CHAPTER - 4
ROLE OF UGC IN PROGRAMING LIS EDUCATION AND TRAINING

4.0 INTRODUCTION

One of the main strengths of India is its powerful higher education set up and skilled human resources. It has now reached to about 282 universities and about 13,582 colleges. India is anticipated as one of the nations to lead the future scenario. And the most important event in the history of the university education in India was the establishment of the University Grants Commission (UGC), on 28th December, 1953 on the model of the University Grants Committee of Britain. The UGC was given a statutory form in 1956 by the UGC Act No. 3 of the parliament.

The main functions of the UGC are to look after the educational interests of the country and to oversee the development and functions of all institutions of higher learning, including their libraries. Since its inception the UGC has given priority to the development of facilities of academic libraries in the country. The UGC in India is both a coordinating and grant giving body. The leading function of the UGC is to undertake in consultation with the universities and other bodies concerned for the promotion and coordination of university education and for determining and maintenance of teaching, expenditure and research work in universities. Besides, the constitution of India as amended up to date makes higher education as much a responsibility of the centre as that of the state. But regarding policy matters, it is the centre which lies down and here also the role of UGC is also taken care of.

4.1 GENESIS OF UGC

In the early twenties there were only 14 universities, yet each functioned in almost complete isolation as an independent and autonomous unit with little common dialogue on matters of policy or procedure. It was realized that a coordinating body for the universities had become a necessity. The Conference of the Vice Chancellors of Indian Universities convened by the Viceroy of India in Shimla in 1924 recommending the setting up of an inter-university organization to act as a bridge between universities on the one hand and the government on the other. On the 23rd of March, 1925, representatives of 11 out of 14 universities met in the Library of the University of Bombay and formed themselves into the Inter-University Board (IUB). With the setting up of Inter-University Board, the universities grew into an
integrated system with common ideals and objectives to promote university activities, by sharing information and cooperation in the field of education, culture, sports and allied areas.

In 1967, the IUB acquired a legal status was registered as a society under the Societies Registration Act 1860 and in 1973, was rechristened as the Association of Indian Universities (AIU) to reflect its activities better. This new name was also more in tune similar bodies the world over. For the past eight decades, the Association has rendered valuable service to its member universities. It has provided them with a forum for discussion of their common problems such as examination reforms, financing of higher education, autonomy of universities, medium of instruction, university legislation, recognition and equivalence of degrees conditions of service of university teachers, admission criteria for private students, etc. It also serves as a clearing house of information on higher education in the country.

The members of the Associations are universities and university level institutions established by an Act of Parliament or State legislature. The institutions classified as 'Deemed Universities' under the UGC Act have also been included.

4.1.1 SARGEANT REPORT

The first attempt to formulate a national system of education in India came in 1944, with the Report of the Central Advisory Board of Education on Post War Educational Development in India, also known as the Sergeant Report. It recommended the formation of a University Grants Committee, which was formed in 1945 to oversee the work of the three Central Universities of Aligarh, Banaras and Delhi. In 1947, the Committee was entrusted with the responsibility of dealing with all the then existing universities.

4.1.2 UNIVERSITY EDUCATION COMMISSION

Soon after independence, the University Education Commission was set up in 1948 under the chairmanship of Dr. S. Radhakrishan “to report on Indian university education and suggest improvements and extensions that might be desirable to suit the present and future needs and aspirations of the country”. It recommended that the University Grants Committee be reconstituted on the general model of the University Grants Commission of the United Kingdom with a full-time chairman and other members to be appointed from amongst educationists of repute.

In 1952, the central Government decided that all cases pertaining to the allocation of grants-in-aid from public fund to the Central Universities and other
Universities and institutions of higher learning might be referred to the University Grants Commission (UGC) was formally inaugurated by late Maulana Abdul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28 December 1953.

4.1.3 UGC- A STATUTORY BODY

The UGC, however, was formally established only in November 1956 as a Statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. The grants given by the Central government through the UGC are meant to meet the expenditure and research program in the universities. The UGC as a statutory body is required to regulate academic standards in addition to giving funds. In order to ensure effective region-wise coverage throughout the country, the UGC has decentralized its operations by setting up six regional centers at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi, with additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi.

The UGC has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education.

4.1.4 THE UGC's MANDATE

Promoting and coordinating university education; determining and maintaining standards of teaching, examination and research in universities; framing regulations on minimum standards of education; monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges; serving as a vital link between the union and state governments and institutions of higher learning; and advising the central and state governments on the measures necessary for improvement of university education.

4.1.5 SETTING UP OF ACADEMIC BODIES

The Association has been instrumental in setting up of some of the important academic bodies that came into existence as a result of its recommendations during the past decades, like Medical Council of India (MCI), Council of Scientific and Industrial Research (CSIR), and University Grants Commission (UGC).
4.1.6 UGC's COMPOSITION

The UGC comprises a chairman/chairperson, vice Chairman/chairperson and ten other members appointed by the Central Government. The chairperson is selected from among persons who are not officers of the Central or state governments. Of the ten members, two represent the Central government (specifically, the Ministries of HRD, and Finance) while at least four must be university teachers at the time of their selection. Other four members are selected from amongst eminent educationists and experts in various other fields.

