CHAPTER-2

UNIVERSITY LIBRARIES:
AN
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2.1 Introduction:

Library is more important than any other thing in the society, because people learn through it, know through it and move the wheel of knowledge through it. Libraries are just like house towers, which give guidance to whole of the society and thus the role of libraries in development of the education is very vital. Now the library has become an indispensable part of our social life for the development of educational, social and cultural activities. A modern library is a social institution.

In the world of Dr. S.R. Rangnathan "Libraries are not more store houses, but they are rich springs through which knowledge flows out to irrigate the wide field of education and culture."\(^1\)

In another words, a library is a collection of documents for use, an organization that promotes the use of sources of information, an information center that provides and disseminates an information. It is named after the service it provides and the clientele it services. Accordingly, there are public libraries, academic libraries, or special libraries. Academic Libraries are further classified as school libraries college libraries or university libraries as per their attachment with a school, college, or university respectively.

The glossary of American Library Association on libraries, establishment, supported and administered by a university to meet the information needs of its
students and faculty, and support its instructional, research and service programs. It is said elsewhere that there is only one institution or agency which remains and services as the last bastion of intellectual freedom, peace, happiness and survival of man and that is library, particularly the university library.

Dr. S.D. Sharma, then Vice-President of India, while delivering his speech at the 8th World Book Fair, on Feb. 5, 1998 in New Delhi stated quite rightly that a library is more important than a university because a library can function without a university, where as a university can not without a library.

Objectives of Higher Education:

There is same Higher Education how ever the National education conference held at Sevagram on the 15th Oct. 1962. Laid down the following objectives.

1. Self-reliance, Self-confidence, and dignity of labour through the use of work as an integral part of educational program;

2. A spirit of nationalism and social responsibility through involvement of students and teachers in a meaningful program of community service; and

3. Inculcation of ethical and moral values and proper understanding of the essential unity of all religions.

To make him a better person to enable he to contribute his best in shaftering the Word. Dr. Radhakrishan Commission\(^2\) in 1948 is point that Radhakrishan Commission says that “Democracy depends for its very life on a high standard of
general, vocational and professional education. Dissemination of learning, incessant search for new knowledge, unceasing effort to plumb the meaning of life, provision for professional education to satisfy the occupational needs of our society are the vital tasks of higher education.

"We cannot preserve real freedom unless we preserve the value of democracy, justice and liberty, equality and fraternity. Universities must stand by these ideal causes which can never be lost as long as men seek wisdom and righteousness."3 In addition of Radhakrishan Commission government of India appointed another higher education commission under the chairmanship of Prof. D.S. Kathari who states the function of higher education and learning as under.

1. To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries.

2. To provide the right kind of leadership in all walks of life, to identify gifted and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind, cultivating right interests, attitude, moral and intellectual.

3. To provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals imbued with a sense of social purpose.

4. To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education.
5. To foster among the teachers and students and through them in society in general, the attitude and values needed for developing the good life in individual and society.

2.2 University Education in India:

2.2.1 British Period

During the British period, a considerable number of English and oriental colleges both Government and private were established. These institutions were quite different from the colleges of today. Government of Bengal in 1845 proposed the establishment of Central University at Calcutta on the pattern of London University. This proposal was not accepted.

Later on in 1854, on the recommendation of the "Wood's Dispatch" the Government of India decided to introduce higher education for the native Indians. This was the beginning of higher education era in India. By 1857 there were only 3 universities in India. Upto 1857 these are Calcutta, Madras and Bombay.

During the years 1855 to 1902, there was a great progress in respect of College education in India. In this period about 191 colleges were established. During the period of Lord Curzon who was the Viceroy of British India, the Indian University Commission was appointed, which augmented the growth of University Education in India. The Indian University Commission was directed to enquire into the conditions and prospects of the Universities established in British India.
The recommendations of the Act were embodied in the Indian University Act of 1904. Curzon's reforms for expansion of university education continued for ten years. During this period the number of colleges increased and enrolment of students in the existing Universities also increased. The demand for higher education was continuously increasing and that's why Lord Harding's Governments surveyed the position and passed the resolution in 1913. Through resolution the Government disclosed its intention to establish Universities in India and expressed its desire to improve teaching facilities in the existing Universities. It advanced higher study and created an atmosphere conduce to social moral as well as intellectual progress.

