CHAPTER-2
HISTORICAL DEVELOPMENT OF COLLEGE LIBRARIES

2.0 Introduction

Libraries play a vital role in the development of education and are an indispensable tool for all strata of life.

The word ‘library’ comes from the Latin word ‘Liber’ which means book. The library is therefore a place where books are placed in order. When there is a problem of keeping the written records protected and preserved, libraries serve the purpose. The history of libraries started from the clay tablet but gradually this situation changed with the change of time. In those days the main objective of a library was to preserve the written records so that they could be used when needed and the libraries were recognized as a ‘caretaker’. Invention of paper and printing machines, spread of education, social and cultural movements, scientific and technical charge and research progress changed that concept of library. Scientific and technical reports, reprints, microfilms, microcards, magnetic tapes have taken the place of clay tablets. The caretaker view of librarian has changed and he is recognized as a learned man (Altbach, 1993).

2.1 Development of College Libraries:

The development of higher education in general and academic libraries in particular continued during the British period but at a slower rate. Many colleges during the early 1800s were without libraries and no proper efforts were made to establish libraries in colleges, with a few exceptions until the 1850s. It was only Wood Education Dispatch of 1854
which is considered the Magna Carta of English Education in India, that some attention was given to higher education in the country. On the recommendations of the Woods Education Commission, three modern universities were opened in the presidency cities of Bombay, Calcutta and Madras, on the model of London University. The progress of academic libraries was very slow due to lack of interest on the part of the administration and due to lack of money. Academic libraries came in the form of recommendation in 1882 from the Hunter Education Commission. In 1902, another commission known as Raleigh Commission under the chairmanship of Sir Thomas Raleigh evaluated the Indian higher education system and made a few recommendations regarding Academic Libraries. In the early 20th century, the British Indian Government discovered that the condition of Calcutta University and its affiliated colleges was very bad. The government therefore appointed an Education Commission in 1917 to look after many other academic institutions of India. The impact of Russian Revolution (1917) gave impetus to research especially in Social Sciences. Improvement of printing technology and paper making revolutionized the history and development of libraries (Knapper and Cropley, 1991).

2.2 College Libraries in British India

The Indian Education Commission reported in 1882, the condition of libraries as 'hardly creditable' and deplored that general reading of students was confined to a very narrow range, being almost entirely limited to books which had some bearing on the subject of examination. The Indian University Commission in 1902 also found that the library was little used by graduates. In colleges where the library was
inadequate or ill arranged, the students had no opportunity of forming the habit of independent and intelligent reading'.

The Indian Universities Act, 1904, embodied the main recommendations of the Indian Universities Commission. There building was general improvement of building of the colleges and libraries. In Punjab, Mr. Assaelon Dickinson, Librarian of Pennsylvania University who was especially invited in 1915-16 to reorganize the Punjab University Library trained a band of college librarians and introduced the Dewey Decimal Classification and open-shelf system in college libraries. This resulted in the provision of efficient book service to students, research scholars and teachers of Punjab University and the affiliated colleges. The libraries of the Forman Christian College, the Government College, the D.A.V. College, the S.D College and the Dyal Singh College at Lahore were also reorganized on the modern system with a view to providing good book service to students and teachers in those colleges (Kurshid, 1972).

2.3 College Libraries in Free India

India attained independence in 1947 and became a democratic republic on 26th January 1950. The University Education Commission, with Dr. S. Radha Krishnan as its Chairman, has in its Report (1948-49) stressed the importance of libraries in higher education and recommended that 'As library is the heart of all University's work, lectures and tutorials must be supplemented by work in the library', the student himself must be made book-conscious and there be no prescribed text-book for any course of study. New universities and colleges were opened in nearly all the States in India, and with increasing enrolment; the demand for library service grew. The University Grants Commission, set up by the Government of India in 1958, became fully
conscious of the new and intimate role of libraries in the university and College life in our renascent India and gave liberal grants for all library purposes, reading materials, buildings and library staff (Chaturvedi, 1994).

