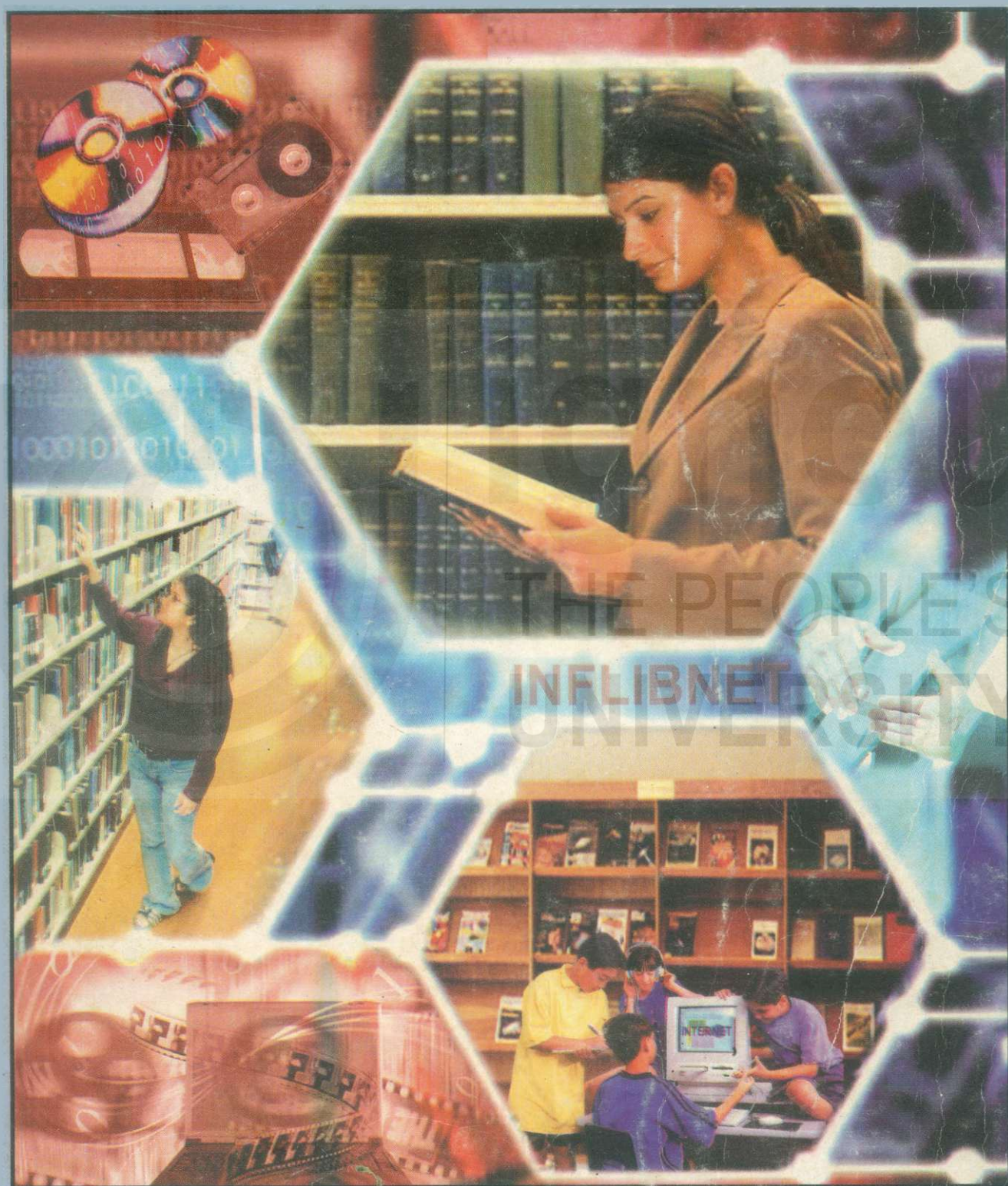


Master's Degree in Library and Information Science (MLIS)



ACADEMIC LIBRARY SYSTEM

“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गांधी



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“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”

— Indira Gandhi



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INTRODUCTION

Academic libraries form a distinct category in the type of libraries that include national, public and special libraries. Academic libraries include school, college, and university libraries. They play an important role in functioning of a university and college. Academic libraries cater to the needs of academic community for supplementing the study and research programmes of the institution and help conserve and disseminate knowledge. They do not exist by themselves; they exist to serve the objectives of the education system of which they form a part. The primary objectives of academic libraries are:

- Conservation and preservation of knowledge;
- Expansion of ideas and dissemination of knowledge with the help of interpretation, research and publication; and
- Dissemination of knowledge through teaching and extension services.

Keeping in view the above, this course entitled 'Academic Library System' has been introduced as one of the elective courses so as to enable the learners to acquaint themselves with different aspects, with regard to academic libraries, viz., types of academic libraries and their objectives, functions and services; UGC and other bodies that play important role in promoting the academic libraries; various library authorities and committees; financial management; collection development policy, programmes, and the problems in collection organisation; norms and patterns of staffing in academic libraries; continuing education programmes; personnel management; and resource sharing and library networks.

The course, which comprises 14 units, has been divided into the following four blocks:

Block 1: Development of Academic Libraries has five Units and deals with the objectives and functions of academic libraries (School, College and University Libraries); the role of UGC and other bodies in promoting universities, colleges and other institutions of higher learning; the library authorities and committees that are responsible for the improvement of library collections and services; different types of services rendered in academic libraries and how to evaluate these services; and different sources of finance for academic libraries.

Block 2: Collection Development consists of three Units, and discusses the collection development policy and weeding out policy which help the library professionals to build up the library collection and to weed out the unwanted, mutilated, unused documents; various collection development programmes; and problems in organisation of library collections.

Block 3: Staffing Pattern and Staff Development for Academic Libraries comprises three Units, and explains the norms and patterns of staffing, as per UGC and AICTE, for academic libraries that keep the learners to be aware of many things like staff strength, pay scales of library professionals, job responsibilities, etc. continuing education programmes which make the professionals to keep abreast of the developments; and how to manage different types of personnel in academic libraries.

Block 4: Resource Sharing Programmes has three Units and is devoted to resource sharing and library networks through which the resources and services of different libraries can be shared and utilised effectively. It also discusses the concept of library consortia that help in acquiring electronic documents and sharing the same by member libraries.

UNIT 1 ACADEMIC LIBRARIES: OBJECTIVES AND FUNCTIONS

Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Academic Libraries
 - 1.2.1 Objectives
 - 1.2.2 Nature and Characteristics
 - 1.2.3 Differences
- 1.3 School Libraries
- 1.4 College Libraries
 - 1.4.1 Objectives
 - 1.4.2 Functions
 - 1.4.3 Information Resources
 - 1.4.4 Finances
 - 1.4.5 Staff
 - 1.4.6 Services
 - 1.4.7 Infrastructure and Maintenance
- 1.5 University Libraries
 - 1.5.1 Objectives
 - 1.5.2 Functions of University
 - 1.5.3 Functions of University Library
 - 1.5.4 Impact of Information Technology (IT) on Academic Library Functions
 - 1.5.5 Information Resources
 - 1.5.6 Finances
 - 1.5.7 Staff
 - 1.5.8 Services
 - 1.5.9 Infrastructure and Maintenance
- 1.6 Summary
- 1.7 Answers to Self Check Exercises
- 1.8 Keywords
- 1.9 References and Further Reading

1.0 OBJECTIVES

After reading this Unit, you will be able to:

- define the basic objectives of academic libraries;
- identify the differences in school, college and university libraries; and
- explain the functions of college and university libraries.

1.1 INTRODUCTION

Academic libraries form a distinct category in the general pattern of libraries that include national, public and special libraries. A library is the central responsibility for functioning of a university and a college. Academic libraries have a pivotal role in providing equal access to information. This aspect has been emphasised in

Radhakrishnan Commission Report as well as in Kothari Commission Report, UGC (India) attaches great importance to the strengthening of library facilities in universities and colleges, and to their efficient administration. If the purpose of education is learning, then the library is an indispensable source of learning and there is no replacement of it. The objectives of an Indian university during pre-Independence period had been to archive knowledge. In post - Independence India, the libraries have aimed at dissemination of information for life long learning and incessant search for new knowledge. Well-established libraries with all round and up-to-date collections suitable for learning and research are necessary for higher education system, as they have proved to be significant partners in the development of scholarship throughout the world.

Since academic libraries have proved to be central to the pursuit of learning, this Unit is devoted to the study of objectives and functions of school, college and university libraries.

1.2 ACADEMIC LIBRARIES

‘Academic libraries include school, college, university and research libraries. All these cater to the needs of academic community for supplementing the study and research programmes of the institution and help conserve and disseminate knowledge. Although these academic libraries share certain common features and characteristics, they differ enormously in the value and content from one another.’ (Sahai). Academic libraries do not exist by themselves; they exist to serve the objectives of the education system of which they form a part.

1.2.1 Objectives

The primary objectives of any academic institution are:

- Conservation and preservation of knowledge;
- Expansion of ideas and dissemination of knowledge with the help of interpretation, research and publication; and
- Dissemination of knowledge through teaching and extension services.

The libraries in academic institutions help to achieve these objectives.

1.2.2 Nature and Characteristics

Academic libraries are dynamic instruments of education. They support the institutions, to which they belong, in fulfilling the objectives and advances their aims. They support the faculty in teaching and research programmes. The primary objective of these libraries is conservation and preservation of knowledge. The basic components of academic libraries are: Collection of information resources; Services; Users; and Staff.

1.2.3 Differences

Although academic libraries share some features and characteristics, they differ from each other in several ways. The character of these libraries is determined by the nature of their respective users, and their information requirements. For example, in a school library, children are the users; in a college it is the adolescents and youth, whereas in a university library it is the postgraduate level students and researchers. Owing to the differences in their educational experiences and learning techniques, their needs also differ from general reading to serious research information. Accordingly the libraries procure documents and design the services to be offered.

The **collections** of a school library include text books, graded and simplified reading materials, adventure and travel books, biographies, fiction, maps, charts,

globe and other material in print or audio visual form that inculcate reading habits among children.

The college library should stock recommended text books, periodicals and serials needed for the curricula, reference and rare books required for special studies, general books for making the students book conscious and materials needed for faculty members.

The collections in university libraries have wider scope as they include, besides the prescribed text books, classics, special and rare book collections, major reference books which are highly priced, complete sets and files of academic and scholarly journals, government publications, union catalogues, bibliographies, dissertations and theses, etc., and provide access to electronic publications on CD – ROMs or online.

The **services** offered by these libraries also vary accordingly. The school libraries, besides offering routine book issuing facility, offer other services such as library hours, story telling hours, conduct of debates on current topics, film shows and cultivation of reading habits among students.

The college library renders additional services such as introduction to library and its services, reader's advisory service, lending service, bibliographic service, access to Internet, etc. On the other hand, university libraries offer a wide variety of services that include reference, current awareness, selective dissemination of information, bibliographic, documentation, lending and inter library loan, news paper clippings, network based services such as access to Online Public Access Catalogue (OPAC), Internet and consortia based services, etc.

1.3 SCHOOL LIBRARIES

School libraries are primarily meant to collect and arrange syllabi based books and some books for general reading and entertainment that may include classics, biographies, adventure and travel books, fiction, etc. Cultivating life long reading habits and opening of windows of knowledge to the students are the main objectives of school libraries. To achieve these main objectives, they have to build up their collections with print and non-print information sources, and act as media centres. They have to serve adequately the needs of students and teachers with a number of services like reference, story telling, debates, film shows, book reading clubs, etc. The school libraries have still a greater role where there are no public libraries, as they have to perform the role of public library also. As their collections may include multimedia documents they are often referred to as 'media centres' also.

This Unit will discuss in detail the issues related to college and university libraries, since these are central to the advancement of academic activities in higher education system.

1.4 COLLEGE LIBRARIES

Colleges form the integral part of higher education, and libraries in colleges are the primary source for learning process. With the shift of emphasis from teaching to learning, libraries must play their role effectively. A landmark in the development of college libraries was the appointment of Library Committee of the University Grants Commission and publication of its Report in 1965. Some of the important recommendations of the Committee relate to the financial support of college libraries by UGC (India) and State Government include staff strength and qualifications; book selection and collection, measures to promote reading habit proposal for library building, etc. The National Education Commission 1964-66 (popularly known as Kothari Commission) recognised the importance of libraries in colleges and stated

that no new college or department should be started without adequate provision for its library. However, there is sea-change in the education system and information environment over the past fifty years. Now the colleges are not confined to graduate teaching. Some colleges offer postgraduate courses in addition to undergraduate courses. The student population of these colleges is exploding and the library is a place for them to learn about different information sources and acquire knowledge beyond curriculum. This is the place where they can set their future goals and shape their career. Hence college libraries have a vital role to play in the graduate and postgraduate education programmes.

1.4.1 Objectives

College library is the most important adjunct of a college. It aims at realisation of institutional objectives. It strives to generate enthusiasm and eagerness among the students and faculty and help them to make use of the available reading materials. The primary objectives of college library are to:

- support implementation of objectives of parent institution i.e. the college;
- supplement the curriculum taught in the institution to which it is attached;
- give students a wider and deeper understanding of the universe of knowledge; and
- work as an independent agency and encourage life-long learning beyond the prescribed syllabi so that the students can be more enlightened and knowledgeable.

So far, college libraries have been mainly concerned with their use by the undergraduates in connection with prescribed reading. However the need is to encourage students to make wider use of library, including perusal of journals, microforms, and use of Internet. Browsing good collection is a valuable exercise for the purpose exploiting information resources and broadening one's horizons.

1.4.2 Functions

To fulfill the above objectives a college library has to function effectively by devising suitable programmes. A college library's functioning should support the objectives of the college i.e. study, teaching and occasional research. The college library provides the needed reading material to satisfy the information needs of students and faculty. W.M.Randall and F.L.Goodrich state that to meet the educational objectives of the college, the library performs the following functions:

- Makes available to the students, books and allied reading material relevant to the courses offered in the college;
- Makes available the books and documents required by faculty members in preparation of their instructional courses;
- Provides supplementary books and reading material to help study and teaching at the college;
- Provides comprehensive selection of authoritative books and documents needed by the faculty members to pursue their research programmes;
- Promotes the proper use of the reading material available in the stock; and
- Trains the students in making use of the library properly and derive full advantage out of it, integrating the library with the educational courses.

D.L.Smith and E.O.Baxter enumerated the functions of college libraries as follows:

- To acquire and provide text and standard reference books to the students, necessary to prepare for their examinations;
- To train college students in the use of the library material and to encourage them to enrich their knowledge and outlook in a wider perspective through general and wider readings;

- To help and assist faculty members of the college in preparation of their instructional courses and in keeping them abreast of the current knowledge and concepts in different areas of study; and
- To assist the teaching staff in the pursuit of higher studies and research and support them with relevant literature and information on the subject.

Sahai observed that “the difference in the functioning of a college and university library however, is that while the former lays emphasis on the acquisition and dissemination of knowledge at the undergraduate and postgraduate levels, the latter also caters, besides the overall needs, to the needs of research work and helps students and scholars to this end.”

Thus the functions of a college library can be summarised as follows:

- The primary function of college library is to assist the parent institution in fulfilling its educational objectives;
- To provide latest collection of text books, course related materials and journals on print and electronic media;
- To maintain good collection of reference books, magazines, newspapers and Internet facilities to provide wider access to information beyond the prescribed syllabi;
- To train the students in the use of library catalogue, reference sources, and net-based information access;
- To provide career guidance to students and make them useful citizens of the society;
- To offer variety of services such as newspaper clippings, bibliographies, access to databases (abstract and full text) and the Internet;
- To maintain good ambience and create reading environment for students and faculty; and
- To preserve documents for future use following current methods of preservation.

To perform the above functions effectively and achieve the set objectives, the college libraries have to plan, design and manage the following activities.

1.4.3 Information Resources

The book collection in college libraries should be adequate, comprehensive and current to meet the educational needs of students and faculty. It should include all recommended or prescribed textbooks, journals, magazines, etc. Besides the collections should also include standard reference books, career oriented competitive examination books, recreational and general books. Generally the college libraries maintain separate collections under Book Bank scheme. Keeping in view the advances in information environment, the multimedia information sources and CD-ROM collections are essential for college libraries. They should also provide net-based access to global information.

1.4.4 Finances

Finances are essential for the proper growth and development of college libraries. The main sources of income for college libraries are State Government grants, UGC adhoc grants and internal sources like fines, service charges, etc. Though the Kothari Commission (1964-66) recommended for 6.5% to 10% of education budget for the development of libraries, in reality only 2% is being spent on college libraries. Hence their growth is not as expected to be.

1.4.5 Staff

in acquiring knowledge and developing their career. The UGC Review Committee (1965) recommended the staff strength for a college library as:

“In a large college with an annual book funds of not less than Rs. 20,000 the librarian should be in grade 2 with qualifications appropriate to it.

In a small college with an annual book fund of less than Rs. 20,000 the librarian should be in grade 3 with the qualifications appropriate to it.

The other staff in library should be in grade 3, 4 and 5 or grades 4 and 5 as the case may be with qualifications appropriate to them.” In Unit 9, you will study in detail the norms and patterns of staffing in academic libraries.

UGC Pay Revision Committee made recommendations regarding qualifications of library staff, suitable pay structure and for their parity with teaching faculty. It is desirable to keep the college library open for 12 hours for its optimum use by students and faculty. Many colleges open the libraries for extended hours i.e. beyond college working hours to make the library adequately used by users. To keep the libraries open for long hours and make them operational adequate staff strength is required.

1.4.6 Services

The college libraries offer the following services to students and faculties:

- user orientation, education and information literacy;
- reference, reader's advisory services;
- lending and Inter Library Loan services;
- bibliographic service;
- career guidance; and
- network-based services.

1.4.7 Infrastructure and Maintenance

The UGC was generous towards college libraries during earlier Plan periods towards the construction of the library buildings under the Basic and Development assistance to Undergraduate Education. The college libraries have got constructed independent buildings under this programme during 1960s. However, many college libraries are still accommodated as part of the administrative or academic buildings. Whether independent or part of a building, the college libraries should be functionally equipped with provisions for proper lighting, ventilation and other accessories including comfortable furniture to give a pleasant reading environment.

Maintenance of library is another important aspect for proper utilisation of library resources and services. The annual maintenance for pest control operations will keep the library stock in good condition. Further annual stock verification and rectification help to weed out unwanted and soiled books, repair or mend the damaged collections and replace the missed ones.

