Chapter-I

Introduction

Historical Background:

Education is a powerful and pervasive agent of change. It is the key that unlocks the door for development and modernization. Education is an integral part of the country’s development process which always accorded with high priority. “Education is the most single factor in achieving economic development and technological progress and increasing a social order founded on the values of freedom, social justice and equal opportunity”. Higher education is the most important means of scientific, technological and industrial progress for the removal of poverty and over all development of the nationstate. It is the means for modernizing the society and producing highly educated leaders in all walks of life. It enables the graduates to meet various challenges in a dynamic world of today and trains them to adapt to a changing and fast moving society. It also aims at national development by dissemination of knowledge, skills and attitudes. The main aim of higher education is to impart specialized and advanced knowledge to pupils for all-round social progress. It is to build up one’s ability and capability to contribute to knowledge. The system of higher education in India has undergone a remarkable transition from an elite system to mass system. The numbers of higher learning institutions who have played active role in the social transformation have increased rapidly after independence and the structure of governance and role of universities have also significantly changed. India is world’s second largest populated country and it has “550 million people below the age of 25”. The 2001 Census indicates that the literacy level in the country has gone up to 65.38 per cent from 52.21 per cent in 1991 (NKC, 2007, 8). India is increasingly viewed as an emerging global power that will contribute in shaping global balance of power in the present century. For this, education has a major role to play in building the knowledge economy of a nation. “The World Bank ranks India at the 101st place in the Knowledge Economy Index based on our Economic Incentive and Institutional Regime (EIR), Education and Training, Innovation and Technological Adoption, Information and Communications Technologies (ICT) Infrastructure”. In fact, the progress of a nation depends less on the capital but more on its intellectual capital. According to National Knowledge Commission (NKC), “The ability of a nation to use and create knowledge capital determines its capacity to empower and enable its citizens by increasing human capabilities.
India today stands poised to reap the benefits of a rapidly growing economy and a major demographic advantage that will see the country having the largest pool of young people in the world in the next few decades. In the words of our Prime Minister: "The time has come to create a second wave of institution building and of excellence in the field of education, research and capability building so that we are better prepared for the 21st century".

1.1. University Education:

Webster’s ninth new collegiate dictionary defines “University is an institution of higher learning and providing facilities for teaching and research and authorized to grant academic degrees”. The Encyclopedia of social sciences spells out that “the primary aim of the universities is to spread higher learning and provide both the foundations and technical knowledge for the learned professions. Since propagation of true learning is impossible without original investigation, an equally important function of the universities has been to conduct research”. In the rapidly changing contemporary world, universities are undergoing profound changes in their scope, functions and organization and are in a process of rapid evolution. Their tasks are no longer confined only to two traditional functions of teaching and advancement of knowledge. They have to assume new functions with much more deftness and complexity. The main functions of the universities in the present world are: to seek and cultivate new knowledge; to provide right kind of leadership in all walks of life; to provide competent men and women to the society; to strive to promote equality and social justice; to foster good attitudes, values in teachers and students for developing a good society. Lord Curzon, the then Viceroy of India, in his convocation address at Calcutta University in 1904 said “what ought to be the ideal university in India? As the name implies, it ought to be a place where all knowledge is taught by the best teachers to all who seek to acquire it. Thus, you see that the ideal university would consist of two aspects. It would be a place for the dissemination of knowledge and the encouragement of learning; and it would further be a human smithy where character was forged in the furnace of experience, and beaten out on the anvil of truth”. While addressing the 13th annual convocation of Kurukshetra University on 11th march 1976 former President of India Fakruddin Ali Ahmed said “the universities have a formidable responsibility of churning out balanced individuals who are capable of crisis-management and self discipline”. The first and foremost function of the Indian universities ought to be that they must “strive to serve as the
'conscience of the nation' and assessors of the national way of life" 10. The University Education Commission (1948-49) recommended that "it should be the aim of the universities as our national institutions to undertake research in as many branches of knowledge as possible and to produce an army of trained research workers, who, by their studies, will not only set high standards of intellectual life in scholarship and scientific research but will also actively advance the moral and material progress of the country". In the words of Dr. Zakir Hussain, late President of India, "the universities are the key institutions in promoting the process of national development through their programmes of teaching, research, and extension and they provide the required trained and educated manpower to implement activities programmes relating to national development". Dr. S. Radhakrishnan, in the Education Commission Report (1948) writes "the universities have to provide leadership in politics and administration, the professions, industry and commerce. They have to meet the increasing demand for every type of higher education literary and scientific, technical and professional. They must enable the country to attain, in as short time as possible, freedom from want, disease and ignorance by the application and development of scientific and technical knowledge. It is for the universities to create knowledge and train minds that bring together material resources and human energies".

A university is a place where new ideas germinate, strike roots and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge. To be able to do all this, universities have to be autonomous spaces. They are diverse in their design and organization, reflecting the unique historical and socio-cultural settings in which they have grown. This diversity reflects the organic links that they have with their surroundings, which are not only physical but cultural as well. Through research and teaching, they create, evaluate and bring about advances in knowledge and culture. The principle of moral and intellectual autonomy from political authority and economic power is ingrained in the very idea of the university. This autonomy ensures freedom in research and training and it is expected that the governments and the society would respect this fundamental principle. Teaching and research have to be inseparable, because the task of the university is not only to impart knowledge to young people but also to give them opportunities to create their own knowledge. Active and constant engagement with the young minds and hearts of the society also implies that the universities are to serve the society as a
whole, and in order to achieve this, considerable investment in continuing education is essential. The slow but increasing democratization of higher education in India has meant that the university is no longer the preserve of the children of the elite, or of the educated/professional middle-class. As more youngsters from a different segment of society enter the universities, they look at higher education as a means to transcend the class barriers. Consequently, university education is no longer viewed as a good in itself, but also as the stepping-stone into a higher orbit of the job market, where the student expects a concrete monetary return, and consequently in this perception, the University of Today is expected to be in tune with the emerging needs of the society. It helps in the progress of the universe and there by adds to the well being of the nation and the people. Wilson and Tauber have described the functions of the university as (i) conservation of knowledge and ideas; (ii) teaching; (iii) research; (iv) publication; (v) extension and service; and (vi) interpretation.

The fundamental values which the university aims to achieve are related to the contemporary changing society.

1.1.1 Indian Higher Education and Role of University:

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century. Recognizing the above and the basic fact that the Universities have to perform multiple roles, like creating new knowledge, acquiring new capabilities and producing an intelligent human resource pool, through challenging teaching, research and extension activities so as to balance both the need and the demand. The higher education system in India has constantly striven to build universities as places of culture and of learning open to all and, above all, reinforcing the theme of learning throughout life. Participating in and contributing to major debates concerning the direction and future of society is seen as a major task and a moral obligation as well, of the university system. The first major
step taken by the Ministry of Education after independence (1947) in higher education was to appoint a Commission on university education under the Chairmanship of Dr. S. Radhakrishnan to report on Indian university education. In its report, the Commission said: "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."