2.4 Establishment of University Grants Commission: A Turning Point

The University Grants Commission was formally inaugurated at New Delhi on 28th December 1953 by Maulana Abul Kalam Azad, the Minister of Education and of National Resources and Scientific Research. Government of India, in 1952 issued a Resolution setting up an Interim UGC to advise the Government on the allocation of grants-in-aid from public funds to the Central Universities and institutions in higher learning whose case for grants might be referred to the Commission by government.

The new Commission started its life without buildings, staff or money at its disposal on 28th December, 1953, the date of its inauguration by the Education Minister. The first Chairman (the late Shri Shantiswarup Bhatnagar continued to be the Secretary to the Government in the Ministry of Natural Resources and Scientific Research and also Director General of the Council of Scientific and Industrial Research (CSIR). He had neither the time nor much inclination to devote a great deal of attention of the work of UGC. He died suddenly in January, 1955 and for nearly a year thereafter, the Commission had only part time acting Chairman. Then in 1956, C.D. Deshmukh, who had been Finance Minister in the Government of India and had resigned from the office, was appointed Chairman. Only from that time did the UGC have a full-time Chairman.

Commission had developed some programmes and policies and when the Government promoted legislation to
made it statutory body, it was already functioning with a certain amount of authority and effectiveness. Since the passing of the University Grants Act, the Commission had achieved very real leadership and authority in the Indian University world. The Universities of India have learned to rely upon the UGC for advice and guidance and its judgments in matters connected with higher education are treated with respect (Mangla and Sardana, 1970).

2.4.1 Functions of University Grants Commission

The University Grants Commission Act, which was finally passed by the Parliament, sets forth the powers and functions of the Commission under Article 12 as follows:

(a) Inquire into the financial need of Universities;

(b) Allocate and disburse, out of the Fund of the Commission, such grants to other Universities as it may deem necessary for the development of such Universities or for any other general or specified purpose, provided that in making any grant to any such Universities the Commission shall give due consideration to the development of the Universities concerned, its financial needs, the standard attained by it, and the national purpose which it may serve;

(c) Recommend to any University the measures necessary for the improvement of University Education and advise the University upon the action to be taken for the purpose of implementing such recommendation;

(d) Advise the Central Government or any State Government on the allocation of any grants to Universities for any general or specified purpose out of the Consolidated Fund of India or the Consolidated Fund of the State, as the case may be;
(e) Advise any authority, if such advise is asked for, on the establishment of a new University or on proposals connected with the expansion of the activities of any university;

(f) Advise the Central Government or any State Government or University on any question which may be referred to the Commission by the Central Government or the State Government or the University as the case may be;

(g) Collect information on all such matters relating to University education in India and other countries as it thinks fit and make the same available to any University;

(h) Require a University to furnish it with such information as may be needed relating to financial position of the University or the studies in the various branches of learning undertaken in that University, together with all the rules and regulations relating to the standards of teaching and examination in that university respecting each of such branches of learning and;

(i) Perform any such functions as may be prescribed or as may be deemed necessary by the commission for advancing the cause of higher education in India, as many are incidental or conducive to the discharge of above functions (Gupta, 1995).

2.5 Kothari Commission (1964-66)

Higher education in India was reviewed by Kothari Commission (1964-66) under the chairmanship of Dr. D.S. Kothari, the then chairman of U.G.C., alongwith other expert educationists from various advanced countries. The Commission looked into the condition of academic libraries also Dr. S.R. Ranganathan was also consulted for his views on libraries. Some of the recommendations included:
1. Teaching method should be library centered
2. Reference service should be provided
3. Library should be headed by full time professional
4. More expenditure on library books and journals, i.e., a grant of Rs. 25 per student per annum and Rs. 300 per faculty member (Education Commission, 1964-66).

