 has been declared as the 'Magna Carta' of the present day system of higher education in India as it recommended for establishing universities in each of the three presidency towns of Calcutta, Bombay and Madras based on the London University Model. In February 1882, the Indian Education Commission, popularly known as Hunter Commission, reviewed the Indian educational system including the status of academic libraries. The commission was disappointed to see the condition of libraries and declared them 'hardly incredible.' The recommendations of this Commission about special grants to libraries was actually the first official statement stressing the need for assistance to libraries attached to institutions of higher learning.

The second Commission was the Indian University Commission (1902) under the Chairmanship of Mr. Raleigh. In its final report, the commission included its views about libraries in these words: 'We attach great importance to the formation of good reference libraries in connection with both universities and colleges.'

In 1917, Calcutta University Commission, popularly known as Sadler Commission, was appointed by the government. The Commission emphasised on the poor state of affairs of libraries and further stated that, 'in general the libraries are quite inadequate for the need of the students and still more for those of teachers.' The Commission was of the view that "one of the greatest weaknesses of the existing system is the extraordinarily unimportant part which is played by the library."

Universities were also advised to improve their libraries because members of the Commission strongly believed that a university has not fulfilled one of the most important of its more purely intellectual
functions unless it has made its students feel at home and happy in a library of books, knowing how to use it.\textsuperscript{40} The comprehensive understanding of Sadler commission about the role of university libraries is apparent in its further recommendations that no library can be developed unless a recurring grant is provided.\textsuperscript{41} According to Ranganathan S.R. this recommendation of the Commission can be called as a landmark in the history of the academic libraries in India. It was the first time that any commission had emphasized in such strong language the necessity for providing good libraries for all academic institutions.\textsuperscript{42}

The recommendations of Sadler Commission on libraries could not be properly implemented due to lack of funds. The result was that the quality of higher education could not improve in all absence of good and dynamic libraries. Therefore an Indian Statutory Commission, popularly known as Simon Commission was appointed in 1927. In its final report submitted in 1929 the Commission described the conditions of academic libraries. In the opinion of the Committee majority of the university libraries were inadequate and all needed great additions.\textsuperscript{43}

In 1944 the Ministry of Education of the Government of India requested the Central Advisory Board of Education to survey the educational conditions in the country. The Board Report, known as Sargent Report came up with a master plan for the development of education in post World war II India. But in this report academic libraries were completely ignored and not even a word was said or written about these libraries and their role in the development of higher education.\textsuperscript{44} One recommendation of the Sargent Report was
readily accepted by government and as a result University Grants Committee was established in 1945.\textsuperscript{45}

The entire period after independence has been a period of more experiments. Three all India Commissions have been and they have given their reports besides some local inquiries and reports. Every Commission and Committee made a few recommendations to improve libraries.

The Government of India appointed a Commission to inquire into university education under the Chairmanship of Dr. S. Radhakrishnan. This Commission submitted its report in 1949. The Commission during its study of academic libraries found that the libraries were hopelessly inadequate to serve the curricular needs of a modern University. They were ill housed, ill stocked, and ill staffed and were totally lacking in standard literacy and scientific journals.\textsuperscript{46} In this report, Radhakrishnan Commission also recommended the creation of University Grants Commission for India on the model of the British University Grants Committee. The Commission recommended that, the annual grants for these libraries were not enough, therefore, at least 6 percent of the total budget of each academic institution should be set aside for libraries, only then will the condition of these libraries improve. It further added that if institutions were not willing to give 6 \(\frac{1}{4}\) percent of their budget to libraries, they should give Rs.40.00 per student enrolled in the institutions as the annual grant for their libraries. As it will not be possible for a library to purchase the increasing number of good publications which come out year after year out of its fixed annual allotment, a special non-recurring grant should be made once in five years to cope with the arrears of books and journals.\textsuperscript{47}
In 1952 a full fledged Commission was appointed under the Chairmanship Dr. Mudaliar which published its report in 1953. The suggestions of this Commission had created diversities instead of Uniformity.