The Commission set out the aims of university education in the following terms:

- Higher education policies and programmes should be in line with the social purposes which we profess to serve;
- There should be a sufficient unity of purpose in the diversity to produce a community of values and ideas among educated men and women;
- Institutional forms may vary as time and circumstances require, but there should be a steadfast loyalty to the abiding elements of respect for human personality, freedom of belief and expression for all citizens, a deep obligation to promote human well-being, faith in reason and humanity;
- Mere vocational and technical education, important though they are, does not necessarily serve the spirit. We might have a number of scientists without conscience and technicians without taste who would find a void, a moral vacuum, within themselves;
- We should preserve the values of democracy, justice and liberty, equality and fraternity. Universities must stand for these ideals which can never be lost so long as men seek wisdom and follow righteousness;
- In 1964, the Ministry of Education, Government of India, appointed a Commission to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects. In its comprehensive Report, the Commission proposed that education should:

i) address the problems of national development, particularly issues concerning self-reliance, economic growth, employment

and social and national integration;
ii) relate to the life, needs and aspirations of the people;

iii) help improve productivity by emphasis-sing work-experience, vocationalisation, improvements in scientific and technological education and research;

iv) be perceived as the main instrument of change through human development;

v) contribute to social and national integration;

vi) modernise the society through knowledge and its applications;

vii) Inculcate social, moral and spiritual values in the people.

Two decades later, the Government of India undertook a comprehensive review of the nation’s education policy. The policy statement which emerged following this review reaffirmed: “Education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy on Education.” Higher education, according to the 1986 Policy, provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is, therefore, a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system. The policy urged that in the context of the unprecedented explosion of knowledge, higher education had to become dynamic as never before, constantly entering uncharted areas, and it proposed that the large number of universities and colleges in the country needed all-round improvement and that the main emphasis in the immediate future should be on their consolidation and expansion. The 1986 policy called for launching the Open University system as an instrument of democratizing education and to develop a new pattern of the Rural Universities to take up the challenges of micro-planning at grass-root levels for the transformation of the rural areas. There has recently been a new tide of educational thought which aims at drawing from our current experience of all that is quintessential, as also to develop a new vision in the light of the highest traditions of Indian education and of the contemporary needs and aspirations.
The following educational objectives are being emphasized:

- Education aims at liberation — liberation from bondage and ignorance, backwardness and gravitational pulls of the lower human nature;
- Education, being an evolutionary force that enables both the individual and the collectivity to evolve various faculties and to integrate them by the superior intellectual, ethical, aesthetic and spiritual powers, should aim at developing a new type of humanity highly humane, cultured and integrated.
- Education should be developed as a harmonizing force, which tries to relate the individual, environment and cosmos in a total harmony by the purification and cultivation of various domains of outer space and inner space; Education should be so designed as to become a powerful carrier of the best of the heritage and it should, therefore, aim at transmitting to the new generations the lessons of the accumulated experiences of the past for further progress in the present and the future. Considering that the contemporary problems of environment, of conflicts and of asymmetrical relationships need to be resolved as early as possible, the Indian system of education aims at the promotion of the goals of universal peace stability, security, harmony and unity, based on the principles of liberty, equality and fraternity.

Within the broad canvas of these objectives, the specific objectives of higher education that are evolving are:

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret all knowledge and beliefs in the light of new things and discoveries;
- To provide the right kind of work ethos, professional expertise and leadership in all walks of life;
- To strive and promote quality and social justice;
- To foster among teachers and students and, through them in society generally, integral development of values inherent in physical, emotional, rational, aesthetic, ethical and spiritual education; and
To promote synthesis of knowledge, with special emphasis on unity of scientific and spiritual pursuits that would revitalize our country’s heritage and promote the ideal of the whole world as one united family.

The theme of higher knowledge and higher education was fashioned in India by the ancient Rishis and sages in the Vedic Age, the date of which is uncertain but is supposed to be traceable to great antiquity. The early Gurukul system of education flourished in the Vedic and Upanishad periods, but a huge University came to be set up at Takshashila in the 6th Century B.C. Two other universities, namely, Nalanda and Vikramasila were established in the 4th and 5th centuries A.D., respectively. India has had a long tradition of inquiry and articulation of concepts of universe, self, role of state, economy, social order and other related matters. The methodologies adopted were subjective and objective and included observation, conceptualization, verification, articulation and teaching.

As a result, India had gone further in science than any other country before the modern era—specially in mathematics, astronomy and chemistry, metallurgy and physics.

Indian scientists discovered and formulated and anticipated by force. Scientists discovered and formulated and anticipated by force of reasoning or experiment some of the scientific ideas and discoveries which Europe arrived at much later. Ancient India was well equipped in surgery and its system of medicine survives to this day. A vast literature is also available on "Vriksha Ayurveda" (Herbal Medicine). In literature, in philosophy and in systems of yogic knowledge not only ancient India but medieval and modern India reached highest levels of achievement. The higher education system flourished in ancient India well; and it continued to influence developments during its subsequent ages, in spite of diverse forms that developed under the impact of changes in religion, and in social, economic and political life.

1.2. Historical development of University Library Finance and Committee and Commissions of the Higher Education:

During 18th centuries there were no libraries in the colleges of India. Due to the efforts of Lord Minto the Governor General of Fort William (Bengal) started college libraries with
adequate collection in the year 1811. The origin of the present set-up of the educational systems and system of university libraries dates back to the first half of the nineteenth century.

1.2.1 Sir Charles Wood's Education Despatch of 1854 has been declared as "the Magnacarta" of the present day system of higher education in India. He outlined the future pattern and issued blueprint for university education in India. Among its several recommendations, an important recommendation was for the establishment of universities in each of the three presidency towns of Calcutta, Bombay (Mumbai), Madras (Chennai) on the model of London University. and then the first university library of India was started by Calcutta University in 1876. Since then many universities started functioning in the country.

1.2.2 The Hunter Commission gave first official word on progress of academic libraries in the form of recommendation in 1882. It recommended special grants for academic libraries, but this grant was refused by the British India Government.

1.2.3 The Raleigh Commission under the chairmanship of Sir Thomas Raleigh made strong recommendations for the development for academic libraries in colleges and universities in 1902.

1.2.4 In 1904, the Indian University Act was passed which conferred statutory right on the universities to build, equip, and manage university libraries under this Act. Even affiliated colleges were required to provide for the libraries and to maintain them as pre-condition for their affiliation with the universities.

1.2.5 In 1917 an Education Commission appointed by British India Government made strong recommendation for the improvement of library standard. They are look into the affairs of Calcutta University.

1.2.6 Montford Reforms in 1920, brought changes in the character of functioning of universities. The universities introduced and opened new teaching and research departments which needed libraries as a matter of unavoidable necessity.

1.2.7 Report of Hartog Committee brought out in 1929 emphasized the need for developing the libraries and equipping them adequately with the books and journals; it also observed that most of the universities libraries were inadequate in their collection and services.)
1.2.8 In 1917 Sir Michael Sadler the committee recommended for the creation of more teaching residential universities. The commission observed the inadequacy of libraries and maintained that neither the students nor the under paid staff could afford to buy books and therefore the university community was more dependent on libraries for their required books.

1.2.9 The University Committee was set up in 1938 to examine the financial provisions of the university libraries. It felt that the financial conditions of the libraries were not sound and funds were decreasing and recommended for the larger grants to the librariés. In total there were 20 universities before 1947, i.e. on the eve of country’s independence. On attaining independence in 1947, adequate measures were taken and lot of emphasis was laid on the development and improvement of the state of higher education. Thus, number of universities and research institutions accelerated and so also the libraries attached to these universities and research.

1.2.10 The Sargent Report:

In 1944 the Sargent Report, came up with a master plan for the development of education in post World-War II India. In this report academic libraries were completely ignored and not even a word was said or written about these libraries and their role in the development of education, especially higher education.