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

The recommendation of Kothari Commission also could not be implemented fully. However, due to recommendations of both Education Commission as well as Library Committee (U.G.C.), libraries gained recognition and importance in education institutions. Libraries progressed substantially in the decade of sixties. Dr. Ranganathan gave a new direction to the development of academic libraries in India. It was due to his sincere efforts, hard work and scholarship, U.G.C. was instrumental in paving the way for the development of university and college libraries, by giving due status to librarians, and norms for libraries in respect of finance, staff, building collection, furniture, etc. These norms are still a guiding force for academic libraries. New Education Policy, Government of India 1985, stressed the need for promotion of self-learning by introducing...
change in teaching methods. It advocated teaching by organizing seminars, workshop and tutorials instead of classroom based lecture method. This would have required self-learning and more dependence on libraries. Implementation of this aspect would have been promoted library development, but not much change in existing pattern is visualised. The Working Group, Planning Commission (7th Plan) Report (1984), alongwith other recommendations stressed the need for modernization of libraries through automation and networking of all libraries by 2000 A.D (UGC, 1992).

2.6 INFLIBNET

The UGC as a guide and philosopher to Indian University and College library system, in the year 1988, constituted a working group to suggest measures to network to Indian Universities and College libraries to share their information towards optimum utilisation and also to avoid duplicate purchase.

INFLIBNET is a computer communication network for linking libraries and information centres in Universities and deemed Universities, institution of national importance, UGC information centres, R & D institutions and colleges (Sharma 1997).

2.6.1 Role of INFLIBNET

INFLIBNET programme of the University Grants Commission initiated, with its headquarter at Ahmedabad in 1991. It has been approved as an autonomous society and as a regular inter-University Centre of the UGC. The programme is directed towards modernization of libraries and information centres and include establishment of mechanism for information transfer and access to support scholarship,
learning and academic pursuits. It is a cooperative endeavor in resource development, sharing and its utilization on national level. In last years for creating trained human resource a number of computers assisted training courses have been organized. It has initiated to develop 'national information resource' based on library resources. The effort is to provide a basic platform to academic libraries for sharing information online. Around 4 lakh books and 20,000 serial holdings are pooled in national database. The effort is to create a balance between increasing demand and users with decreasing resources (Kumbhar, 2000).

In addition to this in last two decades, attempts have also been made to propagate automation and computerization in university and college libraries. The results are very encouraging as most of the universities are in process of computerisation. Though there are few hurdles in adoption of new techniques. To overpower some of the problems the UGC have stressed library automation in various schemes and policy decision has been taken by the 'Computer Development Committee' to provide PC/AT 386 to the university and college libraries.

All initiations are optimistic towards modernisation of library services with application of computer and communication technologies with an aim to offer efficient and accurate services on an affordable cost to all the users. This requires altogether different infrastructure, dedication and preparation at various levels to extract maximum benefits. The University and College libraries therefore should make use of all available and relevant technologies including computer and communication links. These libraries should also establish local networks to enter into national networks to provide efficient services. In fact, with increasing enrolment the
quality of higher education largely will depend on dynamic role and speedy advancement of information communication. Approach will not only prevent from the wastage of resources on the duplicate purchase and repeat services but also provide easy access to specialized information resources and foreign database. This will help in achieving efficiency in library services all over the country. At international level widely used network like INTERNET for educational institutions are available to share information resource (Kumbhar, 2000).

2.6.2 Objective of INFLIBNET

1. To evolve a national network, interconnecting various libraries and information centres in the country; to improve capability in information handling and service; to provide reliable access to documents collection of libraries by creating online union catalogue of monographs, serials and non-book materials (manuscripts, audio-visuals, computer media, etc.) in various libraries in India;

2. To provide better access to worthwhile bibliographic information sources, with citations and abstracts, such as periodical articles, conference papers, preprints, technical reports, standards and specifications, patents, monographs, etc. through indigenously created databases of the Sectoral Information Centres of NISBAT and UGC Information Centres and such other by establishing gateways for online accessing of international databases held by international information networks and centres; to provide document delivery service by establishing resource centres around libraries having a rich collection of documents;
3. To optimize information resource utilization through shared cataloguing, inter-library loan service, catalogue production, collection development and avoiding duplication in acquisition to the extent possible; to implement computerization of operations and services in the libraries and information centres of the country, following a uniform standard; to facilitate scientific communication amongst scientists, engineers, researchers, social scientists, academics, faculties and students through electronic mail, bulletin board, file transfer, computer/audio video conferencing, etc;

