CHAPTER-3

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DEVELOPMENT OF COLLEGE
LIBRARIES IN DELHI.

3.0 Introduction

India has a vast and one of the largest higher education systems in the world. The colleges in India function as the principal centres of higher education as they account for 87.8 per cent of total undergraduate enrollment and 56.5 per cent of the post-graduate level enrollment. Estimated number of colleges in India is 15,343 as in 2002-2003 and total enrollment of students is 92,27,833 at graduate, post-graduate, research and Diploma/Certificate level in universities and its affiliated colleges. Though universities are responsible for higher education, its management lies largely in affiliated colleges. The quality of higher education in India depends upon the quality of its colleges, where the bulk of university students experience higher education. Libraries have an important place in educational institutional institutions, as academic institutions can’t survive without libraries. College libraries can’t be independent.

Colleges in India function as the principal centre, of higher education. University apart from teaching at post-graduate and above level continues to work as centre for examining and degree confirming authority. They lay down the standards, prescribe
textbooks, prepare syllabus, frame rules and regulations, and decide minimum qualifications of teachers including their service-conditions. But the enforcement of these rules and regulations depends entirely on the colleges. Universities are not able to supervise the working of the colleges properly. Colleges run independently, exercises considerable discretion as per there own resources. Any set standard or quality in higher education depends upon the organization and administration of the colleges.

College libraries being ancillary in nature their functioning, growth and development, services are dependent on the organization, they are attached to. As such, growth and development of educational institutions form the background for growth and development of libraries.

3.1 Pre-Independence development of colleges:

Indian civilization is one of the oldest civilizations. India has been a centre of higher learning since ancient times. Reference of “Pustkalayas” (libraries) consisting of inscribed cylinders, seals and tables is found in Indus valley civilization, known as Harrappa and Mohenjodaro, in 2500-1500 BC. Library buildings during this period were well planned and were made of bricks. Records of administration and achievements of the highly developed civilization were kept and preserved in this period.
One of the possible reasons for it may be that the knowledge was directly imparted from ‘Gurus’ (teacher) to disciple. Gurus were themselves librarians, mobile libraries or memory-libraries of high order. There was tradition of oral transmission of knowledge from teacher to the taught.

Only, a few privileged class people were able to get the advantage of higher education during ancient and medieval India. Takshila University founded in 414 A.D. at Gandhara is said to be the first University of the World having an excellent library. Similarly, some Buddhist-Monastic institutions of higher learning, at Nalanda, Vallabhi, Vikramshila all had maintained good libraries in northern India.

In south India, king Raj Narayan of Chalukya Dynasty founded a residential college named ‘Chtikasala’ in Nagai in the 11th century having good library with six librarians to help its 200 students. In medieval period Mughal rulers, who were lovers of books, established their own Imperial libraries and “Madarsas”, called colleges, having their own libraries. In the 14th century ‘Bahamani’ kings established many colleges which had libraries of their own. Some of these historical accounts give evidence about existence of academic libraries in ancient and medieval India.
Academic libraries continued to be established during the British regime. Lord Wellesley, the then Governor General of Fort Williams in Bengal opened the first college under British rule in 1800 AD at Calcutta. During the early years of 19th century many colleges were working without libraries. Lord Minto, the Governor General of Fort Williams ordered to open public libraries to service the colleges of the area. The progress of education was very slow under the administration of East India Company. The Charter Act of 1813 passed by British Parliament gave complete responsibility of education to East India Company and also sanctioned Rs.1 lakh per annum for education. This resulted in opening of new colleges along with their own libraries. Wood Dispatch of 1854 is said to be a landmark, which helped in the development of education system in India during the British period, and three universities were established in 1857. Some of the important colleges established in Delhi during the British regime were Delhi College (presently known as Zakir Hussain College-1824) St. Stephen’s College (1881) and Hindu College (1899).

3.2 Post-Independence development of colleges:

The University of Delhi was originally conceived and established as a unitary and residential University in 1922. Besides the University and its various teaching faculties, at
present there are total 80 colleges in Delhi, 74 constituent colleges 
3 affiliated colleges and 3 recognized Institutions that cater to the 
needs of growing number of students. Only 13 colleges are 
located in the Main University campus. Out of the 80 colleges 
affiliated to University of Delhi the University Grants 
Commission provides assistance to only 54 colleges. All these 
colleges have library units as essential corollaries to them. Some 
of the old colleges of the University of Delhi, namely, St. 
Stephens, Hindu and Ramjas have developed their libraries very 
well and collection of these libraries is considered quite rich in 
several subjects.