Thus we can say that" the pre-Independence academic library had no significance in the academic life of institutions of higher education, and had only a secondary position in the system. No one can deny the fact that academic libraries improved during this period compared to those of the nineteenth and early twentieth centuries. Before the independence there were 20 universities, after getting independence in 1947, adequate measures were taken and lots of emphasis was laid on the development and improvement of the state of higher education. Thus number universities and research institution started functioning and so also the libraries attached to these universities and research institutions. The table 1 given below presents the details of different committees/commissions appointed for the development of universities and university libraries in pre-independent India.
Committees/Commissions Formed for the Development of Universities and Libraries during Pre-independence period.

<table>
<thead>
<tr>
<th>SR .No.</th>
<th>Name of Committee</th>
<th>Year of Establishment</th>
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<tbody>
<tr>
<td>1</td>
<td>Sir Charles Woods Despatch</td>
<td>1854</td>
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<td>2</td>
<td>William Hunter</td>
<td>1882</td>
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<tr>
<td>3</td>
<td>Sir Thomas Raleigh</td>
<td>1902</td>
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<tr>
<td>4</td>
<td>Indian University Act Passed</td>
<td>1904</td>
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<tr>
<td>5</td>
<td>Sir Michael Sadler</td>
<td>1917-1919</td>
</tr>
<tr>
<td>6</td>
<td>Simon Commission</td>
<td>1919</td>
</tr>
<tr>
<td>7</td>
<td>Montford Reforms</td>
<td>1920</td>
</tr>
<tr>
<td>8</td>
<td>Sir Philip Hartog</td>
<td>1929</td>
</tr>
<tr>
<td>9</td>
<td>University Committee</td>
<td>1938</td>
</tr>
<tr>
<td>10</td>
<td>Sargent Report</td>
<td>1944</td>
</tr>
</tbody>
</table>

(Table – 1.1)

After independence, the Government of India and the State Government has given more attention to the growth and development of higher education. Adequate measures were taken to improve the state of higher education and research in the country. In India, the university library finance did not receive the attention it deserved and the libraries remained ill equipped in respect of collection, services, and staff. They were not managed by experienced and imaginative persons. The allocations of funds were utterly incapable of meeting the needs of the libraries. In the Post Independent period various Education Commissions (Ranaganathan Commissions, Kothari Commission, K.N. Raj Committee, Knowledge Commission etc) plays important role in the development of academic libraries. The commission took notice of the inadequacy of the university libraries and emphasized their importance in the educational system. As a result of these efforts lot of developments are seen in the university systems. Special attention was given by each university to establish library. They suggested various norms to improve the values of university libraries.

There were no special recommendations or norms during the British rule for the provision of funds to university libraries. The budget of the university library had been very poor
from the beginning and it was difficult to administer the library. Ranganathan was not very satisfied with financial position of the library and was waiting for the right opportunity to discuss the matter with university and perhaps even with the state authorities. During and educational conference held in Madras in 1926, Ranaganathan “gave a graphic account of the library network in Europe and the United States of America and compare it with the poor, appalling facilities existing in India he added that paucity of funds prevented him from developing his library. Luckily, D.P.Subbaroyan, the Chief Minister of Madras who inaugurated the conference, heard Ranaganathan”s speech and was impressed. He promised to give more State help to the university library. Immediately, 6000 rupees was added to the annual grant from the State, and in addition, 100000 rupees in lump sum was sanctioned by the Madras State Government in the same year to buy books and periodicals in pure sciences, humanities, and social sciences. Provision was made for additional grants to the library, as and when new departments of study and research were established. In the words of Ranganathan,” this was the first forward financial step in the history of the university libraries in India in the second quarter of the twentieth century.”

Committees/Commissions Formed for the Development of Universities and Libraries during Post-independence period.

<table>
<thead>
<tr>
<th>SL.No.</th>
<th>Name of Committee</th>
<th>Year of Establishment</th>
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<tbody>
<tr>
<td>1</td>
<td>Radhakrishnan Commissions</td>
<td>1948-49</td>
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<tr>
<td>2</td>
<td>UGC</td>
<td>1953</td>
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<td>3</td>
<td>Dr. S. R. Ranganathan Library Committee</td>
<td>1957</td>
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<td>4</td>
<td>Sidhanta Committee</td>
<td>1961</td>
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<td>5</td>
<td>The Kothari Commission</td>
<td>1964-66</td>
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<td>6</td>
<td>Carl White Report</td>
<td>1965</td>
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<td>7</td>
<td>Review Committee on University Grants Commission</td>
<td>1977</td>
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<td>8</td>
<td>National Policy on Education</td>
<td>1986</td>
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<td>9</td>
<td>National Knowledge Commission</td>
<td>2007</td>
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(Table 1.2)
1.2.11 University Education Commission / Radhakrishnan Commissions (1948-49)

The process for the growth of the university libraries in India has been taken place with the appointment of the University Education Commission under the chairmanship of Dr. S. Radhakrishnan in 1948. The Commission emphasized the importance of libraries in higher education and research and need for improving the conditions of the university libraries on several aspects like increase in annual grants, open access system, working hours, organization of the library, staff, grants for purchase of books by the teachers etc.

The Commission observed that the annual grant for the libraries were not sufficient and adequate, hence recommended for the allocation of 6 1/4 % of the total budget of the institution to its library and to spend Rs.40 per student should be allocated for their libraries and this grant should be augmented by non recurring special grant for purchase of back stock of journals and books every five years to cope with the arrear of books and journals which are not covered in regular fixed allocation. Provision of special grants for the purchase of manuscripts may also be made to the university library. The recommendation were made based on the needs of the modern library services in universities for the promotion of research and creative learning (The major recommendations of the commission regarding development of libraries is listed in Annexure -1)

1.2.12 University Grant Commission

On December 28, 1953, a University Grant Commission was established in India on the model of University Grants Committee of Great Britain with the objectives of supporting and coordinating the university education and determining and maintaining their teaching standards. The commission is empowered to review the financial needs of the universities, providing grant for maintenance and development of the established universities or for any other general or specific purpose. The main functions of the Commission were to look after the educational interests of the country and to oversee the development and financing of all academic institutions, including their libraries. The UGC has been providing substantial grants to college and university libraries in India for various purposes like construction of building for the libraries and for buying books and subscribing journals necessary for teaching and research and computerization of various library equipments etc. The University Grants Commission was
given a statutory form in 1956 by the Act of the Indian Parliament. It was a turning point in the
history of Indian academic libraries. Since its birth the UGC has given top priority to the
development of facilities of academic libraries in the country and the establishment of this body
has been very significant and favourable step in giving direction and assistance in the
development of the university libraries. (Considering the importance of libraries in higher
education, the UGC is in practice of appointing various committees for studying the problems
referred by the Academic Institutions as well as by professionals to improve the library services.)

UGC Appointed an ad-hoc library Committee under the chairmanship of Dr. S.R. Ranganathan in
1957 to look into the conditions of academic libraries and advise the UGC on the various
problems connected with provision of growth of the libraries, book purchase, development of
reading habit and encourage the student and researcher in the use of the libraries, library
personnel, their qualifications, status, salary, strength and other factors connected with the
development of the libraries of the universities. The Committee recommended that the UGC and
State Government should help university libraries in the development of the initial collections of
books and back volumes of learned periodicals. The formula suggested by the Committee was
that funds be given “at the rate of Rs. 15/- per student and Rs. 200/- teacher and research fellow.
There should also be a special initial library grant in the case of a new university and of a new
department in an existing university. UGC has given following important recommendations:

(i) Subject to local variation, the grant to the university library books and journals should
be given on the basis of Rs. 15 per student registered in the university and Rs. 200 per teacher.
This should be revised periodically in the light of change in the cost of books and periodicals. A
period of 17 months should be allowed for a proper utilization of the UGC grant,

(ii) A library may spend 1/5th of the Commission’s grant on books and journals and the
staff required for processing the material

(iii) The library fund of a university or college should be maintained and operated as a
separate library account.