4. To enable the users disbursed all over the country, irrespective of location and distance, to have access to information regarding books, monographs, serial and non-book materials by locating the sources where form available and to obtain it through the facilities of new communication technologies and union catalogue of documents; to create database of projects, institutions and specialists for providing online information service;

5. To encourage co-operation among libraries, documentation centres and information centres in the country, so that the resources can be pooled for the benefit of helping the weaker resource centres by stronger ones;

6. To develop suitable professional manpower of appropriate quality to establish, manage and sustain the INFLIBNET; and to evolve standards and uniform guidelines in techniques, methods, procedures, hardware, software, service and so on to promote adoption in actual practice by all libraries, in order to facilitate pooling, sharing and exchanging resources and facilities towards optimization (Sharma, 1997).
2.7 Present Scenario of College Libraries

With the increase in demand of higher education and vast expanding education system, number of colleges and students enrolment has amplified many folds. But the standard of libraries is declining quality-wise. The progress of college libraries during past two decades is very slow. The major reason for this slow phase is lack of initiative, sincere efforts and leadership on the part of the library professionals. Although U.G.C. started giving liberal grants to universities and colleges for setting up libraries for building up collection, constructing of building and equipment on regular and ad hoc basis, yet libraries did not progress much for some or the other reason. Even U.G.C. norms could not be implemented for the reasons as mentioned below:-

1. Private colleges or state government run colleges were not able to provide for the matching grant of 5 per cent and hence, were not in position to avail U.G.C. grant. (Now U.G.C. has started giving library grant on 100 per cent basis.)

2. Education being on state subject list of the constitution, state government owe the responsibility of maintenance and financial support of the colleges, hence, U.G.C. can't have any hold or control on running of colleges in different states (Khanna, 2001).

The functioning of colleges vary from state to state and management to management depending upon the financial and other support provided by concerned authorities. Libraries in most of the states are in bad shape. Adequate resources and facilities are not available in most of the libraries. They do not have proper building and trained staff. Books in many libraries are kept in closed almirah, only
circulation service is provided, and librarians are still held responsible for loss of books. In addition to the limitation of resources, other factors such as lack of interest of teachers and students in library, lecture oriented teaching method also hinder library development. Other factors like explosion of literature, rising cost of reading material, resource crunch, ever increasing users population, mutilation of books, non-functional building, lack of attention of authorities towards libraries are responsible for the poor state of college libraries.

Libraries although non-profit organizations, require constant financial support. It enriches human mind by providing information, hence, the gain can’t be measured, as cost-benefit analysis of it is not possible. Library service is a facility not a dire necessity. It is a non-crisis service. Absence of deterioration of library service affects only a few percentages of users. In addition to these general characteristics, academic libraries have another feature. There are two wings in universities and colleges, teaching wing and administrative wing. Teaching wing, through its representation in administrative bodies, have decision-making power. Libraries in colleges are neither fully integrated in the teaching nor in administrative wing. The result is that libraries remain neglected. In case of any financial crisis, library grant is cut or money is provided only for books. But merely books alone can’t make an efficient library (Chopra and Chopra, 2001).