Thus college libraries have to perform various functions to fulfill their objectives and support the undergraduate and postgraduate students in pursuing their academic activities.

Self Check Exercise

- 1) Distinguish between school and college library objectives and functions.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

1.5 UNIVERSITY LIBRARIES

A university stands for truth, reason, tolerance and humanism. It helps in the progress of the society in general through advancement of knowledge. The functions of university are: creation of new knowledge through research and interpretation with existing knowledge (research); to impart knowledge to students in all fields of universe of knowledge and give professional and vocational training (education and training); dissemination of knowledge and reduce the social and cultural gap (publication); to diffuse and foster the real values and attitudes in society through various extension activities (extension). A university is rightly described as a community where scholars and teachers are the head, students are the body and library its heart. In India, the importance of library in university education has been often emphasized by educationists, librarians, scholars and committees. Report of the Radhakrishnan Commission on University Education (1948-1949) stated that:

“The library is the heart of all University’s work, directly so, as regards its research work, and indirectly as regards its educational work which derives its life from research work. Scientific research needs a library as well as its laboratories, while for humanistic research the library is both library and laboratory in one. Training in higher branches of learning and research is mainly a question of learning how to use the tools, and if the library tools are not there how can the student learn to use them?”

The Kothari Commission in its Report on Education and National Development (1964-66) further emphasized that:

“No university, college or department should be set up without taking into account its library needs in terms of staff, journals, space, etc. Nothing could be more damaging to a growing department than to neglect its library, the library should be an important centre of attraction on the college or university campus.”

Thus the university library system is established to strive for fulfillment of the ideas and objectives of the university. Since the university library functions as an integral part of university, its growth and development is solely dependent on the growth and development of educational and research programmes of the university. Therefore let us have a brief overview of the objectives of university education in India.

Though the university system in India has its roots in ancient and medieval centres of learning like gurukulas, parishads and viswavidyalayas, centres of ancient Brahmin, Buddhist and Muslim cultures, the Western model of university system, that is in practice now was initiated in 1857 with the establishment of three universities at Calcutta, Bombay and Madras. There were 18 universities in existence before independence and now the number has increased to above 300, including deemed universities. The modern university, characterised by large number of faculty, tremendous enrolment of students and huge resources, has a library attached to it to support its objectives and programmes.

1.5.1 Objectives

The university library strives for the fulfillment of objectives of its parent body – the university. Therefore it is necessary to understand the objectives of university in general. The objectives of university are to:

- seek and cultivate new knowledge, to engage vigorously in pursuit of truth, and to work towards new discoveries;
- provide intellectual managerial leadership in all walks of life and imbibe the people with a sense of social purpose;
- strive and promote equality and social justice and to reduce social cultural difference through diffusion of education; and
- guide research workers in all the areas of universe of knowledge and to disseminate the research results for the benefit of mankind.

The university library's objectives reflect that of their parent institution, as they have been established to support fulfillment of parent body's goals. Hence, the objectives of university library are to:

- set up policies, procedures, and standards for acquisition and accessing information /knowledge that support teaching;
- create collections both print and online, including expertise from outside the library to support research;
- explore funding opportunities and collaborative projects with other institutions;
- provide services that meet the pertinent information needs of members of university; and
- to conserve knowledge and ideas for posterity.

1.5.2 Functions of University

The concept of a university the world over has undergone change in connotation from age to age as a result of a constant endeavour on the part of the system of higher education to answer societal demands. Accordingly, the functions that it has to perform also changed from time to time. Operatively, the agenda involves six comprehensive functions as stated by D.A.Ghanch:

Conservational Function: A university is expected to help conserve the culture, heritage of the country. This is stupendous task given the long past of the country, the multicultural texture of the fabric of its culture, and the onslaught of the winds of change from within and without.

Transmissional Function: A university should be an effective vehicle of disseminating knowledge in the society at different levels through diverse modes and media.

Promotional Function: A university should promote the cause of knowledge, its modification, renewal and enrichment. It should also support creation of new knowledge and, thereby, contribute to the existing fund of human knowledge.

Developmental Function: A university is charged with the duty of developing the human resource of the country to the optimum capacity of its potential.

Proactional Function: A university has, among others, a future-related obligation towards the community.

Revolutional Function: A university should be a form for dissent and non-conformity. It should provide field for trying out uncommon, unconventional and innovative ideas.

Wilson and Tauber described the functions of a university as:

- Conservation of knowledge and ideas;
- Teaching;
- Research;
- Publication;
- Extension and service; and
- Interpretation.

In short, the university serves three important functions – instructional, research and extension activities. Thus the university education has manifold functions to discharge along with pursuit of excellence in knowledge.

1.5.3 Functions of University Library

In order to achieve the objectives of university education, university libraries should design their activities in such a way that they prove to be significant partners in conservation of knowledge through teaching and learning, research and interpretation and application of research results for the benefit of society, extension and service programmes. The library exists to help instructional and research programmes of the university. Hence the basic function of library in a university is educative and, as Gelfand puts it, a library also functions “as a dynamic instrument of education, to feed the intellect of student, encourage researchers of the faculty and invite all who enter its house to partake fully of its intellectual and cultural contents”.

The Kothari Commission on Education (1964-66) laid much emphasis on university library system and recommended that the library should:

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

Malcolm S. Adiseshaiah expressed that “if the purpose of all education is learning, then the library is the fountain source of all learning and there is no replacement to it. If the purpose of higher education at the higher levels – post graduation, doctorate and post doctorate – is to develop new sources of knowledge and new knowledge, then there should be no alternative to the library. The scholar will have to plough his way through to attain the end of knowledge acquisition and knowledge building.”

Paul Buck has stated that quality of education in universities is impossible without a quality library; further quality faculty is not possible without a quality library and library is essential to maintenance of free access to ideas. He classified the functions of university library under the heads: resources; retrieval of information; coordination and staff capability. He summarises them all in the word ‘responsiveness’ to the university needs. Nigel Cox analyses the functions of university library under five headings as follows:

- control – covering acquisition, accession, processing and shelving;
- archive – building up collection;
- service – including professional guidance to the readers;

- cooperation – linking the local and national network of library resources; and
- research and development – enhancing the library techniques.

Thus the purpose of university libraries is expansion of knowledge for truth, enlightenment and standards of excellence, etc. Srivastava and Verma sum up the functions of the library in university as – “it serves the adult scholarship”.

On the one hand there is knowledge explosion and heavy inflow of information, on the other there is heavy demand for pin-pointed information without the loss of time. Manual methods for the retrieval and dissemination of information are becoming inadequate, and these are being replaced. Information technology is being applied increasingly to provide access to information. Libraries are not operating in isolation now, but are becoming partners of various networks for mutual benefit.

1.5.4 Impact of Information Technology (IT) on Academic Library Functions

The 21st century is the age of information science and technology. Due to the development of the computer technology, and the fast advancement in space communication techniques, the new information and the advanced knowledge are spreading world wide and penetrating into every part of the world. Knowledge is power; one who is able to achieve and master the information would definitely succeed and so would the society and the country. The Internet becomes a huge treasure mountain that provides variety of information in the forms of database, pictures, movies, multimedia or the interactive displays, etc. Many academic and research institutions and leading universities in the world edit their own homepages to demonstrate their educational goals, academic activities, excellent training programmes, and the innovative and important research results.

Therefore, the functioning of academic libraries changes from time to time to be suitable to the ever-changing information environment. The change is at slow pace in school and college libraries, however, university libraries, with the support of INFLIBNET, an Inter University Centre of University Grants Commission have made steady progress in the application of IT in their house-keeping and information retrieval activities. University libraries nowadays are making great efforts to build up their information infrastructure in order to provide a fast and efficient information highway to help their users in sharing and utilising the information all over the world. Because of providing a fast, efficient and easy way to access and search for the information, through the web pages and the resources linking with other websites, users can easily obtain new information, fresh knowledge and solutions to their problems. This revolution has changed the functioning of university libraries in India. Indeed it has added some more technology based functions to keep their users abreast of global developments. The new functions include:

- Providing Internet facility to all users to access global information in their specific discipline.
- Creating and maintaining library website.
- Maintaining OPAC of their library to provide access to its collection not only to its users through campus networks but also to users' world over.
- Taking part in establishment of e-journal consortia to share journal resources through a central agency. e.g. UGC-Infonet.
- Providing access to wide variety of information resources including reference sources, indexes, full text articles and complete journals.
- Building specific electronic collections of the library with CD-ROM collections and in-house databases.
- Promoting the use of information technology, and speeding up the document retrieval.

- Taking up digitisation projects to preserve the manuscripts and other rare documents.

The value of libraries rests in the efficient performance of defined functions, which is complex because it involves coordination of various components. Hence, the library has to handle the following components with efficiency to perform these functions.

Self Check Exercise

2) How has IT influenced the functioning of university libraries?

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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1.5.5 Information Resources

Quality of education depends on the quality of information. The information materials in university libraries exist to support the curriculum and related research of the University. The university library has to acquire and organise reading material with the advice of the faculty and in accordance with the goals and objectives of university. Acquisition of, and access to, information resources, which have multiple uses, are the chief responsibility of university libraries. The collections should strike a balance between traditional print formats and emerging electronic formats. The collections are usually a combination of textbooks, reference books, manuscripts, monographs, theses, manuals, conference proceedings, scientific and technical reports, periodicals, institutional serial publications, patents, etc. in print, microform, audio-visual or electronic formats. In addition the collections include programs or data files, software, etc. The library must have access to appropriate equipment for the use of materials requiring readers, players, projectors, computer systems or other devices.

1.5.6 Finances

Finance is important for the effective functioning of library. Efficient performance of libraries is directly related to adequate funds. The financial constraints result in ineffective library systems. Since libraries are non-revenue generating and non-profit making institutions they have to depend on financial grants from governments, both central and state. The university libraries receive funds from the following sources:

- Grants from UGC;
- Grants from Central and State governments;
- Grants allocated from the university budget;
- Endowments and donations; and
- Internal resources collected through subscription fees, fines, sale of publications, etc.

Besides the regular grants, the university libraries are benefited by adhoc grants from UGC, assistance from organisations like Ford Foundation, Rockefeller Foundation, Asia Foundation, Carnegie Mellon University Million Book Project, etc.

1.5.7 Staff

The next important element in the functional organisation of a university library is the provision of adequate and professionally trained library staff. The library manpower should be capable of organising the library on sound scientific lines. The UGC prescribes the nomenclature, qualifications and salary structure of library professional staff. The nomenclature underwent changes from time to time considering the changing information environment. The professional staff of a university library are accorded status and salary on par with university teaching staff, and are required to possess the qualifications also on par with teachers i.e. postgraduate degree in a subject and also in Library and Information Science.

The functioning of library staff is supported by the University Library Committee in formulation of library policies, rules and regulations, preparation of annual budget, allocation of funds, preparation of annual report, advice in matters of day-to-day administration, etc.

1.5.8 Services

The nature and efficiency of services of university libraries vary from one to another owing to the nature of curricular programmes, research activities and local needs of users. Traditionally the libraries are offering reference, current awareness and lending services to their users. With the application of information technologies now they are able to offer a wide variety of information services. While continuing to provide many traditional information services, librarians are developing new skills and accepting the new roles that are necessary to support technology-based services. They include:

- Reference service;
- Current Awareness and SDI;
- Lending and inter-library loan;
- Newspaper clippings;
- Reprography;
- User education and information literacy;
- Internet access and assistance in searching the websites; and
- Access to e-journals through e-journals consortia.

The buzzword of present day digital environment is 'consortia' that is intended to share the resources through collaboration within the member libraries. This helps academicians in acquiring information quickly at affordable rates. An e-consortium harbours a large number of content creators sharing a common interest through a set of interlinked web pages. (See Unit 14 of this course for detailed discussion about e-consortia).

1.5.9 Infrastructure and Maintenance

The most important part of university library system is a functional building where the allocation of space for books and other reading materials, staff and readers could conveniently be made. UGC (India) has given support to the development of university and college library buildings during 1960s and 1970s. However the accelerated growth of libraries in their collections and users, the emerging information technologies and their application to library operations necessitates redesigning and expanding the library buildings suitable to current requirements. For example, the public access catalogue cabinets of university libraries have been replaced with Online Public Access Catalogue (OPAC), which requires a different type of space allocation. Hence the designing of library building should be modular, keeping in view factors like rate of increase in the student population, setting up of new

departments, possible new methods and techniques of library operations and expected changes in local needs in near future.

The present day university library system ought to be equipped with more number of computers and communication links and their proper maintenance. The computer systems are necessary for library staff for house-keeping operations, and for users for Internet access and information retrieval. Hence annual maintenance contract is a better option to keep the hardware and software components in working condition.

The maintenance work essentially involves collection maintenance. The collection needs adequate storage space, proper shelving and preservation. The libraries have adopted pest control methods for printed documents but the non-book and electronic documents necessitate handling with care and adoption of special preservation techniques. Rare books and manuscripts are being digitised for posterity. Libraries generally control their collections by weeding out worn, mutilated and unused documents.

1.6 SUMMARY

In this Unit, the nature and different types of academic libraries viz. school, college and university libraries have been discussed. The objectives of college and university libraries in support of higher education and research have been presented. The essential functions that the academic libraries have to perform to achieve their set goals and the components involved in efficient functioning of these libraries have been described in detail.

1.7 ANSWERS TO SELF CHECK EXERCISES

- 1) Academic libraries are primarily divided into school, college and university libraries. School libraries differ from college libraries in terms of:
Users – students are children in school libraries and youth in case of college libraries.
Collections – majority of information resources in school library are syllabi based and fiction and may be in print and multimedia. The scope of college library collection policy is wider than school library and includes prescribed textbooks, reference books, periodicals, and to some extent access to Internet.
Services – the nature of services in school library is limited to library hours, story telling, debates and cultivation of reading habits while in a college library the services are more organised and include reference, bibliographic, current awareness, lending, etc.
- 2) Information technologies have a direct impact on collection development, service and functions of university libraries. The collection development policy becomes complex as it includes conventional print and modern electronic resources. The IT facilitates a wide range of services in addition to traditional lending, reference, ILL, CAS, SDI, etc. The consortia based services and Internet facility offer global access to information at a great speed with out much cost.

1.8 KEYWORDS

OPAC	: Online Public Access Catalogue.
E-Consortia	: Sharing of electronic resources.
E-Journals	: Electronic journals.

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UNIT 2 ROLE OF UGC AND OTHER BODIES IN PROMOTING LIBRARIES IN UNIVERSITIES, COLLEGES AND OTHER INSTITUTIONS OF HIGHER LEARNING

Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Historical Overview of Indian Universities
- 2.3 Genesis and Growth of Academic Libraries
- 2.4 Establishment and Development of the UGC
 - 2.4.1 Powers and Functions of the UGC
- 2.5 Major Commissions and Committees of Education
 - 2.5.1 The Library Committee (1957)
 - 2.5.2 Review Committee of Library Science (1961)
 - 2.5.3 The Education Commission (1964-66)
 - 2.5.4 Mehrotra Committee (1983)
 - 2.5.5 Committee on National Network System for Universities/Libraries (1988)
 - 2.5.6 Curriculum Development Committee on Library and Information Science (1990-93)
 - 2.5.7 Rastogi Committee (1997-98)
 - 2.5.8 Curriculum Development Committee (1997-2001)
- 2.6 Important Programmes of the UGC for Developing Academic Libraries
 - 2.6.1 Wheat Loan Educational Exchange Programme (1951 -61)
 - 2.6.2 Book Banks (1963-64)
 - 2.6.3 Study Centres
 - 2.6.4 Regional Library Centres (1976)
 - 2.6.5 National Information Centres and Inter – University Centres
 - 2.6.6 Area Study Centres
 - 2.6.7 Collection Development
 - 2.6.8 Infrastructural Facilities: Library Building, Equipment and Furniture
- 2.7 Other Educational Institutions Promoting Libraries and Training of Library Professionals
 - 2.7.1 All India Council for Technical Education (AICTE)
 - 2.7.2 National Council of Educational Research and Training (NCERT)
 - 2.7.3 National Institute of Educational Planning and Administration (NIEPA)
 - 2.7.4 State Council of Educational Research and Training (SCERT)
- 2.8 Summary
- 2.9 Answers to Self Check Exercises
- 2.10 Keywords
- 2.11 References and Further Reading

2.0 OBJECTIVES

After reading this Unit, you will be able to:

- describe the genesis and development of universities and university libraries in pre-Independence and post-Independence India;
- explain historical overview of the University Grants Commission of India;
- discuss the recommendations of various Commissions and Committees appointed by the Government of India and UGC for the promotion of libraries;
- examine the impact of several programmes instituted by the UGC for the development of academic libraries; and
- gain awareness of other educational institutions promoting academic libraries and training librarians to upgrade their knowledge and professional skills.

2.1 INTRODUCTION

In Unit 1, we discussed the objectives and functions of academic libraries in education system, and the dynamic role that an academic library has to play as a support system for education.

The library is the primary and significant requirement for any educational institution. The functions of library within any academic institution can be realised only in the context of institution's philosophy of education. Library is the heart of a university and the character and efficiency of an academic institution can be determined by the treatment given to its central organ namely the library. An adequately well-equipped library is not only necessary for all teaching and learning but is also essential for research. A systematically developed library collection serves as a major academic facility to the faculty as well as students and facilitates them to conduct research in all fields. So libraries of the universities and colleges are storehouses of learning and repositories of scholarship.

In this Unit, we will talk about the vital role played by the University Grants Commission in the development of the academic libraries of universities, colleges and other educational institutions of higher learning since its inception in 1953.

2.2 HISTORICAL OVERVIEW OF INDIAN UNIVERSITIES

In later nineteenth century, the requirements of an increasing population of European and Anglo-Indian societies and the great demand for liberal education by Indians resulted in the establishment of three universities at Calcutta, Bombay and Madras in 1857. These universities were based on the model of the University of London. They were more or less examining bodies for the award of degrees to those who had attained proficiency in arts, science and literature by clearing university examinations. As these universities had no role to play in teaching or research, libraries were not attached to them initially. The time gap between the establishment of the universities and their libraries ranged from 16 years to 50 years. Before the close of nineteenth century, two more universities were established at Punjab and Allahabad in 1882 and 1887 respectively but without any libraries attached to them. During 1919 to 1930, eight new universities came into existence at different places in India with the library facilities. They had contacts with British as well as American University Libraries. Thus, their administrative set-up was based on the model of libraries of the Western countries.