(iv) To enable the proper utilization of book funds and avoid the 'rush-purchase', the
unutilized portion of the budget amount should not be returned but carried forward to the credit
of the library and used later on or included in the next year's budget, in addition to the normal amount sanctioned.

In addition to giving regular grants to the university libraries for books, periodicals, equipment, and library buildings, the UGC is creating a few “Regional Library Centres” as part of the existing university libraries. Under this scheme, special grants are being given by the UGC to a few university libraries in different regions of India. In addition, the Ford Foundation is helping in the development of the university libraries. The Foundation has given a $300,000 grants to develop area studies programs, the grant includes money “to acquire books and periodicals, microfilms and other material needed by Indian University Centres specializing in the study of other countries.

1.2.13 The Work Flow Seminar

On March 1959 The UGC organised a seminar on “from publisher to reader” - work-flow in university and college libraries. The objective of the seminar was to restructure the administration of the libraries in college and universities. The UGC had made, earlier, considerable grants for library buildings and purchase of books. Now they were concerned with the technical aspects of the classification, cataloguing of books and use of reading materials on scientific lines so as to make universities to improve their libraries and make them really effective in the total system of education.

1.2.14 The Wheat Loan Program.

During the 1950s and early 1960s Indian academic libraries received huge grants from the UGC of up to Rs. 100,000 for books, buildings, equipment and even for additional staff. At the same time many libraries got additional grants from a special US fund called the Wheat Loan Program, and these grants helped those libraries to build up their collections. The American Congress passed a special Act in 1951, known as Public Law 480 to loan India $19,000,000 to buy much-needed wheat (Two million tons) from the US. Under the agreement of the loan, India had to buy American books, periodicals, and scientific equipment worth $50,000.00 to be used for research purposes in Indian libraries. This money India had to pay as interest on the loan. Part of the money was to be spent on the exchange of scholars - including librarians- between the two countries. Under the scheme, 36 university and 52 research libraries
of India benefited from this program. Many libraries received sizable grants for purchase of books and back-volumes of journals pertaining to different branches of knowledge. Some of them also received different types of library equipment like microfilm and micro-cord readers etc. This helped university libraries to implement modern systems of automation in the functioning and organize documentation service.

1.2.15 Financial support from U.S. Foundations and British Council

Rockefeller Foundation and Ford Foundation 17 also provided substantial grant for the development of university libraries in India. British Council and Common Wealth Foundation, UNESCO and other organization also extended their helpful hand in the development of the libraries and library staff in higher education institution in India.

1.2.16 Sidhanta Committee

UGC appointed a committee 18 under the chairmanship of Dr. N.K. Sidhanta in August 1961 to look into the aspects of standards of higher education in Indian universities. According to this recommendation a well organized and properly established library managed by professionally qualified staff is an integral part of teaching process in the academic institutions, and in the areas of higher education and research, the libraries play a dynamic role and library is an intellectual workshop.

(unfortunately Dr. Sidhanata passed away in December 1961, Sri Govindarajalu was appointed as new chairman in March 1962)

1.2.17 The Kothari Commission, 1964-66

Mr. M.C. Chagla, Minister of Education, appointed an Education Commission in 1964 under the chairmanship of Dr. D.S. Kothari. The Commission looked into the conditions of the academic libraries of India and found that in spite of their rapid growth the condition of these libraries was far from satisfactory. The Commission was shocked to note that the recommendations of the Radhakrishnan Commission had not been fully implemented. The Commission laid emphasis on the importance of and need for libraries in all academic institution and recommended that every college and university should have a well balanced and well equipped library according to its needs. Monetary guidelines were also suggested by the
Commission: “As a norm, a university should spend each year about Rs.25/- for each student and Rs.300/- per teacher (or) from 6.5 % to 10% (of the total budget) depending on the stage of development of each university library it was suggested that “the foreign exchange needed for university and college libraries should be allocated separately to the UGC.” The commission stated that with ever increasing enrolment in universities and colleges, the demand for the services of libraries has been constantly growing unlike in the past. The commission also observed that needs and responsibilities of the libraries being high, the existing grants for expenditure on books and periodicals were not adequate. It also found that only in four universities the expenditure on books and periodicals was more than 5 percent of the total expenditure of the university. In 34 universities the expenditure was 1 to 5 percent and in 5 universities, it was less than 1 percent. Although the universities were getting liberal grants from the UGC for improving the condition of their libraries, an equitable distribution of the funds was not made by the universities. The Education Commission which observed the shortcomings in the libraries, made the following recommendations to improve their conditions:

i) The heads of the departments and the library staff should come together to draw an integrated plan for library development by considering various library aspects like increase in enrolment, distribution of students in the faculties, new area of specialization, new subjects etc.

ii) The grants of the library should be suitably phased over a plan period for utilization.

iii) The library should assist the university teachers in keeping abreast of the progress in their respective fields of studies and provide the necessary resources of their special interest.

iv) The main objective of the library is to bring books, students and scholars together to encourage their reading habits for pleasure, self discovery, personal growth and sharpening of intellectual curiosity.

v) The University Education Commission had suggested about 6.5 per cent of the educational budget as reasonable expenditure on libraries. But this could vary from 6.5 per cent to 10 per cent depending upon the stage of development of each university library. It may also be suggested that, as a norm, a university should spend each year about Rs.25 for each student registered and Rs.300 per teacher
1.3 Recommendations of various Committees and Commissions for the growth and
development of university libraries in India Post independence:

1.3.1 University Education Commission / Radhakrishnan Commission (1948-49):

The processes for the development of the university libraries in India have been set into motion with the appointment of the University Education Commission. In the year 1948 under the chairmanship of Dr. S. Radhakrishnan by the Ministry of Education, Government of India, The Commission emphasized the importance of libraries in higher education and research and need for improving the conditions of the university libraries on several aspects like increase in annual grants, open access system, working hours, organization of the library, staff, steps to make students book conscious, grants for purchase of books by the teachers etc. Commission made observation that “the library is the heart of all university’s work directly; for the humanistic research the library is both library and laboratory in one”. Hence a first class library is essential in a university. Further the Commission observed “while at few universities, the libraries are fairly well stocked, grants for their up keep are more or less reasonable, arrangements for lending books to teachers and students are efficient and reading room space is reasonably adequate, it was distressing to find that in the most colleges and universities, the library facilities are very poor and miserable indeed. Not only was the provision for keeping the library up-to-date very inadequate, but at one place no attempt had been made to weed out old obsolete books or old editions and replace them with newer editions of the same books”. The Commission observed that the annual grant for the libraries were not sufficient and adequate, hence recommended for the allocation of 6% of the total budget of the institution to its library and to spend Rs. 40 per student. The recommendations were made based on the needs of the modern library services in universities for the promotion of research and creative learning. (The major recommendations of the commission regarding development of libraries is listed in Annexure-II).