2.2.2 University Education After Independence:

The modern trend of education is to develop the thinking of individual who should prove to a self relevant person in every walk of life, yet the impact of higher education is very vital on the national life of country. After independence wonderful progress in higher education through universities has taken place. The University Education System finds its guiding principles for high standard of general, vocational and professional education. However, after independence the function of University education shows definite towards its local problem and needs.

The Government of India appointed the University Education Commission (1948-49) under the Chairmanship of Dr. S. Radhakrishan, an eminent educationist “To study the existing educational facilities available in India
universities and to suggest improvements to suit further requirement of country.

The Commission gave my recommendation for promoting higher education.

According to the Commission, the objective and aims of higher education are as under:-

1. "Great changes have taken place in the political and economic conditions of India Society. The academic problems have assumed new shapes. We have now wider conception of duties and responsibilities in universities. They have to provide leadership in politics, administration, profession, industry and commerce.

2. "Universities should be organ of civilization. They should train the intellectual pioneers of civilization.

3. "If we want to certain the dynamics of cultural life, we must give up worshipping the past. We should see that nothing is done while anything mains to do. Hence the aim of University Education should be to promote intellectual adventures."

4. "Universities should produce such persons who make an incessant research for new knowledge and unceasing effort to plum the meaning of life."

5. "The content of education must accept the best of what modern advancement has to offer, without neglecting our cultural heritage from the past.

6. "One of the functions of Universities is to bring about the spiritual development of students."
7. “Universities preserve the culture and civilization of a country. If we want to civilize, we should have sympathies with the poor, respect women, love peace and independence, hate tyranny and injustice. The aim of University education should be to infuse these ideals into the youth.”

8. “Aim of education is to discover the innate qualities of a person and to develop them through training. Universities should discharge both these towards their students”

9. “Healthy mind is found in a healthy body. Hence in the Universities attention should be paid not only to the mental but also to the physical development of students.

10. “Literature deepens and enlarges the human feelings. Hence University should give an important place to mother tongue in general education.

11. “We are engaged in a quest for democracy through the realization of justice, liberty, equality and fraternity. Hence it is necessary that our Universities should be emblems and protectors of these ideals.”

Kothari Commission was appointed by the Government of India in (1964-66) under the Chairmanship of Dr. D.S. Kothari⁶ to evaluate the entire condition of education and so also the libraries. The recommendations made by the Commission are as under:-

12. “To seek and cultivate new knowledge, to energy vigorously and fearlessly in the pursuit of truth to interpret the old knowledge and beliefs in the light of new needs and discoveries.”
13. “To provide the right kind of leadership in all walks of life to identify gifted youth and help them to develop their potential to the full by cultivating physical fitness, developing the power of mind and cultivating right interests, attitudes and moral intellectual values.

14. “To provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals imbued with a sense of social purpose.

15. “To strive to promote quality and social justice and to reduce social and cultural differences through diffusion of education and;

16. “To foster in the teachers and students and through them in society generally, the attitudes and values needed for developing the “good life” in individual and society.”

17. “In addition to these broad aims which they share in common with all the universities, Indian Universities will have to shoulder some special responsibilities in the present state of our social and educational development for instance,

   (i) They must learn to serve as the conscience of the nation and from this point of view they should encourage individually variety and dissent within a climate of tolerance.

   (ii) They should assist the schools in their attempts of qualitative self improvement.
(iii) They should shake off the heavy load of this early tradition which gives a prominent place to examination and strive to improve standards all round by a symbolic development of teaching and research, and 

(iv) They should create at least a few centers which would be comparable to those this type in any other part of world and thus help back the center of gravity or Indian Academic life within the country itself.

2.3 University Libraries:

The University library plays a vital part in the sphere of higher of higher education. The University libraries have been termed as the heart of university. It has also been compared to the innermost sanctum of the temple. The University is designated as the temple of Pearling. The University library is a part of super structure of the university. It is to help the university to achieve its goals. Hence the goals of university can be taken as criteria of appraisal and reappraisal of the organization effectiveness and efficiency of university library.

2.3.1 Role of University Library:

A university library’s role is much more important in higher education. It would not be an exaggeration to say that a library is an essential prerequisite for successful implementation of aims and objectives of higher education. The prime necessity for a University is a good library with a balanced and adequate collection, which can satisfy the need of University faculties and help to promote
advanced study and research programmes. A University is rated largely by its library. No University can develop effective work in the academic sense, without a strong library as its center. Radhakrishnan Commission observed7 "The library is the heart of all the university work. It is from this angle, which all teaching and research activities should radiate."

