Chapter 1  Introduction

1.1  Background

Education is the basic instrument of cultural, social, and economic development of the country. The objectives of education can be summarized as

असतो मा यद्वमय |
तमसो मा ज्योतिर्गमय |
मृत्युमोक्षं अमृतं गमय |

Lead me from falsehood to truth!
Lead me from darkness to light!
Lead me from death to immortality!

The triple formula truth, light and immortality constituted a triune unity, each subsisting in the other and gave a wide and lofty framework to the system of education.

Over the years, education has been viewed in India as an activity that leads to broadening of the mind, inculcation of values and building of character. Education is an important index of human development. Along with the economic growth and empowerment, it forms the core of every social and human development doctrines. Among various levels of education, higher education is at the apex of the educational pyramid and has a pervasive and influential impact on development. Higher education is a crucial factor for survival, proving an important task of preparing good citizens and leaders for different walks of life.

The Kothari commission on Education2 mentioned “No university, college, or department, should be set up without taking into accounts its library needs in terms of staff, books, journals, space, etc. Nothing could be more damaging to a growing department than to neglect its library or to give it a low priority. On the contrary the library should be an important centre of attraction on the
college or university campus.” Education is a lifelong process and libraries are proper agencies for providing requisite information by using print and non-print resources of information to one and all to attain proper education throughout one’s life time.

**1.2 Development of Libraries: a look back**

Any institution of higher learning can be rightly described as a community where teachers and scholars are the head, students are the body and the library its heart. The vital role of libraries in higher education has been well recognized by educationists. The Webster’s Dictionary defines library as “a place in which literary, musical, artistic or reference materials are kept for use but not for sale.” In present scenario libraries are identified as storehouses of printed and non printed information, and manage to serve as many as they do.

Previously libraries were treated as royal places, where the librarians were working as the custodians. Physical visit was required to access, mainly clay, bricks, copper and other metal plates which were the storage media of information. The invention of paper and ink is the major milestone in the history of library transformation as it created tremendous changes in the role and place of library in the society.

During the twentieth century because of the information explosion, knowledge got published not only in books and serials, but also in technical and scientific reports, standards and patents. In this way printing technology helped the mass production of books and other printed materials and brought them to the library and became the primary storage media of information in the library.

The resources were acquired and organized by means of cataloguing, classification, indexing and other procedures. Up to 1960s all information sources and the bibliographic tools to access them were available only in printed media. It was followed by the film and magnetic media and now there is an “optical media age”, where CD-ROMs and e-journals have entered in the library as a source of information.
1.2.1 Use of Technology in Libraries: Present Scenario

After the advancement in science and technology, the information could be produced in the form of microfilms, audio-visual aids, magnetic tapes and CD-ROMs. Today the information technology has tremendous impact on libraries. The use of computers in libraries introduced the newer ways of acquisition, storage and retrieval of information. The application of library software started which caters to a full suite of modules for every aspect of library operations and enables to handle extremely large collection. So in libraries, the computers belonging to different sections (possessing different library software modules) were linked for coordinating their activities.

The LAN (Local Area Network) for OPAC (On-line public access catalogue) are used for accessing information. The use of bar code system also started in many libraries which is helpful in an automated circulation setup, thereby reducing the long queues in the circulation desk. Similarly, efforts have also been done for the application of RFID Technology in the library for automatic identification and also to keep a track of the material. The library automation is not the end of the technology application, on the other hand is the basic step towards developing the other technological advancements in library such as services based on Internet and Intranet.

Information and Communications technology has revolutionized the way of collection, storage, processing, dissemination and access to information. Recent technological developments such as explosive growth of Internet and WWW, sophisticated search engines, fast processing power and reducing cost of the computers, high bandwidth networks and increasing number of electronic publications assist the libraries in providing extensive access to the variety of information sources and provide a way to enrich the teaching and learning environment. As a result the worldwide libraries are facing the changes in the concept, organization, functioning and management of library and information systems throughout the world. The libraries are incorporating new technologies, upgrading information resources for adding value to their services and ultimately for satisfying the increasing information needs of the users.
1.2.2 Networking and Libraries

1.2.2.1 Impact of Internet on Libraries

Internet service started in India with the initiative of Videsh Sanchar Nigam Ltd in August 1995. Today, internet has become one of the crucial ways of communicating and sharing of information. It has become possible to transmit the information (digitized data) to long distances over telecommunication lines regardless of space and time. The rapid advancement of IT and network technology made it possible for people to produce, access, and disseminate information and knowledge through the computer networks. The library networks such as DELNET, INFLIBNET(Information and Library Network Centre), CALIBNET, etc to promote sharing of resources among the member libraries by providing technical assistance to its member libraries for creating and maintaining bibliographic databases, serials control, union catalogue preparations etc.

After the invention of computer networks and internet, e-books, the traditional libraries are shifting towards digital Library by acquiring various e-products such as e-journals, e-books and on-line databases. The internet service is a big ocean of database, in which anybody can deposit their information and make it available for their users either freely or for sale. Many specialized information services due to on-line information sources, the previous emphasis on ownership has been shifted to access. The accessibility to information anywhere and everywhere is made possible because of the tremendous development in computer and communications technology. The Figure 1.1 highlights the use of technology in the library in the present era.
1.2.2.2 Resource sharing: use of networks and consortia

Sharing of resources is an age-old concept. It consists not only to share the document resources but also facilitates services, equipments and even manpower among the participating libraries. The traditional libraries are facing barriers for interlibrary loan such as conservative attitude, distance, language, cost time etc. The recent developments in Information science, Computer and Telecommunication technologies have changed these perceptions on account of multidimensional growth of published documents.

As mentioned in the Encyclopedia of Library and Information Science⁵, Resource sharing denotes a mode of operation whereby library functions are shared in common by number of libraries. The goals are to provide a positive net effect:

(a) on the library user in terms of access to more material or services, and / or (b) on the Library budget in terms of providing level service at less cost than if taken individually. These goals should be realized without harm to the missions of participating libraries, although their methods of operation
invariably must be adjusted. Similarly, the goals are realizable only with some changes in the habits of users.

In the present era, the concept of sharing the resources has been fully assisted by IT by creating the library networks. The library networks are useful for exchanging the information. The Indian library networks like INFLIBNET, NICNET, DELNET, INDEST are the active examples of it.

The Libraries are providing information by using varied forms of informative documents. Presently the libraries are sharing the resources through the consortia form of partnership. According to American heritage dictionary 6 “A Library consortia is a cooperative arrangement among the Library groups or institutes, associations or societies.” It facilitates remote access as the consortia services are independent of geographical barriers. A consortia deal proves to be far more cost effective when the libraries as a group negotiate for subscription to journals, and other published material.

1.2.2.3 Institutional repository

Institutional repositories help in collecting, preserving, indexing and distributing the research material and scholarly publications, such as intellectual output of faculty and staff of an institution. Institutional Repositories are valuable tools that enable sharing and reuse of resources. In academic institutions, the main purpose of institutional repository is to centralize, preserve and make accessible the intellectual output generated by them. In India, IISC, DTRC, INFLIBNET and few other have explored the benefits of open source software for archiving the contents produced by their faculty members.

1.2.2.4 Digital library

The digital library concept is defined by various people by considering the various aspects of it, such as kind of resources it deals with, types of users it caters to and goal and objectives of its very existence. According to Digital Library Federation 7 (DLF), “Digital Libraries are organizations that provide the resources including the specialized staff, to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of, and ensure the persistence over time of collections so that they are readily and economically
available for use by a defined community or set of communities.” In short, digital library is basically a library with digitized material and services in which information/ knowledge is stored, processed and transferred in the electronic form, so that it can be transmitted and displayed to the right person at the right time.

