

GROWTH AND DEVELOPMENT OF COLLEGE AND UNIVERSITY LIBRARIES IN INDIA

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INTRODUCTION:

- ✘ The growth and development of libraries in modern India can be seen in the historicity of knowledge dissemination activities.
- ✘ For the story of the growth and development of libraries marches along the essays of mankind in keeping the records of events, activities and achievements, ultimately seeking to represent them in writing.
- ✘ It involves the understanding of the process through which the original conception of a library took shape in the human mind and, and gradually came to have an organized form, and eventually grew and developed in different ways at different places.

- ✘ This development has been attributed to many factors including the progress of higher education and the guidance of many academic librarians, including the late Dr. S.R.Ranganathan.
- ✘ The development of libraries and their growth can be discussed by categorizing into:
 - I. Libraries in Ancient India.
 - II. Libraries in Medieval India.
 - III. Libraries in Pre- Independent India.
 - IV. Libraries in Post - Independent India.

✘ LIBRARIES IN ANCIENT INDIA:

- ✘ Learning and teaching have been a tradition in India since ancient times.
- ✘ During the vedic age, education was mostly individualistic and provided by learned saints called Gurus in Gurukula Ashram as a matter of service and sacrifice.
- ✘ In ancient period, owing to the absence of printing, only hand written books or manuscripts comprised the library.
- ✘ The role of memory was significant as everything worthy of knowing had to be acquired by the ear and retained through learning by heart.
- ✘ The entire knowledge was stored in the memory of the scholars.

- ✘ Dr. S. Radhakrishnan, a philosopher and the former President of India, once said, *“In the old days teachers of India were themselves librarians and they were held in the highest esteem.”* Newton Mohan Dutt is of opinion that *“they (teachers) were mobile libraries”* and Richardson called them ‘memory libraries.’
- ✘ Perhaps that is why there were no academic libraries during the Indus valley civilizations. It has been said that academic libraries formally became part of higher education in 414 A. D. when Taxila University was found in the city of Gandhara.
- ✘ *Taxila was the first university in the world and had an excellent library.* It was the intellectual capital of Indian higher education. Similarly, the Buddhist monastic institutions at Nalanda, Vallabhi, Vikramshila and Odanta Puri became important centers of higher learning.

- ✘ Besides, culture of Vedic and Buddhist literature was emphasized in the educational system of Taxila. Nalanda University was noted as an institution of higher learning or post graduate studies. Nalanda possessed a well equipped library which was situated in a special area known as Dharmaganja (Mart of Religion) and comprised three huge buildings in it known as-
 - ✓ Ratnasagara (nine storeyed building),
 - ✓ Ratnadadhi and
 - ✓ Ratnaranjaka.
- ✘ Nalanda University library was the biggest in Asia at that time. The accounts of these and other institutions and their libraries can be found in the writings of the famous Chinese travelers, Fa- Hien (399 A. D.), Hiuen - Tsang (629 A. D.) and I- Tsing (672 A. D.) who visited India.

✘ LIBRARIES IN MEDIEVAL INDIA:

- ✘ The medieval period of Indian history was full of battles and wars which affected the progress of higher education and the development of academic libraries. India was first invaded by the Muslims in 1175 A. D. and their frequent invasions did not even spare the educational institutions of higher learning.
- ✘ Jalal-ud-din Khalji established the Imperial library at Delhi and appointed Amir Khusrau as the librarian. Nizam-ud-din Auliya established a library by raising public donations which had a large collection of manuscripts.
- ✘ Later Muslims rulers in India were book lovers, had their own libraries, and encouraged the establishment of madrasahs (colleges). Most educational institutes of higher learning in medieval India had their own libraries, but access to the educational facilities, as during the ancient period was still limited to only privileged people and scholars.

