Chapter - 3

Review of Literature
CHAPTER – 3
REVIEW OF LITERATURE

0 Introduction
1 Definition of Review
2 The purpose of Review
3 Kinds of Literature Reviewed
Introduction

Knowledge is growing rapidly. It gets doubled in a very short span of time. Scholars, researchers and writers go on adding knowledge through their studies and writings. There is a tremendous increase in the number of publications: books and periodicals in developed and developing countries. India alone produces annually about 20,000 books.

One who is not fully conversant with what has gone before, has little chance of making a worthwhile contribution. Therefore a researcher has to survey the available literature relating to his field of study. He also must keep himself update in his field and related areas.

The review of literature is not mere reading for reading sake; it is also not a casual reading like reading of a story or novel. It focuses and directed towards specific purposes. It is also selective. A researcher has to select the kinds of literature to be reviewed and determine the purposes for which he has to study them. The literature review starts with the selection of a problem for research, continues through the various stages of the research process and ends with report-writing.

Definition of review

"A review is a critical synthesis of the state of knowledge in a given subject or topic, it is a critical examination of information and literature on a subject or topic accommodated in its broader framework."¹

The review is usually made on a subject of topic either because the literature and or information has accumulated on a subject / topic which the user needs it. The review helps the users to determine and define the boundaries of the developing subject or topic. It provides systematic understanding of the changing frontiers of a given subject.

A review is usually made with two approaches: (i) bibliographic, and (ii) didactic. The first type is known as literature-oriented or bibliographic approach. It aims at evaluating the literature in terms of the progress of the subject. On the other hand the second type is known as subject oriented or didactic approach. It emphasis's that supporting literature should also be evaluated. However, a good review is that which contains both didactic and bibliographic information. The combination of these two roles within a single document is considered more effective and powerful.

2 The purpose of Review
The reasons for review of related literature are:
(1) to give a background knowledge of the research topic,
(2) to identify the concepts relating to it, potential relationships between them and to formulate researchable hypotheses,
(3) to identify appropriate methodology, research design, methods of measuring concepts and techniques of analysis,
(4) to identify data sources used by other researchers, and
(5) to learn how others structured the reports.

3 Kinds of Literature reviewed
The kinds of literature reviewed at the various stages of the research processes and the specific purposes of the review are indicated below:

<table>
<thead>
<tr>
<th>Steps in the research process</th>
<th>Kinds of literatures reviewed</th>
<th>Purposes of review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification and selection of problem</td>
<td>1.1 Source materials, encyclopedia, textbooks, reference books</td>
<td>1.1 To gain preliminary orientation and background knowledge</td>
</tr>
<tr>
<td></td>
<td>1.2 Latest publications on the discipline</td>
<td>1.2 To gain up-to-date knowledge in the field</td>
</tr>
<tr>
<td></td>
<td>1.3 LISA</td>
<td></td>
</tr>
</tbody>
</table>

55
<table>
<thead>
<tr>
<th>Steps in the research process</th>
<th>Kinds of literatures reviewed</th>
<th>Purposes of review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.4 Bibliography of Doctoral Dissertations (published by Association of Indian Universities etc.)</td>
<td>1.3 The know the work already done on the subject</td>
</tr>
<tr>
<td></td>
<td>1.5 Theses in the selected discipline</td>
<td>1.4 To identify research gaps in the field</td>
</tr>
<tr>
<td>2. Formulation of the selected problem</td>
<td>2 Previous studies in the field. Journals, published and unpublished these</td>
<td>1.5 To avoid duplication</td>
</tr>
<tr>
<td>3. Operationalisation of concepts</td>
<td>3 Same as in 2</td>
<td>2 To become familiar with appropriate methodology and research techniques relevant to the study</td>
</tr>
<tr>
<td>4. Preparation of Research proposals</td>
<td>4.1 Illustrated Books on Methodology of Research</td>
<td>3 For clarifying concepts and knowing measurement techniques</td>
</tr>
<tr>
<td></td>
<td>4.2 Published and unpublished these</td>
<td>4.1 To develop alternative designs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 For formatting hypothesis and deciding sample design, etc.</td>
</tr>
</tbody>
</table>
Steps in the research process | Kinds of literatures reviewed | Purposes of review
---|---|---
5. Construction of tools for collection of data | 5.1 Same as 4.1 and 4.2 | 5 For gaining a through knowledge of process of tools and measurement techniques
5.2 Copies of tools and scales furnished in the appendix of theses | 6 Journals, textbooks, reference books and reports on the subject matter | 6 To take notes and compile bibliography.
6. Drafting theoretical chapters and theory parts of other chapters. | Several studies have been done on different aspects of the history of libraries in India by O.P. Sharma's article based on his dissertation “Literature of the history of library movement in India” pointed out the continuing discouraging state of Indian library historical writing. In his article “library development in India” attempts to place the topic in context of historical and social factors. Another major survey article is Anis Kurshid’s “Growth of libraries in India” which concentrates on the last two centuries”. Mukherjee (1966), Dutta (1970) Chander (1972) and Marshall (1983) critically evaluated the position of libraries and their factions in ancient India. Mukherjee S.K. (1961) Dutta (1970) Mishra (1979) and Marshall (1983) also tried to give historical assessment of libraries in Medieval India a period which was particularly dominated and patronized by personal involvement of the kings and other upper class. Kaula (1958), Majumdar (1954), Trehan (1967), Chanrabarty (1968), Nair (1974) and M.L.Nagar (1983) traced more on library movement. While Hawelt (1962), Ganapathi (1965) and Granthadoot (1973) have worked on the establishment and