Therefore a digital library is considered as an important component of global information structure. Digital libraries contain information collections in digital form and offer access to the broader audiences of users through electronic media.

The Digital Library contents are useful for the students and researcher for the reference purpose.

1.2.2.5 Accessibility to e-Journals

After the use of Internet and IT, the editions of the journal also become available online. There has been shift from traditional print journals to electronic journals. The major advantages of the e-journals are, they can be used simultaneously by more than one user, quick access, saves physical storage space, etc. Therefore the Libraries started subscribing the on-line copy of the journals and management libraries are not exception for that.

The electronic journals include full text of scholarly articles in digital format. The e-journals are produced, published and distributed all over the globe through the electronic network. It provides quick access to articles due to linkages among documents, publications, web sites as well as the users.

1.2.2.6 Web Sites

Web sites and home pages on the Net has gained importance. Today, most of the educational institutes are have their web sites with links to their libraries. The libraries are using new technological concepts such as institutional repositories, on-line database search, consortia for providing the networking related services to the users through their web pages. In today’s era the Websites can be considered as the mirror image of the institute.
1.2.3 Other factors influencing Libraries

1.2.3.1 Information Explosion:

The rapid growth of published information is expressed by the term “information explosion”. The information available is growing day by day due to growth in publications. It is now also available in various types of documents such as books, periodicals, CDs and DVDs, on-line journals, on-line databases. Therefore managing the information due to its explosion has become a challenge for the librarians.

1.2.3.2 Changing expectations of users:

The users today are not completely dependent on libraries, now they are getting the required information from the internet as well as from intranet. Users have become more technology savvy because of the increased online environment. Users are expecting more things from the library along with the books. Accessibility to the required information at a fast rate as well as quick response to the query is the expectations of users. Librarians role is extending because of the growing expectations of the users.

1.2.3.3 Increasing Prices and Library Budget:

The prices of information products are increasing day by day, and it is required to make available optimum number of information resources to the users within the available funds. This is forcing the Librarians to initiate the consortia and share the on-line resources by using the Networking concept.

The above mentioned factors are responsible for the changes in library environment. These changes has brought many new challenges and new threats, as well as open new opportunities which have to be capitalize by the libraries to remain successful. Changes, open up new vistas, offer new opportunities and throw new challenges. Therefore any library cannot remain immune to changes and has to respond in time. Therefore changes cannot be neglected and new ways of management have to be adopted by the libraries for the continuous improvement. The libraries of Management Institutes are not exceptional for that.
1.3 Importance of Management science

Among the various branches of higher education, management education is responsible for enlargement and development of trade and business which lead to economic and industrial development of the country. The role of management education is to provide managers, technologists for a progressive country at a regular rates and in adequate number.

Management education is a social education and essential for any nation which wants proper standard of living. Wealth, earnings and the general well being of people also depends upon development of management education. Management education is responsible for enlargement and development of trade and business which lead to economic and industrial development of the country. It has perennial significance to impart progressive outlook to its citizen. Today the management degree is viewed as a key to success in the corporate world. It is one of the most preferred choice of higher education among the youths in the world.

1.3.1 Emergence of Management – Focused Business Education in India

Management education on building knowledge about overall business and its various functions. Initially management was intended for the graduate and executive levels, focused on nurturing future leaders who could lead the private and public sector organizations with a sense of social mission. Consequently, given the costs of training commerce graduates, companies offered huge premiums for those with an management degree. Due to the success of management program, and demand from employers, universities started looking at management education as an academic discipline and started offering management program.

1.3.2 Role of Management education in Present scenario

Management education is one of the most important sector in today’s knowledge economy. The aim of Management education is to develop professional, entrepreneurial and socially responsible leaders and managers. Globalization, liberalization and privatization has tremendously influenced the business environment in India. Ultimately, the expectations and requirements are changing rapidly and as a provider of managers to the industry, the
management institutions are trying to cater the radically changing needs of the industry. The “need for producing global managers” is the current requirement. To respond to such needs, management institutes all over India are restructuring the curricula. They are also hiring the best possible faculty, with enough industry exposure, and improving the infrastructure of libraries and computer labs.

Few business schools have established in collaboration with some western universities as in case of Indian Institute of Managements’ (Hereafter referred as IIM’s) in India, Some of the leading business houses are establishing their own business schools such as Nirma, Tata, Reliance. The distance education program of IGNOU, AIMA etc are also introduced. Deemed universities and autonomous courses are also offering the management courses, in addition few institutes are also running autonomous management courses which has resulted in increasing competitors for the traditional university affiliated Management Institutes.

1.4 Growth of Management Education
1.4.1 The beginning:

Business education has its origins in the late 19th century all over the world. The first management institute of Wharton School of Finance and commerce came into existence at the University of Pennsylvania, USA during 1881. This was followed by University of Chicago and California in 1898. The Harvard Business School started operating in 1908. Thereafter the growth of schools was very rapid.

1.4.2 Indian scenario:

In India the management education grown rapidly during the last sixty years.

In 1950, the Department of Commerce of Andhra University started M.B.A. program in India. In 1961, Indian Institute of Management, Calcutta (IIMC) was set up. This was followed by Indian Institute of Management, Ahmadabad (IIMA), which was set up 1962. These two institute were funded directly by the central government and had collaborations with Sloan School of Management and Harvard Business School respectively.
In 70s the major development includes establishment of Indian Institute of Management, Bangalore (IIMB)\(^{12}\) in 1973.

The 1980s witnessed the explosive growth of management education in India. The management education has gained the importance of professional education. Milestone of this decade includes foundation of Indian Institute of Management, Lucknow (IIML)\(^{13}\) in 1984.

Management education gained momentum in nineties, the AICTE has allowed private organizations to established management institutes offering postgraduate courses in management, which was resulted in establishment of large number of self financing management institutes in India. Indian Institute of Management, Indore (IIMI)\(^{14}\) and Indian Institute of Management, Kozhikode (IIMK)\(^{15}\) both were set up in 1996.

The 7th Indian institute of Management(RGIIM), established in 2008 at Shilong\(^{16}\), the capital of North-eastern state of Meghalaya.

As on 2009, India boasts of seven IIM’s spread across the country, the last one being set up in Meghalaya (Shilong) in 2008.

1.5 Management Education in University of Pune

“Ya devi Sarva Bhuteshu Buddhirupen Sansthitha
Nama: Tasye Nama: Tasye Nama:Tasye Namo Namaha

“We offer our prayers to Goddess Saraswati- that encompasses the whole world and offers her blessings as Goddess of Talent, Goddess of intelligence & Goddess of knowledge”.

It can’t be denied that for last many decades the blessings of Goddess Saraswati have been showered upon Pune. Pune indeed is known for its tradition of boosting
educational initiatives, attracting students and professionals from all over India and the world and creating experts at National and International level.

Once upon a time, Pune was just a small village known as ‘Punawadi’. The journey of transforming a small village ‘Punawadi’ into world-class educational center ‘Punya Nagari’ or ‘Pune’ was achieved by continuous and unrestrained efforts by the then Visionaries like Lokmanya Tilak, Namdar Gokhale, Wrangler Paranjpe, Mahatma Phule and Maharshi Karve. These visionaries laid down the path of quality education coupled with best infrastructure by establishing best schools, colleges and institutes in Pune.

Today, the dream chased by them has come true in the form of strong framework of educational institutes.