- ✘ Thus it can be said that the higher education and academic libraries did not flourish during the medieval period to the extent that they flourished during the ancient period in India.
- ✘ LIBRARIES IN THE PRE-INDEPENDENT INDIA:
- ✘ The decline of the Mughal power over India paved the way for the spread of British influence. In the beginning, the East India Company did not think seriously of a prospective planning for the dissemination of information and knowledge, because the company was quite obviously engaged in the consolidation of its political power and expansion of trade.
- ✘ The official policy and decisions were more influenced by the British interest. Thus, the development of higher education of higher education during this period was at a slower rate. Important events to be discussed particularly in the context of academic libraries during this period are:

- ✘ **Fort William College:** Fort William College was established in 18 August, 1800 by the Marquis of Wellesley, the then Governor General of India (1798 - 1805) for the purpose of training the company's new employees before they were assigned their responsibilities in India which encourage learning of oriental languages.
- ✘ **The Charter Act of 1813:** The British Parliament had noticed the slow progress of education even after the East India Company were given full responsibility to educate Indians and therefore passed a resolution. As a result, few colleges were opened such as C. M. S. College in Kotayam, Hindu (presidency) college in Calcutta in 1816 and Raven Shaw College in Cuttack in 1816.
- ✘ **Serampore College:** Serampore College was established by the Danes in 1818. Historically speaking, Serampore College is considered to be the first modern university in India. It did not use its charter to provide education in secular literature and science in any considerable scale.

- ✘ **English education:** The British Indian Government took a historic decision on March 7, 1835 to promote English literature and Sciences in India. It was a turning point in the history of education in India. The number of colleges grew fast and by 1839 there were over 40 colleges with attached libraries in the British territory in India but none of them was under the management of Indians .In 1840 Presidency College was established in Madras, followed by a Medical College in Bombay in 1845.
- ✘ **Birth of Universities:** A parliamentary committee was appointed to study the proposal by the office of the secretary of state to scrutinize the plan. It resulted in memorable dispatch of Sir Charles Wood, President of the Board of Control, dated 19th July 1854, laid the foundations on which the educational system in British India subsequently developed. It was called the Magna Carta of English Education in India. Sir John Colville introduced the bill to establish universities in India which resulted in three universities based on London University model, in the Presidency towns of Calcutta, Madras and Bombay in 1857.

- ✘ **The Raleigh Commission:** Lord Curzon appointed a University Commission in January 1902 “to investigate the conditions and prospects of the Indian universities and to recommend measures to improve their constitution and working and standards of teaching.” The commission was chaired by Sir Thomas Raleigh and the final report was made public in June 1904 and all its recommendations were included in the Universities Act of 1904. The commission paid special attention to the academic libraries and found that “the library is little used by graduates and hardly at all by other students.”
- ✘ **Library Training Programmes:** During the British period there were no facilities for the proper training of librarians in the country until 1910. The first evidence of any type of library training in modern India appeared in 1903 when a library staff member of the central Hindu College in Banaras was brought to the Imperial Library, Calcutta for in-house training. The Maharaja of Baroda had invited Mr. Borden to India to organize and improve libraries and librarianship in his state.

- ✘ **New Education Policy:** A new government resolution was passed on Feb. 21, 1913, on the educational policy for the country. The immediate result of this was the founding of two universities in 1916. They were Banaras Hindu University and Mysore University. On the academic library scene, Bombay University appointed its first fulltime librarian in 1913. In March 1914, the Madras University Library also opens its library for public and books were checked out for the first time for home use.
- ✘ **The Calcutta University Commission:** This commission was appointed in 1917 by the British Indian Government also known as Sadler Commission, after its chairman, Sir Michael Sadler to study the situation and make recommendations to solve existing problems. The commission recommended the creation of more teaching and residential universities, less control on these universities and better co-operation between universities and their affiliated colleges. After the passage of the Government of India Act of 1919 based on the Montague-Chelmsford reforms of 1919, education was transferred to provincial control in 1921.

- ✘ **Contribution of Dr. Ranganathan:** The University of Madras appointed Dr. S. R. Ranganathan as their librarian on January 4, 1924. He was trained at the University of London School before joining his duties at Madras. His contribution in the growth and the development of libraries in general, and Madras University Library in particular, was undoubtedly tremendous and unforgettable. Some of the important and major ideas of Ranganathan were the Five Laws of Library Science which were enunciated by him 1924.
- ✘ **Hartog Committee:** Though higher education and academic libraries made some progress yet their growth and development was not very well organized. Therefore, an Indian Statutory Commission, popularly known as the Simon Commission, was appointed by the Government in 1927 to study the conditions. The commission was named after its chairman, Sir Philip Hartog (chairman of an auxiliary committee to look into the growth of education in India, appointed by Simon Commission).