The universities in ancient India were the leading centres of learning in the contemporary world, attracted scholars and students from all over the world. These glorious traditions however, gradually faded away in the wake of the establishment of British rule in India and their place was taken up by modern university system, which came into existence in 1857 when the universities of Calcutta, Madras and Bombay were established on the pattern of London University. These pioneering universities, as well as those set up later on functioned primarily as examining bodies and continued to be so till the beginning of the present century. However after the universities assumed teaching and research functions following the enforcement of the Indian Universities Act 1904, they began to take increasingly more interest in the development of libraries. This movement however acquired real purpose and control only after India achieved independence in 1947. The new values attached to higher education, and the re-orientation of the university system brought the libraries and librarians into a light hitherto unknown. It was rightly realized that if the aims and objectives of higher education are to be achieved quickly and effectively, the place of libraries in the university stricture has to be reassessed, which can not be anything else than the "Heart of the University". It was however not earlier than 1959 that the university
librarians were rightfully placed in the university hierarchy. by University Grants Commission.

Library is the life blood of an academic institution, highlighting the vital role that a library plays in diffusing knowledge in academic institutions, S.R. Dongerkery saintly remarked "A well stocked, well staffed and up-to-date library is a sine qua-non for a modern university. It is the central workshop if the university which provides the students the teachers, the scholars and research workers with the tools required for the advancement as well as the acquisition of knowledge. Report of the Calcutta University Commission (1917) while deploring the pathetic conditions of the then university library recommended "it is right and proper that the universities should provide great libraries and great laboratories of research with great scholars to direct them" However rather aptly observed by the University Grants Committee of the U.K. (1921) "That the character and efficiency of a university may be gauged by its treatment of its central organ, the library. It regarded the fullest provision for library maintenance as the primary and most vital in the equipment of a university"

A number of commissions were appointed in the field of education and library in India during the pre-independent and post-independent periods. The reports on education have helped in one way or the other in the development of libraries especially academic libraries in India. These reports have emphasized the role of university and college libraries in the field of higher education. In addition to this, they also pointed out the important problems including fiscal inadequacy faced by academic libraries in India in achieving the objectives of higher education. The major reports and the important recommendations therein are given below:

The Indian Education Commission was appointed by the British Indian Government in 1882 to study the progress of education under the new policy adopted in 1854, by the East India Company and accepted by the Secretary of State in 1859. The Commission, better known as the Hunter Commission after the name of its Chairman, Sir William W Hunter,
reviewed the Indian educational system including the status of academic libraries. The Commission was disappointed to see the conditions of libraries and declared them "hardly creditable". The recommendations of the Hunter Commission about special grants to libraries was actually the first official statement stressing the need for assistance to libraries attached to institutions of higher learning.

The India University Commission under the chairmanship of Sir Thomas Raleigh was appointed by Lord Curzon in 1902. The Commission paid special attention to the university libraries and found that: "Of the present university libraries there is not much to be said. The library at Madras appears to be entirely neglected. Bombay has good collection of oriental and other books; but the library is little used by graduates and hardly at all by students. Calcutta has a library and money has been granted for the purpose of making it supplementary to other libraries in Calcutta. It is open to fellows and to persons permitted by the syndicate to use it for the purpose of library research. The Allahabad University has no library. Lahore had not a very large university library."

The Commission recommended that "Good reference libraries should be provided in this connection both at universities and colleges, in order that students may have an opportunity of forming the habit of independent and intelligent reading.

