CHAPTER 2
HISTORICAL DEVELOPMENT OF UNIVERSITY LIBRARY SYSTEM

2.1. Concept of University:

Education is one of the most essential tools for any modern nation to achieve social, economic and political objectives for meaningful national development. The intrinsic intellectual dynamism, resourcefulness and the moral strength of the nation is reflected in the quality of higher education, which provides political, intellectual, scientific and professional leadership. The progress of nation: economic and social development of the people of a nation; welfare and security of the life of human beings; scientific and technological basis of the world; are dependent upon the quality of the higher education provided by the Universities of the Nation.

In simple words, University presents a major contribution in the growth of human resources. It is the centre of learning for higher education which imparts instruction at graduate, postgraduate levels and provides facilities and infrastructure for research and specialization.

The university has been described by Karl Jasper as “A community of scholars and students engaged in the task of seeking truth.”

According to the Encyclopedia Britannica “University is an institution of higher education consisting of a liberal arts and science college as well as graduate and professional schools having the authority to confer degrees in various fields of study. The modern university evolved from the medieval schools known as ‘Studia Generalia’ i.e. generally recognized places of study without any restriction to students from all parts.”

According to Wilson, L.R. and Tauber, M.F. "The university functions as the conservator of knowledge and ideas, teaching, research, publication, extension and service and interpretation."^3

The Kothari commission, reviewing the system of education in India, restated the objectives of higher education and spelt the following functions for the institution of higher learning:

1. To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries.
2. To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values.
3. To provide society with competent men and women trained in Agriculture, Arts, Medicine, Science and Technology and various other professions who will also be cultivated individual imbued with a sense of social purpose.
4. To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education.
5. To foster among the teachers and students and through them in society generally, the attitudes and values needed for developing the good life in individuals and society.

Working within these parameters, the commission envisaged that these institutions will turn out devoted and dedicated generations of students. What kind of students and scholars there would be for themselves, for the nation and for the society.

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

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2. They should develop programmes of adult education in a big way and to that end, evolve a widespread network of part time and correspondence courses.

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

4. They should shake off the heavy load of their early tradition which gives a prominent place to examination and strive to improve standard all round by a symbiotic development of teaching and research.

5. They should create at least a few centers, which would be a comparable to those of their type in any other part of the world and thus help to bring back the ‘centre of gravity’ of Indian academic life within the country itself. 4

Thus the basic functions and obligation of a modern university may briefly be identified as the following:

1. Conservation of knowledge and ideas amassed from time immemorial.

2. Dissemination and communication of this knowledge and ideas through teaching, publication and extension service.

3. Expansion and extension of the boundaries of the existing knowledge by research through teachers and research scholars.

4. Production of manpower for various professions by imparting technological and professional education.

5. Transforming a student to mature as a person and as a student.

6. Interpretation of the results of research and investigation conducted by the university to the society in different ways.

The university makes the direct contribution to the advancement of knowledge i.e. research at various levels, it serves as the training ground for those who carry on investigation in government, industry, the services and other fields. If the university is concerned with search for truth, extension of knowledge, enrichment of minds and training, the demands on the library will reflect the university’s attitude towards their aims.

2.2. History of Higher Education in India:

Even from the Upanishadic times, India had evolved a system of education, which could stand comparison, in so far as the essentials are concerned, with similar organizations of the west, known as 'City Schools', 'Studium Generale', 'University' etc. In course of time, that system was found prevalent in the 'Ashramas, Mathas and Viharas'. The essentials of a university were present from the time of Buddhist institutions which flourished mainly at Taxila, Nalanda and Vikramasila dates back far before the Christian era, it did not reach the stage of glory before the rise of Mahayana Buddhism, at the beginning of the Christian era. During the vedic period, the pupils were required to reside with the teachers in the ashramas which provided them opportunities to live in close contact with their Gurus. A systematic collective higher education developed during the Buddhist period when students from all over the country and abroad e.g. China, Japan, Tibet, etc flocked in the 'Viharas' or the centers of higher learning in those days. Diffusion of knowledge during the Muslim period is found in a three - tier system of Maktabs and Madarasas, Mosques and Monasteries and private houses denoting three forms of education viz.

1. University or Higher Education with undergraduate and postgraduate courses.
2. Secondary Education as in Grammar schools, High Schools and Private Academics.
3. Primary Education imparting elementary knowledge.  

2.2.1. The First Universities in India:

With the support of Auckland Bentinck and Raja Ram Mohan Roy, the principles of education were shaped in the famous 'Despatch' of the court of directors sent to the Governor General in India on the 19th July 1854, which inter-alia led to the establishment of the first universities in India viz. University of Bombay, University of Calcutta and University of Madras along the lines of the then university of London. Although three
separate acts were passed and brought into force, on 24th January 1857 for the University of Calcutta, 18th July 1857 for the University of Bombay and 5th September 1857 for the University of Madras, they actually started functioning from 1858.

The functions of these universities were to confer the degrees to the candidates who met the requirements as laid down by these universities. They were to promote liberal education and senior scholarship and to regulate the studies so as to equip the students in different professions in life. As regards the jurisdiction, University of Bombay served the old Bombay province comprising Sindh, Gujarat, Kathiawar (Saurastra), Karnataka (without Mysore) as well as Maharashtra, excluding Vidharba. University of Madras covered the whole of southern region. In the case of the Calcutta University, its jurisdiction extended over the rest of India and from Rangoon to Peshawar. Initially the type of these universities was affiliating. To begin with they had four departments viz., Arts-cum-Sciences, Law, Medicine and Engineering.\textsuperscript{6}

2.2.2. Changing Perspectives in Higher Education:

The rate of change in higher education, which was slow till the second half of the nineteenth century, quickened as the universities acquired an egalitarian character about the beginning of the twentieth century. To the basic functions of teaching and research, ‘service to community’ was added as the third dimension. With rapid developments in information technology and communication technology we have now entered a period of ‘accelerating change’ and an argument has been put forward that the universities are failing in their ability to keep pace with society’s demands. However, it has to be kept in mind that higher education is not an industry in the sense, say, computer technology is. Production of knowledge is not its sole concern. Preservation, transmission and application of knowledge is equally, if not more, important. Hence, higher education must move at a pace that is most useful to society as a whole not to industry alone. It is necessary to add that, functioning under the shadow of the communication revolution, higher education has to make the best use of it. Information, and with it knowledge, is likely to double every five years, and universities will have to find ways of coping with this development. There is no option to making academic structures flexible, and to

\textsuperscript{6} Ibid., pp. 7-8.
regularly updating curricula. We will also have to re-evaluate our perceptions relating to teaching - learning methodologies and the nature of research to be undertaken by the universities. As many see it, with distance and continuing education becoming increasingly important, there is a need for the convergence of the formal and non-formal streams of higher education; and the non-formal stream may well include the non-university organizations. With the setting-in of globalization, quality, benchmarking and networking will need to be areas of priority. And, as was emphasized in the world declaration on higher education adopted at Paris in 1998 (UNESCO, 1998), partnerships at national and international levels, based on common interests, mutual respect and credibility, should be a prime matrix for renewal of higher education.  

2.3. National Policy on Education:

Educational policy and progress have been reviewed in the light of the goal of national development and priorities set from time to time. In its resolution on the national policy on education in 1968, an emphasis on quality improvement and a planned, more equitable expansion of educational facilities and the need to focus on the education of girls was stressed.

About a decade ago and a half later, the National Policy on Education (NPE-1986) was formulated which was further updated in 1992. The NPE-1986 provides for a comprehensive policy framework for the development of education up to the end of the century and a Plan of Action (POA) 1992, assigning specific responsibilities for organizing, implementing and financing its proposals.

2.3.1. Policy Framework:

India’s commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its constitution. The directive principles contained in article 45 enjoin that “the state shall endeavour to provide within a period of ten years from the

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commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years.” Article 29(i) provides that any citizen having a distinct language, script, special care of the economic and educational interests of the underprivileged sections, particularly, the scheduled castes and scheduled tribes is laid down as an obligation of the state under article 46.

Though education is in the Concurrent list of the constitution, the state government plays a very major role in the development of education particularly in the primary and secondary education sectors.

2.3.2. Structure and Progress of Education in India:

The Focus is on the broad dimensions and magnitude of the structure, organization and progress in education. Further it also highlights growth and priority areas in education in India that point to the challenges of the future. There are about 888 thousands educational institutions in the country with an enrolment of about 179 millions.

2.3.3. Financing of Education:

From 1968 onwards, goal has been to set apart 6% of national income on education in spite of resource constraints as well as competing priorities, the budgetary expenditure on education by centre and states as percentage of Gross National Product has steadily increased from 0.8%, in 1951-52 to 3.3% in 1994-95.

Para 11.4 of NPE, 1986 states “that the investment on education be gradually increased to reach a level of 6% of the national income as early as possible. Since the actual level of investment has remained far short of that target, it is important that greater determination is shown now to find the funds for the programmes laid down in this policy. While actual requirements will be computed from time to time on the basis of monitoring and review, the outlay on education will be stepped up to ensure that during the 8th five year plan and onwards it will uniformly exceed 6% of the national income.” The total budgetary expenditure on education by education departments of the centre and states has increased from Rs. 644.6 millions in 1951-52 to Rs. 300,000 millions in 1995-96. In terms of its share in total budgetary expenditure, it has increased from 7.9% in 1951-52 to 11.1% in 1995-96.
There are, at present, hundreds of plan schemes sponsored centrally for the upliftment of the education system. Some of the major centrally sponsored schemes are Operation Blackboard, Non-formal education, teacher education, post-literacy and continuing education and vocational education with 1996-97 outlay of Rs 2790 millions, Rs 1582.5 millions, Rs 1170 millions, Rs 755 millions and Rs 820 millions respectively.

2.3.4. Task Force for the Betterment of Higher Education:

The government of India, ministry of human resource development, department of secondary and higher education has been receiving representations submitted by different organizations/student’s communities/unions/forums etc. in the country from time to time raising various issues relating to improvements in the education sector. The government has been considering these issues for quite sometime. The task force examines various issues and submits its recommendations to the Government within six months from the date of issue of their orders.

The latest issues affecting the higher education student community for the task force to examine are:

1. Commercialization of education and ways of curbing the same through measures like rationalization of fee structure in various courses in the country.
2. Impact of inflation on recipients of scholarships and possibility of linking scholarship to the price index.
3. Grant of exemptions from income tax for all endowments given for the purpose of education.
4. To instill moral and physical strength and discipline by making social service works and military training compulsory part of education.
5. Dovetailing the education curriculum to the national culture, needs and aspirations.
6. Establishing women universities and women hostels in each district.
7. Improvements in the Conditions of hostels for Scheduled castes and Scheduled tribe students; and
8. Expansion of professional education etc.
2.4. Higher Education of India in the Knowledge Era: The Challenges Within:

The beginning of the new millennium finds higher education system, the world over, in a state of flux. This is because a new generation, nurtured by the communication and information technology revolutions, and a revitalized society, which is slowly becoming attuned to life in a new ‘Knowledge Era’, are making unprecedented demands. In the first decade of the twenty first century, academic administrators will have to continue to grapple with ‘ perennial problems’ carried over from the last century, like those of access and equity, relevance and quality, and financial constraints; and face new issues like those of ‘ online’ learning and internationalization of education. These ‘perennial issues’ are in many ways, related to the rapid, largely unplanned, expansion of the system that took place in the post independence period. The problems are complex and interrelated, and the experiences of the past five decades indicate that they are not likely to be overcome by the further expansion of formal higher education facilities. So the challenges before Indian higher education are:

2.4.1. Access and Equity:

During the second half of the twentieth century higher education acquired an egalitarian character with the process of ‘massification’ being especially intense in the developing countries, and particularly in India.

In the fifty odd years since independence of India, “the number of universities have grown from 18 to 258 of colleges from 591 to over 11000 and of students from 0.2 million to 7.4 million” 10

In a democratic society access to higher education must necessarily be linked to equity. In keeping with this policy the national policy on education, 1986 (Government of India, 1986) emphasizes the need to remove disparities and to equalize educational opportunities, especially for those sections of society that have been denied equality in the past. The categories identified for special consideration by the government of India are women, the scheduled castes, scheduled tribes and other backward classes, the educationally backward areas. Reservations are provided in educational institutions, and admission-criteria relaxed for students from most of these categories. In addition,

financial assistance is provided to them by governments in the form of freeships and grants.

2.4.2. Relevance and Quality:

Today, in India, there is a general apprehension that the education being imparted through its higher education institution is not relevant to the needs of society. An extreme view, often expressed, is that the ‘average’ graduate, at least in the liberal arts, is not fit for employment. There appears to be a mismatch between what is taught in our academic institution and the requirements of industry, business, administration, the professions and society-at-large. As the, world declaration on higher education, states

"Relevance in higher education should be assessed in terms of the fit between what society expects of institutions and what they do." ¹¹

Discussions at the world conference on higher education, at Paris, brought out the fact that relevance is a dynamic concept varying with context and target groups. It emerged at the discussions that “relevance can only be the outcome of dialogue and consultation among the different partners concerned, including the students themselves.”

The non-relevance of many of the programmes offered by most Indian universities is brought into focus by the high rate of unemployment amongst graduates and the emergence of training institutes, of varying types, that have sprung up to offer courses concentrating on the development of skills required by business and industry.

Closely related to relevance is the aspect of quality. Society has generally viewed quality in higher education in terms of ‘fitness for purpose’ or ‘value for money’ and sometimes as ‘a transformative’ it must however be assigned a broader meaning not necessarily laying stress on the result. To quote article 14 of the ‘world declaration on higher education’, “Quality in higher education is a multi-dimensional concept which should embrace all its functions and activities: teaching and academic programmes research and scholarship, staffing, students, building, facilities, equipment, services to the community and the economic environment” ¹²

Quality assurance in higher education has become a global issue with many countries calling for international global standards. This is particularly relevant to India where the quality of institutions, and therefore of the education imparted, is extremely variable from the excellent to poor. There is, what may be called, a long trail of mediocrity. Efforts have to be made to see that all institution reach a certain minimum standard and even the best need to strive for continuous improvement.

