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INTRODUCTION

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CHAPTER – I
INTRODUCTION

1.1 INTRODUCTION:

Library is a heart of every college and colleges are the integral part of higher education and higher education is a back bone of the developing country so ultimately the college libraries play an important role in the educational history of the developing country. Mainly libraries in colleges are the primary source for learning process. The college library is a connecting link between teaching and learning as well as place which supplement its resources what is beyond scope of class room. It is the indirect connectivity between the student and faculty members. It serves the user by providing specific information to the user. But how far the college libraries play it’s efficient role by adapting the modernization in the techniques and provides the befits to the all stakeholders in the forms of services is the unanswerable question till the detail survey of the all senior college libraries comes in the picture. My aim of the survey is to focus the reality of the library status related to infrastructure of library, physically equipped materials, reference services available in the library, information sources stored in the library, availability of trained staff, financial budget, digitization of library, internet facility, reading room, book bank facility to the needy student etc.

1.2 HIGHER EDUCATION IN INDIA

Higher education is not a recent phenomenon for India; it has had long historical roots through which a modern system of education has been evolved. The institutions of higher education are recognized as the most important agency of social change involved in the human resource development of the country. The socio-historical journey of higher education has been started with an ancient system of education in the Vedic period. In the ancient period, there were two types of educational system, the Brahminical and the Buddhist systems of education. The Brahminical system of education was regulated by religious values while the Buddhist form of education was secular in nature. However, a marked differentiation occurred in the educational system with the arrival of the British educational system. The indigenous system of education received a severe setback as the British system created
a new class which served the British rulers. Presently, the Indian higher education system is the largest in the world in terms of the number of institutions. India has 17,973 institutions of higher learning (as compared to around 2,500 in China). The number of institutions in India is more than four times the total number of institutions in both the USA and Europe. The Chinese higher education system is the largest in the world in terms of enrolment, catering for nearly 23 million students. The second largest is the USA followed by India. However, the average size of an Indian higher education institution in terms of enrolment is much smaller (500-600) compared to that of Europe and USA (3,000-4,000) and China (8,000-9,000) (Agarwal\(^1\), 2006). The Knowledge Commission recently advocated the need for expansion of Universities and Colleges in India and it is now estimated that, despite having the largest number of higher education institutions, India needs at least 3,000 more universities each with the capacity to enroll not less than 10,000 students to meet the increasing demand for higher learning.

1.21 Higher Education in Ancient India

The nature of higher education in Ancient India was considered as religious. The basic religions were Hinduism, Buddhism and Jainism. Religion-based education in Ancient India had an outstanding role in creating, transforming and transmitting knowledge to the people in society. In Ancient India, there were two broad trends in educational systems - Brahminical education and Buddhist education (Ghosh\(^8\), 2001). The Mediaeval era (9th Early to 18th Century) in the history of India signified a major phase of social and cultural synthesis. In fact, the history of education in Mediaeval India reflects a part of the wider study of the history of society, social history broadly interpreted with politics, economics and religion. The mediaeval state in combination with the various other agencies such as Sufism and Bhakti ideology played a crucial role in the protracted process of integration and coexistence. Despite their diverse religions and cultures, these agencies brought the people together through their common experience in public as well as in private. The traditional systems of education both among the Hindus and the Muslims were mostly religious and literary in character. They were largely based on ancient religious and philosophical literature of Sanskrit, Arabic and Persian. In addition to the Vedas and the Upanishads, the Hindu students specialized in subjects such as Medicine, Surgery, Astronomy, Music, Dancing,
Painting, Magic and the art of warfare, while the Muslims studied, in addition to the Koran, Rhetoric, Logic, Law, Euclid, Ptolemy's Astronomy, other branches of natural Philosophy and works on Metaphysics (Dongerkery\textsuperscript{4}, 1967).