A Commission known as the Calcutta University Commission was appointed by the Government in 1917 to study the situation and make recommendations to solve the existing problems. The Commission is known as the Sadler Commission after its Chairman, Sir Michael Saldler. The final report of the Commission was published in 1919. The Commission which made important recommendations, also looked into the affairs of libraries and found them in a very poor working condition, with small collection. It pointed out that majority of academic libraries did not provide open access to their collection, and books could not be borrowed for the home use. The general observation of the Commission about the
university and college libraries is that in general the libraries were quite inadequate for the needs of the students, and still more for those of the teachers. The Commission was of the view that "one of the greatest weaknesses of the existing system is the extraordinarily unimportant part which is played by the library. In respect of finance, the Commission recommended that 2 lakh rupees be provided to the Calcutta University for the initial expenditure on books with a minimum of 50,000 rupees per year to keep the book and periodical collection up to date. There is no doubt that the recommendations of the Commission were very radical and in fact a landmark in the university library development in India.

The University Education Commission (1948-49) strongly emphasizing the important role of libraries in education. It also observed the inadequacies of the financial assistance given to university and college libraries and recommended that the expenditure on libraries and laboratories will also have to be increased if teaching is to become effective. The Commission suggested Rs. 40 per student as the normal expenditure to be incurred on libraries. If this recommendation is adopted by all the universities and the affiliated colleges, the expenditure will be in addition to what is being incurred at present, may lead to 4% of the total budget.

The UGC appointed a Library Committee in 1957 under the Chairmanship of Dr. S. R. Ranganathan to look into the conditions of the university and college libraries in India. The recommendations of the Committee in respect of fiscal aspect, were:

(i) The entire finance of a university or college Library should be provided by the University Grants Commission and the State Government;

(ii) The Commission and the State Government should determine from time to time the proportion of their respective grants to a university library;
(iii) For the time being, the Commission's share may be four fifths of the total requirement and the share of the State Government may be the remaining one-fifth;

(iv) The Commission and the State Government should have a gentleman's agreement that each will actually pay its own share of the library grant;

(v) The Commission should not withdraw or lower its grant to a university or a college library because the State Government fails in its obligation and vice-versa;

(vi) The Library grant to a university or a college should be determined according to an agreed per capita formula;

(vii) For the time being the formula may be at the rate of Rs. 15/- per student and Rs. 200/- per teacher and research fellow. There should also be a special initial library grant in the case of a new university and of a new department in an existing university;

(viii) In the case of an affiliating university, a similar scale should be followed for the college libraries, in addition, the university library also should be helped at rates to be determined by local context;

(ix) The above mentioned scale of grant is of course subject to the amount at the disposal of the Commission for grant for reading and kindred materials, the capacity of the university or college to spend and other factors of local variation; and

(x) The library grant for any year should be normally based on the statistical data of the preceding year, without prejudice to any unexpected special demand arising in the course of the year of grant.

The late Mr. M. C. Chagla, who was Minister of Education, appointed an Education Commission in 1964 under the Chairmanship of Dr. D. S. Kothari. The Commission laid emphasis on the importance of and need for libraries in all academic institutions. The Commission pointed out that the present position of expenditure on books and periodicals was not
satisfactory. Of the 43 Universities the committee visited, five universities expended only less than 1% of the total university expenditure and 34 Universities expended 1.5%. It was only in 4 Universities that the expenditure on books and periodicals was more than 5% of the total expenditure. The Committee also recommended/observed the following:

(i) The Heads of Departments and Library staff should co-operate fully in drawing up an integrated plan of library development from a long range point of view;

(ii) No new university or college or department should be set up without taking into account its library needs in terms of staff, books, journals, space, etc;

(iii) The utilisation of library grants should be suitably phased over a plan period;

(iv) An essential thing about the development plan of a university library is to lay down physical rather than financial targets;

(v) In addition to having 'departmental' and 'seminar' libraries stocked with a 'working collection of books and journals' the central library should facilitate interdisciplinary communication as also the work of research scholars in border line disciplines. This will also be economical in the long run;

(vi) With the emergence of active research in our universities, there is a need for conservation of research potential through documentation work and service;

(vii) We should completely break away from the traditional view that a library is a conventional but more or less useless accessory.

(viii) A collection of books, even a collection of good books, does not constitute a library;

(ix) The library should provide resources necessary for research in the fields of special interest to the university;

(x) As a norm, a university should spend each year about Rs. 25/- for each student registered and Rs. 300/- per teacher; and
The foreign exchange needed for university and college Libraries should be allocated separately to the UGC.