- ✘ **Library training:** The Madras Library Association, formed in 1928 through the efforts of S. R. Rangathan, started a three - months training program for college librarians of India in the summer of 1929. The main objective of the courses in its beginning was to spread the ideas of the value of good library services and modern library methods among potential users of the library.
- ✘ **The library Association:** By 1933, there was no national library association to represent librarians and to discuss and solve the various problems connected with libraries and encourage their development in India. It was mainly due to the efforts of three librarians – Dr. O. Thomas, K. M. Asadullah and S. R. Ranganathan that the Indian Library Association (ILA) was finally formed on September 12, 1933 in Calcutta. It was a landmark and “marked the beginning of a new era in the development and growth of libraries in India.” In the beginning ILA has three major objectives as:

- ❑ The furtherance of Library Movement in India;
- ❑ The promotion of the training of librarians; and
- ❑ The improvement of the status of the librarians.
- ✘ In the same year, the librarians working in various departments and ministries of the government of India formed themselves into an association called the Government of India Library Association (now called AGLIS).
- ✘ Other developments from 1935 – 1947: In 1935, Education was placed under the Ministry of Education in each province. The Bureau of Education of India was revived by the Government of India in 1937 for dealing especially with the collection and dissemination of literature relating to educational problems in the various provinces. A university committee, known as the Wood and Abbott Committee, was appointed to study the financial situation of academic libraries in the year 1938. Due to World War second, there was hardly any activity during the years 1939 – 47, and this had its effect on Indian higher education and academic libraries.

✘ **The Sargent Report:** In 1944 the Ministry of Education of the Government of India requested the central Advisory Board of Education to survey the educational conditions in the country. The report was named after its chairman, Sir John Sargent the Educational Advisor to the Government of India. One of the significant recommendations of this report was the establishment of an Indian University Grant Committee should be constituted for the purposes of education. Thus it can be said that university libraries did make some progress during 1927 – 1947 as compared to the pre 1924. It seems that the higher authorities were still not convinced about the importance of libraries and their role in academic institutions.

✘ LIBRARIES IN THE POST-INDEPENDENT INDIA:

- ✘ The year 1947 is significant not only from the point of view of India's political and economic growth and transformation to a new era of development but also in the growth and development of libraries in India, whether general or the specialized ones. It may thus, be regarded to have marked the beginning of a new era in the field of librarianship. India was born free on 15th Aug. 1947.
- ✘ Results of this independence were visible in the changing structure and growth of the libraries also, the first significant move in this direction being the change in the nomenclature of the Imperial Library as The National Library, by the Imperial Library Change of Name Act, passed in 1948. The major factors that contributed for the rapid growth and development of academic libraries are:

- ✘ **Radhakrishnan Commission (1948 - 49):** The actual process for the development of the university libraries in India can be said to have been set in motion with the appointment of the University Education Commission, chaired by Dr. S. Radhakrishnan. The commission during the courses of its study of the academic libraries found that
- ✘ “Libraries were hopelessly inadequate to serve the curricular needs of a modern university. They were ill – housed, ill – stocked, and ill – staffed and were totally lacking in standard literary and scientific journals. Service was in the hands of personnel that had hardly any notion of the objectives of university education. The annual appropriation for book purchase seldom exceeded the ten thousand mark.”