On December 28, 1953 a University Grants Commission was established in India on the model of the University Grants Committee of Great Britain. The UGC was given a statutory form in 1956 by the UGC Act of the Indian Parliament. It was a turning point in the history of Indian Academic libraries. Since its inception the UGC has given top priority to the development of facilities of academic libraries in the country.

To achieve the goals of higher education and efficiency, the working of university libraries has been reviewed at various stages by the UGC. The first effort in this regard was the appointment of a Library Committee in 1957 under the Chairmanship Dr. S. R. Ranganathan to look into the conditions of academic libraries. The report of this Committee was submitted in 1965 titled 'Development of University and College libraries.' It was perhaps the first attempt by any library Committee in India to systematically survey the academic libraries on a national basis and it was also the first time that the Government of India had decided to seek advice from a professional librarian regarding university libraries. The Committee reviewed the library services in their totality and made recommendations for UGC grants, library funds, book selection and book purchases, promotion of reading habit, weeding out the loss of books, documentation, departmental collection, library personnel, library staff, training, library building and their standards, standards for fittings and furniture etc., and for systematic development of university and college libraries in the
country. After the survey, the Library Committee invited all academic librarians to a seminar on "work flow in University and college libraries at Delhi from March 4 to 7, 1959 to keep them informed about the progress of the committee had made surveying the academic libraries and wanted to discuss its recommendations with them. Many proposals regarding library finance were commended for consideration and adoption.

Some of them are mentioned here in brief—

i) The entire finance of university library should be provided by the UGC and state Government.

ii) The Commission should not withdraw its grant if the state Government fails in its obligation and vice versa.

iii) For the time being the formula may be at the rate of Rs.15/- per student and Rs.200/- per teacher and research fellow. There should also be a special initial grant in the case of a new university.49

The Library Committee discussed the findings of its survey during this seminar and two achievements were the result of this discussion. First, "the deliberations gave the library committee to put in concrete recommendations to be adopted by various universities, with the authoritative recommendation of the University Grants commission, secondly, the University Grants Commission itself decided that recommendations will be accepted by it as a norm of working and that they will accept schemes for reorganization put up in accordance with the norms.50

From 1954 to 1961 many universities and research libraries were benefited by India Wheat Loan Educational Programme.
Many librarians got additional grants from a special US fund called the Wheat Loan Programme. Many Indian libraries got a chance to visit the United States to gain experience at American University Libraries.

The Education Commission was appointed by Mr. M. C. Chagla, Minister of Education by Resolution dated 14th July, 1964 to advise Government on the national pattern of education and the general principles and policies for the development of education at all stages and in all aspects. Dr. D.S. Kothari was the Chairman of the Commission. The Commission submitted its report on 29th June, 1966. Regarding allocation of funds to libraries commission recommended that –

1) There is no formula for estimating with precision how much money a university should invest in its libraries. It has been found that the expenditure on library in relation to total educational expenditure of the university has gone up from 1.88 percent in 1951-52 to 4.04 percent in 1960-61, by which time the grants provided by the UGC had began to make an impact. The University Education commission had suggested about 6.5 percent of educational budget as reasonable expenditure on libraries. But this could vary say from 6.5 percent to 10 percent depending on the stage. It may also be suggested that, as a norm, a university registered and Rs.300 per teacher.

2) The foreign exchange needed for university and college libraries should be allocated separately to the UGC.51

University Grants Commission appointed various Committees to strengthen higher education. In June 1969 UGC had appointed a committee to consider the structures, functions, responsibilities, conditions, of service of staff student's participation and other allied
matters for the universities in India. This is popularly known as the committee on the Governance of Universities or Gajandragadkar Committee. Among various recommendations the Committee felt that university and state relations in the whole university system particularly in view of the greater dependence on the state for funds has been strongly emphasised. The Committee suggested that the UGC should come forward to advise the state government so that the quantum of grants is adequately fixed for the universities.\(^{52}\)