2.3 GENESIS AND GROWTH OF ACADEMIC LIBRARIES

Role of UGC and
Other Bodies in Promoting
Libraries in Universities,
Colleges and
Other Institutions of
Higher Learning

The development of the libraries of the universities established during the 19th century was largely due to the donations received from some philanthropists. For instance, Premchand Roychand donated Rs. 2 lakhs in 1874 for the library building of Bombay University that was built in 1878 and was occupied in February 1880. Similarly, the Calcutta University Library received donation of Rs. 5,000 for purchase of books in 1869 from Joy Kissan Mookherjee and the library started only in 1873. The same was the case with the Madras University Library. It received Rs. 25,619 from William Griffith that was utilised for the establishment of the library in 1907. These universities were not the centres of learning and research but were merely meant for holding examinations and awarding degrees. Thus, the need for well-equipped and organised library system was not felt. In Punjab and Allahabad, libraries were not considered important for the development of the university. This is evident from the Report of Sir Thomas Raleigh as the Chairman of the Indian Universities Commission of 1902 when he remarked—

“Of the present university libraries there is not much to be said. The library at Madras appears to be entirely neglected. Bombay has a good collection of Oriental and other books; but the library is little used by graduates and hardly at all by students. Calcutta has a library and money has been granted for the purpose of making it supplementary to the libraries in Calcutta. It is opened to fellows and persons permitted by the Syndicate to use it for the purpose of literary search. The Allahabad University has no library. Lahore does not have a very large university library.”

The Commission recommended that universities and colleges should have good reference libraries to provide an opportunity to students to form habit of independent and intelligent reading. As a result of this observation and recommendation of the Commission, the Indian Universities Act was passed in 1904 with a specific statutory provision for the universities and affiliated colleges to maintain well-equipped libraries.

After independence, the University Education Commission of 1948-49 under the Chairmanship of Dr. S. Radhakrishnan criticised the unsatisfactory conditions of the university libraries and remarked that –

“While at a few universities the libraries are fairly well-stocked, grants for their upkeep are more or less reasonable, arrangements for lending books to teachers and students are efficient, and the reading room space is reasonably adequate, it was disturbing to find that in most colleges and universities, the library facilities were very poor indeed.”

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. It also recommended a special non-recurring grant once in every five years to strengthen the collections. The Commission described library as the heart of the university and stressed the need for an open access system, adequate and well-qualified staff, twelve working hours a day and so on. But, the Commission did not suggest any concrete measures to promote the library as the nerve-centre of a university.

Self Check Exercises

- 1) When and why was the “Indian Universities Act” passed?
- 2) What were the major recommendations of the University Education Commission (1948)?

- Note:** i) Write your answers in the space given below
ii) Check your answers with the answers given at the end of this Unit.

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2.4 ESTABLISHMENT AND DEVELOPMENT OF THE UGC

The national development of a vast multi-lingual and multicultural country like India presents a tremendous challenge to its planners and administrators. Education being a key factor for the growth and development of a country, Government of India initiated several measures to remodel education system and to make it relevant to the needs of the nation after independence in 1947. The main aim was to achieve total literacy and independence of higher education system. The Government took a few positive steps to realise the nation's goals. They were:

- compulsory school education for children;
- educational facilities for adult illiterates;
- quantitative expansion of facilities;
- qualitative improvement in secondary and higher education; and
- provision for scientific and technical education in various fields.

In post-Independence era, vigorous efforts were made to improve the standard of higher education. The University Education Commission, set up by the Government of India with Dr. S. Radhakrishnan as the Chairman had members from United States and United Kingdom of identical bodies. The UGC of Great Britain came into existence in July 1919 and served as a model for the establishment of such bodies in several countries namely Australia, New Zealand, India, Pakistan, Bangladesh, Israel and so on.

In India the UGC was established in December 1953 and was made a statutory body in November 1956 by an Act of the Parliament to maintain the standard of higher education in India. The UGC has been functioning as an autonomous advisory organisation since its inception. It has much wider functions to perform than its literal meaning suggests i.e. disbursing of grants to universities.

2.4.1 Powers and Functions of the UGC

The UGC is empowered by the Act to take all necessary measures in consultation with the universities and other bodies concerned for the promotion and coordination of university education and for the determination and maintenance of standards of teaching, examination and research in universities. In order to fulfill these objectives, the UGC can—

- inquire into financial needs, allocate and disburse grants to the universities;
- establish and maintain common services and facilities;
- recommend measures for the improvement of university education; and
- advise on the allocation of grants, establishment of new universities, etc.

Thus, the UGC formulates and directs the policies and programmes of higher education in India. The UGC has the responsibility of providing maintenance grant

to the Central Universities, 12 Deemed to be Universities, about 70 Colleges of Delhi University and four Colleges of Banaras Hindu University. It provides plan grant to all the above universities and colleges and also gives financial support to eligible State Universities by way of supplementing the grants made available by their respective State Governments.

Role of UGC and
Other Bodies in Promoting
Libraries in Universities,
Colleges and
Other Institutions of
Higher Learning

2.5 MAJOR COMMISSIONS AND COMMITTEES OF EDUCATION

Education has been a major concern of the Government which has since independence appointed various commissions and committees to make recommendations for the reorganisation of the Indian Education System. The UGC being the single-most important statutory, advisory and Executive body, deliberately established to assist the Government in discharging its constitutional responsibility, has played an important role in the improvement of university libraries. The major library related commissions and committees appointed by the UGC are:

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

2.5.1 The Library Committee (1957)

After the establishment of the UGC by the Act of Parliament in 1956, Dr. C.D. Deshmukh, its first Chairman, while drawing an analogy between a university and the human body, remarked that the students form the body of the university, the administration is the head, the teachers are the soul and the library is the heart.

The UGC took effective measures by initially giving liberal grant of Rs. 1,00,000 for college and university libraries. Its aim was to develop institutions of higher learning and to strengthen library facilities in universities. One of the first acts of the UGC in this regard was to appoint the Library Committee in 1957 under the Chairmanship of Dr.S.R.Ranganathan. Other members of the Committee were Professor S.Bashiruddin, K.S.Hingwe, B.S.Keshavan and S.Parthasarathy. It is popularly known as 'Ranganathan Committee'.

It was for the first time that the Government of India had sought advice from professional librarians. The Committee systematically surveyed the academic libraries and was very much disappointed to find poor facilities, services and budget of the university libraries. The Library Committee conducted a seminar on "Work Flow in University and College Libraries" at Delhi from March 4-7,1959 to apprise the librarians about the findings of their survey.

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, building a microfilm collection, open access system, preparation of union catalogue of books and serials to facilitate co-operation among libraries, library personnel library building and furniture.

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. A special grant should be provided to start library of the new university or a new department in the existing university. The formula should be revised from time to time to cover the inflation or any other unpredictable factor.

The Library Committee also suggested appointing another committee to look into the standards of teaching, examination and research in library schools. A university should appoint full-time library science faculty for teaching rather than utilising merely the part-time service of the librarian(s). The librarians should possess prescribed professional qualifications. The Committee further observed that the status and the salary of the library staff should be same as that of the teaching and research staff.

The UGC accepted the above stated recommendations of the Library Committee as norms for promoting university libraries. The acceptance of the recommendations cleared the obstacles and paved the way for library development. Some academic institutions successfully implemented these recommendations, but others could not adopt them. Since education was the responsibility of State Governments, they did not consider it binding for themselves to implement the recommendations of the UGC Library Committee (1957).

2.5.2 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. Thus, the standard of both teaching and library work used to suffer.

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. Other members of the Committee were Dr.C.P.Shukla, K.A.Isaac, S.Bashiruddin, P.N.Kaula, B.S.Keshavan, Dr.J.S.Sharma and Professor S.Das Gupta, with Dr.P.J.Philip as the Secretary.

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. The Committee had to suggest guidelines for conducting examinations and lay down minimum standards for passing them.

The Committee submitted its report to the UGC in 1962. It:

- described the objective of library education;
- directed not to conduct Certificate level courses at the University;
- prepared curriculum outlines for Bachelors and Master's degree courses;
- suggested pre-admission apprenticeship for six months in recognised library; and
- recommended staff-student ratio of 1:10 at the undergraduate level and 1:5 at the Master's level.

The Committee strongly recommended having close cooperation between the library and the department of Library Science of a university. 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. But, the Committee disapproved employing library staff as part-time teachers in the library school instead of appointing full-time teachers. It was also emphasised that teachers of Library Science should be treated at par with the teachers of other departments in all academic and administrative matters of university. The UGC accepted all the recommendations of Review Committee for implementation by the library schools.

The report of the Review Committee on Library Science entitled "Library Science in Indian Universities" was published by UGC in 1965.

2.5.3 Education Commission (1964-66)

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. The universities did not allocate enough funds for the development of their libraries and library services. 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. This Commission is known as Kothari Commission (1964-66). The Commission stated in the final report—

"Nothing can be more damaging than to ignore its library and to give a low priority. No new college, university or department should be opened unless adequate number of books are provided in the library."

It also observed that with the increasing enrolment of students at the colleges and universities, the demand for the library services has been growing constantly. The library staff have to cater to the diverse needs of the undergraduate and postgraduate students, research scholars and faculty members. The Commission felt the need for providing documentation services, especially indexing and abstracting, to satisfy research demands and help the university teachers in keeping abreast of new developments in their fields. The Commission laid emphasis on self study at the libraries and supplement lectures by tutorial instruction, easy accessibility of books, extending working hours and days, multiple copies of textbooks, separate sections for periodicals, reference books and research work so as to encourage students to visit the library, develop reading skills and raise the standard of library services.

While commending the Radhakrishnan Commission for recommending either 6.25% of the total education budget of the university and college or Rs. 40.00 per student as annual grant for the library, the Kothari Commission also suggested monetary guidelines.

"As a norm, a university should spend each year about Rs. 25.00 for each student and Rs.300.00 per teacher or from 6.5% to 10% of the total budget depending on the stage of development of each university library."

The Commission remarked that the UGC should separately allocate foreign exchange for the academic libraries. The academic librarians, however, were not very happy with the recommendations of Kothari Commission. 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. They also criticised that no follow up had been done, and that the State Governments did not comply with these recommendations of the Commissions and therefore, did not provide adequate grant for the library development.

2.5.4 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 and Directors of Physical Education too. The Committee submitted the report on revision of pay scales of Librarians to the UGC on September 3, 1986.

Recognising the importance of libraries in imparting and disseminating knowledge, the Mehrotra Committee discussed the functions of librarians in ever changing scenario in the field of library and information science and use of modern innovative information and communication technologies. 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 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 discussed at length the qualifications for the recruitment of librarians. In order to have wider choice, M.Phil and Ph.D. were not made as an essential qualification for recruitment, but qualifying National Eligibility Test in Library and Information Science for the lecturers, assistant librarians, documentation officers and college librarians was made essential for improving the quality of new entrants. Librarians also needed to prepare self-assessment report at the end of each financial year. Assessment by users of the library should be considered important while assessing librarian's performance. The promotion of librarians should be linked with the acquisition of additional qualifications. The Committee suggested that librarians should be given duty leave to avail opportunities to attend summer schools, workshops, seminars, etc., to keep them abreast with the modern developments.

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 vide document No. F.1-21/87-U.I dated 22nd July 1988. The recommendations regarding scales of pay, career advancement, promotion, terms and conditions of revised scales, recruitment and qualification requirements, continuing education and appraisal of performance, service conditions including period of probation, non-vacation, age of superannuation, code of professional ethics, grievances redressal mechanism and pay fixation formula were to be modified suitably for the librarians at different levels considering duties assigned to them.

On 20th February 1990, document No.F.1-9/89 (CPP-I) regarding "Qualifications and Grades of Librarians" was issued in suppression of the previous Office Circular No. F.1-96/81 (CP/MP) dated 31st August 1984. The minimum qualifications for recruitment of various posts of librarians were revised consequent upon the revision of pay scales with effect from 1st January 1986. Since then, universities and colleges are advertising the posts with revised pay scales and revised qualifications for the recruitment of Librarian, Deputy Librarian, Assistant Librarian, Documentation Officer and College Librarian.

2.5.5 Committee on National Network System for Universities / Libraries (1988)

The Planning Commission had set up a Working Group on Modernisation of Library Services and Informatics for the Seventh Five Year Plan (1985-90) under the Chairmanship of Dr.N.Seshagiri, Additional Secretary, and Department of Electronics. The Working Group suggested developing a computer network interlinking all special libraries in India by 2000 A.D.

In 1988, the UGC 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, R&D institutions and colleges. 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.

In the first meeting on April 24, 1988, the Committee decided to constitute a Working Group to prepare a project report on 'Information and Library Network' (INFLIBNET) within three months. The members of the Working Group were experts and officials of some representative organisations, libraries, information centres, computer and communication fields, etc. They commenced their work on June 2, 1988 and completed the assignment on August 31, 1988.

The Working Group referred to the views of the policy documents such as:

- Scientific Policy Resolution and Technology Policy Statement;
- National Policy on Education; and
- Proposed National Policy on Library and Information System.

It also recognised various efforts already made and being planned in the country for modernising of libraries and information centres and the developmental programmes of NISSAT, NIC, DESINET, ERNET, CALIBNET, DELNET and the CSIRNET. The Working Group covered in detail various aspects such as Output and Services, INFLIBNET Organisation, Standardisation for Information Handling, Application Software Requirements, Computer Hardware, Technical Specialisations, Network Manpower and Training Need, Management Mechanism, Implementation Mechanism and Cost Implications. To learn more about INFLIBNET, see Unit 13 of this course.

2.5.6 Curriculum Development Committee on Library and Information Science (1990-93)

The UGC initiated the scheme of restructuring of courses during Seventh Plan period to make education relevant to the needs of the community. A number of Curriculum Development Centres were set up in 1986 to review the existing syllabi and to suggest measures for modernising unit model courses. On March 27, 1989 Curriculum Development Centres were in operation and model Curriculum of 20 disciplines was developed. The efforts were made to make education socially relevant and meaningful considering modern trends in development of each discipline. Many universities and colleges have adopted newly structured courses.

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. The members of the Committee were Prof. P.N.Kaula, Prof. S.G.Mahajan, Prof.(Ms.)A.K.Anand, Dr.P.K.Mahapatra, Dr.I.K.Ravi Chandra Rao, Prof. & Head, Department of Library Science of Aligarh Muslim University or his representative, and Dr.O.P.Gupta of the UGC.

The CDC sent questionnaires to 69 departments of Library and Information Science for collecting information about the curricula followed for imparting instruction in LIS courses and other related aspects. The responses to the questionnaires were received from 24 universities. The CDC conducted five meetings between December 1990 and January 1992 and two workshops on February 12, 1991 and March 19, 1993. The participants of the workshops were either practicing librarians of various institutions or teachers from the departments of LIS of several universities.

The Committee gave a historical overview of the development of LIS education in independent India and the present status of LIS education. The CDC suggested some guidelines to LIS schools, regarding admission policy, criteria for admission test, student strength, work experience, medium and methods of instruction, use of teaching aids and so on. The Committee further emphasised provision of minimum accommodation for the department of LIS, setting up of the library and workshop-information processing laboratory, strength of teaching and non-teaching staff

and recruitment of teachers following prescribed qualifications by UGC. The most important contribution of the Committee was the formulation of new curricula with core courses and optional courses.

Referring to the recommendations of the UGC Review Committee (1965) and the UGC Panel of LIS (1982), CDC reiterated the establishment of separate Library and Department of LIS at every university. The CDC also emphasised the need for creation of more posts of professors in LIS—at least one post of Professor for each University offering MLIS course. The CDC further recommended a minimum full-time teaching faculty and at least a Reader to head the Department of Library and Information Science.

The scenario of the Library and Information Science is changing rapidly in India. The UGC has launched INFLIBNET. Many academic and special libraries have started using various modern sophisticated information and communication technologies for computerisation of library operations and services, CD-ROM and other international databases, reprographic and micrographic equipment as well as local area and wide area networks. All these factors warrant revision of curriculum and adopting new educational teaching aids to make teaching more effective and produce sufficient library and information personnel well-versed in use of the equipment to provide effective services. The CDC therefore, has recommended strengthening LIS departments by providing:

- initial lump-sum grant of Rs. 25 lakhs for acquiring basic equipment;
- PC-AT or PC-XT and one lakh rupees for acquiring suitable software; and
- guidelines to universities to treat LIS departments along with other science departments for allocation of equipment grants.

2.5.7 Rastogi Committee (1997- 1998)

The UGC appointed a Committee in 1997 under the Chairmanship of Prof.R.P.Rastogi to consider the revision of pay scales and career advancement of the academic staff of the universities and colleges. On the recommendations of the Rastogi Committee, the Ministry of Human Resource Development announced the revised pay scales of the teachers, librarians and physical instructors vide its letter No. 1-22/97-U.1 dated July 27, 1998. The Ministry issued subsequent clarifications vide its notification No. 1-22/97-U.1 dated March 24, 1999 while retaining parity of pay scales of librarians with teachers, it withdrew the parity in terms of career advancement, re-employment or extension of service and fixation of pay scales, etc. These anomalies and discrepancies are mentioned below:

Parity: The Deputy and Assistant Librarians are considered at par with the administrative staff namely Deputy and Assistant Registrar respectively.

Career Advancement Scheme: According to Mehrotra Committee, the Assistant Librarian in the pay scale of Rs. 2200-4000 was eligible for the senior scale of Rs. 3000-5000 on completion of 8 years of service and was eligible for selection grade after 16 years of service as Assistant Librarian. In case of Ph.D. holders the time span was reduced to 6 years for senior scale and 13 years for selection grade as in the case of lecturers. There was also further additional increment for those who are holding M.Phil./Ph.D. degree. The scheme is still effective for teachers and is made more attractive but the Ministry of HRD vide its letter dated March 24, 1999 has scrapped the provision in case of librarians.

Age of Superannuation: The age limit for the retirement of teachers and university librarians is extended to 62 years but the same has been denied to Deputy and Assistant Librarians.

Re-employment and Extension: The scheme of re-employment and extension after retirement at the age of 62 years continues for Teachers but not for the Deputy and Assistant Librarians.

Pay Fixation for Deputy Librarians: Deputy Librarians enjoy the parity of pay scales with Readers but have been denied the benefit of pay fixation at Rs. 14,940 after completion of five years of service.

Work Experience for Direct Recruitment: There is disparity in regard to work experience for direct recruitment to the post of University Librarian. A Reader with work experience of 10 years is eligible for direct recruitment to the post of University Professor whereas in case of Deputy Librarian, it is raised to 13 years of work experience for direct recruitment to the position of University Librarian.

