Chapter Two

University Libraries: An Introduction
UNIVERSITY LIBRARIES : An introduction

Man created society for his own sake and it is an internal truth that no man can live without a society, because man is an intellectual social animal. Living in society, he has got his own social status. He is progressive, his progress is due to certain social activities, and one of them is language. Language is the only media to understand each other. Thinking is the most natural activity of a man. He thinks in language, expresses his thinking in language and communicates himself with other through language. Knowledge was given by man to man through a spoken language. There were hardships in keeping the spoken language for permanent use. Therefore man found the script and expressed his thought with the help of written language. In the past man recorded his thought, to preserve the knowledge on Bhojpatra, Tamra Patra etc. and later on it was recorded on clothes. By the course of time man invented paper and thus revolutionary changes took place. The written language became more communicable media to exchange knowledge in the society. Ultimately books were published in various branches of knowledge and it eventually put a problem for an individual to read every thing published.
It was really a problem to preserve all the books. This gave birth to the idea of library. Library means place where books and other written documents are stored libraries are the foundation of knowledge.

Library is more important then any other thing in the society, because people learn through it, knows through it and moves the wheel of knowledge through it. Libraries are just like lighthouse towers, which give guidance to whole of society and thus, the role of libraries in the development in the education is very vital. Now the library has become an indispensable part of our social life for the development of educational, social end cultural activities. A modern library is a social institution.

In the words of Dr. S.R. Ranganathan "Libraries are not mere the storehouses, they are rich springs where which knowledge flows out which irrigate the wide field of education and culture".

2. 1 University Education In INDIA

India has been the cradle of one of the earliest civilization in the world. There is, in fact, ‘no country where love of learning has so early an origin or has exercised so lasting an influence. The importance of libraries in academic institutions was, therefore, recognized in India even in the
remote past. In the Vedic Age instructions were imparted orally, without the medium of books, and this is perhaps the reason that no libraries have so far been discovered in the archaeological excavation at Tazil though it was a famous seat of learning from 700 BC to 300 AD With the advent of Buddhism, teaching came to be practiced through written word and this in turn gave rise to libraries. Fahien noticed such libraries at Jetavana Monastery at Sravasti (U.P.). The Nalanda University in Bihar (300-850 AD) had a huge library complex known as Dharmaganj. Jagaddal, Kanher, Mithila, Odantapuri, Somapuri, Ujjan, Vallabh, and Vikramgala were the other seats of learning which had good collections of manuscripts in the libraries attached to them. All these libraries were destroyed at one time or the other by fire or Mugal Emperor, often in ignorance.

2.1.1 Medieval Period

The existence of academic libraries during the medieval period of Indian history is not known, though the Muslim rulers did patronize libraries in their own palaces. A lone exception, however, was a library attached to a college at Bidar, having a collection 3,000 books on different subjects. Aurangzed got this library transferred to Delhi to merge it with his palace library.
2.1.2 British Period

During the British period a considerable number of English and oriental colleges both Government and private were established. These institutions are quite different from the colleges of today. Government of Bengal (1845) proposed the establishment of Central University at Calcutta on the pattern of London University. This proposal was not accepted. Later on in 1854 on the recommendations of the "Wood's Dispatch" the Government of India decided to introduce higher education for the native Indians. This was the beginning of higher education era in India. The Government of India then decided to establish three Universities in three major metropolitan cities in India on the line of London University. Thus in 1857 three Universities were established in India. They are as follows:

(i) Calcutta

(ii) Madras

(iii) Bombay

During the years 1855 to 1902 three was a great progress in respect of College education in India. In this period about 191 colleges were established. During the period of Lord Curzon who was the Viceroy of British India, the Indian University commission was appointed, which has augmented the growth of University commission was directed "to inquire
into the condition and prospects of the Universities established in British India."

The recommendations of the act were embodied in the Indian University Act of 1904. Curzon's reforms for expansion of university education continued for ten years. During this period a number of colleges increased and enrolment of student the existing Universities increased. The demand for higher education was continuously increasing and that's why Lord Hardinge's Government surveyed the position and passed the resolution in 1913. Through resolution the Government disclosed its intention to established Universities in India and expressed its desire to improve teaching facilities in the existing Universities. It advanced higher study and created an atmosphere conductive to social and moral as well as intellectual progress. In presence of the above policy the following Universities were established to meet the prevailing demand.