2.4.3. Financing of Higher Education:

Academic institutions are today subject to strong financial constraints. This is related to the fact that governments, the world over, are tending to withdraw from higher education citing the need to first meet commitments to priority areas like those of primary education and health care. A contributory factor has been the great expansion in higher education during the last fifty years. It is paradoxical that when education was elitist, government were able to meet almost the full cost of education. However, with the ‘massification’ of education, government finds it difficult to meet even the essential requirements.

The universities cannot depend wholly on state resources and will have to generate resources and will have to generate resources on their own. The possible sources are tuition and other fees, consultancy, corporate support and alumni contributions.

All will have to be explored carefully. The revenue from fees cannot be large unless provision is made for reserving seats for international students and they are charged differential fees. The private sector is destined to play an increasingly important role in higher education. In some states of India it has entered this field in a big way, and to an extent higher professional education has been commercialized and other fees, consultancy, corporate support and alumni contributions. All will have to be explored carefully.

2.4.4. Distance Education:

In India higher education is imparted through the distance mode by two types of institutions — the correspondence course institutes (CCIs) attached to the conventional universities, and the open universities (OUs).
“At the turn of the millennium there were about 19.3% of registered students in Indian higher education belong to the distance education stream.”¹³ The number can increase greatly through proper promotion. Distance education is no longer confined to the Arts, Social Sciences and Commerce streams. Advances in communication technology have now made it possible to offer management, science, engineering, agriculture and even medical programmes through the distance mode. It is significant that formal institutions (e.g. the Birla institute of Technology and Science, Pilani) have already entered the ‘virtual class’ mode. It is expected that by the end of the first decade of the present century virtual class will be common.

In order to encourage distance education and encourage increased access of persons from the disadvantaged groups the university should:

1. Increase the number of study centers in tribal/ rural areas with rich libraries and information centers.
2. Design programmes that would suit the needs of learners from the disadvantaged groups, and preferably offer programmes in the regional languages and develop libraries to satisfy the urge of knowledge.
3. Undertake promotional programmes to create greater awareness about the distance learning programmes and offerings.

2.4.5. Online Learning:

Today, online learning or E-Learning, which is anchored in computer networks (internet), is making its presence felt. It is being made use of by both the distance education and formal education systems. Most formal academic institutions in the developed countries have started including a few online courses in their degree programmes. In these countries higher education has shown a perceptible shift from the conventional form of classroom teaching to online learning on the internet.

A variety of courses are being offered on the web. Originally thought of as a means of providing continuing education to older people the internet is today a means of imparting professional education to all (including the young) in areas as different as

management, engineering and medicine, as also undergraduate education in the liberal arts.

"The potential of online education is evident from the following:
1. The global network agency has listed, as on June 2000, 516 Bachelor-level programmes are available on the internet.
2. A recent article in the Los Angeles times states one out of three U.S. colleges has at least one degree online.
3. According to projection of the international data corporation 84% of U.S. colleges are offering E-learning programmes.
4. Warwick University, UK made it compulsory for all students from 2003 to have laptop computers with internet connections.
5. A number of western universities are offering programmes in different areas, and especially in management 'across borders' most of them have secured accreditation from a national or international agency" 14

Already, some online portals have started functioning in India. The Indian universities must make a start, if necessary in collaboration with communication technology business houses.

2.4.6. Internationalization of Higher Education:

Internationalization of higher education has taken different forms including:
1. Increased mobility of students and faculty at the international level.
2. Greater collaboration between institutions, research groups and individuals, and the formation of networks of institutions for teaching-learning purposes.
3. Entry of universities from the developed countries into the developing and underdeveloped worlds, and the marketing of degrees through franchise;
4. Increase in 'education across boarders' via distance education, including online learning.

In the present 'Knowledge Era' internationalization of higher education is an accepted fact of life. It needs to be encouraged for it promotes value and culture, generates good will, enhances the quality of education, encourages competitiveness and

helps generate resources. However, it is essential that care is taken that it doesn’t lead to gross commercialization.

2.4.7. Convergence of Educational Systems:

In Indian higher education scenario there are today three distinct educational systems in operation. These are:

1. The Formal System
2. Distance Education System
3. The Non-Formal System or the ‘Training Industry’ comprising commercial institutions that provide skill based training in vocational areas that are needed by industry and business.

A convergence of these three different systems, though networking and partnership, could meet the requirements of different sectors of society, and at the same time provide education that would equip the individual to meet changing demands. A Convergence of the formal and distance education system should not be difficult, and can be made possible through the adoption of such measures as that of credit transfer and joint degrees. A pre-requisite would be the establishment of a national qualification framework. Since professional training offers added-value to a degree one must examine the possibilities of developing a mechanism that would facilitate effective collaboration between the conventional and open universities, on the one hand, and the training institutions of the non-formal stream on the other such a convergence is necessary if we are to achieve the objective of providing the coming generations with knowledge and skills required for human development* 15

2.5. Assessment and Accreditation in Higher Education or Universities:

Quality could be defined as ‘fitness for purpose’ to what extent the product or service meets the stated institutional purposes. However the quality in higher education institution is hard to define because the concept is complex as it cannot be separated from teaching, learning and assessment, departmental and faculty culture and climate. The assessment is done to evaluate the objectives, plans, processes and outputs of an

15 http://www.education.nic.in/html/web/natpol.htm

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institution on the basis of certain performance indicators agreed upon by the institution or external quality review agency to grade the quality whereas accreditation is an evaluation of the objectives, plans, processes and outputs to qualify the institution for certain status i.e. for recognition and receiving grants or permission to operate and admit the students.¹⁶

Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes offered) of higher education.

Like in any other domain, the method to improve quality remains the same. Finding and recognizing new needs and satisfying them with products and services of international standards.

The NAAC has been set up to help all participating institutions assess their performance vis-a-vis set parameters. A rating agency for academic excellence across India, and the country’s first such effort.

2.6. NAAC:

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to access and accredit institutions of higher education in the country. It is an outcome of the recommendations of the national policy in education (1986) that laid special emphasis on upholding the quality of higher education in India.

To address the issues of deterioration in quality, the national policy on higher education (1986) and the plan of action (POA-1992) that spelt out the strategic plans for the policies, advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore.

2.6.1. Governance Body of NAAC:

The NAAC functions through the General Council (GC) and Executive Committee (EC) where educational administrators, policy makers and senior

academicians from a cross-section of the system of higher education are represented. The Chairperson of the UGC is the president of the GC of the NAAC, the chairperson of the EC is an eminent academician in the area of relevance to the NAAC. The director of the NAAC is its academic and administrative head, and is the member secretary of both the GC and EC. The NAAC also has many advisory and consultative committees to guide its practices, in addition to the statutory bodies that steer its policies. The NAAC has a core staff and consultants to support its activities. It also receives assistance from a large number of external resource persons from across the country who are not full time staff of the NAAC.

2.6.2. Vision and Mission of NAAC:

The activities and future plans of the NAAC are guided by its vision and mission that focus on making quality assurance an integral part of the functioning of higher education institutions.

The vision of the NAAC:

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

The mission statements of the NAAC aim at transplanting the NAAC’s vision into reality, defining the following key tasks of the organization:

1. To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme or projects.
2. To stimulate the academic environment for promotion of quality of teaching learning and research in higher education institutions
3. To encourage self-evaluation, accountability, autonomy and innovations in higher education.
4. To undertake quality-related research studies consultancy and training programme.
5. To collaborate with other stakeholder of higher education for quality evaluation, promotion and sustenance.
Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of instructions of higher education that volunteer for the process, through an internationally accepted methodology.

2.6.3. The Methodology:
For the assessment of a unit, the NAAC follows a three-stage process which is a combination of self-study and peer review. The three stages are:
1. The preparation and submission of a self-study report by the unit of assessment.
2. The on-site visit of the peer team for validation of the self-study report and for recommending the assessment outcome to the NAAC.
3. The final decision is made by the Executive Committee of the NAAC for grading, certification and accreditation.

2.6.4. Benefits of Accreditation:
Following are the benefits of accreditation to any institution:
1. It helps the institution to know its strengths, weaknesses and opportunities through an informed review process.
2. To identify internal areas of planning and resource allocation. Enhances collegiality on the campus.
3. Outcome provides funding agencies objective data for performance funding. It initiates institution into innovative and modern methods of pedagogy.
4. To give institutions a new sense of direction and identity.
5. Provides society with reliable information on quality of education offered.
6. Employers have access to information on the quality of education offered to potential recruiters.
7. Promotes intra and inter-institutional interactions.

2.6.5. Criteria for Assessment:
Any assessment and subsequent accreditation is made with reference to a set of parameters so that the standing of an institution can be compared with that of the other similar institutions.
The NAAC has identified the seven criteria to serve as the basis of its assessment procedures:

1. Curricular aspects.
2. Teaching-learning and evaluation.
3. Research, consultancy and extension.
4. Infrastructure and learning resources.
5. Student support and progression.
6. Organization and management.
7. Healthy practices.

2.6.6. Units of Assessment:

To assess and grade the institutions of higher education using the three step process for accreditation and make the outcome as objective as possible, NAAC has developed an instrument though the methodology and the broad framework of the instrument are the same, there is a slight difference in the focus of the instrument depending on the unit of accreditation.

2.6.6.1. Institutional Accreditation:

1. University: University central governance structure along with all the undergraduate and post-graduate departments.
2. College: Any college – affiliated, constituent or autonomous with all its departments of studies.

2.6.6.2. Departmental Accreditation:

Any department/ school/ centre of the university come under departmental accreditation category.

Taking cognizance of differences in the unit of assessment, NAAC has made changes in the focus of the instruments, thus, separate instruments have been developed to suit different units of higher education. The manuals give detail of the criteria on which value judgment on institutional accreditation will be taken by the peer as well as
operational suggestions to get ready for the process. Separate manuals and criterion-wise aspects are being developed by expert committees in each subject for this purpose.

2.6.7. Grading Systems:

Understanding variance in the type of institutions the seven criteria have been allotted differential weightages. The weightages marked below are used for calculating the institutional score.

Table 1: Grading System of NAAC

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Criteria</th>
<th>Universities</th>
<th>Affiliated/Constituent Colleges</th>
<th>Autonomous Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Curricular Aspects</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Teaching-Learning and Evaluation</td>
<td>25</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Research, Consultancy and Extension</td>
<td>15</td>
<td>05</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Infrastructure and Learning Resources</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Student Support and Progression</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Organization and Management</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Healthy Practices</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

The criterion-wise judgment of peers and the weightage to criteria will be used for calculating the composite score as follows:

Institutional score = \[ \frac{\sum_{i=1}^{7} c_i w_i}{\sum_{i=1}^{7} w_i} \]

Where \( w_i \) = Weightage of the \( i^{th} \) criterion

And, \( c_i \) = score of the \( i^{th} \) criterion

2.6.8. Outcome of Grading:

The institutional score will further be used to assign the overall grade. If the overall score is more than 55%, the institution gets the “Accredited” status and any score less than that will lead to “Non Accredited” status. The accredited institutions are graded on a nine-point scale with the following scale values:
Table 2: Outcome of Grading

<table>
<thead>
<tr>
<th>Institutional Score (Upper limit exclusive)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A++</td>
</tr>
<tr>
<td>90-95</td>
<td>A+</td>
</tr>
<tr>
<td>85-90</td>
<td>A</td>
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<tr>
<td>80-85</td>
<td>B++</td>
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<tr>
<td>75-80</td>
<td>B+</td>
</tr>
<tr>
<td>70-75</td>
<td>B</td>
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<tr>
<td>65-70</td>
<td>C++</td>
</tr>
<tr>
<td>60-65</td>
<td>C*</td>
</tr>
<tr>
<td>55-60</td>
<td>C</td>
</tr>
</tbody>
</table>

The grade will also be supplemented by a qualitative report by the team that would highlight the strengths and weaknesses of the institution under various criteria.

Institutions which do not attain the minimum 55% points for accreditation, would also be intimated and notified indicating that the institution is “Assessed and found not qualified for accreditation” The assessment outcome is valid for a period of 5 years.

The range of marks of each letter grade and actual total marks obtained as well as criterion wise marks will be intimated to the institution and notified. 17

2.6.9. Status of Some of Accredited Universities:

1. Accredited Universities in Punjab.

Total no. of accredited universities = 3

Table 3: Accredited Universities in Punjab

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of University/ Location</th>
<th>Accredited Status</th>
<th>Peer time report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guru Nanak Dev University, Amritsar, Punjab, Amritsar</td>
<td>Five star</td>
<td>Report</td>
</tr>
<tr>
<td>2</td>
<td>Punjabi University, Patiala, Punjab, Patiala</td>
<td>Five star</td>
<td>Report</td>
</tr>
<tr>
<td>3</td>
<td>Thapar Institute of Engineering and Technology, Patiala, Punjab, Patiala</td>
<td>B ++</td>
<td>Report</td>
</tr>
</tbody>
</table>

2. Accredited Universities in Chandigarh.

Total no. of accredited university = 1

17 http://www.naacc-india.com/
Table 4: Accredited Universities in Chandigarh

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of University/ Location</th>
<th>Accredited Status</th>
<th>Peer time report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Panjab University, Chandigarh, Chandigarh</td>
<td>Five star</td>
<td>Report</td>
</tr>
</tbody>
</table>

2.7. University Library System:

The nerve centre of the University, in fact that of all systems of education, is the library. Libraries are the treasure house of a nation’s cultural heritage and for a university. It is a temple that emits all knowledge. The University Library is a several libraries at once. It is a public library in that it serves the campus community as a general intellectual and cultural facility. It is a special library in that it meets the very specialized information and resources need of graduate, post graduate, research scholars and faculty who are engaged in higher studies and research.

Each university has a central library attached to it and may have many constituent libraries attached to different teaching departments or the constituent colleges. The idea of university library is not merely a storehouse of books; it is a dynamic agency to assist the scholars and researchers in carrying on their pursuits in the advancement of knowledge by making use of books and libraries.

The University Library is the heart of the University. It plays a conspicuous role in the national life of the community. It has the fate of young generations in its hand. It is the responsibility of library to acquire material to support the attainment of educational objectivity of the university. A modern university if concerned with manifold objectives and well administered university library can rightly direct its business towards the fulfillment of these objectives.