Librarians have represented their case and are pursuing with the Ministry as well as the UGC to restore the complete parity by removing these anomalies and treat them at par with the teachers for everything. But no decision has been taken yet. It is still under process and librarians are hopeful of getting the parity restored.

2.5.8 Curriculum Development Committee (1997-2001)

The UGC constituted Subject Panels in different disciplines, including for Library and Information Science (LIS) courses vide its letter No. F.2-13/97 dated April 2, 1997 with Prof.C.R.Karisdappa as its convener to formulate model curriculum and prepare the status report with modifications of existing guidelines where necessary. The Panel of LIS had its first meeting in Karnataka University, Dharwad on March 10-11, 1998, after the meeting of conveners of all disciplines with Dr. Hari Gautam, Chairman, UGC on July 24, 1997. The plan for preparing the Status Report and Model Syllabus in LIS was discussed in a couple of meetings of the Panel.

The Committee conducted a survey of LIS education in India to collect information regarding current syllabus and other details by circulating a questionnaire to all the Department of LIS. Four separate Zonal Meetings were held at Kurukshetra University (November 12-13, 1998), Utkal University (December 9-10, 1998), Osmania University (December 29-30, 1998) and North Eastern Hill University (April 13-14, 1999). Meanwhile, two letters from the Chairman, UGC (F.4-1/1997 of March 8, 2000 and August 31, 2000) advised to constitute three groups of eight members each for the preparation of CDC Report. These three groups met at the UGC office on October 23-25, 2000, December 4-6, 2000 and January 8-10, 2001 respectively and finalised courses, modules, model syllabus, marks pattern, teaching hours and credits for every course.

The Subject Panel examined in detail certain sources in their endeavour to prepare the Report. They were:

- UGC Library Committee Report on University and College Libraries, 1957 (under Dr.S.R.Ranganathan);
- UGC Review Committee Report on Library Science in Indian Universities, 1965 (under Dr.S.R.Ranganathan);
- UGC Report of the Review Committee - 1981 (appointed in 1979);
- UGC Report of Curriculum Development Committee in LIS - 1992 (Committee appointed in 1990 under the Chairmanship of Prof.P.N.Kaula);
- UNESCO Curriculum for Information Society, 1998;
- Recommendations of the Seminar on Training of LIS professionals in Germany and India with special focus on Information Technology (December 11-13, 2000, New Delhi);

- Minutes of various meetings of the Subject Panel on LIS including those with Conveners of Board of Studies of different universities in India; and
- Status Report prepared by the Subject Panel on the basis of survey of Departments of LIS in India, 2000.

The Panel suggested integrated approach to LIS education with a two year Master's Degree curriculum giving freedom to individual university to opt for one year BLIS and one year MLIS model. The integrated model has been recommended to provide adequate time for automation and information technology components and their application in various operations of a library.

The Panel has adopted Modular Approach in formation of the Model Syllabus. It has proposed seven modules. These modules are further categorised into papers to be taught in 2-year plan with clear indications of theory and practical components. The Report also specifies number of hours for teaching each paper, with break-up of hours used for teaching, practical, assignments and seminars. The Report has also considered LIS education through distance mode and has suggested modifications to existing norms and standards formulated by the Distance Education Council (DEC, IGNOU). This Report will certainly be very useful for Board of Studies of Departments of LIS in Indian universities in planning and revising their syllabus and teaching strategies.

Self Check Exercise

- 3) List out the major commissions and committees appointed by the UGC for improvement of university libraries in India.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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2.6 IMPORTANT PROGRAMMES OF THE UGC FOR DEVELOPING ACADEMIC LIBRARIES

Realising the value and importance of a well-organised and well-equipped library and its role in higher education, the UGC accepted most of the recommendations of the several Committees and Commissions. It played an extraordinary developmental role by providing financial assistance for collection development, acquisition of books and journals, purchase of furniture and equipment, construction of new library building, and so on. The Central Government through the UGC allocated adequate and appropriate grants for various important schemes namely:

- Wheat Loan Educational Exchange Programme (1951-61)
- Book Banks
- Regional Library Centres
- Study Centres
- National Information Centres
- Area Study Centres
- Collection Development
- Library Buildings

These schemes have helped the university libraries to make rapid progress during the last four decades. A brief discussion of each scheme brings out the innovative methods used by the UGC to promote academic libraries during each Five Year Plan.

2.6.1 Wheat Loan Educational Exchange Programme (1951-61)

The Wheat Loan Educational Exchange Programme came into existence 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 Funds were also used to establish and equip three extension libraries in Ludhiana, Madurai and Udaipur. Kipp (1961) observed in his report on "Indian Libraries and the Indian Wheat Loan Educational Exchange Programme" that the students and faculties of these colleges benefited greatly from these collections. The Wheat Loan grant also helped 33 librarians from university and research libraries to travel and study in the United States. Some American librarians also visited India to establish a useful professional relationship between two countries.

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.

2.6.2 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. 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.

Grant Allocated	Student Strength		
Rs. 8,000	1	to	250
Rs. 10,000	251	to	500
Rs. 15,000	501	to	1000
Rs. 20,000	1001	to	1,500
Rs. 25,000	1501	to	2000
Rs. 30,000	2000	+	

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.

2.6.3 Study Centres

During the Fourth Five Year Plan period, the UGC planned to introduce a new scheme of establishing study centres with effective library services. A few study centres were selected to provide recurring and non-recurring grants as mentioned below:

Recurring		Non-recurring	
Staff salary	Rs. 10,000	Books to existing centres	Rs. 20,000
Contingency	Rs. 3,000	Books to new centres	Rs. 30,000
		Staff and furniture	Rs. 10,000

In 1977-78, an amount of Rs. 44.91 lakh was paid to twenty three universities and during 1979-80, a grant of 5.60 lakh rupees was paid to sixteen universities.

2.6.4 Regional Library Centres (1976)

In 1976, during the Vice-Chancellor's conference, the necessity of developing library facilities link up education with all round development of the country was discussed. The UGC opined to explore the feasibility of providing region-wise centralised library facilities. The Committee appointed by UGC in 1976 recommended to set up four centres at the universities in Calcutta, Bombay, Bangalore and Banaras, and National Centre at Delhi. The objectives of establishing RLCs were to provide efficient information facilities such as reprography, microfilming and other mechanised services using sophisticated technologies to universities and research institutions in the entire region. The UGC proposed to allocate grant of Rs. 60,000 and seven core staff of various categories for each RLC in Fifth Plan. Two crore rupees were sanctioned for the Fifth Plan period.

2.6.5 National Information Centres and Inter-University Centres

The programme of establishing Regional Library Centres in Fifth plan period was reviewed during Sixth Plan with an objective of providing up-to-date information in different disciplines. The UGC established three National Information Service Centres (NISCs) and seven Inter-University Centres in specialised areas to provide improved access to information and bibliographic support to teachers and research scholars. They were set up in the existing universities and research institutes.

National Information Centres

National Information Centres developed computer databases in proposed areas of studies to render reference and information services, documentation services and Current Awareness Service in respective disciplines to needy users on demand.

Sr. No.	Institution/ University	Broad Subject	Disciplines
1)	Indian Institute of Science, Bangalore	Sciences	Physical, Natural and Applied Sciences
2)	Maharaja Sayajirao University, Baroda	Social Sciences	Economics, Political Science, Education, Psychology
3)	S.N.D.T. Women's University, Bombay	Humanities	Sociology, Home Science, Library Science, Special Education., Gujarati, Women's Studies

Inter-University Centres

The UGC took initiative in setting up Inter-University Centres in different specialised areas to provide national research facilities within the university system. These autonomous centres were established under section 12 (ccc) of the UGC Act. The Commission gave them grants to develop their libraries and provide laboratory facilities for research and experiments to research scholars from any part of the country. These centres are:

- Nuclear Science Centre Jawaharlal Nehru University, New Delhi
- Inter-University Centre for Poona University, Pune Astronomy and Astro-physics
- Inter-University Consortium Devi Ahilya University, Indore
- Crystal Growth Centre Anna University, Madras
- Western Regional Bombay University, Bombay Instrumentation Centre, Bombay
- MST Radar Centre Sri Venkateswara University, Tirupati
- Inter-University Consortium for Jawaharlal Nehru University, New Delhi Educational Communication (A Project of Nuclear Science Centre)

2.6.6 Area Study Centres

The UGC has been providing financial assistance to a few selected universities under this programme. These universities undertake in depth studies relating to various aspects of several countries and regions in sixteen areas of the world. The assistance also helps to strengthen library facilities. The scheme is being reviewed.

2.6.7 Collection Development

The university system in India comprises varied types of universities and colleges namely Central Universities, State Universities, Deemed-to-be Universities, Government and affiliated colleges that receive grants for building library collection under various schemes of the Central and State Governments. The teachers, students and research scholars of the university/college can enjoy benefits of the library facilities.

The UGC has provided substantial grants since its inception for the acquisition of books and journals under general development schemes and for special programmes. General development scheme includes grants allocated for central library as well as departmental libraries. Special Programmes include funds provided for Centres for Advanced Studies, departments special assistance, departmental support, financial support for research to individual teachers, group of teachers and research programmes/projects.

The funds are allocated to the universities and colleges for every five-year plan period. UGC receives the proposals of fund requirement from the libraries following the prescribed guideline in order to make appropriate distribution. The opinion of an expert committee or a visiting committee consisting of experts from the University System and representatives of the State Governments is taken. The pattern for the grant allocation is decided after receiving the requirement and recommendations of the Committee. The variation of amount allocated to each university is due to their strength of students, faculties, infrastructure, income, course taught, number of departments and other factors. The Commission has contributed considerably towards the collection development of university and college libraries but even then, the assistance has been found insufficient for acquisition of books and journals, as it is not supplemented equally by any other source.

Due to information explosion, escalating costs, complex demands from users and scanty budget, the requirements of libraries are increasing but not being fulfilled. The UGC is unable to satisfy the requests of additional funds for the libraries. To overcome this problem, the Commission introduced various cooperative programmes namely Regional Library Centres, National Information Centres, Inter -University Centres and sharing resources through Information and Library Network (INFLIBNET).

2.6.8 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. According to the available statistics, the UGC has:

- paid Rs. 2.67 crores grant during Second and Third Five Year Plans;
- allotted Rs. 78.88 lakhs during Fourth Five Year Plan; and
- sanctioned Rs. 3.83,75,289.00 for library buildings till March 1973.

In spite of liberal funds provided by the UGC for library buildings they were insufficient to meet the growing needs of the libraries.

Dr.S.R.Ranganathan, Chairman of the University and College Library Development Committee (1965) studied the existing conditions of libraries in great detail. The Committee was also conscious of preservation and conservation of print documents. The Indian Standard Institute was approached to establish a Sectional Committee on library buildings, fittings and furniture. The Committee finalised first standard IS:1533-1960 entitled "Code of practice relating to primary elements in the design of library building."

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.

These standards were revised by Indian Standard IS:1533-1976 as "Primary Elements in the Design of Library Buildings". It recommended:

- location of the library vis-a-vis other buildings of faculties, laboratories, hostels;
- sizes and relative positions of various sections of the library with specifications for windows and ventilators;
- location and size of staff, group discussion, conference, seminar, committee rooms; and
- basic requirements for water supply, drainage and sanitation.

In the Seventh Plan, the UGC issued guidelines to universities and suggested to spend 20% of the ceiling of grant for construction of library building and facilities. It further recommended to utilise 55% to 60% of the allocations for the purchase and maintenance of equipment for reprographic, micrographic facilities.

In the Eighth Plan guidelines pattern of assistance for library building was 50%, the same as that of equipment, books and journals. Thus, 45% to 50% were made available for audio-visual aids, T.V., VCR, overhead projectors, reprographic facilities, etc. and acquisition of books and journals including library services and support to specific academic programmes of teaching and research.

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.

The UGC constituted a Panel of Library and Information Science for two years to review and recommend improvements in library development and services for amendments in teaching and research programmes in the field of LIS.

The UGC has constituted a number of committees and launched several programmes for the development of university and college libraries and for the improvement of LIS courses.

Self Check Exercises

- 4) What are the major areas of library development being funded by the UGC?
- 5) What should be the role of UGC in an information age?

Note: i) Write your answers in the space given below.
ii) Check your answers with the answers given at the end of this Unit.

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2.7 OTHER EDUCATIONAL INSTITUTIONS PROMOTING LIBRARIES AND TRAINING OF LIBRARY PROFESSIONALS

There are a number of national and state educational institutions that are engaged in training librarians as well as teacher librarians. They also conduct research in improving the working of schools and colleges in general and libraries in particular. Capacity building of the regular librarians and teacher in-charge of the school and college libraries is taken up by conducting training courses of varied durations range from a week to a month to promote reading, communication and information skills among students by maintaining proper libraries. A few such institutions and their activities to promote libraries and librarians are mentioned below.

2.7.1 All India Council for Technical Education (AICTE)

All India Council for Technical Education (AICTE) is a statutory body established by the Government of India through Act No. 52 of 1987 with a view to properly plan and coordinate development of technical education system throughout the country. The principal aim of setting up AICTE is to promote qualitative improvement of technical and professional education in relation to planned quantitative growth and devise regulations for proper adherence of norms and standards for technical education system.

The AICTE has formulated new norms as an interim arrangement for the year 2004-2005. It is essential for an institution seeking approval and recognition for conducting M.E./M.Tech./M.Pharm. programmes to follow new norms and standards stipulated for building appropriate collection and providing certain facilities in the library. They are:

- one research journal for each specialisation;
- hundred titles and five hundred books covering all the topics included in the syllabus;
- text books for each of the topics, at least two books and two reference books for each specialisation;

- 25% of the books must be of the latest publications produced after the year 2000; and
- photocopying facility, video projection facility must be available at the library.

2.7.2 National Council of Educational Research and Training (NCERT)

National Council of Educational Research and Training (NCERT) is an autonomous organisation established by the Government of India in 1961 under Societies Registration Act (Act XXI of 1860). It advises and assists the Ministry of Human Resource Development and Departments of Education in States / Union Territories in formulation and implementation of their policies and major programmes in the field of education particularly for qualitative improvement of school education.

The Division of Library Documentation and Information (DLDI) of the NCERT is well equipped with 130,000 books, 5000 bound periodicals and 6000 pamphlets. It subscribes to about 400 journals. It is being developed as National Resource Centre of Education by automating library operations, resources, building digital collections, subscribing electronic journals, CD-ROM databases and providing connectivity to external databases.

The DLDI used to conduct in-service training programmes from 1986 to 1995 to train the untrained librarians and teachers-in-charge of the libraries of schools, Teacher Training Institutes (TTIs) and District Institutes of Education and Training (DIET) to encourage proper growth of their libraries. These short-term training programmes of five days were organised to provide basic skills and general awareness of various functions of a library. They were initiated by the DLDI in consultation with the Board of Secondary Education of various States. The resource persons were drawn from the DLDI as well as library professionals of the city where the programme was conducted. The NCERT used to provide financial assistance for making payments to participants and resource persons.

2.7.3 National Institute of Educational Planning and Administration (NIEPA)

National Institute of Educational Planning and Administration (NIEPA) is an autonomous organisation registered under Societies Act of 1860. It is sponsored and fully funded by the Government of India (GOI). Initially, in 1961-62, it was UNESCO's Regional Centre for Educational Planners and Administrators. It was renamed as Asian Institute of Educational Planning and Administration in 1965. On the completion of 10-year contract with UNESCO, it was taken over by the Government of India and subsequently renamed as National Institute of Educational Planning and Administration.

The main objective of NIEPA is to promote regional cooperation and international understanding in the field of human resource development. NIEPA organises high quality professional programmes such as regional seminars, conferences and workshops, short and long term training courses, meetings of senior national and international education policy makers, planners and administrators of primary and higher education and study visits. NIEPA takes initiative to achieve collective self-reliance among the developing countries by sharing of experiences and resources, exchange of expertise and information. They conduct research and produce publications.

The library of NIEPA has about 60,000 books besides a rich collection of reports of meetings and proceedings of national and international conferences organised by UN, UNESCO, UNICEF, OECD, ILO, etc. It subscribes to 370 journals mainly on educational planning, management and administration and related fields. In-service

Training Programmes in Planning and Management of Libraries are organised for improving the professional competencies of the librarians of District Institutes of Educational Training (DIETs), government and public schools, colleges and public libraries at national, regional and state level. Programmes for the librarians of DIETs are sponsored by the Department of Education, Ministry of Human Resource Development (HRD) whereas programmes for the librarians of schools, colleges and public libraries are organised at the request of State government. In such cases, academic support for sponsoring resource persons, preparation of programme schedule, programme guide and reading materials is provided by NIEPA, and the respective state government pays to the participants.

Certificates signed by the Director, NIEPA and the Librarian/Director of the programme are issued to the participants after completion of the training of a week or a fortnight. The Director, NIEPA, sends report of the programme and recommendations for the development of the libraries prepared by the Course Coordinator to the Government.

2.7.4 State Council of Educational Research and Training (SCERT)

The National Policy of Education (NPE) of 1986 made it mandatory for teachers and other educational functionaries viz. principals, vice-principals, education officers, librarians and laboratory staff to undergo three weeks of In-service Education and Training (INSET) programme at least once in five years. As a follow up action, State Council of Educational Research and Training (SCERT) was founded in almost all the States to conduct INSET programmes for the school staff and conduct research.

SCERT, Delhi, an autonomous organisation founded in May 1988, has strived to improve the overall quality of school education. It has contributed significantly in the areas of training and research in school education in general and teacher education in particular. It organises several INSET programmes for school librarians to:

- acquaint themselves with latest developments in the field occurring due to information and communication technologies;
- create awareness about the changing role of school librarians due to educational reforms;
- enhance their competencies to prepare them to meet future challenges;
- provide common platform for discussing their problems and find solutions for the same;
- upgrade their professional skills about library procedures, techniques and operations;
- improve their efficiency in promoting reading and information skills among students; and
- develop the spirit of cooperation and resource sharing among libraries.

The library professionals identify needs for conducting training; design framework of the course; develop support materials; select the course coordinator and resource persons; discuss methods and techniques to be adopted for imparting instruction; and evaluate the feedback forms received from the participants. The inferences of the feedback are utilised for improving the standards of libraries in government schools and facilities for librarians to face challenges.

Apart from these, there are number of Library and Information / Documentation Centres, Schools of Library and Information Science of the Universities, National and City Networks such as INFLIBNET and DELNET, Professional Associations and Government organisations that provide short and long term training to librarians.

2.8 SUMMARY

At the time of independence, there were only 20 universities in India. During the last four and a half decades, the number of universities has risen from 20 to 200 in 1993-94. While tracing the historical development of universities and university libraries in India, it is noticed that there is a remarkable improvement in the academic libraries due to sustained efforts of the UGC.