Management Education in Pune city, in particular, has taken a lead in making an onward march in management education movement. The city includes both management institutes-which are affiliated to Pune University and those which are autonomous. The institutes running not only full time courses, but also short duration, diversified courses in various functional areas of management. Apart from university of Pune, the city also has deemed universities running management courses and also the national level Institute Vaikunth Mehta National Institute of Cooperative Management, (VAMNICOM) has been functioning as the apex management training institute for over 50 years, catering to the management development, training, research and consultancy needs of various co-operative organisations, government departments and other national bodies. In addition there are several capsule programmes in various key areas of management organized by professional bodies such as Pune Divisional Productivity Council, Pune Management Association, Indian Society for Training & Development, Pune chapter, National Institute of Materials Management, Maharatta Chamber of Commerce and Industries, Maharastra Rajya Sahakari Sangh, College of Agricultural Banking of the Reserve Bank, National Institute of Banking Management, National Insurance Academy, Institute of Financial Sciences, Education, Research & Training, Shri. C. A, Shejwalkar Institute of Business Management, so on and so forth.
1.5.1 Contribution of management education under the auspices of University of Pune

The purpose of management education is to motivate the students to become self employed and small entrepreneurs. It emphasizes personality development and communication skill and enabled to develop a broad outlook and long-range perspective and interpersonal relations.

The contribution made by professional Management Education under the auspices of Pune University has been most valuable and significant. According to broad estimates, University of Pune has provided professional management education, both part time as well as full time through different institutes and it has provided various employment opportunities to the students. Industry in general also is benefited by getting professionally trained management and computer management graduates.

1.5.2 Growth of Management education in University of Pune

University of Pune, took a pioneering lead long back, introduced management education in 1968. The first MBA program was introduced at the BYK College of commerce, Nasik and the first DBM Evening batch for Sr. Managers was introduced in B.M. college of Commerce in Pune. In August 1971, the first batch was started on the campus of the Pune University.17

1.5.2.1 Present Scenario:

The fast industrial growth rate and increasing demand for managers was resulted in introducing more managerial programs. Therefore a large number of other societies came forward to start MBA course. Presently there are number of management institutes recognized by University of Pune to conduct full time Master of Business (MBA) program and in addition various institutes are also conducting part-time evening courses, not only in Business management, but in other functional areas also. During the last few years, Information Technology assumed great significance and here again, the university of Pune took a lead and gave permission to various institutions to conduct full time Diploma course in computer management (DCM),Master degree course in Computer Management (MCM) and later Master degree in computer Application (MCA , Management discipline) . University of Pune has a separate department offering MBA course in the premises. The AICTE also
allowed the engineering colleges to start MBA and MCA courses in their premises.

1.5.2.2 Management Education in University of Pune

Presently in University of Pune, there are 77 management Institutes and offering AICTE approved Management courses MBA and MCA (Appendix-1), 23 engineering colleges AICTE approved running MBA and MCA courses. 45 Management Institutes running the management courses other than MBA and MCA such as MMS, MPM, MCM, DCM, PGDBM, MMS etc., these courses come under the purview of University of Pune, but does not required AICTE approval. Therefore the AICTE norms are not directly applicable to these institutions and their respective libraries too.

MCA Course run by Science, engineering and Management disciplines. The Science based MCA run by Computer Science Department (PUCSD), Engineering based MCA run by Engineering colleges and Management based MCA run by Management Institutes. The focus and the syllabi of these courses are also different. The study has excluded the Computer Science Department (PUCSD), and Engineering colleges running MCA course as it is not the purpose of the study.

Therefore the study focused on the Management institutes running AICTE approved MBA and MCA courses along with University Department(PUMBA) running AICTE approved MBA Course. The Table 1.1 summarized the growth of management institutes recognized by University of Pune. The graphical presentation of the same is given in Figure 1.2.
Table 1.1 Growth of Management Institutes under the jurisdiction of UOP*
(Running AICTE approved MBA and MCA Programs)

<table>
<thead>
<tr>
<th>Year of Establishment**</th>
<th>No of Institutes*</th>
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<tbody>
<tr>
<td>1960-70</td>
<td>1</td>
</tr>
<tr>
<td>1970-80</td>
<td>1</td>
</tr>
<tr>
<td>1980-90</td>
<td>8</td>
</tr>
<tr>
<td>1990-00</td>
<td>16</td>
</tr>
<tr>
<td>2000-05</td>
<td>15</td>
</tr>
<tr>
<td>2005-08</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
</tr>
</tbody>
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**Source: University Of Pune Website: [www.unipune.ernet.in/doc/mgmtcollegelist.pdf](http://www.unipune.ernet.in/doc/mgmtcollegelist.pdf) Accessed on March 2009

Figure 1.2 Growth of Management Institutes recognized by University of Pune
(Running AICTE approved MBA and MCA program)

(*The figures indicates only the AICTE approved Management Institutes within the jurisdiction of University of Pune)

Out of the 77 management Institutes which are offering AICTE approved Management courses MBA and MCA, there is one University department (PUMBA) running AICTE approved MBA program on the campus of University of Pune and 76 are management institutes. The management institutes developed recently i.e. within the 3 years period from 2006-2008 excluded from the study. The libraries with developed infrastructure and would have the experience of
handling customer demands in a postgraduate environment at least for 3 years are only considered.

1.6 Libraries of Management Institutes and their Role

The academic libraries cater to the needs of the academic community for supplementing the study and the research program of the parent institutions and help to conserve and disseminate knowledge. Although these academic libraries share certain common features and characteristics, they differ enormously in the value and context from one another.

Likewise the libraries of Management Institutes make unique contributions to management education. This contribution ranges from developing collections to provide bibliographic access to all library materials and interpreting these materials for all users. Specific services include access to on-line resources and creation of new tools to enhance access to information available locally, regionally, nationally, or internationally.

The nature of management discipline is multidisciplinary; therefore role of the libraries in such institutions is crucial. The management discipline is very fast and complex, unlike other discipline. Diverse subjects are studied and researched under Management in one context or the other. A management Library acts as an academic as well as a research library. It is an era in which users demand quality information at earliest. There are various Libraries attached to several management Institutes in University of Pune, serving to their users by using the various print and non print information resources.

Presently management institutes are facing changes in several fronts such as course structure, rapid introduction of revised syllabi and semesterization. It has a direct bearing on management libraries. So to cope up with these changes, continuous improvement has become necessary for the libraries of these institutions to adapt and adopt the newer ways and techniques of management for the overall development of it.

It is therefore necessary that the resources, facilities and services of these libraries to be studied and also to determine networking scenario among them, which will help in adopting new practices for the betterment.
1.7 **Role of AICTE**

The quality of management education was supervised by the Board of Management Studies of the All India Council for Technical Education (AICTE) was set-up in November 1945 as a national level Apex Advisory Body to conduct survey on the facilities on technical education and to promote development in the country in a coordinated and integrated manner by Government of India. It prescribes what standards to be maintained, acts as a authority for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country. It has the responsibility for the approval of courses, and takes appropriate steps to promote management education.

The AICTE Bill was introduced in both the Houses of Parliament and passed as the AICTE Act No. 52 of 1987. The Act came into force with effect from March 28, 1988. The statutory All India Council for Technical Education was established on May 12, 1988 with a view to proper planning and coordinated development of technical education system throughout the country, the promotion of qualitative improvement of such education in relation to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education system and for matters connected therewith.

The purview of AICTE (the Council) covers program of technical education including training and research in Engineering, Technology, Architecture, Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology etc. at different levels. It approves new courses, new institutions and regularly monitors their operations.

The University of Pune bring all the Management Institutes in 3 districts under one umbrella and streamline their curriculum.