In the words of S.R. Dongerkery, A well stocked and up-to-date library is a sin quo non for every university." It is the central workshop of the university which provides the students, the teachers, the scholars and the research workers with the tool required for the advancement as well as acquisition of knowledge. What the laboratory is to the research worker in branches of experimental sciences, the library is the work to worker in the fields of social sciences.

2.3.2 Function of University Library:

The basic function of University libraries is to aid the parent institution in carrying out the objectives. University libraries should be designed to support the role which has been assumed by or assigned to the university. The library contributes to the realization of the objectives and supports the total programme by acquiring and making available the book, material and services which are needed. In carrying out its responsibilities effectively, the University library performs certain activities. It acquires book and other reading materials; it prepares these materials for the use of students, faculty and others who acquire them, it circulate materials to clientele, borrows and lends materials on inter-library loans it gives reference service, it provides bibliographical and documentation services, it gives instruction for the use of library and encourages
students to develop life habits of good reading, it provides adequate and comfortable physical facilities for study including carrels, and it interprets library services to the administration faculty and students.

Wilson and Tauber describe the function of University library as “University library directs its activities towards the fulfillment of the university which are as follows-conversation of knowledge and ideas, teaching research publication, extension of services and interpretation of research.” The library exists not merely to help the instructional function at the university, it does also a good deal in aid and research, which is another major function of the university. The university library serves as a vital link in the chain between research and practice. It remains the center of all academic activities of the university.

M.B. Line is of the opinion, “The function of the university library is to bring together information or knowledge on one hand, and human being on the other,” The library is the heart of education. Every education advance depends upon its resources and is the large measure, the degree and advance is proportionate to the potential of the library to respond. Quality education is impossible without a good library. A well equipped and well managed library is the foundation of modern education structure. Education in the absence of library service is like a body without soul. The fundamental role of the library is educational. The university library should be operated as dynamic instrument of education. The teaching and research function of university library is contrasted with library house-keeping function in the maximum attainment of educational objectives of the university.
Kothari Education Commission in its report clearly defines the functions of the university libraries in order to realize the objectives of university education as under:

1. To provide resources necessary for research in fields of special interest to university.
2. Aid to the university in keeping abreast of development in its field.
3. Provides library facilities and services secondary success of all formal program of instructions.
4. Opens doors to the wide field of books that lie beyond the borders of one's own field of specialization, and
5. To bring books, students and scholars together under conditions which encourage reading for pleasure, self discovery, personal growth and sharpening of intellectual curiosity.

The commission emphasized the need and importance of University libraries and suggested that each University should develop a well equipped library in accordance with the needs of its, users. Some of the recommendations made by the commission are worth mentioning.

1. New University, colleges or department should not be set up without taking into account its library in terms of staff, books, journals and space. Nothing could be more damaging to a growing department than to neglect its library or give it a low priority. On the contrary, the library should be an important center of attraction of the college or University.
2. A collection of books, even a collection of good book does not constitute a library. Enthusiastic teachers, who teach with books and libraries who can corporative with them in converting the library into an intellectual workshop, even a comparatively small collection of sensitively chosen books may work wonders in the life of students. Without such a staff, the most luxurious building or expensive books collection may have no effect at all.

2.4 Development of University Libraries in India:

The library is the best university agency for collecting and organizing for effective use of, for providing the services and physical facilities to encourage it.

2.4.1 Ancient India:

India was been the credit of one of the earliest civilization in the world. There is, in fact, "no country where love of learning has so early an origin or has exercised so lasting an influence."8 The important institutions were, therefore, recognized in India even in the remote past.

In the Vedic age instructions were imparted "Orally, without the medium of books,"9 and this is perhaps the reason that no libraries have so far been discovered in the archaeological excavations at Taxila though it was a famous seat of learning from 700 B.C. to 300 A.D.10 With the advent of Buddhism, teaching came to be practiced through written words and this in turn gave rise to libraries Fahien11 noticed such libraries at Jetavana monastery at Sravasti (U.P.)
The Nalanda University \(^\text{12}\) in Bihar (300-850 A.D.) had a huge library complex known as Dharmagaj.\(^\text{13}\) Jahaddal, Kanhery, Mithela, Odanarpuri, Somapuri, Uttain, Vallabh and Vikramshila were the other seats of learning which had good collections of manuscripts in the libraries attached to them.\(^\text{14}\) All these libraries were destroyed at one time or the other by fire or Muslim iconoclasts, often in ignorance.