The library being the nerve centre of the academic institutions, it can render effective service to university in all its activities, viz. teaching, learning and research. This was realised by the UGC since its establishment in 1953. The Commission has played a dynamic role in promoting academic libraries of the universities, colleges and other educational institutions.

The recommendations of the Committees and Commissions and their acceptance and implementation by launching several innovative schemes and programmes have helped the academic libraries in building their collections, in obtaining infrastructure facilities, training staff and improving service conditions, extending services to teachers, students and research scholars, and in modernising the library operations using sophisticated technologies.

Apart from UGC, there are several educational institutions namely AICTE, NCERT, NIEPA and SCERT that are providing training facilities to librarians of schools, colleges and universities to upgrade their professional knowledge, competency and skills.

It is a proven fact that the rapid progress of university libraries in India is due to the progress of higher education after Independence. No doubt universities and colleges have received generous grants from the UGC for the development in all spheres to realise their aims and objectives in the fields of study and research, but the spirit with which the UGC rendered the help, has not been captured in right spirit, and with imagination either by the State Governments or by the institutions of higher learning. Therefore, librarianship in India has not yet reached the stage comparable with the one in developed countries.

2.9 ANSWERS TO SELF CHECK EXERCISES

- 1) The Indian Universities Act was passed in 1904 with the objectives that Universities and college libraries should have well equipped and reference libraries to provide an opportunity for the students to form habit of independent and intelligent reading.
- 2) The major recommendations of University Education Commission were:
 - i) Sanction of 6.25% of the total budget or Rs.40/- per student as the annual grant for the libraries;
 - ii) Special non-recurring grant once in every five years to strengthen the collections;
 - iii) Library should follow open access system, adequate and qualified staff, twelve working hours a day, etc.
- 3) The major Commissions and Committees appointed by the UGC for improvement of University Libraries are:

Committees and Commissions

- The Library Committee (1957)
- Review Committee on Library (1961)
- Education Commission (1964)
- Mehrotra Committee (1983)

- Committee on National Network System for University Libraries (1988)
 - Curriculum Development Committee in Library and Information Science (Continuing since 1990)
 - Curriculum Development Committee
 - Rastogi Committee
- 4) UGC provides financial support to: i) purchase books and periodicals, scientific equipment, etc., ii) establish of book banks, iii) provide grants to the study centres, area study centres, regional library centres, for effective library service, iv) establish national information service centres and inter-university centres, and v) allocate grants for building a good collection of books and journals, development of infrastructure facilities (such as building, equipment and furniture), etc.
- 5) UGC should take a lead in establishing new and reviewing existing information and documentation centres in India, provide on-line services to various libraries through multiple use licence, organised specialised training programmes in automation and other advanced technologies for the management of libraries and information centres.

2.10 KEYWORDS

Consortium	: Resource sharing initiative to develop collection by negotiating better discounts from publishers / suppliers for the participating Libraries.
Document Delivery Service	: The system enables users to other copies of materials retrieved by online searches, either by direct dispatch of items by the host, or via an agent.
Microfilm	: A microphotograph on cellulose film. It may be negative or positive and may be 16 or 35 mm wide and of any length depending on the number of exposures thereon.
Network	: A system of physically separate computers with telecommunication links, allowing the resources of each participating machine to be shared by each of the others.
Open Access	: A library system where readers are admitted to the shelves.
On-line	: Using the devices and peripherals, which are interacting directly and simultaneously with a computer central processing unit.
Repository	: A book store belonging to one library system, or a number of co-operative library systems prepared to inter-lend the books deposited therein.

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UNIT 3 LIBRARY GOVERNANCE

Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Library Governance: Meaning and Purpose
- 3.3 Library Authorities
 - 3.3.1 Legislative Authorities
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3.0 OBJECTIVES

After reading this Unit, you will be able to:

- explain the meaning of governance;
- realise the need, powers, functions, and constitution of a library governing body;
- recognise the different types of library committees;
- describe the role played by library governing bodies in collection development; and
- discuss promotional roles played by governing bodies in helping libraries.

3.1 INTRODUCTION

Academic libraries in India, or for that matter in other countries of the world as well, depend upon their parental institutions for sustenance. The parental institutions in turn have depended upon the government munificence for this purpose. Now, with the official support on the decline, the endeavour of academic libraries is to seek alternative avenues of support. We propose to apprise you in this Unit with the role that the library governing bodies have traditionally been playing in raising

resources for libraries, and with what more can be expected of them in the changing scenario.

3.2 LIBRARY GOVERNANCE: MEANING AND PURPOSE

The word 'governance' is derived from the verb 'govern' and its derivatives 'governing' and 'government'. Webster's Third New International Dictionary (1986:982p.) indicates that governance is the synonym for government and it means "the act, process or power of governing, specifically authentic direction and control". The same meaning is also applicable to the word 'governance' in *library governance*. Governance also means the act of governing or exercising authority. The concept of governance has over the years gained momentum and a wider meaning. Good government also implies accountability, transparency, participation, openness and the rule of law. Governance involves interaction and refers to a process to 'wield power, authority and influence'. (<http://www.gdrc.org>).

Library governance includes 'governing bodies' having any person, persons, or a collective body thereof, empowered by law, custom or convention, to act for and on behalf of the library concerned. The term can be used both in the restricted sense, to refer only to such authorities who are directly responsible for the library matters, in advisory or administrative capacity; and, in the extended sense, in the creation, maintenance and development of the library. In this Unit, we have used the terms 'governing bodies' and 'library authorities' interchangeably in the extended sense.

Self Check Exercise

1) Explain briefly the meaning of the Library Governance.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

3.3 LIBRARY AUTHORITIES

The authorities of the academic library may be categorised as:

- Legislative authorities;
- Executive authorities;
- User groups;
- Public; and
- Organisations.

Let us discuss them in detail to apprise you about their assistance in efficient functioning of the academic libraries of the universities and colleges.

3.3.1 Legislative Authorities

Legal authorities may include, in the context of academic libraries, national and state legislatures, judiciaries, ministries/departments and their subsidiaries, University Court/Board of Directors/Board of Management, Trustees.

Academic libraries form a part of the educational set-up of a country. The educational policy of a country/state is framed by its apex legislature. National or state library policy stems from this broad educational policy. Thus the place of libraries in the overall set-up is guided, directly or indirectly, by the national and state legislatures.

The judiciary comes into the picture by helping in framing the laws, ordinances, acts and statutes relating to educational/library matters, and by upholding or striking down the related enactments.

The ministries/departments and their organs perform the funding and monitoring role. The University Court/Board of Directors or Management/Trustees safeguards the interests of their respective institutions by interceding with the planners, policy makers and funding agencies.

3.3.2 Executive Authorities

The Vice-Chancellor is the highest executive authority of a university and in that capacity also of the university library. For the purpose of dealing with library matters, he may delegate authority to his Pro-Vice-Chancellor/Rector and requisition the help of senior officers like the Registrar and the Finance Officer (What holds good for a Vice-Chancellor in a university holds good for a principal in a college). However, in a majority of cases, a Library Governing Body or Library Committee is constituted to deal with library matters. We will discuss in detail about this in the next section.

3.3.3 User Groups

Library exists for its users. The clientele of the library determines the character of collection, organisation and services of the library. The *raison d'être* of an academic library is to meet the instructional, research and recreational needs of its user groups consisting of the faculty, the students, and the supporting staff. The faculty and the students may constitute their own library committees to deal with library matters. The librarian who wishes to make the library contribute effectively to the attainment of the university's educational and administrative policies has to maintain intimate contacts with them. Measures affecting the library are discussed at the meetings of these bodies. Consequently, it is of the greatest importance that the librarian participates directly in the discussions of these user groups or that he/she is kept fully informed about decisions taken by them.

3.3.4 Public

For an academic library, public may consist of:

- families of faculty and administrative staff;
- neighbourhood community;
- friends of the library;
- alumni;
- visiting scholars; and
- industrial and business houses.

In a developing country like India where private libraries hardly exist and the public libraries are generally poorly stocked and maintained, academic libraries (also maintained by public funds) may be the last resort of the community. The common man has both a right over and a responsibility toward these libraries.

3.3.5 Organisations

Organisations with professional, academic, library and research orientations maintain close contact with academic libraries for furtherance of their objectives. These

organisations may operate at local, regional, national or international levels; in the private or public sectors. Libraries may be beneficiaries of their professional advice and support, philanthropic gesture, or may partake in their publication exchange programmes, and enjoy depository status, etc.

Self Check Exercise

2) Do user groups constitute library authority?

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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3.4 LIBRARY GOVERNING BODY

The librarian alone cannot bear the heavy burden of governing, policymaking and managing a library. Though his/her colleagues assist him in the routines of library, the administrative and policy issues are to be shared by some more persons. L.M. Harrod defined a library committee as “the committee responsible for the provision of a library service”. A governing body of a library is also known by different names like “Library Committee”, “Library Board”, “Board of Director”, “Library Trustees” and “Advisory Committee”. In India, such a governing body is commonly called a Library Committee. Hence, these terms are used here interchangeably. It is one of the executive authorities.

Library Committee is a body or organisation consisting of persons who are assigned the job of governance of a library. A library authority may appoint such a committee. The word authority implies ‘the rights to act in a specific way’ or has ‘the power to give orders and make obey’. A Library authority can be a person or a group like a board of management, board of trustees, etc. that has power to make decisions and implement them.

3.4.1 Need

The following are some of the reasons why a governing body or a library committee is needed for:

A governing body of a library:

- serves as a buffer agency between the library authority and the librarian;
- serves as an interpreter of the requirements of the library to the community and authorities and to plead for more funds;
- assesses the financial support required by the library as per library standards;
- extends support to the librarian to defend important decisions having implications for the users;
- ensures better understanding between the library policy and the users;
- keeps the librarian on alert since it will also act as a watch dog of library activities; and
- in some cases, it takes up the job of recruiting efficient librarian for the organisation.

3) Examine the need for a library governing body.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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3.4.2 Powers and Functions

Wilson and Tauber observe that the library committee of a university should be representative of the university; its members should be chosen for their interest in the development of the resources and services of the library; and its functions should be informative and advisory rather than administrative and executive. They further observe - "normally, it has few powers, as it is intended to serve in an advisory rather than in an administrative capacity."

Krishan Kumar states that "A library committee mostly (a) supervises and advises or (b) merely advises the librarian in those matters where public participation may prove to be useful. It is desirable that it should be advisory in nature and not to perform administrative functions.... Library committee should restrict itself to general policy and not with specific applications. Policy statements should be adopted by a library authority on the recommendation of the chief librarian". Briefly the functions of a library governing body are to:

- formulate library policies and objectives;
- plan overall library development programmes and activities;
- compile and review the rules and regulations relating to the best use of library resources;
- select proper books, periodicals and other information records relevant and useful to the user community;
- accept gifts and donations for the library;
- lay down the policy of weeding out of documents;
- consider request of the librarian for purchase of stationary items, furniture and equipment following university policies;
- act as a liaison between the library and the user community;
- recommend staff requirements and appointments;
- keep a watch over the implementation of library policy by the library staff;
- recommend approval for marketing services and generating resources;
- oversee budget estimates and approve apportionment of funds for different items of expenditure and library accounts and expenditure;
- ensure preparations of annual and statistical reports by the librarian;
- facilitate library to conduct stock verification by appointing a committee or outsourcing outside agency; and
- appoint sub-committees for book purchase, staff recruitment, financial provisions, etc.

Usually Library authorities retain certain powers. They are not passed on to the Library Committee. These are powers pertaining to:

- provision of financial assistance;
- levying or increasing library tax, rates, fees or charges for providing varied services;
- sanction of new posts;
- appointment, suspension and dismissal of senior library staff;
- matters regarding status, salary scales, service condition, etc. of library staff;
- deputation of library staff for training, attending workshops, conferences, seminars, etc.;
- planning, designing and expenditure for new library building;
- renovation or extension of the existing building;
- setting up of a new unit, branch or service station;
- participation in resource sharing, networking or any other cooperative ventures with other libraries/agencies; and
- raising loan from bank, public or private agencies;

Self Check Exercise

4) Write a paragraph on the powers and functions of a library committee.

Note: i) Write your answer in the space given below

ii) Check your answer with the answers given at the end of this Unit.

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3.4.3 Types

Based on the nature of their constitution, functions and purpose committees are known by different names. Academic libraries may also have such types of library committees. We shall now know about some such library committees in brief.

● *Executive Committee*

Executive committee enjoys the powers delegated to it and it need not report each and every action to the library authority. Within the framework of the policy and objectives prescribed for it, it has the freedom to act on its own. It can also appoint sub-committees to execute or advise on its functions. Such committee is sometimes known as Management Committee.

● *Self-Perpetuation Committee*

This is a committee that is created under the provisions of a statute. Its constitution, powers and functions are provided for in the Act itself. It has got the power to control and manage the library that has to work under its authority. It is the final authority.

● *Reporting Committee*

A reporting committee acts within certain limits. Within the limits prescribed it can decide policies. Its decisions and actions within the limits need no confirmation from the authority. They are simply reported to it.

● *Recommending Committee*

This type of committee has no real power. It can only recommend certain proposals or actions and it is for the authority to accept them and act upon them.

• *Ad-hoc Committee*

Ad-hoc committee is a special committee appointed for performing specific jobs in a particular time. It is independent in nature and takes decisions expeditiously.

● *Sub-Committee*

To help the process of management sub-committees consisting of few members are appointed. Members of sub-committees are persons with knowledge, experience and foresight. Through sub-committees long and unnecessary discussions can be avoided. They help to clear the work within the stipulated time. Reports of the sub-committees are submitted to the library committee for discussion and final decision. Generally they are appointed to look after specific problems like book selection, maintenance, marketing services and resource generation, etc.

Self Check Exercise

5) Mention the various types of Library Committees.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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3.4.4 Constitution

Different library committees are constituted by the library authority or by the statutes and rules of the parent organisation. Their constitution may differ from institution to institution. The librarian acts as Secretary of the Committee and there is a chairman and a certain number of members in a library committee. The number of members may again vary from one institution to another.

In most of the Indian universities, the Vice-Chancellor is the Chairman and Deans of Schools or Heads of Departments and some senior faculty members constitute the Library Committee. Similarly in the colleges the President/Chairman of the college committee or Principal of the college may be the Chairman and Heads of Departments and one or two senior teachers nominated or elected as the members.

Usually persons are nominated to a library committee for a period of two to three years and they should be genuinely interested in the library and its growth and development.

3.5 ROLE OF LIBRARY GOVERNING BODIES IN COLLECTION DEVELOPMENT

Collection development is a very challenging task for the academic libraries. It involves acquisition and organisation of reading materials considering the objectives and goals of the parent body and the needs of the users. Collection development does not mean mere growth in the number of documents but qualitative improvement and provision for weeding out of unnecessary, irrelevant and outdated documents. In the previous sections of this Unit you have studied about different types of library committees. Their main function is to help the librarian in planning and implementing the library policies. With their support the librarian can give proper shape to his/her ideas and implement them without facing serious problems.

3.5.1 Committees for Collection Development

A library committee can lay down the broad policies for acquisition, organisation, evaluation and weeding out. Within the framework of these policies the library has to see their implementation. The librarian takes decisions, manages and seeks the cooperation of the committee and the assistance of his staff to effectively execute the decisions.

In sub-section 3.4.3 we have noted that sub-committees of small groups of individuals can be appointed to help the process of management. So in a library there can be sub-committees for the following operations:

- allocation and distribution of library funds to different departments or different items of expenditure;
- selecting standing vendors for supply of library materials and black listing defaulting vendors, if necessary. Though day-to-day interference in fixing the suppliers or removing some of them is not desirable, a sub-committee laying the principles and policies in the matter will be definitely helpful to the librarian;
- a committee on evaluation of library materials and services can help qualitative improvement in collection development. Such a committee, however, should be constituted with competent members from the library staff and faculty; and
- a committee on implementation of weeding out outdated and mutilated books can assist in updating the collection. This committee may lay down the policy on as to how often weeding out is to be done; what type of documents are to be weeded out; and what to do with the weeded out materials.

Besides the above committees there can be committees on staff recruitment and welfare, extension services, etc. Remember: 1) committees are for assisting the librarian and not to interfere and obstruct in his administration; 2) the size of library will decide the need for different types of committees; and 3) members of the committee should be those who are serious about their business and who are for the development of the library and its services.

Usually we find a single library committee in our universities and colleges that committee will oversee the activities of the library. In some cases there may be a book selection committee in addition to a library committee. The book selection committee in such cases finalises the budgetary allotment for different departments and may also suggest the general periodicals to be procured by the librarian. The Library Committee may constitute sub-committees to approve proposal for starting new services, marketing services, purchasing equipment for using non-print materials, subscribing databases and e-journals through consortia, etc.

Self Check Exercise

6) Describe the role played by a library committee in collection development.

- Note:** i) Write your answer in the space given below.
ii) Check your answer with the answers given at the end of this Unit.

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3.6 LIBRARY RESOURCES

A 'resource' is any tangible or intangible object or a trait possession of which enhances the power or utility of its inheritor. Library resources mean and include:

- reading material;
- funds;
- human resource;
- building, furniture and equipment; and
- status and goodwill of the library.

The first introduction of any library is its collection. A carefully built and nurtured collection is a priceless possession and pride of any library. It grows in value with the passage of time. It may have been built through purchase of material, through exchange of publications, or through gifts, but its value lies in its range, relevance and up-to-datedness.

The funds at the disposal of the library determine its collections, its organisation, and its services. An academic library depends to a great extent for funds on its parent organisation though it may raise some of its own funds by way of subscriptions, security deposits, overdue charges, sale of publications, and rental services. Library consultancy is emerging as a new area of fund raising. A few fortunate libraries may be the beneficiaries of endowments as well.

However, the greatest and richest resource of any library is its staff. The staff provide services. Collections, methods, functions, etc. of the library are all manifestations of these services. The staff build or destroy the image of the library. A trained and motivated staff are invaluable asset of any library.

The library building, furniture and equipment enhance the serving capacity of the staff and utilisation capacity of users in the library. A capacious, lighted and airy library building, located in congenial environment – internal as well as external; equipped with aesthetically pleasing furniture and user-friendly equipment, is and should be the endeavour of any library.

Last, but perhaps the most important asset that is built over a number of years by the combined efforts of all the above-listed resources is the status and goodwill earned by a library. It cannot be measured in terms of collection or building or any other tangible possession of the library. It is a phenomenon in which shadow becomes larger than the substance. It is a quality that can convert itself into quantity anytime. To achieve this is the ultimate librarianship.

