CHAPTER-1
INTRODUCTION

1.0 Introduction

The education and library have been inseparables since dawn of civilization. Their co-existence has been attributed to many landmarks in knowledge creation and scholarship. There are number of instances where libraries of educational institutions were the predominantly learning centers and are being quoted in the historical texts and therefore have been one of the integral parts of all education and learning, more so in the institutions of higher learning. The birth of moveable type of printing in the 15th Century A.D. brought the first conceptual change in the content of libraries. The change in type and shape of reading materials made tremendous difference and the universal growth and democratization of education is also attributed to this discovery. Since that time the libraries started acquiring new media and also a new role to support the academic programmes of all educational institutions.

The library in an educational institution is now considered as actively participating intermediary between the learners and the vast storehouse of information resources, between classroom lectures and the vast sources of information where the content of the lectures are drawn. The librarian has extended his role now from keeper of information resources to become a true friend and a perfect guide for the learners in an academic setting. Dissemination of knowledge in any academic institution is attained by means of: (i) Teaching; (ii) Research ;(iii) Publication, and( iv) Extension programmes. Academic library is therefore an integral part of the entire academic system it promotes teaching, research, learning, and problem solving and provides endless services to the real
education; and ascertains that it is a veritable center of academic learning for self-achievement.

In summary it is implied that the mutuality between education and libraries has been thus perpetuating since human being attained the sense of learning. Libraries of today have assumed a new role in modern society, by that they integrate educational technology, information and communication technology and with the trends of merging electronic media the profile of the libraries in general and academic libraries in particular is changing at a very steady pace and in the next few decade the advent of hybrid libraries would be an orderly growth in the context of academic libraries. The libraries since their existence have been continuously adapting to contemporary changes in consonance the educational system, influence by the media changes and also adopting to current technological developments.

For instance the main objective of the libraries were to lend books and other reading materials in the earlier days has changed gradually to adding reference services, user education programmes as the complexities in the educational system added gradually with passage of time. There was also a gradual shift in higher education management, not ignoring the fact that it is also happening in elementary and higher secondary education, the privatization of higher education catching up from the early part of the last century. Today there are academic institutions imparting undergraduate, graduate and professional courses under the government management, aided institutions and under private management. Accordingly the infrastructure also varied in these categories however, all of them would come under the common regulatory authority, either the universities under the respective jurisdiction and or the University Grants Commission. This has also influenced and impacted upon the library management and administration.
Over the past few years, academic libraries have changed considerably as bibliographic utilities, online catalogs, automated circulation systems, and other new technologies have been implemented in a majority of library operations and services. These changes have created rising costs for libraries in a time of tight fiscal constraints, particularly in the area of telecommunications, buildings, furniture, and electronic equipment. The increased access to electronic information systems not held locally and to other new technologies such as CD-ROM, laser technologies, interactive multimedia packages, Optical character recognition and imaging systems, satellite communication and teleconferencing, laptop computers, packet telephone switches, and cellular telephones have also been making an impact in a few libraries along with Local Area Networks (LAN) and Wide Area Networks (WAN) for interconnecting local computing resources. The new technologies have required not only different expertise and training requirements for personnel but have required new type of library personnel.

Libraries share their resources to serve their users in a cost-effective manner. The impact of information and communication technology has created lasting changes in the overall organization, administration and in the service delivery in academic libraries. With the available cost-effective and user friendly technologies modern academic libraries automatically adopting ICT based services with positive impacts and gained needed visibility. This has been accelerated with the essentiality of library automation and networking since late 1990s and has been on the accelerated pace since the process of assessment and accreditation of academic institutions was taken up by an autonomous agency of the University Grants Commission the National Assessment and Accreditation Council (NAAC).
1.1 Higher Education System in India

The history of education in India is very rich and interesting. Ancient India education system involved sages and scholars who are imparted education orally, but after the development of letters, it took the form of writing. Palm leaves and barks of trees were used for education, and this in turn helped to spread the written literature. Temples and community centers often took the role of schools. When Buddhism spread in India, education became available to everyone and this led to the establishment of some world famous educational institutions Nalanda, Vikramashila and Takshashila. These educational institutes in fact arose from the monasteries. History has taken special care to give Nalanda University, which flourished from the fifth to 13th century AD, full credit for its excellence. This university had around 10,000 resident students and teachers on its roll at one time. These students included Chinese, Sri Lankan, Korean and other international scholars.