Another Committee in August, 1961 appointed by UGC on standards of higher education in Indian Universities under the Chairmanship of N. K. Sidhanta, regarding UGC Committee recommended that the academic activities of the UGC such as the holding of seminars and conferences appointment of Review Committees, setting up of centres of advanced study, etc. need to be strengthened further.\(^{53}\)

Government of India appointed a Review Committee on University Grants Commission in 1977. This Committee was also library conscious and expressed use of a library is itself a technique and unless students are trained to use libraries they may not derive any benefit, the matter needs attention, the main emphasis should be put to improvement of library facilities.\(^{53}\)

In 1965 UGC appointed a Review Committee to review the standards of teaching and research in Library Science in the Universities under the Chairmanship of Dr. S. R. Ranganathan. This Committee recommended on following aspects 1) Minimum qualification for admission, 2) pre-admission course, 30 University Courses of Library Science, 4) Equivalence of Diploma and Bachelor's Degree Course in Library Science, 5) Method of Teaching and Relative Place of Theory

In 1968 an attempt has been made to indicate the present position of university and college libraries in terms of books, buildings and other facilities and the nature and quantum of assistance made available by UGC to the universities and colleges for this purpose and thirdly to estimate the immediate requirements of the universities and colleges for development of their libraries. The report of this survey was submitted by P. J. Phillip, Secretary, University Grants Commission on 24\(^{th}\) May 1968. The Committee stated that the inadequacy of the resources needed for books and journals can be gauged by the fact that the UGC has not been able to commit more than Rs. 4.49 crores to 66 universities for the purpose during the Fourth Plan whereas the recommendations of the Education Commission in this behalf envisage an expenditure of Rs. 36.25 crores. There is thus a desperate need to meet the gap between immediate needs and available resources. An amount of Rs. 23.20 crores will be required immediately for books and journals for university and college libraries.\(^5\)

1.13.2 Review Committee

In exercise of the powers conferred under Section 20 of the UGC Act, 1956 the Indian Government directed the UGC to undertake a comprehensive review of the various programmes being implemented by it and the impact that these have made on the fulfilment of the statutory responsibilities of the Commission.
As a result, the UGC constituted a Review Committee on UGC programmes under the Chairmanship of Prof. Satish Chandra on 14th November, 1978. The Committee submitted its report by May 20, 1979.56

While reviewing the committees observed that –

1. The expenditure on university libraries is far below than the norms suggested by the Education Commission (1964-66)

2. The additional inputs for purchase of books and journals are not supplemented by other sources.

3. Universities should draw up integrated plans of library development from a long range point of view.57

Another Committee was appointed by Government of India to submit a draft on National Policy on Library and Information Science on 7th October 1985 under the Chairmanship of Prof. D. P. Chattopadhyaya. The Committee emphasised the need for development of different types of libraries including academic libraries as part of the institutional infrastructure in the information network. The important recommendation regarding budget was the National as well State Government should provide for an expenditure of 6 to 10 percent of their educational budgets for the libraries.58

In the context of preparation of the Eighth Five Year Plan (1990-95), the Planning Commission setup a Working Group on libraries and informatics on 16th August, 1988. The Working Group identified that the main thrusts in VIIIth Plan for the development of library and information system in the country would be a) to set up a National Commission on Libraries and Information System and b)
...to evolve a National Policy on Library and Information System. Emphasising the fair and sizeable document collection and good physical facilities of university libraries up to VIIth Five Year Plan, this Committee recommended the minimum expenditure of Rs. 25/- and Rs. 300/- for each student and teacher respectively. 59

In 1988 under the Chairmanship of Prof. Yashpal another Committee on Information Network System of university libraries was appointed by UGC. Another Curriculum Development Committee on Library and Information Science was appointed by UGC during the period 1990-93.