It is generally accepted that the current university system in India is a creation of the British colonialist influence. The East India Company did not make any attempt to impose a western system of education on its Indian subjects for a long time (Basu\textsuperscript{2}, 1991). English Higher Education in India really began with the establishment of a Hindu College in Calcutta in 1817, the first 'Europeanized' institution of higher learning in the country. In fact, the present system of higher education in India has its roots in Mountstuart Elphinstone's “minute” of 1823 in which he pressed for the establishment of schools for teaching English and the European Sciences. Subsequently, Macaulay, in his “minute” of 1835 stated that the objective of the British government ought to be “The promotion of European literature and science amongst the natives of India”. But from 1813 to 1835, there was continual controversy between the orientalists and the western school. The orientalists had the upper hand so no government support was available for English teaching (Power\textsuperscript{13}, 1995) hence, it had to be undertaken by private enterprise. Two conflicting influences were perceptible in the earliest efforts to introduce western learning to India, the influence of a semi-rationalist school concerned to foster secular training and sympathetic with corresponding movements in England and the missionaries for whom English education was mainly important as a vehicle for religious teaching (Report of the Calcutta University Commission\textsuperscript{3}). As a result, in January 1835 when the rival pleas of the two groups were submitted to the Governor-General in Council for decision. Twenty-five years after the establishment of the first three universities, there had been an increase in the number of colleges from 27 to 75 (Power\textsuperscript{13}, 1995). There was a demand for more universities and by 1923, there were 12. There was a steady growth in subsequent years and by 1943 a need was felt for a comprehensive plan of educational development. The Sergent Report of 1944 was the first attempt to formulate a national Policy on Education in India (Basu\textsuperscript{2}, 1991). It pointed out the failure of making university education relevant to community needs and suggested means for improvement. However, by the time India became independent in 1947, it had 18 universities and total student strength of a little less than 0.2 million.
1.3 HIGHER EDUCATION IN THE POST-INDEPENDENCE PERIOD

Higher education is the basis of future innovation and progress. Independent India inherited ownership of its system of higher education from the colonialists, but the need for the reconstruction of education was felt long before independence. However, it was only after independence that the national leadership had an independent opportunity to tackle the problem. Nehru's remarks to the educational conference of 1948 (Ghosh, 2000) very strongly expressed the view that, new education of the post-independence period must be made relevant to the new national goals of independent India. These national goals are found in the Indian Constitution. These national goals are: (a) Democracy, (b) Secularism, (c) Elimination of poverty, (d) To create a socialist society and (e) To create national integration (Naik, 1965).

The nationalist spirit that had brought about the independence of the country became the motivating force behind a great number of changes that were initiated in the country. Nationalist leaders, faced with the socio-economic reality of India, were all firm in the belief that education had a revolutionary task to fulfill. The Radhakrishnan Commission of 1948 envisaged as follows. As Chair of the Commission, Dr. S. Radhakrishnan recommended the reconstruction of university education as essential to meet the demand for scientific, technical and other human power needed for the socio-economic development of the country.

The report was considered by the Central Advisory Board of Education (CABE) in 1950 and most of the recommendations were accepted, although recommendations relating to the inclusion of education in the concurrent list were rejected. The University Grants Commission (UGC) came into being and assumed a most important role in the co-ordination and development of universities in India (Ghosh, 1983). A number of the recommendations of the Radhakrishnan Commission have been implemented including the expansion of women's education at all levels. In 1950-51 there were only 43 women enrolled in university courses but by 1976-77 they represented 25.8% of the total enrolment for higher education. Right from the time of the first five-year plan, major changes prompted reform of the university system. The third five-year plan observed that: “Education is the most important single factor in achieving rapid development and technological progress and in creating a new social order based on values of freedom, social justice and equal opportunities” (The Third Five Year Plan. Planning Commission, Government of India, New Delhi, 1961).
have been various commissions and committees appointed by the Government of India and the University Grants Commission from time to time. The Kothari Commission was one of them.

1.3.1 Kothari Commission (1964-66)

The most important document on Education in India is the report of the Education Commission under the chairmanship of Dr. D. S. Kothari, then Chairman, University Grants Commission, to advise the Government of India “In the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects” (Report of The Education Commission, 1964-66: Education and National Development, Government of India, New Delhi, Part-I and Part-II, 198510). The report made very important recommendations covering all aspects for the future development of national education. The Report emphasized the need for a built-in flexibility in the system of education, and for the necessity of education to be science-based and coherent with Indian culture and values (Power13, 1995). It also visualized education as an instrument for the nation's progress, security and welfare. It advocated far-reaching reforms: The report stressed that there had to be: a radical improvement in the quality and standard of higher education and research expansion of higher education to meet manpower requirements of the nation and the rising social ambitions and expectations of the people, and improvement of university organization and administration.