It was in the 11th century that the Muslims established elementary and secondary schools. This led to the forming of few universities too at cities like Delhi, Lucknow and Allahabad. Medieval period saw excellent interaction between Indian and Islamic traditions in all fields of knowledge like theology, religion, philosophy, fine arts, painting, architecture, mathematics. Soon after gaining independence in 1947, making education available to all had become a priority for the government. As discrimination on the basis of caste and gender has been a major impediment in the healthy development of the Indian society, they have been made unlawful by the Indian constitution.

The central Government of India formulated the National Policy on Education (NPE) in 1986 and also re-enforced the Programme of Action (POA) in 1986. In later nineteenth century, the requirements of an increasing population of European and Anglo-
Indian societies and the great demand for liberal education by Indians resulted in the establishment of three universities at Kolkata, Mumbai and Chennai in 1857. Before the close of nineteenth century, two more universities were established at Punjab and Allahabad in 1882 and 1887 respectively but without any libraries attached to them. During 1919 to 1930, eight new universities came into existence at different places in India with the library facilities. They had contacts with British as well as American University Libraries. Thus, their administrative set-up was based on the model of libraries of the Western countries.

Present Indian higher education system is growth oriented, it is also largely dependent on new media, and has successfully adopted the technological developments. The new educational technology becoming a part of every educational system has also become the part and parcel of education. So the institutions like libraries have become the influencing factors to both formal and non-formal type of education by adopting the contemporary changes. It is not that libraries have been developing from within and voluntarily, because constantly attempts are being made by the Government and regulatory authorities to infuse changes and also support them adequately. In this context, the Government of India has been taking stock of higher education and its development including the improvement of infrastructure like libraries and the learning resources centres.

Higher Education system in India is one of the most developed in the entire world. India's higher education system is the third largest in the world, after China and the United States. India has more than 100 million people in the 18-24 yrs age group. Only 10% of these have access to higher education. For an economy that is growing at 9% and more and projected to grow even more rapidly, and with an industrial growth of over 10.4
%, the need for skilled work force and trained graduates is estimated at 750000 annually. To achieve this, the quality and quantity of education institutions needs to be augmented. With this in mind the government of India set up an advisory body –The Knowledge Commission in 2005 with a view to bridge this gap and makes India a knowledge powerhouse.

Higher education is primarily a state responsibility though there is a substantial role for the private sector. Issues of access, equity and social justice have to be considered concomitantly with the need for fostering quality and excellence so as to develop a creative and innovative human resource base. The challenge that the universities and other higher educational institutions have to respond to is how to connect up the fragmented reality that has resulted from the powerful forces of modernity. It is the multivocal and contemplative nature of the university, which puts it in a most advantageous position to meet this challenge. It is desirable that there are different kinds of universities known for their different approaches and areas of strength. It is also necessary to avoid attempts to enforce uniform curricula and standards. It will be necessary to go beyond mere reform of the regulatory systems for higher education and to revisit the important epistemological issues underlying higher education. Creative and flexible mechanisms that ensure the autonomy of the diverse institutional responses should not be curbed. Such an approach is a precondition for producing an environment that nurtures a democratic, tolerant and inquisitive mind, ready not only to engage with but also create new ideas, free of regimentation.