2.4.2 Medieval Period:

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 Bihar, having a collection of 3,000 books on different subjects.\(^\text{15}\) Aurangzeb got this Library transferred to Delhi to merge it with his palace library.\(^\text{16}\)

2.4.3 Modern Times

2.4.3.1 Early Nineteenth Century:

College libraries are the fore-runners of modern university library. Warren Hastings, Governor-General (1774-85) founded a Madarsa at Calcutta in 1781. Jonathan Duncan in 1792 stressed the need to collect books of the ancient valuable general learning and tradition.\(^\text{17}\) Lord Minto, Governor-General (1807-13), in his minutes of the 6 March 1811 wrote “Library be attached to each of the Colleges under the charge of a learned native with a small establishment
of servants for the care of manuscripts."18 Perhaps this is the first statement or record concerning libraries in academic set-up in India.

Lord Auckland, Governor-General of India (1836-40), further outlined the library policy in his minutes of the 24 Nov. 1839, "In order to make the greatest use of the advantages of the colleges, I would attentively watch the degree to which the students profit by their access to the considerable libraries which are now attached to many of our institutions. Important deficiencies in these libraries should be promptly supplied."19

While assessing the position of college libraries in India, the Hunter Commission observed: "As regards the extent to which libraries are used, the information obtained seems to show that among the students of some colleges a perceptible taste for general reading has sprung up. Yet, Bombay, Bangal and the North-Western Provinces reports agree in saying that the general reading of students is confined to a very narrow range, being almost entirely limited to the books which have some bearing on the subject of examinations, though an exception to a limited extent is made in Bombay in the case of the Elphinstone college."20 Seven years after the Hunter Commission Report in 1889, the Library of the Forman Christian College at Lahore was established. Within five years this library had a collection of 13,000 books, with a Librarian (H.M. Grawold) to administer it and this Library "because an integral part of students' education........ The reading-room was opened twenty-four hours and students were encouraged to go in all hours.............It helped promote the habit of self-study and stimulated general reading outside the prescribed text-books."21
2.4.3.2 Later Nineteenth Century:

The court of Directors of the East India Company\textsuperscript{22} had not approved the earlier proposal to start universities at Madras and Calcutta in 1834 and 1845 respectively. But later on they had to revise their views because of: (1) the rapid spread of liberal education among Indians; and (2) the requirements of an increased European and Anglo Indian population. Accordingly, a Dispatch (No. 49 of 19 July, 1854) was addressed to the Governor-General in Council by Sir Charles Wood. An immediate outcome of this Dispatch was the establishment of three affiliating universities at Calcutta, Bombay and Madras in 1857 on the model of the London University which itself was an examining body then. According to their preamble, these three universities were established for the purpose of ascertaining, by means of examinations, the persons who had acquired proficiency in different branches of literature, science and arts, and of rewarding them by academic degree as evidence of their respective attainments and marks of honour\textsuperscript{23}. Since these universities had no role to play in respect of teaching and research, the need for attaching a library to them immediately after their establishment was no felt. To our present concept of the library as heart of a university, it may be seen rather strange that the university library system did not appear simultaneously with the establishment of universities in India.
2.4.3.3 University Libraries During 1919-1947:

During the period 1919-1939, eight new universities were established and with these university libraries. There were international contacts between Indian and British university libraries, and gradually with American university libraries as well. The administrative set-up of Indian University libraries was after the model of the western libraries.\(^{24}\)

The years between 1939 and 1947, shadowed by World War-II were bleak so far as university library development was concerned. Only two universities, Utkal in 1943 and Sagar in 1946 could be established during this eight-year period.\(^{25}\)

2.4.3.4 University Libraries-then and now:

One may not agree in total with what Srivastava and Verma have stated about the present-day University libraries of India, yet their analysis is worth quoting:\(^{26}\)

"And during this period (i.e. 1883-1973), university libraries of the country have witnessed a swell of change because of (i) the emergence of Dr. S.R. Rangnathan on the library horizon; (ii) the recommendations of Radhakrishnan Commission (1948-49); (iii) the establishment of the University Grants Commission in 1956; and (iv) the recommendations of the Kothari Commission(1964-1966). Besides these, the Seminar of University Libraries and Carl White’s Survey of Delhi University Library have given a refurbished thought, orientation and dimension to university librarianship in the country.....