1.8 **Accreditation of Management Institutes**

The government established National assessment and Accreditation Council(NAAC) and National Board of Accreditation(NBA) to standardize the
professional education in the country. These bodies assess the quality standards in educational institutions in the country. Further, AICTE and UGC have directed all universities and other affiliated institutions and colleges to obtain NAAC/NBA accreditation. AICTE was established by an Act of the parliament in 1987. As a part of its programs and activities, the National Board of Accreditation (NBA) was set up by AICTE in September 1987. As a part of its programs and activities, the National Board of Accreditation (NBA) was set up by AICTE in 1994, in order to assess the qualitative competence of educational institutions from the Diploma level to the Post-Graduate level in Engineering and technology, Management, Pharmacy, Architecture.

The accreditation committee examines resources, facilities and services provided by library during the various processes of new approval, extending approval. The AICTE has directed all the Management Institutes in India to obtain NBA accreditation. The NBA board also included library as one of the important parameters by allotting 50 marks for quality assessment in management institutes.

1.9 Need of the study

The academic Libraries are facing various challenges in the present scenario, such as tremendous explosion of information, use of information communications technology (ICT), increasing demand for quick and efficient service beyond the geographical boundaries, financial constraints, availability of information in variety of document.

Today the information technology has tremendous impact on Libraries. The libraries are hybrid libraries providing information from both printed as well as from the paperless records. Therefore it has become necessary to cope up with the changes taking place because of internet revolution and web publishing. Now the users are not completely dependent on libraries, as they are getting required information from other web base sources. Users are expecting much more things from the library apart from books. Therefore role of the library is extending because of the growing expectations of the users. In this scenario, the continuous development is required to satisfy the growing demands of the users.

Management education has gained importance in India and the private organizations are participating in a large number to establish the institutions of higher learning. The
demands of professional education users are varied and educational structure demands providing quick access to information by using the print as well non print Medias which requires use of latest networking related technology. Today users of the libraries of management institute are aware of the variety of information resources which are available in the market. Therefore it has become necessary to cope up with the changing environment by improving continuously, mainly because of the tremendous impact of IT on Libraries and changing expectations of users. So to access the users requirements by using the best practices focusing on the service quality have become today’s need.

Presently in India, there are about 299 institutes approved by AICTE offering management education with an MBA/ MMS degree with an annual intake of 21630 and 117 institutes offering MCA with an annual intake of 7138. University of Pune is one of the developed Universities and is one of the leading centers for research and teaching in the country. The private organizations dominate the management education in University of Pune and there are 78 Management Institutes affiliated to University of Pune running approved AICTE programs such as MBA and MCA. These institutions competes each other to attract more students by improving their infrastructure and academic facilities. The library is also one of the important criteria for these institutions where the availability of new computing and networking facilities and collection of various documents has become the need of the present era.

Today, the management institutes are in constant need of current information about the latest trends and developments in spears of management and related areas. Frequent revision of syllabi of management courses, semisterization and exponential growth of literature in various forms of documents are the other factors of concerned for the management libraries.

Therefore a study on Management Libraries by studying their status in terms of Collection, facilities, and services with reference to networking related services would be definitely beneficial for the management libraries. The study will help in identifying the user demands in present era as well as status of computerization and networking in the libraries of management institutes in University of Pune and will guide in meeting the future demands of library services.
1.10 Selection of the topic

The researcher is working for the last 14 years in the Management Institute as a “Librarian” and also has worked as a subject expert for the University of Pune Selection Committee for the post of Librarian. As a life member of “MANLIBNET” (Management Library Network, India), researcher has attended various national conventions of MANLIBNET and also presented papers in the convention at various places such as IIM Kozhikode, IIM Ahmadabad, Nirma management institute Ahmadabad. In University of Pune, the Management education is dominated by the private organizations. For meeting the future demand of library services the additional staffing, network related services and bigger collections will require, which needs careful planning. Currently many of these libraries providing technology related services and the demand of network based services is high. Therefore the present research work is carried out for studying the present scenario of Libraries of Management Institutes under the jurisdiction of University of Pune along with identification of network enabled library services provided by the libraries of Management Institutes and studied their nature. An attempt has made for mapping the milestones for the further improvement where the libraries of Management Institutes recognized by University of Pune are studied with reference to their collection and services and compare the same available in IIM Libraries by for the purpose of benchmarking.

1.11 Objectives of the study

1. To Study the current status of the libraries of select management Institutes in India.

2. To study the present scenario of the libraries of Management Institutes affiliated to University of Pune.

3. To identify the network enabled library services provided by Management Institutes and to study their nature.

4. To compare e-resources, accessibility and user services of the libraries of IIM and the same available in the Libraries of Management Institutes under the jurisdiction of University of Pune.

5. To suggest the measures for improving the network based services.
1.12  **Hypothesis of the Study**

Due to industrialization and globalization, the subject business management has received importance all over the world during the last 2/3 decades. Consequently number of business management institutes have increased rapidly with increasing intake from all over the world.

In order to give all round effective training education and in pursuit of excellence, Libraries and information Centre’s attached to management institutes should be strengthened, organized on modern lives, fully computerized, and should play an important role in educating the young entrepreneurs.

For the present study following hypothesis is made:

1. Compared to IIM’s Libraries, the libraries of Management Institutes within the jurisdiction of University of Pune are underequipped in relation to: collection, infrastructure, use of technology, resources and services.

Hence a program be undertaken to bridge the gap between the Libraries of IIM’s and that of Management Institutes within the jurisdiction of University of Pune.

1.13  **Definition of Terms**

1.13.1  **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 recognized by the Commission in accordance with the regulations made in this behalf under this Act.”

An academic institution established for the promotion of higher education such as the degree, Masters Degree and post-graduate degree in different disciplines.

1.13.2  **Recognized Institution:**

The Maharashtra Universities Act,1994 defined the term “Recognized Institution” as an institution of higher learning, research or specialized studies, other than a college and recognized to be so by the University.
1.13.3 Library services:

Harrod’s Librarians’ Glossary defines library service as “the facilities provided by a library for the use of books and dissemination of information.”

The scope of this term expanded as follows:

Various activities of the library extended to the users of the library for:

1. Fulfilling the routine needs of the users, such as giving membership to the library, home lending service, reading hall service, inter library loan services which are minimum library services.

2. Services or activities leading to giving information to the users of the library either on demand or in anticipation of the demand, such as reference service given with the help of ready reference sources and other reference books either on telephone or in person.

3. Documentation service such as Current Awareness service, selective Dissemination of Information service, alerting service, bibliography service, translation service.

4. Services for Dissemination of Information through the list of additions, current awareness bulletin, abstract or annotation or digests or by exhibitions - display, of books and other materials, lectures, talks organized by the libraries.

5. Document copying and document delivery service - document copying with the help of machines, such as xerox machine, popularly called as xeroxing service.

6. Activities promoting the use of libraries and library collections - such as orientation course in library use and guidance to Ph.D. candidates and publication of guides to library collection or using audio-visual material.

7. Automation and Networking services given to the users such as web OPAC, Institutional repository (IR), informing about or accessing information sources not available in the library. Activities include online retrieval of information, connectivity to international and national databases and accessing the information through search of the databases to the users, Digital Library services. This also include inter library co-operation activities, resource sharing activities such as consortia efforts and
providing the on-line resources through the network membership. Also includes accessing information sources available on Internet.

1.13.4 Access:

Harrod’s Librarians Glossary\textsuperscript{26} defined the term “access”, as in information retrieval (i) a device or method whereby a document may be found (ii) permission or opportunity to use a document(iii) the approach to any means of sharing information, e.g. Index, bibliography, catalogue, computer terminal.

1.13.5 Network:

Harrod’s Librarians Glossary\textsuperscript{27} defined the term “Network” as a system of physically separated computers with telecommunication links, allowing the resources of each participating machine to be shared by each of the others.