The main governing body at the tertiary level is the Indian University Grants Commission which enforces its standards, advises the government, and helps coordinate between the centre and the state. Renovation of higher education in India requires a focus
on the very epistemology of knowledge, which has, since colonial times, determined the way the universities are designed. The dimensions of the growth in knowledge have begun to challenge the boundaries of disciplines, which so far have kept knowledge fragmented. The aim of education is to help the young find their role in the world at large and find ways to address the problems facing the society. It demands a holistic approach towards the human enterprise of knowledge and would lead us to walk away from the fragmentary attitudes responsible for the creation of stand-alone, specialized centers of higher education and the multiple structures of regulation that are set up to run such institutes. The present education system can be broadly divided into two categories. The most popular one is conventional or formal system of education. The second one is non-formal system of education. The regular schools, colleges and universities fall under conventional/formal system of education. Whereas the open universities and directorates of correspondence courses fall under non formal system of education. The conventional education system caters to the needs of the learners from a specific age group of the primary, secondary and tertiary education system provided they could become full time students and fulfil certain requirements or on-campus preparations. For those in and outside these age groups, unable to fulfil the on-campus requirements and those that need education and training to gain competence in the jobs and those who need to upgrade, update and broaden their skills, the conventional system does not provide opportunities for them the distance education is the only alternative.

The traditional concept of ownership in collection development is gradually being replaced by access to information and knowledge without regard to location and format. Resource sharing among libraries has become the common desire and practice. Increase in the volume of library materials and information, the increasing costs of acquiring and processing them, the need for trained personnel, storage space, and the increasing
demands by users are motivating factors for libraries to share books, journals, preprints, catalogues, list of publications, recent additions, newsletters, policy decisions, current events, news flash, etc.

Resources sharing in academic libraries are even more important because the financial condition in academic libraries in India is far from satisfactory. Indian Universities constitute one of the largest higher education system in the world. Fast changing curricula and frequent introduction of new subjects impose a great demand on the system in general. Indian Universities need to be given the required trust to enter the third millennium with a leading edge. Global competition in education system is forcing the academic institutions to change their curricula frequently and introduce new disciplines, which, in turn, impose greater demand on educational institutions to have good communication and network infrastructure so that researchers, scholars and students can access the most up-to-date information especially in emerging disciplines. It is important for a large country like India to build proper communication and network infrastructure so as to connect all academic institutions with each other as well as with global academic community and enable them to access, disseminate and share scholarly information in electronic format.

Technology is a driving force in the contemporary education system. Proper and reliable communication is a pre-requisite to effective and efficient use of electronic resources available free in the web space or for a fee. Digital communication and networking technologies are key drivers of economic growth and social well-being in the 21st century. Like other physical infrastructure, well-developed National Information Infrastructure (NII) depicts prosperity on a country. Academic institutions are required to upgrade their communication and network infrastructure to tap the maximum benefits
from web-based electronic information resources that are proliferate the web space. Indian education system is one of the largest and oldest education systems in the world consisting of more than 563 universities and 20,677 affiliated colleges (Sources www.ugc.ac.in retrieved on 30-1-2012).

1.1.1 Development of Higher Education in Karnataka

Ancient educational institutions in the form of Agraharas, Brahmapuris, Ghatikasthanas and Mathas existed in the Karnataka State. They were following traditional methods of teaching. Mathas were residential schools where the teacher and the taught lived together. Agraharas, Brahmapuris were settlement of scholars separate arrangements existed to teach the rural people in the villages.

The first ever institution of college education in the entire Karnataka territory was the “second grade college” started by the early Madras government at Mangalore in 1868. The “Government high school” of Bangalore was upgraded into a college in 1870 and was named ”Central College” in 1875. By 1956, the early Mysore State had 14 first grade colleges, 14 intermediate colleges and 14 professional colleges.