Before the establishment of the Delhi University in the year 
1922, there were four colleges in Delhi. The increase in the 
number of colleges under the University is as follows: -

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of colleges established</th>
<th>Cumulative Total</th>
</tr>
</thead>
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<tr>
<td><strong>Before 1900</strong></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1901-1922</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>1923-1930</td>
<td>3</td>
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</tr>
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<td>1951-1955</td>
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<td>19</td>
</tr>
<tr>
<td>1956-1960</td>
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<td>63</td>
</tr>
<tr>
<td>1976-1985</td>
<td>4</td>
<td>67</td>
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<tr>
<td>1986-2003</td>
<td>13</td>
<td>80</td>
</tr>
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### 3.3 ROLE OF COMMISSION/COMMITTEE

#### 3.3.1 University Education Commission (1948-49)

*(Radhakrishnan Committee)*

A college or an institution is required to maintain a library. A library is considered essential for the maintenance of standards of university education and also forms a part of the equipment for teaching. The role and importance of the library in a college was emphasized as early as 1902 by the Universities Commission which observed “In a college where the library is inadequate or ill-arrange, the students have no opportunity of forming the habit of independent and intelligent reading.” However, no standards about adequate library service in a college could be formulate and spelt out till 1947. Realizing the value of libraries in higher education, various expert committees and commissions set up by Government of India have made strong recommendations for the development of university libraries in the country. Indian Government appointed “University Education Commission” under
the chairmanship of Dr. S. Radhakrishnan in 1948. Dr. Ranganathan, although not a member of the committee was also consulted. The Commission, realizing the importance of libraries in the fulfillment of the objectives of higher education had stated that “Library is the heart of all university work: directly so, as regards its research work and indirectly as regards its educational work, which derives its life from research work. Scientific research needs a library as well as laboratories, while for humanities research, the library is both library and laboratory in one.” Dr. Deshmukh, while drawing an analogy between a university and the human body remarked that “the students form the body of the university, the administration is the head, the teachers are the soul and the library is the heart.” The recommendations of the Commission for a university/college library are as under:

1. Annual grant for a university college library should be about 6 ¼ per cent of the total budget of the university or college or Rs.40 per student as annual grant to libraries, including special non-recurring grants paid once in five years to cope with the arrears of books and journals.

2. The libraries should have the open access system.

3. The libraries should be well organized with 12 working hours
and open on all days.

4. Properly trained staff of the caliber and status of the academic personnel should be appointed.

### 3.3.2 Secondary Education Commission (1952-53) (Mudaliar Commission)

The Government of India Ministry of Education appointed this Commission for Secondary Education in 1952 under the chairmanship of Dr. A. Lakshmanswami Mudaliar. This Commission in its Report laid emphasis on the provision of serviceable school library for each secondary school in the country. The Commission reiterated that a school library is undoubtedly ‘the heart of the school’. To quote “As the proper use of a well-equipped school library is absolutely essential for the efficient working of every educational institution and for encouraging literacy and cultural interests in students, every secondary school should have such a library; class libraries, and subject libraries should also be utilized for this purpose.”

About the need for qualified librarian, the report said, that, “trained librarians, who have a love for books and an understanding of student’s interests, should be provided in all secondary schools, and all teachers should be given some training in the basic principles of library work in the training college as well as through refresher courses.”
3.3.3 Education Commission (1964-1966)  
(Kothari Commission)

In 1964, the Government of India decided to make a survey of Indian higher education. The Education Commission was set up under the Chairmanship of Dr. D.S. Kothari, who was also Chairman of the University Grants Commission (UGC) at that time. Dr. S.R. Ranganathan was consulted for his expert advice on library matters. According to the Kothari Commission report “No University, College or Department should be set up without taking into account its library needs in terms of books, journals, space, etc. Nothing could be more damaging to a growing department than to neglect its library or to give it a low priority. On the contrary, the library should be an important centre of attraction on the college or university campus”. By this report the UGC gave a new lease of life to the university and college libraries. It gave status, prestige and a better deal in life to librarians also. The Commission laid stress on the proper development of university library system and recommended that a library should:

1. Provide resources necessary for research in all fields of special interest to the university;
2. Aid the university teacher in keeping abreast of developments in his field;
3. Provide library facilities and services necessary for the
success of all formal programmes of instruction;

4. Open the doors to the wide world of books that lie beyond the borders of one’s own field of specialization, and

5. To bring books, students and scholars together under conditions, which encourage reading for, pleasure, self-discovery, personal growth and the sharpening of intellectual curiosity.