The collection and accumulation of books, magazines, journals and other materials and their preservation and fullest possible use should be considered as the primary function of the modern university library. The library has to play a role in the choice of material suited to the needs and desires of the students and staff from an infinite and complex world of books and making them readily available through an efficient service to the readers. This function must be based on the idea of bringing “in right book to right reader, at the right time.” The purpose of university is to promote learning and to extend the bounds of knowledge. To meet this purpose it depends more on its library than
on its teacher. The teacher imparts knowledge but it is the library which satisfies the individual’s inquisitiveness and sense of inquiry. The service of the library begins where that of the teacher ends. The nerve centre of university in fact, in all systems of education is its library. In short the function of a university library is to identify itself with the parent body to help to realize her ideals and goals.

It is however obvious that a university cannot achieve and fulfill its twin tasks of spreading knowledge and expanding its frontiers till it has not first provided itself with a first class library system.

There is in-fact a close co-relation between the nature of a university library and the quality of a university. If a library has managed to establish its strength in a field of study, it has thereby set-up a powerful magnet which will attract those, most interested in that field and in time, this process would develop a strong department in that area of knowledge and so raise the university’s status in that particular field etc.

If the faculty be compared to the brain of a university, the library would then resemble a healthy heart circulating the life blood of learning through the arteries of the whole university body.

A good professor, among other things, is a person to whom teaching and research both are very important. The availability of a first class library service for such a teacher is an indispensable. No substitute can take its place.

This is so, because all the indices of the twentieth century scientific and social enquiry point to the presence of a kind of Mathusian law for the growth of knowledge in every field of study. Knowledge is growing at a rate faster than the teacher’s capacity and ability to assimilate it. This is reflected in the increasing number of titles that are printed and their mounting cost. It would be patently impossible for him i.e. faculty to acquire a personal library that would meet his needs. Thus the quality of library that his university should provide will directly affect the quality of his teaching as well as research.

“Therefore, even if no student ever entered the library, a university would still need a great library in order to meet the demands of a great faculty. So long as its library is outstanding, the university will have an extremely valuable advantage over other institutions in holding the best scholars and teachers within its fold.” 18

According to University Grants Committee (United Kingdom) report of 1921. "The character and efficiency of a university may be gauged by its treatment of its central organ-the library"

The UGC (United Kingdom) regarded the fullest provision for library maintenance as the primary and most vital need in the equipment of a university. 19

The Atkinson report of 1976 enlisted the importance of library by saying “The library is the core of a university. As a resource, it occupies the central and primary place, because it serves all the functions of a university teaching and research, the creation of new knowledge and transmission to posterity of the learning and culture of the present and the past.” 20

The basic function of a library is educative. It is not merely store-house of reading material collected for preservation, but it also functions' as a dynamic instrument of education, to feed the intellect of the student to encourage the researches of the faculty and invite all who enter its house to partake fully of its intellectual and cultural contents.21

According to the Committee on Libraries (1963) of UGC (UK) “Firstly university libraries must undertake the responsibility of collecting and supplying the right type of literature to the scholar at the appropriate time, pin pointedly, exhaustively and expeditiously and secondly, they must then endeavour as far as possible, to organize and give access to information and make the selection and control as easy, acceptable and quick as possible” 22

According to ALA glossary of library and information science, a university library is defined as “a library, or system of libraries, established, supported and administered by a university to meet the information needs of its students and faculty and support its instructional, research and service programs” 23

Dr S.D. Sharma, then vice-president of India, while delivering his speech at the 8th world book fair, on 5th February, 1988 in New Delhi stated quite rightly that “A

library is more important than a university because a library can function without a university, whereas a university cannot do without a library." 24

A university library, in the context of higher education these days plays the most cardinal role which the various commissions on higher education in India and abroad have ventured to call it by quite impressive terms, such as “the heart of the university,” “Fulcrum of university education,” “the workshop of the scholars,” “the laboratory of the learned,” and so on. And, Carlyle’s description personifying a collection of books as the true university is indeed very appropriate these days.

The University library is thus an important organization maintained by a university to support and promote its teaching, research, extension and publication programmes.

2.7.1. Present-day University Library: Its Obligations:

It was long back in the 18th century that Dr. Johnson once said,

“I cannot see that lectures can do so much good as the reading of books from which the lectures are taken. I know nothing that can best be taught by lectures, except where experiments are to be shown.” 25

Close at heels in the 19th century, Thomas Carlyle said that the true university of these days is a collection of books. 26

These two landmark statements suffice to prove that books, libraries and reading are central to higher education. Loeb further confirms these views when he says:

“Real discoveries are actually made in the library and subsequently tested out in the laboratory. A new discovery is a new combination of old ideas and those combinations are most likely to occur to the mind of the scientists, not when he is handling material things, but when he is brooding over the thoughts of other men and rethinking them himself. In those hours of profound reflection, the new combination may

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26 Ibid., 5p.
occur to him, and then he goes to the laboratory to verify or disprove. The library remains the great essential to discovery.”

Sadler’s Calcutta University Commission (1917-19) had also upheld the importance of library in a modern university:

“It is, therefore, not only right and proper but it is indispensable for the right conduct of its ordinary teaching work that the university should provide reasonable facilities for independent work and should expect its teachers to take advantage of them. It is right and proper that the university should provide great libraries and great laboratories of research with great scholars to direct them.”

The commission further added:

“The University Librarian ought to be a functionary of great importance, ranking with university professors and having a place in the supreme academic body of the university.”

The Radhakrishan Commission also attaches great importance to the university library:

“The library is the heart of all the University’s work; directly so as regards its research work and indirectly as regards its educational work, which derives its life from research work. Scientific research needs a library as well as its laboratories. While for humanistic research the library is both library and laboratory in one.”

The importance and utility of a University Library has also been brought out by Paul Buck as follows:

1. The library is the heart of education, every educational advance depends upon its resources and, in large measure, and the degree of advance is proportionate to the potential of the library to respond.

2. Methods and fashions in education change from generation to generation, but each generation uses the library as a means of realizing its aims; hence the library

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27 Ibid., 6p.
remains a great conservator of learning. An investment in a library is a permanent investment, guaranteeing returns for centuries to come.

3. Quality education is impossible without a quality library.
4. You cannot have a quality faculty without a quality library.
5. A library is vital to proper exploitation of our intellectual resources.
6. The library is essential to maintenance of free access to ideas, and to the functioning of an untrammelled mind. Tough control will never be successful.

Higher education is dependent on the books and other reading material and the information contained in them. Teachers and students have to draw heavily on books and periodicals to keep themselves up-to-date with the latest development in their subject areas. Classroom lectures may at best serve as signposts but the real learning is possible by using the books and periodicals available in the library. Higher education cannot be textbook-centered; the students will have to be exposed to the wide and varied world of books for learning the subject thoroughly. Such an exposure may arouse the critical viewpoints among the students and help them to attain better heights in learning and scholarship. Higher education is thus dependent for its success on the extensive and intensive use of literature. University library, as an equal partner in higher education, undertakes the responsibility of locating, procuring, and supplying the right type of literature to the teachers, scholars and students at the right time. It also organizes and gives access to information pin-pointedly, exhaustively and expeditiously and makes the selection and control as easy, acceptable and quick as possible. The so long as books are freely and widely available, here the laboratory can never take the place of the library.30

Kothari Commission, while stipulating the functions of a university library, recommended that it should:

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

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4. Open the doors to the wide world of books that lie beyond the boarders of ones own field of specialization.

5. Bring books, students and scholars together under conditions which encourage reading for pleasure, self discovery, personal growth and the sharpening of intellectual curiosity.\textsuperscript{31}

Wilson and Tauber stipulate the functions of a well administrated University Library as follows:

"By accumulating and organizing books, manuscripts, journals and other materials the University Libraries serve as an invaluable aid in the conservation of knowledge and ideas as an active force in the teaching, research and extension programmes of the University. Through direct assistance to the members of the faculty and research staff as instructional officers, the University Library participates in the interpretative function of the university. Through its many bibliographical and other reference services the library aids individuals of instructional and research staff who are engaged in the preparation of materials for publication." \textsuperscript{32}

To sum up, present day University library has following obligations:

1. It builds up a need-based, balanced and up-to-date collection of reading material to serve as a reservoir of information.

2. It organizes the collection and creates control system so that it can be made use of quickly and conveniently.

3. It circulates reading material among the readers for use outside the library.

4. It provides personal help to the users so that they are able to make optimum use of the resources of the library without any difficulty.

5. It provides the users the bibliographic, translation and reprographic services and thus helps them in their research activities.

6. As a part of the university set-up, it supports the teaching research and extension programmes of the university through various ways.


2.8. Historical Development of University Library System in India:

2.8.1. University Libraries in Ancient India:

India has been the cradle of one of the earliest civilizations in the world. There is, in fact “No country where love of learning has so early an origin or has exercised so lasting an influence.”

The importance of libraries in academic institutions was, therefore, recognized in India even in the remote past.

In the Vedic age instructions were imparted “Orally, without the medium of books” 34, and this is perhaps the reason that no libraries have so far been discovered in the archaeological excavations at Taxila though it was a famous seat of learning from 700 B.C to 300 A.D. 35 With the advent of Buddhism, teaching came to be practiced through written word and this in turn gave rise to libraries. Fa-hien 36 noticed such libraries at Jetavana monastery at Sravasti (U.P). The Nalanda University 37 in Bihar (300-850 A.D.) had a huge library complex known as Dharamganj 38 Jagaddal, Kanheri, Mithila, Odantapuri, Somapuri, Ujjain, Vallabh and Vikramśilā were the other seats of learning which had good collection of manuscripts in the libraries attached to them. 39 All these libraries were destroyed at one time or the other by fire or muslim iconoclasts 40 often in ignorance. 41

“Takshila University acquired an international reputation in the 6th century B.C as a centre of advanced studies. The University was founded in the city of Gandhara in the north-west India. It is considered to be the first university in the world. It was a great

33 Thomas, F.W. History and prospects of British education in India. London: George Bell, 1891. pp. 1.
36 Chinese monk who visited India from 405 to 411 A.D.
38 Dharamganj comprised three grand buildings, Ratnasagar (sea of gems), Ratnadādi (ocean of gems), and Ratnarajāk (collection of gems), the last being a huge nine storied building.
40 Ibid., P. 30.
centre of learning with a number of famous teachers, each having school of his own. It had enrolment of 500 students including 101 princes and a few foreign students. The university has an excellent library. The library collection included work on Hinduism, political science, literature, medicine and philosophy. The city of Gandhara, including the university and the library was destroyed during the invasion of Hunas, in the middle of the 5th century.

In the 3rd century B.C. Buddhism received great impetus under India’s most celebrated ruler Ashoka. Buddhist monastic institutions at Nalanda, Vallabh, Odantapuri and Vikramasila became important centres of higher learning. It was the age of the rise of Indian sciences, Mathematics and Astronomy. The University of Nalanda owed its foundation to sixth generations of the Gupta kings. It housed a population of several thousand teachers and students and a good functional library. The university had a huge library with a collection of invaluable manuscripts and served over 10,000 students from India and abroad. Nalanda University’s library was the biggest in Asia. The description of academic libraries of this period are found in the writings of famous Chinese travelers Fa-Hein, Hiuen-Tsang and I-Tsing, who visited India in 399 A.D., 629 A.D. and 672 A.D. respectively.

2.8.2. University Libraries in Medieval India:

The existence of academic libraries during the medieval period of Indian history is not known, though the muslim rulers did patronize libraries in their own palaces.

Alone exception, however, was a library attached to a college at Bidar, having a collection of 3000 books on different subjects. Aurangzeb got this library transferred to Delhi to merge it with his palace library.

2.8.3. University Libraries in Modern India:

2.8.3.1. Early Nineteenth Century:

The College libraries are the fore-runners of a modern university library. Warren Hastings, Governor General (1774-85), founded a Madrasa at Calcutta in 1781. Jonathan Duncan in 1792 stressed the need to collect books of the ancient valuable general
learning and tradition. Lord Minto, Governor-General (1807-13), in his minutes of the 6th March, 1811 wrote “Library be attached to each of the colleges under the charge of a learned native with a small establishment of servants for the care of manuscripts.”

Perhaps this is the first statement on record concerning libraries in academic set up in India. Lord Auckland, Governor-General of India (1836-40), further outlined the library policy in his minutes of the 24th Nov, 1839. “In order to make the greatest use of the advantages of the colleges, I would attentively watch the degree to which the students profit by their access to the considerable libraries which, are now attached to many of our institutions. Important deficiencies in these libraries should be promptly supplied.”

Library collection of the colleges started growing and by 1882 some of colleges have collection above 1000 books.

While assessing the position of college libraries in India, the Hunter Commission observed: “As regards the extent to which libraries are used, the information obtained seems to show that among the students of some colleges a perceptible taste for general reading has sprung up. Yet the Bombay, the Bengal and the north-western provinces reports agree in saying that the general reading of students is confined to a very narrow range, being almost entirely limited to the books which have some bearings on the subjects of examination, though an exception to a limited extent is made in Bombay in the case of the Elphinstone college.

Seven years after the hunter commission report in 1889, the library of the Forman Christian College at Lahore was established. Within 5 years this library had a collection of 13000 books, with a librarian (H.M. Grawold) to administer it and this library “became an integral part of students’ education. The reading room was opened twenty-four hours and students were encouraged to go in at all hours. It helped promote the habits of self-study and stimulated general reading outside the prescribed text books.”

