

ACADEMIC LIBRARIES AND THEIR DEVELOPMENT

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ACADEMIC LIBRARIES AND THEIR DEVELOPMENT

- An academic library generally is a centre of academic activities. Academic library is attached to academic institutions to support the class room teaching and fulfilling the objectives of modern education.
- According to **Harrods's Librarians' Glossary**, academic libraries are “those of universities, university colleges, and all other institutions forming part of or associated with, institutions of higher education”.

THREE TYPES OF ACADEMIC LIBRARIES

1. SCHOOL LIBRARIES
2. COLLEGE LIBRARIES
3. UNIVERSITY LIBRARIES

1. SCHOOL LIBRARY

According to **Harrods's Librarian Glossary**

School library as “an organized collection of books placed in a school for the use of teachers of pupils, but usually for pupils. It may comprise books of reference and/or books for home reading, and be in the care of a professional librarian, teacher, or teacher-librarian. Variously called an Instructional Material Centre, a Learning Resources Centre or a Media Centre”

OBJECTIVES OF SCHOOL LIBRARY

- i. To acquire, process and make available documents with emphasis on non-book material such as globe maps etc to serve the needs of the students and teacher.
- ii. To provide user education to enable students to become skilful and discriminating users.
- iii. To create lifelong reading habit among students.
- iv. To play an effective role in school programme.
- v. To create reading interest amongst students by means of story hour
- vi. To provide documents to supplement teaching and learning.
- vii. To provide light reading material for recreational purposes.
- viii. To help them in becoming creative writers as well as critical thinkers.

FUNCTIONS OF SCHOOL LIBRARY

- i. The main function of any school library is to provide the appropriate text books and other additional reading material which is related to the academic curriculum.
- ii. It should procure handy documents, illustrated picture books with bold and large fonts so as to create the interest in student for reading regularly.
- iii. It provides suitable documents and information helpful in educational programmes and extracurricular activities of the school.
- iv. Providing Current Awareness Service.

2. COLLEGE LIBRARY

- i. A library attached or associated with a college and used by teachers students and staff of the college is known as college library.

- ii. A College library represent a new environment with good number of reference books and journals in both print and electronic format, more services and facilities for the users and a force or team of qualified professionals to help and assist as per their information need.

OBJECTIVES OF COLLEGE LIBRARY

- i. To support the teaching programme of the college.
- ii. To provide reading material for independent study and research.
- iii. To encourage life- long learning among students to make them more enlightened and knowledgeable.
- iv. To support the objectives, mission and vision of the college.
- v. To preserve documents for future use.
- vi. To offer variety of services such as newspaper clippings, bibliographies, access to databases, etc.

OBJECTIVES BY THE EDUCATION COMMISSION (INDIA, 1964-66)

- i. To provide the resources necessary for research in the fields of special interests to the college.
- ii. To aid the teacher in keeping abreast of developments in his/her field.
- iii. To library facilities and services necessary for the success of all formal programmes of instructions.
- iv. To open the door to the wide world of books that lie beyond conditions which encourage reading for pleasure, self discovery, personal growth and the sharpening of intellectual curiosity.

FUNCTIONS OF COLLEGE LIBRARY

According to W. M. Randall and F.L.Goodrich

- i. Makes available the books and documents required by faculty members in preparation of their instructional courses.
- ii. Provides supplementary books and reading material to help study and teaching at the college.
- iii. Provides comprehensive selection of authoritative books and documents needed by the faculty members to pursue their research programmes.
- iv. Promotes the proper use of the reading material available in the stock.
- v. Trains the students in making use of the library properly and derive full advantage out of it, integrating the library with the educational courses.
- vi. To acquire and provide text and standard reference books to the students, necessary to prepare for their examinations.

3. UNIVERSITY LIBRARY

- A library attached or associated with a university and used by students, teachers, researchers, administrative staff etc. of the university as well as by the other research workers, alumni outside the university is known as university library.

OBJECTIVES OF UNIVERSITY LIBRARY

- i. Conservation of knowledge.
- ii. Dissemination of knowledge through publication and extension programs.
- iii. Helping the faculty and students to achieve highest academic honor and lifetime good reading.
- iv. Adopting new technologies.
- v. Establishing information centers and render reader's advisory service.
- vi. Acquiring process of resources and make them available to the readers / users.