The UGC has constituted IIInd National Review Committee (1996) under the Chairmanship of Prof. M. K. R. Naidu, Ex-University Librarian, SNDT University, Bombay. The Committee is developing status support based on a questionnaire responses received from universities and colleges. It has also visited various types of universities and colleges to observe situation directly. This is another serious attempt after a long gap. The Committee has observed that well equipped functional libraries are essential to support university and college educational programmes, whereas the present status of these reveals that most of them are unable to fulfil the requirement of teaching and research. The study outlines that serious efforts are missing in policy frame, management, resource allocation, machine application and in introduction of services where these are supposed to create specialised database in identified areas with indigenous approach. If the development is planned to supplement the objectives these libraries will be heavily utilised to achieve the standard of higher education. Foresight also demands that the library services should be redefined in relation to advancements taking place in printing and communication process. 60
International Scenario

After taking brief review of the reports of Commissions and Committees appointed in India for improvement and development of higher education and university libraries, investigator has searched for international scenario of development of University libraries in various countries like New Zealand, UK, Australia and USA.

Regarding international scene various Committee and Commissions are appointed for development of Academic Libraries in various countries.

The National Advisory Commission on Libraries submitted its report to President Johnson in October 1968. It recommended the recognition and strengthening of the role of the library of Congress as the National Library of the United States and the establishment of a Board of 'Advisors' for the library. It also recommended the creation of a reality in July 1970 when the National Commission on Libraries and Information Science was established. The Commission, an executive branch agency was charged with the responsibility of proposing a National Programme for library and information services.61

In New Zealand because of smaller number of persons involved, there is quite a close relationship between university libraries, individually and as a group and bodies such as the Vice-Chancellors Committee. The specialist Standing Committee on Library Resources maintained by the Vice-Chancellor's Committee as recommended by the Parry Committee cements this association. The Standing Committee includes the Librarian and one academic from each university, the National Librarian and a representative of the New Zealand Library Association.62
The first overall view of Australian libraries, which included university libraries but did not feature them, was made by Ralph Munn and Ernest Pitt in 1934. On his way to Australia, Munn stopped off in New Zealand and in conjunction with John Barr, dealt with New Zealand libraries in a modest sixty eight page report in which again university libraries were considered, but which they certainly did not dominate such as their relative unimportance on the national scene.\(^6^3\)

According to Munn and his colleagues the college libraries of New Zealand do not even approach accepted overseas standards. In the leading British and Academic Colleges the library is the heart of the institution and its influence is felt in every department, while in New Zealand the libraries appear to be mere annexes to the colleges. Their status is low and their influence on college life and thought is unimportant.

Concerning Australian university libraries they were equally explicit. No Australian university appears to regard the development of its library as such a vital factor as do the leading universities in the United State.\(^6^4\)

The great leap forward for Australian universities dates from the Murray Report in 1957, from which followed Commonwealth funding of Universities and the Australian Universities Commission. This Committee had very little to say about libraries in its report on Australian Universities in 1957, except to emphasise the need for their more effective accommodation.\(^6^5\)

In the United Kingdom the financing of libraries in the nineteenth and early twentieth century was grossly inadequate. The turning point came in 1919 with the establishment of the University Grants Committee which from the very start took a considerable interest
in libraries. In 1976, if the UGC Working Party's Report on Capital Provision for University Libraries (Atkinson Report) 1976 had been intended simply to stimulate interest in university libraries, it would certainly be adjudged a great success. It did however deal with basic issues in library growth and make statements and recommendations which provoked both librarians and community of scholars they serve. It was vigorously denounced on many counts but in particular for recommending such a fundamental change in policy as the self renewing or steady state library from the basis of admitted inadequate research.66

In July 1963 the Committee on Libraries was setup under the Chairmanship of Dr. Thomas Parry by University Grants Committee, with the following terms of references.

To consider the most effective and economical arrangements for meeting the needs of the universities and colleges of Advanced Technology and Central Institutes for books and periodicals, taking into account expanding staff and student populations the possible needs of other users, the growth of research, the rising costs of books and periodicals, and the increasing capital cost of library accommodation, to assess how far greater use might with advantage be made of shared facilities, both between the institutions themselves and between them, outside library system and other institutions, and of modern methods of reproduction, and to report,67 The report gives a valuable and comprehensive survey of the situation and deals with a wide range of topics connected in one way or another with university libraries like i) The Library Scene, ii) Cooperation, iii) Inter Library Loans, iv) Nature of collections, v) Acquisition of Library material, vi) Cooperative acquisition of foreign materials, vii) The National library, viii) Accommodation, ix) Library services, x) Library
techniques, xi) Administration and staffing, xii) Finance, xiii) Summary of main recommendations. Regarding Finance Committee recommended that –

a) Recurrent grants for libraries should be increased to enable them to meet their responsibilities and to develop their service.