1.3.2 Establishment of UGC:

The most significant event in the history of University education in India was the establishment of the University Grants Commission (UGC) on December 28th 1953, on the model of the University Grants Commission of Britain. The UGC was given a Statutory status in 1956 by the UGC Act No. 3 of the Parliament, by a Statute of 1956. The establishment of
UGC has termed as an important landmark and turning point in the growth and development of higher education in general and of university libraries in particular. The main functions of the UGC were to look after the educational interests of the country and to oversee the development and functioning of all the academic institutions, including the libraries. Since its very inception the UGC recognised the importance of university libraries and has given high priority for the development and efficient functioning of the libraries. It considered the library as an asset to research work and advanced studies and attached greater importance for strengthening the library facilities in the universities. The UGC apart from extending financial support to libraries in universities and colleges initiated variety of developmental schemes for upgrading libraries and the status of library professionals. It appointed various Committees from time to time to review and suggest means for the said purposes. In this direction the appointment of Dr. S.R. Ranganathan Committee during 1957 is considered to be a milestone.

1.3.3 Dr. S. R. Ranganathan Library Committee (1957):

Dr. C.D. Deshmukh, the first Chairman of the UGC, who was himself a great scholar, lover of books and was aware of the problems of the university libraries appointed a Library Committee under the Chairmanship of Dr. S. R. Ranganathan in 1957 to give proper direction to the development of these libraries and to advise the UGC on matters relating to the proper functioning and proper management on the various problems connected with provision of growth of the libraries, book purchase, development of reading habits and help students in the use of the libraries. Perhaps this was the first attempt in appointing a committee headed by a professional librarian exclusively to look into the problems of university libraries and to systematically Report of the UGC Library Committee entitled ‘University and college libraries’ was published in 1959. It is a most comprehensive and significant document. The recommendations of the committee deal with important areas like financial requirements/grants, library fund, collection development (book selection and book purchase), promotion of reading habits, weeding out/loss of books, services, staff, building, furniture and equipment.
Some of the important recommendations of the Committee are given below:

i) Subject to local variation the grant to the university library books & journals should be given on the basis of Rs. 15 per student and Rs. 200 per teacher. This should be revised periodically, in the light of charges in the cost of books and journals.

ii) University may spend 1/5th of the Commissions grant on books and journals and the staff required for processing materials.

iii) The library fund of a university should be maintained and operated as a separate library account.

iv) To enable the proper utilisation of book funds, avoid the rush purchase; unutilised portion of the budget amount should not be returned but carried forward to utilise or to include in next year’s budget.

v) The practice of appointing a person without prescribed professional qualifications even as an honorary librarian should be done away with.

vi) The professional staff of the library should have designation, qualifications and salary corresponding to those of teaching staff viz professors, readers, lecturers.

UGC went a long way to improve the conditions of the university library services and helped the promotion and co-ordination of higher education and maintenance of standards of teaching education and research in the universities. Before the acceptance of the recommendations, the university libraries were financially crippled, amount apportioned for library budget was so meagre. The grant meant for purchase of books was utterly negligible but through the recommendation of the said committee, it was made obligatory on the part of the universities to spend a reasonable share of proposed and allocated grant from its resources as the matching grant. (See also Annexure-2).
In 1959, the UGC convened a seminar “From publisher to reader- Work flow in university and college libraries” in which librarians from several universities in the country were participated. The seminar provided an opportunity to the university librarians for the first time to meet together to discuss their problems and arrive at workable solutions. The deliberations of the seminar gave to the library committee concrete recommendations to be adopted by various universities which were duly incorporated by the library committee in its report. The report of the library committee and proceedings of the seminar are important documents in the development of university and college libraries in India after independence. The UGC finally adopted these recommendations as norms of working for college and university libraries in the country. This decision of UGC greatly helped the libraries to receive the much needed support for developmental activities from the authorities.

Dr. C. D. Deshmukh opined that ‘the report of the library committee of the UGC is a classic in that particular field. The content of the report as also a supplementary one (proceedings of the seminar for the university librarians) will...guide the development of the university libraries for at least a generation to come’. (See Annexure-3)

1.3.4 Sidhanta and Sri Govindarajalu Committee (1961):

University Grants Commission in August 1961 appointed a committee18 under the chairmanship of Dr. N.K. Sidhanta (unfortunately Dr. Sidhanta passed away in December 1961, Sri Govindarajalu was appointed as new chairman in March 1962) to look into the aspects of standards of higher education in Indian universities. The UGC report on standards of university education (1961) suggested encouragement to students to visit libraries, select books and make proper use of them. The recommendations emphasised that a well-organised and properly established library managed by professionally qualified staff is an integral part of teaching process in the academic institutions, and in the areas of higher education and research, the libraries play a dynamic role and library is an intellectual workshop.
1.3.5 Kothari Commission (1964-66):

This Education Commission was appointed under the Chairmanship of Prof. D.S Kothari in 1964-66 by the Government of India by resolution dated July 14 1964, to advise the Government on the national pattern of education and on general principles and policies for the development of education at all stages and in all aspects and for the development of university and college libraries. It devoted considerable attention to the development of the university libraries on some of the points like-norms of financial support; long range planning for library development; the need for the establishment of a well equipped library before starting of university/college or department; suitable phasing over of the library grants; encouraging students in the use of books; inter-disciplinary communication; and documentation service in libraries. The commission mentioned that with the ever increasing enrolment in universities and colleges, the demand for the services of libraries has been constantly growing unlike in the past. The commission also observed that needs and responsibilities of the libraries being high, the existing grants for expenditure on books and periodicals were not adequate. It also found that only in four universities the expenditure on books & periodicals was more than 5 percent of the total expenditure of the university. In 34 universities the expenditure was 1 to 5 percent and in 5 universities, it was less than 1 percent. Neither the universities were getting grants from the UGC for improving the conditions of their libraries nor was an equitable distribution of the funds made available by them for the said purpose. After observing the shortcomings and pitfalls, the committee made the following recommendations:

i) The heads of departments and library staff should co-operate fully in drawing up an integrated plan of library development from a long range point of view. Such a plan should take in to consideration a number of factors such as anticipated increase in enrolment, faculty wise distribution of students, new subjects and fields of specialisation, special research projects and so on.

ii) No new university college or department should be set up without taking into account its library needs in terms of staff, books, journals, space etc. - because nothing could be more damaging to a growing department than to neglect its library or to give it a low priority. On the contrary, the library should be an important centre of attraction on the college or university campus. Library therefore should:
- provide resources necessary for research in the fields of special interest to the university.

- aid the university teachers in keeping abreast of development in the field;

- provide library facilities and services necessary for the success of all formal programmes of instruction

- open the door to widen world of books that lie beyond the boarders of one's field of specialisation; and

- to loan books to students and scholars together under conditions which encourage the habit of reading for pleasure, self-discovery, personal growth and sharpening of intellectual curiosity.

The Commission observed that the expenditure on library in relation to total educational expenditure of the university has gone up from 1.88 percent in 1951-52 to 4.04 percent in 1960-61 and suggested about 6.5 percent of the budget as reasonable expenditure on libraries which may vary from 6.5 percent to 10 percent depending upon the stage of development of each university library. As a norm, a university should spend about Rs.25 for each student and Rs. 300 per teacher in each year.

1.3.6 Carl White Report (1965):

The Survey of University of Delhi Library, which was also called as 'Carl White Report (1965)' conducted a detailed examination of the working conditions of university library and made recommendations to improve the situation in other universities too. The document was referred as UGC's Library Committee Report. 20. (See also Annexure-4).
1.3.7 Review Committee on University Grants Commission:

Review Committee on University Grants Commission (RCUGC) 1977, having made detailed study expressed that ‘Use of a library is itself a technique and unless students are trained to use libraries, they may not derive any benefit, the matter needs attention, the main emphasis should be put for improvement of library facilities. RCUGC 1981 was also of the view that universities should draw up integrated plans of library development from a long range point of view. It emphasized that an essential thing about the development plan of a university library is to consider it from the academic rather than the financial point of view and more important is the proper use of books and journals by students and teachers.