The Committee on National Policy on Library and Information System headed by Dr. D. P. Chattopadhyaya, emphasized the need for development of different types of libraries including academic libraries as part of the institutional infrastructure in the information network. The report states that 'Adequate financial support for the development of libraries and information systems will be made available by the Government of India and State Government. The National as well as State Governments should provide for an expenditure of 6.10% of their education budgets for the libraries. All educational institutions should similarly provide for their own libraries, 6 to 10% of their total budget.

Studies conducted by Tejomurthy, Jugal Kishor, Rajwant Singh, Chandra Kant Sharma and SomaRaju are significant studies on various aspects of university libraries in India. A doctoral study entitled 'Development of academic libraries since 1800 and contribution of Dr. S. R. Ranganathan a critical study' by Ravindranath Sharma was conducted at the State University, New York in 1983. The study analyses the development of academic libraries, higher education since 1800 and the contribution of the late Dr. S. R. Ranganathan to the academic libraries of India.

Besides the above studies, a number of studies have been published in the form of books/monographs and learned articles in the western countries on various aspects of university libraries.

'University libraries in Britain – a new look' is an outcome of a survey of university libraries in Great Britain conducted by Bryan in 1975.

The study on university libraries for developing countries by Gelf and is significant as it gives information especially about the fiscal management to the administrators of the university libraries for future development in the third world countries.
A survey of the University of Delhi library undertaken by Carl M. White is a comprehensive study carried out on a particular university library. Studies conducted by Dr. S. R. Ranganathan, C. G. Viswanathan, P. B. Mangla, Girija Kumar, Srivastava and Fathima Afroze, R. K. Dasgupta, Saint, K S Hingwe, K S Deshpande and Sardana are significant studies on university libraries. Other important studies worth noting are: Syed Nurullah and Naik J. P. s History of education in India, Wilson L. R. and Tauber M. F. have done important studies on university library; (Organisation, administration and functions of university libraries, 1958.)

Since the beginning of the recorded time, a significant amount of human activities has been used to organise and process information so that it could be more easily understood and learning could take place more effectively. History verified that those people who improved methods for handling information and communicating it to others, have had a disproportionately large impact on the rest of the world’s population.

The modern electronic digital computers is essential for organizing and processing information. Computer industry has make spectacular progress in a short time in the beginning, computer systems were highly localised, usually within a single large room. The concept of 'computer centre' as a room with a large computer to which users bring their work for processing is rapidly becoming obsolete. The old model of a single computer serving all of the organisation’s computational needs has already been replaced by one in which a large number of separate but interconnected. Generational changes in computing have increased computational power by about a factor of ten every five to seven years, producing a total gain for the entire information technology revolution of roughly 1,00,000 over the past three decades as told by Tom Forester (1993), Michell D. Morris (1991) Morris W Firebaugh (1988) and Greme Philipson (1993).

The revolution like scanning systems, systems for faxing documents, directly into computer color photography image capturing technologies,
high resolution displays with color printers, powerful compression
techniques etc. have taken place. Output devices are also required for
converting images back to paper form when necessary are shown by Tony
(1993) and others. As for printers, high quality, non-impact systems using
laser and inkjet print engines, now dominate the market. A great deal of
time and effort has gone into the search for improvements in the human
computer interface is given by Woyne Yacoo (1992) and Tom Foremski
and Louise Kehoe (1993) do the job. These systems are called computer
network.

Authors like Klaus Grewitich and Finn Pederson (eds) (1984) wrote
on the power of information in the future society while Sara Schoon Maker
shows the flow of information (1993). The over all scenario of the
information society is greatly proposed by Judith K. Larson and Everett M
Rogers (1989). The number of definition, of information and information
society in 2001 as given by Charles Steinfield and Jerry L Salvaggio (1989)
traced the development of agriculture society to the information society.
They are other authors, David Lyon (1988), Tom Forester (1992) Frank
Webster (1994) who also gave the future of society and who will be the
dominating in the future society.

I.T. is the combination of four importance disciplines. They are (1)
Information Science (2) Computer Technology (3) Communication
Technology (4) Management. There is not a single sector unaffected by the
IT. Major activities involved in producing and marketing of information are

(a) Data/information collection
(b) Analysis
(c) Data processing
(d) Information storage
(e) Information dissemination
(f) Management.
These are the different components which are described by a number of authors like Bernd Frohman (1992), Rober Hayes (1992) Brent S Ruben (1992), Peter F Druker (1988).