6. More expenditure on library books and journals, i.e., a grant of Rs.25 per student per annum and Rs.300 per faculty member.

It also suggested for ad hoc financial assistance to new and old colleges for improving their standards. It also recommended for 6.25 to 10 per cent of the institutional grant for the libraries. While stressing the importance of libraries in academic set-up, the commission stated that “no university or college or department be set up without taking into account its library need in terms of staff, books and journals and space, etc.” and “Library should be an important centre for attraction in the college or university campus.”

The recommendations of Kothari Commission also could not be implemented fully, however, due to recommendations of both Education Commission and Library Committee (U.G.C.), libraries gained recognition and importance in educational institutions. Libraries progressed substantially in the decade of
sixties. Dr. Ranganathan gave a new direction to the development of academic libraries in India. It was due to his sincere efforts, hardwork and scholarship, U.G.C. was instrumental in paving the way for the development of university and college libraries, by giving due status to librarians, and norms for libraries in respect of finance, staff, building collection, furniture, etc. These norms are still a guiding force for academic libraries.

### 3.3.4 Role of University Grants Commission (UGC)

Soon after Independence, the University Education Commission was set up in 1948 under the Chairmanship of Dr. S. Radhakrishnan “to report on Indian university education and suggest improvements and extensions that might be desirable to suit the present and future needs and aspirations of the country”. It recommended that the University Grants Committee be reconstituted on the general model of the University Grants Commission of the United Kingdom with a full-time Chairman and other members to be appointed from amongst educationists of repute.

In 1952, the Union Government decided that all cases pertaining to the allocation of grants-in-aid from public funds to the Central Universities and other Universities and Institutions of higher learning might be referred to the University Grants
Commission. Consequently, the University Grants Commission (UGC) was formally inaugurated by late Shri Maulana Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28 December 1953. The Prime Minister, Pandit Jawaharlal Nehru, addressed the inaugural meet.

The UGC, however, was formally established only in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India.

Inception of U.G.C. gave a real boost to the development of higher education. Keeping in view the value and importance of a well-organized and well-equipped library, the UGC played an extraordinary developmental role by providing adequate financial assistance for collection development, acquisition of books and journals, purchase of furniture and equipment, construction of new library buildings and various important schemes, which helped the university/college libraries to make rapid progress during the last five decades in the country.

Dr. C.D. Deshmukh a great lover of books was appointed as the first chairman of U.G.C. He constituted a Library Committee under the chairmanship of Dr. S.R. Ranganathan in 1957.
committee for the first time made a survey of academic libraries and made elaborate recommendations on various aspects of library viz. Library grant, purchase of books, cultivating reading habits, facilities for inter library loan, photocopying, reference and documentation services, building a microfilm collection, open access system, preparation of union catalogue of books and serials to facilitate cooperation among libraries, library personnel, library building and furniture etc. One of the important recommendations is that the status and the salary of the library staff should be equal to that the teaching and research staff. Its report was accepted in total by U.G.C. and it became a guiding force for development of university and college libraries in India.

New Education Policy, Government of India 1985, stressed the need for promotion of self-learning by introducing change in teaching methods. It advocated for teaching by organizing seminars, workshop and tutorials instead of classroom based lecture method. This would have required self-learning and more dependence on libraries. Implementation of this aspect would have been promoted library development, but not much change in existing pattern is visualized.

University/College libraries in India, realizing the importance of library automation, are making significant
efforts to computerize their operations in order to provide better services to their users. Introduction of modern technologies enable them to easily participate in networking and resource sharing and gain access to various electronic channels and wide range of sources of information in order to provide better services to their users more effectively and in less time and cost. Networking gained a momentum in the country in the recent years due to rapid developments in computer, communication and micro electronic technology. This is evident from the establishment of many library networks viz. Delhi Library Network (DELNET) in 1992, Calcutta Library Network (CALIBNET) in 1992 etc. in the country.

3.3.5 Information Technology Programme of UGC (INFLIBNET)

The concept of library networking to aid information resource sharing and support activities in libraries has become a real necessity.