44 Ibid., pp. 21.
2.8.3.2. Later Nineteenth Century:

The court of directors of the East India Company had not approved the earlier proposals to start universities at Madras and Calcutta in 1834 and 1845 respectively. But later on they had to revise their views because of:

1. The rapid spread of liberal education among Indians;

2. The requirements of an increased European and Anglo-Indian population.

Accordingly, a dispatch (No.49 of 19 July, 1854) was addressed to the Governor-General in council by Sir Charles Wood. An immediate outcome of this dispatch was the establishment of three affiliating universities at Calcutta, Bombay and Madras in 1857 on the model of the London University which itself was an examining body then. According to their preamble these three universities were established for the purpose of ascertaining, by means of examinations, the persons who had acquired proficiency in different branches of literature, science and arts, and of rewarding them by academic degrees as evidence of their respective attainments and marks of honour. Since these had no role to play in respect of teaching and research, the need for attaching a library to them immediately after their establishment was not felt. To our present concept of the library as heart of a university, it may seem rather strange that the University Library System did not appear simultaneously with the establishment of universities in India. The time gap is revealed by following table:

Table 5: Time Gap between the Establishment of Universities and their Libraries

<table>
<thead>
<tr>
<th>University</th>
<th>University Established In Year</th>
<th>Library Established In Year</th>
<th>Time gap Between University and Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bombay</td>
<td>1857</td>
<td>1874</td>
<td>17 years</td>
</tr>
<tr>
<td>Calcutta</td>
<td>1857</td>
<td>1873</td>
<td>16 years</td>
</tr>
<tr>
<td>Madras</td>
<td>1857</td>
<td>1907</td>
<td>50 years</td>
</tr>
<tr>
<td>Allahabad</td>
<td>1887</td>
<td>1916</td>
<td>29 years</td>
</tr>
</tbody>
</table>

This time gap could have been still larger but for the help given by some philanthropists. For instance, the establishment of the Bombay University Library in 1874 is attributed to the Philanthropy of Prem Chand Roy Chand, who donated Rs 2 lakh
in that year for the library building which was of course completed in 1878 and occupied on 27th Feb, 1880.48

It had then a small collection of books on history and biography presented to the library by the government in 1874. Similarly, the Calcutta University library owes its origin to the philanthropy of Joy Kissan Mookerjee who offered to donate Rs 5000, for purchasing books in 1869, but it was not before 1873 that a library was started there.49

The same was the case with the Madras University library. William Griffith in his will had bequeathed to the university a legacy of Rs 25,619 which was utilized for the establishment of its library in 1907.50

A major problem to university library development was that the universities established during the 19th century were not really established for the advancement of learning and research. They restricted their activity merely to holding examinations and awarding degrees. The teaching work was done by colleges which didn’t form an integral part of the universities. The universities themselves did not feel any need for an organized library system as there was neither a provision for teaching nor for research under their direct control.

2.8.3.3. Indian Universities Commission, 1902:

With the universities of Punjab and Allahabad coming into existence in 1882 and 1887 respectively, the number of universities in India rose to five before the close of 19th century. In all these universities, libraries were conspicuous by their absence in the priority list of university development.

The report of the Indian Universities commission of 1902 (Chairman: Sir Thomas Raleigh) was very critical51 about this situation. It remarked “of the present university libraries there is not much to be said. The library at Madras appears to be entirely neglected. Bombay has a 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


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has been granted for the purpose of making it supplementary to other libraries in Calcutta. It is opened to fellows and to persons permitted by the syndicate to use it for the purpose of literary search. The Allahabad University has no library. Lahore has not a very large University Library."  

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

When the Indian universities act was passed in 1904 as a result of the observations and recommendations of the commission, it contained a specific statutory provision for the universities to maintain well equipped libraries. The affiliated colleges were also required, under section 21.1(e) of the Act, to provide a library as a condition of affiliation. The Punjab University (Lahore) was the first to take note of this and secured the services of Asa Don Dickenson. "To reorganize and catalogue and administer the university library and to give a course of training in modern library methods." But generally the provisions of the act of 1904 were not followed strictly, with the result that the university administrators continued to move in the old grooves, unmindful of the importance of a library as the heart of the university.

2.8.3.4. Calcutta University Commission, 1917-19:

The Calcutta University Commission, 1917-19 also surveyed the position of libraries and found that in general the libraries were very inadequate for the needs of the students, and still more so far those of the teachers.

The Commission recommended:

"To maintain a library on the amplest possible scale and to make it as useful as it may be to all teachers and serious students must be the most important function of the university. The university should have the services of a librarian who should have the

53 Ibid., pp. 59.
salary and status of a professor and should be ex-officio member of the academic council.” 56 - 57

The Commission thus gave a shake-up to the complacent attitude of the Indian universities towards libraries. With Montague-Chelmsford reforms (1919), steps were taken by several universities to give practical shape to the recommendations of the Sadler commission by opening teaching and research departments. The assumption of these new functions effected a change of attitude towards libraries as a matter of necessity.

2.8.3.5. University Libraries during 1919-1947:

During the period 1919-1930, eight new universities were established and with them their associated university libraries. There were international contacts between Indian and British university libraries, and gradually with American university libraries as well. The administrative set-up of Indian university libraries was after the model of the western libraries. 58

The years between 1939 and 1947, shadowed by world war second, were bleak so far as university library development was concerned. Only two universities, Utkal in 1943 and Saugar in 1946 could be established during this eight-year period. 59

2.8.3.6. Situation before Independence:

On the Whole, the concept of library as a more or less useless accessory and just an administrative section under the control of the registrar or an Honorary Librarian continued to dominate throughout the period before independence. The result was that even in the most well-established universities, the libraries were not properly organized and the status of the Librarian was pitifully low. 60

57 Ibid., Vol. 4, pp. 279-280.
59 Ibid., 70 p.
The said situation is amply confirmed by the following account of the Delhi University Library.  

"The Delhi University Library began in 1922 with a gift collection of 1380 books. In early years it was housed in the nooks and corners of buildings which in turn housed the university. Of the usual book grant of Rs 10000 a year, seldom more than a third was spent. The housing improved in 1926, when the University moved into the old secretariat building. But a year later the book grant was cut down to Rs 3500. At the end of the first 10 years it had a stock of 14000 volumes of which a major portion were calendars of universities and specimen copies of textbooks received by the university from publishers. The number of current periodicals was 86, and the daily average of the readers in the library was 19."

Sir Maurice Gwyer, Vice-Chancellor, Delhi University from 1938 to 1950, wrote officially, "The Library is no credit to the university." And on occasions he termed it "a disgrace to the university."

If this was the lot of the university library of the capital city of India, the condition obtaining in other Indian university libraries can be easily imagined. The fact is that the Indian university libraries existed in name only. "They were weighted down with dead and antiquated reference and textbooks, and unwanted documents purchased without paying any heed to the interests, needs, demands or standards of the readers. Moreover, these small collections were poorly stacked in locked almirahs or even in sealed cupboards, sometimes left to repose in corners or corridors, mostly neither classified nor catalogued properly, nor readily, accessible for use." 62 The overall situation may be further summed up as follows:

i. Librarian and Book Losses:

The librarians were held responsible for any loss of books. Since the fear of losing books continued to haunt the mind of librarians, many of them did not loan out books for home study and kept the libraries open for the minimum possible hours."63 Very few libraries allowed their clientele direct access to the collections.

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61 Delhi University Library. Opening of the New Library by Dr S. Radhakrishnan. Delhi: Delhi University Library. 1958. 1 p.
63 Ibid., pp. 21-22.
ii. Reader's Service:

The reference service was hardly provided to library users. Documentation services including reprographic facilities were almost unknown. The non-book material was conspicuous by its absence. In short, these libraries were inert collection of books, with no emphasis on service and no systematic effort to publicize their activities.

iii. Library Building and Furniture:

Many libraries were housed in buildings meant for some other purposes. Among the more serious defects of these library buildings were the lack of sufficient space for books and readers. The furniture and equipment provided in the libraries were also of old and antiquated types.

iv. Library Staff:

If the service offered by university libraries was deplorable, the status of the university librarians was no better than that of watchmen of books. Anybody was considered fit for this position. In fact, the university library provided an opportunity to university administrators to accommodate good-for-nothing persons—a teacher who had miserably failed in teaching, the official who was notorious for his inefficiency, the fellow who has physically disabled or mentally abnormal. Such practices had become traditions and this was why hardly any well-qualified person thought of joining the library profession. Then came the practice of putting an Honorary Librarian—usually one of the professors over the library staff. This deprived the university librarians of all initiative and created in them inferiority complex.

v. Library Facilities Very Poor Indeed:

Under these circumstances, the word 'library' merely implied a collection of books. It did not matter how and where it was housed, or how the books in the collection were arranged or who administered it; nor was much variety sought for in the quality of book-stock. All that the librarian had to do was to keep a watch over the wares in his

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custody and grudgingly leave the chair in order to let a stray reader have the books be wanted. 68 This sums up the condition of libraries and librarians of the Indian universities before independence.

In this context, University Educations Commission, 1948-49 observed: “it is distressing to find that in most of the colleges and universities the library facilities are very poor indeed.” 69 This statement further confirms the situation prevailing then.

2.8.3.7. Post-Independence Times:

1. University Education Commission, 1948-49:

Vigorous efforts were made to improve the standard of higher education, particularly university education, after 1947, when India became free. The government of India appointed the University Education Commission in 1948, with the eminent philosopher and educationist, Dr S. Radhakrishnan as Chairman. The Commission enquired into the existing conditions of university education and made important recommendations to bring it to the level of universities abroad. The evidence of adequate importance given to the university libraries and their services to the university community is available in the following statement of the commission. 70

“The Library is the heart of all the university’s work; So as regards its research work, and indirectly as regards its educational work, which derives its life from research work. Scientific research needs a library as well as its laboratories, while for humanistic research the library is both library and laboratory in one.”

This commission, however, did not suggest measures to give to the library and the librarian the place they deserved. And to embark upon a programme of university education without assigning due place to the library in the educational set-up sounded like “staging hamlet without the prince of Denmark.” 71

70 Ibid., 110 p.
2. University Grants Commission, 1953:

The university grants commission (UGC) was set up in 1953 on the recommendation of university education commission. It was made a statutory body in 1956. The UGC under its chairman, Dr C.D. Deshmukh, injected new blood into the hitherto paralyzed college and university libraries.

i. UGC Library Committee

A Library committee, headed by Dr S.R. Ranganathan, was appointed by the UGC in 1957 to advise it on matters relating to the proper functioning and management of college and university libraries. The committee submitted its report in 1959, making suitable recommendation on grants to libraries, book purchase, reading habits, documentation work, departmental libraries, library personnel, library buildings and furniture.

The UGC accepted most of the recommendations of this committee and provided liberal grants to universities for uplifting their libraries from their pitiable conditions. However, many universities did not adopt the UGC library committee recommendations and standards, as they were not binding on them, and since education was a state subject in our constitution, no state government could be compelled to implement what the UGC library committee had recommended.

ii. UGC and Library Buildings:

Till 1950's the biggest problem of Indian university libraries was that of accommodation. The UGC got seized of the problem and readily came forward to provide funds for constructing suitable buildings to house the libraries. By now, more than 80 university libraries have been able to put up new buildings for their libraries. Although the situation has much improved, yet the desired results have not yet been achieved. A larger number of buildings have been planned without keeping in view various aspects, such as, the type of university, growth rate and services expected of a university library.

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74 Ibid., pp. 141-50.
iii. Parity and Disparity with Teachers:

The entire credit for transforming university libraries from what they were about 40 years ago to what they are now goes to Dr C.D. Deshmukh during whose tenure as chairman of the UGC, Dr Ranganathan secured from the UGC the academic status and scales of pay for librarians on the basis of parity with teachers. In no other country of the world were the librarians placed so easily on the same footing as their counterparts on the teaching side.

The UGC, however, after having done a right thing, unfortunately withdrew in 1977 the academic status and scales of pay of university librarians. This was sure to affect adversely the service of university libraries in India in the coming years. Later, better sense prevailed and this parity was again restored from April 1980.

3. Education Commission, 1964 – 66

The education commission (Chairman: D.S. Kothari) observed:

"With ever-increasing enrolment in the universities and colleges, the demand for library service has been mounting. Unlike in the past, the library staff has now to cater to the diverse needs of under-graduates, postgraduate and research scholars. Because of the 'explosion of information and growth of research in our universities, the commission felt the need for conservation of research potential through documentation work and service. The commission, therefore, recommended the appointment of teams of documentalists in university libraries who could understand the requirements of research workers and undertake the work of documentation- search, indexing and abstracting"76.

The commission also emphasized on student-oriented education:

"As one goes up, the contact hours could be less and self-study periods longer. The most urgent reforms needed, therefore, is ... to increase the self study facilities for students ... to make it possible ... well kept and commodious libraries with adequate number of reading seats is necessary..."77

77 Ibid., 71p.
However, in spite of this, the recommendations of this commission on libraries did not indicate anything revolutionary or far reaching. A University library’s potential for providing the learning environment was unfortunately overlooked by the commission.

All the commissions on university education—Releigh Sadler, Radhakrishnan and Kothari—have, in fact, treated the library as an adjunct to research, but not a process that should permeate the academic life of a university campus; and never a thought has been given to bring the library into full participation in the teaching process.

4. Work Flow Seminar:

The UGC organized a seminar “from publisher to reader: workflow in university and college libraries.” During March 4 – 7, 1959, in which librarians from several universities in the country participated. This provided the university librarians an opportunity for the first time to assemble at one platform and discuss their problems, and find out the solutions. The proceedings of the seminar are also published by the UGC along with the recommendations of the library Committee. This became a comprehensive and important document for the university libraries. According to Dr C.D. Deshmukh, the first Chairman of the UGC, the report of the library committee of the UGC is a classic in that particular field. The content of that report as also a supplementary one (proceedings of the seminar for the university librarians) will... guide the development of the university libraries for at least a generation to come.

5. UGC Review Committee:

In order to get well qualified staff for the university libraries, the UGC considered the question of improving and coordinating the standards of teaching and research in the departments of library and information science in the Indian universities. It appointed a review committee in July 1961 under the chairmanship of Dr S.R. Ranganathan. Its report was published in 1965.

80 Ibid., 25p.
6. Contribution of International Agencies:

i. India Wheat Loan Educational Exchange Programme:

When the American congress passed the public law 480 (PL 480), in 1951, the India wheat loan educational exchange programme came into existence. According to this act a loan of 190 million U.S. Dollars was provided to India for the purchase of wheat from America. It was further specified in the act that a sum of 5 million dollars of the interest accruing from the loan should be utilized in the field of higher education by way of purchasing American books, Journals, Scientific equipments etc. and on the exchange of educationists and academicians between India and the United States.