4.1.7 FUNDING

In order to execute its responsibilities, the UGC receives both Plan and Non-Plan grants from the Central government. It allocates and disburses full maintenance and development grants to all Central Universities, colleges affiliated to the Delhi University and Banaras Hindu University and some institutions that have been accorded the status of ‘Deemed to be University’. State universities, colleges and other institutions of higher education receive support only from the Plan grant for development schemes. In addition, the UGC also provides financial assistance to universities and colleges under various schemes/ programs for promoting quality, excellence, teaching and research.

4.1.8 UGC’s CONCERNS AND APPROACHES

One of the greatest challenges to the system is to make higher education more accessible, more relevant and, at the same time, more affordable. The UGC addresses the national concerns of access and equity by promoting schemes to help to overcome geographical barriers and eliminating social disparities in higher education.

4.2 ASSOCIATION OF INDIAN UNIVERSITIES (AIU)

In the early twenties there were only 14 universities, yet each functioned as an independent. On the 23rd of March, 1925, representatives 11 out of 14 universities met in the Library of the University of Bombay and formed into the Inter-University Board (IUB). In 1967, the IUB acquired a legal status and was registered as a society under the Societies Registration Act 1860 and in 1973, was rechristened as the Association of Indian Universities.

4.2.1 OBJECTIVES OF THE AIU

The main objectives of the Association are: To serve as an inter-university organization; to act as a bureau of information and to facilitate communication and
mutual consultation among universities; help to maintain autonomous character; to act as a liaison between the universities; act as a representative of Indian universities in various forum; assist universities in obtaining recognition for their degrees; to undertake, organize seminars, workshops, lectures, and research in higher learning; maintain sports and cultural organization; at as a service agency to universities; undertake, facilitate and provide for the publication of Newsletters, search papers, books and journals, etc.

4.2.2 ACTIVITIES OF THE ASSOCIATION

AIU is an accredited body at the national level for the equivalence of degrees and diplomas, obtained from India and abroad. It also provides information to foreign students intending to join Indian universities. It publishes a series of handbooks and a 'Directory of Equivalence of foreign Degrees. University News, a weekly has been publishing since 1962. Files of annual reports of different universities and their calendars, handbooks, prospectuses, syllabi, etc. are maintained. The library has developed over the years an annual two volumes Bibliography of Doctoral Dissertations. One volume relates to Natural and Applied Sciences and the other to the Social Sciences and Humanities. This bibliography purports to be as complete catalogue of doctoral dissertations accepted by the Indian Universities. It may be mentioned here that the Association had published a retrospective bibliography covering the period 1857 to 1970 in four volumes. Physical Sciences, Biological Sciences, Social Sciences, and Humanities. Effective since 1975-76, the Bibliography is being published as an annual venture.

The number of Association of Indian Universities is 277 university level institutions in India (including 60 deemed universities). Of these, 119 are traditional universities (including 32 institutes for specialized studies in disciplines) while the others are professional/technical institutions. 39 institutes provide education in agriculture (including forestry, dairy, fisheries, and veterinary science), 16 in Health Sciences, 38 in Agriculture and technology, 4 in Information Technology, one in Journalism, 4 in Law and 10 are open Universities (AIU, 2004).

4.2.2.1 EQUIVALENCE OF DEGREES AND DIPLOMAS

AIU is an accredited body at the national level for the equivalence of degrees and diplomas, obtained from India and abroad. The equivalence and information services are widely used in universities in India and abroad. It publishes a series of handbooks and a directory of Equivalence of Foreign Degrees.

119
AWARDING DEGREE OF FOREIGN AUTHORITY
UNIVERSITY EQUIVALENT EXAM OF INDIAN VARSITY

<table>
<thead>
<tr>
<th>Varsities &amp; Institutions of Varsity standing in US</th>
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<th>PU's Bachelor's degree &amp; not the Masters' Degree in Library Science</th>
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<td>DO</td>
<td>KU's M.Lib. &amp; Inf.Sc.</td>
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<tr>
<td>Singapore University</td>
<td>B.Sc. Degree</td>
<td>For admission to GNDU's diploma courses in Library Science</td>
</tr>
<tr>
<td>Varsity &amp; Institutions of varsity standing in US</td>
<td>Master's degree in Library Science</td>
<td>GNDU's Bachelor's degree &amp; not the Master's Degree in Library Science</td>
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</table>

4.2.2.2 TRAINING PROGRAMS

The AIU has organized a number of training programs and orientation courses/workshops, seminars, and group discussions for university administrators or different categories at national, zonal, and local levels from time to time. It is proposed to further strengthen this activity.

4.2.2.3 RESEARCH PROGRAMS

Two main areas of thrust identified for research are examination reforms and economics of education. Several monographs on different aspects of examinations and more than 20 volumes in the 'Question Bank Book Series' have been published. The Economics of Education Unit carries out in-depth empirical and investigative research on economic aspects of education and the findings have been reported in several publications issued from time to time.