1. Banaras Hindu University (1916)
2. Mysore University (1916)
3. S.N.D.T Women's University (1916)
4. Patna University (1917)
5. Osmania University (1918)
These universities were just like state Universities. There was a continuous movement for establishing regional universities at Deccan, Poona, and Ahmadabad within the jurisdiction of parent Universities. As a result some new Universities were established.

In the history of progress of Indian education appointment of Calcutta University Commission has a very important place. It is also known as Indian Education Commission. Indian Education Commission and its recommendations advanced the progress of education. In 1875 there were only three Universities, which grown up to 22 Universities in 1946.

In our country higher education is given by University and Colleges. The primary aim of University & College education is to cater the need of those, who are interested in higher education and those who want to spread their knowledge within the interest of nation and society. A university and College mainly stands for higher learning and research.

"According to dictionary of Education" A University is and institution of higher education which has a liberal act colleges; offering a programme of graduate study have usually two or more professional faculties; and it is empowered to confer degrees in various fields of study".
It means a University must have more than one postgraduate course, it must provide the degrees in more than one subject and doctoral degrees in various disciplines. Late Prime Minister of India, Pandit Jawaharlal Nehru, while addressing the convocation at the University of Allahabad in 1947 remarked.

“A University stands for Humanism, for tolerance, for reason, for adventure of ideas and for the search of truth.”

*According to Daugherty and Blauch,*”A University in the United States is an educational Institution comprising under graduate colleges of liberal arts and sciences, professional schools and a graduate college of school, which provides programmes for study and research beyond the levels of accelerate and first professional degrees.”

### 2.2 Purpose

“The basic purpose of education is to create more efficient and productive citizens aware of our glorious national heritage and the noble achievements of human civilization, possessing a basic scientific outlook and committed to the ideals of patriotism, democracy, secularism,
socialism and peace, and the principles enunciated in the preamble of our constitution."

"Higher education has to produce capable leaders of society and economy for manifold activities committed to the aforesaid ideas. Higher education is being integrally linked with the entire educational structure. Higher education should take note of academic excellence; progress of arts and science should take note of academic excellence, progress of arts and science the entire world over and ensure that our best talents make befitting contribution this international endeavour. Wilson and Tauber suggested purpose of higher education as:

- Conservation of knowledge
- Teaching
- Research
- Publication
- Extension
- Interpretation

Kern Alexander mentioned the following purpose of higher education as under:
1. To maintain, support, critically examine and to enforce the existing social and political system.

2. To train students and faculty leadership and superior service in public service science, agriculture, commerce and industry.

3. To develop students to well rounded maturity—physically, socially, emotionally, spiritually, intellectually and vocationally.

4. To develop, refine and teach ethical and cultural values.

5. To provide fullest possible realization of democracy in every phase of living.

6. To teach principles of patriotism civic obligation and respect for the law.

7. To teach the practice of excellence in thought, behaviour & performance.

8. To develop, cultivate and stimulate the use of imagination

9. To stimulate reasoning and critical faculties of students to encourage there use in improvement of existing political and order.

10. To provide by study and research for increasing knowledge.

11. To provide by study and research for development and improvement of technology, production and distribution of increased national goods.
12. To provide directly and explicitly international understanding and cooperation

13. To transfer the wealth of knowledge and tradition from one generation to another.

2.3 After Independence

The modern trend of education is to develop a thinking individual who should prove to a self-relevant person in every walk of life, yet the impact of higher education is so vital on the national life of country. After independence wonder progress in higher education through universities has taken place. The Universities education system finds its guiding principles for high standard of general, vocational and professional education. However, after independence the function of University education shows definite slant towards its local problem and needs.

The Government of India appointed the University Education Commission (1948-49) under the Chairmanship of Dr. S. Radhakrishnan, an eminent educationists “To study the existing educational facilities available in Indian University. And to suggest improvements to suit the future requirement of country. The Commission gave many recommendations for promoting higher education.
According to the “Commission” the objectives and aims of higher education are as under

1. Great changes have taken place in the political and economic conditions of Indian Society. The academic problems have assumed new shapes. We have now wider conception of duties and responsibilities of universities. They have to provide leadership in politics, administration, profession, industry and commerce.

2. Universities should be organs of civilization. They should train the intellectual pioneers of civilization.

3. If we want to retain the dynamics of cultural life, we must give up worshipping the past. We should think that noting is done while anything aims to do. Hence the aim of University Education should be to promote intellectual adventures.