b) The non recurrent grants given to the new universities have not been adequate to create libraries of university standard further grants should be made to them.

c) A sum of £100,000 per annum, to be independent of the fund presently administered by the Victoria and Albert Museum, should be made available to university libraries for the purchase of special collections or expensive items.

d) University libraries should receive non recurrent grants to enable them to clear up arrears of binding.

e) Further investigation should be undertaken into the cost of scholarly monographs and periodicals.68

1.13.3 Seminars and Conferences held on University Libraries

Indian Scenario

There are many seminars and conferences held on various aspects of library and information science at the international, national, regional and local level. But seminars and conferences convened specifically on university libraries are few in number.

The first national seminar at university libraries in India was held at the Rajasthan University, Jaipur from 16th to 19th November, 1966. 28 delegates from the university libraries and the libraries from deemed universities participated in the seminar which was jointly sponsored
by the UGC and the Rajasthan University. There were in all nine sessions and 39 papers were read and about hundred points were debated. The seminar put forward a number of recommendations under the heads 'Government of the Library', 'Administration', 'Strengthening of book resources and services', 'Inter Library Co-operation', 'Loss of books', 'U.G.C.', and 'General'. Regarding UGC the seminar recommended the following –

i) A separate library wing be established at the UGC with a highly qualified librarian as its head.

ii) A librarian be nominated on quinquennial visiting committees appointed to scrutinise plan proposals submitted by universities.

iii) A Standing Library Committee be appointed to advise the Commission on all matters concerning the working and development of university libraries.

In India the UGC organised a seminar on from 'Publisher to Reader' work flow in university and college libraries from 4th to 7th March 1959 at New Delhi. The seminar was organised to give an idea about the modern developments in library management to the professional staff of university and college libraries. In this seminar total 86 consolidated findings were discussed and finalised in the two plenary sessions held on the last day. Some of the findings regarding UGC are –

i) The amount contributed by the UGC to the book fund should be spent within 17 months of the receipt of the information about the grant made

ii) A copy of the every communication on the UGC grant for a university or college library, sent to the authorities of the
university or the college should be sent to the librarian of the university or the college as the case may be.

iii) Apart from the UGC grant, each university or college should contribute to its library account either 6 percent of the its total annual income received from investments, the state government, and other sources or Rs. 50000 whichever is more.  

Association of Indian Universities (AIU) had constituted in 1984 a Committee to suggest a national policy on university libraries. A regional seminar of the librarians working in South Indian Universities was organised at Osmania University, Hyderabad on September 29 and 30, 1986 to discuss the draft report of the AIU Committee on national Policy on University Libraries. This seminar was attended by 54 professionals representing 18 universities and 5 research libraries. 18 papers were presented and discussed at the seminar. The recommendations were grouped under the heads, 'objectives', 'statutes of the library', 'collection building', 'financing', 'relation between the university libraries and college libraries', 'modernisation', 'resource sharing', 'space', 'open university', and 'miscellaneous'. Under the fact 'Resource sharing' the seminar recommended the following –

In view of the financial constraints and other allied problems facing libraries, the seminar stresses the need for resource sharing. This programme which should be blessed by the UGC would comprise increased inter library loans promoted by union catalogues, installation of telex and facsimile services, reduction of postal rates, creation of storage centres for low use materials, equipped with microfilming and reprographic facilities, etc.  


Besides the above 2 national level seminar and number of seminars and conferences were organised in India by ILA, IASLIC, DRTC, State Library Associations etc. on various aspects of library science including university library as one of the facets.