4.2.2.4 LIBRARY AND DOCUMENTATION CENTRE

In fulfillment of the objective to act as a service agency and a clearing house of information, the Association has established a Library and Documentation Centre. It is engaged in two pronged programs of development. The first related to strengthening its resources while the second aims at dissemination of information. A word about the policy of book selection may not be out of place here. In addition to scanning the book reviews in all the journals that are received in the library.
4.3 DIGITAL REPOSITORY OF RESEARCH AND TEACHING MATERIAL

In its endeavor to encourage sharing of resources electronically, the UGC is establishing 16 mirror sites across the country with 2 mhaps internet lines which would be evenly distributed geographically. These will contain current and previous volumes of research journals in all disciplines and will provide free access to teachers and research workers.

4.3.1 UGC 10th PLAN (SCHEMES AND GUIDELINES)

To fulfill the above objectives, linkages with government departments and research organizations such as Department of Science & Technology (DST), Department of Bio Technology (DBT), and Council for Scientific and Industrial Research (CSIR), Defense Research Development Organization (DRDO), etc. need to be used innovatively to support research in universities. Priority should be given to inter-disciplinary research in all field. To identify and support university departments that have the potential to undertake quality teaching and research in various educational disciplines including allied disciplines programs to be relevant to societal needs and have society and industry interaction.

a. To make research a catalyst for good teaching and introduction of new courses relating to identified thrust areas
b. To have linkages with research organizations and to use their expertise to support research in the universities.

c. To enhance infrastructure facilities.

d. To utilize the output of research for the development of the nation and society.

e. To train and create quality human resource in identifying thrust areas.

f. To search for newer/generic areas(s), its promotion and nurturing.

4.3.2 SPECIAL ASSISTANCE PROGRAM (SAP)

A university department which qualifies under section 2 (f) and 12 (B) of the UGC Act, 1956 and has potential to undertake quality teaching and research can submit its proposal for induction under SAP. The department should have at least one Professor, two Readers and three Lecturers to become eligible for induction under Special Assistance Program (SAP).
4.3.2.1 DURATION OF THE PROGRAMME

The duration of the Special Assistance Program (SAP) is up to the end of Xth Plan period. The UGC will not provide financial assistance for more than three terms at the level of DRS and DSA. If the performance of the program does not improve significantly, to be upgraded from DRS to DSA level or DSA to CAS level even after three terms of receiving grant from the UGC, the UGC may discontinue the program.

The effective date of implementation of the approved phase will be 1st April of the next ensuing year. The department has to accept and implement the program within six months from the date of approval or 1st April of the next financial year whichever is earlier, otherwise the UGC will be at liberty to cancel the approval of the program.

4.3.2.2 NATURE OF ASSISTANCE

The maximum limit of financial assistance at different levels of the program will be as under:

<table>
<thead>
<tr>
<th>PROGRAMME/STATUS</th>
<th>FINANCIAL ASSISTANCE (Rs. in lakhs)</th>
<th>Math's, Statistics, Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Engg. &amp; Tech.</td>
<td>CAS</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>DSA</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>DRS</td>
<td>50</td>
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</tbody>
</table>

The financial assistance will be provided for non-recurring as well as recurring items of expenditure. The commission has undertaken a number of programs like autonomous colleges, deemed universities, research associate ship, fellowships, examination reforms etc. Besides, the INSAT-I B program on higher education, holding of bi-annual competition examinations for Junior Research Fellowship (JRF) or lectureship and to improve the quality of teaching.

4.4 UGC AND DEVELOPMENT OF LIBRARIES

Realizing the importance of libraries in the domain of higher education, the commission appointed a committee under Dr. Ranganathan.
4.4.1 UGC LIBRARY COMMITTEE, OR RANGANATHAN COMMITTEE, 1957

After the establishment of the UGC in 1956, its chairman Dr. C.D. Deshmukh paid special attention to libraries. With the guidance of Dr. S.R. Ranganathan, he appointed the UGC Library Adhoc Committee in 1957, with Dr. Ranganathan as its chairman to advise it on matters relating to the proper functioning and management of college and university libraries. Anxious to motivate brilliant and talented university trained young men and women to embrace and hold librarianship proudly as a profession.

4.4.2 RECOMMENDATIONS OF THE RANGANATHAN COMMITTEE

The committee submitted its report in 1959, making suitable recommendations on grants to libraries, book purchase, reading habits, documentation work, departmental libraries, library personnel, library buildings and furniture. The professional staff of a university library was to be divided in to four categories with designation, qualifications and scales of salary corresponding to those of professors, readers, lecturers and assistant lecturers, and a similar scale should be followed for the college libraries.

In no other country was the librarian placed so easily as in India on the same footing as that of Professors, Readers and Lecturers. Although I have been endeavoring for it for the last forty years, finally it was done almost overnight (Ranganathan, 1967). Another eminent Indian librarian S. Bashiruddin has expressed similar opinion. He stated no other Government in the civilized world has accorded recognition to our profession so readily and as lavishly as our Government has done. Even in our wildest dreams, we could bit have expected what we have received (Bashiruddin, 1962).

The Report was published by the UGC in 1959, entitled ‘University and College libraries’. It was perhaps the first attempt by any library committee in India to systematically survey the academic libraries on a national basis, and it was also the first time that the Government of India had decided to seek advice from a professional librarian.