4. Universities should produce such wise persons who make an incessant research for new knowledge and unceasing efforts to plum the meaning of life.

5. The content of education must accept the best of what modern advancement has to offer, but without neglecting our cultural heritage from the past.
6. One of the main functions of Universities is to bring about the spiritual development of students.

7. Universities preserve the culture and civilization of country. If we want to civilize we should sympathies with the poor, respect woman, love peace and independence and hate tyranny and injustice. The aim of University education should be to infuse these ideals into the youth.

8. Aim of education is to discover the innate qualities of person and to develop them through training. Universities should discharge both these duties towards their students.

9. Healthy mind is found in a healthy body. Hence in the Universities attention should be paid not to the mental but also to the physical development of students.

10. Literature deepen and enlarge the human feeling. Hence, University should give most important place to mother-tongue in general education.

11. We are engaged in a guest for democracy through the realization of justice and liberty, equality and fraternity. Hence, it is necessary that our Universities should be emblems and protectors of these ideals.
Kothari Commission was appointed by the Government of India in (1964-66) Under the Chairmanship of Dr. D.S. Kothari to evaluate the entire condition of education and so also the libraries. The recommendations made by the Commission are as under:

1. To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret the old knowledge and beliefs in the light of new needs and discoveries.

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

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

4. To strive to promote quality and social justice and to reduce social and cultural differences through diffusion of education and;
5. To foster in the teachers and students and through them is society generally; the attitude values needed for developing the "good life" in individual and society.

In addition to these broad aims which they share in common will all the universities, Indian Universities will have to shoulder some special responsibilities in the present state of our social and educational development for instance:

1. They must learn to serve as the conscience of the nation and from this point view they should encourage individuality, variety and within a climate of tolerance.

2. They should develop programme of adult education in a big way and to that and involve a wide spread network of part-time and correspondence courses.

3. They should assist the schools in their attempts of qualitative self-improvement.

4. They should shake off the heavy load of this early tradition which gives a prominent place to examinations and strive to improve standards all round by a symbiotic development of teaching and research, and
5. They should create at least a few centers which would be comparable to those of this type in any other part of world and thus help bring back the center of gravity or Indian Academic life within the country itself.

2.4 University Libraries

The University library plays a vital part in the sphere of higher education. The University library has been termed as ‘heart of university’. It has also been compared to the innermost sanctum of the temple. The university is designated as the temple of learning. The university library is a part of superstructure of the university is designated as the temple of learning. It is there to help the university to achieve its goals. Hence the goals of university can be taken as ‘criteria’ of appraisal and reappraisal of the organization effectiveness and efficiency of university library.

2.5 Role of University Library

A university library’s role is much more important in higher education. It would be an exaggeration to say that a library is an essential prerequisite for successful implementation of aims and objectives of higher education. The prime necessity for a University is a good library with balanced and adequate collection, which can satisfy the needs of University faculties
and students; help to promote advanced study and research programmes. A University is rated largely by its library. No University can develop effective work in the academic sense without a strong library as its center.

In the words of S.R. Dongerkery “A well stocked and up-to-date library is a sin quo non for every modern university.” It is the central workshop of the university which provides the students, the teachers, the scholars and the research workers with the tool required for the advancement as well acquisition of knowledge. What the laboratory is to the research worker in branches of experimental sciences, the library is to the worker in the fields of humanities and social sciences.

2.6 Function

The basic function of University libraries is to aid the parent institution in carrying out its objectives. University libraries should be designed to support the role, which has been assumed by or assigned to the university. The library contributes to the realization of the objectives and supports the total programme by acquiring and making available the books, materials and services that are needed. In carrying out its responsibilities effectively, the University library performs certain activities. It acquires books and other reading materials, it prepares these materials for the use of students.
Faculty and others who acquire them, it circulates materials to clientele, borrows and lands materials on inter-library loan, it renders reference service, it provides bibliographical and documentation services, it gives instruction the use of library and encourages students to develop life long habits of good reading, it provides adequate and comfortable physical facilities for study, and it interprets library services to the administration faculty and students.

Wilson and Tauber describe the function of University library as “University Library directs its activities towards the fulfillment of the university which are as follows –conversation of knowledge and ideas, teaching research publication, extension of services and interpretation of research.” The library exists not merely to help the instructional function at the university; it does also a good deal in aid of research, which is another major function of the university. The university library serves as a vital link in the chain between research and practice. It remains the center of all academic activities of the university.