29th ILA conference held at Mysore University on December 5-9, 1983 was on the theme Fifty Years of Librarianship in India. Seminar papers read by Issac K. A. on Development of University Library in India and by Ganesan, N. on Resource Sharing among University, College and Special Libraries in India are significant studies in this field. Recently ILA organised a national seminar on challenges before the university libraries in India in the 21st Century at M. S. University of Baroda on August 9-12, 1999. The ILA has received 48 papers on the various aspects of university libraries. These aspects are divided into 7 sections viz.

i) University Library Development

ii) Organisation and Management

iii) Collection Management and Library Services

iv) Information Technology Applications

v) Information Technology Future Scenario

vi) Library Policy and Status

vii) Part 1 : Ranganathan and His Impact

Part 2 : Baroda University

45th All India Library Conference was held on 23-26 December, 1999 at Choudhary Charan Singh Haryana Agricultural University, Hissar. The theme was Library Vision 2010 : Indian Libraries and Librarianship in Retrospect and Prospect. There were some
contributions on university libraries in its sections. Total 77 papers were read by contributors on the various sections of the theme.

After taking a brief review of the proceedings of the seminars and conferences held on various aspects of university libraries in India, investigator has searched for international view in this regard.

**International Scenario**

In September 1962, UNESCO organised a regional seminar in collaboration with the Government of Argentina on the development of university libraries in Latin America and Mendoza.

The first Japan United States conference on library and information science in higher education was held at Tokyo from 15-19th May 1969. The conference examined the role of university and research libraries in Japan and United States in the development of higher education.

Another seminar was organised by IFLA/UNESCO for librarians from developing countries at Munchen, on August 16-19 of 1983. The subject for the seminar was 'University Libraries in Developing Countries: Structure and Function in regard to information transfer for science and technology.'

In the United Kingdom formal inter lending began with the setting up in 1925 in Birmingham of an Enquiry Office to receive interloan requests. A bonus effect of the scheme was that it brought university librarians together, but the culmination of this particular aspect of cooperation was the founding in September 1950 of the standing Conference of National and University Libraries modelled to some extent on the American Association of Research Libraries.
All these committees and commission were headed by famous and learned educationalists. These personalities are fully aware of the role of libraries and librarians towards the development of higher education. They emphasised again and again the need for up to date and effective library services. Overall view of these personalities highlighted that the neglect of libraries would damage the whole education system. They also concluded that the authorities are giving step motherly treatment to libraries. To improve this situation they recommended various measures for the development of university libraries.

Besides all these primary sources investigator has studied annual reports of UGC from 1977-78 to 1999-2000, annual reports of INFLIBNET from its beginning with INFLIBNET newsletters. Annual reports of some university libraries such as Nagpur University Library, University of Mumbai, University of Pune, Shivaji University, Kolhapur etc. are referred for factual information regarding the study. Guidelines of UGC for VIIth Plan (1985-90), VIIIth Plan (1992-97) and IXth Plan (1997-2002) are studied for detail grant allocation to university libraries.

1.13.4 Other Studies – Books, Articles, Postgraduate and Doctoral Studies

Besides the above studies there are number of studies which are published in the form of books and learned articles in the Western countries as well as in India on various aspects of university libraries.


development of libraries including recommendations of the various committees and commissions set up by the UGC.


Sharma S. R. (1999)' UGC Schemes : A Manual for Universities, Colleges and Research Institutions'; and Vohra A. L. (1993)' Handbook of UGC Schemes and Central Assistance to State Universities and Colleges' are two valuable contributions in the education field. Handbook of Indian Universities (2000)' brought out by Association of Indian University gives reliable and authentic data regarding the universities in Western India. These three books highlighted the objectives of the UGC, its functions, role in promotion and coordination of higher education and also give a concise account of the schemes implemented by it.

Education in India since Independence' are some of the books which highlighted history of education in India.

From Western countries there are many contributions by foreign authors on university libraries. Regarding library surveys there are two books which should be read by and researcher from Library and Information Science field. Firstly a book by Line Plaurice B. (1982) 'Library Surveys : An Introduction to the Use, Planning, Procedure and Presentation of Surveys' revised by sue stone. This books details the whole process of conducting a survey, from the various factors which should be considered in the initial planning stages, through different methods of collecting, processing and analysing information to the interpretation and presentation of results. Secondly, a book by Tauber Maurice F. and Stephens Iriene Roemer (1968) 'Library Surveys' is a collection of papers presented in the conference on library surveys held at Columbia University in June 14-17, 1965.