1.14 Scope and Limitations of the study

The present work is an attempt to study the status of libraries of Management Institutes under the jurisdiction of University of Pune. The study considered those libraries of management institutes in University of Pune which are approved by AICTE only. The results of this study are not directly applicable to the libraries of Management institutes in other Universities.

The study is focused on the Management Institutes and does not considered the engineering colleges offering MBA/MCA courses as well as the undergraduate management colleges and the other institutes of management such as hospital management etc as it is not the purpose of the study.

The study is focused on the management institutions under the jurisdiction of University of Pune, running AICTE approved MBA as well as MCA (Management Based) courses only. It has not considered the Science and engineering based MCA Programs, as it is not the purpose of the study.

Thus study has not considered the Computer Science Department (PUCSD) in University of Pune, and Engineering colleges running MCA course. Therefore the in the present work, the MCA course run by the management institutes are only considered as per the scope of the study. Similarly the engineering
colleges running MBA Courses are not considered as it’s not the part of this study.

The study considers full time faculty members, post graduate students of MBA and MCA, Librarians and selected directors of management institutes as its target population. The study has not considered the part time and visiting faculty members.

Out of 7 IIM Centers in India, the study has considered 6 IIM centers as the 7th IIM (IIM, Shilong) is recently developed, therefore not considered as mentioned already in the scope of the study. The data collected from IIM libraries for the purpose of benchmarking only and the detailed study of these management libraries is beyond the scope of this study. The data is collected by giving physical visits as well as through websites of the concerned management institutes.

The study divides the population into the categories as students, faculty members, librarians and selected directors of the management institutes.

The Management Institutes developed recently i.e. within the 3 years period from 2006-2008 are excluded from this study. The libraries with developed infrastructure and would have the experience of handling customer demands in a postgraduate environment at least for 3 years are only considered.

1.15 Research Methodology
1.15.1 Research Design (Stages of Research)

The present research work has multi aspects. The major aspect is to investigate the present status of select libraries of Management Institutes under the jurisdiction of University of Pune, running AICTE approved MBA and MCA programs with respect of its resources, facilities and services to users. The study also discusses the networking related aspects of the select Libraries of the management institutes in University of Pune. It will also focus the present stage of automation and the problem faced by them in the application of it, as well as digitization of Management Libraries.

All the major factors responsible for the successful and smooth running of the institutes are surveyed for getting overall picture of the field.
The respondents include the faculty, students and librarians of the management institutes affiliated to university of Pune running AICTE approved MBA and MCA are targeted and their responses were collected by using Questionnaire technique as well as the directors of select Management Institutes were interviewed for getting the insight of expectations of Management Institutes from the library professionals.

**Stages of the Study**

1. In the first stage (I), data relating to resource, facilities and services provided by Libraries is collected from select Management institutes under the Jurisdiction of University of Pune running MBA and MCA courses, which are approved by AICTE by using questionnaire technique.

2. In the second stage (II), the attempt has made for studying the status of Librarians of those Management Institutes(mentioned above) under the Jurisdiction of University of Pune by conducting a survey using a questionnaire technique.

3. In the third stage (III), a questionnaire for tracing out the user’s needs were distributed in management institutes. The respondents include faculty members, students of these institutes. The directors of the selected management institutes were also interviewed for getting the insight of expectations of management institutes from the library professionals.

4. The fourth stage (IV), attempt has been made to obtain library data from IIM libraries. The effort has been done to collect information on resources and facilities, services provided by IIM Libraries for the purpose of benchmarking only. Accordingly the 6 centers as IIMA, IIMB, IIMC, IIMI, IIML and IIMK are focused for data collection purpose.

5. The fifth stage (V) of this study is to benchmark the library resources, facilities and services in University of Pune with the same in National level libraries such as IIMs.

6. The seventh stage(VI) is related to data analysis, presentation of research findings, suggestions and conclusion.
1.15.2 Aspect 1

The first aspect of the research work is to study the status of libraries of management institutes under the jurisdiction of University of Pune, and approved by AICTE with respect to services, facilities & resources. For this purpose the study considered the Management Institutions running MBA and MCA program approved by AICTE only. Therefore as on 2008, University of Pune has 77 management institutes offering management courses as MBA and MCA approved by AICTE and recognized by University of Pune. The Table 1.2 indicates number of the Management Institutes offering MBA and MCA courses under the jurisdiction of University of Pune.
### Table 1.2 Institutes offering Management education under the Jurisdiction of University of Pune

<table>
<thead>
<tr>
<th>Education</th>
<th>Education</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>University Department (PUMBA)</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td>Management Institutes recognized by University of Pune running AICTE approved MBA and MCA Program</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Management Institutes recognized by University of Pune running other management courses*</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Engineering colleges** affiliated to University of Pune running AICTE approved MBA &amp; MCA courses</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Computer Science Department (PUCSD) (University of Pune)***(Not approved by AICTE)</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
</tr>
</tbody>
</table>

**Note:** *only AICTE approved Management Institutions running MBA & MCA are considered so excluded from the study. **As study is about the management Institutes, therefore Engineering Colleges running MBA and MCA courses are not in the purview of this study, and hence excluded from the study. MCA Department (University of Pune) is running Science base MCA as the present study focused only on the management based MCA program therefore excluded from the study.

**Source:** University of Pune Dairy 2008 and AICTE Website

The Management Institutes developed recently i.e. within the 3 years period from 2006-2008 are not considered in this study. The libraries with developed infrastructure and would have the experience of handling customer demands in a postgraduate environment at least for 3 years are only considered. As per University of Pune Dairy 2008 and AICTE Website(Web: http://www.dte.org.in/pg/searchinst.asp), 36 Management Institutes are developed recently in the period of 2006-2008 hence, excluded from the study. Therefore the present work considers remaining 40 Libraries of the Management Institutes established up to 2005, along with one University Department (Table 1.3) for the study.
Table 1.3 Chronological arrangement of Mgt. Inst.* recognized in the University of Pune running AICTE approved MBA and MCA courses