M.B. Line is of the opinion, “the function of the University library is to bring together information or knowledge on the one hand, and human beings on the other.” Every education advance depends upon its resources
and in the large measure, the degree of advance is proportionate to the potential of the library to respond. A quality education is impossible without a good library. A well-equipped and well-managed library is the foundation of modern education structure. Education in the absence of library service is like a body without a soul. The fundamental role of the library is educational. The university library should be operated as a dynamic instrument of education. The teaching and research function of university library contrasted with library housekeeping function results in the maximum attainment of educational objectives of the university.

**Kothari Education Commission** in its Report clearly defines the functions of the university libraries in order to realize the objectives of university education as under:

I. To provide resources necessary for research in fields of special interest to university.

II. Aid to the University in keeping abreast of development in his field.

III. Provides library facilities and services secondary success of all formal programmes of instructions.

IV. Opens the doors to the wide field of books that lie beyond the borders of one's own field of specialization, and
V. To bring books, students and scholars together under conditions, which encourage reading for, pleasure, self-discovery, personal growth and sharpening of intellectual curiosity.

The commission emphasized the need and importance of University libraries and suggested that each University should develop a well-equipped library in accordance with the needs of its, users. Some of the recommendations made by the commission are worth mentioning.

I. A new University, College or department should not be set up without taking into account its library in terms of staff, books, journals and space etc. Nothing could be more damaging to a growing department than to neglect its library or to give it a low priority. On the contrary the library should be an important center of attraction on the college or University.

II. A collection of books, ever a collection of good books does not constitute a library, enthusiastic teachers, who teach with books and librarians who can cooperate with them with in converting the library into an intellectual workshop, even a comparatively small collection of sensitively chosen books may work wonders in the life
of students, without such a staff, the most luxurious building or expensive books collection may no effect at all.

2.7 Development of University Libraries

The library is the best agency in the University for collecting organizing, and for providing the services to user in effective way. Before 20th Century only two University libraries were established in i.e. Bombay, (1864), Calcutta (1873) and later on Madras University was established its library in 1911. The notable attempts made by the government of India were the Indian Universities commission (1902), The Indian University Act (1904), Government of India Resolution of Education policy (1913). The Calcutta University Commission (1917-1919) recommended that "It is right to provide great libraries and great laboratories of research scholars to direct them in accelerating the research activities."

After independence in India, Commission after commission have emphasized the importance of libraries in higher Education. Government of India established university Grants Commission. Its committee on University and College Libraries (1957) made a detailed study about the working of University libraries in India. Today in India almost all universities have their libraries. At present there are more than 162
University Libraries in India, this reveals the changing scenario of higher
education in India which is still in the secondary stage and preparing to
step in 21st century.

2.7.1 User’s Perspective

To compare the facilities available in Indian University Libraries with the
libraries of other advanced countries like U.K. & U.S.A., some of the
libraries in India are computerizing the catalogues of their stocks. For
instance, libraries in the advanced countries have been linked through
LAN and other Networks, through which any library users in any
participating library can, through the computer terminals in the library,
obtain information about the journals, newspapers and books available in
any library. No such network has yet been instituted in state university
libraries in Uttar Pradesh. In the current situation, such a network is
vitally necessary. As a consequence of the current economic crisis,
central funding agencir for universities in real terms have reduced the
budget. Since it is impossible for all libraries to afford the purchase of all-
relevant books and journals, a mechanism at the state level need to be
created to provide the funds fore special activities from some
specializations within the library system.
2.8 University Libraries in UTTAR PRADESH

In the state of Uttar Pradesh there were initially three Universities. Among these two were Central Universities, namely, the Aligarh Muslim University and the Banaras Hindu University, and other one was State University, namely Allahabad University. In 1950-51 there were only six Universities and forty-degree colleges providing higher education in the state. The table below indicates the year of establishment and numbers of universities.