"The University Library" by Wilson and Tauber (1956) is one of the most important contribution by the authors to the field of university libraries. The book highlights the principle sand methods of university library organisation and administration. Another book by James Thompson (1980) University Library History – An International Review is a collection of articles on various aspects of university libraries from UK. US. Canada. Australia and New Zealand. Hingham (1980) 'The Library in the University' gave his own stimulating views on the role that a librarian might hope to fulfil now and in future. Sterling (1981) 'University Librarianship' is a collection of case studies to highlight points and problems of various university libraries.
Saunders (1968) is the volume concerned with specialised aspects of university and research libraries. 'University Libraries in Britain – A New Look' is an outcome of a survey of university libraries in UK undertaken by Bryan (1976). The purpose of the survey is to assess university librarianship as it is practised and the libraries which reflect that practice. Studies conducted by K. W. Neal (1972), Tauber (1958), Loveday (1985), Hamlin (1981) are some other significant surveys of university libraries from Britain, Columbia, developing countries and US respectively.


Introduction to reference work Vol. I & II by Katz William (1969, 1978) is the valuable contribution in two volumes. 1st volume describes the practical activities of reference work and 2nd volume analyses the ways in which libraries function, computerized reference searches and library networks.

Articles

There are many articles published on various aspects of university libraries by many authors in Library Science journals. P. B. Mangala and Sardana, Sahai Srinath, Sewa Singh, Chatterjee Madhab, Chattkara M. L. & Krishan Gopal, A. R. Sethi & Shyamala Moorthy, P. B. Mangala, Srivastava Anand P., J. L. Sardana, Bashiruddin, K. S. Deshpande, N. Rajan all these authors have focused on history, development and growth of university libraries in India.
A Tejomurthy, Kautilya and Shukla, Rajwant Singh have emphasised on university library building. A. K. Anand and H. R. Chopra, K. S. Deshpande, O. P. Gupta, Mohammad Ismail, B. S. Maheshwarappa have highlighted on collection development in university libraries.

Resource sharing and allocation of funds in university libraries is well explained by N.B. Inamdar and Ramaiah, A. K. Kandu and N. M. Panda, K. S. Deshpande has focused on changing concepts of library services in university libraries.

Srivastava, Ramaiah L. S., L. J. Haravu, B. S. Garg, P. S. G. Kumar, R. G. Prasher, Prem Singh have well explained about information technology, networking and automation of university libraries with INFLIBNET.

Studies conducted by N. Markandan, G. D. Sharma, Ruddar Dutt, P. N. Kaula, A. S. Desai, Tilak Jandhyala B. G., Singh Yogeshkumar, Issac K. A., Ambrose Pinto are significant studies on higher education and university libraries in India.

Staff development and Library and Information Science education in India is studied by P. Gopinathan Pielai, Asok Basu and J. K. Sarkhel, V. V. Kulkarni, Isaac K. A.

A Tejomurthy and Kautilya H. Shukla, H. C. Mehta, M. A. Pradhani and T. N. Gautham, M. Suriya and M. S. Klavathi, A. Tejomurthy, K. S. Deshpande have made case studies of various university libraries on many aspects.

Problems of university libraries are well studied by Dasgupta R. K. and Datta B. K.
Special issues devoted for university libraries by Library Herald in 1963-64 is the valuable collection of articles by eminent personalities in Library and Information Science field. University News has also published a separate special issue for university libraries. This is also a valuable collection of articles on various aspects of university libraries.

A survey of the University of Delhi Library undertaken by Carl M. White examines its book collections, administration and services and financial requirements. Includes a chapter on library cooperation. Another study made by Mehta H. C. on White Report is significant. He states that the report of White has exposed the shortcomings of the University of Delhi Library. Adds that the recommendations of this report were accepted sometime years before this report by the M. S. University. Baroda for its library.

