Chapter No. III:
Development of Educational Libraries & Role of Government.

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Introduction:

The glorious history of libraries can be traced back to the Ancient era when our forefathers learnt the art of communication and writing, penned the information, knowledge and wisdom in the form of texts and manuscripts which carried the legacy of traditions, customs and knowledge from one generation to another. The earliest knowledge hubs of *Nalanda, Taxila* learning centres spread the fragrance of knowledge, enticed the knowledge seekers across the terrestrial boundaries and quenched quests. The journey of libraries also flourished in the medieval era though the invaders annihilated major portion of our knowledge legacy but became awakened and curious to really know and learn the basics of knowledge paradigms.¹

The 20th Century was age of miracles for mankind, an era of full bloom of human ingenuity, the flowering of man’s intellectual, scientific, technical and cultural activities, which have been sustained throughout the preceding ages. It has achieved something unique in the perspective of a civilization, which has, in a short span of a few decades, showed a rate of progress unknown before. It has also seen two World Wars, devastation and destruction of unprecedented magnitude; yet it has survived these catastrophes, being born out of the ashes of its own being, building a more vigorous and purposeful life on the ruins and rubbles of old.²
The growth and development of libraries, an area under study, has witnessed an enormous exuberance, to which so many diverse factors have contributed. The modern library is characterized by the growth in size, and we have been accustomed to count the book stock in millions and not in thousands. Such growth has been made possible by increased local and popular interests, by a general and official recognition of the importance of libraries in the educational, cultural and social life of a modern democratic society. It is evident that nationalism has been a potent factor in determining the recent development and growth of libraries, especially, since the latter-half of the nineteenth century. Generally, libraries, individually or in groups, have assumed a character conditioned mainly by the size and organization of the social order to which they belong. But there is other imponderable also, which have transcended the national boundaries, envisaging a united outlook common all over the world.

The highlight of such forces has been the emergence of the common man, whose era it is. Popularization of knowledge has been the dominant theme, made possible generally by the fundamental governmental reorganization, securing an administrative basis for a nationwide library service. The democratic idea of equal opportunity of education, and provision of books for all, have seen the fruition of the urge for the extensive establishment of public libraries, academic, and special technical libraries, also initiating an era of predominance of achievement of knowledge. With the increase in status-drive for progress and
prosperity, interest in reading has also increased. That is why the
demand on library service has now augmented manifold, bringing
into being large libraries with millions of tomes in them.

The development of higher education and libraries in India
as compared to the pre-Independence period is much faster and
qualitative in the post-Independence era. The major factors
responsible for such a development were the University Education
Commission of 1948-49, the Kothari Commission of 1964-66, and
the birth of the University Grants Commission in 1956. The UGC
took special interest in academic libraries and with the help of its
Library Committee and its recommendations related to space,
staff, equipments, collection development, services etc., followed
by its curriculum development committees, establishment of
INFLIBNET for the networking of academic libraries and the
institutions of higher education and learning and the
establishment of UGC-INFONET Digital Library Consortium.

The National Knowledge Commission has provided the
much needed impetus to the development of academic libraries
which can be envisaged in today’s ICT environment where the
nature, role and significance of academic libraries is transforming
with cutting edge technologies and the focus is shifting from
‘information storage’ to ‘information access, and this paradigm
shift is inevitable for all overall improvement of library
functioning and services for present survival and futuristic
approach.
Essentially, libraries are viewed as an important component of this massive educational effort of the Government without the library no meaningful academic efforts can be carried out.\textsuperscript{6} Generally, literacy is considered to be the ability to read, write, speak, and compute at a certain level. Functional literacy involves skills needed to cope at an adult level in everyday situations, such as reading a newspaper or a novel. The importance of the library in educational development cannot be over-estimated. In this chapter therefore, efforts would be made to discuss the institutional roles of libraries in advancing the frontiers of literacy and education development in the society. The study would examine the essentials and close bearing of the library upon the advancement of education and learning in.

**Definitions:**

For a better understanding of this paper, it is necessary to define what a library is. At the elementary stage library is referred to as:

(i) a collection of literacy documents or record kept for reference or borrowing

(ii) a depository house built to contain books and other materials for reading and studying

(iii) a collection of standard programmes and subroutines that are stored and available for immediate use.

(iv) A building that houses a collection of books and other materials.
Advanced definitions of Library however are as follows:

Omojuwa (1993) described the library as an enabling factor to obtain spiritual, inspirational, and recreational activities through reading, and therefore the opportunity of interacting with the society’s wealth and accumulated knowledge.7

The online Dictionary, Thesaurus and Encyclopedia described the library as a place in which literary and artistic materials, such as books, periodicals newspapers, pamphlets, prints, records, and tapes, are kept for reading, reference, or lending. In a digital sense, a library may be more than a building that houses a collection of books and other materials as the Internet has opened up an avalanche of online and electronic resources for accessing documents on various fields of interest.

Online Glossary defined digital library as a collection of texts, images, etc, encoded so as to be stored, retrieved, and read by computer. Furthermore, a digital library is a collection of documents in organized electronic form, available on the Internet or on CD ROM disks. It is the traditional/conventional physical library that provides a basis for the digital library.

The Association of Research libraries described digital collections as unlimited access to document surrogates: they extend to digital artifacts that cannot be represented or distributed in printed formats. Another further development from the digital library is the advent of Virtual Library (VL).
A web definition for virtual library is that which exists solely in electronic form or on paper. The building blocks required for such a library may not exist, and the chemical steps for such a library may not have been tested. But the materials needed like journals are barred to a location, which can be decoded through passwords.