FUNCTIONS OF UNIVERSITY LIBRARY

The Kothari Commission on Education (1964-66) recommendation:

- i. Provide resources necessary for research in the fields of interest to university.
- ii. Help the university faculty in keeping abreast of developments in their disciplines
- iii. Provide library facilities for the success of all formal instructional programmes
- iv. Open the doors to the wide world of books that lie beyond the borders of one's own specialisation;
- v. Bring books, students and scholars together under conditions which encourage reading for pleasure, self discovery, personal growth and sharpening of intellectual curiosity.

SOURCES

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HISTORY AND DEVELOPMENT OF ACADEMIC LIBRARIES IN INDIA

- i. A library forming part of or attached to a university, college or any educational institution is known as academic library and functions as an auxiliary to parent institution in carrying out the objectives.
- ii. Indian education, especially higher education system is the oldest in the world. From ancient times India has been considered the center of higher learning institution and libraries in the World. For example, Taxila, Kashi, Nalanda and Taxila were considered the first University in the World and regarded as 'intellectual capital of Indian Higher Education and these institutions had a very good library (Gul, 2008).
- iii. Long history of academic library in India, started from chained and closed access form of the ancient time to present modern development. The studies of the librarians have also changed from storekeeper of the library holdings to Information Officer or Navigator of modern library services (Mahajan, 2005).

ACADEMIC LIBRARIES IN ANCIENT PERIOD

- i. In the Vedic age instructions were imparted “orally, without the medium of books.”(Agarwal, 1954)
- ii. In the ancient time, there were educational centre like Trudla,Nalanda, Kashi, Vallabhi, Vikramshila etc.
- iii. Taxila from 700 B.C. to 300 A.D. was considered to be the most respected seat of higher learning and education in India (Chakravorty,1954)
- iv. In 400 A.D., there came into being one of the biggest known universities, the Nalanda University, which by 450 A.D. became a renowned seat of learning, its fame spreading beyond the boundaries of India.
- v. The University library setup in three buildings and they were known as 'Ratnasagar', 'Ratnaradhi' and 'Ratnaranjak'.

ACADEMIC LIBRARIES IN MEDIEVAL PERIOD

- Education in 'Medieval Period' of India was confined to small group of people and private individuals who set up institutions of their own initiative and interest.
- When Muslim rules India, at the beginning of 13th Century, special attention was given to the libraries and taken care to established educational institution.
- There was no separate building was constructed for the use of library. Books were deposited and preserved in educational institutions or mosques.
- Muslims rulers were helped to enrich these libraries.The'Tughluq Dynasty' had built one thousand Madrasa, each having a library.

ACADEMIC LIBRARIES IN MEDIEVAL PERIOD

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- From 'Babar' to 'Jahangir' reign period of India, they were very much fond of books and they have their own library (Jayapalan, 2005).
- The period of Akbar's reign marked a new system of education, in Schools and Colleges established not only at Fathpur Sikri in Agra but also at the some others places in India.
- It has the hope that Muslim education will be improved the Islamic people and has made certain changed in the curricula of Madrasa Education.
- The Hindu people were allowed to take part in the Madrasa education.

ACADEMIC LIBRARIES OF MODERN PERIOD

- i. This period again can be grouped into two parts, on the basis of Government of India
- ii. Pre-independent India and Independent India.
- iii. One part is under the British Indian Government period, i.e.1757 to 1947 (up to 14th August)
- iv. Rest group is Independent Indian Government period, i.e. 1947(from 15th August) and onwards.

ACADEMIC LIBRARIES IN INDIA BEFORE INDEPENDENCE 1757 TO 1947

- This was the period when in the libraries scenario, a person appeared who at a later stage turned the entire scene and become the father of library science in India. The man was none other than Dr. S.R. Ranganathan.
- The University of Madras appointed Dr. S.R. Ranganathan as its Librarian in 1924. Things did change rapidly after his joining. For example, he introduced the lending and reference services at the Madras University Library.
- It is also true that as compared to the first two decades the development of university libraries after 1924 did make better progress but the college libraries were still neglected and were struggling to get their recognition.