The Ranganathan Committee recommended a union catalogue of books and a union list of periodicals be prepared in order to promote Cooperation among libraries. The Committee strongly recommended that an Open Access System be introduced in every academic library. The Committee also stressed that 'Reference
Service' is essential. It is vital in promotion of reading habits in students. Therefore each university should provide an adequate number of reference librarians to function as library hosts. Other recommendations included building up a microfilm collection, copying facilities for microfilms and book material.

Some of the recommendations of the Committee included the provision that the UGC and the state government should help the college and the university libraries in the collection development of both books and periodicals. The formula suggested by the Committee was that funds be given at the rate of Rs.15 per enrolled student and Rs. 200 per teacher and research fellow. There should also be special initial library grant in the case if a new university and of a new department in an existing university; a similar scale should be followed for the college libraries.

The recommendations had not only provided a framework to the UGC to implement its grants-in-aid program but also given to the university authorities' important guidelines. Particular mention in this connection may be made of the recommendations concerning the library finance, which had helped libraries to secure enough finances by way of annual grants from the universities themselves and the development grants from the UGC.

The Committee submitted its report to the UGC with the hope that it will provide blue-print for the systematic development of university libraries in the country. Hence, in spite of many hurdles like education being in concurrent list, considerable development in the university libraries has taken place and as such the condition of such libraries in 1953 was much better than in the 1940's and even early 1950's.

The UGC accepted most of the recommendations of this Committee and provided liberal grants to universities for uplifting their libraries from the pitiable conditions. However, many universities could not or did not adopt the UGC Library Committee recommendations and standards, as they were not biding on them, and since then education was a state subject in our constitution, no state government could be compelled to implement what the UGC Library Committee had recommended.

4.5 WORKFLOW SEMINAR, 1959

From March 4 to 7, 1959 the UGC organized a seminar on 'Workflow in University and College Libraries' at New Delhi with a view to associate the staff of the university and college libraries with the proposal for the reform of library administration and development of libraries. The seminar made several useful
recommendations which were circulated to libraries throughout the country for implementation. Dr C.D. Deshmukh, the then chairman of the UGC, in his address said that 'it is my belief that during the last four or five years of the existence of the UGC, we have extended assistance to the libraries for buildings and furniture as well as for purchase of books and lately for the engagement of the part of the staff on a scale which is relatively speaking larger than would be found in many other countries particularly the United Kingdom'. We have operated in this way, he further said, 'because we realize that in the first place there were many relatively new universities, which were ill-equipped with libraries and secondly, because there were many colleges which even if as they were told to have not been able to get together anything that could be regarded as an adequate library', continuing further he said,' Obviously we all know that these ideal standards are not attained in many places in India both in colleges and universities. But we in the Commission believe that the grants that we have made in the course of the last few years have enabled these institutions of higher learning to make buildings as well as with equipping them with a stock of books

DR. Ranganathan, Director of the seminar in his address said that, The UGC is fully convinced of the new and intimate role of the libraries in the university and college life in our renascent India. They have a policy to give liberal grants for all library purposes, reading materials, buildings and library staff. The Commission did not take long to realize that the proper way to develop our library service along helpful lines is to entrust the planning of the whole affair to the library profession itself. This functional sharing to their responsibility has been welcome step.'

4.5.1 UGC AND LIBRARY BUILDINGS, 1958-59

Till 1950's the biggest problem of Indian university libraries was that of accommodation. The UGC got seized of the problem and readily came forward to provide funds for constructing suitable buildings to house the libraries. By 2002, more than 80 university libraries have been able to put up new buildings for their libraries. Although the situation has much improved, yet the desired results have not been achieved. A larger number of buildings have been planned without keeping in view various aspects, such as the type of university, growth rate, and services expected of a university library.
4.5.2 UGC GRANTS

During 1958-59, the UGC gave grants to universities amounting to Rs. 24, 60,550 for the construction and equipping of the university library buildings and a further sum of Rs. 10, 95,000 for the purchase of books and journals. The total payment made by UGC for this purpose in the same year amounted to Rs.56,39,700. For the purpose of books and journals alone a total sum of Rs. 124.83 lakhs was distributed among universities during the Second Five Year period, 1956-1961. Against the total sanctioned expenditure of Rs. 5 crores in 1961-62 the UGC paid a sum of Rs.11.83 lakhs to various universities for buying books and journals. In 1963-64 the UGC launched a new scheme for grants to the affiliated and the constituent colleges to set up 'Text Book Libraries', providing multiple copies of standard text books for the use of poor students.

4.5.3 UGC REVIEW COMMITTEE, 1961

In order to consider the question of improving and co-coordinating the standards of teaching and research in the departments of library science in Indian universities, the UGC appointed a Review Committee in July, 1961, under the chairmanship of Dr. Ranganathan. Its report was published in 1965. (UGC, Indian Library committee, 1965) and its recommendations have been dealt in detail under the head 'Library Training.

Since there had been no standardization in the matters of syllabi, courses of reading, examinations, duration of courses, qualifications of teachers, etc in the discipline of library science. Therefore, realizing the need for settling all these issues, the UGC appointed a review Committee. The committee submitted a comprehensive report after a great deal of deliberation and made a large number of valuable suggestions which put the teaching of library science on sound footing.