**Historical Development of University Libraries in India:**

In the Vedic age instructions were imparted “orally, without the medium of books.” Taxila from 700 B.C. to 300 A.D. was considered to be the most respected seat of higher learning and education in India but still there is no evidence found so far in the archaeological excavations at Taxila that there had been a good library system in the Taxila University. Fa-Hien noticed such libraries at Jetavana monastery at Sravasti (U.P). In 400 A.D., there came into being one of the biggest known universities, the Nalanda University, which by 450 A.D. became a renowned seat of learning, its fame spreading beyond the boundaries of India. Nalanda near Patna grew to be the foremost Buddhist monastery and an educational centre. Most of what we know of the Nalanda University during the 6th and the 7th centuries A.D. is due to the accounts left by Hiuen-tsang, who lived in the institution for three years in the first half of the 7th century, and I-tsing who also stayed there for ten years towards the latter part of the same century.8
Information on the Nalanda University Library is also found in the Tibetan accounts, from which we understand that the library was situated in a special area known by the poetical name the Dharmaganja, which comprised three huge buildings, called the Ratnasagara, the Ratnodadhi and the Ratnaranjaka of which the Ratnasagara was a nine storied building and housed the collection of manuscripts and rare sacred works like Prajnaparamita Sutra etc. The library at Nalanda had a rich stock of manuscripts on philosophy and religion and contained texts relating to grammar, logic, literature, the Vedas, the Vedanta, and the Samkhya philosophy, the Dharmasastras, the Puranas, Astronomy, Astrology and Medicine.

The University of Nalanda and its library flourished down to the 12th century A.D. until Bakhtiyar Khalji sacked it in 1197-1203 A.D. and set fire to the establishment of Nalanda. The world famous universities, such as, the Vikramasila, the Vallabhi and the Kanchi were coming up in other parts of the country during the period from the 5th century A.D. to the 8th century A.D. All these universities possessed rich libraries (Pustakabhandaras) and in the hall containing such books there used to be an image of the goddess Saraswati with a book in her hand. The Nalanda and the Vikramshila universities were under the control of the king Dharmapala. He founded the Vikramshila monastery in the 8th century A.D. It had a rich collection of texts in the Sanskrit, the Prakrit and the Tibetan languages. Regarding the library of the university, the Tabaqat-i-Nasiri informs us that there was great
number of books on the religion of Hindus (Buddhists) there; and when all these books came under the observation of the Mussalamans, they summoned, a number of Hindus that they might give them information regarding the import of these books; but the whole of the Hindu community was killed in the war. Muslim vandalism caused the disappearance of the excellent collection at Vikramashila.

The Jaggadal Vihara in Varendrabhumi was also an important centre of learning with considerable collection of the reading material. It was established by the king Kampala, who ruled from 1084 to 1130 A.D. The provision of facilities for reading, writing, editing and translating manuscripts shows that this library was in no way less than its contemporary libraries in importance. Though not as large as the library of Nalanda, it abounded in private collection of texts. Likewise Mithila had been famous for its scholars since the days of Rajrishi Janaka and had a rich collection of various commentaries on the different branches of the Hindu Shastras. The library of its university played an important role in teaching and learning. A needle (Shalaka) was pierced through the manuscript on the subject of the student’s specialization and he was expected to explain the last page pierced. In this way the student’s all-round mastery of the subject was tested. Mithila continued to enjoy it’s all India importance in the field of learning till the end of the 15th century AD. The university at Sompuri, like that of Vikramashila, occupied a significant position since the days of Dharampala (769-867 A.D.).
Like Nalanda, this university also had its own library. Atisa Dipankar, a noted scholar, lived there. He with the help of other scholars, translated into the Tibetan the *Madhyamkaratnapradipa* of Bhavaviveka. This university was destroyed by fire in the middle of the 11th century A.D. Efforts were made by the monk Vipulsrimitra to renovate the university but it could not regain its past glory. At a time when Nalanda was famous for its *Mahayana* courses of study, the Maitrakakings (475 to 775 A.D.) provided their patronage to the Mahavihara of Vallabhi. This university was famous for its *Hinayana* studies. The fact that this university had a good library is supported by a reference in a grant of Guhasena, dated 559 A.D., wherein a provision was made out of the royal grant for the purchase of books for the library. This important seat of learning at Kanheri, on the West Coast, flourished during the reign of Amoghavarsha in the 9th century A.D. The library occupied a significant position within the establishment, and the donors provided money to buy books for the library.9

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. A lone 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. During the medieval period, due to Muslim invasions and political troubles, the powerful empires and kingdoms of Indian rulers fell
one by one. This affected higher education and the development of academic libraries as well.