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Consequently, a significant change in the outlook of the university administrators, the faculty members and the students has also come about and now they no longer recognize the librarian as the custodian of the library, as the storehouse of books and documents......but, unfortunately, this change.....has not helped the University librarians come out of the rut of stagnation which has been caused and nurtured by the shortage of trained and qualified library manpower, the preoccupation of the professional library staff with the technicalities of librarianship, the perverted concept of library services., the inertia that is rampant among the trained librarians, the apathy of the university administrators towards development of proper library services, the self-satisfied faculty and the student community, the lack of dynamic leadership and factional rivalries among the librarians ..............our university librarians have failed to achieve any tangible results.”

The above statement may not be applicable to all the libraries of India, but it certainly hold well in the case of a majority of them:

2. 5.1. University Libraries in Uttar Pradesh

The universities, established by Acts of Parliament are referred to as Central University and number is 18 including one open university. The state universities are established by Acts of State Legislatures. Some States have a common Universities Act for all the universities. Each University is governed by the statutory bodies such as the Academic Council, the Senate/Court, and the Executive Council/Management Council/Syndicate. Nominees of Central
Government (in the case of Central universities) and nominees of State Government (in the case of state universities) are represented on the governing bodies of these institutions. Governors of the States are generally Chancellors of the state Universities whereas nominees of the President in his capacity as the Visitor act as Chancellors of the Central universities. The Vice-Chancellor, in case of both the Central and State Universities, is the academic and executive head of the university. The institutions of National Importance are also governed by similarly constituted governing bodies, sometimes called the Board of Governors.

2.5.2. Educational Features of the Universities in Uttar Pradesh State.

Universities were perhaps the first public authorities to be set up in India by law as operations with an identity district from Government.

At present there are in the State the following 34 Universities with jurisdiction over the areas and operating under uniform Act, namely the Uttar Pradesh Universities Act 1973, these universities are mentioned as under:

1. Aligarh Muslim University, Aligarh-202 002 Uttar Pradesh
2. University of Allahabad, Senate Hall Allahbad-211002 Uttar Pradesh
3. Allahabad Agricultural Institute, Allahabad -211 007 Uttar Preadesh
4. Babasaheb Bhimrao Amebedkar University, Vidya Vihar Rae Bareli Road Lucknow-226 025 Uttar Pradesh.
5. Banaras Hindu University, Varanasi -221 005 Uttar Pradesh
6. Bhatkhande Music Institute, 1-Kaiserbagh Lucknow Uttar Pradesh
7. Bundelkhand University, Kanpur Road, Jhansi 284 128 Uttar Pradesh
9. Ch. Charan Singh University, Meerut -250 005 Uttar Pradesh
11. Chhatrapati Shah Ji Maharaj University, Kalyanpur, Kanpur-208 024 Uttar Pradesh.
12. Dayalbagh Educational Institute, Dayalbagh Agra- 282 005 Uttar Pradesh.
14. Dr. Bheem Rao Ambedkar University, Agra-282 004 Uttar Pradesh
15. Dr. Ram Manohar Lohia Avadh University, Faizabad-224 001 Uttar Pradesh.
17. Indian Institute of Technology Kanpur, Kanpur-208016 Uttar Pradesh.
18. Indian Veterinary Research Institute, Izatnager Bareilly-243 122 Uttar Pradesh.
19. Integral University, Kursi Road, Lucknow, 226 026 Uttar Pradesh
20. Jagadguru Rambhadracharya Handicapped University, Chitrakoot Dham-210 204 Uttar Pradesh.

22. King George's Medical University, Chowk, Lucknow-226 003 Uttar Pradesh.


26. Motilal Nehru National Institute of Technology, Allahabad Uttar Pradesh

27. Narendra Deva University of Agriculture & Technology, Narendra Nagar, (Kumargani) Faizabad- 224 229 Uttar Pradesh.


29. Sanjay Gandhi Postgraduate Institute of Medical Sciences, PB No. 375, Raebareli Road Lucknow 226014 Uttar Pradesh.

30. Sardar Vallabh Bhai Patel University of Agriculture & Technology, Meerut-250 110 Uttar Pradesh

31. U.P. King George's University of Dental Science, Lucknow-226 003 Uttar Pradesh.

32. U.P. Rajshri Tandon Open University, 17, Maharshi Dayanand Marg (Thomihill Road), Allahabad- 221 001 Uttar Pradesh

33. Uttar Pradesh Technical University, Sitapur Road Lucknow Uttar Pradesh.

34. V B S Purvanchal University, Jaunpur-222 002 Uttar Pradesh.
(1) The territorial limit, within which the powers conferred upon the University by the Act. Small be exercised, shall comprise the whole of the University areas as specified against the name of such University in the Schedule:
Provided that, the benefit of distance-education courses, correspondence course, top University courses or external degree courses of any University may with the prior permission of the State Government extend and the entire area of the outside of the university area.