According to Kipp and Kipp, “during 1954-61 approximately US $ 1,70,0000 was spent on books and exchange of librarians.” 36 universities and 52 research libraries benefited under this programme. The wheat loan funds also were used in establishing and providing resources in three university extension libraries to serve the colleges in Ludhiana, Madurai, and Udaipur. The grants also made it possible for 32 University Librarians, Assistant University Librarians and Librarians of research institutes, to visit the US libraries during 1955-61 and study their working. This visit to the country of libraries was an exciting experience, and it “made a lasting impression on the minds” of most of the librarians, and helped them to administer and manage their libraries in India on scientific lines. Similarly, American librarians also visited India, studied the problems of Indian libraries and established a useful professional relationship. The library profession in the India benefited from these exchanges.

ii. Rockefeller Foundation Grants:

The Rockefeller foundation began to provide grants for one or the other purpose relevant to library field since 1954. During the subsequent 13 years, grants were provided for such library purposes as purchase of books, construction or extension of library buildings, recruitment of library staff, library training, and visits of librarians to the developed countries for studying library work and service there.
iii. Ford Foundation Grants:

During 1951-69, twelve institutions in different fields received grants related to library development, and it continued giving grants afterwards also for the development of some university libraries, including University of Delhi where Dr Carl. M. White visited as consultant to study the working of its University Library. The report which he produced is a useful document on university librarianship in India.

iv. Fulbright Grants:

Many Indian Librarians and library science teachers were provided grants and scholarship under the Fulbright programme to enable them to visit USA and study library system there.

v. Asia Foundation Grants:

The Asia foundation also provided grants and fellowships to Indian library professionals for graduate study in library and information science in the USA.

vi. Other Agencies:

Financial and professional support was received by Indian libraries and librarians from such foreign agencies as the British Council, Common Wealth Foundation, and UNESCO. This support has been of much use in the development of Indian libraries and library professionals.

The seminar of university librarians held at Rajasthan University, Jaipur from 16 - 19 November, 1966 produced its proceedings which is a useful document on Indian university librarianship. Besides other matter, it has defined the statutory position of university librarians, and recommended that they:

a. Be given statutory recognition.

b. Be directly responsible to the Vice-Chancellor of the university.

c. Be an ex-officio member of all academic bodies.

d. Be a member-Secretary of the library committee which will function only in an advisory capacity.

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e. Be accorded the status and privileges of a university teacher and head of a university post graduate department.

7. Growth in Number of Universities:

Today the Indian higher education system and its library system is one of the largest systems in the world. In 2001, the number of universities in India stood at 258(approx), and it is steadily growing.82

2.8.3.9. University Libraries – Changing Perspectives:

One may not agree in Toto with what Srivastava and Verma have stated about the present – day university libraries of India, yet their analysis is worth quoting83.

“And during this period (i.e. 1883 – 1973), University libraries of the country have witnessed a swell of change because of:

i. The emergence of Dr S.R. Ranganathan on the library horizon.

ii. The recommendations of Radhakrishnan Commission (1948 – 49);

iii. The establishment of the University Grants Commission in 1956; and

iv. The recommendation of the Kothari commission (1964 – 66).

Besides these, the seminar of University Libraries and Carl white’s survey of Delhi University library have given a refurbished thought, orientation and dimension to university librarianship in the country. Consequently, a significant change in the outlook of the university administrators, the faculty members and the students has also come about and now they no longer recognize the librarian as the custodian and the library as the storehouse of books and documents... But, unfortunately, this change... has not helped the university librarians come out of the rut of stagnation which has been caused and nurtured by the shortage of trained and qualified library manpower, the preoccupation of the professional library staff with the technicalities of librarianship, the perverted concept of library services, the inertia that is rampant among the trained librarians, the apathy of the university administrators towards development of proper

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library services, the self-satisfied faculty and the student community, the lack of dynamic leadership and factional rivalries among the librarians... our university libraries have failed to achieve any tangible results.”

The above statement may not be applicable to all the libraries of India, but it certainly holds good in the case of a majority of them.

2.9. Development of Centralization and Decentralization in University Library System:

2.9.1. Introduction:

Centralization is “the process of transfer of administrative authority from a power to higher level.”

Centralization and decentralization has been a matter of controversy and the library authorities have not yet come to a conclusion of agreement as to which of them is suitable. In university library both the systems, centralization and decentralization, are adopted in different situations.

The fact, that in a university the library is the ‘heart’ of the academic set-up, has since long been recognized, all over the world. This heart has to supply or disseminate the elixir of academic life that is, Knowledge to the academic community and help the university in the accomplishment of its educational objectives. How this supply or dissemination should be effective has however become a baffling problem. Some favour services from a centralized collection, while others strongly clamour for facilities from decentralized collections. This thorniest problem of ‘centralized versus decentralized collections’ has become a dilemma for librarians and administrators. Marron gives a succinct assessment of the controversy when he observes that ‘library administrators claim that centralization is required for economical, efficient acquisition and management of the huge number of publications involved in an up to date, well stocked library. Users, on the other hand argue that they cannot read and study effectively and efficiently unless frequently used documents are within their easy reach.’

This controversy is also commonly known as the problem of ‘departmental libraries.’

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It is erroneous to consider that university possesses one central library and that is all. In a university where teaching and research units are dispersed and located separately over a large geographical area, in the city or state, it is necessary to make provisions of library resources in each of such units. In such cases, complete centralization or consolidation of the library at one place will be impracticable. The educationists and the university librarians have debated and discussed for long the administrative and educational problems which emerge from having the book collection apart from the main library. The arrangements expressed by Miler are related to the factors of cost, adequacy, accessibility, efficiency, use of books, interrelation of subject-fields and the educational significance. The argument on efficiency and educational significance, however can be made to serve the decentralist provided the institution has a budget which will afford service for both general and separate libraries and maintenance of a general collection of books for the correlation of the library needs of the departments.

Parry mentions that the terms 'centralized and decentralized' refer to the collection of books and administering them in a university which may be housed either in single repositories or in a number of separate repositories. These collections may be administered either as a single unit or as a number of separate units.

Wilson and Tauber say that although recent reports indicate that there is a tendency towards centralization, there is still a strong belief, particularly on the part of the faculty members that separate faculties are important for educational programmes. In some cases such a movement has been influenced by the creation of new buildings. However, no uniform pattern has so far emerged regarding the setting up of departmental libraries.

The departmental library, which is sometimes called a branch library, is a collection of books and other reading materials related to the particular school or college or a part of the university system. The organization of such a library varies in different institutions. In many universities, libraries for the departments like philosophy,
geography, history, Hindi, Sanskrit etc are set up separately. Similarly, the professional school libraries such as those meant for journalism, law, medicine, pharmacy, management and engineering are also separated from the central library administration. The factors to be considered in the regard are the line of responsibility of the departmental and professional school librarians, the amount or the income derived from the general budget of the library, centralization of acquisitional and technical services, procurement of books and other reading materials and appointment and control over the personnel.

The chief reason for creating a departmental library is a matter of convenience for members of the academic staff, for the students and the other users. They would like to have such a library close to their department. Secondly, such a library is small and therefore proves to be easy and more convenient for the use as compared to the large and complex central library situated at a distant place. However, there are disadvantages too with the setting up of the departmental libraries. Firstly, the faculty members and the staff of the department may not look to the collection beyond their departmental libraries which ultimately narrows their area of knowledge and learning and results into lack of both depth and breadth. Bryan refers to the university library as "perhaps the last bastion of general education in an age of galloping specialization." 89

Secondly, if the departmental library happens to be a small one, there is likelihood of its either having no librarian or the necessary qualified staff, the organization of the library will be poor without any guarantee of the conveniently available material stocked there for use. If the departmental library is fairly large, it might prove to be less economic in matters of staff than what it would have been just for the one central library.

Neal mentions that at Liverpool, where every departmental library is controlled and staffed by the main library, the size of stock of each such library ranges from 20000 to a mere 2000: such a dispersal of staff raises problems of morale, supervision and communication. 90 Then there are chances of the stock being overlapped or duplicated between the central and the departmental libraries. There are certain interrelated, like and

near common subjects. A library on applied science needs materials on the basic sciences too, and this leads to unnecessary duplication. Further the building of the departmental library is found to be unusually inadequate and small with less number of staff made available. These factors limit the hours of functioning of the departmental library. It remains open only for a short period. In many cases, the rules, opening hours and other circumstances in which the individual department library functions also differ with the result that the readers using more than one library has to accustom themselves with the variety of rules.

2.9.2. Conceptual Analysis:

Harrod’s librarian’s glossary defined central library as “The chief library in a system, may be containing the office of the chief librarian the administrative department and the largest collection of books sometimes called the ‘main library’” and the departmental library as “A library in a college or university which is apart from the main library and restricted to one subject or group of subjects also called ‘Branch library’, ‘faculty library’, ‘laboratory collection’, ‘office collection’, ‘seminar collection’”

Encyclopedic dictionary of library science and information technology defined central library as all the material on each broad subject whether for reference or lending, has been kept in separate rooms or clearly defined sections.

Glossary of library and information science defined central library as “The administrative center of a library system, where system wide management decisions are made, centralized technical processing is conducted, and principle collections are located, synonymous with main library” and departmental library as “A type of academic library that serves the information and research needs of the faculty members of a department with an institution of higher learning, usually a large university. Departmental libraries are also used by students enrolled in courses in the disciplines taught by the department, especially graduate students. If acquisitions are funded through the department, selection

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is usually the responsibility of the teaching faculty in collaboration with the departmental librarian.”

Encyclopedia of library and information science defined 94. “A departmental library may be defined as a subject collection in an academic institution, housed either in a separate room of the main library or in some building outside the main library and administered either as apart of centralized library system or as apart of the academic department it serves. The libraries of colleges, institutes and professional schools attached to universities may also be included under the general heading.

Lyle has used the term ‘departmental collection’ for these ‘subject collection’ According to him the term “departmental collections is used to include all such collections as are variously called departmental libraries, seminar collections, branch libraries, laboratory and office collections.”

According to Walsh96, Basically there are two species of decentralization viz.
1. An operations – oriented pattern based on kinds and forms of material which occurs in separate libraries for map-collections, rare books, documents, audio-visual material etc. and,
2. A user and subject oriented pattern, occurring as graduate and professional school libraries, laboratory collections, storage libraries, separate undergraduate libraries, broad subject collections based on ‘divisional plan’ and research unit libraries.

In a unit library system, the branch libraries under a variety of designation have been established to extend the services of the main university library. These designations by university library system of the world are named as departmental library, decentralized library, divisional library, institutional library, class library, seminar library, sectional library, independent library, subject library, faculty library, laboratory library, satellite library, unit library and special subject libraries etc.

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2.9.3. Genesis and Growth of Departmental Libraries in University Library System:

Many factors, causes and situations have effected or effect the establishment and growth of departmental or branch libraries in universities. A brief account of these factors follows:

1. Campus Geography:

Departmental libraries tend to develop as universities grow in size and departmental buildings are erected that are no longer adjacent to the central library buildings. If the campus is extensive and the main library is not accessible to some units of the university, there are demands to provide service in more locations.

2. Over Crowding:

Serious over-crowding in the central library or tremendous increase in the load on central services. The book collections grow in size and the main building cannot accommodate them conveniently. In an effort to disperse the increased load of centralized services, which in time, become too complex and impersonal as a result of big size, the departmental libraries get established.

3. Departmental Policies:

Sometimes departmental policies and politics create needs, real or imaginative, for separate library units.

4. Status Symbol:

Sometimes some departmental heads begin to consider it as a ‘status symbol’ and clamour for it.

5. Requirement of Accrediting Board:

The existence of separate library collections especially in the USA is sometimes recommended or required by an accrediting board.

6. Demand of Faculty:

Sometimes the university’s general policy or the attitude of the faculty towards the library affects the decision on the degree and kind of decentralization.

7. Outgrowth of Documents Collection:

Many of these libraries are an outgrowth of seminar collections, laboratory collections or office collections established by faculty members at some convenient
That is, a small collection of frequently used books gradually expands and develops into a full scale departmental library over a period of time.

8. Saving of Time:

Last but not the least, to satisfy instant study and research needs of students and faculty the departmental libraries tend to grow and established.

2.9.4. Major Points in Favour of Departmental Libraries in University Library System:

Departmental heads and faculty members have advanced all sorts of arguments, real or imaginative—for the establishment of decentralized collections. They argue as follows:

1. The Parry committee enquired of the association of university teachers as well as the individual teachers to know their attitude regarding decentralization of libraries in their respective universities. The Committee approached some smaller libraries and some larger ones in sizes. In smaller libraries, the result was two to one (20 : 10) in favour of maintaining departmental or faculty collections in addition to the main university or central library. In larger ones, they were nearly six to one (48 : 8) in favour. The distance of their departments from the central library was the most often quoted reasons, besides a variety of some others.

2. A departmental library places books in convenient locations for those who make the greatest use of them. In scientific disciplines, there should be a close proximity between the laboratory and the library; because some laboratories work requires almost constant supervision so that a research worker can leave his work only for a short periods; because research work consultation of the literature during the progress of an experiment and in case he leaves the building, his experiment may be ruined; and because the pace of modern science is so fast that generally the scientist will have great need to use the periodical literature. Analyzing the evidence of teachers, the Parry committee observes that “a number of teachers, in science particularly thought that departmental libraries were absolutely essential for rapid consultation by staff and students alike of reference works abstracts and research journals... the periodicals relating to their
own highly specialized departments should be held in the department for the reason that they were of little use to anyone outside." 97 It may be noted that these teachers have totally overlooked the fact that modern science has become largely interdisciplinary in character and that the journals held by a particular department may also be required by other scientific workers.

3. It broadens the basis of support of the University Library System.

4. The science teachers also argued that the departmental libraries provide an opportunity for the undergraduate students to have a look at the larger collections and get encouraged for intensive reading.

5. Some teachers desired that their libraries should be close to the lecture-rooms. So that they may have quick approach and consultation to the reading material.

6. The Parry committee further mentions that although there was a divergence of opinion about the use of departmental libraries, especially those belonging to science departments, most of the faculty members believed that such a library was necessary to stimulate intensive reading in the graduate students. However, the members mentioned, such a subsidiary collection should be carefully integrated with the main collections, which should be fairly comprehensive. It should possess essential works of reference and multiple copies of text-books which are prescribed reading for lecture courses.

7. It gives the various departments a direct interest in their libraries.

8. By breaking down the collection into units by subjects, better service can be given.

9. In a small specialist library a librarian can, with his/her expert subject knowledge, develop the collections quite satisfactorily and ensure their fullest use.