During the British rule in India, number of academic institutions was established by the East India Company, and by the Christian missionaries. Some of the worth mentioning events which led to the growth and development of higher education in India during this period were the establishment of the Calcutta College in 1781, Jonathan Duncan, then a British agent, founded the Benaras Sanskrit College in 1792. The Calcutta Fort William College was founded in 1800. All these colleges were having their own libraries. The Charter Act of 1813, the foundation of Fort William and Serampore Colleges, Calcutta, Madras and Bombay universities and their libraries, Hunter, Raleigh and Calcutta University Commissions, library training programmes, the establishment of Inter University Board, Sargent Report and appointment of the University Grants Committee, the establishment of Madras University, University of Bombay, University of Calcutta and their libraries, the constitution of Inter-University Board, the appointment of Hartog Committee, the Montague-Chelmsford reforms of 1919, the Government of India Act of 1935, and the Sargent Committee Report etc. laid foundation for establishment of libraries in various parts of the country.10

The 7th March 1835 decision of the British Indian Government to promote English literature and sciences in India was resulted into the spread of number of colleges in India and by
1839 there were over forty colleges with attached libraries in the British territory in India. For their establishment, lots of money was made available by the Indians in the form of donations. In 1840 Presidency College was founded in Madras, followed by a medical college in Bombay in 1845. This progress in education was instrumental in establishing universities in India. The University of Madras appointed Dr. S.R. Ranganathan as its Librarian in 1924. He was trained at the University of London Library School before joining his duties at Madras.11

**Education and Library:**

A library has been the chief conserver of knowledge achieved by men in their intellectual pursuits that helps in generating new ideas and discoveries, while ‘education’ is an art of making available to each generation the organized knowledge of the past. Louis Round Wilson and M. F. Tauber have rightly opined that “the process of social change are inter-woven in the facts, ideas, and interventions of man; and each new idea or invention grows out of accumulated and conserved knowledge”.12

A library is not, however, merely a conserver of the past events, experiences, and knowledge. ‘The preservation of the physical object called the “book”, for example, may not be important in itself. What is important is for the library to transmit to the incoming generations the ideas which the book contains.’ Through the instructional staff of the academic institutions the knowledge and ideas conserved by a library are revitalized and
put to use in the education of youth who are to be leaders in society and workers in the field of research, and through the methods of research the students are given an opportunity for independent works, and then the libraries and laboratories become unescapable and vital aids in an endeavour which is directed toward the expansion of man’s fund of knowledge. While the library makes this direct contribution to the advancement of knowledge, it serves as the principal training ground for those who undertake investigations in the fields of science, technology, industry, and the like. Thus the libraries have an essential and close bearing upon the advancement of education and learning at all levels for all the times to come.

Types of Library:

There are different types of libraries, viz:

1. Academic library
2. Public Libraries,
3. Special library
4. Virtual Library,

All of which contribute to education and educational development in various different ways. Before accounting the role of the library in educational development abruptly, it may be pertinent here to recall the functions of these various kinds of institutions which are not often self-explanatory to the general public at which my present endeavour is primarily aimed, so that the various parts played by them in the furtherance of education can be distinctly and succinctly gleaned.
1. **Academic Libraries:** They comprise of school libraries at the primary and secondary levels, College libraries, and University libraries whose prime objective is to meet the academic needs of the particular institution for which it is created to serve. The purpose of a University Library differs, in varying degree, from that of a school or college library in that the former adheres extensive and particular emphasis to research projects apart from the curricular needs of the institution. Besides aiding in the studies of children and assisting the teachers in their teaching and periodic research, a school library is primarily concerned to pro-create an urge for reading habit amongst the children who here get a first hand-knowledge to use the library resources most effectively in their future career. This institution serves to build up a strong mental base and character of children.

2. **Public Library:** This on the other hand is most often called “peoples’ University”, in a democratic society operated for the people by the people that conserves and organizes human knowledge in order to place if freely in the service of the community without any distinction of occupation, creed, class, religion, or ethnicity. It is a university of the people since it is maintained and financed by the people of the community who freely throng in this institution and acquire knowledge that they need in their day to day life. The scope or command of a public library that meets specific but general requirements of the public thus remains quite broader in its vision. It offers
from the other types of libraries in that by offering opportunities of informal self-education it inculcates reading habit amongst all types of general readers and, as a result, maintains a sizeable collection of newspapers, light literature, i.e., fictions, novels, story books, e.t.c., for recreational studies, and a children’s corner equipped with juvenile literature. Among its broad based functions to perform in educating the general public as well as the children, the following ones can be quoted:

a) It facilitates informal self-education of all people in the community;

b) Enriches and further develops the subject on which individuals are undertaking formal education;

c) Meets the informational needs of all;

d) Creates and further develops civic sense and habits of the citizens;

e) Supports educational, civic, and cultural activities of groups and organizations;

f) Encourage wholesome recreation and constructive use of leisure time.

g) Provides children, young people, men and women opportunity to: educate themselves continuously, keep abreast of progress in all fields of knowledge, and maintain freedom of expression and constructively provides a critical attitude to all public issues and world affairs.
3. **Special Library:** A special library, which is concerned with literature of particular subject or group of subjects, in an institution which is created to serve the needs of some working organization, either a company, a research association or a government department. It is often established to save time which the staff, either executive or research, would otherwise employ searching for information. Paul Wasserman has rightly asserted that the “special libraries have never had subtle or indirect aims; unlike public or college libraries, their mandate is almost always clearer and sharper, more realistic, even perhaps more attainable in the pragmatic sense of the term, than those of other types of libraries. Essentially, the special library has been historically, and remains today, an integral, functioning unit of the organization in which it is found, dedicated to the proposition that it exists only to offer the information which the organization needs in order to build, prosper, advance, and achieve its ultimate ends”. At a glance a special library which is specialized in a particular field of knowledge has a distinguishing mandate of which are:

(a) periodical literature is of prime importance and forms the major part of the collection (library);

(b) reports, standards, specification form a considerable quantity;

(c) It files information rather than materials which calls for introduction of special techniques (mechanical
indexing, information retrieval system, etc) for organizations;
(d) Information here are up-to-date more than the textbooks, periodical literature or published reports;
(e) It ensures quickest dissemination of information (SDI).