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Management Institute*</th>
<th>District</th>
<th>Year of establishment**</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>J. D. C. Bytoe Inst. of Management Studies &amp; Research, Nashik</td>
<td>Nashik</td>
<td>1968</td>
</tr>
<tr>
<td>02</td>
<td>Department of Management Sciences(PUMBA), University of Pune</td>
<td>Pune</td>
<td>1971</td>
</tr>
<tr>
<td>03</td>
<td>Audyogik Shikshan Mandal's Inst.of Business Mgt. &amp; Res., Pune</td>
<td>Pune</td>
<td>1983</td>
</tr>
<tr>
<td>04</td>
<td>M. E. Society’s Inst. of Mgt. &amp; Career Courses(IMCC), Pune</td>
<td>Pune</td>
<td>1983</td>
</tr>
<tr>
<td>05</td>
<td>Inst.of Science's Inst. of Business Mgt. &amp; Research, Pune</td>
<td>Pune</td>
<td>1984</td>
</tr>
<tr>
<td>06</td>
<td>Shrivagar Vidyaprasarak Mandal's Inst. of Mgt., Baramati</td>
<td>Pune</td>
<td>1984</td>
</tr>
<tr>
<td>07</td>
<td>N.D.M.V.P. Sama's Inst. of Mgt. Research &amp; Tech., Nashik.</td>
<td>Nashik</td>
<td>1986</td>
</tr>
<tr>
<td>08</td>
<td>Dr. Vihle Patil Foun.'s Inst. of Business Mgt &amp; Rural Dev., A. nagar.</td>
<td>A. nagar</td>
<td>1986</td>
</tr>
<tr>
<td>12</td>
<td>PIRENS Inst. of Business Mgt. &amp; Administration (IBMMA), A. nagar</td>
<td>A. nagar</td>
<td>1993</td>
</tr>
<tr>
<td>13</td>
<td>Dr. D. Y. Patil Inst. of Mgt. &amp; Research, Pimpri, Pune</td>
<td>Pune</td>
<td>1994</td>
</tr>
<tr>
<td>14</td>
<td>Dr. Vihle Patil Foun.'s Centre for Mgt. Research &amp; Dev., Pune</td>
<td>Pune</td>
<td>1994</td>
</tr>
<tr>
<td>15</td>
<td>MAEER's MIT School of Management, Pune</td>
<td>Pune</td>
<td>1994</td>
</tr>
<tr>
<td>16</td>
<td>M.G.V.'s Inst. Of Mgt.&amp; Research, Panchavati, Nashik</td>
<td>Nashik</td>
<td>1994</td>
</tr>
<tr>
<td>18</td>
<td>M. E. Society's Neville Wadia Inst. of Mgt. studies &amp; Research, Pune</td>
<td>Pune</td>
<td>1994</td>
</tr>
<tr>
<td>19</td>
<td>Navjeevan Institute of Management, Nashik</td>
<td>Nashik</td>
<td>1994</td>
</tr>
<tr>
<td>21</td>
<td>Shree C. E. Society's Indira Institute of Management, Pune</td>
<td>Pune</td>
<td>1994</td>
</tr>
<tr>
<td>22</td>
<td>S.T.E.Society's Sinhgad Institute of Management, Pune</td>
<td>Pune</td>
<td>1994</td>
</tr>
<tr>
<td>23</td>
<td>Amrutvahini Inst.of Mgt. &amp; Business Administration, Sangamner, A. Nagar</td>
<td>A. nagar</td>
<td>1995</td>
</tr>
<tr>
<td>25</td>
<td>M. C.E. Society's Allana Inst. of Mgt. Sciences, Pune</td>
<td>Pune</td>
<td>1998</td>
</tr>
<tr>
<td>26</td>
<td>Vidy Pratishthan's Inst.of Information Technology, Baramati</td>
<td>Pune</td>
<td>2000</td>
</tr>
<tr>
<td>27</td>
<td>B. R. Agarawal Charitable Trust's Vishwakarma Inst. of Mgt., Pune</td>
<td>Pune</td>
<td>2001</td>
</tr>
<tr>
<td>28</td>
<td>Shri Shivaji Maratha Societies Inst. of Mgt. &amp; Research, Pune</td>
<td>Pune</td>
<td>2001</td>
</tr>
<tr>
<td>29</td>
<td>All India Shri Shivaji Memorial Society, Inst. of Mgt., Pune</td>
<td>Pune</td>
<td>2002</td>
</tr>
<tr>
<td>30</td>
<td>C.H.M.E. Society's Dr. Moonje Inst.of Mgt. &amp; Computer Studies, Nashik</td>
<td>Nashik</td>
<td>2002</td>
</tr>
<tr>
<td>31</td>
<td>JSPM's Jayawant Inst. of computer Application, Tathawade, Pune</td>
<td>Pune</td>
<td>2002</td>
</tr>
<tr>
<td>33</td>
<td>Audyogik Tantra Shikshan Sanantha's, Inst.of Indus. &amp; Comp. Mgt.&amp; Research, Nigdi,Pune</td>
<td>Pune</td>
<td>2003</td>
</tr>
<tr>
<td>34</td>
<td>Alard Institute of Management Sciences, Pune</td>
<td>Pune</td>
<td>2004</td>
</tr>
<tr>
<td>35</td>
<td>Jayawant Institute of Management Studies, Tathawade, Pune</td>
<td>Pune</td>
<td>2004</td>
</tr>
<tr>
<td>36</td>
<td>Padmashree Dr. D.Y.Patil Institute of Management Studies, Akurdi, Pune</td>
<td>Pune</td>
<td>2004</td>
</tr>
<tr>
<td>37</td>
<td>Sinhgad Inst. of Business Admin. &amp; Comp. Application (SIBACA), Lonavala</td>
<td>Pune</td>
<td>2004</td>
</tr>
<tr>
<td>38</td>
<td>Sinhgad Inst. of Business Admin. &amp; Research, Kondhawa (Bk.) ,Pune</td>
<td>Pune</td>
<td>2004</td>
</tr>
<tr>
<td>39</td>
<td>Sinhgad Inst. of Mgt. &amp; Computer Applications, Narhe (Ambegaon), Pune</td>
<td>Pune</td>
<td>2004</td>
</tr>
<tr>
<td>40</td>
<td>Sindhant Institute Of Business Management, Sudambar, Pune</td>
<td>Pune</td>
<td>2005</td>
</tr>
<tr>
<td>41</td>
<td>Siddhant Institute of Computer application, Sudambar, Pune</td>
<td>Pune</td>
<td>2005</td>
</tr>
</tbody>
</table>

*List shows the Management Institutes recognized by University of Pune running AICTE approved MBA and MCA program only and established up to 2005as per the scope of the study. **The year of establishment of the institute: figure is drawn on the basis of the data given by the respective libraries, in case of non availability of data, the websites of the respective institutes are accessed, and the figures are confirmed by using telephonic communications.
Institutes considered for the current study are distributed categorically in the Table 1.4 and Figure 1.3

Table 1.4 Categorical divisions of the Management institutes, UOP

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>No. of Institutes</th>
<th>Courses Conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Mgt. Inst. offering <em>only MBA</em> including University department (PUMBA)</td>
<td>21 (51%)</td>
</tr>
<tr>
<td>02</td>
<td>Mgt. Inst. offering <em>only MCA</em></td>
<td>04 (10%)</td>
</tr>
<tr>
<td>03</td>
<td>Mgt. Inst. offering <em>MBA and MCA</em></td>
<td>16 (39%)</td>
</tr>
</tbody>
</table>

*Source: Figure is drawn on the basis of AICTE website and University of Pune Website

Figure 1.3 Categorical divisions of the Management Institutes, UOP in scope

herefore the data from the respondent libraries is collected through a questionnaire focusing on the services, facilities & resources of these libraries.

In the second step the academic status of the librarians of Management Institutes recognized by university of pune is discussed by highlighting the various issues of pay scale, qualifications, administrative power, status of the librarian in the organization etc.

In the third stage of the study, users needs were traced out by using the Questionnaire method. The users were divided into 2 categories as faculty members and the students. The responses of MBA and MCA students are only considered and the full time faculty teaching MBA and MCA courses are only considered as per the requirement of the study.
District wise Distribution of the Management institutes in University of Pune running AICTE approved MBA and MCA Programs

Out of 41 Management institutes under the scope of the study, 32 institutes (78.04%) are located in Pune District, 5 institutes are in Nashik district (12.19%), where as 4 institutes (9.75%) in Ahmadnagar district as mentioned in Table 1.5 and Figure 1.4.