The cost of books and journals published both in India and abroad are escalating day-by-day and it is becoming extremely difficult for a university/college to main the current level of journal subscription inspite of increase in the allocations for books and journals by the funding agencies. It is ideal to equip all the libraries in the country so that libraries will become self-sufficient to cater to the needs of the academic community. But, due to the
involvement of huge expenditure, it is not a feasible proposition to provide adequate finances to the libraries. There has been a proposal to inter-link the libraries so that they could optimally utilise the available resources. While there have been recommendations in this regard by the library professionals and other academicians, no blue-print for establishing such a network has been evolved. In order to work out the necessary details, the University Grants Commission had constituted in April 1988, a committee on ‘Library Network’ to advise the UGC on preparing a blue print for setting up a ‘network’ for interlinking libraries. The Committee had its first meeting in April 1988 and decided that there was a strong need for developing a ‘network’ to interconnect the libraries not only among the universities but also to include the libraries of research and development institutions. Since this job could be accomplished with the help of experts from disciplines like computer, communications, library science, etc. an inter agency working group called ‘Information Library Network’ (INFLIBNET) was constituted which was assigned the task of submitting the project report to the UGC on providing gateways to the network.

The University Grants Commission, taking into consideration the two phenomena of information explosion and price rise, which has created a situation of inadequate resources even in frontline and established university libraries, decided to take a quantum jump into a new ear, by setting up an “inter-
Agency Working Group for Development of an Information and Library Network”, popularly known as INFLIBNET, which has recommended that to keep pace with the costly information resources, the libraries in the higher education sector, whether they are University Libraries or Research and Development Institute Libraries should be reorganized and linked via modern men as of communication.

**What is INFLIBNET**

- INFLIBNET is a cooperative Network and will contribute to pooling, sharing and optimization of resources, facilities and services of libraries and information centres in the university system as well as in the R & D complexes.
- It is a major program towards modernization of libraries and information centres in the country, with application of computer and communication technologies.
- INFLIBNET is a multiple function/service network. It will offer catalogue-based services, database services, document supply services, collection development and communication-based services.

The programme is directed towards modernization of libraries and information centers, and establishment of a mechanism for information transfer and access, to support scholarship, learning and academic pursuits. It is, basically, a co-
operative endeavor in resource development, sharing and its utilization at national level. Since May 1996, it is an independent autonomous Inter-University Center under UGC to co-ordinate and implement the nation-wide high-speed network, using state-of-the-art technologies for connecting all the university libraries in the country. Networking and resource sharing is a real need of the hour in view of financial difficulties and explosion of literature. Under this programme necessary funds are provided to purchase computers and training of staff and also the staff for their handling and supervision. Under INFLIBNET programme, the software SOUL and a UNESCO software CDS/ISIS has been developed and provided to University libraries for cataloguing and indexing purposes.

INFLIBNET is a multi functional service network, providing the following services:

a) Catalogue based services
b) Database services
c) Document supply service (fax/Non fax)
d) Collection development
e) Communication based services viz. Referral, E-mail, bulletin board, audio/video/computer conferencing etc.
INFLIBNET succeeds in its mission to improve interaction among academic and research libraries in the country for the efficient and effective sharing of resources, data bases, information document delivery and other services for the benefit of the library, student, teaching and research communities in the country as a whole.

**INFLIBNET : Current Programme**

The national centre of INFLIBNET is located in Gujarat university campus, Ahmedabad. At present, INFLIBNET aims at computerising and networking of University/college libraries. Every year, INFLIBNET programme will identify a number of university libraries to be taken up for automation depending on the budget allocation. The selected institutions will be provided funds for procuring computer systems, retro conversion and networking. Application software for data entry and other library functions, library standards and formats, etc. will be provided by INFLIBNET to the participating libraries. Manpower development is the important part of the programme. Training courses for the staff engaged in computerizing library operations are being conducted since 1992-93. INFLIBNET, organized a national convention (CALIBER 94) on the topic “Automation of libraries in higher education and research institutes” at Ahmedabad during 19-20 February 1994. The main aim of the
convention of offer better services to the users employing the state-of-the-art information technology.

**COPSET Service**

A joint venture of INFLIBNET programme, Ahmedabad and National Centre of Science Information, I.S.I. Bangalore, the COPSET service provides contents of periodicals (with abstracts) of articles in the areas of life sciences, engineering, technology and applied sciences. This service started in 1993 is available both on paper and print and floppy disk.

### 3.4 Collection Development

The phrase ‘collection development’ does not seem to be new to the librarians for most of them often use it as a synonym for the terms ‘selection’ and ‘acquisition’. It may, however, be pointed out that ‘collection development’, as also mentioned by Gardner and rightly so, is more encompassing a term since it involves more than just selection and/or acquisition.