The need for Library Services:
The Libraries create literacy among the people, give public lectures. Library services improve knowledge and skills for positive productivity as a tool for national development. According to Metzger, Library services are needed to enable the individual develop full potentials and widening the horizons of perception, interests and skills. Other needs for library services include; public enlightenment or rights in the society, understanding social values and expected conduct in public life; assisting to adjust to existing social, political, spiritual and economic activities of the society, to cultivate and maintain reading culture and promotion of good literatures. If adult education is to have a greater share in the molding and building of a happier individual and a better society, the providers of adult education must go beyond their roles as literacy facilitators to a more practical role of providing libraries for sustaining the newly acquired skills of adult learners.13
The Role of Libraries in Educational Development:

Education has been defined as a complex of social processes of acquiring knowledge and experience, formally or otherwise. It involves the total apparatus used for the development of the individual. The library enables the individual to obtain spiritual, inspirational, and recreational activity through reading, and therefore the opportunity of interacting with the society’s wealth and accumulated knowledge. The library can be seen as an extension of education. Library services are needed to keep the skills that have been acquired through literacy classes alive by the provision of good literature. If education is to have a greater share in the moulding and building of a happier individual and a better society, the providers of education must go further than their roles as literacy facilitators to a more practical role of providing libraries for sustaining the newly acquired skills of adult learners.

Organizing a library to aid education calls for an atmosphere of friendliness and a useful collection. Education facilitators should involve librarians in planning education programmes and learners should be given library instruction. ‘Education’ and ‘Library’ are two inseparable indivisible concepts, both being fundamentally and synchronically related to and co-existent with each other. One cannot be separated from the other. None of them is an end in itself; rather both of them together are a means to an ultimate end. One dies as soon as the other perishes. One survives as long as the other exists. This inter-relation, co-existence, if you like, this dependence of one upon the other have
been coming down from the birth of human civilization to the posterity through a process of evolution in accord with varied needs, changes, and circumstances of various stages of human life.

From the earlier definitions, education cannot exist alone in the absence of library and library has no meaning if it cannot impart education. A Good well equipped library is a sine qua non for the intellectual, moral, and spiritual advancement and elevation of the people of a community. It is an indispensable element of the absolute well being of the citizens and that of the nation at large. People acquire education through certain institutions, schools, agencies, welfare bodies, museums and organizations, and the library is the most outstanding of such institutions. A school, a club, and enterprise of a society can never alone impart education; each of them is dependent upon a library – a centre of wholesome education, and the quencher of thirst for concrete, fathomless, ultimate knowledge!

The concept of education for sustainable development and its relationship with Education for All (EFA) is a new vision of sustainable development programme by UNESCO. In December 2002, resolution 57/254 on the United Nations Decade of Education for sustainable Development (2005-2014) was adopted by the UN General Assembly and UNESCO was designated lead agency for the promotion of the Decade. Indeed, the establishment of the concept on education for sustainable development and its relationship with Education for All (EFA) the United Nations
Literacy Decade (UNLD) and the Millennium Development Goals (MDGs) clearly illustrate that quality education, a goal of the library, is a prerequisite for education for sustainable development at all levels and in all modalities of education. The Educational Policies and plans of UNESCO in the role of education and its development, poverty reduction, the promotion of universal human values and tolerance, and the challenges of new ICTs (library). A Web definition for Education Development is the process of improving the effectiveness of educational provision through an ongoing review of relevant factors at all levels from teaching techniques and materials to institutional structures and policies, and the provision of mechanisms for progressive change.14

Educational Functions Of The Library:

The fundamental role of the library is educational. It should not be operated as a mere storehouse of books attached to a reading-room, but as a dynamic instrument of education. It should feed the intellect of the student, encourage the researches of the faculty, and invite all who enter its house to partake fully of its intellectual and cultural fare. In this context library use becomes a method of teaching, taking its place beside the time-honoured lecture and the discussion group. The librarian serves as a teacher-guiding the student in the ways of investigation and research-and the library actively serves the teaching and research needs of the faculty.15 The library collections need to support not only every course in the curriculum and every research project of the faculty,
but they must also extend beyond these to include a good representation of major subjects that are not in the curriculum and strong holdings of general and specialized bibliographies; the collections must be organized to permit easy access to their contents; borrowing privileges should be free and generous; students and faculty should be informed about library resources and services; the library should conduct programmes of instruction in library use; the library building should be designed to facilitate these functions; the professional staff, together with its faculty colleagues should co-operate and collaborate in every possible way to achieve the aims of the university. Above all, a competent staff will be required to give permanent direction and vitality to this educational enterprise.

**Faculty-Library Relationship:**

There should be conscious co-operation between the faculty and the library to promote effective independent use of the library by students. In such a relationship, the faculty and the library staff each have individual functions. Good teaching supplies the student with the basic motivation to make effective use of the library. Regardless of the method—whether it be lecture, class discussion, laboratory demonstration, tutorial conference—the end result should be students whose minds have been challenged, whose curiosity and critical faculties have been aroused, and whose innate desire to learn has been encouraged. Such students will quickly find their way to the library. To them it will be an intellectual necessity.
The teacher may find the library an extraordinarily helpful source of assistance in his teaching and research. He will, therefore, want to acquaint himself thoroughly with its resources and services. He may be encouraged to give his students assignments which will involve their use of the library. He may want to invite a library staff member to his lecture room to discuss bibliographical tools which may be of use to the students. He may find it profitable to consult the librarian about providing special materials for his teaching or research. The relationships between the faculty and the library may be very fruitful indeed, if they are reciprocal.