1.3.8 National Policy on Education-1986:

The National policy on Education (NPE), which was adopted in 1986, comprehensive national policy deals with all facets of Indian education system. Section 8.9 of the policy attached more importance about libraries and librarians. It emphasises that “together with the development of books, the nation wide movement for the improvement of existing libraries and establishment of new ones will be taken up. Provisions will be made for library facilities and status of librarians improved in all educational institutions”. It also laid more stress on higher education by highlighting its objectives and importance. It stated “higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual, issues facing humanity. It contributes to national development through dissemination of specialised knowledge and skills. It is, therefore, a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system”.

When National Policy on Education was on anvil there were 150 universities and 5000 colleges in India. It was proposed to lay more emphasis on consolidation and explosion of facilities for all round development of higher education institutions. It was also suggested to plan and co-ordinate higher education system in each state. Emphasis was also laid on redesigning programmes and courses, set up standards and introduce audio visual aids and electronic equipment’s in teaching, learning and research.
1.3.9 Programme of Action, 1986:

The Ministry of Human Resources Development announced the Programme of Action (POA) for the effective implementation of the 1986 policy on education. The Ministry has prepared follow up programme and constituted 23 task forces consisting eminent educationists, experts, bureaucrats and representatives of Central and State Governments. Each task forces have examined and elaborated upon the implications of the various aspects of the policy and necessary action was projected. The reports of the task forces were discussed in a series of meetings, seminars conferences. After discussing the document on programme of action in the meeting of the Central Advisory Board of Education (CABE) presented in Parliament and the same was approved.

1.3.10 National Policy on Library Education and Information System (NPLIS):

The library Advisory Committee Report of 1958 by Ranganathan leads to the formation of a National Policy and Information System in India. The National Information System for Science and Technology (NISSAT) and Das Gupta, Director, National Library and Chairman Rajaram Mohan Roy Library Foundation (RRLF) on behalf of the Indian Library Association submitted a draft policy statement to Government of India. The planning commission working group for VII Five Year Plan 1985-90 also emphasised the need for the policy in its report ‘modernisation of library services and information services’. A committee under the chairmanship of D.P. Chattopadhyaya was set-up for the formulation of National Policy and Library and Information System.

The basic aims and objectives of national policy on library education are listed below:

1) To foster, promote and sustain by all appropriate means, the organisation, availability and use of information in all sectors.

2) Mobilising, upgrading and initiating new programmes relevant to national information technology.

3) Training of library and information personnel to suit and recognise their
work as an important quality service.

4) Setting up monitoring mechanisms for rapid development of library & information facilities and services to national level.

5) Encourage individual acquisition and dissemination for the discovery of new knowledge in an atmosphere of intellectual freedom.

6) Acquisition and application of knowledge for the people of the country

7) Preserve and make known the cultural heritage at national levels.

1.3.11 Assistance from abroad:

In 1951, the P L 480 Act passed by the American Congress through which United States extended wheat loan programme to India. The Act provided for a loan of US $19,000,000.00 to India for the purchase of wheat and specified that US $5,000,000.00 of the interest be utilised on higher education for the purchase of American books and scientific equipment and for the exchange of academic persons between India and the U.S. During 1954 – 61, approximately US $1,700,000.00 were spent on books and exchange of librarians. A total of 32 university librarians visited US libraries during these years to expose themselves about the changing concept of libraries, their organisation and services. The contributions made under the programme (PL480) helped a great deal in the growth of 36 university libraries and 52 research libraries in the country.

1.3.12 Financial support from U.S. Foundations and British Council:

Rockefeller Foundation and Ford Foundation for the development of university libraries in India. British Council and Common Wealth Foundation, UNESCO & other organisations also extended their helpful hand in the development of the libraries and library staff in higher education institutions in India.
1.3.13 Information Library Network (INFLIBNET):

To prepare universities to face the emerging information society in future, the University Grants Commission (UGC) started the INFLIBNET Program in 1991 with a mandate to create a nationwide network of university libraries and research centers in India. It is a major program towards modernization of libraries and information centers in the country using computer and communication technology for the establishment of a mechanism for information transfer and access to support scholarship, learning and academic pursuits. It is a cooperative endeavor in resource development, sharing and utilization on the national level. The primary goal of the program to offer speedy and efficient services to users all over the country through a well articulated and versatile computerized information network, serving as a mechanism for sharing the available but limited resources.

Objectives of INFLIBNET:

The major objectives of the INFLIBNET Program are:

1) Computerization of libraries and information centers in the country.

2) To establish a mechanism for information transfer and access to support scholarship and academic work.

3) To facilitate pooling, sharing and optimization of library/information resources.

4) To organize library services at macro level at affordable cost and maximize benefits.

5) To provide speedy and efficient services to the end users.

Support for computerization of university libraries:

To initiate a culture of using computers in libraries, the Computer Development Committee (CDC) of UGC started by providing funds to universities for procuring computers in their libraries associated with each computer grant to universities during 1991-92. INFLIBNET has since been helping them in defining computer configuration, software and training of personnel. Since 1993-94, UGC has been funding university libraries with a modest grant of Rs. 6.5 lakhs each to take care of the minimum requirement of university libraries under the
INFLIBNET Programme for establishing computer and communication facilities. 105 universities have been provided such grant so far. The grant is meant for:

- Procurement of computer hardware and software.
- Establishment of communication facility at individual libraries.
- Recurring expenditure to support computer/communication facilities / salary of one computer expert for five years and for conversion of Retrospective data.

Besides the above support, 62 university libraries (including 36 already covered in 105) were also provided with a grant of Rs. 1 lakh each to equipment with core facilities, such as computer, modem, telephone line and subscription to nearest network. Till recently, in all 135 university libraries have been provided financial support under INFLIBNET Programme.

Activities of INFLIBNET:

The main activities taken up by the INFLIBNET are –

- Development of INFLIBNET standard and format
- Development of databases
- Training Programmes
- Onsite Support to universities
- Organisation of Annual national conventions
- Development of an integrated package for library management
- INFLIBNET services.

These activities are briefly described in the succeeding sections.
**INFLIBNET standard and format:**

Realising the need for standards to facilitate information handling, a standardisation committee was set up which has finalised a standard and format for serials, books, theses and dissertations for creating databases. These standards are derived mainly from UNESCO's Common Communication Format (CCF) and adapted for INFLIBNET. A detailed manual on the standard and format providing guidelines for data capturing with illustrative examples has been prepared and distributed to all the university libraries so as to ensure consistency and uniformity in record format.

**Development of databases:**

INFLIBNET has given high priority to the development of databases required by the academic user community by pooling information from the participating universities. The databases are prepared based on an agreed set of principles recommended by the Task-Group on Union Catalogue. The tags, field names, subfield indicators for bibliographic records are mostly derived from the CCF. The record structure is based in ISO-2709 format and the values of each of the fields are chosen and rendered so as to conform to the Anglo-American Cataloguing Rules-2 (AACR2) to enable exchange of data across the network.

**Training programmes:**

INFLIBNET conducts a number of short training courses and workshops regularly for working level professionals, executives and experts from university libraries for updating the skills of existing library staff and to promote computer awareness among library professionals so as to implement the INFLIBNET Program successfully.