10. Departmental libraries are essential to the process of encouraging students to read extensively in their subjects.

11. A nation wide survey of the opinions of physicists made at the university of Cincinnati reveals as follows: 98

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Persons Contacted = 126
Replies received = 104 (84 strongly favored departmental libraries, 3 favored consolidation and 17 did not make any positive comment).
Specimens of the replies of some eminent physicists are as under:
“A departmental library serves in a general sort of way the same kind of a purpose as any other tool with which you do research and that to have to go to some other building to get tools is a very undesirable situation.” (H.H. Nielson, Ohio state university)
“For convenience, for usefulness, for making a contribution to the work of the department there is no substitute for the departmental library” (A. N. Guthrie, Brooklyn College)

The argument based on ‘convenience’ is illusory, since it overlooks the fact as stated by Carl M. White. “The greater, too is the in convenience to that student or scholar whose work cuts across the holdings of two or more libraries.”

However, according to Marron “the best library system is the one which encourage and facilitates the reading of that material which users want and do read. The result of the user studies (done in USA) show that departmental libraries appear to accomplish this far better than do central libraries.” The user studies indicate that only 10% of reading is done in central library and that scientists and engineers spend comparatively little time reading in the central library.

2.9.5. Major Points Against the Departmental Libraries:
1. Certain faculty members and students complain that if the system of departmental libraries is maintained in university, the books and periodicals get dispersed geographically throughout the university. This causes inconvenience to them in consulting collection.
2. The departmental libraries remain open for short hours and their timings do not suit for the members outside that department.

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99 White, Carl M. Survey of the University of Delhi library. Delhi: Planning Unit, University of Delhi, 1965. pp. 95, 175, 178.
3. Generally the collection in the departmental library is so small that it doesn’t provide full time job to the person employed. The service here is not found as adequate as that of the central library. Therefore, its use is very limited and the maintenance uneconomical.

4. In the departmental libraries, books and periodicals are purchased in multiple copies for a small number of readers confined only to the respective department. If this collection is not catalogued and classified by the central library, its existence remains unknown to the library authorities and cannot be made known to the rest of the university community.

5. Setting up of separate libraries, independent of the central library, proves more expansive to administer and it is comparatively a difficult task to protect the valuable books. There is further danger of waste by duplicating the books and the staff.

6. The grant for purchase of books for the central library is normally found unequal to the pressing demand. In such circumstances, purchase of books for creating a separate departmental library is just a wasteful expenditure.

7. There is also a lack of automation in departmental libraries which further retards its proper functioning and which leads to lack of proper communication in campus libraries.

8. Last but not least, in most of the departmental libraries, the infrastructural facilities are not adequate like lighting, furniture, space, staff and electronic equipments. These all factors weaken the cause of departmental libraries, but the need and demand of users for departmental libraries cannot be avoided and ignored.

2.9.6. Major Points in Favour of a Centralized Collection:

Librarians, administrators and even some seasoned faculty members have opposed the idea of establishing separate departmental libraries. Arguments expressed by Miller\(^\text{101}\) in favour of a centralized collection are concerned with the factors of accessibility, cost efficiency, adequacy, use of books, interrelationship of subject fields

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and educational significance. Nicholson favors centralization of resources on account of some pressing factors which are as following.  

i. Economy: The avoidance of some salary costs, of certain duplication of books, of multiple card catalogues, of separate physical quarters, equipment and maintenance.

ii. Convenience to users whose subject interests cut across several disciplines.

iii. Better preservation of materials.

iv. More complete reference—an increase in total resources available to all users alike at a more reasonable cost.

v. Greater efficiency in certain operative procedures.

Other factors in favor of centralization may be summarized as follows:

1. If there is no centralization, the policies of departmental libraries may get out of line with those for the university library as a whole, in respect of staff organization, salaries and book acquisitions.

2. Departmental libraries offer a ready opportunity for over development through the interest and promotional ability of a particular librarian or head. Costs then get out of bounds, and subsequent reduction of expenses is difficult because of the bulk of material already at hand.

3. The steady erosion of the old disciplinary boundaries and the cross-fertilization of disciplines compels either library consolidation or extensive duplication which even the richest library cannot afford.

4. There are, sometimes, angry inter-departmental tussles for the possession of an unusually expensive volume or a long life of a scientific journals.

5. Fragmentation of library service into small departmental units results in poor library service. The larger unit can offer for greater service to its patrons that a small departmental library.

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6. Dissipation of the library’s book collection among a number of small departmental libraries militates against the formulation of a sound book selection programme.

7. Decentralization encourages excessive duplication of expansive material and conceals lacunae in the collection. It diffuses responsibility for the purchase of books in those areas which cross-departmental lines, while a centralized collection co-ordinates book purchase and maintains professional supervision over the growth, development and balance of the book stock.104

8. A central reference departmental, equipped with a well qualified personnel and an adequate collection of bibliographical and reference works, is in a more favorable position to offer reference service than is a system of divisional libraries or a scattered network of departmental libraries.105

9. Introduction of automation into library service will compel centralization. This automation, which is many of its aspects revolves around mechanization through large computer like devices, compels centralization, and a university that doesn’t establish a centralized library service will very soon find that its instruction and research in all areas will be seriously handicapped.106

10. Information explosion vis a vis efficient and economical acquisition, cataloguing and maintaining bibliographical control of these documents are taxing the best and most resourceful (and even the wealthiest) of our library administrators. To establish departmental or satellite libraries only adds to the burden.107

11. The university library serves as one of the most important extra – departmental means of educating students. Books and periodicals on a wide variety of subjects are available on open access to all students. Thus they experience the added

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stimulus of publications relating to other disciplines.\textsuperscript{108} The departmental library does not give them this opportunity.

12. The Central Catalogue is equally accessible to all departments and is superior to small departmental catalogues because it can be maintained at a high degree of excellence.\textsuperscript{109}

13. The university central library with its large book collection, not only in focal subjects but also in fringe ones, with its well qualified staff, commodious accommodation, property provided with good furniture, well lighted, adequately ventilated and available for 12 hours or more a day all the year round can render more efficient and superior than a book attendant or a clerk managed or a teacher supervised departmental library functioning for a few hours only, for a limited number of days in the year, in some isolated corner in a department.

14. Informal contacts and conferences between researchers in various departments stimulate research. The central library affords excellent opportunity for these contacts and meetings.

15. A departmental library will unnecessarily add to the load of responsibility of the head of the department or the teacher in charge. It may be noted that the teacher or the head of the department is paid a high salary for doing study, research and teaching and not for doing supervisory jobs in libraries.

16. The Departmental libraries also invariably encourage an unhappy situation whereby the same title gets acquired by several of them whereas for practical purposes only one copy in the central library would be adequate.

17. Nothing is more inspiring and conducive to scholarly study than the milieu of a large number of scholars quietly engrossed in their studies in a bookish atmosphere, since there is a certain sympathy in numbers. A well managed central library alone can ensure such an atmosphere.

18. The members of sister departments would be required to look up for a particular research material in several departments rather than at one place, if there is a


dissipation of the central library's book collection among a number of units having their own regulations which will access more difficult.

19. It is advantageous for the faculty member to come to a central collection where he/she, at least, takes a chance of being exposed to considerably more material in his/her own or in related fields than ordinarily would be available in a departmental library.

20. Future developments in science and in library techniques indicate that even more centralization will take place and that rapid transmission of printed material through electronic devices will eliminate necessity for outlying groups of library materials.\textsuperscript{110}

2.9.7. Recommendation of Some Expert Committees:

2.9.7.1 Recommendations of the University Grants Commission:

The UGC Library Committee (1957) has envisaged the following recommendations\textsuperscript{111} to secure the necessary library facilities or service to the departments without building a departmental library for each department by tagging a specific provision to the effect that

"It is not economical to build independent departmental libraries unless a department is far away from the campus. It will unnecessarily add to the load of responsibility of the head of the department."

1. A post-graduate department of a university may be allowed a permanent loan of up to a maximum of 2000 volumes that are expected to be frequently needed for the research in progress in the department. This does not apply to the books whose duplication has been made especially for the use of the department.

2. The volumes on permanent loan may be kept in the department for an indefinite period. As and when the needs of the department change, the volumes no longer required in the permanent loan collection may be returned to the central library.


and new volumes taken in their place.

3. The volumes in the permanent loan collection are subject to recall by the librarian at his discretion incase they are wanted for other readers or for technical purpose.

4. Besides the permanent loan, each department may be given temporary loan of up to 100 volumes, returnable only in the last week of the term or the year as may be prescribed.

5. Copies of textbooks, if any supplied to teachers for teaching purpose should be independent of loan of every kind and should be treated on par with the material equipment furnished to a teacher.

6. Current issues of periodicals should be kept on display in the periodicals room of the central library for one or two weeks to give a chance for everybody to peruse them and be released for loan to research workers only after that period.

7. Allow the loan of the bound volumes of periodicals to a department on condition that any of them will have to be either returned or allowed to be consulted within the department whenever a person not belonging to the department needs its use.

8. Even in the case of a department having its own library for reason of distance or other reasons, all impersonal work such as book purchase, classification, cataloguing and binding of book should be left to the care of the central library.

An overall impact of the UGC committee recommendations is not encouraging. Firstly, the fixation of ceiling of about 2000 volumes, as a permanent loan for each department is unimaginative. It has been found that in case of many departments the total number of important and useful books concerning that department in the library may not be more than 2000. As per the recommendations of the committee, all such books are loaned to the concerned department only and the unserviceable books will be left in the central library. Secondly, the provision of loaning loose issues of periodicals, too, is not sound because if these issues are lost in this process, sometimes it may be very difficult to procure them again.

2.9.7.2. Recommendations of Carl M. White:

Carl. M. White in his report on the University of Delhi Library has very ably discussed the problem of departmental libraries. The guidelines suggested by him, though
meant for Delhi University Library, may be followed by any university in the country. He has advocated the creation of large departmental libraries as subject libraries or divisional libraries. His recommendations are as follows.\textsuperscript{112}

1. That in creating geographically separate libraries, reconcile as justly as possible the conflicting claims of convenience on one hand and avoidable duplication of facilities and staff on the other hand. Doing so stretches money to buy a wider range of books.

2. That the decision on standards for maintaining departmental libraries be made within a broader context. A long range plan for decentralizing library services, which takes due account of such factors as the economics of library service, the greatest convenience of the greatest number and the bearing of larger units on a library's capabilities of providing services of a high order be framed.

3. That a science library be created to serve the departments which constitute the faculty of science; that the collections now maintained by these departments and related materials in the main library be used to form the nucleus of the new library. That a science librarian of outstanding ability be employed to take charge of it; and that a new building be created to house the library.

4. That the remaining social sciences be housed near the main library and that the services and space assignments in that building be adapted to the requirements of the faculty of the social sciences.

5. That the administrative organization of the libraries be revised to provide a more effective basis for managing the library programme of the university.

\textbf{2.9.7.3. Recommendation of the Parry Committee:}

The committee on libraries set up by the university grants committee (Great Britain) in 1963, under the chairmanship of Thomas Parry has elaborately discussed the thorny problem of departmental libraries. Its recommendations, as given below, pertain to British university libraries. It may, however, be kept in view that while making these recommendations the committee couldn't ignore the historical antecedents of the British

\footnotesize{\textsuperscript{112} White, Carl M. Survey of the University of Delhi Library. Delhi: Planning Unit, University of Delhi, 1965.}
system and has therefore, favoured departmental libraries\textsuperscript{113} with following recommendations.

1. We support the views put forward for the maintenance or establishment of libraries in departments and regard such libraries as recognized features of the academic library system. This support is given subject to the provision made in recommendations (2) to (6) follows.

2. All libraries in the university (except possibly class libraries) should be under the jurisdiction of the library committee or similar library authority.

3. A union catalogue of the holdings of all the libraries in a university is essential and where it does not exist, should be compiled as soon as possible.

4. In general, no library outside the central library should contain items which are unique in the university unless it is large enough to justify the appointment of staff adequate to offer services of the standard of the central library.

5. Libraries not covered by (4) above should in general contain only duplicates of books and periodicals in the central library.

6. No library should be set-up outside the central library, unless there are sufficient funds available to support its continued maintenance as well as the initial purchase of stock. This should in no way interfere with the acquisitions policy of the central library. Whenever large departments at a considerable distance from the main library necessitate departmental collections of basic and current material for the use of post-graduates and staff, such collections should be included in the university catalogue, and their acquisition discussed by the library committee.

In this way, various committee and commissions from time to time gave its recommendations and guidelines for decentralization in university library system to optimum level but all the guidelines are not followed by each university of India. Therefore, there are lots of variation in library practices of Universities of India and also among different departmental libraries of the University.

2.10. International Scene:

The existing conditions and position of departmental libraries in some countries of world are described below.

2.10.1. Position in Great Britain:

The three British universities viz. Oxford, Cambridge and London have decentralized their book collections. In Great Britain, quite a substantial portion of the book collections are both housed and administered in the libraries of colleges and other institutions. In Oxford, these collections are entirely separate from the Bodleian library and in London, it is separate from the university library. In other British universities, the book collections are centralized in the sense that these are administered as a single unit by the university library by decentralized too in the sense of being housed in varying number of separate repositories. The characteristic of two-sided decentralization prevalent in Oxford, Cambridge and London has of course sprung from the circumstances in which these universities developed.

Similarly in other British universities, the varying degree of decentralization in housing their collection of books has again been due to varying circumstances. Some of the factors responsible for such a situation are:

1. Shifting of a department or the faculty to a distant place from the university central library necessitating the transfer of books.
2. The department receiving donations of books and periodicals to be housed in a particular department in terms of gifts.
3. Availability of a private gift of money for purchase of books.
4. Assistance received from the University Grants Commission for a specific newly established department outside the campus of the university.
5. Availability of research grant for a departmental purchase etc.

It may, however, be noticed that the decentralized system of libraries at Oxford and Cambridge is not prevalent in all the British universities generally, Parry mentions that in the great majority of British universities their collection of books are decentralized
only in the sense of their being kept in separate repositories. Otherwise, they are
administered as single unit. The university librarian possesses overall responsibility for
them all and their organization is governed by the policy adopted by the library
committee of the university as a whole. According to Parry, in most British universities,
the relationship between the university library and the faculty or departmental library is
more comparable with that prevailing in the United States than that existing in Germany.