2.8 Norms, Standards, Guidelines and Basic Services for College Libraries

Library standards serve as guiding principles and directions according to which library services should be
provided. We need acknowledged norms and standards to measure and assess library services from time to time and to provide a stimulus for the future development and qualitative improvement in the college educational system. While preparing standards and guidelines, the change in teaching methods, curriculum, methods of evaluation, introduction of seminar method of teaching and educational objectives of the college should be taken into account. It would be better if guidelines or standards of college library laid down by the UGC are strictly and uniformly followed by all college libraries in India whether run by government or by private management. These should be enforced as a matter of policy by the university to which the colleges are affiliated. (Kaula, 1983)

2.9 Norms and Standards for College Libraries approved by University Grants Commission

The Standing Committee of the University and College Libraries of the University Grants Commission has approved the norms and standards for college libraries. The Development of library resources, facilities and services should take into account the exponential growth in the field of knowledge and the latest technological innovations. It should not overlook the quantitative growth and qualitative improvements in the educational system. The following standards are based on the collective experience of librarians and educationists in India and abroad and attempt to offer reasonable guidance to all concerned in providing effective and adequate library services in the collegiate sector.
The college library system should be viewed as a network of local, university and national libraries forming an integral part of the academic library system of the country.

2.9.1 Services of readers

The library should make easily available to students, faculty members and other members a well-organised and comprehensive stock of books, journals and other library materials. Proper services to readers include the following:

(a) Reading facilities with direct and open access to library materials on shelves.
(b) Lending facilities to the readers under fair conditions.
(c) Reading-cum-textbook section for the students.
(d) Proper and adequate reference and bibliographical services to the readers.
(e) Instruction in the use of library resources and services and facilities to the users so that optimal use is made of the library.
(f) Promotion of library use through reading circles, extension services, book exhibitions, browsing corners, etc., according to local conditions.
(g) Fixing of working hours of the library in such a manner that the users have access to the library materials on the shelves after normal class hours and during holidays and vacation period.
(h) Inter-library loan service.
(i) Documentation and reprographic services, wherever possible.

Services specified at (a) to (i) should be considered the minimum to be rendered by a college library. The last one may
be considered desirable and should be undertaken at the appropriate stage of development of the library.

2.9.2 Library resources

The library's collection of books, journals and other materials should be so constituted and organised as to provide direct support to the instructional programme both at the undergraduate and post-graduate levels. The resources should be of the requisite size, scope and quality so as to include textbooks (with multiple copies of collateral reading material, reference and bibliographical tools, journals and serials). It should also contain the latest works in different disciplines, to keep the members of the teaching faculty abreast of development in their field and also assist them in their professional growth. In addition, the collection should have standard works on our cultural heritage. It should also be supplemented by a wide variety of books, which widen the horizons of the students and also provide recreational reading. There should be a strong and up-to-date reference, collection in the major fields of knowledge. The periodicals and other serial publications should be carefully selected and well balanced to fulfill the needs of the students and the faculty.

The medium of instruction and examinations in the college should be kept in view while building the library resources. The library holdings should be checked against standard bibliographies. The college librarian would undoubtedly have an important role in the balanced growth of library collections.

2.9.3 Finances

The funds provided for the purchase of various types of library resources would in a very large measure determine the quality of the library resources. The library budget should be
determined in relation to the total budget of the college. A minimum of four percent of the total revenue (recurring) budget of the college including salaries should be allocated for the library for the purchase of books, periodicals and other serial publications and binding. A suitable proportion of the budget should be earmarked for the purchase of periodicals in the case of all colleges; it should not be less than twenty-five percent of colleges offering post-graduate courses. This does not include expenditure on books and journals for the institution of new courses.

The provision suggested above would be in addition to salaries of library staff, fittings and furniture, stationery, insurance, etc. Adequate budget provision should also be made in the initial stages of the development of a library.

2.9.4 Library personnel—qualifications

The college librarian performs a very useful function in relation to the teaching-learning programmes of the college, guidance to faculty members regarding reference and research materials, promotion of reading habits, and the creation of an environment conducive to learning, research and enquiry. It is, therefore, of the utmost importance that those recruited to the library have the necessary academic background and professional competence. It has been suggested that the minimum qualification for library staff may be laid down by a sub-committee proposed to be appointed by the UGC to formulate the norms for university libraries.