The Karnataka state Department of Collegiate Education has established in the year 1960. It has brought degree level education within the reach of the common man. The primary aim of the department has been overall development of students. The department has undertaken the responsibility of providing higher education to the poor, backward, and weaker sections of the society, education being the path to improving intellect and ensuring the progress of mankind. One of the main goals of department is to provide higher education in association with the universities and also to look after the maintenance and administration of government and private aided colleges in Karnataka state.
The Department of Collegiate Education has six regional offices in Bangalore, Mysore, Mangalore, Shimoga, Dharwad and Gulbarga. Each regional offices headed by Joint Directors. At present department has administered 350 government degree colleges and 297 private aided colleges (Sources: www.dce.kar.nic.in Accessed on 30-01-2012).

The main objectives of department of collegiate education are enhancing quality of degree education; planning, supervising & co-coordinating the schemes for improving degree education; development of human resources of teachers & students through various academic programmers; establishing, developing & administering the government degree colleges; supervising the working of private aided colleges and providing salary grants as per state government rules; co-ordination with state universities, UGC & NAAC; providing infrastructural facilities to the state government degree colleges; recruitment and service matters of teaching & non-teaching staffs; modernization of administration through e-governance.

The first University Education in the entire Karnataka was started at Mysore called University of Mysore (1916), this was followed by the Karnataka University, Dharwad (1949), the Bangalore University, Bangalore (1964), the Mangalore University, Mangalore (1980), the Gulbarga University, Gulbarga (1980), the Kuvempu University, Shimoga (1987), the Kannada University Hampi (1992), Rajiv Gandhi University of Health Sciences, Bangalore (1994), Karnataka State Open University, Mysore (1996), Visveshwaraiah Technological University, Belgaum (1999), Karnataka State Women University, Bijapur (2004), Tumkur University, Tumkur (2004), Davangere University, Davangere (2009), Rani Channamma University, Belagavi (2010), Vijayanagara Sri Krishnadevaraya University, Bellary (2010).
At present Karnataka state has 25 state universities, 15 deemed universities, and 2 private universities providing higher education in various disciplines (Sources www.ugc.ac.in, Accessed on 30-01-2012).

1.1.2 Genesis of Higher Education in Hyderabad Karnataka Region

Before independence and even few decades after independence, there was a total void of access to higher education due to lack of facilities and infrastructure. Thus there was a direct as well as indirect deprivation of education. The universal wisdom that education is the corner stone as well as harbinger of socio-economic change and empowerment, slowly but steadily dawned on us. Because of the inherent historical, social and geographic reasons, the aspirants of higher education looked towards Hyderabad or Pune or Mumbai. But the economic constraints and lack of awareness, equity and access continued to deprive the needy. Only one “Government Intermediate College”, upgraded as the “Government first grade college” in 1952 at Gulbarga became the only college of Under Graduate education. Educationists, philanthropists, heads of religious centres came forward to establish the private colleges. The private educational institutions have established by educationists viz., Sharana Basaveshwar Vidhyavardak Sangh, Gulbarga, Hyderabad-Karnataka Education Society, Gulbarga, Veerashaiva Vidhyavardak Sangh, Bellary, Taranath Shikshan Samsthe, Raichur, Nutan Vidyalaya Educational Society, Gulbarga, Khaza Bande Nawaz Educational Society, Gulbarga, Shanti Vardak Education Sangh, Gulbarga, Karnataka Regional Education Sangh, Bidar, People’s Education Society, Gulbarga and so on.

Around 22 colleges were functioning during 1970 and these private colleges started imparting under-graduate education viz., Veerashaiva College, Bellary was established in the year 1945, and this was the first private college imparting under-
graduate education in Hyderabad Karnataka region. Later few private educational institutions have started under-graduate colleges in Hyderabad Karnataka region. They are viz., Sharana Basaveswar Arts College, Gulbarga was established in the year, 1956., L.V.D.College, Raichur was established by Taranath Shikshana Samsthe in 1960, B.V.B.College Bidar was established in 1960, Sri Gavisiddeshwar College, Koppal was established in 1963, B.R.B.College, Raichur was started in the year 1964, M.S.Irani College was established in 1967, and Karnataka College, Bidar was established in 1970.