Table 1.5 District wise Distribution of the Management institutes recognized by University of Pune (Running AICTE approved MBA and MCA Programs)

<table>
<thead>
<tr>
<th>District</th>
<th>No. of Mgt. Inst.</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pune</td>
<td>32</td>
<td>78.04%</td>
</tr>
<tr>
<td>Nashik</td>
<td>5</td>
<td>12.19%</td>
</tr>
<tr>
<td>A. Nagar</td>
<td>4</td>
<td>9.75%</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100%</td>
</tr>
</tbody>
</table>

The following map of Maharashtra Figure 1.5 shows the districts under the Jurisdiction of University of Pune and the location of Management Institutes under the jurisdiction of University of Pune established up to 2005, running AICTE approved MBA and MCA Courses is shown in Figure 1.6.
Figure 1.5 Map of Maharashtra showing the districts under the Jurisdiction of University of Pune
Map shows the Recognized Management Institutes of University of Pune established up to 2005, running AICTE approved MBA and MCA Courses.
1.15.3 Aspect 2

The second aspect of the study is to study the status of libraries of IIMs in India with respect to services, facilities & resources. Presently in India there are 7 IIM centers as mentioned in the Table 1.6.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Organization</th>
<th>Place</th>
<th>Year of Establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>IIMA</td>
<td>Ahmadabad</td>
<td>1961</td>
</tr>
<tr>
<td>02</td>
<td>IIMC</td>
<td>Calcutta</td>
<td>1961</td>
</tr>
<tr>
<td>03</td>
<td>IIMB</td>
<td>Bangalore</td>
<td>1973</td>
</tr>
<tr>
<td>04</td>
<td>IIML</td>
<td>Lucknow</td>
<td>1984</td>
</tr>
<tr>
<td>05</td>
<td>IIMI</td>
<td>Indore</td>
<td>1996</td>
</tr>
<tr>
<td>06</td>
<td>IIMK</td>
<td>Kozhikode</td>
<td>1997</td>
</tr>
<tr>
<td>07</td>
<td>IIMS</td>
<td>Shilong</td>
<td>2008</td>
</tr>
</tbody>
</table>

The study has considered 6 IIMs out of 7, as the 7th IIM is recently developed, therefore not considered as mentioned already in the scope of the study. The location of 6 centers is given below in Figure 1.7.

Figure 1.7 The IIM centers in India (considered for the study)
1.15.4 Research Methodology

The researcher has used survey research method including questionnaire and interview techniques to collect the primary data; therefore it has been discussed in brief. Survey research is characterized by the selection of random samples from large and small population to obtain empirical knowledge of a contemporary nature. This knowledge allows generalizations to be made about characteristics, opinions beliefs, and so on, of the entire population being studied. The methods of survey research allow investigations to gather information about target population without understanding complete enumeration. In some enquiries, scholars in the field are unable to interview or to question an entire group of libraries, library user or other subjects. Instead, they select a small proportion of the population and then generalize their findings to the larger group. Thus, survey research techniques can save time and money, without sacrificing efficiency, accuracy and information adequacy in the research process, Survey research methods are used to obtain three broad classes of data:

1. Information about incidents and developments (data about events in a given period.)

2. Information about distribution of each member of subject groups; and

3. Information about generally known rules and statuses (data about institutional norms and conditions)

1.15.5 Designing the Questionnaires

Questionnaires have been designed based on the study of literature and also modified based on the discussions held with IIM Librarians as well as the librarians practicing in the libraries of various management institutions under the jurisdiction of University of Pune.

The following 4 types of the questionnaire were designed.

The major factors responsible for the overall growth and success of the organization and considered while designing the questionnaire

a) Questionnaire for Library
b) Questionnaire for Librarian

c) Questionnaire for Faculty

d) Questionnaire for Student

The users’ data was collected by using the stratified sampling method. As mentioned by Busha, C H and Harter S P 30 when investigators have a frame of the members of a universe, or population and can accurately place individuals into homogenous categories or strata, random samples may then be selected from each stratum. This refinement of the sampling technique is called stratification; it usually produces a more representative sample with less variation. The stratified random sampling is a modification of random sampling in which the population into two or more relevant and significant strata based on one or a number of attributes. A random sample (simple or systematic) is then drawn from each of the strata.

1.15.6 Sampling

A sample is a set of items or individuals, selected from a large aggregate or population. Much valuable information could not have been collected without sampling. It must be remembered however, that the results of samples are of interest only in what they tell us about the population from which the sample was drawn, which implies also what they tell about the part of the population. It is very difficult to conduct a survey on a large population. In such cases, one can try to make an estimate of the characteristics of the whole population through the study of a sample drawn from it. The part of the population which is being investigated is known as ‘A SAMPLE’. A given population can of course give rise to many different samples and some care must be taken in choosing samples from which statistical inferences about the population are to be drawn. Sampling offers advantages over complete enumeration, especially in cost and time and sometimes even in quality of results. In dealing with a sample, the objectives are to:

1. make the best estimate of certain characteristics of the population from a study of the sample,

2. find the precision of the estimate or to find how reliable the estimate is.
1.15.7 Sampling Method

1.15.7.1 Sample Institutes (selection of Libraries)

There are various management courses run by management Institutions in University of Pune are BBA, MBA, MPM, MCA, MCM, PGDBM, MBS, etc. As compared to undergraduates, the postgraduates demand more service from libraries. They use the library more effectively and use more subject books other than textbooks. By considering these things, the study considered MBA and MCA postgraduates as its respondents.

For the present study the following criteria used to select the respondent libraries under the jurisdiction of University of Pune.

- The libraries of management institutes under the jurisdiction of University of Pune running AICTE approved MBA and MCA courses are only considered for this study.
- The Management institutes running management courses other than MCA and MBA courses are not considered in this study.
- The study does not consider the engineering colleges offering MBA/MCA courses as well as the other University department running Science based MCA.
- The undergraduate management colleges and the other institutes of management such as hospital management etc are also not considered as it is not the purpose of the study.
- Out of 7 IIM’s centers, the 6 centers IIMA, IIMB, IIMK, IIMC, IIMI and IIML are focused for the present study for the purpose of benchmarking only. The data is collected by giving physical visits to the all three centers.
- The management institutes developed recently i.e. within the 3 years period from 2006-2008 are not considered in this study. The libraries with developed infrastructure and would have the experience of handling customer demands in a postgraduate environment at least for 3 years are only considered.

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• The autonomous Management Institutes as well as the Management Institutes under the Deem Universities are not considered in this study as these are beyond the scope of this work.

1.15.7.2 Data collection from Users of Management Libraries in University of Pune

Table 1.7 Management Institutes recognized by University of Pune offering MBA and MCA course

<table>
<thead>
<tr>
<th>Education Department</th>
<th>Number of Institutions</th>
<th>Student Population</th>
<th>Faculty Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management University (PUMBA)</td>
<td>01</td>
<td>360</td>
<td>14</td>
</tr>
<tr>
<td>Management Mgt. Inst. Recognized by University of Pune running AICTE approved MBA and MCA Program</td>
<td>40</td>
<td>9958</td>
<td>711</td>
</tr>
<tr>
<td>Total</td>
<td>41*</td>
<td>10318**</td>
<td>724***</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>11042</td>
<td></td>
</tr>
</tbody>
</table>

Note: **Students population figures indicate only the MBA and MCA courses approved by AICTE.

The other courses conducted by the institutes are not considered while counting the figure of the intake.

Source*: AICTE Website accessed on 7/05/2009 (Appendix 1)

Source*** Figures indicted on the Institutional Website and the Responses of the Libraries are considered for counting the total figure of the Faculty members.

The figures shown in the Table 1.7 indicates that total user population of the libraries in the current study is around 11042 users. Total user frame consisted of 10318 student users and 724 faculty members. It was not possible to consider all. Therefore the study used stratified random sampling method for the data collection from Library users. In stratified sampling all the elements are divided into several categories which are relevant to the study. It makes the sampling procedure easier as well as more efficient. The users’ data was collected by using the stratified sampling method. All the respondent elements are divided in 2 categories as the faculty members, postgraduate students are the users of any academic library. Therefore the questionnaire circulated by using the random stratified sampling method as per the following criteria

Faculty - 10 in each Management Institute

Students - 20 in each Management Institute
The responses from full time faculty members of MBA and MCA are taken for the present study, by considering long duration of time they are spending in the institutes. The present study has not considered the visiting faculty members, because of their less availability in the institute.