2.9.5 Staff requirements

The following pattern is suggested for core staff for the college library assuming that the library remains open for forty hours a week including Sundays and holidays.
A college having an enrolment of 500 and 10,000 volumes in the library should have a staff of one librarian, one assistant librarian, one library assistant and three library attendants. For every additional enrolment of 500, one library assistant and one library attendant may be provided. For every addition of 10,000 volumes, one library attendant may be provided.

2.9.6 Physical facilities

In regard to physical facilities like library building, light, furniture, equipment, stack rooms, reading room etc., colleges may follow the norms and specifications laid down by the Indian Standards Institute.

2.9.7 Implementation

Since the library plays an important and crucial role in the development of the educational system, it is suggested that using the norms and standards suggested above each university may formulate its own guidelines regarding college libraries. It is also expected that these would be incorporated in the conditions of affiliation. (Ranganathan 1965)

2.10 Norms and Standards for College Libraries recommended by Indian Association of Academic Librarians (INDAAL)

The first national conference of the Indian Association of Academic Librarians (INDAAL) held in New Delhi from April 16-18, 1979, made the following recommendations:

1 Indian Association of Academic Librarians should conduct detailed state wise surveys of the college libraries to find out the norms and standards in practice relating to: (a) management pattern; (b)
staffing pattern; (c) reading material collections; and 
(d) users' services.

2 The findings of the most of the committees appointed 
by UGC in the past, to study the various aspects of 
the university/college libraries in the country, should 
be made public and the UGC should 
(a) have a policy of releasing the findings of such reports 
of the committees without undue delay in future; 
(b) set up a department/division of libraries with a view 
to collect, process and publish necessary data on 
university/colleges libraries functioning on a regular 
basis; and 
(c) include librarians in the composition of the visiting 
committees appointed to review the development 
plans submitted by the universities.

3. The INDAAL should initiate case studies pertaining to 
the decision-making processes in the university/college 
libraries. The UGC is urged to grant necessary financial 
assistance for these studies.

4. To develop better communication and understanding in 
the community, the professionals working in the 
avademic libraries should have a closer involvement with 
the academic affairs and social problems of the 
community. The conference take note of the omission of 
the role of the library in the policy statement on 
education. It urges upon the government to clearly state 
the role and place of the library in the overall 
educational policies of the country including the adult 
education programmes.

5. The UGC/state governments and other bodies concerned 
with library and information science education should
provide facilities for improving the academic and professionals' qualifications of practicing librarians on the same pattern as that of the faculty improvement programmes of UGC.

6. The academic librarians, library schools, and library and information training centres should impart user education.

7. Libraries should avail of the technology advancement in library and information service and, whenever possible, academic libraries should use computer facilities. (INDAAAL, 1980)

2.11 Guidelines for College Libraries
Suggested by Prof. P.N Kaula

In formulating guidelines for a college library both diagnostic and projective standards have to be kept in consideration. Job standards are also to be considered for specific areas of work. Based on these standards, the following guidelines are suggested for the college libraries.

2.11.1 Accommodation:

1. The library should be centrally located so as to be accessible to a large number of students.

2. The library should be located where future expansion and growth is possible.

3. Space and equipment should be adequate.

4. All the room and areas should be well furnished and equipped with suitable chairs, tables and reference books.
2.11.2 Minimum standards for library services

1. Reading room facility should be provided for at least ten percent of the total student population of a college at a time.
2. Reference books in adequate quantity in each field of study should be provided.
3. A minimum of fifteen learned periodicals in as subject for which the college conducts teaching programmes should be subscribed.

2.11.3 Essential Services

1. The library must build a well-balanced collection of books, pamphlets and other reading material appropriate to the objective and need of the college.
2. It must also provide audiovisual and other mechanical aids to supplement the teaching programmes.
3. It must help students to broaden their specific fields of knowledge through the maximum use of books.
4. It should also teach and encourage use of library tools and materials.
5. It must also provide assistance in finding instructional material and share these teachers in stimulating the minds of students.
6. It must have facility for inter library loan and resource sharing within its area.