Self Check Exercise

7) Would you consider library's image as a resource?

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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3.7 PROMOTIONAL ROLES

Myriad are the ways in which libraries have been helped and can be helped in their promotional endeavours. An inventory of them that helps in governance and growth of the library is a difficult proposition. However, some of the significant endeavours may be clubbed under the following heads:

- Paternal Role;
- Participatory Role;
- Philanthropic Role;
- Friendly Role; and
- Incremental Role.

3.7.1 Paternal Role

The paternal role of library authorities comprises creating, launching, funding and monitoring of libraries. The legislative bodies discussed above in Section 3.3.1 perform this role. These authorities are driven by community's point of view and its needs. It also falls upon the shoulders of these bodies to make the community aware of the library's need for financial and moral support, and of the plans and programmes for development of better library service.

Thus, in case of India, where education is both a Central and State subject, the Parliament and the respective state legislative assemblies decide about the educational policy (library policy being a corollary of the same) at the national and state levels respectively. What priority is to be accorded to libraries in the educational *schema* is decided again by these bodies. The other organs of the state derive their priorities about the libraries from this macro policy.

The Planning Commission and the Ministry of Human Resource Development plan the resource allocation for academic libraries, driven by the policy framed by the Parliament. Liberal policy is followed by liberal grants, and the vice-versa. These grants are routed to universities and colleges through the University Grants Commission, which performs the monitoring role also.

In early 1994, the University Grants Commission made available to each of the 9 Central universities in the country an amount of Rs. 2 crores to be spent exclusively on the development of their libraries over the period of 1993-94 and 1994-95. Similarly, 17 State university libraries were to be provided lesser but substantial amounts for the same purpose. In its communication to the affected universities, the UGC issued clear guidelines for the amount to be spent on separate library heads, thus exercising its monitoring right.

This is the most striking example of the highest library authorities taking active interest in the promotion of academic libraries in the country.

3.7.2 Participatory Role

Whereas the legislative authorities play their role at the macro level, the executive library authorities are effective at the micro level i.e., at the institutional level. They are participants in the act, some in advisory capacity, others in administrative one. Thus the Vice-Chancellor and his team consisting of Pro-Vice-Chancellor, Registrar, Finance Officer (in case of a College, the Principal and his team of officials), the Library Committee, the Faculty Library Committee, the Students Library Committee—all are participants in the library matter. Their positive attitude towards the library results in the enrichment of the library. Some examples are given below:

A single letter from the Vice-Chancellor of Jawaharlal Nehru University to the

Cabinet Secretary way back in early 1970s resulted in the JNU Library being declared depository for all Central and State government publications. Efforts of another faculty member in the same university made the Secretariat of the European Commission agreeing to declare the library as a Referral Library for its publications. In one particular Central University where students of a particular State are in substantial number, the combined efforts of students saw their university library being inundated with publications in their native language (their number had to be regulated afterwards). Examples of this nature are in plenty and can be recounted by any university library.

However, its librarian and the library staff play the most active and effective participatory role in an academic library. Being the custodian of the library, the librarian ensures that maximum requirements of his library are catered to; being gate-keeper of knowledge he ensures that nothing that is not justified and also the undesirable enters the portals of his library; being the representative of his library to the outside world, he ensures that the correct image of the library is presented so that if being considered for any benign act, his library is not left out. The services performed by the library staff add to the library's image that helps in raising library resources in several ways.

3.7.3 Philanthropic Role

The role of philanthropy in the maintenance and development of academic libraries is again being viewed favourably after a period of disdain toward it in the official circles. It is unfortunate that in a country like India where the tradition of *daana* (donation) is centuries old and highly sanctified, academic institutions that offer *vidya-daana* to their alumni, have shown reluctance to avail of this source for promoting their libraries. There should absolutely be no hitch in accepting tokens of gratitude from the beneficiaries of library services who are coming forward to its help in its hour of need.

Fortunately, this tradition has not disappeared completely from the Indian academic scene. Several university (and college) libraries, including those of Banaras Hindu University and Aligarh Muslim University are the beneficiaries of private endowments, gifts and donations. The libraries of Banaras Hindu University (Gaekwad Library) and Delhi School of Economics (Rattan Tata Library) are named after their benefactors.

Donations in cash apart, donations in kind are also made. The Jawaharlal Nehru University Library has enriched its collection through the donation of several highly prized collections including John Mathai Collection, A. K. Mitra Collection, Kingsley Martin Collection, Gyan Chand Collection, and several others. Some libraries have their building blocks constructed, others their furniture and equipment added, and still others their white-washing (!) carried out, through philanthropic acts.

The donations and gifts may come from any quarter – from a casual visitor (an interesting case is that of a foreigner painter visiting a Central University Library in Delhi, being so much drawn to it that he did a huge water painting then and there and gifted it to that library), visiting scholars, alumni, retired personnel, industrial and business houses. These donations may be a one-time affair or a perennial commitment.

3.7.4 Friendly Role

A friendly role is a kin to the philanthropic role, with the difference that whereas in the latter act there is a transfer of something substantive from one party to another, the former is a mere symbolic act. A friend of the library identifies himself completely with the interest of the library and safeguards it throughout his life. If the library requires money, he begs it; if the library requires services, he offers his

own and of those known to him; he does public relations for the library; he helps in keeping the library a readable place. If the legislative authorities play the paternal role, the Friend of the Library plays the maternal role.

Unfortunately, the institution of Friends of the Library is, if not unknown, non-existent in India. Having been dependent upon the institutional support throughout, need for this additional help was perhaps never felt. However, what is more saddening is that by and large academic libraries have not given to the community the level of services and satisfaction that produces Friends of the Library. It is through a long process of inflicted loyalty to the community's information needs that a Friend of the Library is born. The investment is immense, the yield colossus.

3.7.5 Incremental Role

The incremental role lies in enabling a library to raise its quality of stock, staff and services. This role is played by library professional organisations and organisations engaged in related fields.

The role of the American Library Association and the Association of Special Libraries (ASLIB), United Kingdom, in raising the professional standards of librarians in their respective countries is well known. They lay standards, offer training to librarians to conform to those standards, intercede with the authorities to demand benefits for libraries and librarians, and help the profession in several other ways. The contribution of the Indian Library Association and the state library associations in this direction may not be comparable to their counterparts in US and UK, but nonetheless endeavours are not lacking.

The International Federation of Library Association (IFLA) takes up with the national governments and other international organisations issues concerning libraries. The results of these confabulations are slow but substantive. A single conference of IFLA in New Delhi in 1992 gave an unparalleled impetus to the library profession in India. Its results will be felt for a long time to come.

The role of the United Nations and its allied agencies, particularly of the UNESCO, in promoting libraries is creditable. Through depository libraries, information centres, publication of bibliographical and other reference tools, sale of publications at highly subsidised rates, and several such measures, they have been rendering a yeoman service to the library cause particularly in the developing countries.

Self Check Exercise

8) Indicate some new avenues for augmenting library resources.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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3.8 SUMMARY

By 'library governance' we mean any person, persons or a body of persons empowered by law, custom or convention to act on behalf of, or, for a library. It may include, in the narrow sense of the term, only those who are directly responsible

for the library matters, or, in the broader sense also the policy-making bodies at the national/state level, user groups, public, and related organisations.

Committee is a person or group of persons who are entrusted with some or all of the tasks of investigation, reporting, administering, recommending, and executing something. A competent authority appoints a committee with stipulated powers and functions. A library committee is concerned with the development of library as a whole and provision of library service to its users.

A library governing body is sometimes called by other names like Library Committee, Library Board, Library Trustees, Advisory Committee, etc. Such a committee helps the librarian by extending its cooperation in interpreting the library policies to the public and in acting as a buffer between the librarian and the library authority. Interested in the growth and development of the library and its services a library committee would lay down policies and programmes including extension services.

However, the library committee is not expected to interfere in the day to day administration of the library by the librarian. The powers and functions of the Committees are mainly to share the burden of the library management by laying down policies and programmes and overseeing their implementation in an advisory capacity. Members of the Library Committee should be those active persons who are favourably inclined towards the improvement of library services. There are several types of committees as per the nature of their powers and functions. Besides committees like Executing, Recommending, Reporting, etc. there may also be sub-committees. Collection development or qualitative improvement of library collection through sound policies namely acquisition, organisation, accepting gifts, evaluation and weeding is one of the prime responsibilities of a library committee. A Library Committee by itself or through the constitution of different types of library sub-committees can achieve effective collection development for the benefit of the library user community.

'Library resources' include reading materials, funds, manpower, building/furniture/equipment and image of the library. The role of library authorities in the promotion of library resources may take the form of paternal role, participatory role, philanthropic role, friendly role, or the incremental role.

Some of the unconventional avenues availed by academic libraries in developed countries are now being introduced in developing countries as well. These include public relations, marketing of library products and services, subscription fees, consultation services, and rental services. From being regarded as a purely social resource, information is being now looked upon as an economic resource.

3.9 ANSWERS TO SELF CHECK EXERCISES

- 1) Library governance means the act, process or power of governing library to achieve authentic direction and control. Governance also means the act of governing or exercising authority. Library governance includes governing body consisting persons nominated by the Vice-chancellor of the university to act for and on behalf of the library concerned. The Committee is responsible to advice the librarian in all library matters in the creation, maintenance and development of the library.
- 2) The *raison d'être* of a library is the satisfaction of users' information needs. It is the readers who decide, in an academic library, what should be acquired, when it should be acquired, and how it should be served. They sit on the Library Committees and decide library matters.

They derive their authority to decide this from the laws and statutes of the country and of the organisation they use. It is in this sense of poser of acquiring,

organising and serving being shared by the users of the library that the term 'library authority' includes user groups as well.

- 3) A governing body is responsible for the provision of library service. Librarian alone cannot manage a library because s/he has to interact with the authority, with the users and with library staff. Sometimes s/he may be desperately in need of somebody who can plead with the authority on his/her behalf in a convincing way. Particularly when s/he is in need of additional staff, funds and support to his/her policies and programmes a librarian is in need of library committee to plead for him/her.
- 4) The powers and functions of a Library Committee are generally stated at the time of its constitution. They may vary from library to library. But in a general sense we may say that its powers are to see that competent staff is appointed and effective library services are provided by the library to fulfill the objectives of the parent body. Its functions include the formulation of library policies and programmes, to appoint qualified staff in adequate numbers, to implement collection development, to work out the budget and oversee its proper utilization, to ensure annual and statistical reports and to act as liaison between the library and the community.
- 5) According to their nature and functions library committees can be of different types. They may be executive committees to manage the library; self-perpetuating committees provided by a statute; reporting committees to take decisions with in certain limitations; recommending committees to do specific jobs within a particular time. Sub-committees concerned with organisation, maintenance, staff policies also may be there.
- 6) Collection development implies building up collection with quality material through proper acquisition and weeding out policies. Objectives of the parent body and the needs of the users are very important in collection development. In order to see that useful and relevant documents are not lost in large numbers of mutilated, worn-out and obsolete documents such documents are to be weeded out periodically. Weeding out policy should be rational and based on periodical evaluation of the collection. Library Committee and its sub-committees can play a crucial role in collection development by framing policies and formulating programmes to implement them.
- 7) Yes, if it is a positive one. A positive image of a library, built on the basis of its services to its clientele, results in generation of other resources. It is a library with positive image with which people would like to be seen associated; be its Library Friends; and would like to donate cash and collections.
- 8) The use of new avenues of generating resources requires first of all a change in the mindset of librarians used to treating information as a social resource, to be used for the purpose of social transformation. The economic potential of information comes to the fore in the changed outlook. Library products and services are meant to be marketed. Bibliographical references, data search, photocopying services, etc., may be charged at market rates. Library fees may be related to the library usage. Specialised consultancy services may be provided by the library and appropriately charged. Public Relations Officer may be recruited in the library to give a boost to its image, so that the same may be exploited for generating resources. Library premises may be let out on rental basis for purposes like exhibitions, public lectures, religious discourses, cultural events, etc.

3.10 KEYWORDS

**Library
Authority**

: Any body which is responsible for library services. The local government responsible for the provision of public library services in UK.

- Library Board** : The committee responsible for the control of an American library system. It is also known as "Library Trustees", "Board of Directors", "Board of Library Trustees" and sometimes as "Library Commission".
- Library Governing Body** : Person or a collective body of persons empowered by law to act on behalf of the library concerned.
- Library Committee** : The committee set up for the governance of the library.
- Promotional Role** : Activities related to raise the capacity of the library in providing services to its users.

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UNIT 4 ACADEMIC LIBRARY SERVICES

Structure

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Planning of Library Services
- 4.3 Management of Library Services
- 4.4 Theory of Library Service
- 4.5 Library Services and its Users as a System
- 4.6 Taxonomy of Library Service
 - 4.6.1 Reference Work
 - 4.6.2 Bibliographic Service
 - 4.6.3 User Education
- 4.7 Information Technology
- 4.8 Cost of Library Services
- 4.9 Constraints of Library Services
- 4.10 Evaluation of Library Services
- 4.11 Summary
- 4.12 Answers to Self Check Exercises
- 4.13 Keywords
- 4.14 References and Further Reading

4.0 OBJECTIVES

After reading this Unit, you will be able to:

- explain the new perspectives about library service;
- recognise the fundamental functions of library service;
- view library service and its users as a system;
- realise the importance of user education as integral to the learning process;
- recognise the qualitative changes in library service due to the enhanced role of information technology; and
- make a differentiation being information-specific and document-specific users.

4.1 INTRODUCTION

You have already a background of the manner in which library services are traditionally viewed. The usual categorisation is done on the following lines:

- Circulation of documents;
- Help in the location of documents;
- Help in the use of catalogue;
- Long-range reference service;
- Bibliographic service;
- Current awareness service and SDI;
- Reprographic service; and
- Orientation.

The information in this Unit will prove useful to you in recognising that it is more appropriate to view library service from the perspective of the user rather than the intermediary, i.e. the librarian. That there is a close linkage between these two also needs to be emphasised. Library service is turning to be dynamic with the retrieval system itself in a state of continuous and periodical revision. The changing perspective about user needs is also to be noted. Four special features may be recognised in the changing perspective: a) the enhanced role for online service, b) library user education, c) services for special groups, and d) subject orientation. The relationship between the user, the librarian and the physical complexion of documents underlines the state of flux in contemporary times.

4.2 PLANNING OF LIBRARY SERVICES

What is fundamental to the planning process? It is the need to define, express purpose. The scope of library service is determined by the objectives of the parent organisation. In many progressive libraries, library services to be provided are indicated in a written statement. In respect of academic institutions like universities and colleges, it is the objectives of enhancing educational capabilities in course work and research that determine the course of action. Library is thus an instrument that helps to cultivate information skills in teachers and students towards independent learning. Planning process comes very handy in academic institutions. It is futuristic in design, lays down targets to be achieved, indicates the steps to be taken, and provides handy mechanism for self-correcting evaluation. Planning process is however inconceivable without careful community profiling, strictly in accordance with the actual and realisable needs of the user community. Above all, library service to the academic community is to be viewed dynamically in terms of a) external environments, b) user community and c) the governing framework. The challenge of change is impelled by external forces. It has also its internal dynamics. Internal and external

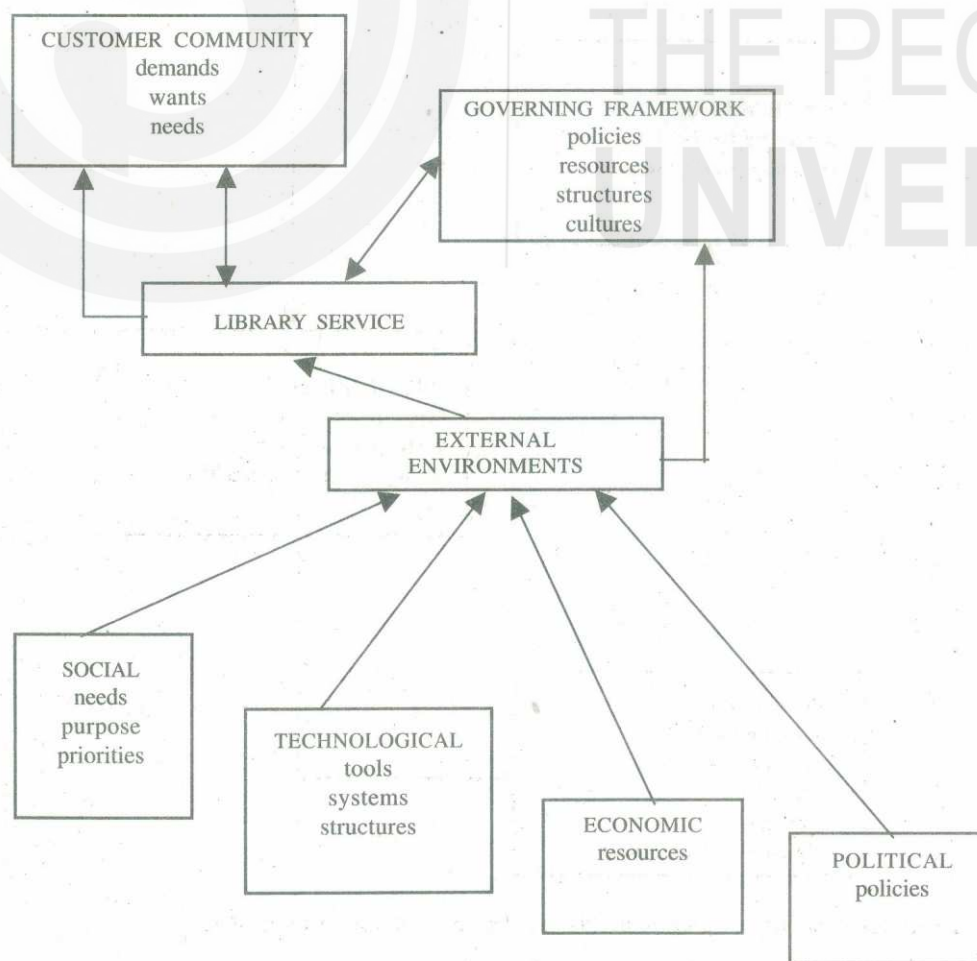


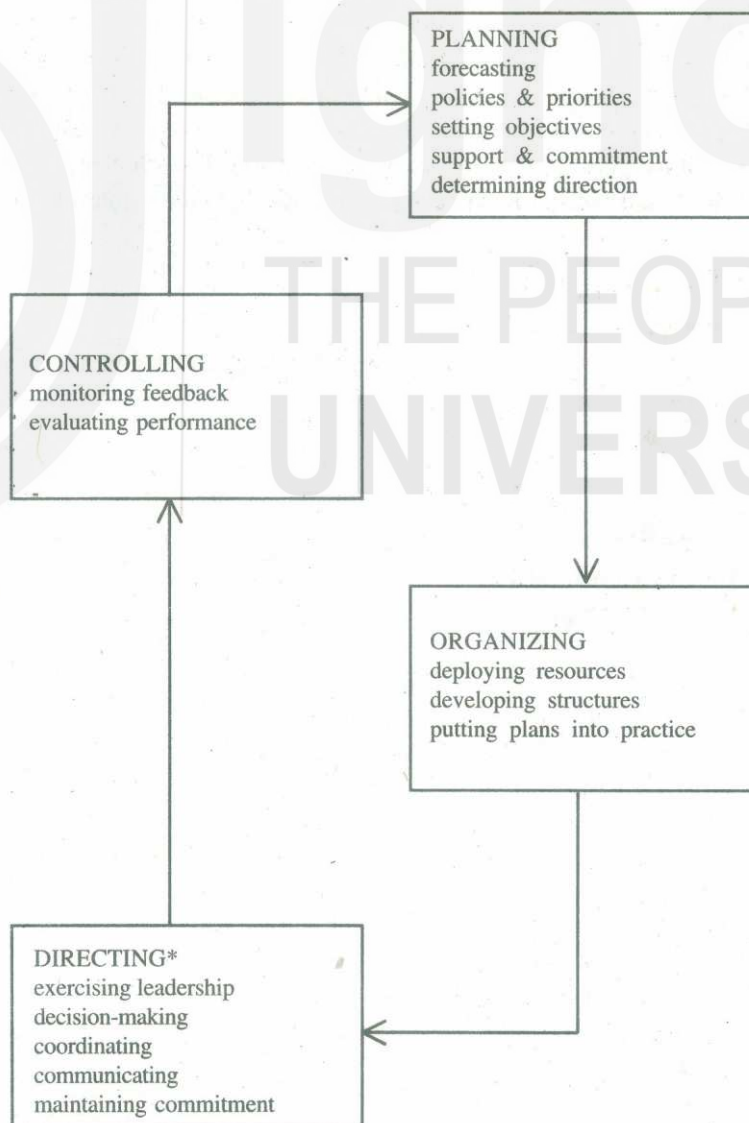
Fig. 4.1: Library Service in a Context of Change

variables equally determine the extent of change through their interplay. The planning process of library service is best understood in the context of change as indicated in Figure 4.1.