- ✘ The recommendations for the improvement of library facilities are:
 - ❑ At least 6% of the total budget of each academic institution should be set aside for libraries; only then will the conditions of these libraries improve.
 - ❑ If the institutions were not willing to give 6% of their budget to libraries, they should give Rs. 40.00 per student enrolled in the institutions.
 - ❑ More attention should be paid to improve the reference services in university libraries and make libraries proper centers for research activities, and to raise the standards of services.
 - ❑ Library should have well qualified staff, strict working hours etc.
 - ❑ Open access facility to the students and make them book conscious.
 - ❑ Annual grants and needs to give grants to teachers to buy books

- ✘ Organization of the library.
- ✘ There is no doubt that the recommendations of the commission were based on the needs of modern library services in universities for the promotion of research and creative learning.” But most of the recommendations were not implemented.

- ✘ b) Establishment of University Grants Commission:
- ✘ The most important event in the history of the university education in India was the establishment of the University Grant Commission on December 28, 1953, on the model of the University Grant Commission of Britain. Because the need of a financial or funding body was felt to develop good infrastructure for educational pattern, UGC (India) was constituted.
- ✘ The UGC was given a statutory form in 1956 by the UGC Act No. 3 of the Parliament. Since its inception, the UGC has given priority to the development facilities of academic libraries in the country. The main functions were to look after the educational interests of the country and to oversee the development and functioning of all the academic institutions, including libraries. It helped the professionally qualified academic librarians to get better pay scales equal to the teaching members of the universities.

✘ OBJECTIVES OF UNIVERSITIES IN HIGHER EDUCATION:

- ✘ The objectives of higher education should be broad and dynamic. They are as follows:
- ✘ To promote, disseminate and generate knowledge and provide sound knowledge and wisdom.
- ✘ To promote humanism, reasoning, tolerance, adventure, critical thinking and search for truth to achieve knowledge, understanding, good leadership qualities, equality and social justice for the students and teachers.
- ✘ To strive to achieve goals for the advancement of learning and research.
- ✘ To strive to train the students and youngsters for the development of power to form sound judgement.
- ✘ To find its guiding principles in the aims of a social order to satisfy the occupational needs of our society.
- ✘ The policies and programmes must be brought into line with the social purposes to promote wellbeing, faith in reason and humanity.
- ✘ To preserve of value of democracy, justices and liberty, equality and fraternity.

✘ FUNCTIONS OF UNIVERSITIES IN HIGHER EDUCATION:

- ✘ The functions of the universities in modern world may be said to be following:
- ✘ To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries;
- ✘ To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness developing the powers of the mind and cultivating right interests, attitude and moral and intellectual values;
- ✘ To provide society with competent men and women trained in agriculture, arts medicine, science and technology and various other professions, who will also be cultivated individuals, imbued with a sense of social purpose;
- ✘ To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education; and
- ✘ To foster in the teachers and students and through them in society generally, the attitudes and values needed for developing the good life in individuals and society.

✘ FUNCTIONS OF UNIVERSITY LIBRARIES IN HIGHER EDUCATION:

- ✘ According to University Grant Commission, United Kingdom (1971), “The character and the efficiency of university may be judged by its treatment of its central organ, the library.” The functions of University Libraries are:
- ✘ To provide the reading and reference materials to supplement classroom instruction.
- ✘ To provide technical and specialized study materials to keep informed and the latest developments for the faculty members.
- ✘ To provide research materials needed for individual faculty members.
- ✘ To encourage students to use library materials independently.
- ✘ It functions both as a storehouse and a laboratory.
- ✘ To support informal education.
- ✘ To provide materials for part time students, evening college students and correspondence education students.

- ✘ Publication of handbooks in order to make students and other faculty members to understand about the organization, collection, service, etc., of the library.
- ✘ Posters and sign boards should be provided within the library for proper direction of the users.
- ✘ To make the new readers familiar with the use of catalogues, and other library service provided by the library.
- ✘ To facilitate resource sharing among the University libraries.
- ✘ To provide reprographic services to save the time of the readers and to avoid mutilation of books especially periodicals.
- ✘ Thus, they become the training ground for the development of human resources and pivotal in the production of sophisticated manpower in adequate numbers to deal creatively with new technologies.

✘ SHORTCOMINGS OF HIGHER EDUCATION

- ✘ Globalization has led shortcomings in higher education, they are:
 1. Outdated Method of Teaching
 2. Lack of Research and Development Facility
 3. Faulty Regulation Systems
 4. Lack of Proper Policy for Finance Management
 5. Lack of Proper University Industry Interaction
 6. Inappropriate growth in Number of Higher Education Students.