ACADEMIC LIBRARIES IN INDIA BEFORE INDEPENDENCE 1757 TO 1947

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- There were only 12 universities in India in 1924 and their number swelled to 18 by the time India got freedom in 1947.
- In fact, the academic libraries during the British rule had no significance in the academic life of the institutions of higher education and the pivotal role that can be played by the academic libraries in the life of the institutions could very well be seen in the policy statement of higher education of the free India and the fact was also proven when at the time of national reconstruction, the importance of libraries in teaching and research was recognized, and libraries received the early attention of the Government of India.

ACADEMIC LIBRARIES IN INDIA AFTER INDEPENDENCE 1947(FROM 15TH AUGUST) AND ONWARDS.

- The actual process for the development of university libraries in India can be said to have been set in motion with the appointment of the University Education Commission presided over by Dr. S. Radhakrishnan (1948-49) and its recommendations.
- The University Education Commission recommended that adequate funds should be made available by sanctioning 6.25% of the total budget or Rs. 40 per student as the annual grant for the libraries.

ACADEMIC LIBRARIES IN INDIA AFTER INDEPENDENCE 1947(FROM 15TH AUGUST) AND ONWARDS.

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- There is no doubt that the recommendations of the Commission “were based on the needs of the modern library services in universities for the promotion of research and creative learning.”(Shrivastva, 1959).
- It was for the first time that such detailed attention was paid to the library matters by a commission on university education in India.

UNIVERSITY EDUCATION COMMISSION (1948-49)

- i. Presided over by Dr. S. Radhakrishnan.
- ii. Recommendations- “annual grants, open access system, working hours, organization of the library, staff, steps to make students book conscious and the need to give grants to teachers to buy books.”

RANGANATHAN COMMITTEE (1957)

- i. The most comprehensive and significant document on the university and college libraries is the Report of the UGC library committee, chaired by Ranganathan.
- ii. The Report was published by the University Grants Commission in 1959 entitled 'University and College Libraries.'
- iii. 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 regarding academic libraries.

RANGANATHAN COMMITTEE (1957)

- iv The committee was to advice the UGC on the standards of libraries, building, pay scales, and library training.
- v 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.

KOTHARI COMMISSION (1964-66)

The Education Commission under the chairmanship of Dr. D. S. Kothari (1964-66) marked another important stage in the history of university libraries in India and recommendations on the following:

- i. Norms for financial support;
- ii. Long range planning for library development
- iii. The need for the establishment of a well equipped library before the starting of a university, college, or department;
- iv. Suitable phasing over of the library grants;
- v. Encouraging the students in the use of books;
- vi. Interdisciplinary communication;
- vii. Documentation service in libraries etc.

SOURCE

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ROLE OF LIBRARIES IN FORMAL AND NON- FORMAL EDUCATION SYSTEM

1. **Formal Education** is that education where according to predetermined aims and methods of teaching, definite doses of knowledge are thrust into the mind of a child at a specific place during a set duration of time by a particular individual. E.g. Schools, universities etc
2. **Non-formal Education** is natural and incidental. There are no predetermined aims, curricula, methods, teachers and places where children receive informal education.

Role of Libraries in Formal Education

- The hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training.
- Formal education is classroom-based, provided by trained teachers.
- Formal learning is systematic and guided by instruction. Formal learning takes place in courses offered at schools of various kinds and in training courses or programs on the job.

Role of Libraries in Formal Education

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- The important roles that libraries serve in formal learning are illustrated by their physical prominence on university campuses and the number of courses that make direct use of library services and materials.
- Formal education corresponds to a systematic, organized education model, structured and administered.
- Formal education institutions are administratively, physically and circularly organized.
- In many respects, libraries serve as centers of interdisciplinary--places shared by learners from all disciplines.

Role of Libraries in Non- Formal Education

- Much learning in life is informal--opportunistic and strictly under the control of the learner.
- Learners take advantage of other people, mass media, and the immediate environment during informal learning.
- The public library system that developed in the U.S. in the late nineteenth century has been called the "free university", since public libraries were created to provide free access to the world's knowledge. Public libraries provide classic nonfiction books, a wide range of periodicals, reference sources, and audio and video tapes so that patrons can learn about topics of their own choosing at their own pace and style.

Role of Libraries in Non- Formal Education cont..

- Historically, libraries in the developed world have made strong contribution to non-formal education
- The main advantage of libraries is its ability to link informal learning to more formal course and identifying suitable opportunities.
- Libraries serve social and intellectual roles in bringing together people and ideas.