For post-graduate education, students had to look towards the Karnataka University, Dharwad, as it had its jurisdiction on entire north Karnataka comprising eight big districts. The physical distance, lack of awareness, affordability factor, limited seats and severe competition among the students of eight districts acted as bottleneck in the process of access and equity in higher education.

Thus, educationists and leaders of this area felt the need of a Post-Graduate centre at Gulbarga. The voice of concern and demand became loud and strong day by day. Bowing to the public demand and understanding the real need, Government of Karnataka permitted the Karnataka University to establish a Post Graduate Centre at Gulbarga. Thus, Post Graduate Centre was established in 1970 at Gulbarga, with the departments of Kannada, English and Mathematics. Slowly but steadily, over a decade ten more departments were added. Public demand and political leaderships’ voice became stronger and forceful. Fulflling the aspirations and need of the students, educationists, citizens and leadership, Government of Karnataka has decided to establish an independent University at Gulbarga, by upgrading the current post graduate centre, covering the jurisdiction of four revenue districts, Bidar, Bellary, Gulbarga and Raichur on 10-09-1980. It is named as Gulbarga University, Gulbarga.
University has made significant developments and achieved commendable milestones in all the spheres of higher education-teaching, research, extension, collaboration, linkage and support services.

The main campus of Gulbarga University is located at Gulbarga city, a revenue district and divisional headquarters. The geographic distribution of the University and the revenue division are one and the same, namely, the districts of Gulbarga, Bidar, Raichur, Bellary and Koppal. Gulbarga city is situated in north east part of Karnataka. It is in the midst of Deccan Plateau and hence experiences extreme summer, moderate winter and scanty monsoon.

1.1.3 Genesis of Gulbarga University, Gulbarga

Gulbarga University was established on 10\textsuperscript{th} September, 1980. Earlier it was a Post-Graduate Centre of Karnatak University, Dharwad from 1970 to 1980. The University has been catering to the needs of higher education in Hyderabad Karnataka region. It is a State University established as per the provisions of Karnataka State Universities Act, 1976/2000. It is situated in the north eastern part of Karnataka and has jurisdiction of five revenue districts viz., Gulbarga, Bidar, Raichur, Bellary and Koppal of Hyderabad Karnataka.

University has six faculties viz., Arts, Commerce, Education, Social Sciences, Science and Technology and Law comprising of 35 post-graduate departments on the main campus and post-graduate centers. The main campus is situated on 860 acres of land, 6 kilo meters east of Gulbarga city. It has 4 Post-Graduate centers located at Krishnadevarayanagar, Sandur, Bellary, Raichur and Bidar. The University enrolls about 3500 students every year for various post-graduate, M.Phil. and Ph.D. programmes in various disciplines. There are 270 affiliated colleges admitting over 60,000 students for
under-graduate courses every year to this university which enroll graduate/diploma courses in arts, fine arts, music, social sciences, science & technology, commerce, and education (sources www.gulbargauniversity.kar.nic.in Accessed on 30-01-2012).

The University has also provided the academic support to the all affiliated colleges (Arts, Social Science, Science, Commerce and Management, and Education) to offer both under-graduate and post-graduate programmes. The University system allows programmes like B.A., B.Sc., B.Com., B.B.M., B.C.A., B.F.A., B.T.A., B.S.W., LL.B., B.Ed., B.P.Ed., P.G. Diploma, Diploma and Certificates programmes. The B.A. and B.Sc. programmes are available with many subject combinations. The University also allows M.A., M.Sc., M.F.A., M.T.A., M.Ed. programmes to be offered by some degree colleges.

Gulbarga University Library, a knowledge center for accessibility developed on modern lines as a prominent Learning Resource Center on sprawling campus, ideally situated and easily accessible by all the departments and students housing. The Library has made sincere efforts to assure an environment for intellectual inquiry by providing user focused services to obtain and evaluate scholarly information and knowledge available in main formats and strives to create new knowledge to increase understanding and develop wisdom. To keep pace with time and expectations of users, the library has wonderful collection in print and non print format with 140 computers facility. Main frame servers and CD NAS Server provide excellent access to CD/DVD Databases, Internet, e-learning packages, full text e-resources and indigenous databases under network environment.