2.10.1.1. Kinds of Repository Libraries in Universities of Great Britain:

1. Sub-Library or Branch Library:
   It consists of a large collection of books to serve the members of faculty like
   engineering, law, medicine or a combination of more than one subject like biological
   science etc. This library is administered under the control of the university librarian and it
   functions under the full time staff members of the university library. This type of library
   is usually setup for the reasons of distance of faculty or department from the central
   library.

2. Sectional Library:
   This kind of library usually consists of unique items, including the duplicates
   relating to a particular subject. These are housed in a department or faculty building.
   Usually the size of this library remains small and it is not managed by full time staff but
   looked after by some other members of the staff. Generally, it remains open to every
   member of the university. The books and periodicals of this library are normally
   processed in the university library and the stock is given entry in the catalogue of the
   university library.

3. Departmental Library:
   The stock of this library usually consists of the duplicate copies of books and
   journals in the central library of the university. The supervision over this library is
   exercised not by the central library staff but by the staff of the departmental library. The
   university librarian maintains control over it. The processing of books of this library is
done at the level of the central library whose catalogue carries entries for them.

   In nature and content, the stock of this library is mostly the text books, multiple
   copies of which are kept reserved for the students' use and to ensure their availability for
consultation by the students all the time, these books are generally not issued for home 
lending.

4. **Class Library:**

It is a collection of students textbooks with a few reference books like dictionaries 
etc. added to it. The collection is commonly housed in a professor's room for the use and 
benefit of the students. Entries for these books are not made in the general catalogue of 
the university central library and the collection does not remain under the control of the 
university library.

5. **Institute Library:**

In the university, sometimes special institutes are setup to meet the needs and 
requirements of study and research in a particular area of study. For example, the library 
of the institute of Education falls under this category. The library remains outside the 
administrative control of the university. Sometimes, such libraries are setup with special 
financial aids and grants sanctioned by the Government, the University Grants 
Commission or other such agencies, for setting up centres or institutes to promote 
specified studies and research. The institute of Oriental and African studies is an example 
of such an institute. In India too, quite a good number of such institutes have been setup, 
viz. the Institute of Economic Growth, University of Delhi, New Delhi; the Institute of 
Economic and Social Change, Bangalore; the Indian Institute of Education, Pune and the 
A.N. Sinha Institute of Social Studies, Patna (Bihar). These libraries are staffed by such 
persons as are able to render specialist service on the subjects to the members of the 
Institute.

In British universities, **sub-libraries** are smaller in number considering the 
expansion of the universities. Their sizes vary from 1000 to 150,000 volumes and 
coverage of subjects is smaller. They commonly relate to law and medicine followed by 
social sciences which include economics and business management and pure and applied 
sciences. Other subjects in these libraries are agriculture, veterinary science, music, art, 
education, geography and geology. These are manned by adequate staff and they remain 
open usually till late in the night.

The **sectional libraries** are mostly devoted to pure and applied sciences. Arts 
subjects rarely support such a separate library except in some large universities like
Glasgow, Edinburgh and Manchester. The most common subjects for these libraries are physics, chemistry and geology. Engineering and metallurgy are also popular. These libraries usually function between 9 A.M. to 5 P.M.

The departmental libraries are fairly high in number as compared to previous two types of libraries. The sub-libraries and sectional libraries taken together may not be more than 10, the departmental libraries in the universities like Aberdeen, Manchester and Edinburgh are more than 60 each. They represent almost all the subjects of the faculties with emphasis on science, technology and medicine. The collection goes up to several thousand volumes depending upon the library and they possess seating accommodation for about 300 readers. They remain open generally during the department hours.

The class libraries are often termed as seminar libraries and they are setup in many universities. They usually remain outside the librarian's control but sometimes books for them are bought through the university library. Each department at the university is allocated a certain amount per annum for purchase of books for these libraries. The majority of the class libraries provide benefits to arts students and they hardly possess any seating accommodation for the members.

The institute libraries are increasingly becoming common in the universities. Presently it is the largest in the University of London. The establishment of centers or institutes by the University Grants Commission for Oriental, African and Slavonic studies may become a pattern of development for the future.

Hence .The Oxford, Cambridge and London libraries offer library facilities on three levels viz. the central library, college libraries and libraries in faculties, departments or institutes.

2.10.2. Position in United States of America:

In the United States departmental libraries tend to develop as colleges and universities grow in size, and departmental buildings are erected that are no longer immediately adjacent to the central library building. Many of these libraries are an outgrowth of seminar collections established by faculty members in some convenient location in their own building. As these increase in size and as service and processing
problems mount, they may eventually evolve into full fledged library operations requiring professional library staff and regular library procedures in order to provide satisfactory service. They may or may not be placed under the administration of the central library depending upon the wishes of the department and the policy of the institution evolved. Laboratory or office collections consisting of ready reference materials may likewise gradually expand and develop into full-scale departmental libraries over a period of time.

Departmental libraries may also be established in an effort to disperse the increased load of centralized services, which in time may have become too complex and impersonal as a natural consequence of size. Departmental reading rooms with open stacks may be setup in the main library to provide a more accessible and a more personalized service, or divisional collections in the Humanities, Social Sciences and Sciences maybe established. In this respect the reasons for the development of subject-departmental libraries may parallel those leading to the development of functional divisions such as circulation and reference departments; the development of form of material units such as map libraries, document collections, newspaper libraries and microfilm libraries; and more recently, development of separate libraries for undergraduate students.

The development and expansion of departmental collections located outside of the central library in universities of USA may stem not only from the factors outlined above but also from the dire need of additional book and reader space, which can no longer be supplied by the central library but can be made available in department or college buildings.

Most large university libraries in the United States have a fairly extensive system of departmental library units. A 1968 survey found there was an average of fourteen departmental, college or professional school libraries in thirty-nine university library systems with resources totaling more than a million volumes.

These may include combination units serving two or more departments such as the Chemistry-Botany Library at the university of Iowa; the Engineering and Mathematical Sciences Library at the University of California (Los Angeles); the History, Political Science and Philosophy Library at the University of Minnesota; the Education
and Psychology library at the University of Texas; and the Education and Social Science Library at the University of Illinois.

The depth of these departmental collections varies. Those in the Humanities and Social Sciences, with the exception of Law, tend to be working collections, with more extensive research material kept in main library book stacks. While in the Sciences and Technology the tendency is to try to keep the collection together, with the possible exception of outdated materials which may be weeded for general storage.

A large number of 4 year colleges have one or two departmental libraries, generally for Art, Music or a Science; and some colleges, such as Bowdoin, Bryn Mawr, Dartmouth, Lawrence, Washington and Lee, Wellesley, and Williams, may have as many as five or six or even eight departmental units. Subject combinations such as Chemistry, Physics and Mathematics at Haverford college, are common. College departmental libraries may range in size from 100 volumes to more than 25000 volumes and are usually financed and supervised through the main library, with holdings represented in the main catalog as well as in departmental library catalog.

The Harvard University Library provides an example of probably the most extensive development of departmental libraries in a United States University library system. The first subject unit, a law library, was established in 1817, and at present the number of service units totals approximately more than 100, of which more than sixty would be classified as departmental, college or professional libraries. Bibliographically these are tied together by a union catalog and a variety of written and unwritten agreements on collecting policies.

Occasionally, with the construction of a new central library building, significant consolidation is possible, and the number of departmental and college collections is reduced. At Boston University, for example, policies and procedures agreed upon in 1948 laid the ground work for the eventual consolidation of the services and collections of a number of independent library units, and in 1966, with the erection of the new Mugar Library, it was possible to carry these goals to completion reducing the number of separate units from seventeen to seven.

The general tendency toward expanding departmental library systems is well established, however, and as these proliferate and expand in size the unwieldiness of a
Central library that is too complex may be replaced or duplicate by the unwieldiness of a widely fragmented collection and system of services. A satisfactory balance between a degree of departmentalization that promotes accessibility and a fragmentation of collections that handicaps interdisciplinary research is difficult if not impossible to attain. Constant efforts at coordination and communication are required, as well as generous duplication of materials, if a system of departmental libraries is to fulfill expectations; and the university administration must be prepared to meet the added costs required for these purposes as well as for additional staff.

In most of the universities in the United States, the administrative direction of the departmental libraries is centralized in the main library. The departmental units are staffed by the central library, and the heads of these units commonly report to a director of public services in the central library administrative organization, although in smaller universities where there may be only few departmental library units the heads of these units are likely to report directly to the head of the university library. Professional librarians are generally employed to administer departmental library units, and liaison with the academic department served is usually affected through an advisory library committee consisting of faculty members named by the department and of which the Departmental Librarian is an ex-officio member.

In general all acquisition and cataloging procedures, as well as interlibrary loan operations, are carried on centrally, and a union catalog of holdings is maintained in the central library. However, differences in hours of opening and in lending regulations generally exist among departmental libraries even though they belong to a centrally administered system, since the number of users and type of use may differ greatly between different units. Hours of opening among the thirty departmental libraries at the University of Illinois, for example, vary from 46 hours a week for the ceramics library to 107 hours a week for the chemistry library, and there is a fair amount of variation between library units with respect to lending regulations, particularly in the case of periodicals.

Exceptions to the general practice of centralized administration and processing are most likely to occur in professional school libraries such as those in Law, Medicine, Dentistry, Pharmacy and Journalism. In these cases the difficulties of a uniform approach
to such matters as cataloging, acquisition policy, binding practices, inter use of the collections, staff salaries, personal policies and levels of financial support are intensified. Harvard University, with an extensive system of autonomous or semi-autonomous library units, has sought to diminish the undesirable effects of fragmented collections and the dispersal of administrative responsibility through a policy of "Coordinated decentralization" administered by the director of University Library.

In recent years, in response to the need for rapid access to current materials, there has developed a tendency toward the building of more extensive office collections in research bureaus, centers, institutes, or heavily research-oriented units of large universities, and these may function in their specialized subject area as a departmental library outside any regular library system.

Aside from some specialized reference books, the materials in these collections generally consist largely of periodicals, pamphlets and research reports. They are usually staffed by a clerical assistant assigned by the departmental office, but in some cases a librarian subject specialist may be employed. In the latter case, the functions of the librarian are likely to resemble more closely those of the special librarian in business and industry, and detailed indexing, report writing, and research assistance to the department may be involved.

Specific examples of rather well developed libraries of this kind can be found at the centre for International Studies of the Massachusetts Institute of Technology, at the centre for research in business administration at Pennsylvania State University, and at the institute of governmental studies at the University of California at Berkley. Although operations of this type have the distinct advantage of providing rapid accessibility to current materials to the immediate department, availability and wider use are limited since they are generally not represented in catalogs or periodical holdings lists of the main library system.

To conclude certain campuses of the American universities have independent libraries. The book purchase is not always wholly centralized. Comprehensive union catalogue is not available everywhere. In most of the American universities the library collections are placed under a single administration. Students and the faculty members have the opportunity of making use of the entire book resources. During the past 60
years, there has been a tendency in the direction of a decrease in the number of independent book collections, improvement of union catalogues, centralization of acquisitions and appointment of professional library staff to manage the libraries of the departments and the institutes of the universities.

Earlier, only Harvard, Yale, Daimount and William Universities in USA had their separate library buildings devoted exclusively to library purposes. The Harvard University library provides an example of probably the most extensive development of departmental libraries in United States University Library System. The first subject unit, a law library, was established in 1817. However the condition of American libraries was not satisfactory. The idea of establishing departmental libraries first came in the mind of Jobus Hopkins who was preferred to establish departmental libraries first followed by central library. In this way departmental libraries have started growing in the United States of America.

2.10.3. European Scene:

1. Position in France:

In France the usual European pattern of autonomous faculty and institute libraries were prevalent in 19th and early 20th century and after 1923 a general directive policy for centralized processing was being adopted by some of universities of France.

In the universities of France, institute libraries function side by side the university library. In 1945 their coordination was strengthened by the establishment of the Direction des Bibliotheques de France within the Ministry of National Education. The Board exercises its Jurisdiction over all the university libraries and all the libraries serving the faculties, and university colleges are treated, for all interests and purposes, the ‘University Library’ even if these are setup dispersed among several cities.

2. Position in Austria:

In Austria, before 1955 there was some measure of cooperation between the university library and the faculty libraries. After 1955, law regarding the functioning of the institutes of higher learning was laid down, which governed the libraries of the
institute as well. Under this law, the university librarian has the responsibility for the acquisition policy, cataloguing and the services of all the libraries within the jurisdiction of his university.

3. Position in Spain:

In Spanish universities the individual collections of the various faculties constitute the library resources of the several institutions, and there is no central library facility. All books, however, are centrally received and processed, and since 1944 they are considered by law as part of university library, whether they are located in a faculty library or in institute, seminar or laboratory collections. The number of these small collections may be extensive; for example, in the library of the faculty of philosophy and letters of the University of Madrid there are about eighty seminar libraries. These holdings are listed separately in the catalog of the philosophy letters library and total over 200,000 volumes, but they are not readily accessible because of the many locations as well as the restricted or non-existent hours of service.

4. Position in Portugal:

In Portugal the University of Coimbra has faculty and institute libraries, as well as a central library. While in the other two universities, Porto and Lisbon, the situation is completely decentralized, with only the faculty and institute libraries, as in Spain.

5. Position in Italy:

Italian universities, like those in Spain and Portugal, got recognition for their departmental libraries by a Royal decree in 1909 and were designated as entirely independent of the university central library. The administration of academic libraries is completely decentralized. The resultant situation has been described by the librarian (Parry) of the University of California at Los Angeles as “presently a great variety of jealously autonomous, uncoordinated and selfish, parochial institute libraries. There seems to be little prospects of changing the situation at the moment.”

Attempts have been made to appoint trained librarians to look after institute libraries, but the number is insufficient and surprisingly there duties are supervised not by
the university librarian but by the individual departments without reference to the central library.

There were lots of effort made at the congress of Asti in 1949 and at the congress of Cesena in 1954 to secure greater coordination among the vast number of library units serving the universities, great differences continue in the professional preparation of the staff, the quality of the collections, the services provided, and the extent of cooperation offered.