4.6 REVIEW COMMITTEE REPORT, 1965 AND REPURCUSSIONS

The Review Committee Report published in 1965 and the department of library science of the University of Delhi, in order to evaluate its recommendations held a seminar in Delhi from September 2 to 4, 1966. After the deliberations of three days, some very constructive suggestions/ recommendations were made, extracts of which are given below:

i. In order to improve the quality of the librarians turned out of library schools,
ii. To meet diversified needs of library service for different users the curriculum and the teaching methods of the existing training programs require a thorough
re-examination. And the seminar supported fully the areas for research, spelled out in the UGC Report. In addition, it recommended the library schools should actively take up research on library problems faced by libraries in their day today operation. These problems could be tackled as assignments at B.Lib.Sc. level, depending on the nature of the problems. Thus the library schools could actively involve themselves with the live library problems. Some of the problems which require inter-disciplinary competence, the assistance of specialists in the various fields should be sought for guiding the research work. The research programs should be broadly divided into: Pure research, Practical research and Developmental work.

III The seminar recommended the formation of a mechanism for accreditation of training courses offered by the universities.

IV The UGC give full support for implementing the recommendations of the present seminar so that they could be initiated as early as possible by the library schools.

V The board of Studies of library schools in various universities should take up these recommendations for hasten the reorientation of our existing programs as early as possible. The authorities of the universities should also explore the possibility of implementing these recommendations on their own recommendations and with their own resources.

4.6.1 PARITY AND DISPARITY WITH TEACHERS

The entire credit for transforming university libraries from what they were about 40 years ago to what they are now goes to Dr. Deshmukh during whose tenure as chairman of the UGC, Dr Ranganathan secured from the UGC the academic status and scales of pay for librarians on the basis of parity with university teachers. In no other country of the world were the librarians placed so easily on the same footing as their counterparts on the teaching side.

4.6.2 WITHDRAWN OF ACADEMIC STATUS

The UGC, however, after having done a right thing, unfortunately withdrew in 1977 the academic status and scales of pay of university librarians. This was sure to affect adversely the service of university libraries in India in the coming years. Later on, better sense prevailed and this parity was again restored from April 1980.

The Government of India Advisory Committee for libraries (1958) also recommended that library staff should be treated at par with educational staff for all matters relating to their conditions of service and work.
4.6.3 UNESCO SEMINAR, 1960

The UNESCO Regional Seminar on Library Development in South Asia held at New Delhi from October 3-14, 1960 expressed similar views and suggested that librarianship as a profession earnestly needs special training. Therefore, the only way to attract and hold suitable talent for the development of library services would be by assuring librarians appropriate status and pay.

4.7 KOTHARI COMMISSION (1964-66)

The Kothari Commission or the Education Commission under the chairmanship of Dr. D.S. Kothari marked another important stage in the history of university libraries in India. The Commission devoted considerable attention to the development of the university libraries and made following recommendations:

Norms for financial support, long range planning for establishment of a well-equipped library before the starting of a university, college or department, suitable phasing over of the library grants, encouraging the students in the use of books, inter-disciplinary communication, and documentation survive in libraries, etc. The Commission had also addressed itself to the role of libraries in adult education and recommended establishment of a network of public libraries. It wanted the school libraries to be integrated with public libraries for adult education.

The Report submitted by Dr. D.S. Kothari on June 29, 1966, emphatically pointed out that ‘nothing can be more damaging than to ignore its library and to give it a low priority. No new college, university or department should be opened unless adequate number of books in the library is provided. Monetary guidelines were also suggested. As a norm, a university should spend each year about Rs. 25 per student registered and Rs. 300 per teacher depending on the stage of development of each university library. It was also suggested that ‘the foreign exchange needed for university and college libraries, should be allowed separately to the UGC.’ The Commission also observed that ‘where there is an outstanding college or a small cluster of very good colleges within a large majority which has shown the capacity to improve itself markedly by consideration should be given to granting it an autonomous status.’ However, UGC could succeed in facilitating autonomy for only 120 colleges.

4.7.1 VOCATIONAL EDUCATION

Various committees and commissions on Indian education have deliberated over the concept and modalities of the implementation of vocational/ and need-
based education. In 1978 this vocational stream was introduced at the higher secondary stage on the recommendation of the Kothari Commission in 1966. The scheme has initially identified 35 courses with practical orientation. The scheme has received enthusiastic response from the colleges and universities and has been introduced in 31 universities and about a thousand colleges so far.

Unfortunately, students of 'vocational stream' at First Degree Level' have preferred to go in for postgraduate studies rather than entering the job market. In the process, the basic objective of the scheme has been largely defeated.

The Kothari Commission observed, "with ever-increasing enrolment in the universities and colleges, the demand for library service has been mounting. Unlike in the past, the library staff has now to cater to the diverse needs of under graduates, post graduates and research scholars.'

4.7.2 GROWTH OF RESEARCH

Because of the explosion of information and growth of research in our universities the Commission felt the need for conservation of research potential through documentation work and service. The commission, therefore, recommended the appointment of teams of documentalists in university libraries who could understand the work of documentation, search, indexing and abstracting. The Commission also emphasized on student-oriented education. The most urgent reform needed, therefore, is to increase the self-study facilities for students. To make it possible, well-kept and commodious libraries with adequate number of reading seats is necessary.