✘ FUNCTIONS OF UNIVERSITY GRANTS COMMISSION:

✘ The main functions of the University Grants Commission are:

✘ To ensure the promotion and co ordination of university education and the determination and maintenance of standards of teaching, examination and research in universities.

✘ To give full grants to Central universities and also for the development grants approved by the Commission. Also, grants are given to State universities for their various development projects.

✘ The UGC also renders assistance for the development of existing postgraduate departments and establishments of new ones in various universities and colleges.

✘ The UGC contributes liberally towards the improvement of salary, scales of teachers, construction of students' hostels, and staff quarters and institution of fellowships and scholarships for post graduate work.

✘ To promote researches among the large number of junior and senior researchers, fellowships are given by the commission, a number of grants are paid to the universities to enable teachers and research workers to visit centres of learning in the country in pursuance of their work and to obtain specialized training in their respective fields.

✘ COMMITTEES AND COMMISSIONS OF EDUCATION:

✘ The committees and commissions appointed by the UGC are as follows:

1. The Library Committee (1957):

✘ One of the first acts of the UGC was to appoint a Library Committee in 1957 under the chairmanship of Dr.S.R.Ranganathan to look into the conditions of academic libraries. Other members of the committee were Professor S.Bashiruddin, K.S.Hingwe, B.S.Kesavan, and S.Parthasarathy.

✘ Some of the recommendations of the Committee were:

- Liberal grants for all library purposes, reading materials, buildings and library staffs.
- The UGC and the state government should help the college and university libraries in the development of the initial collections of both books and back volumes of learned periodicals.
- The formula suggested by the committee was that funds be given at the rate of Rs. 15. 00 per (enrolled) student and Rs.200.00 per research scholar and teacher.

- A special initial library grant should be provided in case of a new university and of a new department in an existing university. Due to inflation and other unforeseeable circumstances the formula should be revised from time to time.
- The committee suggested that the rules be drafted for the purpose of the interlibrary loan and prepare a Union Catalogue of books and Union List of Serials in order to promote cooperation among libraries.
- The committee strongly recommended the introduction of Open Access System in every academic library.
- The other recommendations include building a microfilm collection, copying facilities for microfilm and book material, appointment of a committee to look into the standards of teaching, examination and research in library schools.
- The committee also suggested appointment of another committee to look into the standards of teaching, examination and research in library schools.

- The committee recommended the appointment of full-time teaching faculty members for teaching rather than asking librarians to teach part – time in library schools.
- The committee also recommended the practice of appointing prescribed professionally qualified librarians.
- The Committee added that “the status and the salary of the library staff should be the same as that of the teaching and research staff i.e. Professors, Readers, Lecturers, Assistant Lecturers and others etc.
- The recommendations of the Library Committee were accepted by the UGC and all colleges and universities were urged by the UGC to accept these norms for the benefit of the students, faculty, and staff and for the institution itself. The acceptance of recommendations cleared a great obstacle in the way of library development. Some of the recommendations were well taken by a few academic institutions and implemented successfully, but the others were not able to adopt them.

✘ THE UGC REVIEW COMMITTEE:

- ✘ On the recommendation of the UGC Library Committee of 1957, Review Committee was appointed in 1961 under the chairmanship of Dr.S.R.Ranganathan. Other members of the Committee were: Dr. C.P.Shukla, K.A. Isaac, S.Bashiruddin, P.N.Kaula, B.S.Kesavan, Dr. J.S.Sharma and Professor S.Das Gupta, with Dr.P.J.Philip as the Secretary.
- ✘ The Committee was given the following responsibilities:
 - To prepare the curriculum for the various courses.
 - To lay down guiding principles for the conduct of examinations.
 - To lay down the entrance qualifications of the students for the various courses.
 - To lay down minimum standards for passing examinations.
 - To recommend any other steps to achieve uniform and highly developed standards.