(2) Subject to the provisions of sub-section (3) of Section 3, education institution situated within the University area shall, except with the consent of the University and the sanction of the State Government be associated in any way with, or seek admission to any privilege of any other University established by law:
Provided that, if an education institution seeks to be associated with, or be admitted the privileges of a University jurisdiction of which is not restricted to any State of area, such association or admission may be permitted by the State Government.
Provided further that if a University, the jurisdiction of which is not restricted to any State or area, wishes to establish a center of other unit of research in the University area, it may do so with the sanction of the State Government.
2.5.3. The main objects of the University are as under:

The objects of the University shall be to disseminate, create and preserve knowledge and understanding by teaching research, extension and service and by effective demonstration and influence of its corporate life society in general, and in particulars the objectives shall be:-

1. To carry out its responsibility of creation, preservation and dissemination of knowledge.

2. To promote discipline another the spirit of intellectual inquiry and to demarcate it as a fearless academic community to the instant pursuit of excellence:

3. To encourage an individual and diversity within a climate of tolerance and natural understanding.

4. To promote freedom, secularism, equality and social justice and shrinking the Constitution of India and to catalostic socio-economic transformation sporming basic attitudes and values of essential to natural development.

5. To extend these benefits of knowledge and skill for development of individuals and society by associating the university closely with local and regional problems of development.

6. To carry out social responsibility as an informed and objectives to identify and cultivate talent, to train the leadership in all walks of life and to help younger generation to develop right, interests and values.

7. To promote equitable distribution of facilities of higher.
8. To provide for efficient and responsive admission, scientific management and develop organization of teaching and research.

9. To promote acquisition of knowledge in a rapidly developing and changing society and to continually offer opportunities of upgrading knowledge, training and skills in the context of innovations, research and discovery in all fields of human endeavor by developing high reductional network with use of modern communication media and technologies appropriate for a learning society;

10. To promote national integration and preserve cultural heritage.

11. To develop work culture and promote dignity of labour through applied components in the syllabi,

12. To build up financial self-sufficiency by undertaking academic programs and resource generative services in a cost-effective manner.

13. To promote better interaction and co-ordination among different Universities and colleges by all such means; generally to improve; the governance of the University and facility it provides for higher education.

14. To generate and promote the sense of self-respect and dignity amongst the weaker sections of the society;

15. To strive to promote competitive the excellence as the sole guide criterion in all academic and other matters relating to students.
2.6. University Libraries in Uttar Pradesh

2.6.1. Bundelkhand University

The Bundelkhand University was founded on Aug. 26, 1975 under Uttar Pradesh University (Re-enactment and Amendment) Act 1974 no. 10-1986 section-4, sub section 1-A vide U.P. Government notification No.10 15-60-33/74.

The University has a well stocked and up to date library in a separate building. It has a rich collection of rare books, manuscripts reference books in different disciplines. The library subscribes good no. of journals. To ensure availability and dissemination of recent knowledge, latest research reports, state of the art reports etc. are purchased for the library. The library is plan to be fully computerized. In 1999-2000 books 1,30,230 journal subscription 82, books issued 90,000 library budget is more than Rs. 2.5 lakh.

2.6.2. University of Lucknow

The idea of establishing a university at Lucknow was first moved by the Hon’ble Raja Sir Mohd. Ali Mohammad Khan of Mahamudabad. Sir Harcourt Butler who was appointed Lieutenant Governor of U.P. renewed the proposal. A committee of educationists and persons interested in university education, appointed for the purpose, met in conference at Lucknow in 1919. It was resolved that a unitary, teaching and residential university of the kind recommended by the Calcutta University Commission, be set up at Lucknow. A
bill was introduced in the Legislative Council in August, 1920 for the establishment of the university and passed in October, the same year. In July 1921 the university undertook teaching. The King George's Medical College, the Canning College and the Isabella Thoburn college, formed nucleus for establishment of the university.