1.2 Role of College Libraries

Colleges form the integral part of higher education, and libraries in colleges are the primary source for learning process. With the shift of emphasis from teaching to
learning, libraries must play their role effectively. A landmark in the development of college libraries was the appointment of library committee of the University Grants Commission and publication of its Report in 1965. Some of the important recommendations of the Committee relate to the financial support of college libraries by UGC (India) and State Government include staff strength and qualifications; book selection and collection, measures to promote reading habit proposal for library building, etc. The National Education Commission 1964-66 (popularly known as Kothari Commission) recognized the importance of libraries in colleges and stated that no new college or department should be started without adequate provision for its library.

A college library plays pivotal role in ensuring the success of higher education and research. The college libraries are the real heart of Indian academic system. In order to cater the need of undergraduate, Post graduate and research students as well as faculty members of the college libraries, it is extremely important to satisfy their individual need.

The college libraries all over the world are facing new challenges. The economic crisis and devaluation of currencies have direct and indirectly affected college libraries in the region. At the same time result of rapid technological advances, all college libraries experience escalating expectations and demands from library users. It is impossible for any college library to work on the lines of being self-sufficient. By enhancing the library cooperation & resource sharing through network among college libraries of the region can provide significant opportunities to satisfy the information needs of each user.

1.2.1 Resource Sharing and Networking of College Libraries

The tremendous advancement of information technology offers many alternative and opportunities for networking and resource sharing among the geographically dispersed or remotely located libraries. The advent of Internet has been a boost in
resource sharing. The pressing need for resource sharing has prompted several national-level projects of library networking. Efforts have been already made for networking of the libraries of all the universities and major research libraries of the country through the Information and Library Network (INFLIBNET), program of the University Grant Commission (UGC). The Education and Research Network (ERNET) has been developed to link major academic institutions of the country. In addition to these, a number of other local, regional and national networking schemes in science, technology and other area are being developed.

1.2.2 Role of INFLIBNET in Modernisation of Libraries

Information and Library Network (INFLIBNET centre is an autonomous Inter-University Centre of UGC (University Grants Commission) under the ministry of Human Resource Development, Government of India. It is national institute in the area of library and information science for promoting library automation, resource sharing and cooperative development among the academic libraries and other R & D libraries in India. The centre is directed towards modernisation of libraries and information centres with aims at establishing a mechanism for information transfer and access to scholarship, learning and academic pursuits.

The objective of the centre is to establish a national network of libraries and information centres including universities, institutions of higher learning, research and development, sharing and its utilization at national level. It is basically a cooperative endeavors in resource development, sharing and its utilization at national level. Over the years, the programme has progressed steadily and since May 1996 it is an independent autonomous Inter-University Centre under University Grants Commission (UGC).
INFLIBNET is set out to be a major player in promoting scholarly communication among academicians and researchers in India. INFLIBNET have been financed to university libraries to establish the necessary infrastructure for computerisation of their libraries and link them through network. The INFLIBNET have been trained to library and information professionals through a series of workshops, training programmes and on-site training across the country. Every year the national convention helps to make them aware of the new technologies and latest developments in the area. Since its inception, considerable progress has been made in the area of library automation and networking of Indian universities and institutions of higher learning. The important and significant achievements achieved by INFLIBNET are as under: Automation of university libraries and institutions of higher learning; development and installation of SOUL in various university libraries; manpower development by arranging workshop and training; union databases developed at INFLIBNET; setting up standards in database creation; provision of information services to the university community; development of university home pages; implementation and encouragement of UGC- Info net consortia ; retrospective conversion of five major libraries ; provision of document delivery service for the university community, academics and Researchers.