On the other hand, “a library collection is the sum total of library materials – books, manuscripts, serials, government documents, pamphlets, catalogues, reports, recordings, microfilm reels, microcards and microfiche, punched cards, computer tapes,
etc – that make up the holdings of a particular library”. Shipman has further said that “building a collection may occasionally involve the selection and acquisition of these materials abinitio, but in most cases it is likely to mean the planned systematic development of an already existing collection. He, in this statement, makes the scope of the term ‘collection development’ clear.

3.4.1 Policy for Collection Development

Among the three important functions of a librarian namely, collection, storage and dissemination of reading and kindred materials, the collection occupies the most vital position. It is the document collection that give library a character more so than either staff or building. Unless a library possesses adequate recent documents supplemented with latest reference and bibliographical tools, it can not serve its clientele properly and meet the urge for mental food of its all potential readers which is the prime duty of a librarian.

Acquisition of books and journals is the fundamental function of a library because no service to the users can flow without acquisition. The basic aim of a library should be to build up a collection, which is dynamic, and capable of meeting the changing needs and demands of present as well as future users. Usually collection college libraries are inadequate to meet the requirement of teachers and students.
Library staff is an essential link between library collection and users. Library has to cater to all faculty members as well as all students. As per existing UGC norm number of library staff depends upon number of books in the library. With the expansion of colleges over the years, volume of work in libraries has increased, viz. need to maintain a proper counter, maintaining departmental collection, reprographic services, book bank etc.

In order to fulfill the obligation of meeting the reader’s demand the librarian has to follow certain code of ethics for collection development particularly in developing nations where book budget is usually meager and irregular. The policy for collection development owes its existence in order to satisfy the two basic Ranganathan’s Laws of Library Science, namely “Every book must have its readers’ and ‘every reader and its book’. In other words no reader should leave the portals of a library without getting the book of his need and every book’s existence in the stock should be justified. The effort should be made to provide best books for the largest numbers at the least cost.

3.4.2 Funds and its allocation

Finance plays a significant role in organization and administration of a library. Though wide variation in financial resources of the colleges, financial provision in most of the cases is not adequate. Libraries are generally in position to buy
textbooks only. A library should be assured of adequate finances, otherwise it cannot discharge its obligations and guarantee the continuity of proper service of the users. Sources of finance in colleges are:

1. Library fee collected from the students. Amount varies from college to college between Rs.12 to Rs.300. In some states the Universities fix amount.
2. Grants from parent body.
3. Grants received from state government.
4. Recurring and non-recurring grants received from UGC. – University Grants Commission gives a recurring grant at the rate of Rs.15 per student per annum to the maximum limit of Rs.15,000 or Rs.20,000 for non-extended and extended colleges respectively. In addition to this, it gives non-recurring grants for building, equipment, starting a new library, book-banks, or enriching the library after every five years.

3.4.3 **Library Committee**

There are book selection committees or library committee consisting of faculty members of two or three subject experts with one Coordinator. This Committee prepare lists of books needed by the faculty members and students of a particular department. A
requisitions of books of a department are routed through this Committee and the final requisition list is sent to the Library. Suggestions of the readers are to be given due weightage in book selection and for this purpose suggestion box or suggestion register are maintained in the library and all the books suggested by the readers are screened by the Book Selection Committees of various departments prior to their ordering.

3.4.4 Source of Acquiring

In college libraries it is more helpful to restrict ordering of books through selected book dealers specializing in particular subject of books. Several dealers stock books certain publishers and secure agency or proprietary rights for acquisition and distribution of books of that particular publisher. There are libraries, which are obtaining books direct from the distributors.

Book Exhibition is also a good source of selection of the books on the spot. In Delhi every year a ‘Delhi Book Fair’ is organized by the various book agencies at Pragati Maidan. All-important and specialized distributors are invited to display books of all publishers Indian and foreign according to their specialization and faculty members are left free to select the books. And every two years ‘World Book Fair’ is also organized at Pragati Maidan, Delhi.
3.4.5 Limitation of the libraries

The size and the rate of growth, and change in the pattern of collection, storage and transmission of information is one of the major limitations on any library. No library can boast to be self sufficient in term of collection, storage, and organization. Retrieval has its parameters on the staff requirement, technology used at any one stage. This is more true a developing country like ours.
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