Consequently, these libraries operate with many restrictions on use and under conditions of limited access. Book selection is carried on according to very personal criteria without regard to general library needs, and the staff in general does not have the professional competence to catalog correctly. Holdings are often not included in any general catalog. In 1961 a law was passed aimed at providing greater professional library competence in faculty and institute libraries, but its effectiveness has been limited since the direction of personnel is in charge of a professor of the faculty rather than a librarian.

6. Position in Scandinavia:

In Scandinavia, although a few newer university libraries have followed the system of centralized administration prevalent in the United States, the German pattern of independent institute libraries serving small segments of faculty and student body is traditional in the older institutes, resulting in the dispersal of library resources, lack of cooperation, and sometimes antagonism between the university library and the institute libraries. At the University of Oslo, where there are over eighty library units distributed among the university’s seven faculties, with collections ranging from approximately 2000 to 5000 volumes in size, a special system has been developed by the university library in the hope of finding a cooperative solution acceptable both to the university library and to the institute libraries. Within each of the faculties a bibliographical center has been established and is furnished with the relevant catalogs and bibliographical tools and directed by a librarian who is responsible to the director of the university library.

The librarian assists the institute libraries attached to the faculty in matters of book selection, purchasing, exchanges, and cataloging, binding and interlibrary loans and arranges for long term loans or deposits of university library materials in the institute.
libraries. They also carry on bibliographical research for the institute staff, using as required, the services of the reference department of the university library, and conversely, through his contacts with the institute collections and scholars, is able to assist the university library then it adds to specialized information. The provision of a union catalogue of the holdings in the institute libraries of each of the seven faculties, as well as the existence of a librarian heading up the library services in each of the faculties, results in a much more cohesive library operation in spite of geographic dispersal and the lack of a general union catalog of the total library resources of the university.

To sum up, the dual system of library provision viz. university library and institute libraries normally prevalent in Germany has a strong and profound impact on the academic library services in Scandinavia. Almost all the older universities have department or institute libraries which are fairly large and are treated completely separate from the university library.

7. Position in Norway (Northern Europe):

In the University of Oslo, Norway in 1960's there was more than 80 special libraries attached to institute, museums and seminars i.e. institute libraries. These were distributed among the university’s five faculties (Theology, Law, Medicine, History and Philosophy, Mathematics and Science). There was the evidence of large collection in that time. Some of the institute libraries are quite big; the largest containing over 50000 volumes, while another has about 30000 volumes. Most of them however contain between 2000 and 10000 volumes, the faculty of Mathematics and Science alone has 335000 volumes. Between the University library (main) and institute libraries there has been practically no connection apart from the usual inter-library loans. Some institutes have had the benefit of a regular library service, but most of them had nothing of this sort and had to make do with the occasional help offered by assistants, students or office clerks on the whole, people with no library training or experience.

Nowadays emphasis of university authority’s are on the task of creating a unity, a single library system, out of the university’s manifold and widely scattered book

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resources, without encroaching too far on the institute’s independence. The efforts are to offer research workers a daily library and documentation service in institute libraries itself, to achieve this, there was no other solution than to let our libraries go to the institutes, not on occasional visits, but permanently, and establish themselves where the scholars actually worked, so as to be at hand whenever needed. It meant an extensive decentralization, not only of staff and service, but also, to a certain extent, of the university library’s collections.

In this way, the university libraries at Norway are growing.

8. Position in Netherlands (Western Europe):

In addition to the main library, Leiden University, Netherland\textsuperscript{115} has approximately 90 departmental libraries in 1980's, varying widely in standards of service. All book purchases orders for departmental libraries are made via the university library, a system which has aroused much criticism from the departments. In response to this criticism the university library in 1975 created a Commissie Instituuts Contacten (commission for departmental contact). In 1977 the commission organized a series of meetings to acquaint departmental library staff with the work and services of the university library. In addition members of the commission visited a number of departmental libraries to give advice on current problems.

In recent era, there is a need for a full time department concerned with fostering contacts between the main and departmental libraries of the university and efforts are being implemented by university for good co-ordination in university library system of Leiden University.

9. Position in Germany:

Germans developed departmental libraries for the first time in 19\textsuperscript{th} century and were named as institus – bibliogheeman and by 1893 there were 114 seminar libraries in Prussian University Library.

The library system prevalent in Germany especially the relationship of the main university library with other libraries has created a great impact in European countries. The collections of books in the German universities are decentralized from both the viewpoints – they are housed in a number of separate repositories and are also administered as separate units. Although there are certain variations, separate funds are allocated to the university library and to the institute or the departmental libraries. The ratio of share of the institute libraries to that of the university library ranges; from 1:1 to 4:1 to enable the institute libraries as a whole to receive four times as much as the university library. This has strengthened the collections of the institute libraries which become not only more comprehensive in their subject-areas as compared to the collection of the university libraries, but the institute libraries have often become the most outstanding in their subject in the whole of Germany. The libraries of the institute make appointments of their own staff, order their own books (without reference to the university library) and maintain their separate catalogue, independent of the university library. The students and teachers of the university are not expected to use the institute's catalogue. The books are not made available to them even on inter-library loan.

For these reasons there is often a surprising lack of adequate seating accommodation, very little open access to books, and only very rarely a classification system, in the German university library. Its staff too is organized on a subject-specialized-basis since there is not the sort of liaison on book acquisition between university teachers and the staff of the university library. The existing system has many disadvantages. The excessive duplication of the titles results in waste and the resources remain uncoordinated. Wissen Schaftsrat (Library scholar in Germany) has made the following proposals:

1. Between the funds allotted for the purchase of books in the university library and the institute library, a reasonable relation should be established.
2. Between both kinds of libraries there should be cooperation in acquisition and cataloguing. For this purpose, the libraries within a single university should be considered as belonging to one entity.
3. To serve as a guide for book selection and more so for the convenience of readers, union catalogues of holdings of all the libraries within the one university is necessary to be prepared.

4. The membership card for one departmental library should be valid for admission to all other libraries in the university.

5. All technical processes for all the libraries within the university should be carried out centrally, and, on experimental basis, an office be setup in the existing university library.

It is expected that the above proposal which have already been accepted in many of the new German universities will have strong impact on the future development of German university library organization.

To sum up, in Europe the greatest proliferation of departmental or institute libraries has taken place in Germany, where these independent units developed in the late nineteenth century as a response to the lack of financial support for the central university libraries. The institute libraries came to be welcomed by the institutes. As a result, the institute libraries grew in number from a few hundred near the turn of the century to around 1300 in West Germany in recent years, with total collection of approximately 8,000,000 volumes, while the eighteen university libraries hold collections totaling approximately 10,000,000 volumes.

The library holdings of institute libraries are generally not recorded in the university library’s catalogue, and in the great majority of cases professional librarians are not employed. Consequently there is not only widespread variation in cataloguing and classification practice among the institutes of a given university, but also in general a complete lack of cohesion in the recent years to require union catalogues of holdings and to achieve greater cooperation in acquisitions, cataloguing and inter-use of facilities but since the number of institute libraries average around seventy per university, movement in the direction of coordination is slow.

2.10.4. Position in Canada:

In Canada the pattern of departmental library development closely resembles that of the United States, and most of the university libraries have departmental collections.
The University of British Columbia, The University of Guelph, McGill University, Queen's University and the University of Toronto have the largest number of departmental library units, which in general relate to science and technology or to professional fields such as Law, Architecture, Business, Education and Social Work. Centralized administration is the rule with one major exception, the University of Montreal, where the pattern of independent libraries prevailed until 1967, at which time reorganization was effected with the intent of achieving greater centralization and increased coordination of the library resources of the institution.

2.10.5. Position in Soviet Union:

In the Soviet Union, Moscow University has over thirteen departmental libraries, mostly in the sciences, as well as numerous seminar and laboratory collections, but the latter have been reduced in size in recent years from large collections of tens of thousands of volumes to small collections of necessary reference books. The departmental libraries are branches of the main library, and their collections are represented in the main library catalog. There are also separate textbook libraries which are handled in the same way. Departmental libraries in the universities at Vilnius, Leningrad, Kazan, Tartu and a number of other large universities are organized in similar fashion.

At a substantial number of other Russian universities – Odessa, Irkutsk and Lvov for example, the departmental libraries are independent of the main library, and coordination is difficult.

In brief, over the past few years the centralized of the library network in the large university of the Soviet Union has been increasingly high. But still, there are many universities where departmental libraries function independent of the main library. These libraries often duplicate their book collection and in certain cases, these departmental libraries do not look for any sort of guidance from the central library of the university. Such a decentralized system results in duplication of collection and consequent wasteful expenditure of resources. It also creates difficulties in organizing a union catalogue and hampers the bibliographical work and reader's service. The university opinion actively favor the centralization of the acquisition and processing, preparation of
union catalogue for the university collection, developing a unified system of library’s role making it responsible to the university library.

2.10.6. Position in India:

The report of the library committee of the university grants commission (1965) deemed it necessary to consider the problem of separate libraries for the several departments. The Commission says there are varying practices. In certain universities the departments possess their own independent libraries and, in others, the departments are served by the university central library only. In some universities, the departments are given a small working collection on a permanent loan basis. Still, in the certain cases, such loans have to be renewed periodically, say, once in an academic year such practices were established at a time when the university libraries were not properly organized or even established. As such, the time has now come when this question be reconsidered by the universities and colleges; giving due weightage to the local problems as well as to principles. Two moot points should be considered here:

1. Library routine of an impersonal kind.
2. Factors concerning personal judgment and convenience of the members.

1. The Impersonal Work:

Under the category of items of impersonal work, the important points is the centralization of all impersonal work, the important point is the centralization of all impersonal work done in the libraries of the university or college. Such works are acquisition, classification, cataloguing, binding and maintenance of books of all the collections irrespective of the fact whether they pertain to the central library or the departmental libraries. If these jobs are decentralized it results in increase of the total overhand charges of the library system as a whole. The modern trend in librarianship is to centralize the work of classification and cataloguing for the linguistic region or even for the country as a whole.

Ranganathan’s heading and cannons (1955) indicated a saving of 79 percent of the cost in a library system on these two items alone centrally. The university libraries

are, therefore taking up seriously this fact of adopting the centralized classification and
cataloguing system. The committee, therefore, recommended that every university and
college should leave to all the impersonal items of work discussed above to the sole care
of its central library only.

2. The Personal Work:
   i. Book Selection:

   It is an item of work which should necessarily be decentralized because the
   particular department is always in a better position and is rather competent to scrutinize
   and finally decide the quality and priority of the books and journals they actually need.
   But at the same time, it is also necessary to co-ordinate at the level of the central library,
   the selection of the books for the departmental libraries so that unnecessary and duplicate
   titles may be avoided. This coordination is desirable at the different areas like the
   locality, region state and finally the country as a whole. The agency to perform this task
   is the college or the university library.

   ii. Service to Students:

   The Committee mentions that generally speaking service to students is best
   entrusted to the central library with regard to the reference work, loan and making the
   provision of studies within the library premises. This is certainly true for the
   undergraduate students, as experience shows, that they feel less prohibited in the central
   library in using the books and other reading material than in a departmental library. The
   classroom restrictions prevail in its department’s library. In case of postgraduate students,
   at present they generally expect all the books they need to be available in their own
departmental libraries with adequate facilities and essential automation.

   iii. Permanent loan for teachers and Research Scholars:

   The teachers and other scholars engaged in research work, however need special
   service since they need the materials very often for the teaching or research work, they
   should be provided with this facility close at hand viz. within their department where oft-
   needed works should be kept separately for use. Some of these reading materials may
   have to be kept permanently in the department depending upon their frequent needs.
   Another point for consideration here is the number of such volumes to be fixed for the
departmental library. The UGC Committee mentions that 2000 may be a satisfactory figure. The committee further suggests that if these materials are also likely to be needed by students or by other departments, they should be duplicated for departmental collection so that one set is available in the central library. The works needed and loaned to the departmental library should be treated as permanent loan (UGC: 1965: 59). But when the loaned material of the departmental library becomes irrelevant because of completion of the research or change of the subject – area, there is no use allowing them to remain there as it would be advisable to shift them to the central library for use by other readers. Such a provision will also result in saving of the space in the departments.

iv. Short Term Loan:
Sometimes, the exigencies of research work in departments need a liberal short-term loan, say about a hundred volumes at a time, from the central library. After the work is done, the collection is returned to the central library. It would be convenient for the users as well as the department and the central library if the period of such a loan is fixed for one academic year of the term.

v. Availability of Prescribed Textbooks:
The teachers of the academic library need the textbook for the full term or the academic year. If there is only one copy of the textbook in the collection and that is issued to the teachers, the students have to suffer on that account. They are not able to make use of the said text book. The college or the university should, therefore, provide wherever necessary the textbook to the teachers quite independently of the collection in the university central library. The UGC Committee recommends that “Such a copy of textbook should be treated as on par with the material equipment furnished to a teacher.”

vi. Issuing of Current Periodicals:
This is a debatable point in the functioning of the college or the university library. Generally, a research scholar or reader of a particular issue of certain periodical assumes that issue is needed by him alone and none else. He therefore, insists for getting it on loan for home reading. Since only one copy of each periodical is subscribed in the library, this practice deprives other readers of the use of the issue. The contention that the issue will not be of interest to other readers is wholly in correct as even the specialized periodicals contain certain articles which are of equal interest to the specialists in different fields.
This would lead to conflict of interests between the majority and the minority. This can be solved only with plenty of money by duplicating the issues, which no library can afford to have during the present scenario. “Even the richest university in the world does not have sufficient finance to take single copies of even a tenth of the world output of periodicals.”

The possible solution is to keep the current issues of periodical for a week or two at least in the periodical reading room of the central library so that they come to the notice of everybody and they may have an opportunity to glance through them. After a week or so, they may be released for short term loan to departments on the condition that the volume will have to be returned or allowed to be consulted within the department whenever a reader needs that. Duplication should be avoided as far as possible.

2.11. Conclusion:

The University Library System of each university of world is not same. There are lots of variations and imbalances even in different universities of one country. The extent of variations also varies from country to country as higher education system and other related factors like accreditation board and economy of each country is not equal or same.