However, the recommendations of this Commission on libraries did not indicate anything revolutionary or far reaching. A university library's potential for providing the learning environment was unfortunately overlooked by the commission.

4.8 SCHEME OF RESTRUCTURING OF COURSES

In the Fifth Plan (1971-76), the UGC introduced the scheme of restructuring of courses at UG level. The scheme aimed at making the first degree course more relevant to environment and to the development needs of the country and to link education with work/field/practical experience and productivity, the program had four major components: i. Foundation Courses ii. Core courses, iii. Some applied studies; and iv. Involvement in program of national or social service for the first two years. Earlier, Rs. 5 lakhs per course was granted to colleges and later the amount
was increased to Rs. 7.5 lakhs. Of all these efforts, the scheme could not make much headway. There was minimal impact of the program in the country.

4.8.1 THE SUBJECT PANEL, 1985

In view of the changes and challenges the UGC set up a panel on LIS to periodically review the different aspects of the existing LIS Program. The Subject Panel made recommendations with regard to status of library science developments, teaching facility, financial support, syllabi for various program, the nomenclature of the department and courses were changed to LiSc.

4.8.2 AUTONOMOUS DEPARTMENT, 1986

The National Policy on Education (NPE) noted that the autonomous colleges will be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges.

4.8.3 COMPUTER IN PG CURRICULUM, 1993

As per the UGC guidelines, the PG departments of Mathematics, Chemistry, Physics, Geo-sciences, Economics, Library Sciences and Commerce in the universities may offer Computer application subject as a special paper of studies, and courses have already been designed and circulated by the UGC in 1993. This view was formulated in the face of the developments that nearly 90-95% of the students look for employment in different business and industrial organizations, banks and other corporate organizations, administration and teaching profession. Rest 5-10% generally goes for research. When this is the trend, the PG students should be taught and trained accordingly by the universities. Therefore, the candidates qualified with their basic subjects are expected to possess necessary qualifications/knowledge regarding popular application software packages etc.

4.8.4 CURRICULUM DEVELOPMENT COMMITTEE (CDC), 1993

In 1993, the UGC again set up a Curriculum Development Committee (CDC) in LIS, which in its respect, published in 1993, recommended a new curriculum, strengthening the information science components. However, the report came under criticism from most quarters, and remained almost unimplemented.
4.8.5 SCHEME OF CAREER ORIENTATION
The UGC also launched a career orientation to education at the first degree level in 1994-95 in conformity with the National Policy on education (NPE) 1986 (revised in 1992).

4.8.6 UGC COMMITTEE, 1998
As a result of the criticism, the UGC has once again appointed another Committee in 1998 to suggest curriculum for LIS programs in view of the new societal, economic and technological developments.

These efforts at education and training of information professionals in IT notwithstanding, there were a general feeling of dissatisfaction with the human resource situation. And most of the professionals sent out in market by these LIS departments were unable to handle IT for information processing, retrieval and dissemination purposes.

4.9 EMERGING TRENDS
In view of the above brief presentation it is imperative to respond to the impact of IT and thereby, skills and competencies required to gain leadership in IT handling. In order to respond to the changing manpower needs of the Libraries and Information Centers (L& ICs). Although the library and information science scenario has been undergoing metamorphosis, yet a large majority of these libraries are without any computer facilities. The program of LIS education therefore, have to be developed, designed and restructured in such a way that they fulfill the changing requirements of the libraries and Information centers.

The UGC provides cent percent financing to the central Universities but to the State Universities, it only supplement the grants for purchase of books and journals, building as well as for proper staffing. Thus, it gave a new lease to life of the university and college libraries. It gave libraries a status, prestige and a better deal of life, The UGC is both a co-coordinating and grant giving body for academic purpose.

4.9.1 DEVELOPMENT PLAN PROGRAMS
In the Eighth Plan (1990-1995) guidelines that libraries should be transformed into information centers and step should be taken to link the various departments through modern communication technology. Library services should be strengthened to extend their access with a view to make the library a whole day institution working with modern facilities including computer search and documentation services.
In the planned development of the institutions like university and colleges, adequate allocations were also provided for the development of their libraries for upgradation of library services. The Eighth Plan also envisaged for the equipments like reprography, books, journals and library building and assistance for library staff was hundred percent whereas for machinery and equipment it was seventy-five percent. In addition to this, special grants were provided on various occasions to meet the additional requirements.

4.9.2 FINANCIAL RESOURCES

Funds are required to implement the policies and program. Increasing cost of infrastructure, books, journals and non-book materials, expenditure on salaries and on other quality improvement programs has become a subject of constant debate to search suitable solutions. The paucity of funds is common in all institutions. To overcome the problem, resource sharing plan like INFLIBNET have been conceived. In spite of all these efforts, financial constraints are always there and more alarming with the increase in campus population, multi-disciplinary knowledge expansion and technological revaluation.