**Onsite support to universities:**

INFLIBNET deputes teams of technical staff to participating libraries who have procured and installed computers. The team provides necessary assistance in commissioning of the Unix-based ILMS, database creation activities, on-line and remote access with e-mail facility.
Annual national conventions:

To provide exposure to and generate awareness among library professionals in library automation, INFLIBNET organizes a national convention every year focusing on a relevant theme, in different regions of the country. These conventions provide a common forum to library and information professionals to interact with each other, assess the progress made in computerization and networking activities and plan for the future.

Integrated Library Management Software (ILMS):

INFLIBNET has developed and provided a number of utilities to support computerization of libraries, and has now developed an integrated Library Management System (ILMS) software for automating library house-keeping operations. It was designed after making a comprehensive study of different library-related functions practiced in university libraries in India. ILMS is the result of the development efforts put in by INFLIBNET in collaboration with DESIDOC. This software includes modules for Acquisition, Cataloguing, Circulation and Serials management.

INFLIBNET services:

The services now being provided by INFLIBNET with the available databases are:

- Catalogue-based services
- Communication-based facility
- COPSAT service in collaboration with NCSI.

Retrospective conversion and resource sharing:

Retrospective conversion of library catalogue is a major component of the automation process. The main task of INFLIBNET is to set up an integrated library and information network at the national level. INFLIBNET is making a mark in both retrospective commission and resource sharing.
1.3.14 National Centre for Science Information (NCSI):

National Centre for Science Information (NCSI) was set up in 1983 at the Indian Institute of Science, Bangalore, by the University Grants Commission for providing SDI services to teacher and research workers in universities from commercial databases such as CA Search, INSPEC, BIOSIS, GEOREF, etc. Application software was developed in-house for searching tapes. This service is heavily used by the faculty members and research workers in Universities and Research and Development (R&D) institutions. For providing document back-up service, the library collection of the Indian Institute of Science is used. To supplement this collection, it also subscribes to new periodicals. The Centre conducts an advanced one-year training program on computer applications and networking for library and information science professionals.

1.3.15 Information Centre in Humanities and Social Sciences:

The University Grants Commission has set up two Information Centers in the field of humanities and social sciences, one at the S.N.D.T. Women’s University, Bombay and the other at the M.S. University, Baroda. The S.N.D.T. Centre covers disciplines like Sociology, Gujarati, Women’s Studies, Home Science, Library and Information Science and Special Education. The Information centre at the M.S. University of Baroda covers Economics, Political Science, Education and Psychology. The objectives of these centers are to improve the information access to teacher’s research scholars and students and to provide for bibliographic support and also to make available the latest documentation available in the respective disciplines. The Centers have started functioning during the mid of 1990’s and are providing current awareness, information and reference services. Resources available in university library and other local libraries are optimally utilized and services developed on a computational data base built up by scanning both Indian and foreign journals.

1.3.16 National Knowledge Commission Report:

The National Knowledge Commission has been set up by the Prime Minister with the challenging mandate to transform India of the 21st century into a knowledge society. It is expected to advise the PM on matters relating to knowledge creation, knowledge dissemination and knowledge application within the diversity of the Indian scenario. The focus of the NKC is mainly the following with action oriented sub-themes:
1. Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India’s competitive advantage in fields of knowledge.

2. Promote creation of knowledge in S&T, social sciences and other academic institutions.

3. Improve the management of institutions engaged in intellectual property rights.

4. Promote innovation and entrepreneurship, and knowledge applications in agriculture, industry and healthcare.

5. Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit.

6. Promote the utilization of traditional knowledge.

To realize this dream which is also being called ‘Mission Impossible!’, one major all pervading area which needs immediate and sustained attention is the Library and Information Services (LIS) sector. The stakeholders of each focus area will need well organized and systematic Library and Information Services to support these activities. The Prime Minister, in his inaugural speech for the National Knowledge Commission on 2nd August 2005, referring specially to libraries, said “Public libraries are an extremely important element of the foundation of a knowledge economy”. With these views in mind the NKC set up the Working Group on Libraries with the following broad Terms of Reference:

1. Redefine the objectives of the country’s Library and Information Services (LIS) sector.

2. Identify constraints, problems and challenges relating to the LIS sector.

3. Recommend changes and reforms to address the problems and challenges relating to the LIS sector, to ensure a holistic development of information services in all areas of national activity.

4. Take necessary steps to mobilize and upgrade the existing Library and Information Systems and Services, taking advantage of the latest advances in Information Communication Technology (ICT).
5. Explore possibilities for innovation and initiate new programmes relevant to our national needs, especially to bridge the gap between the information rich and the information poor within the society. 6. Suggest means of raising standards and promoting excellence in Library and Information Science education including re-orientation and training of working professionals.

7. Assist in setting up facilities to preserve and give access to indigenous knowledge and the nation’s cultural heritage.

8. Set up adequate mechanisms to monitor activities for securing the benefits of acquisition and application of knowledge for the people of India.

9. Examine any other issues that may be relevant in this context. The Terms of Reference were the main concerns which the Working Group tried to address in its discussions. Keeping in mind the objectives of the Library and Information Science and Services (LIS) sector as laid down by the Working Group, it suggested some major areas which needed extensive discussions by professionals or experts who have specialized in different fields.

1.4 Contribution of University Library in Higher education in India.

The process of globalization and revolution and technology has been changing higher education system and development. After India got freedom, the role of higher education and the importance of the academic libraries in the growth and development of higher education have been duly recognized. The primary objective of university library is to support the teaching and research carried out in university department. A well-equipped and well managed library is the foundation of modern educational structure. Education and library service are twin sisters and one cannot live apart from the other. The objective of the University Library is to meet the requirements of the students, teachers and the research scholars in connection with reading material published from time to time for the purpose of study and research. \(^2\) The role of University Libraries in higher education is emphasized in the Atkinson Commission Report (1976) in the following words: “The library is the core of a university. As a resource it occupies the central & primary place, because it serves all the functions of a university, teaching & research, the creation of new knowledge & the transmission to posterity of the learning & culture of the present and the past.” \(^3\) Academic libraries have been in existence in India since
earlier time, but their proper development took place in the twentieth century only. Universities play a vital role in imparting higher education and libraries therefore, are an important educational tool in the realm of higher education. According to the Association of Indian Universities (AIU), National Policy on University Libraries "A University library is no longer part of an ivory tower world, it is a practical, service institution accountable for every aspect of its performance". Universities have a major role to play as research and teaching centre for the training of preparation of citizens for the 21st century. On the functions of university library, Kothari commission said, "University library brings books, students and scholars together under one condition which encourages reading for pleasure, self discovery, and intellectual curiosity. Every library programmed must support university’s total progress. Thus, the basic role of the library is educational. The university library should be operated as a dynamic tool of education. It serves the teaching needs of the faculty. It should make available to the intellectual requirements of students, researchers and teachers in their academic pursuit or supplementing the study and research programmes of the institution and help conserve and disseminate knowledge. Without active support of a library, the whole academic functioning will come to a grinding halt.

The developments of university libraries in the country have been parallel to the development of institution of higher education. Therefore, it would be helpful to know the higher education or university education scenario for knowing the library system of the universities and colleges.

The objectives of a library in an institution of higher education, as set out by the Education Commission (1966) are:

1. To provide the resources necessary for research in the fields of special interest to the college.
2. To aid the teacher in keeping abreast of developments in his field.
3. To provide library facilities and of all formal programmes of instruction.
4. To open the door to the wide world of books that lie beyond condition which encourage reading for pleasure, self discovery, personal growth and the sharpening of intellectual curiosity.  