SOURCE

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UGC AND ITS ROLE IN THE DEVELOPMENT OF COLLEGE AND UNIVERSITY LIBRARIES

- i. The University Grants Commission (UGC) of India is a statutory organisation set up by the Union government in 1956.
- ii. UGC was formally inaugurated by Abul Kalam Azad, the Minister of Education, Natural Resources and Scientific Research on 28 December 1953
- iii. It provides recognition to universities in India, and disburses funds to such recognized universities and colleges.

MAJOR LIBRARY COMMISSIONS AND COMMITTEES APPOINTED BY THE UGC

1. The Library Committee (1957)
2. Review Committee on Library Science (1961)
3. The Education Commission (1964-66)
4. Mehrotra Committee (1983)
5. Committee on National Network System for Universities/Libraries (INFLIBNET) (1988)
6. Curriculum Development Committee on Library and Information Science (1990-93)

1. LIBRARY COMMITTEE IN 1957

- i. One of the first acts of the UGC was to appoint the Library Committee in 1957 under the Chairmanship of Dr.S.R.Ranganathan.
- ii. The Committee submitted its report in 1959 making concrete recommendations on several aspects viz. library grant, purchase of books, cultivating reading habits, facilities for inter-library loan, photocopying, reference and documentation services, open access system, preparation of union catalogue of books and serials to facilitate co-operation among libraries.
- iii. The Committee opined that library grant should be calculated by applying the formula at the rate of Rs. 15.00 per student and Rs. 200.00 per research scholar and teacher.
- iv. The UGC accepted the above stated recommendations of the Library Committee as norms for promoting university libraries.

2. REVIEW COMMITTEE ON LIBRARY SCIENCE (1961)

- In 1960, very few universities were conducting certificate, diploma and degree courses in Library Science.
- There was neither any uniformity in admission rules and qualification criteria nor in curriculum or syllabus, practical training or quality of teaching.
- There were not many qualified professors of Library Science in the country.
- Therefore, librarians used to work as part-time faculty in library schools.
- On the recommendation of the UGC Library Committee of 1957, a Review Committee on Library Science was appointed in 1961 under the Chairmanship of Dr.S.R.Ranganathan.

- The responsibilities of the Review Committee were to recommend standards for teaching, examination and research in library schools.
- It had to prepare the curriculum for various level courses of Library and Information Science and decide the entrance qualification of the students for each course.
- It emphasised that Library Science faculty should work in the library for short periods and librarians should maintain academic interest and deliver a few lectures for the courses.

3. EDUCATION COMMISSION (1964-66)

- i. In spite of the liberal grants given to the universities by UGC for the development of libraries, following the recommendations of Radhakrishnan Commission, the condition of the university libraries was far from satisfactory.
- ii. In July 1964, the Government of India appointed Education Commission under the Chairmanship of Prof.D.S.Kothari to evaluate the education system as well as the libraries.
- iii. This Commission is known as Kothari Commission (1964-66).
- iv. The Commission remarked that the UGC should separately allocate foreign exchange for the academic libraries.
- v. The academic librarians, however, were not very happy with the recommendations of Kothari Commission.
- vi. They felt that more reasonable figure per student and teacher should have been arrived at rather than lessening it from Rs 40.00 per student recommended by the Radhakrishnan Commission to Rs. 25.00 per student considering the increase in cost of books and literature explosion.

4. MEHROTRA COMMITTEE (1983)

- The UGC appointed a Committee on December 24, 1983 under the Chairmanship of Professor R.C.Mehrotra, Emeritus Professor, Rajasthan University, Jaipur
- 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 Librarians.

MEHROTRA COMMITTEE (1983)

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- The Committee submitted the report on revision of pay scales of Librarians to the UGC on September 3, 1986.
- The Committee's recommendations to revise pay scales of the librarians at various levels considering duties assigned to them are commensurate with the qualifications and improvement in quality of library services.
- The Government of India accepted the recommendations of the Mehrotra Committee and issued orders for the implementation of revised pay scales and qualifications for teachers in universities and colleges.