The Commission recommended special measures for major universities to ensure quality of research development of other universities and affiliated colleges, improvement in teaching and evaluation by re-organization of courses and examinations, opportunities for part-time education and special attention to women's education. As far as the implementation of the Kothari Commission is concerned, the recommendations were discussed in both the Houses of Parliament and there emerged the first national policy in independent India in the form of a resolution in July 1968 (Ghosh6, 2000). Perhaps not surprisingly, the recommendations of the Kothari Commission were progressively diluted at every stage of the discussions, yet the policy that was born out of them remained the basic framework for all governmental action despite an attempt by the Janata Government to revise it in 1979. The new education policy appeared in May 1986.
1.3.2 The National Policy on Education 1986

The policy aims at not only developing human power for serving the economy but also at developing crucial values (Power, 1995). The policy envisages education for equality and an understanding of the diverse socio-cultural systems of the people while motivating the younger generations towards international co-operation and peaceful co-existence (Ghosh, 2000). As regards higher education, the documentation informing the policy expressed great concern regarding the conditions of the colleges and universities so the policy emphasizes consolidation and expansion of facilities. In fact the policy indicates a major thrust in higher education (Mukhopadhyay, 1999) incorporating:

(a) Expansion of higher education
(b) Improvement of the quality of higher education, and
(c) Increased relevance and job orientation in higher education.

It is evident that much thought has been given to identifying the problems faced by higher education in India and to formulating policies and programs for their mitigation. However, India has not been very successful in implementing the reforms. Valiathan (1993) expressed regret that knowing what is needed but not committing to achieving it has cast shadow on India's national progress in education.

1.4 STATEMENT OF THE PROBLEM

The research problem conceived under the title is “Development of College Libraries in the Jurisdiction of Solapur University: An Evaluative Study”. The study covers the survey of availability of Infrastructural facilities, Library Services, Uses of ICT Applications, Financial resources, Human resources in all college libraries coming under the jurisdiction of Solapur University, Solapur. The main aim is to check the status of overall development of the library and library services for the enhancement of productivity and academic excellence.

1.5 IMPORTANCE OF STUDY

Today in the accreditation process, evaluation of libraries is an essential component, where the collection, services and their outreaching capacity are monitored.
In the recent significant developments have been reported in library and information services and the libraries are shouldering newer responsibilities in higher education. Hence the standards for assessing the quality of education in the institution or college indirectly come on the shoulder of college libraries. So library services need to be updated. It is true that libraries largely support learning, teaching and research processes in institutions. It is well known that the classroom plays important role of primary source of learning but we cannot forget the supplementary status of the library. Recently library is ahead the classrooms, so one can foresee a role reversal, and indeed, in the increasingly learner-centric educational effort, one may already be witnessed to the library becoming the primary learning resource in many instances, with conventional classroom teaching playing mainly facilitating role. In case of Open Distance Learning (ODL), almost always, this has been the case. College libraries need to have facilities that promote effective and interactive access and use of information resources for all users. In the area of physical facilities, the libraries need to offer safe, comfortable, well lighted, clean space, with adequate and appropriate seating arrangements to ensure effective use of the library resources including digital resources. Also, college libraries are required to consider the need of study space, while allocating the seating space, with special attention being paid to reserve collections and the hostel environment of the institution. The libraries need to prepare well-framed rules and guidelines with regard to hours of access, circulation policies, and other regulations to offer better services to the users.

1.6 OBJECTIVES OF STUDY

1. To study the present status of college libraries under taken for study.
2. To examine the growth of collections of these libraries in respect with their quantitative increase.
3. To see the adequacy of staff in these libraries and their professional trainings.
4. To study the various services provided by these libraries.
5. To see the adequacy of funds received by these libraries.
6. To assess the development of the libraries by implementing prescribed standards.
1.7 RESEARCH HYPOTHESIS

In the light of the above objectives the following hypothesis have been outline the present Study
1. The college libraries undertaken for present study are not adequately financed.
2. The staff in these libraries needs to undergo the trainings and professional education in order to meet the changing environment with ICT applications.
3. The collections of these libraries need to develop by applying standard criteria.
4. The user services in these libraries need to be redesigned in light of changing requirements of readers.