University library must be geared to present and future needs and be oriented to the demands of the modern society’s students, research workers and faculty members. What all expected from university library is, that it should have up-to-date and balanced collection for study and research
on every field for everybody. Managing university library requires financial support and man
tower to organize its collection and to provide better services to users. Today university libraries
in all over India for example Central or State, affiliating or non-affiliating are facing financial
crisis to develop their collection. Most importantly the subscriptions to periodicals are increasing
every year about 10-20% but university budget for subscription is not increasing in that
proportion. Hence there is an urgent need to increase its budget provisions in books and
periodicals every year. In order to build a good balanced collection in the university library
requires strengthening financial resources which have to come through various funding agencies.
Here we can say that budget in higher education continue to increase due to higher cost for
personnel, facilities, infrastructure and academic support. The financial climate in higher
education is definitely challenging.

1.5 Selection of the topic:

The world economy is experiencing unprecedented changes in the 21st Centuries. New
developments in higher education and science and technology competition, media revolution
and internalization are revolutionizing higher education. We are witnessing several paradigm
shifts in higher education from local to national and national to global education. From state
controlled to open market economy from general education to an educational driven by market
forces from one time education for few to life long education for all from teacher centered to
learner centered education. These changes make new demands and pose fresh challenges to our
established library university system and practices. A time has therefore come for the researcher
to rethinks the present university library financing system from new issue base.

The library finance play an important role as an effective tool to develop the human
resources by imparting the necessary and relevant education to the student society and by the
training them appropriately. A large number of the Universities are suffering from a number of
tangles and enigmas.

From last 60 years lot of changes took place at the social, cultural, economic and higher
educational system. However there is a need to study the financial management of university
libraries in western India with special reference to University of Pune Library. This study has
been examine the existing method of financial management in western India and critical review
has been taken while completing the research. This research will help new ideas for enhancement of university libraries, particularly in western India. This research has taken review of 10 years of financial records of University of Pune and will make a comparative study with Western India from April 1st 1999 to March 31st 2008 which will focus on the expenditure on library by universities.

An attempt is made by researcher to evaluate present budgetary provision for state funded non-agricultural university library particularly from South India i.e. Maharashtra, Goa and Gujarat.

This study is different from earlier in some aspects. It takes into consideration latest data from last five years of library expenditure from Maharashtra, Goa and Gujarat. State funded non-agricultural university and made comparative study of the each university and made suggestion and recommendation in conclusion.

1.6 Aims and Objectives Of The Study

The objective of this study is to find out whether state funded non agricultural university libraries were meeting the standards of various norms set by various commissions and committees. The second important objectives of the study are to suggest a few solutions to the problems in order to improve library services. Third objectives of the study are to take review of financial management of university libraries and compare the financial resources to each other’s. Following are few important objectives are carried out while completing this research work.

1. To study whether university libraries are spending funds as per the norms suggested by various bodies and experts.
2. To study the sources of funds and its utilization.
3. To suggest the remedies to generate income to university libraries
4. To study the overall requirement of university library in terms of collection, staff, services etc.

The basic work of the research is to prepare a comparative study of state funded universities in Western India in terms of financial resources and its utilization and provide policy option for enhancement of university libraries. The out put of the research will be useful for
resource generation, resource sharing and minimize the expenditure of university libraries for better result.

1.7 Scope and limitations of the study:

There are three states in the western part of India i.e. Goa State, Gujarat State and Maharashtra State. In Goa there is one university library, in Gujarat there are seven university libraries and in Maharashtra there are 10 university libraries (except agriculture university). This study covers total eighteen university libraries. It makes a major difference as far as university library finances and services are concerned. Their collections, services, and requirements are of special type. Here comparison is made between these libraries.

1.8 Hypothesis

1. University libraries are not spending money for developing libraries as per prescribed norms and standards by various committees.
2. Libraries are facing financial crunches due to increase in prices of books and periodicals.
3. Whether manpower and high prices in printing and publishing the books and journals have any impact on library development.
4. Whether library financial management norms and standards are changing in the new era of globalization.

1.9 Research Methodology

While analyzing the problems arising out of university library financing different researchers followed different approaches and methods of research. In this study researcher has pursued analytical approach in which interrelationship between different variables is sought. This study has also pursued an interdisciplinary approach in which library financial transaction of the non-agricultural universities and problems emerging out of these are proposed to be studied from the point of view of different disciplines. The major objective of this research is to make an analytical study of different aspects of library financial managements of university of Pune. University of Pune has been in existence for more than six decades during which it has expanded numerically in terms of the number of colleges, institutions, and the strength of students etc. It has diversified greatly in terms of new departments of learning and research. The developments
of the University of Pune in terms of number of courses offered, department’s faculty, and students, in noteworthy. The University could get several centers of learning’s such as EMRC, IUCCA, C-DAC and Competitive center etc. Despite excellent an academic accomplishment, financial transactions as observed that the budge allocated to the Jaykar library was not up to the mark.

The present study has been carried out by using primary and secondary sources from various libraries. To achieve these research objectives, a study was carried out using questionnaire as data collection. Questionnaire were circulated to each of the seventeen university librarians (State funded non-agricultural University libraries) to collect statistical data relating to various sources of library funding, fund allocation, and library expenditures in the university libraries. Statistics were collected for a five-year period, covering the academic years 2004/2005 to 2008/2009.

For the collection of data, following methods were used viz.

- Questionnaires were circulated to each Western non-agricultural state university librarian for getting the exact primary data regarding particular university libraries financial position.
- Secondary data was collected from the university budgets and university library reports for last 5 years.

This made it possible to capture recent changes that have taken place. This research has been carried out in all state funded non-agricultural university universities in western India with special reference to financial management of university of Pune Library.

1.9.1 Designing the Questionnaires

Questionnaires have been designed based on the study of literature and also modified based on the discussions held with Librarians as well as the librarians practicing in the libraries of various non-agricultural state funded University in western India.

The following types of the questionnaire were designed.

a) General information
b) Information regarding the registered Library users
c) Total collection of the library for the last five years

d) Services provided by the library

e) Annual budget of the University for the last five years

f) Amount of funding received to library during last five years

1.9.2 Data collection

The researcher visited to western India while collecting data from University library and also collected data from various primary and secondary sources from university budget, financial documents of University, UGC and other funding agencies to the state funded non agricultural universities.

1.9.3 Purpose of the Questionnaire

The researcher circulated questionnaire to non agricultural state funded universities in western India to test the hypothesis and also to have some idea about how financial management in university library is managed by University authorities in era of modernization and globalization. Are university library spending amount as per the set norms by various commission.

1.9.4 Method of data collection

The questionnaires including covering letter, were distributed to the University Library in western India by giving personal visits. The data collected through above mentioned method, was studied and analyzed as follows.

The response were collected within 10 months

See the table

Response received for the questionnaire

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
<th>Questionnaire Circulated</th>
<th>Response Received</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOA</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>100%</td>
</tr>
<tr>
<td>GUJRAT</td>
<td>07</td>
<td>07</td>
<td>04</td>
<td>60%</td>
</tr>
<tr>
<td>MAHARASHTRA</td>
<td>10</td>
<td>10</td>
<td>09</td>
<td>90%</td>
</tr>
</tbody>
</table>
Response received for the questionnaire

- The Study received 100% response from Goa state from University Librarian.
- The study received response 60% from Gujarat state from University Librarian
- The study received response 80% from Maharashtra state from University Librarian.

To summarize, the researcher has taken a sneak review of financial management library and its development, present scenario of library funding and its mechanism, use of technology in the libraries, factors influencing libraries in today’s scenario followed by the role of libraries.
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