5. COMMITTEE ON NATIONAL NETWORK SYSTEM FOR UNIVERSITIES / LIBRARIES (1988)

- i. In 1988, the UGC constituted a Committee on National Network System under the Chairmanship of Prof. Yash Pal.
- ii. The main objective of the Committee was to share the existing resources to optimise utilisation and avoid duplications of holdings so as to have an access to wide range of literature.
- iii. The Committee decided to constitute a Working Group to prepare a project report on 'Information and Library Network' (INFLIBNET) within three months.

6. CURRICULUM DEVELOPMENT COMMITTEE ON LIBRARY AND INFORMATION SCIENCE (1990-93)

- i. The UGC initiated the scheme of restructuring of courses during Seventh Plan period to make education relevant to the needs of the community.
- ii. In September 1990, the Curriculum Development Committee (CDC) on Library and Information Science (LIS) was constituted on the recommendation of the UGC Panel on Library and Information Science to modernise the curriculum of LIS courses.

SCHEMES INITIATED BY UGC

These schemes have helped the university libraries to make rapid progress during the last four decades.

1. Wheat Loan Educational Exchange Programme (1951-61)
2. Book Banks
3. Infrastructural Facilities: Library Building, Equipment and Furniture

1. WHEAT LOAN EDUCATIONAL EXCHANGE PROGRAMME (1951-61)

- It existed in 1951 when the American Congress passed the Public Law 480 (P.L.480).
- Under this Act, a loan of \$ 190,000,000 was provided to India for the purchase of wheat from America to relieve acute food shortage in India after Independence. The Act further specified that a sum of \$ 5,000,000 of the interest accruing from the loan should be used for promoting higher education by purchasing books and journals, scientific equipment, and also for the exchange of educationists and academicians between India and United States of America.

WHEAT LOAN EDUCATIONAL EXCHANGE PROGRAMME (1951-61) cont..

- Wheat Loan Funds were also used to establish and equip three extension libraries in Ludhiana, Madurai and Udaipur.
- The Wheat Loan grant also helped 33 librarians from university and research libraries to travel and study in the United States.
- Thus, the Wheat Loan grant and exchange programme helped in the progress of library profession and promoted libraries of the universities and research institutes to render effective services to users.

2. BOOK BANKS (1963-64)

- In 1963-64, the UGC introduced a new scheme of 'Book Bank' and provided grants to acquire multiple copies of costly textbooks, recommended in all the disciplines.
- The objective of this scheme was to provide textbooks to poor, needy and deserving students for home study on long basis charging nominal deposits.
- Initially Rs. 15,000 to postgraduate colleges and Rs. 10,000 to degree colleges were provided for establishing book banks.

BOOK BANKS (1963-64)

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- Prior to 1975, the UGC provided 75% of the grant to the colleges that agreed to release 25% matching grant depending upon the strength of student enrolled at the colleges.
- After 1975, the UGC provided assistance of Rs. 60/- per student, subject to the maximum of Rs. 50,000 to a college in a Plan period.
- UGC allowed 30% of the library grant to be utilised for book banks.
- The UGC Review Committee in 1981 felt that there were gaps in implementation of book bank scheme and it had not made a uniform impact in all the universities and colleges. Thus, it was discontinued.

3. INFRASTRUCTURAL FACILITIES: LIBRARY BUILDING, EQUIPMENT AND FURNITURE

- The smooth functioning of a library as well as rendering of effective and efficient services depends upon the functional building, modern equipment and appropriate furniture.
- The UGC has realised the inadequacy of building facilities in university libraries since its inception.
- Under the Wheat Loan Educational Exchange Programme of United States of America from 1951-61, a grant of Rs. 54,30,000 was provided for building expansion of five libraries.
- The Commission has provided grants either to construct new library buildings or renovate/ expand existing buildings during every five year plan.

INFRASTRUCTURAL FACILITIES: LIBRARY BUILDING, EQUIPMENT AND FURNITURE cont..

- In spite of liberal funds provided by the UGC for library buildings they were insufficient to meet the growing needs of the libraries.
- The Committee recommended that a proposal for any new building fittings and furniture or for the adaptation of existing library buildings, or for extension of library building should be examined and approved by a library expert appointed by the UGC.
- With the launching of INFLIBNET Programme, the UGC has earmarked funds for computer facilities for human resource development and automation of library operations to participate in the networking of libraries of universities and colleges.

Source

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