The earlier act has been repeated by the U.P. State Universities Act 1973, and re-enacted with certain modifications by the U.P. Universities Act 1974 (UP Act No. 29)

The maintenance of a good library is a sine qua non for any progressive university, therefore, the then Canning College Library was converted into the University Central Library and thus the Tagore Library, the Central Library of the University of Lucknow, came into existence with the establishment of the Lucknow university, late in the year 1920.

Initially Tagore Library was located in the old Bennet Hall and rooms between the verandah on the South Western side of main Canning College building, (now faculty of Arts, main building). In 1924, the library building was expended with the inclusion of a separate reading room.

The plan of the new building for the library was prepared by Mr. Giffin, a noted architect and was explained in detail to the members of Library Committee on December 10, 1935. The model for the two storied building was placed in the old library for the students and staff to make any suggestion for improvement or innovation in the plan. However, there was inordinate delay in approving the plan,
which had sailed in rough weather of some times. The main Architect Mr. Giffin died in the meantime.

Foundation stone of the new building (present building) was laid by the then Chancellor in March 1937, but the start of construction work took quite after sometime. After the death of main architect Mr. Giffin, one Mr. Narwekar was assigned the responsibility for the architectural portion and supervision of the work on payment of a sum of Rs. 2000/-. A sum of Rs. 1,50,000/- had been set apart for its construction by the University. It took a couple of year in completion of the building.

The Chancellor-Governor Sir M. Hallet, opened the library building (the present library building) on April 2nd 1941. While inaugurating the new building, Sir M. Hallet referred to the great importance of a library in a modern university life as well as in national life.

Later on, the present library building was extended and the extended portion was inaugurated during the Golden Jubilee Function of the University on 9th March 1972, by the then President of India Sri V.V. Giri.

Tagore Library (Central Research Library) is one of the biggest library of Northern India which is fully computerized, having apart of INSDOC (CSIR) Network named as SIRNET NETWORK. (1992-93) Books 5,00,000 periodicals 500; books added 8,000 manuscripts 2,000 books issued 5,00,000 readers attendance about 2,500 per day budget Rs. 12 lakhs. Electrostate facilities available.
2.6.3. MAHATMA GANDHI KASHI VIDYAPEETH

Kashi Vidyapeeth (now known as Mahatma Gandhi Kashi Vidyapeeth) was founded on February 10, 1921 and its foundation stone was laid by Mahatma Gandhi. The Vidyapeeth was put on the map of the Institutions of higher education through the munificence of late Shri Shiva Prasad Gupta. In 1960-61, the constitution of the Vidyapeeth was amended to enable it to accept financial assistance from the Government and Kashi Vidyapeeth functioned as a deemed University under UGC – Act from July 1963 to Jan. 14, 1974. Kashi Vidyapeeth has been declared a Chartered University (Under U.P. Universities Act, 1973) with effect from January 15, 1974. The Vidyapeeth a residential University, imparts higher education at the level of graduation, post graduation and research degrees. The name of Kashi Vidyapeeth has been changed to Mahatma Gandhi Kashi Vidyapeeth w.e.f. 11th July, 1995. Students Enrolment (2003 – 04) 6653 (Men 4849; Women 1804).

Shri Bhagwan Das Central Library: Books 2, 18036, 1300 manuscript periodicals on subscription 675; books issued 45,265, budget Rs. 5 lakhs UGC grant sanctioned during the 5 year plan Rs. 23 lakhs.

2.6.4. SAMPURNANAND SANSKRIT VISHVAVIDYALAYA

The Varanasi Sanskrit Vishvavidyalaya (now known as ‘Sampurnanand Sanskrit Vishvavidyalaya’) was established in 1958 by an Act of the Uttar
Pradesh Legislature (Act. No. XXVIII of 1956) by converting the erstwhile Government Sanskrit College, Banaras into a fullfledged university. The university is affiliating teaching and is partly residential in character.

The Vishvidyalaya was renamed as Sampurnanand Sanskrit Vishvavidyalaya with effect from December 14, 1974 by the UP State Universities Act, 1973.

The Library was inaugurated by the Lt. Governor General of UP Sir James Meston Scordi. At present this library has three building printed section, manuscript section and extension building. MSS 1,09,254; Books 1,77,320, Readers attendance 87,436, Budget Rs. 3.75 lakhs. The space available for reading can accommodate 152 students. Facilities for Microfilming are available.