How do you go about designing library services in an academic institution? The first requisite is to prepare a community profile and conduct census count of the community to be serviced. The community profile is to be matched with the intellectual resources of the library and their updating assured preferably through anticipation. The manpower of library needs to be marshalled, and necessary training provided to bring the staff up-to-date. Finally the whole strategy is to be drawn in the form of a written statement to meet the objectives. The planning process comes handy in this respect by helping to enhance the capabilities of library manpower and its users.

4.3 MANAGEMENT OF LIBRARY SERVICES

Management of library services is all about decision-making and problem-solving. While planning is based on a theoretical framework, decision-making (the basic component of management) is based on practice, thus introducing the human element with all its glorious uncertainties. The principles of management of library service are best understood in terms of the 'classic management' cycle. Peter Lawrence



* Directing as the term is used in the theatre; leading, but also team building

Fig. 4.2: The Management Cycle

has identified three stages in his cycle : “Planning (setting objectives and determining the means to achieve these objectives); organising and co-ordinating (deploying resources and integrating activities), and controlling (setting up a feedback mechanism to ensure that the things are going according to plan) as shown in Figure 4.2.

Peter Drucker in his classic *The practice of management* has conducted a similar exercise by identifying the operations of a manager :

- setting objectives;
- organising;
- motivating and communicating;
- measuring; and
- developing people.

Here Drucker scores over Peter Lawrence, when viewed in the context of library service. At least two categories of Peter Drucker i.e. 1) ‘Motivating and Communicating’ and 2) ‘Developing people’ have to do directly with user community (the final arbiters of library service). The concept has been variously described by management specialists as ‘interplay between people’, ‘psychological contact’, ‘psychological dimension’ and ‘developing people-to-people dimension’.

The effectiveness of library service depends entirely upon the credibility of the library managers. Howsoever well organised are library services, their effectiveness is bound to be marred by the perception of users about them. How do we go about transforming the adverse situation? Here the assistance may be sought from the ‘human relations school’ of management science. The good offices of the so-called ‘Hawthorne effect’ may be utilised to rectify the lacunae. The ‘Hawthorne effect’ is the ‘effect of making people special. That ‘the user is the king’ (rather the absolute monarch), whose word is law to be obeyed to the last detail, needs to be etched on the entrance for every library in prominent words. Such perceptions are much more significant in the context of academic institutions. The majority of user population of academic institution consists of young people, who are volatile, sensitive and ever ready to make quick formulations about their environment. Any hostile perception shall keep them away from utilising library services. They are also quick to forget and adopt. The success or failure of library service in their case depends substantially on their perceptions. ‘People-to-people’ contact is sine qua non of success in dealing with them.

4.4 THEORY OF LIBRARY SERVICE

Many tend to believe that library is all practice and no theory. It is not a very happy position and contrary to the developing situation. Knowledge advances through generalisations, abstraction and quantification (subject to measurement and predictability). As the significance of library service comes to be increasingly recognised, it is but inevitable that a certain element of theoretical framework is introduced into it. There have been certain attempts in this direction in recent years. The potential is very great, because the future of library service is closely allied to the developments in the field of information science and the definition of information as a concept. It is possible to identify five key aspects for the provision and use of library service towards formulation of the theory of library service:

- inquiries;
- retrieval;
- the process of becoming informed;
- the demand for library services; and
- the allocation of resources.

INQUIRY comes at the beginning. It is a sign of disturbance, signal for distress and the indication of lacuna in knowledge. Inquiry is the casual effect which prompts consequential steps for the purpose of seeking knowledge to reduce psychological distress resulting from ignorance. Library service is the halfway house from inquiry to its resolution. There are three types and taxonomies of inquiries:

- biological, i.e. inquiries about documents;
- factual or subject inquiries; and
- directional inquiries, e.g. where is the catalogue?

The inquiry inevitably leads to searches which are of two kinds:

- information (subject) search, and
- documents (known item) search.

While subject index (classified part of the catalogue) and open access to books are required for information search, author and title indexes are needed for the document search in a manual catalogue. In actual practice, it is hard to draw a line of demarcation between the two of them : "It is customary to treat information ("subject") searches and document ("known item") searches as entirely separate, different, and independent. However, we suggest that consideration of actual inquiries leads to the conclusion that any of user search can and should normally be viewed *simultaneously both* information specific and document specific in various degrees. This distinction tends to be substantially obliterated in a computer-based retrieval system.

Inquiry is inevitably related to **COLLECTION** of the library. It has been well said that "library is, in essence, a resource for inquiry". The nature of collection has implications for library service of far-reaching nature. It is in turn related to collection development policies of the library. There are several factors like the permutation and combination of selection, duplication and retention policies that matter in assuring the suitability of the collection to be responsive to actual and potential inquiries. The matching of the document with the content of the inquiry is the foundation of effective library service. All this assumes that collection development policies are required to be rational, because otherwise diminishing returns would set in fast. There are several techniques for assuring effective utilisation like bibliometric, citation and user studies. Only the beginnings have been made in recent years.

RETRIEVAL: The next stage in this five part typology is that of **RETRIEVAL**, the second step in this taxonomy of library service. The starting point is the right assumption that user does not possess sufficient understanding of the organisation of the retrieval system. While the model assumes the user to be a rational being, he/she is not so in actual practice. What should be the response to such a predicament?

The answer is to conduct the 'reference interview' for transforming the inquiry from ordinary and day-to-day language to the language of the retrieval system, which responds to terms so recognised by it. Such a search is predetermined. The retrieval system is no less dynamic. It is in a state of continuous, gradual revision, adding to the woes of its users. What is the ultimate solution? The competence to use retrieval system by users needs to be substantially enhanced by upgrading their conceptual capabilities. The retrieval systems on their part need to be so designed as to be user friendly.

BECOMING INFORMED: It needs to be recognised that there are barriers to becoming informed. The first state in this process is the psychological perception of the signals. The user is handicapped by his limited personal knowledge, limited personal values, abysmal ignorance, lack of cognitive skills and skills of perception.

The user is doubly cursed, if the intermediary (the reference librarian) who guides him suffers from similar handicaps. It is possible to overcome the handicaps in both instances through effective imbibing of cognitive skills. Thus the second stage is the cognitive process of becoming informed. It helps to overcome the handicaps in the first state of becoming informed.

The acquisition of cognitive skills through learning process is not so simple task as it may appear on surface. Values (prejudices and preconceived notions) embedded in the subconscious are not to be got rid off so easily. It is however possible to overcome the handicaps through the learning process and by prior knowledge of the mind of the user via the intuitive process. The reference librarian is thus required to be a good student of psychoanalysis to probe into the user recesses of the mind. Such are ingredients of becoming informed.

DEMAND: Demand is the nearest to the highest stage of performing actual library service. The situation becomes concretised when the penultimate step in the taxonomy of library service is reached. Human mind is never further away from confusion. There is confusion in identifying needs, wants and desires. The terminological confusion needs to be clarified at this stage. Types of needs and wants have been identified in library literature as follows:

- needs that are not recognised as needs for which library services would be useful;
- needs that are recognised but, nevertheless, no action is taken to use a library service in relation to them;
- want (in the sense of desires), to use a library service, whether or not such use is sensible in practice;
- unsuccessful attempts to use a library service, as and when a particular book is sought, but not found; and
- satisfied demand, in the sense that the library was used in a way that was satisfactory to the user.

The actual use of library service is confined to the last two categories. The remaining categories thus fall outside our immediate framework. Increasingly with the rising costs and the induction of information technology, demand has come to have a value and price. The costing of library and information has added a new dimensions to the situation. In the ultimate analysis, the final test of the effectiveness of library service shall rest with the elasticity of demand. There are several factors that go into the elasticity of demand by users. The responsiveness of the system through improved availability of documents and actual information is the ultimate test. It alone can restore stability to the library service.

ALLOCATION OF RESOURCES: There is growing concern with the political economy of library services as external factor. This issue arises mainly from the fact that there is separation in allocation of resources from their use. The librarians happen to be at the receiving end. The authority to allocate resources falls beyond their pale. It is an important question involving decision-making, but it shall not be expanded upon in the present context.

It is clear from the above discussion that an integrated view needs to be taken of library service as a whole. Conceptual framework however in the incipient stage is a subject matter of growing importance for the future of library service. In fact the theory has been able to throw much light especially in the study of DEMAND. The result was an incidental by-product. Another enlightenment has come to pass as a result of the recognition of inter-disciplinary nature of library service.

4.5 LIBRARY SERVICES AND ITS USERS AS A SYSTEM

When library service is viewed as a paradigm, it is required to perform four functions: 1) information; 2) instruction; 3) guidance; and 4) stimulation. Hitherto reference service has been defined as "the process of establishing contact between reader and book by personal service". This definition has the stamp of authority of no less a person than S.R. Ranganathan. When viewed in the context of above-mentioned paradigm, the Ranganathan definition is concerned primarily with Information and Guidance. It leaves out Instruction entirely from within its purview. It is possible to interpret the perspective of Ranganathan, which was in line with the world view of his times, as a one-sided perspective of librarians. Reference librarians are assigned an activist role in their scheme of things. User is considered naturally to be placed at the receiving end. The lacunae with such a scheme is too obvious. It is not possible to view library service and its users as a system.

The paradigm stands on one leg, which is a falsity in itself. The system usually consists of balanced parts acting and reacting with each other for achieving controlled results. Balances need to be restored by giving as much weightage to the unexploited component of paradigm in INSTRUCTION. In such a scheme reference function needs to be balanced with instruction function. The introduction of instruction is a significant component of the paradigm assuring an independent and activist role for user. There is thus balancing act to be performed between the respective roles of reference librarian and user. It naturally involves dialogue between the two major components of the system. Here is thus the concept of library service in which parts interact between themselves and the system as a whole for achieving well-defined objectives. Such a perspective brings about positive results by enjoining library service and its users as a conceptual framework.

Self Check Exercises

- 1) How is 'Hawthorne effect' of special relevance to library service?
- 2) Is it possible to put forward a theory of library service?

Note: i) Write your answers in the space given below.
ii) Check your answers with the answers given at the end of this Unit.

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4.6 TAXONOMY OF LIBRARY SERVICE

N.B.: Please see section 4.7 INFORMATION TECHNOLOGY for discussion on the topic of CIRCULATION CONTROL.

4.6.1 Reference Work

The definition of reference service by S.R. Ranganathan revolves around the establishment of effective contacts between the reader and the document through the mediation of reference librarian. His apportionment of reference service in two categories of long-range and short-range reference service is also well-known. We had also tried to elaborate upon four categories of reference service: 1) initiation; 2) directional instruction (general help to reader); 3) ready-reference service; and 4) long-range reference service. His basic contribution to reference service has

been in delineating a line of demarcation between ready and long-range reference service. Basic difference between the two types of service is in respect of: 1) the time involved; 2) the material used; and 3) the nature of information sought. Ranganathan had also at one time touched upon the sharp-edged demarcation between informational and instructional functions of reference service. He did not pursue the differentiation much further.

The dialectical relationship between traditional reference service and user education was lost upon reference librarian. He did not realise that "they function at cross purposes with each other. Reference (service) is subjective because of its stress on personalised service. Instruction has objective connotations about it because it encourages the user to independent study. His direct access to source dispenses with the intermediary after he has educated himself in the use of the library. There is, thus, a fundamental contradiction in reference service and user education". The enthusiasm with which Ranganathan wrote about reference service is indeed infectious. To him, reference service was the essence of librarianship.

Much has been developed since Ranganathan wrote about reference service. The subject is no longer in dumps. There is a growing interest in it because of recognition of interrogative approach to the problems of library and information science, attempts at constructing conceptual frameworks and viewing things in the totality of conceptual terms. Some interesting work has been done on the actual reference process in recent years. There is also growing interest in computer-based information retrieval systems. Information technology is thus an important contributory factor in having a fresh look at issues relating to reference service.

The reference process concerns interaction between the users and reference librarian via 'the information interview', interpretation of the inquiry, formulation of the search strategy, actual literature search and the maintenance of record system. It is possible to identify 15 steps in the reference process as indicated in the following table (4.1);

Table 4.1 : Steps of the Reference Process

+	User has problem
+	Recognises a need for information
+	Puts initial query
+	* Formulates enquiry in reference interview
*	Information worker selects source type(s)
*	Selects specific source(s)
*	Selects path
*	Translates enquiry statement into language of source(s)
*	Selects point(s) of entry
*	Conducts search
+	* Appraises and modifies search strategy
*	Selects answer
*	Makes response
*	Evaluates response
*	Records
+	= User
*	= Information worker/librarian

It is to be noted that 9 out of 15 points are exclusively of concern to information worker/librarian and 3 additional points are shared between the user and information librarian, thus indicating an overwhelming role of information librarian in the reference process. As we shall establish in a subsequent section on User Education (4.6.3),

the whole objective of user education is to eliminate as many steps as possible as have been credited to reference librarian.

4.6.2 Bibliographic Services

Traditional concept of bibliographical services has been transformed in years beyond recognition. The maximum impact has been made by information technology upon the nature and character of bibliographical services. The induction of information technology has brought about a qualitative transformation by making an impact on the structure of library organisation, thus effecting every character of library services. The balances between what is provided from within the organisation and what is serviced by external agencies have changed. The concept of inter-library loan has become completely redundant. The impact of information has been wide ranging on the nature and extent of library service. Electronic publishing and documents delivery have changed the structure of information services. Similarly online information, interlending networks and facsimile transmission have not only helped in implementing the local resources of libraries, but also enabled the libraries to replace them entirely.

Non-availability of documents locally is no longer a handicap. Similarly non-existence of bibliographical resources is no hurdle. Accessibility is thus no longer a local phenomenon. The whole world has opened up as an accessible resource.

The academic libraries in this country are on the verge of great revolution with the prospects of UGC-sponsored INFLIBNET (Information and Library Network). Local, regional and national network shall be linked directly with international databases. Retrospective and/or SDI search service in house are going out-of-fashion, with the easily accessibility of online search services. There are many distinct advantages in online search services like immediate access, multiple access, constant updating, automatic printing, effective and faster searching, etc. The major handicap arises from the cost factor. Library service has been considered to be free and a matter of right so far. Would the developing countries in a position to bear the burden through the good offices of public funding? The issue however does not detract from the utility of online search services.

4.6.3 User Education

Superficially, user education seems to be an antithesis of all that the library service symbolises. The concept of library service implies dependence. User education as a model stresses independence. It is not so in actual practice. One actually grows out of the other. Library service and user education are a continuum. Here is a perfect instance of dialectical relationship, in which synthesis is born out of contradiction between the two categories. To sum up, user education as symbolised by independent study is in fact the indication of all that the traditional library service has stood for.

Apparently there is a lot of confusion about what user education stands for. The philosophy of user education is best summed up in the following statement: The major assumptions are that "a) there exists a mind which plays a significant role in learning, b) the mind is endowed with a structure, called cognitive structure, which is in-born with built-in capabilities and limitations, c) the cognitive structure is primary and precedes experience, and d) the primary function of mind with its cognitive structure is abstraction". In the above statement, there is repeated emphasis on cognitive processes. It underlines the essence of user education.

How do the cognitive processes fulfill the objective? It is as simple as that cognitive processes bring about a transformation, whereby the learner turns into a self-learner and independent thinker. User education becomes not only a handy instrument for the promotion of learning, it also inculcates independent study into the learner,

who at this stage becomes the master of all he surveys. He imbibes the art of problem solving by himself. Independent study has thus become the highest objective of user education.

Lewis Shoares, the doyen of user education, could foresee all this as early as 1934, when he enunciated the concept of LIBRARY COLLEGE in his library college charter. His classic statement needs to be quoted underlying its contemporary significance: "1) The purpose of the Library-college is to increase the effectiveness of student learning, particularly through (though not limited to) the use of library centres, independent study with a bibliographically expert faculty". No wonder, undergraduate institutions like Swarthmore, Wabash, Hampshire and Earlham colleges have been in the lead in pioneering of user education, especially in the United States. A word of warning needs to be given at this stage. What we have presented is a model of user education. It is best understood by going through its logical stages: 1) Orientation; 2) Bibliographic instruction; and 3) Profiling.