The UGC efforts may be differentiate into the following major areas:

i. Infrastructure development
ii. Collection development
iii. Professional quality improvement

4.9.3 INFRASTRUCTURE DEVELOPMENT

Library building has an important role to play, until and unless the library is not being a virtual library. The UGC, therefore, has paid attention to adequate building facilities in universities. Norms have been laid down to provide considerable grant for new buildings. Various factors like enrolment pressure, teacher's strength, research growth and explosion of knowledge have demanded more accommodation to store new additions. Especially designed space is required for the use of modern equipments and systems. A separate spacious space for seminars etc. is needed.

4.9.3.1 GRANT FOR REPROGRAPHY

During the sixth and seventh plan, grants were provided to create reprographic facilities in libraries. These were reviewed and further strengthened to cope with increasing workload.
4.9.3.2 CREATING COMPUTER CULTURE

The program to provide computer to universities and colleges for use in their libraries has been initiated in the Eighth Plan. To create computer culture, the subject component 'Computer Application' in the curricula of all the selected disciplines may be planned. To establish computer network, the INFLIBNET centre was established at Ahmedabad and eleven universities were selected on the first instance.

4.9.4 COLLECTION DEVELOPMENT

The growth of books and journals is continuous in the universities and post graduate departments of colleges where the documents are also generated by research scholars and teachers.

The university and college library collections are developed mainly through purchase, gifts, donation and exchange. These may be manuscripts as well as printed or non-printed forms. Adequate and working collections are very much essential to extend effective library services. Computer application and use of electronic gadgets will help in sharing the resources of group of libraries. In this direction, very positive efforts have been made by UGC in the Seventh Plan itself under media education program, non-book materials were prepared. As a result, A/V cassettes are available. In recent years, database culture has created world wide information access. As a result, a number of networks and CD-ROM products are easily accessible to the user. The UGC provides grants for the purchase of books and journals in every scheme of grants of Five Year Plan periods.

4.9.4.1 PUBLICATION GRANTS

For publication of learned research works grants are also made available under unassigned grants of UGC.

4.9.4.2 BOOK BANK

For the welfare of needy and deserving students of various zones of the country, book banks were promoted in libraries. A portion of the grant was allowed for this purpose. Guidelines were framed for the purchase of costly books and making them available to needy and scholarly students.

4.9.5 PROFESSIONAL QUALITY IMPROVEMENT

To improve library services, UGC provided guidelines for the constitution of Library Advisory Committee to assist the librarian, both in their running and effecting improvements. The entire credit for transforming university libraries from what they
were about 40 years ago to what they are now goes to the credit of both
Dr.Deshmukh and Dr. Ranganathan who secured from the government of India the
academic status and scales of pay for librarians on the basis of parity with university
teachers.

4.9.5.1 INFLIBNET PROGRAM

Librarians have realized that no library can be self-sufficient to cater to the
needs of its academic community in isolation. Many libraries developed well
established inter-library loan system and adopted resource sharing procedures.
Realizing this, UGC in its meeting in April, 1998, decided to interlink major university
libraries in the country through network called ‘INFLIBNET’ (Information and Library
Network). The Government of India in its Seventh Five Year Plan (1985-90) gave
emphasis to the development of library network service and introduces modern
information technology in this field. The INFLIBNET project aims at the
establishment of a national network of library and information centers in the
universities. The INFLIBNET program has been set up with the following objectives:

i. To modernize libraries/information centre of academic institutions in the country.

ii. To establish bibliographic standards for information transfer at national and
international levels.

iii. To facilitate pooling, sharing and optimization of library information resources.

iv. To organize library services at affordable cost and to maximize benefits.

v. To provide speedy, efficient and fault free service to the end users (Jain, 1998;
Murthy and Cholin, 2002).

4.9.6 NATIONAL REVIEW COMMITTEE ON LIBRARIES, 1996

The UGC has constituted 2nd National Review Committee (1996) under the
chairmanship of Prof. MKR Naidu, Ex-University Librarian, SDNT University,
Bombay. The committee is developing status support based on a questionnaire
responses received from universities and colleges. It has also visited various types
of universities and colleges to observe situation directly. This is another serious
attempt after a long gap. The committee has observed that well equipped functional
libraries are essential to support university and college educational program

In 1994, the UGC has established the National Assessment and Accreditation
Council (NAAC) at Bangalore with the objectives of stimulating the academic
environment and quality of teaching, research and library in these institutions;
helping institutions realize their academic objectives; promoting necessary changes,
innovations and reforms in all aspects of the institutions; and encouraging innovations, self-evaluation and accountability in higher education (University Handbook).

The academic environment of the libraries are under continuous change and expansion and so the service area of libraries like creation of database, operation of database, information search, use of IT products, use of network, maintenance of non-book materials, organization of all such new additions etc, have been introduced. In some cases libraries are functioning as separate identity together with traditional and electronic applications.