The librarian can play his part effectively by making himself thoroughly acquainted with the curriculum and the individual interests and teaching assignments of faculty members. He should keep the faculty well informed about new acquisitions. He should assist students in their use of the library by providing appropriate reference and bibliographical services, and make special provisions for accommodating advanced students and researchers. If circumstances permit, he may prepare special bibliographies in collaboration with the faculty, for student use and offer bibliographic services to the faculty in connexion with their research or writing.

A library handbook for the faculty is a desirable device for informing them about the library and encouraging their support and co-operation. It may include descriptions of: library resources,
with special emphasis on collections of unusual significance; library services, including interlibrary loans, photocopying, indexing, abstracting, instruction in the use of the library, preparation of special reading lists; library facilities, including representations of floor plans, mention of seminar rooms and special research facilities for the faculty; agreements and working arrangements among the libraries within and outside the university; rules, regulations and privileges; book selection and acquisition policies and methods; and such additional topics as may have special pertinence. The faculty library handbook will not require frequent revision. It should be printed in an edition large enough to supply copies to every member of the existing faculty, part-time as well as full-time, and to new faculty members for about five years.

**Instructional services of the library:**

All too many students all over the world in highly developed, as well as less developed countries enter the university with a rather limited notion of the universe of books. Like his colleagues in the lecture hall, the librarian has an obligation to assist in the intellectual development of the student. He may meet it in a direct and personal way by offering instructional and informational assistance commonly called ‘reference service’. This can be supplemented by the more formal means of instruction in the use of the library and a student library handbook. Such instruction may take the form of: orientation tours for groups of new students; introductory lectures on basic tools, such as library
catalogues periodical indexes and reference books; advanced lectures and demonstrations in the use of specialized information sources; lectures on compilation of bibliographies and on the writing of reports and theses; films on the use of books and libraries; student library handbooks.

New students should be given information and instruction about library use as soon as possible after their arrival at the university and colleges. This may encourage some to make independent efforts to extend their intellectual horizons beyond the minimum requirements of the curriculum. The new student should be taught how to use the library catalogue, how books are arranged and how he may obtain them. The rules for borrowing books and other library rules should be explained, as well as the hours of opening and the special services and facilities available. Above all, he should know to whom he can go for advice and information about the library.

In small institutions, it may be possible to conduct orientation tours and lecture demonstrations for small groups of students. In large ones it may be necessary to conduct large lectures, to show films, or to rely mainly on a good library handbook. Advanced undergraduates and graduate students should receive instruction in the use of specialized bibliographical tools and in library research techniques.
**The Student Library Handbook:**

In these efforts to assist and instruct students a library handbook can be a valuable device. It may take the form of a brief leaflet or a substantial pamphlet or book. Several good handbooks for the general guidance of university students have been published in recent years. It is desirable to purchase a few of these, and some books on research methodology in special fields for the library collection. But these will not take the place of a specially designed publication written in the local language to facilitate the use of a particular library by its own student clientele. A comprehensive handbook is described for illustrative purposes. This is a printed book of 100 pages, with numerous illustrations. It includes a convenient checklist of library resources which lists in outline form the many types of reference materials available in the library. The first chapter gives an over-all view of the library, explains how the collections are organized and describes the physical facilities. A diagram of the main service floor shows the location of principal collections and service points. Succeeding chapters describe such topics as the location and arrangement of books, the method of obtaining books and the regulations and policies of the library, the library collections and its special services. Manual for College Libraries One chapter is devoted to a description of the library card catalogue and detailed instructions in its use, another to periodicals, newspapers and government publications, their use and how to obtain them. In another the reference collection is described in some detail; some
of the major works are described in terms of the purposes for which they may be used.

**Affiliated College Libraries:**

The College libraries in India have a significant role to play in higher education. When India attained Independence many among the 533 affiliated colleges did not have their own libraries, but at present, every college in the country has a library. Majority of the college libraries do not have proper facilities to meet the needs of their users. Their collections are not up-to-date, budgets are their very inadequate and limited, and a large number of them are single libraries. In many colleges, there is neither a library hall nor a sufficient big room, not to think of a separate building for the library. Any unused room, quite often somewhere out of sight, would be considered adequate to house a few shelves of books. And in most college libraries there is complete darkness even during the day time, as the windows are closed out of a fear that the books may be stolen.

In most college libraries, books are neither properly classified nor catalogued. In several libraries no systematic classification is followed for collection arrangements. The only service the college library renders to its clientele is book-lending. There are colleges where students are not even allowed inside the library. The UGC is aware of the slow progress of the college libraries. In addition to providing financial help for development, it has also from time to time organized seminars to keep the...
college librarians aware of the new developments in the field. But these seminars have made only a limited effect on the progress of the college libraries.