- ✘ The committee report was submitted to the UGC in 1962, which focused its attention on the objectives of library education; outlines for the curriculum of Bachelor's and Master's degrees; pre-admission apprenticeship for six months in an approved; a staff-student ratio of 1:10 at the undergraduate level and 1:5 at the master's level; and dropping the certificate courses from the university curriculum.
- ✘ The other recommendations included:
 - There should be close cooperation between the library and the department of library science in a university. It would be useful for the teachers of library science to work in the library for short periods and similarly it would be useful for the librarians to maintain an academic interest in the subject by delivering a few lectures in the department.
 - While we would welcome close attention between the department of library science and the library in a manner to be determined by the universities, we are not in favor of the present practice of employing part-time teachers in the department of library science drawn from the university libraries.
 - The department of library science should enjoy the same status in regard to leave, vacations, academic matters, representation on university bodies, etc., as the other departments of the university.
 - The recommendations of the Committee were accepted for implementation in the library schools by the UGC.

- ✘ EDUCATION COMMISSION (1964 – 1966):
- ✘ Mr. M.C.Chagla, Minister of Education, appointed an Education Commission in 1964 under the chairmanship of Dr.D.S.Kothari. Other members of the Commission were education experts from England, France, Japan, Russia, and the United States.
- ✘ The Commission, also known as the Kothari Commission after its Chairman, submitted its report on June 29, 1966. The Commission stated in its final report wrote, *“Nothing can be more damaging dent 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.”*
- ✘ The Kothari Commission on Education (1964–66) has laid stress on the proper development of university library system in the country and has recommended that –

- Every college and university should have a well balanced and well equipped library according to its needs.
- A long range plan for library development should be drawn up for each academic institution, taking into consideration anticipated increase in enrolment, introduction of new subjects and research needs, etc.
- Documentation services should be encouraged in libraries and documentalists should be appointed to help researchers and do indexing and abstracting.
- The book selection should be oriented towards supporting instruction and research.
- The library should provide resources necessary for research in fields of special interest to the university; provide library facilities and services necessary for the success of all formal programs of instruction.
- Monetary guidelines were also suggested by the Commission as a norm, a university should spend each year about Rs. 25.00 for each student registered and Rs.300/- per teacher or from 6.5% to 10% of the total budget depending on the stage of development of each university.

- The commission also suggested that the foreign exchange needed for the university and college libraries should separately allocate to the UGC.
- ✘ The UGC appointed a committee on December 24, 1983 under the chairmanship of Prof. R.C.Mehrotra to consider the revision of pay scales, career / professional development and service conditions of teachers in the universities and colleges.
- ✘ In October 1985, the UGC in consultation with the Government of India, requested the Mehrotra Committee to consider the revision of pay scales of librarian to the UGC on September 3, 1986.
- ✘ The committee recognized the importance of libraries and their manpower for imparting and disseminating knowledge and recommended the revision of pay scale for the Librarian and other staff.

- ✘ Other recommendations being mentioned were that the librarians should have promotional opportunities, adequate facilities to improve their qualifications or attend refresher courses to update their knowledge and new courses to impart instruction on modern technological developments.
- ✘ The committee also suggested for 'National eligibility Test (NET)' as the necessary requirement for lecturers, assistant librarians, documentation officers and college librarians so that the standards of new entrants could be improved.
- ✘ The committee also suggested that librarians should be given duty leave to avail opportunities to attend summer schools, workshops, seminars etc., to keep them abreast with modern developments.
- ✘ Henceforth, the government modified the requirement, qualifications and revised grade and pay scales of the library personnel.

- ✘ The UGC in 1988 constituted a committee on National Network System under the Chairmanship of Prof. Yash Pal, the then UGC chairman to suggest measures for networking of libraries and information centres in universities, deemed universities, institutions of national importance, UGC information centres, Research and Development institutions and colleges.
- ✘ The committee prepared project report for creation of Information and Library Network (INFLIBNET) and in subsequent year, INFLIBNET came into existence. There was thus an imperative need for developing required manpower to handle such an initiative.
- ✘ In September 1990, the Curriculum Development Committee (CDC) on Library and Information Science (LIS) was constituted under the chairmanship of Prof. P.K.Kaula.
- ✘ The report of the committee was published by the UGC in the year 1992 as the “Report of the Curriculum Development Committee on Library and Information Science.”