Table-1

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NOS. OF UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1881</td>
<td>1</td>
</tr>
<tr>
<td>1921</td>
<td>5</td>
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<tr>
<td>1941</td>
<td>6</td>
</tr>
<tr>
<td>1961</td>
<td>12</td>
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<tr>
<td>1981</td>
<td>23</td>
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<tr>
<td>1991</td>
<td>24</td>
</tr>
<tr>
<td>1995</td>
<td>28</td>
</tr>
</tbody>
</table>

The Table-1 & 2 shows that there is wonderful progress in the establishment of Universities. Now there are 28 Universities in Uttar Pradesh out of total 216 Universities in India.
Table-2
University Education in Uttar Pradesh

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name Of University, Place</th>
<th>Year of Est.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dr. B.R.A. University, Agra</td>
<td>1927</td>
</tr>
<tr>
<td>2.</td>
<td>Aligarh Muslim University, Aligarh</td>
<td>1920</td>
</tr>
<tr>
<td>3.</td>
<td>University of Allahabad, Allahabad</td>
<td>1887</td>
</tr>
<tr>
<td>4.</td>
<td>Banares Hindu University, Varanasi</td>
<td>1916</td>
</tr>
<tr>
<td>5.</td>
<td>Dr. Bhim Rao Ambedkar University, Lucknow</td>
<td>1996</td>
</tr>
<tr>
<td>6.</td>
<td>Bundelkhand University, Jhansi</td>
<td>1975</td>
</tr>
<tr>
<td>8.</td>
<td>H.N.B. University, Garhwal</td>
<td>1973</td>
</tr>
<tr>
<td>9.</td>
<td>Gorakhpur University, Gorakhpur</td>
<td>1957</td>
</tr>
<tr>
<td>10.</td>
<td>G.B. Pant University, Pant Nagar</td>
<td>1960</td>
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<tr>
<td>11.</td>
<td>Gurukul Kangri Vishvvidyalaya, Haridwar</td>
<td>1960</td>
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<tr>
<td>12.</td>
<td>S.S.M. University, Kanpur</td>
<td>1966</td>
</tr>
<tr>
<td>13.</td>
<td>Kashi Vidhyapith, Varanasi</td>
<td>1921</td>
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<tr>
<td>14.</td>
<td>Kumaun University, Nainital</td>
<td>1973</td>
</tr>
<tr>
<td>15.</td>
<td>Lucknow university, Lucknow</td>
<td>1921</td>
</tr>
<tr>
<td>16.</td>
<td>C.C.S. University, Meerut</td>
<td>1966</td>
</tr>
<tr>
<td>17.</td>
<td>N.D. University, Faizabad</td>
<td>1975</td>
</tr>
<tr>
<td>18.</td>
<td>Purvanchal University, Jaunpur</td>
<td>1987</td>
</tr>
<tr>
<td>19.</td>
<td>R.M.L. University, Faizabad</td>
<td>1975</td>
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<tr>
<td>20.</td>
<td>Rohilkhand University, Bareily</td>
<td>1975</td>
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<tr>
<td>21.</td>
<td>Roorkey university, Roorkey</td>
<td>1949</td>
</tr>
<tr>
<td>22.</td>
<td>S.S. Vishvividyalaya</td>
<td>1991</td>
</tr>
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</table>

Initially, the University of Allahabad after its foundation was continued to concern with examinations only. There was no teaching activities except in the School of Economics. An Act was enacted in 1922 for re-
organization of the University as unitary, teaching and residential institution with control over the quality and character of teaching in constituent colleges. The Muir Central College became the central point for the teaching university. The jurisdiction of the university was confined to territorial radius of ten miles from its Convocation Hall. In 1955, a further amendment was made in the University Act. After that three categories of colleges came into existence. Associated colleges, which were residential imparted full degree courses as distinct from tutorial instruction. The State Government maintained this. The Uttar Pradesh State University Act, 1973 replaced all earlier Acts and subsequently re-enacted with certain modifications (Re-enacting by the amendment) Act 1974 (U.P. Act No. 29 of 1974) which extended to an area within radius of 16 km from the Senate Hall. There were three University College which supplementing structure given by the university’s eleven associated colleges providing degree course besides one constituent college maintained by the U.P. Government. These college have enrolled about 31,430 students in various disciplines.