Post Graduate and Doctoral Studies

At the time of commencement of the M. Lib. Science course in the University of Delhi in 1948 under the leadership of Ranganathan, the role of research oriented education was fully realised and developmental research was made an integral part of the said course the pattern of the Delhi University M. Lib. Sc. Dissertations gradually spread to other Indian universities which started similar courses. Dr. P. S. G. Kumar has made a commendable effort to collect the information from the various library science schools of our country, regarding the MLIS and Ph. D. dissertations in 1987.

According to him out of the total 1641 MLIS dissertations, 1025 are on Library and Information Science and rest relates to other disciplines. Out of these 1025 MLISC dissertations, the largest number i.e. 142 studies (13.9 percent) are in the field of information and 134 (13.1 percent) studies are on university libraries. The 2nd position
goes to studies on university libraries due to the interest shown by many of the masters students, faculty members and Liberians in university libraries and their problems, prospects and services. Studies conducted by Neena Sud, Indra Bumb, Alka Bharadwaj, Arvind Kaur, Ashok Kumar, Sarman Lal, A. L. Wadikar, Jugal Kishore, J. P. Hiremath, Ponnamma Devaiah, Raju Mathew are significant studies in the field.

Provisions for Ph.D. in Library Science in India was made for the first time in 1948 in the University of Delhi under the dynamic leadership of Dr. S. R. Ranganathan. The first Ph.D. in Library Science was awarded by Delhi University to Mr. D. B. Krishnarao under the guidance of Dr. S. R. Ranganathan. It is estimated by Dr. P. S. G. Kumar that the Indian Library Schools have so far awarded Ph. D. degree to 71 scholars for their theses. Out of this about 44 persons did their Ph. D. in the field of Library and Information Science. Out of these 44 persons 7 (15.9 percent) studies are on university library and its various aspects. Studies on university libraries get second position in the subject wise distribution of doctoral studies.

Studies conducted by Devarajan G., Ganpule S. R., Sood S. P., Rajwant Singh, A. Tejomurty, Chandrakant Sharma, Jugal Kishroe are significant studies on various aspects of university libraries in India.

Recently in 1999 study conducted by Deshpande P. R. from Nagpur University on University Library Finances in Maharashtra is worth relevant to mention.

Another work presented by S. K. Patil from University of Pune on 'Evaluation of Library Services of Non Agricultural University Libraries in Maharashtra (With Special Reference to Jayakar Library
of the University of Pune) is worth to mention. He has submitted a plan to augment the Jayakar Library services using Internet resources. Various findings regarding basic library services like home lending service, reading hall service, inter library loan service, photocopying service, readers advisory service, current awareness service, bibliography service, SDI and microfilming reading service, networking service are given in this thesis.

**FINDINGS**

After studying the recommendations of various Committees and Commissions regarding allocation of funds to university libraries it can be concluded that –

1. These Committees and Commissions were fully aware of the role of libraries and librarians in this new era of higher education which makes a direct contribution to the advancement of knowledge.

2. They recognised and repeated again and again the need for up to date, effective and efficient library services in support to teaching and research work.

3. They tried to allocate more and more funds to university libraries giving suggestions in their reports.

4. They have pin pointed the poor conditions of academic libraries repeatedly in their reports.

5. Establishment of UGC and its INFLIBNET programme are significant landmarks in the field of higher education and Library and Information Science.

6. Seminars and Conferences organised in India for discussing state of affairs of university libraries have
concluded that resource sharing is the only solution to change the conditions of university libraries in India. And as a result, networking of university libraries through INFLIBNET programme was undertaken.

7. In UK establishment of University Grants Committee in 1919 was a turning point in the field of university libraries. The same thing has happened in India after the establishment of University Grants Commission in 1953 i.e. after 34 years.

8. Compared to academic libraries in Western countries our university libraries are at the initial stage of information technology.

9. There are many challenges before university libraries and librarians, hence, they have to cope with new information technology and electronic era too.
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