Implosion (information explosion) is today a worldwide phenomenon. Acquisition of all documents essaying in all formats, is a wild dream for any library. National priorities as we approach the 21st century are shifting fast. Government budgets and allocations are increasing for defense, communication, agriculture, irrigation, health, housing, etc. but decreasing on the library front. Resource crunch and inelastic budgets have become a bane to the libraries. In the present scenario of reduced resources, increased cost of information, resource sharing and networking of libraries have become necessity of the day. No library however big can contain all information. Till the advent of IT most libraries remained like islands except for some minimal co-operation in inter-library loans. In the beginning of 1960's library co-operation was done through inter-library loan. Kraus J (1975) puts in his article, "The main objective of resource sharing is to create an environment in which libraries can offer better services and meet user needs within available limited resources. A number of authors like Konnar, M B (1992), Kent Allen (1978), Khandwala Vidyut K (1989) Meinke, Darrel M (1982), Rajagopalan K S and Rajan T N (ILA Bulletin 14) wrote on this.

Information Technology is the modern bugger word. It has provided facilities for the free flow of information. The world has become a global village. Information super high ways and information super markets are created through networks like Internet. This has facilitated for resource sharing among the libraries though they are separated by miles of distance. The concept of virtual libraries, OPAC, Hypertext and teleconferences for the purpose of resource sharing and information exchange have become common.

UGC's Inter Agency Working Group's Report (1988) is a landmark in the introduction of modernization in academic libraries to introduce
computer-aided library services, with the setting up of Information and Library Network (INFLIBNET) Centre in Ahmedabad.

In the "8th Five Year Plan" 1992 the project proposal of INFLIBNET Programme was developed. In the 9th Five Year Plan "April 1996 had given thrust area, proposed services to be offered by INFLIBNET, budgetary and manpower requirement etc. for INFLIBNET programme". Progress Report by Review committee, 2000, of 105 universities Funded till 1998-99 by UGC under INFLIBNET programme" mantes difficulties faced by university libraries. Also the "INFLIBNET Newsletter" from 1995 to 2001 provide the progress made by the INFLIBNET. "INFLIBNET – A profile" also bring out the various activities under taken by INFLIBNET programme.

Reference

5. Chandra, Bipan, Nationalism and colonialism in Modern India, New Delhi, Orient Longman, 1970
6. Chandra, Bipan, A brief critique in Modern India. New Delhi, NCERT, 1971, p. 27-28
7. Chandra, Bipan, A brief critiques in Modern India, New Delhi, NCERT, 1971.
8. Chopra, P.N, India’s struggle for freedom, Delhi, Agan Prakashan 1985, vol.5
10. Datta, Kali Kitnkar, Renaissance, Nationalism and social changes in modern India, Colcutta, Barkland, 1965
16. Dutt, N.M., History of India libraries from earliest times to the present day, Modern Librarian, 21, 1939, p. 67
19. Forester, Tom, Megatrends or megamistakes? The Information Society, 1992, p. 8
20. Forester, Tom, Japan's move up the technology 'Food Chain', Prometheus, 11, (1), June 1993, p. 73-94.
24. Girja Kumar, Crisis of decision making in university library and information science, 1, 1976, p.1-18
33. Indira Gandhi National Open University, Development of libraries and their role in society Library and society New Delhi, August 1999

37. Kent Allen, et. al., Encyclopedia of Library and Information Science New Delhi, Dekker, V.24, p. 267-33


44. Mangla, P.B., Information system and services in India Trends and prospects, University News 27(4), p. 12


47. Mishra, Jogesh, History of Libraries and Librarianship in Modern India since 1850, Delhi, Atma Ram and Sons, 1979.

48. Mishra, Jayesh, History of Libraries and Librarianship in Modern India since 1850, Delhi, Atmaram and Sons, 1970.

49. Mishra Jayesh, Ibid.
50. Mitra, Ashok, The focus behind the modern movement, Delhi, Lalitkala Contemporary, 1961.


69. Tejomurthy, A University Libraries in Madhya Pradesh (Ph.Dthesis), 1984
70. This idea is reflected all through the writings of Dr S R Ranganathan, but has been more explicitly postulated in his Documentation Genesis and Development, New Delhi, Vikas, 1973.
75. UGC, Development of an information and Library Network report of the inter agency working group, December 1988.
81. Ibid., p. 155.
84. Saracevic, Tefko, et al., op. Cit., p. 156.
85. Ibid.
87. INFLIBNET, INFLIBNET Programme in 8th Five Year Plan: A project proposal, October, 1992.
88. INFLIBNET, INFLIBNET Programme in 9th Five Year Plan, April 1996.
89. INFLIBNET Newsletter (A quarterly publication of INFLIBNET centre, UGC) from 1995 to 2001.
90. INFLIBNET – A profile, 2001, Ahmedabad, INFLIBNET.