Though INFLIBNET had some teething problems, it was able to speed up the implementation of its activities during the last few years. Actually the involvement of INFLIBNET has created an IT culture in Indian university libraries. The Center has developed user-friendly software called Software for University Libraries (SOUL) for the comprehensive automation of participating libraries. Now SOUL is used by a number of libraries in Karnataka and reports reveal that it has been well accepted by the academic community. The development of SOUL will go a long way in standardizing library automation in the country. INFLIBNET has been providing regional level training
programs to help librarians from colleges to automate their libraries using SOUL. It has developed bibliographic standards for data capturing.

The INFLIBNET also conducted national conventions. These conventions known as CALIBER provide a platform for librarians and IT professionals to exchange their views and assess trends. The Center also provides various kinds of information services such as CD-ROM-based services, document delivery service, interlibrary loan, access to OCLC first search service, and so on. INFLIBNET has also initiated two major projects—Retrospective conversion of Collections of Five Major Libraries and Document Delivery Service from six major libraries. Creation of a digital library of theses and dissertations submitted to Indian Universities is another recent project (Shodhaganga) of the INFLIBNET. It has also taken up a program of digitizing manuscripts available in Indian universities.

1.3 Need for the Study

There is no field of human activity wherein information is not a component. Whether it is education, research and development, agriculture, business and industry, the information has to be acquired, processed, stored, retrieved and disseminated for communication. Information is for use. It is capable of converting the natural resources into artifacts and consumable products. With the advancement of science and technology, every field of knowledge is generating information second by second reflecting information explosion. The information explosion coupled with multiplicity of documents has created problems to the generators, users, and the organizers of information. The users of information are finding difficulty in identifying and physically locating the relevant information at the time when it is required.
In this context, the libraries - the reservoirs of knowledge and the centers of learning - have greater responsibility in providing the right information to the right user, at the right time in right form so that the information will be put to maximum use and thereby promoting the use library resources. To archive this, the libraries / information centers need to be planned and designed based on the needs and requirements of the users of libraries. understanding the user means the half battle solved in providing the information services to the users. Therefore, the libraries need to know who are the users ? what are their functional responsibilities and areas of interest ? how much time they spend on various activities such as research, reading, writing, information searching ? what are the resources of library most frequently used by them? If they are using, then what methods that they are following for searching of information from different library resources. In this context no study has been conducted so far to investigate resource sharing and networking of college libraries in Hyderabad Karnataka region.

The study will be of practical importance to librarians. There is a great need for a comprehensive study of Hyderabad Karnataka region college libraries.

1.4 Objectives of the Study

The main objectives of this study are:

1. To study the existing collections, infrastructure and services offered in selected college libraries;

2. To understand the existing resource sharing activities and the adopted methods in college libraries affiliated to Gulbarga University ;
3. To explore the feasibility of introducing resource sharing and networking activities and to record willingness of library professionals to participate in such activities;

4. To propose a model for the college libraries networking within Gulbarga University judiciary and to frame guidelines for effective resource sharing activities.

1.5 Hypothesis

The study intends to test the below mentioned hypothesis:

1. The information resources in majority of College Libraries are inadequate;

2. Majority of College Libraries have better IT infrastructure facilities;

3. The financial position of College Libraries in Rural and Un-aided colleges are very poor as compared to Urban and Government and Private Aided colleges;

4. Majority of libraries have fully computerized their house keeping operations;

5. Very few college libraries have access to e-journals;

6. Inter-disciplinary research is the most accepted reason to participate in inter-library cooperation.

1.6 Statement of the Problem

The libraries of 21st century should facilitate the transition of today’s literate society to a knowledge – based society of tomorrow. Libraries have changed from stand-alone entities to networks from collection based to access-based; their services moving
from document-based to information-based; and from physical existents to electronic and virtual libraries. It is here that the concept of resource sharing has come into picture. Libraries share their resources to serve their users in a cost-effective manner. Hence, a research under the topic entitled “Resource Sharing and Networking of College Libraries Affiliated to Gulbarga University, Gulbarga: A Study” has been undertaken to study the problems under the purview of academic libraries.