2.8.1 University of Lucknow (1921)

The idea of establishing a university at Lucknow was first mooted by the Hon’ble Sir M.A. Harcourt Butler who was appointed Lieutenent-Governor
interested in University Education was formed at Lucknow in 1919. It was resolved that a unitary, teaching and residential University at Lucknow was recommended to Calcutta university commissions which recommended to set up a university at Lucknow. A bill was introduced in the Legislative Council in August 1920 for the establishment of the university and passed in October 1920. In July 1921, the University undertook teaching. The king George's Medical College, the Canning College and the Isabella Thoburn College formed the nucleus for establishment of the University. The earlier Act has been replaced by the **Uttar Pradesh State University Act, 1973**, and re-enacted with certain modifications (Re-enactment and Amendment) **Act 1974 (U.P. Act No.29)**. The jurisdiction of the University extends to a radius of 16 Kilometers from the Convocation Hall of the university. The Enrolment is 34,000. There are 15 Halls in the university including four in the King George’s Medical Colleges, two of these being for women students in which 2,300 students can be admitted. An employment information and guidance bureau is functioning in the university for the benefit of students for employment assistance, and renders vocational guidance etc.
The University Library called ‘Tagore Library’ (Central Research Library) is one of the biggest libraries of Northern India which is fully computerized, having a part of INSDOC (CSIR) Network named as SIRNET NETOWRK, (1992-93). The University Library has 5,00,000 books and 500 current periodicals. There were 8000 books added during the period under study. The library attends about 2,500 users every day. The Library has budget of Rs.12 Lakhs. The university budget income-wise was Rs. 1016.62 Lakhs. The university received a grant from State/Central Government and UGC was Rs.1016.62 Lakhs.

The university library budget in comparison to university budget is 1.1%, which is a poor budget as per standard norms for library budget.

2.8.2 *Mahatma Gandhi Kashi Vidyapeeth (1921)*

Kashi Vidyapeeth (Now known as Mahatama Gandhi Kashi Vidyapeth) was founded on February 10, 1921 and its foundation stone was laid by the Mahatma Gandhi. The Vidyapeth was put on the map of the Institutions of higher education through the munificence of late Shiva Prasad Gupta. In 1960-61 the constitution of the Vidyapeth was amended to enable it to accept financial assistance from the Government and Kashi Vidyapeth has functioned as a deemed university under UGC Act from July, 1963 to January 14, 1974. It has been declared a Chartered
University (under Uttar Pradesh Universities Act, 1973) with effect from January 15, 1974. The Vidyapeth, a residential University, imparts higher education at the level of graduation, post graduation and research degrees. The name of Kashi Vidyapeth has been changed to Mahama Gandhi Vidyapeth w.e.f. 11th July, 1995. The University enrolled about 8071 students of various disciplines during the period under report. The University has three hostels for boys with 322 seats and one for girls with 80 seats.

The University Library called ‘Shri Bhagwandas Central Library’ is one of the big libraries in U.P. The Library has 1,95,781 books in its collection and 675 periodicals on subscription. The Library issued about 45,265 books to its readers. The Library Budget for the year was Rs. 3.50 Lakhs. The University Grant Commission during the 8th Five Year Plan Granted Rs. 25 Lakhs for the development of university library. The University’s annual budget during 1995-96 income-wise was Rs. 368.62 Lakhs and Expenditure-wise Rs.440.87 Lakhs. The Library Budget in comparison to University Budget was 0.7% which is a very poor library budget as per standard norms for library budget.
2.8.3 Dr. Bhim Rao Ambedkar University, Agra (1927)

With the re-organization of the University of Allahabad as a unitary teaching and residential University in 1927, it become expedient to establish and incorporate a university at Agra to affiliate the colleges which were earlier affiliated to Allahabad University and also other colleges in the United Provinces, now Uttar Pradesh. Agra University was established on July 1, 1927 by Act VIII of 1926 of the legislature of United Province. Subsequently, it was decided that the University should also organize departments in at least a few subjects so that postgraduate teaching and research should be concentrated at one place.

Agra University Act, 1962 says, “Whereas it is expedient to establish and incorporate a university at Agra for the purpose of affiliating the colleges associated with the University of Allahabad as organized by the Allahabad University Act, 1921 so as to set the University of Allahabad free to function as a unitary teaching and residential university by, relieving it of the responsibility of controlling the quality and character of the teaching given in its name by the associated colleges and planning such responsibility upon an affiliating University remained an affiliated University at Agra...” that the Agra University is set up.
Accordingly Agra University remained an affiliating University having its writ over U.P., C.P. Rajasthan etc. The name of Agra University has been changed to Dr. Bhim Rao Ambedkar University w.e.f. 26 September, 1995. The teaching institutions, namely, KM Institute of Hindi Studies and Linguistics (1956); Institute of Social Sciences (1956) and Institute of Home Science (1968); University Teaching Departments in Subjects of Physics, Mathematics, Chemistry and Zoology (1981); Department of Library Science (1984) and Department of Commerce, Business Management and Economics, MBA (1993) were established as University constituent centers.