- ✘ Among the various recommendations of CDC, revision of curriculum in Library and Information Science courses has been the main focus so that it can produce the required manpower suitable for the changing scenario in the country.
- ✘ UGC also constituted a subject panel on library and information science in the year 1997 with Prof. C.R.Karasiddappa as convenor.
- ✘ Discussions on issues were held followed by regional meetings. The panel felt the need of the immediate restructuring of the earlier CDC reports in the wake of rising impact of IT on libraries.
- ✘ Thereafter, UGC constituted 3 groups of expert to review the outcomes of various meetings and further sharpening of the modules and course contents etc.

- ✘ Thus the main focus of all these committee was training the manpower of libraries with the new technologies in order to enable them to face the new challenges.
- ✘ UGC from time to time has been constituting library reviewing various aspects of libraries so that necessary changes can be made.
- ✘ The Commission also imparts various types of training and developmental program for the library personnel in order to enable them to cope with the fast changing environment.
- ✘ One of the major programs that UGC launched was the establishment of the Academic Staff Colleges at various universities.
- ✘ The working university personnel thus get an opportunity to improve their knowledge, skills and learn new techniques.

- ✘ UGC foresaw the need for professionalization of education and development of skills among library personnel to enable them to efficiently work in an ICT environment.
- ✘ INFLIBNET has taken up various steps for development and training of library manpower or staffs and library professionals.
- ✘ Till 2003, INFLIBNET has organized nine Annual National Conventions called CALIBER (Convention on Automation of Libraries in Education and Research Institution) in collaboration with the Universities or Educational institutions with relevant objectives and focus on emerging information technology.
- ✘ The Convention has been providing a regular forum for interaction and exchange of ideas, information and newer experiences among the libraries and computer professionals from academic institutions and others thereby enabling them to enrich their managerial skills and professional competencies. In pursuit of making INFLIBNET a world class organization with the innovative changes, from the year 2003, an annual convention as an international event has been started.
- ✘ Thus First International Convention, CALIBER 2003 was held at Ahmedabad in February 2003. Since then International Convention, CALIBER 2004, CALIBER 2005, CALIBER 2006 are being organized and held regularly with different themes for each Convention.

- ✘ UGC has initiated a special program for the development of libraries and library manpower of the north eastern region. From the year 2003, a convention called PLANNER (Promotion of Library Automation and Networking in North – Eastern Region) is being organized by INFLIBNET (UGC) regularly.
- ✘ The first convention, PLANNER 2003 was held at North Eastern Hill University (NEHU), Shillong, the second convention, PLANNER 2004 at Manipur University, Manipur and third convention, PLANNER 2005 at Assam University, Silchar, Assam. The fourth convention, PLANNER 2006 is held in December 2006 at Mizoram University, Mizoram.
- ✘ Finally, it may be noted that recently UGC has constituted B.L.Mungekar Committee on Higher Education in India.
- ✘ The committee has submitted its interim report to UGC with certain recommendations regarding qualifications for appointment of teachers and library personnel in universities, colleges etc
- ✘ UGC also provides various orientation courses for the working staff in libraries through professional institutions, agencies and LIS departments of the universities. Besides these, efforts are being made by UGC to provide financial grants to the libraries of institutions of higher education, provision of flexible study leave, provision for vacation, health services and academic status, liberal retirement benefits, good opportunities for promotions etc.

✘ PROBLEMS OF LIS EDUCATION:

✘ Problems requiring discussion by the UGC and other national level professional bodies are:

1. Accreditation
2. Mushrooming of Library Schools
3. Inadequate Faculty Strength
4. Lack of Library Facilities
5. Information Technology Laboratory
6. Curriculum Revision
7. Admission Procedures and Intake
8. Students' Selection Criteria
9. Apprenticeship Programme
10. Dual Responsibility

THANK YOU