4.10 RETROSPECTIVE CONVERSION OF COLLECTION OF FIVE MAJOR LIBRARIES

University libraries in India have uniform records mostly dealing with the academic and research interest collection. It is hoped that minimum of 50 - 60 % of collection does overlap among the university libraries resulting in duplication of efforts in retro-conversion. Under the Recon version project five libraries will create good quality records of their entire holdings as per the standards recommended by INFLIBNET and contribute such records to union database created at INFLIBNET. This has been initiated to make an optimum use of existing resources and promote resource sharing among member libraries. Considering this need UGC has accepted this task as a project by sanctioning Rs.10 lakh each to five major libraries for converting their catalogues into machine readable form using the accepted standards and formats. The scope of the project is restricted to collection of books and other materials in five major university libraries given below:

1. Banaras Hindu University (BHU), Varanasi
2. Indian Institute of Science (IIS), Bangalore
3. Jawaharlal Nehru University (JNU), New Delhi
4. University of Madras, Madras
5. University of Mumbai, Mumbai

The main objective of this project is to use these high quality records created by the above libraries for retro-conversion and shared cataloguing of other member libraries thereby minimizing the laborious efforts and cost involved in retro-conversion (Murthy and Cholin, 2003; INFLIBNET Annual Report, 2002)
4.11 DOCUMENT DELIVERY SERVICE

The scholarly journals are the carriers of contemporary information. These journals are the backbone of the collection of the universities. The academic and research fraternity heavily depend on this priceless material for their daily work. Nearly 75-80 % of the total budget allotted to the library is spent on subscribing journals. During the last few years the subscription of journals assumed alarming proportion. The prices of international journals in particular and national journals in general went exaggeratedly high and also the fluctuation in the conversion of Indian rupee against foreign currencies, are the main factors drastically affecting the subscription of foreign periodicals in the university libraries. Also there are not enough funds to subscribe journals and instead there is drastic cut in the subscription of journals. The situation is beginning to improve, because more and more journals can now be accessed via internet. Some publishers are also providing online version of the journals along with their copies of the journals.

The situation calls for optimum utilization of existing journals collection among the libraries through resource sharing mechanism. INFLIBNET centre has initiated this activity by proposing a few libraries to act as Document Delivery Centers. To begin, following six libraries have been identified for Document Delivery Service:

1. Banaras Hindu University (BHU), Varanasi
2. Indian Institute of Science (IIS), Bangalore
3. Jawaharlal Nehru University (JNU), New Delhi
4. Panjab University, Chandigarh
5. Tata Institute of Social Sciences (TISS), Mumbai
6. University of Hyderabad, Hyderabad

These university libraries have fairly large collection of serials and will deliver the copies of research papers from their collection, using electronic media as primary mode. Document Delivery Service is a pilot project, which will initially run for three years and will be continued, based on the performance; the required support for initiating the service is provided by UGC through INFLIBNET. The emphasis will be on cheaper and faster mode of delivery of documents using electronic media (INFLIBNET Annual Report, 1999-2000).

The Commission has a good number of schemes to maintain the standards of teaching and research. In almost all the schemes the commission has kept a compulsory component of books and journals. To use the specialized information
resources, scholars are also provided travel expenses to those places where specialized resources are available.

4.12 UGC MODEL CURRICULUM: LIS, 2001

The UGC reconstituted subject Panel in different disciplines including LIS vide their D.O. letter no. F 2-13/97 (Desk Panel) dated 2nd April 1997, with Prof. (Dr.) C.R. Karisiddappa as its convener. On 24th July 1997, the then chairman of UGC took a meeting with the conveners of Subject Panels, in which it was emphasized that the existing Curriculum Development Report be updated in collaboration with Curriculum Development Centers (CDC).

In pursuance of these guidelines, and Subject Panel on Library and Information Science (LIS) took up the work of preparation of the new CDC Report on LIS with very first meeting held in Karnataka University, Dharwad on 10-11th March 1998. The Plan for preparing Status Report and Model Syllabus in LIS was discussed in a couple of meetings with the conveners of Board of Studies in LIS of different Indian Universities for which purpose four zonal meeting were held at Kurukshetra University (29-30 December 1998), Utkal University (9-10 February 1999), Osmania University and North Eastern Hill University (13-14 April 1999). In its endeavor to prepare Status Report, the Panel circulated a questionnaire to all the teaching departments of LIS in the country and the Status Report was prepared, which led the preparation of Model Syllabus.

The work of preparation of CDC Report received a fresh fillip and immense impetus from the directions received from Dr. Hari Gautam, the then chairman, UGC, through his D.O. letter no. F 4-1/97 (Desk Panel) dated 8th March 2000 and 31st August 2000 respectively, vide these letters, it was advised to constitute 3 groups consisting of 8 members each for completing the work of preparation of CDC Report. These 3 Groups met in the UGC office on 23-25th October, 2000, 4-6th December 2000 and 8-10th January 2002 respectively and finalized the Levels, Modules, Model Syllabus, Marks pattern, Teaching hours and credits.

To present Model Curriculum in the discipline of LIS for inculcating into future managers of libraries and information centers, necessary skill and aptitude for converting their respective libraries into centre of activities and programs of their parent organizations, as was envisaged by Kothari Education Commission. The Committee was convinced that in order to combat the effect of literature explosion, it
was essential to design the Model Curriculum with a slant to IT component in it so that the new technology based tools and techniques must be made central element of the Model Syllabus. Tradition has however not been sacrificed for technology, and the committee has taken care to maintain a symbiosis between traditional technological elements in the Model Curriculum.