The earlier Act was replaced by Uttar Pradesh State **Universities Act 1973** and re-enacted with certain modification by Uttar Pradesh Universities (Re-enactment and Amendment) Act. 1974 (U.P. Act. No. 29 of 1974) Jurisdiction of the university extends to districts of Agra, Etah, Aligarh, Mainpuri, Mathura and to whole of the State for purpose of Homeopathic Education. The University has 49 affiliated colleges, 5 constituent institutes and 6 teaching departments, the university enrolled 99,835 students during **1993-94**. The University enrolled 88,775 undergraduate’s students (men-53,265 and women-35510) and 34,615 postgraduate students (men-20769 and women-13,846) during 1995-96.
The University Library called ‘Central Library’ has 1,58,631 documents in its stocks and yearly addition during 1995-96 was 2,950 books and 173 journals were under subscriptions. The Library received 215 periodicals from different countries in exchange for the ‘University Journal of Research. The library issued 18000 books for home study to its readers. During the period under survey the library users consulted 56,780 books.

The Central Library of the University has seating capacity of about 130 students at a time. The library provides 14 cubicles for research work and 4 Seminar Rooms. The affiliated colleges, three institutes and six teaching departments maintain their worn specialized libraries. The Institute of Social Sciences library has 16000 volumes, K.M. Institute of Hindi Studies has 39000 books besides a good collection of rare manuscripts and standard books of reference and Institute of Home Science has 8,975 volumes in its library.

2.8.4 Gorakhpur University (1957)

The Act for establishment of the University was passed by the Uttar Pradesh Legislature in May, 1956 and came into force on August 3, 1956. The University started functioning from the academic session
1957-58. The Act replaced by Uttar Pradesh State University Act, 1973 and the Uttar Pradesh University (Re-enactment and Amendment) Act 1974 (UP Act No 29 of 1974). Jurisdiction of the University extends to the districts of Gorakhpur, Deoria, Basti, Siddharth Nagar, Maharajganj and Padrama (Districts of Azamgarh, Ballia Ghazipur, Jaunpur, Mirzapur and Varansasi have been transferred to Purvanchal University). The University has two constituent Colleges and 34 affiliated colleges; it enrolled 98,504 students.

2.8.5 **Sampurnanand Sanskrit Visvavidyalaya (1958)**

The Varanaseya Sanskrit Vishvavidyalaya (now known as ‘Sampurnanad Sanskrit Vishvavidyalaya) was established in 1958 by an Act of the Uttar Pradesh Legislature (Act No XXVIII of 1956), by converting the erstwhile Government Sanskrit College, Banaras into a full-fledged University. The University is affiliating, teaching and partly residential in character.

The Vishvavidyalaya was renamed as Sampurnanand Sanskrit Vishvavidyalaya with effect from **December 14, 1974** by the Uttar Pradesh State University Act, 1973. The jurisdiction of University extends to all over India. The university has more than 1000 affiliated and
recognized colleges and enrolled 756 students (men-659 and women-97) during 1995-96.

There is a great tradition of research publication in Research Institute. More than 200 research publications in Sanskrit, Pali and Prakrit have critically been edited and brought out through different series as world known Saraswati Bhavana Series. Moreover, Mahapurana Vishayanukramakosha, descriptive catalogue of the Sanskrit Manuscripts deposited in Saraswati Bhawana Library.

The University has 4 hostels for 400 male students. Hostel accommodation is provided free of charge to all students who wish to reside in the campus. Quarterly Research journal Saraswati Sushama and Krig-Ganit Panchangam are also being published every year. The University also started two courses Sampadana exams Anusandhana Prashikshana Pramana-Patriya and ‘Sanskrit Bhasha ?Shikshana Pathyakrama’ in this Institute. The University Annual Budget Income-wise: Grant received from the State Government Rs. 375 Lakhs and Rs.80 Lakhs received as fees, the university received Rs.15.02 Lakhs from other sources during 1995-96. The University Annual Budget Expenditure-wise was Rs.460.92 Lakhs
The University Library has a collection 1,09,254 MSS and 1,77,320 books in its stock. The library was by 87,436 readers in a year. The library budget was Rs.3.75 Lakhs. The space available for reading can accommodate 152 students at a time. The Library provides the facilities for Microfilming.