1.8 RESEARCH METHODOLOGY:

The descriptive method of research has been widely used in the social science research. Considering the nature of present research work the researcher has planned to adopt descriptive method of research to carry out the research work.

In order to collect relevant required data the researcher adopted data collection techniques as under.

(A) Questionnaires
(B) Interviews
(C) Observations.

Whenever necessary, the researcher conducted survey for collecting empirical data.

1.9 SCOPE AND LIMITATIONS OF THE STUDY:

The geographical scope of the present research work is confined to the colleges affiliated to Solapur University, Solapur. The total numbers of colleges taken under for study are 114, which comprise of various faculties such as Arts, Science, Commerce, Management, Computer Science, Engineering etc. are tabulated in table 1. given below.
Table 1.1
Faculty wise affiliated College list in the Jurisdiction of Solapur University

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of faculty</th>
<th>Number of Colleges</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Arts and fine arts</td>
<td>13</td>
<td>11.40</td>
</tr>
<tr>
<td>2.</td>
<td>Commerce</td>
<td>04</td>
<td>3.51</td>
</tr>
<tr>
<td>3.</td>
<td>Science</td>
<td>06</td>
<td>5.26</td>
</tr>
<tr>
<td>4.</td>
<td>Arts and commerce</td>
<td>12</td>
<td>10.50</td>
</tr>
<tr>
<td>5.</td>
<td>Arts and Science</td>
<td>06</td>
<td>5.26</td>
</tr>
<tr>
<td>6.</td>
<td>Arts, Commerce and Science</td>
<td>06</td>
<td>5.26</td>
</tr>
<tr>
<td>7.</td>
<td>Law</td>
<td>03</td>
<td>2.63</td>
</tr>
<tr>
<td>8.</td>
<td>Education</td>
<td>28</td>
<td>24.60</td>
</tr>
<tr>
<td>9.</td>
<td>Engineering &amp; Architectures</td>
<td>11</td>
<td>9.65</td>
</tr>
<tr>
<td>10.</td>
<td>Pharmacy</td>
<td>04</td>
<td>3.51</td>
</tr>
<tr>
<td>11.</td>
<td>Computer and Business Management</td>
<td>20</td>
<td>17.50</td>
</tr>
<tr>
<td>12.</td>
<td>Master of Social Welfare</td>
<td>01</td>
<td>0.88</td>
</tr>
<tr>
<td></td>
<td><strong>Total Colleges</strong></td>
<td><strong>114</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
1.10 OUTLINE OF THE THESIS:

The present study entitled “Development of College Libraries in the Jurisdiction of Solapur University: An Evaluative Study” divided in to six chapters.

Chapter I: Introduction
Chapter II: Review of Literature
Chapter III: Development of College Libraries
Chapter IV: Analysis, Interpretation & Presentation of Data
Chapter V: Findings and Recommendations
Chapter VI: Conclusion

The first chapter describes the overall introduction to the problem. Also gives the brief account of the need for the study, objectives of the study, scope and limitations and methodology. This topic also covers the nature and structure of higher education system in ancient INDIA.

The second chapter covers the review literature of various committees appointed by the UGC and other similar Apex bodies for the survey of developments of academic libraries in India for their infrastructural facilities, library services, document collection, library administration, training courses for library staff and finance.

The third chapter covers the quantitative growth and academic developments of Universities and Colleges in the India after the 1950. It also covers the quantitative growth of Colleges in the Solapur University, Solapur and role of libraries in the Colleges.

The fourth chapter presents the analysis, interpretation of data and present status report about the development of seventy seven libraries of senior colleges affiliated Solapur University.

The fifth chapter provides findings and recommendations of the study and suggests ways and means to implement the findings. The questionnaire used in the survey has been appended at the end.

The sixth chapter displays the overall conclusions about the developments of libraries after the survey of all seventy seven Senior College libraries.
REFERENCES