2.11.4 Library Staff

1. Professional trained staff with salary commensurate with training and ability should be provided.
2. The number of staff should be based on the staff formula of UGC.
3. Academic status and better avenues of promotion be provided to the library staff.

4. Adequate staff be provided in the ratio 1:1 if the library has to work in two shifts.

2.11.5 Collections
1. There should be inflow of latest literature in each subject of study in the college.
2. Book bank facilities should be provided to fifty percent of student population particularly those coming from the economic weaker section and society.
3. Uniform policy for building the collection including subject, scope, depth and types of materials should be enforced.

2.11.6 Finance
1. At least 6.25 percent of the college budget should be spent on library services.
2. Proper allocation of grant for various subjects should be made.

2.11.7 Other Services
1. A trained librarian should be made available when the library is kept open for longer hours.
2. The librarian should instruct students in the use of library at suitable points in their course of study.
3. Library should be kept open beyond college hours making a total of twelve hours a day.
4. The reading room facility should be made available for half the average number of students in the class.

If all these norms, guidelines standards and services are put into practice and the library is maintained in a good
condition by an adequate annual expenditure on books and manned by

The desired quality of staff, it will win support in the college. Such a library will become the field of global experience of the students in a college. It will hum like a beehive where each student will feel the urge to have intellectual growth with in the period of his or her stay in the college. The goal of the college education’ equal to an active global experimental, creative and socializing process which requires library work at college” envisioned by Ranganathan will be achieved. (Kaula, 1983)

2.12 Guidelines of NAAC

The NAAC wishes to bring out a compendium of best practices in LIS, in conformity with the 12-point agenda for the 12th year of NAAC’s existence, envisaged by the Director. Practically tested examples of best practices, about 10 to 12, are planned to be included in the publication, to be ready by January 2006.

The deliberations in various sessions focused on a range of issues concerning LIS. In the Indian scenario, proactive role from librarian is needed to enlarge exposure of academics to this nascent resource and draw them away from 'getting used to' a narrow spread of conventional resources without looking beyond. User motivation strategies such as sending periodic e-mail alerts like ‘Info-Watch’ on ‘new arrivals’ to relevant user groups or use of ‘what’s new’ link in the university’s website or use of library home page were mentioned as workable. User ignorance needed to be tackled and technophobia overcome. User education was the key. Guaranteed users aided in collection development. The universities with UGC – Infonet facility were able to exploit virtual resources, but with
considerable proportion of postgraduate students studying in college sector.

There is a best practice in respect of every operation of the library. Beginning with library timings, proper and periodic shelving, and compact shelving to ease space pressure, the list of best practices as followed by the participants extended to context-oriented user awareness service, survey-based collection development plans, appropriate weeding-out policies, safety measures for library contents/buildings, disabled-friendly library environment, stock-size related stock verification procedures, signage in big libraries, book-bank facilities, replenishing lost books, user feedback mechanisms, extending user base to outside world and corporate tie-ups for resource mobilization and instituting Frequent User Awards. (Prasad, 2006)

2.13 ACRL STANDARDS

These guidelines are intended to apply to library services to undergraduate students at university libraries and to be used in conjunction with the ACRL Standards for Libraries in Higher Education. These guidelines provide both a quantitative and a qualitative approach to assessing the effectiveness of undergraduate programs and services. They advocate the use of input, output, and outcome measures in the context of the general library's mission statement and goals, and they encourage comparison of these measures with those institutions.

2.13.1 Planning, Assessment, and Outcomes

Assessment

2.13.1.1 Planning

The general library mission statement and goals serve as a framework for its activities, including services for
undergraduates. In order to build programs and services in the context of the library, those responsible for services to undergraduate students should be involved in the library's overall planning process. This planning process provides an overall direction that helps to guide day-to-day activities and decisions regarding services to undergraduate students.