2.8.6 Chaudhary Charan Singh University (1965)

Meerut University (now known as Chaudhary Charan Singh University) was established to meet the aspiration of local population and to relieve the Agra University of its multiplying responsibilities out of progressive increase in Colleges. The university was formed in April 1965 when the Kanpur University and Meerut University Act was passed by the State Legislative Council. The University came into being as affiliating university that was published on November 21, 1965.

The earlier Act was repealed by the Uttar Pradesh State Universities Act, 1973 and re-enacted with modifications by the Uttar Pradesh University (Re-enactment and Amendment ) Act 1974. The jurisdiction of the university extends over Meerut Division comprising the districts of Bulandshahr, Meerut, Muzaffarnagar, Saharanpur, Ghaziabad & Hardwar.
The University has **15** teaching departments, institution of correspondence courses and enrolled about **1,96,004** students during 1993-94.

### 2.8.7 *S.S.M. University, Kanpur (1966)*

Kanpur University was established by Kanpur and Meerut University Act 1965, passed by Uttar Pradesh Legislative Assembly on **April 27, 1965**. The Act was passed by President on **June 25, 1965** and the university was started functioning in January 1966.

The earlier Act was repealed by the UP State University Act 1973 and re-enactment with certain modification by the Utter Pradesh University Act 1974 (U.P No-29). The Jurisdiction of the University extends to the sistricts of kanpur, Fatehpur, Farrukhabad, Etawah, Lucknow, Raebereli and Sitapur and the university enrolled about **87,002** students during 1993-94.

### 2.8.8 *Kumaun University (1973)*

The Kumaun University was established on December 1, 1973 by the Uttar Pradesh University Act, 1973 (Act No.100 )DSB College, Nainital and Almore College, Almora are its constituent. The earlier Act has been repealed and re-repealed with certain modifications by the Uttar Pradesh
University (Re-enactment and Amendment )Act 1974(UP Act No.29) as amended from time to time. The jurisdiction of the university extends to whole of Kumaun Covering districts of Nainital, Almora and Pithoragrh. There are 2 constituent and 15 affiliated colleges. Enrollment was 39,019 student in 1992-93.

2.8.9 Bundelkhand University (1975)

The Bundelkhand University was established on August 25,1975 by the Uttar Pradesh University (Re-enactment & Amendment) Act 1974. Jurisdiction of the university extends over the districts of, Hamirpur, Jalaun ,Jhansi and Lalitpur .There are 26 affiliated Colleges. Enrolment (1993-94) was 59,500 students.

2.8.10 Dr. R.M.L. University (1975)

Avadh University was established in March 1975 by U.P Sate University Act 1973(Act No.X of 1973 ).The university was recognized under section 12 (A&B) of UGC Act 'The university has been renamed as Dr. Ram Manohar Lohia University. The headquarters of the university is situated at Faizabad, Jurisdiction of the university extends to districts of Faizabad, Gonda, Sultanpur, Pratapgarh, Bahraich & Barabanki the University has 34 affiliated Colleges Including one /Engineering College.
The residential unit of the university has Postgraduate teaching and research in seven departments apart from Adult and Continuing Education Unit namely Rural Economics, History and Indian Culture, Solid State Physics (Elect), Mathematics and statistics Business Management and Entrepreneurship, Biochemistry and Microbiology.

2.8.11 Rohilkhand University (1975)

The university was established by the Uttar Pradesh University (Reenactment and Amendment) Act, 1974(UP Act No.29) The university functioned from February 15,1975. The jurisdiction of the university extends to the districts of Bijnor, Moradabsd, Rampur, Bareilly Shahjahanpur, Budaun and Pilibhit there are 32 affiliated colleges. Enrolment was (1993-94) 92,00 students in 1993-94.

2.8.12 Purvanchal University (1987)

The university was set up in October 1987 by Act 19/1987 of the Sate of Uttar Pradesh as an affiliating and teaching institution. Jurisdiction of the university extends to the districts of Ballia, Ghazipur, Azamgarh, Mau Mirzapur, Sonebhadra,Varansi, Jaunpur,and Allahabad. The university has 87 affiliated colleges and a University Teaching Department in Business Management. Enrollment 37,470.