1.7 Scope of the Study

The scope of this study is limited to degree college libraries (both aided, un-aided and government colleges) affiliated to Gulbarga University in Karnataka state under the Department of Colligate Education. As the situation with regards to electronic collection and use is very meager in all college libraries, and there are hardly very few studies in this respect.

The Study is based on the primary data collected from librarians, and it does not cover the user opinion in view of the vast geographical area as well as the large number of user’s population. In this present study researcher has covered around 158 colleges under Gulbarga University judiciary. Amongst them 41 Government colleges, 32 Private aided colleges and the remaining 85 colleges are Private and un-aided.

1.8 Methodology:

The study adopts a combined methodology of theory and fieldwork in order to examine the trends of developments compatible with the prevailing conditions of academic libraries. In this context a survey of methodology is adopted in this study supplemented by some field work in the manner of personally interviewing the some college librarians.
A structured questionnaire is designed to collect the basic facts required for the gathering the data collection and the possible policies and programmes in the college libraries of Hyderabad Karnataka region. Repeated visits are made to the selected libraries to make on the spot observation. Also, series of discussions were held with the professionals, experts and fellow researchers to get the clear picture of the concept. Therefore this research work has used multi methods to collect analyze and consolidate the data. The Questionnaire is administered to collect the required data.

To test the suitability, reliability and relevance, a pilot study was found necessary. The first draft of the questionnaire was distributed among selected 10 librarians working in Degree College libraries. Based on the feedback received, the questionnaire was then adequately and suitably modified and mailed to the selective samples of 195 librarians working in different colleges affiliated to Gulbarga University. A regular follow-up was done and repeated reminders for non-respondents were sent from time-to time, over postal mail and e-mail. Personal visits were also made to libraries in cities such Gulbarga, Bellary, Bidar, Raichr and Koppal.

Among the total samples of 195 librarians, 158 librarians (81.03%) responded to the survey. Given the relatively high responses rate, it is reasonable to assume that the answers represent the views of all the college librarians under Gulbarga University. The responses received were analyzed by using statistical methods.

1.9 Chapterization:

The study is organized in Six Chapters. The brief account of each chapter is given below:

Chapter 2: Presents Review of Literature: Survey of published literature on research topics and related facets of the study.

Chapter 3: Elucidates in detail the development of Resource Sharing and Networking of Libraries in India.

Chapter 4: Describes Analysis and Interpretation of Data

Chapter 5: Provides the proposed model for library network for resource sharing.

Chapter 6: Highlights Findings, suggestions, Conclusion and points for further study.

1.10 Conclusion:

Libraries these days are involved in a wide range of media, and the librarian is compelled to be aware of the emerging media. In fact the library of the recent past was not like the library of today, and obviously the library of the future will be quite different from what it is today. In the information society, Information has been considered as one of the key factors of production. A library is the main source of information.

Academic libraries are in transition due to changes in socio-economic, cultural and technological fields. Recent trends have profoundly reshaped the library service landscape. As a dynamic institution, academic library must continue to evolve with reference to the changing scenario. For the past three –four decades the development of
Information Technology has been responsible in changing every aspect of library services. Today library professionals must be proactive to new changes by maintaining the flexibility, creativity and making easy access to information to meet the increasing demands of the users at different level.

Information technologies present a great potential for knowledge managers to customize what we access and what we know according to highly individualized needs. Customized access is based on a professional knowledge of the resources as demonstrated in the resources’ surrogates (i.e., the bibliographic records). Knowledge managers will provide this customization in the most appropriate presentation format for individualized information needs. This value-added service is especially expected of the knowledge managers in corporate information systems where it is perhaps the fastest growing and first innovation seen in the profession. In conclusion, change is the only constant for knowledge managers. Change is occurring faster today than ever before in the history of libraries and change is discontinuous and not part of a pattern.
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