The condition of the college libraries in the country should be a cause for alarm among the academic community. In the interests of the development of higher education in the country along proper lines, it is important to make a detailed study of the style of functioning of the college libraries and of the utilization of the library resources and facilities by the students and teachers. This will help in the preparation of more realistic and operational policies and programmes for ensuring the proper functioning, utilization and development of the college libraries. The college library has to be made the intellectual hub of the institution, serving equally, both the students and teachers. This is all the more necessary because about 90 per cent of the students in higher education in India pursue their studies in colleges and they have only very small and substandard college library resources to fall back upon. Although, owing to various efforts of the UGC as well as other forces, the traditional concept that the college library is a custodian of books has changed, yet there is evidence enough to show that the condition of the college libraries is generally poor, their development is rather slow and that the position of the college libraries and their librarians in India, with a few exceptions, is pitiable.
University Libraries

University libraries all over the world have their own place of importance in the scheme of higher learning. Libraries are not only repositories of knowledge but also dispensers of such knowledge. There is no doubt that where libraries of universities and institutions of higher learning are ignored or not given due recognition, the country as a whole suffers because the standards of study, teaching and research very heavily depend upon the qualitative and quantitative service rendered by the university libraries. The Radhakrishnan Commission (1948-49) expressed that “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. Scientific research needs the library as well as its laboratories while for humanistic research the library is both library and the laboratory in one. Both for humanistic and scientific studies, a first class library is essential in a university.”

The growth of university libraries since Independence can be seen in respect of the initiatives taken by the Central Government considering the vital importance of higher education and role of libraries in the educational development, commitment to fulfill the demand of higher education, and the foundation of the UGC in 1953 by an Act of Parliament. The Radhakrishnan Commission recognized the value and importance of a well equipped and organized library system and its role in higher education. It had found many drawbacks and pitfalls in the university libraries and
had made many recommendations for the improvement of library facilities. The Ranganathan Committee, appointed by the UGC in 1957, made some outstanding recommendations, which included standards for library building, collection development, staff and services and furniture etc. These recommendations were accepted by the UGC and forwarded for implementation. The Kothari Commission also made valuable recommendations for this purpose, but the role of the University Grants Commission deserves special mention, because it has played a vital role by “regularly providing appropriate grants and funds to all universities for development of libraries, to purchase books and journals, construction of new library buildings and for library equipment and furniture.”

Dr. D. S. Kothari, the Chairman of University Grants Commission, said, “Libraries play a vital role in the development of institutions of higher learning. The University Grants Commission attaches great importance to the strengthening of library facilities in the universities and colleges and their efficient administration. The commission has also been giving grants to institutions for books and journals construction of library building and appointment of library staff.” One of the most remarkable and identifiable development in the history of higher education and libraries was the foundation of the INFLIBNET in 1991. Information and Library Network (INFLIBNET) Centre is an autonomous Inter-University Centre of the UGC of India. It is a
major National Programme initiated by the UGC in 1991. Its objectives are:

- To promote and establish communication facilities to improve capability in information transfer and access, that provides support to scholarship, learning, research and academic pursuit through cooperation and involvement of agencies concerned.

- To establish INFLIBNET: Information and Library Network, a computer communication network for linking libraries and information centres in universities, deemed to be universities, colleges, UGC information centres, institutions of national importance and R&D institutions, etc., avoiding duplication of efforts. INFLIBNET provides grants to universities to automate the libraries, establishing the network facilities and create an information technology environment. Developed and distributed Software for University Libraries (SOUL) which is integrated user friendly library management software. The latest version of the software is 2.0 which is competent to operate with the latest technologies and international standards such as MARC21, Unicode based and NCIP 2.0 based protocols for electronic surveillance and control.

To enhance the skills of university library staff for implementation of INFLIBNET programme, it conducts training programme for library staff, onsite training for member library
staff, training on SOUL software, holding CALIBER convention every year and workshops for senior level staff of the university libraries are conducted. It has brought out a document entitled ‘INFLIBNET Standards and Guideline for Data Capturing’ prepared by a task force of experts based on Common Communication Format (CCF).

Another very important and significant landmark in the history of higher education and development of libraries in India is the establishment of “UGCINFONET DIGITAL LIBRARY CONSORTIUM”. UGC-INFONET is an innovative project launched by UGC to facilitate scholarly e-resources to Indian academies through joint partnership of UGC, INFLIBNET and ERNET. This includes interlinking of universities and colleges in the country electronically with a view to achieve maximum efficiency through Internet enabled teaching, learning and governance.

The UGC-Infonet is overlaid on ERNET infrastructure in a manner so as to provide assured quality of service and optimum utilization of bandwidth resources. The network will be run and managed by ERNET India. The project is funded by UGC with 100 per cent capital investment and up to 90 per cent of recurring costs. UGC and ERNET India have signed the necessary MoU for this purpose. A joint technical and tariff committee, has been setup to guide and monitor the design, implementation and operations of UGCINFONET.21
Information for Library Network (INFLIBNET) an autonomous Inter-University Centre of UGC, is the nodal agency for coordination and facilitation of the linkage between ERNET and the Universities. Under this programme, information and communication technologies (ICT) and internet will be used to transform learning environment from a non-dimensional one to a multidimensional one. This was created to help and benefit more than 310 universities and about 14,000 colleges affiliated with these universities and approximately 10 million students with the e-journals, thus, is a boon to higher education system in many ways.