2.13.1.2 Assessment

The changing nature of the primary clientele and the curriculum necessitates continuous evaluation and assessment of undergraduate services. Periodic, formal performance review findings will augment ongoing undergraduate service evaluation processes. Review criteria and frequency will vary depending on the parent institution. The outcome of reviews will lead to goals and expectations of future undergraduate services. Assessment should include a sampling of undergraduates who use library services and those who do not. Surveys and other information gathering from undergraduates can be coordinated with and integrated into the library's overall assessment program.

The ACRL "Standards for Libraries in Higher Education," outcomes with an active mechanism for improving current library practices. It focuses on the achievement of outcomes that have been identified as desirable in the library's goals and objectives both specifically, for undergraduate services. Outcomes assessment identifies performance measures, such as proficiencies, that indicate how well the library is doing what it has stated it wishes to do. Libraries' greater dependence on technology, their increasing use of online services, their growing responsibility to provide information literacy skills, their increasing reliance on consortial services, the possibilities of dwindling financial resources for collection development, and new developments in the ways in which
scholarly information is published and distributed have measurable effects on undergraduate libraries' ability to provide cost-effective support for student achievement.

2.13.1.3 Services

Effective, high quality undergraduate library services successfully support the undergraduate programs of the institution. To facilitate academic success, library services to undergraduates must provide access to a broad range of information resources. Reference and referral services, orientation activities, and instruction sessions that teach students the critical thinking skills necessary for using library resources are basic services provided by undergraduate library personnel. Varied and innovative undergraduate teaching programs include teaching by personal contact and through the preparation and use of instructional materials in various formats, formal group instruction and informal, unstructured contacts with students. Undergraduate library services provide a laboratory for students to acquire information literacy skills: identification of needed information, effective and ethical use of intellectual and physical resources, and knowledge of when to ask for help as well as the confidence to do so. Undergraduate library services provide a gateway to all future library inquiry, not only preparing students for graduate work and research but also teaching them to use information sources as citizens, as consumers, as professionals, and for recreational purposes.

2.13.1.4 Instruction

Library instruction programs should improve the students' ability to use library collections and services effectively, and should include instruction in the use of the full range of information and knowledge resources. Instruction may be offered as part of coursework in an academic subject
or interdisciplinary program, in a separate course on research skills and information literacy, in workshops, in network-delivered instruction, in term-paper clinics, and through point-of-use aids in the library. Standards and guidelines for information literacy and instruction are useful tools in developing and assessing library instruction.

2.13.1.5 Resources and Collections

The library should provide varied, authoritative and up-to-date resources that support its mission and the needs of undergraduate users.

Undergraduate collections provide ready access to information resources that meet the needs of their primary clientele with focus on the institution's curriculum. The value of undergraduate collections is measured by their usability as well as quality and size. Electronic resources form a significant part of the information network needed and preferred by undergraduates. The library's collection policy should adequately describe this goal. Collection and access policies should be written, up-to-date, and readily available.

2.13.1.6 Staff

Library staff serving undergraduate students has the knowledge and abilities to ensure effective management and use of the services and resources. In general, undergraduate services require librarians as well as support and part-time staff, depending on the size of the undergraduate population at the institution. The ability to interact on a one-to-one basis with a diverse clientele in a friendly and instructive manner is essential.

2.13.1.7 Facilities

Undergraduate library services require appropriate facilities to accomplish their missions. Libraries should have
facilities that collaborate nature of study, research, and learning, and that promote effective and interactive access and use of information resources. Safe, comfortable, well-lighted, clean space with adequate and appropriate study, research and collaboration space will ensure effective use of the library’s resources, including electronic resources. In physical planning for facilities, undergraduate libraries provide for small group and instructional use. Additionally, more than other libraries within the university, separate undergraduate libraries consider study and collaboration needs in allocation of seating and space, with attention to the learning environment of the institution. Undergraduate libraries establish hours of access, circulation policies, and other rules to meet the needs of their primary clientele.

2.13.1.8 Budget

Effective undergraduate services require adequate resources to accomplish their missions. Implicit in the creation of undergraduate services is an institutional commitment to funding their development, ongoing services, and growth as an integral part of maintaining library services for the entire academic community.