The adequacy of the sample size was also cross checked with the table produced by Krejcie and Morgan\(^31\) (issued by the research division of the National Education Association) for determining the sample size. As per the table for the population of 10318 near around 10,000 the minimum sample size recommended is “370” and the researcher has collected “665” responses of student users for the present study. Similarly for the population of 724 near around 750, the minimum sample size recommended sample size is “254” where the researcher has collected “262” responses of the faculty members for the present study.

Effort has been done to acquire the current information about the factors such as experiences and opinions of people, the interviews of the directors of the selected Management Institutes were taken. The purpose of surveys is to acquire current rather than historical information about such factors as the experiences and opinions of people, the interview also serves as a useful survey tool. The interview method of collecting data involves presentations of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used as through personal interview and through telephone interviews. The present study uses personal interview method which has discussed here in brief.

1.15.7.3 Personal Interviews of the Directors

Personal interviews are carried out in structured or unstructured way. The structured interviews involve the use of a set of predetermined questions and of highly standardized techniques of recording.

1.15.7.4 Interview Technique

Interview technique is used as a survey tool in present research work. Interviews of the selected directors of management institutes under the jurisdiction of University of Pune, have been conducted. Separate interviews of HOD, Department of Management Science, University of Pune and Dean of Management faculty also conducted to trace
as much as new information & their experiences and also expectations with respect of libraries of management education and share their opinions.

The prior appointments were taken of the directors of select Management institutes recognized by University of Pune and the interviews were conducted in all informal manners for getting the successful results.

1.15.7.5 Communication and response from IIM Libraries

The researcher is a life member of MANLIBNET (Management Libraries Network) India from 1998 since its birth, and attending the seminars of MANLIBNET regularly also presented 5 papers on the case study aspect of IMCC library. The researcher has maintained continuous communication with IIM librarians in India and tried to incorporate their views regarding this study. The visits have been given to IIM Kozhikode, visited twice to IIM Ahmedabad in this regard

1.15.7.6 Data collection for IIM libraries

As mentioned earlier, the physical visits are given by the researcher for collecting the data from the libraries of IIMA, IIMB and IIMK. The IIM websites also browsed for data collection.

1.15.7.7 Data collection from Library Users

Attempt has been given to collect the data from the Library users of IIMs for studying their expectations and variations as compare to library users of Management Institutes under the jurisdiction of University of Pune.

1.15.7.8 Pilot Study

The researcher conducted a pilot study project. The aim of the pilot study was to have some idea about how much time it requires in getting the required information from the respondents as well as for getting the idea about how the respondent are giving responses, so that their valuable suggestions can be considered. The hypothesis testing was also targeted in the pilot study. For the pilot project a representative sample of 10% libraries of management institutes (4 libraries out of 41) located in Pune city along with one IIM are considered by using the random sampling method.
Pilot survey is the replica of the main survey and then followed by the main survey. Pilot studies are often used in many area of research, particularly when the area being investigated is relatively complex and large. The pilot study is used to gather information related to the main thrust of the research. It is always desirable to conduct a preliminary trial to test the likely reactions before the later is revealed. “A pilot study, even if it involves extra expenses and delay will save much time and trouble at a later stage”\(^3\). A pilot survey can show up faults in designs and framing of methods and the snags in the population chosen for the survey. Such a pilot survey prepares the investigator for main survey and enables improvements to be made in this latter survey in order to achieve better results. The pilot study can seldom stand alone; most pilot studies are useful which they are part. The pilot study then, comes by its name appropriately; it does, in a sense pilot the main research, going ahead to warn of snags and problems and to gather information about unknown or ambiguous areas. A pilot study is a little research project in itself in spite of its usual dependency on the parent project. Pilot studies can be used in a variety of ways to improve the main research project. One of the major advantages in using pilot study is the saving of time and money by finding flaws early in the research project. A pilot study can provide training ground for research team.

1.15.7.9 Purpose of the pilot study

The researcher conducted a pilot study project. The primary purpose of the study was to test the hypothesis and also to have some idea about how much time it requires in getting the required information from the respondents as well as for getting the idea about how the respondents are giving responses, so that their valuable suggestions can be considered.

A pilot study was conducted to clarify the overall structure of questionnaire. The respondents provided suggestions on clarity of some items and also confirmed the validity of items in the questionnaire. The final questionnaire was prepared by incorporating the suggestions of the respondents.
1.15.7.10 Selection of Sample and Sample size for the Pilot study

A representative sample (Table 1.8) of total population (10%) was selected for the pilot study. Therefore out of 41 Institutes 4 management institutes were focused.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Management Institutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>41</td>
</tr>
<tr>
<td>Pilot study Sample</td>
<td>04 (10%)</td>
</tr>
</tbody>
</table>

A small sample size of 4 institutes (10% of total population) under the jurisdiction of University of Pune was considered for the pilot study. These institutes are scattered in Pune city (Urban) region. Among the IIM’s, data from one centre IIMA (Ahmadabad) was also considered for the pilot study for benchmarking purpose.

1.15.7.11 Method of data collection

The questionnaires including covering letter, were distributed to the respondent libraries by giving personal visits including IIMA. The data collected through above mentioned method, was studied and analyzed as follows

The responses were collected within 4 months of period. The response received to the pilot study is mentioned in the Table 1.9.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Questionnaire circulated</th>
<th>Response Received</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management institutes under the jurisdiction of University of Pune.</td>
<td>04</td>
<td>128</td>
<td>114</td>
<td>89.06%</td>
</tr>
<tr>
<td>IIM</td>
<td>01</td>
<td>32</td>
<td>21</td>
<td>65.62%</td>
</tr>
<tr>
<td>Total</td>
<td>05</td>
<td>160</td>
<td>135</td>
<td>84.37%</td>
</tr>
</tbody>
</table>

1.15.7.12 Response received for the pilot study

- The Study received 100% response from library and 100% response from librarian category.
The responses received from user category is 85% for faculty members and 90% for student category.

During the pilot study, the data from IIMA is also obtained for the purpose of benchmarking. The 10 Questionnaire for faculty members and 20 Questionnaire for students were distributed, by giving personal visit to IIMA. The questionnaire circulated personally.

The study received 100% response from library librarian as well as from student category respectively. While the faculty category gave 2% response due to their heavy schedule duties at IIM’s.

Table 1.10 Categorical distribution of the response of the Pilot study

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Questionnaire circulated</th>
<th>Total Response Received</th>
<th>Response Received Total %</th>
<th>Total Questionnaire circulated</th>
<th>Response Received Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>04</td>
<td>04</td>
<td>100%</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Librarian</td>
<td>04</td>
<td>04</td>
<td>100%</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Faculty</td>
<td>40</td>
<td>34</td>
<td>85%</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>Students</td>
<td>80</td>
<td>72</td>
<td>90%</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>114</td>
<td>90%</td>
<td>32</td>
<td>23</td>
</tr>
</tbody>
</table>

The data collected through above mentioned method, was studied and analyzed. The pilot study was conducted to clarify the overall structure of questionnaire. The respondents provided suggestions on clarity of some items and also confirmed the validity of items in the questionnaire. The final questionnaire was prepared by incorporating the suggestions of the respondents.

To summarize, the researcher has taken a sneak review of library development, present scenario of use of technology in the libraries, factors influencing libraries in today’s scenario followed by the role of libraries of Management Institutes. Further the growth of management education indicated that the Government of India established IIMs after Independence to promote the management education in the country. Further the growth is accelerated after 1990s due to the contribution of the private organization. Presently University of Pune along with PUMBA has 77 recognized management institutes (as on 7 May 2009) running AICTE approved MBA and MCA courses.
The next chapter has reviewed the related literature on the topic of research.

1.16 References:


27. Ibid, p.536.


32. G W Snedecor and W G Chochran, Statistical Methods (East west Press, 1994), 503