Obstacles To University Library Development:

Among major obstacles to university library development in some countries the following seem to stand out prominently: lack of clearly defined university and library objectives, of co-operation and understanding from university authorities and faculties, of trained library personnel and adequate clerical staff, of library resources in the university and in the country at large; severe import and currency restrictions; inadequate financial support; inadequate physical facilities; failure to appoint a competent university librarian, to give him authority commensurate with his important responsibilities, and to recognize the educational and professional qualifications of librarians; unduly complex purchasing and other administrative regulations; and the inhibiting enforcement of strict personal accountability for book losses.
Obviously, librarians alone cannot remove these and similar obstacles. The faculties and high officials of universities generally have the power to remove internal obstacles; to a degree, it is also within the competence of governments to remove these, as well as external ones. It might be argued that lack of money is the chief obstacle; that it is all-pervasive. But lack of financial resources is not always the chief deterrent to development, nor should it be in view of the possibilities of improving existing institutions, and of the assistance that is being made available increasingly by individual countries, international agencies, private groups and individuals. The chief deterrent may well be a lack of objective information about the resources, services and facilities offered by modern university libraries, about their potential contribution to the nation as well as to the university, and about their material and human requirements among those who are responsible for providing funds and otherwise creating a favourable environment for the growth and effectiveness of their national institutions.

**Online Library Catalogue:**

Indian Catalogue of University Libraries in India (IndCat) is Online Library Catalogue of books, theses and journals available in major university libraries in India which provides bibliographic description, location of the material in all subjects available in more than 112 university libraries. Thus, IndCat has over 10 million bibliographical records of books from more than 113 universities. In addition, the database of theses, expert databases,
project databases and SEWAKOFFLINE database access facilities are also extended to the libraries of higher learning institutions.

**Ranganathan Committee (1957):**

The most comprehensive and significant document on the university and college libraries is the Report of the UGC library committee, chaired by Ranganathan. The Report was published by the University Grants Commission in 1959 entitled ‘University and College Libraries.’ It was perhaps the first attempt by any Library Committee in India to systematically survey the academic libraries on a national basis, and it was also the first time that the government of India had decided to seek advice from a professional librarian regarding academic libraries. The committee was to advice the UGC on the standards of libraries, building, pay scales, and library training. After the survey the library committee invited all academic librarians to a seminar on “Work flow in university and college libraries,” at Delhi from March 4 to 7, 1959 to keep them informed about the progress the committee had made surveying the academic libraries. It wanted to discuss its recommendations with them. Some of the recommendations of the Committee included the provision that the UGC and the State Government should help the college and the university libraries in the collection development of both books and periodicals. The formula suggested by the committee was that funds be given “at the rate of Rs. 15 per enrolled student and Rs. 200 per teacher and research fellow. There should also be special initial library grants in the case of a new university and of a new department in an
existing university, a similar scale should be followed for the college libraries.\textsuperscript{23}

In order to promote co-operation among libraries, a Union Catalogue of books and a Union List of periodicals to be prepared. The Committee strongly recommended that an open access system be introduced in every academic library. Committee also stressed “that reference service is the essential human process of establishing contact between the right reader and the right book by personal service. Reference service is vital in promotion of reading habit in student therefore each library should provide an adequate number of reference librarians to function as library hosts and human converters.” Other recommendations included building up a microfilm collection, copying facilities for microfilms and book material, appointment of a committee to look into the standards of teaching, examination and research in the library schools, and appointment of full-time teaching faculty members rather than asking librarians to teach part time in the library schools.

The Committee added that “the status and the salary of the library staff should be the same as that of the teaching staff. The recommendations of the committee had a far reaching effect on the development of the university libraries later. They had not only provided a framework to the UGC to implement its grants-in-aid programmes but also given to the university authorities’ important guidelines. Particular mention, in this connection, may be made of the recommendations concerning the library finances which had
helped libraries to secure enough finances by way of annual grants from the universities themselves and of development grants from the UGC.

The recommendations on the library personnel and staff strength have given to the library staff status and salaries equivalent to the academic staff and ensure provision for adequate staff for various library operations. The Committee submitted its report to the UGC with the hope that it will provide a blueprint for the systematic development of university libraries in the country. Hence, in-spite of many hurdles like education being a state subject in the Indian Constitution, considerable development in the university libraries has taken place

**University Grants Commission:**

University Grants Commission has been striving for ensuring quality of higher education since its inception, and more so during last two decades. There has been tremendous surge in educational institutions coming up particularly after creation of All India Council of Technical Education AICTE in 1987. The surge is more in private sector which has opened flood gates in private sector institutions. Number of deemed universities and colleges which have come up recently needs assessment by higher education’s experts. Now a days it has become a fashion to have a college of engineering and medical sciences. Norms have been flouted with impunity and how technical colleges are approved by AICTE is open secret. According to latest statistics provided by
present UGC Chairman the capacity expansion in higher education has increased manifold which is evident from the following figures:

Table No. 3.01: Academic Development During 1950 to 2008.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Particulars</th>
<th>1950</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Universities</td>
<td>25</td>
<td>431</td>
</tr>
<tr>
<td>2</td>
<td>Colleges</td>
<td>700</td>
<td>20,677</td>
</tr>
<tr>
<td>3</td>
<td>Teachers</td>
<td>15000</td>
<td>5.05 Lakhs</td>
</tr>
<tr>
<td>4</td>
<td>Students</td>
<td>1.00 Lakhs</td>
<td>111.6 Lakhs</td>
</tr>
</tbody>
</table>


For such a huge number of academic institutions in India it needs efforts to bring quality in library services immediately. Joseph M. Juran says that 21st Century is devoted to ‘quality’ whereas 20th Century was for ‘production’. We have to discuss the issue of quality to improve library customers’ satisfaction. Higher education’s experts are much concerned about quality of education provided by the universities and colleges in India. There is apprehension that education received in these institutions is not commensurate with the fees charged from the students. Education experts feel that this is cheating with the people. It is because of this reason Government of India, UGC and NAAC are seriously concerned as to how to improve standards of education and establish best practices in the universities and colleges and their libraries.
National Knowledge Commission:

The National Knowledge Commission was set up by the Government of India on 13th June 2005 with a time-frame of three years, from 2nd October 2005 to 2nd October 2008. As a high-level advisory body to the Prime Minister of India, the National Knowledge Commission was given a mandate to guide policy and direct reforms, focusing on certain key areas such as education, science and technology, agriculture, industry, e-governance etc. Easy access to knowledge, creation and preservation of knowledge systems, dissemination of knowledge and better knowledge services are core concerns of the Commission.26

The Commission envisaged the future road map for the growth and development of academic libraries by imbibing core issues such as, set up a national commission on libraries, prepare a national census of all libraries, revamp LIS education, training and research facilities, re-assess staffing of libraries, set up a central library fund, modernize library management, encourage greater community participation in library management, promote information communication technology applications in all libraries, facilitate donation and maintenance of private collections, and encourage public private partnerships in LIS development, etc.
NAAC:
NAAC has developed the following set of best practices for college libraries:

- Computerization of library with standard software.
- Inclusion of sufficient information about the library in the college prospectus.
- Compiling student/teacher statistics.
- Displaying newspaper clippings and a clipping file maintained periodically.
- Career/employment information services.
- Internet facility to different user groups.
- Information literacy programmes.
- Suggestion Box.
- Displaying New Arrivals.
- Conduct book exhibition on different occasions
- Organizing book talks
- Instituting Annual Best Use Award for students.
- Organizing competitions annually.
- Conduct user survey periodically

However, the above set of best practices for college libraries prepared by NAAC cannot be termed as the last word. The following set of practices too should have been included in it.

- Making of a Path Finder to the library.
- Keeping the library premises neat and clean
- Compiling a list of Current Serials/catalogue of journals.
• Updating and maintaining library website.
• Maintaining useful statistics regarding the use of the library and displaying them on the library walls.
• Compiling checklists on different subject/topics as a part of documentation service.
• Library Committee formation.
• Distribution of useful handouts.

NAAC in its publication *Library and Information Services: Case Presentation* (2006) explained its efforts towards quality. Prof. A.C. Tikekar’s comment about the examples of best practices given under four significant areas of LIS “are from a very few and stray and from of the same universities and colleges. Some of them are very peripheral and not of core nature. It is a matter of discussion that the institutions included in the list are the only the best academic libraries. The name of the colleges and universities listed are not well known except few. It is recommended that NAAC should hold a National Seminar on Best Practices in academic libraries every year. The participation in the conference should be by paper presentation. Selection of papers for presentation is subject to peer review.”
Directorate Public Libraries of Govt. of Maharashtra:

The Directorate of Libraries is comparatively a new Directorate concerned with the public library development in the State. In fact, public library development is a new subject. The public library is expected to perform various functions. In a democratic society the public library is much more important than other institutions of formal education. Governments role in this respect is of supervisory and that of rendering financial aid. Public Library service is a new social service and has to be looked after carefully till it get established and accepted by all. The Maharashtra Public Libraries Act envisages development of library service with the help of non-official public libraries. To run the State Central Library and the Six Divisional Libraries and District libraries is the responsibility of the State Government. Director is making efforts to develop the services within the framed rules of the Act and the financial resources available.27

Directorate of Public Libraries comes under administrative control of Higher and Technical Education Department, Govt. of Maharashtra. As per provisions in The Maharashtra Public Libraries Act 1967 Directorate came in to existence on 2nd May 1968, Directorate of Libraries having today 35 offices with 421 staff. Total Recognized Grant-in-aid Public Libraries in State are-9624 - Total Budget for 2009-10 is Rs. about - 73 Crore. Comparatively Maharashtra is making highest budgetary provision for grant-in-aid to Public Libraries than any other State.28
Public Library System In The State Of Maharashtra:

The Library development in Maharashtra is based on the recommendations of a Fyzee Committee, appointed by the then Government of Bombay province, for the development of libraries in the State. The Committee constituted in 1939 and submitted its report in 1940. The recommendations of the Committee could not be implemented up to 1947 because of the Second World War. After the independence, the then Government of Bombay province decided for development of public libraries to implement the recommendations of the Fyzee Committee. The Fyzee Committee recommended that the Government should encourage local initiative by recognizing private libraries and give them financial aid on the conditions that the libraries allow free use of the books and reading material to the nonpaying members in the locality within the premises of the library.29

The Committee also recommended the establishment of one State Central Library at Mumbai and one Regional Library at Pune. According to the recommendations of this committee the functions of Central Library were entrusted to the Asiatic Society of Bombay in 1947. In 1950, the Trust Deed was executed between the then Bombay provincial Government and Asiatic Society of Bombay for this purpose. During this period the Regional Library was also established at Pune. The committee further recommended that one District Library and one Taluka Library at each district and taluka places should be recognized. The formula of financial grants to these libraries was determined on the category of public
library and the limit which was based on admissible expenditure incurred by concerned libraries in the previous year. The work of inspection and supervision of these libraries was being done by Curator of Libraries, who was working under the control of the Directorate of Education.

This situation continued up to 1967. The working and development of these public libraries recognized under the Fyzee Committee Report could not give sufficient service and attention on account of inadequate funds for their progress. This situation was considered by the library association, library activists, political leaders, in the field of libraries and they pressed Government for the introduction of library legislation in the State.

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