There is a great tradition of research publication in Research Institute. More than 200 research publications in Sanskrit, Pali and Prakrit have critically been edited and brought out through out different series as world known Saraswati Bhavana Series. moreover, Mahapurana Vishayanukramakosha, descriptive catalogue of the Sans Manuscripts deposited in Saraswati Bhawana Library. Quarterly Research Journal Saraswati Sushama and Krig – ganita Panchangam are also being published every year.

2.6.5. CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY
Kanpur University (now named as Chhatrapati Shahu Ji Maharaj University, Kanpur) was established by Kanpur and Meerut University Act. 1965 (U P Act.
No. XIII, pass by the UP Legislative Assembly on April 27, 1965. The Act received assent of the President on June 25, 1965 and the University started functioning in January 1966.

The earlier act was repeated by the UP State Universities Act. 1973 and re-enacted with certain modifications by the Uttar Pradesh Universities Act. 1974 (UP Act. No. 29. The name of the University was changed as Shri Shahu Ji Maharaj University, Kanpur. The name has again been changed as Chhatrapati Shahu Ji Maharaj University, Kanpur w.e.f. July, 25, 1997.

CSJM University Library is having a Centrally located magnificent three-storied building with all modern facilities. It is having a seating capacity of about 700 students. It caters to the general information requirement of more than 5000 campus students and about 2000 faculty and staff. The Library also serves the information need of research scholars from 263 affiliated colleges.

Library has its own computer subnet with most modern Cat – 6 technology. It is connected with the campus LAN using optical fiber network. So far library has completed its OPAC data base of about 80,000 books which are already available online to the students and faculty at Campus over the LAN. The library OPAC system is also accessible through the INTERNET.

The library also holds access permission to as many as 12,000 full text titles of Online journals and books for every computer workstation on the University LAN by the users. In addition, about 130 titles of National and International print journals are being subscribed by the Library.
For accurate and expeditious circulation service in the library, almost all the book collections are bar coded with thermal printing.

For the maximum utilization of the library collections and online resources, periodic orientation programs are being provided by the library for the users. The Reader's education programs as well as the intensive training programs to the target groups are also provided side by side. The reference desk is also made available to provide readers help.

The budget expenditure and estimate for library books and journals, ICT infrastructure, furniture etc. is well defined in Budget document of the university.

During the year 2004-05, the library expenditure is given as below:

Expenditure on books & Journals : Rs. 50 lacks
Expenditure on book binding : Rs. 2 lacks
Expenditure on furniture : Rs. 20 lacks
Expenditure on Computer Hardware : Rs. 20 lacks

In addition to this the state, central as well as UGC grants are also received by the library for enhancing the library automation, collection and services.

2.6.6. CHAUDHARY CHARAN SINGH UNIVERSITY

Meerut University (now known as Chaudhary Charan Singh University) was established to meet the aspiration of local population and to relieve the Agra University of its multiplying responsibilities arising out of progressive increase in colleges. The University was formed in April 1965 when the Kanpur and Meerut
The Universities Act was passed by the State Legislative council. The University came into existence on July 01, 1965. The gazette notification affiliating the colleges was published on Nov. 21, 1965.

The earlier Act was repeated by the U.P. State University Act, 1973 and re-enacted with modification by the U.P. Universities Act 1974.

The name of University Library is Raja Mahendra Pratap Library. The University Library is open for University, colleges faculty members, research scholars and students of, Institute of Advance Studies. The Library has a book collection of 1,06,312, 26,262 current periodicals and 6,904 thesis. Microfilms and Micro cards facilities are available. The budget of this library is Rs. 45 lacks.
Reference

1. Thomas, F.W. History of British Education London, Ball 1989, p.-01
4. IBID
8. Thomas, F.W. History and prospects of British Education in India, London Bell, 1891, p.-1.
11. Chinese monk who visited India from 405 to 411 A.D.
13. Dharamaganj Comprised three grant building. Rotna Sagar (Seg of gems.), Ratnadudhi, Cocean of Iems), and Ratnaram jak (Collection of gems.) The last being a huge nine storyed building.


19. IBID – p-21


22. The Court took over the control of educational affairs after 1823.


25. Viswanathan, C.C. University libraries of India principles and policy, New Delhi, 1912, p.-6-7

26. IBID, p-70