Orientation

Orientation remains the most popular method of imparting user education. Its origin is to be traced to undergraduate colleges, where the need was felt to impart orientation about the organisation and techniques adopted in college library to the largest number of students in the shortest possible time. While orientation is a continuing process, its greatest impact is intended at the time when students get admitted to new courses.

For instance, the University of Texas Undergraduate Library of Austin has introduced a formal programme of library orientation to about 10,000 freshmen each year. It is done with the help of full-time professional staff employed for the purpose. The orientation course consists of "preparing printed guides, and the materials for distribution in class, orienting English instruction to the library instruction programme through participation in a course for new teaching assistants, conducting evaluation of the programme, and of course, working closely with the students in reference area". The initial step of a freshman/student to the library consists of self-guided tour. The variants of the University of Texas orientation programme have been duplicated elsewhere, wherever formal orientation courses have been introduced.

The methods of orientation of users vary from one type of library to the other, depending upon the nature of the user and his information needs (including the nature of subject specialisation). Teaching methods are bound to vary with the nature of the clientele. There is however a common substratum that gets repeated in all kinds of environments. There are two broad categories of orientation that may be identified: 1) Direct methods, and 2) Indirect methods. Direct methods consist of the following: a) lecture, b) guided tour, c) individual help, d) practical exercises, and e) tutorial/seminar/ demonstration. Indirect methods consist of the following: a) film, b) video tape, c) tape/slide, d) audio tape/illustration, e) book, printed guide, and f) self-instructional material. The other categorisation is according to the type of instruction, either consisting of group instruction, or individual instruction, or the combination of both.

In India, we have still to take steps in introducing formal user education. Orientation is the first step. Bibliographic instruction and profiling shall follow as the logical step. User education is indeed the most economical and effective method of imparting library service.

Bibliographic Instruction

While library orientation has been adopted universally, bibliographic instruction has actually given respectability to user education. The essence of bibliographic instruction is contained in the classic statement about the Monteith College experiment by its originator Patrica B. Knapp: "The ultimate purpose of the Monteith Library

Programme is to stimulate and guide students in developing sophisticated understanding of the library and increasing competence in its use. To achieve this end, it proposes to provide students with experiences which are functionally related to their course work". What was experimental in the Monteith College experiment was concretised by Thomas Kirk at Earlham College through his course-related bibliographic instruction. The special features of the Earlham College experiment have proliferated on world-wide basis. Bibliographic instruction at Earlham College consists of the following features:

- 1) the three guiding principles of the programme are that it is: a) course-related, b) demonstrated, and c) graduated;
- 2) the formal course extends over four levels for two years for the undergraduates;
- 3) library instruction is provided in the class room; and
- 4) teaching faculty and librarians are jointly responsible for curriculum activity.

The structured course for bibliographic instruction of Earlham College consists of two components, one concerning the sources for imparting knowledge, and the other relating to the development of skills in students. The six components of bibliographic instruction course at Earlham College conducted for biological students are: 1) general type of reference books, 2) periodical indexes and scientific abstracting services, 3) card catalogue, 4) principles of knowledge organisation, 5) search strategy, and 6) subject analysis.

In India, limited experiments with bibliographic instruction have sought to be carried out in agricultural universities. Its utility is too obvious to need any comment. Bibliographic instruction enables students to adopt self-service, thus substantially dispensing with the services of reference personnel of the library. Bibliographic instruction may prove to be the panacea for many in development countries like India with millions of undergraduates with no reference staff to personally service them.

Profiling

If bibliographic instruction is a logical extension of orientation, profiling in turn is the logical extension of bibliographic instruction. Orientation, bibliographic instruction and profiling are links in the same chain. Similarly Personal System of Information (PSI) of students and research scholars is the logical extension of profiling as applied to individual users. In the ideal state of user education, each user becomes his own librarian through self-guidance and self-instruction. Library service comes to be largely centered around users themselves, with the librarian responsible for behind-the-scene operations. It is also possible to design Group Readers' Profiles, especially when course related bibliographic instruction for undergraduates and postgraduates is concerned.

In an experiment carried out for course No. SSM705: "Sociology of Family Life and Kinship in India" for M.A. (previous) students of the Centre for the Study of Social Systems, School of Social Sciences, Jawaharlal Nehru University, results were very positive. The Group Readers' profile resulted in the University Library responding effectively to the modulated information needs of the students. The profile was designed with the participation of students and teachers, thus underlying the democratic character built-in to any experiments in profiling. What is profiling? It involves the highest level of conceptualisation. The construction of a profile depends on the knowledge of the subject-matter and conceptualisation of information needs of any individual or a group. Profiling is best done when it is a self-profile. The methodology of profile designing is both an art and a science. It consists of the following steps: a) Drawing concept maps, b) Coding profile terms, c) Formulating search expressions, and d) Preparation of profile sheets.

It is a long haul from reference service to orientation, bibliographic instruction and profiling. While reference service has been compared to an act of spoon-feeding, profiling is the ideal example of self-guidance and self-service. Library service has travelled long distance since the days of S.R. Ranganathan with his vision of short-range and long-range reference service.

A recent example of profiling is that of the maintenance of individual profiles of faculty members and research scholars working in Indian universities (and colleges) by UGC-sponsored Centre for Science Information at the Indian Institute of Science, Bangalore. SDI service is being provided regularly to more than 4,000 scientists based on INSPEC, BIOSIS, GEOREF, MATHFILE and CA databases. On paper things look most impressive. It however needs to be evaluated properly.

Self Check Exercises

- 3) How do you differentiate between reference service and user education?
- 4) What are the stages in user education and how are these related to each other?

Note: i) Write your answers in the space given below.
ii) Check your answers with the answers given at the end of this Unit.

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4.7 INFORMATION TECHNOLOGY

Information technology has begun to have a major impact in four areas of library service:

- 1) raw material (books, periodicals and other documents);
- 2) operational processes (routines like circulation controls);
- 3) management processes (stock management information); and
- 4) user orientation (the nature of user interaction).

Information technology impacts the mind of the largest number. It is ideological in nature changing the world view of librarians and users. Its fuller remains yet to be seen.

The nature of physical artifacts like books get completely transformed. Information technology converts information carrying artifacts into digital data for the purpose of storage (e.g. optical disc), processing (e.g. computing), and transmission (e.g. data communication networks). The direct impact is felt on the format of library artifacts, their location and retrieval.

Logically drawn from the nature of library artifact, the nature of the operational processes of libraries also changes. Those get to be automated. It has also an impact on the circulation routines. With the automation of acquisition and cataloguing processes, as well as induction of automated serials controls, circulation controls became more effective and an element of efficiency is automatically introduced into the service. The management processes of planning and control equally get impacted in positive sense of the term. While on one hand an integrated system is a distinct gain, and on the other hand, decentralisation becomes feasible through a distributed network of local terminals. Communication by electronic mail thus becomes a distinct possibility.

The maximum and direct benefit of information technology is however to be seen in the transformed user orientation. Information technology can change the nature of *customer [user] interaction* in three ways by:

- 1) speeding up routine processes at the library counter;
- 2) widening the choice of available information sources and services; and
- 3) making library more accessible.

Circulation controls thus become most effective. Issue and return routines can be speeded up. It is possible to pin down the availability of a document instantaneously, a distinct gain for the user. Reservation becomes a matter of pure routine. Above all, information technology provides access to documents beyond the premises of the local library. Access to online of videotext networks becomes automatic. Current awareness and SDI services can be speeded up.

The methods of access to library resources get widened. Similarly the user has choices in points of access to the library. The delimitation of being restricted to local resources no longer applies. It is a distinct gain in developing countries with mal-distribution of academic resources distinctly favouring the disadvantages. The handicapped, the socially-disadvantaged groups, backward communities and housewife have now the possibility of accessing library resources beyond their local confines.

There is however one distinct disadvantage of adopting information technology. It is habit forming. Service aspect may get to be neglected with overwhelming dependence upon information technology. Information technology is no substitute for the mind, human considerations implicit in intercommunications and the sheer pleasure of "looking the library" and having a personal dialogue with books on open-access basis.

Self Check Exercise

- 5) How has information technology (IT) changed the entire concept of library service?

Note: i) Write your answer in the space given below.
ii) Check your answer with the answers given at the end of this Unit.

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4.8 COST OF LIBRARY SERVICES

Resources for library services in academic libraries come from sources other than the users of library. The drastic cuts in educational budget, the proliferating population of students and the prohibitive cost of information technology have forced reconsideration of the traditional concept of library as a free-for-all. The cost element has begun to make its entry in areas like reprography and access to databases.

The induction of fee for library services is bound to affect the structure and functioning of library services. It can be justified to a certain extent. The economics of library service comes into play. It may render the sources more efficient. When resource allocation is related to cost-effective returns, it calls for careful monitoring

of resources and their utilisation. Librarians ought to be mentally prepared for the users to pay the cost of certain categories of library services.

Care should be taken to price each service at the minimum of profitability. Affordability of the clients is certainly an important criteria. Possibilities lie in charging of full cost, fees below cost, at normal cost or no monetary cost.

In the final analysis, the library must remain compatible with the social values of the community. The library has been meaningfully termed as a social institution. Social obligations are the fundamental criteria in all circumstances.

Marketing of library services becomes a compulsive act on the part of libraries. It assures more effective utilisation of library services. Now that there is a talk of higher education being made self-financing, a day is not far off for college and university libraries to levy charges for a certain category of specialised library services.

4.9 CONSTRAINTS OF LIBRARY SERVICES

There are institutional barriers to library service that need to be taken into account. There are three types of institutional constraints that need to be taken into consideration for underlining the limitations of library service. Environmental factors are inhibitions that should not be overlooked in designing a cost-effective library service:

- “Physical : the library as building.
- Organisational : the library as a bureaucracy.
- Attitudinal: as reflected by ‘the mind set’ projected by the profession’s establishment”.

The physical and psychological barriers resulting from an ill-suited library building are enormous. The size of the building may be an inhibitory factor. Decentralisation of library services is an attractive counterpoise. The advocates of user service have long advocated the ‘outreach’ programme whereby library service reaches the user at this place of work and home. Internal organisation of spaces is possible, so that the organisation reflects a user-oriented approach and more user friendly atmosphere congenial to the maximal use of library resources and services.

The new concept of sign system for libraries is catching up fast. Signs are placed strategically in the library for rationalising the traffic patterns, as well as to assure effective use of resources of the libraries by users in self-directed and self-guided tour of the library. Signs also have an aesthetic quality about them.

The barriers should be broken by bringing to stress the managerial approach with its emphasis on problem-solving. Related to the bureaucratic approach is ‘the mind set’ protected by the profession’s establishment. Many library workers are ill-equipped by training and approach to bring to bear a fresh mind. Recognition is also to be given by them to the induction of innovations to meet new challenges in library service, as well as to look at the old problems with a fresh mind. This may require transformation in drastic organisational structures and value systems.

4.10 EVALUATION OF LIBRARY SERVICES

It is possible to evaluate library service in terms of a theoretical model. After all library service is intended to identify information needs and provide the necessary satisfaction to the user. All this can be represented by a basic systems model consisting of input-process-output model.

The system-model of problem-solving as applied to information needs is indicated in the following tabular statement : (Figure 4.3)

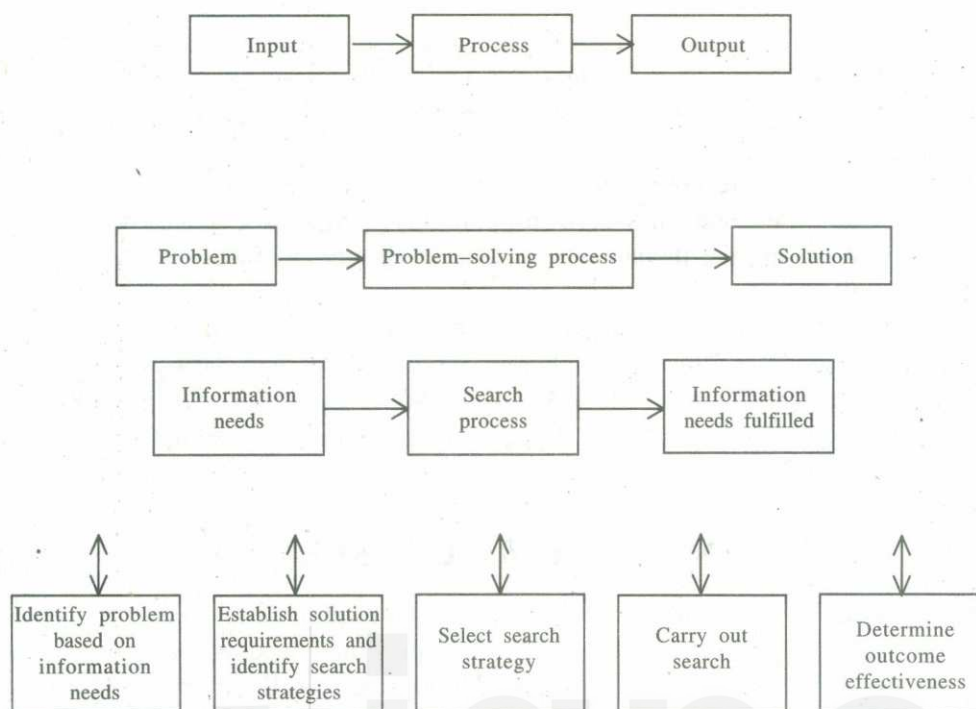


Fig. 4.3 : Identification of Information Needs

The basic components of the system are : a) problem (existing situation), b) problem-solving process, and c) solution. The problem is analysed in conceptual terms to determine information needs. Process involves activities performed to move away from the existing situation. Solutions are the outcomes of that process and will create the desired solution. The input-process-output model is applicable to all kinds of situation. Whether it is library service oriented towards reference librarians as activist, or in the direction of self-service profiling, the above is valid in every manner. It is thus possible to view library service in conceptual terms as a model of information needs, their resolution and full satisfaction. Information satisfaction is the highest ideal to be achieved by the concept of library service.

Self Check Exercise

6) Is it possible to construct a model for the evaluation of library service?

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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4.11 SUMMARY

In this Unit, stress has been laid on the perspective of the user rather than the librarian viewed dynamically. Much emphasis is given to planning process in its futuristic design in the context of formal objectives. Linked with planning is the management of library service, which is all about decision-making and problem-

solving. Logically following from it is an elaboration of the theory of library service, with a detailed discussion of five key aspects that got towards building a model of library service. The climax is reached after viewing library service as a paradigm, in which library service and its users are viewed as a system. Significantly library service is viewed uncommonly in an integrated a perspective. The theoretical framework is supported by a detailed taxonomy of library service. Traditional areas like circulation control, reference work and bibliographical services are critically reviewed. Special stress is laid on independent study. User education is viewed in the same context. It is also defined as self-service in the context of library service. Its three components: 1) orientation, 2) bibliographic instruction, and 3) profiling are reviewed in their logical and sequential order. Special attention is paid to profiling as the highest level of conceptualisation. Considerable attention is also paid to the major impact of information technology in various areas of library science, with special stress on user interaction. In this connection, a case is made for the induction of fee for library service in certain circumstances. Last, but not the least, the constraints of library service are taken into consideration realistically, and a theoretical model is built for evaluation of library service.

4.12 ANSWERS TO SELF CHECK EXERCISES

- 1) Effectiveness of library service depends upon satisfaction of the user. "Hawthorne effect" is all about making people special. It helps to change the perception of users about the library. There can be no two opinions about its fundamental importance to the objectives of library science.
- 2) This can be best viewed in terms of five key terms: 1) inquiries, 2) retrieval, 3) the process of being informed, 4) the demand for library service, and 5) the allocation of resources. Of all these key terms, DEMAND has the highest priority. It is nearest to the actual performance of library service. The concept of information need also arises directly from the concept of DEMAND. As a consequence, it is possible to view library service and its users as system.
- 3) Definition of reference service and its dimensions is valid in the context of S.R. Ranganathan's thought. Any discussion about it has to be in the context of reference processes listed in a sequential order. User education provides a contrast with reference service. While the former is biased in favour of the intermediaries (reference librarians), the latter is on the side of the user. Notwithstanding such obvious differentiation, both of them are to be viewed as continuum in the context of library service.
- 4) Orientation, bibliographical instruction and profiling are three states in the evolution of user education. Orientation comes the first and it is widely practised. Bibliographic instruction is distinguished for its course-related formally imparted education. It has been especially intended for undergraduates. Profiling is the highest stage. It involves an intense level of conceptualisation. Its ideal is self-guidance and self-service through independent study.
- 5) IR is revolutionary in its impact. The four areas of library service impacted by it are as follows : raw material, operational and management processes, and user orientation. The maximum and direct benefit of IR is seen in the transformed customer (user) interaction. Examples of the same are provided from the routines of circulation control. The last, but not the least, careful attention needs to be paid to the costing of library service in future.
- 6) The answer is positive and within the range of possibilities. A theoretical model is feasible in terms of information needs. It may be an input-process-output model. The same may also be translated in terms of problem, problem-solving, and solution. Information satisfaction remains the highest goal of rendering library service. The assertion is true inspite of its psychological dimension.

4.13 KEYWORDS

Bibliographic Instruction	: Course-related classroom-based library instruction.
Cognition	: The mental process by which knowledge is acquired through the mind.
Conceptual Instruction	: An integrated system of concepts in a logically closed system.
Elasticity of Demand	: Measuring the impact of change in price on the quantum of demand.
Hawthorne Study	: The effect of making people feel very special by changing their perception.
Independent Study	: Cognitive capabilities of user to access library resources and service independently.
Information Need	: Are mainly psychological and consist of the processes involving the identification, analysis, and satisfaction at conceptual level.
Library College	: The concept of independent study in the context of American undergraduate colleges.
Orientation	: Formal orientation of the library to the user through direct and indirect method.
Paradigm	: It is defined as a pattern or model.
Personal System of Information (PSI)	: Individual user's profile for modulated and planned independent study.
Profiling	: User profile (individual, group/community) of information needs in conceptual terms.
Reference Interview	: That part of the reference process in which the inquirer and the searcher interact to stabilise the enquiry.

4.14 REFERENCES AND FURTHER READING

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UNIT 5 FINANCIAL MANAGEMENT OF ACADEMIC LIBRARIES

Structure

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Definition, Scope and Responsibilities
- 5.3 Guidelines
- 5.4 Sources of Library Finance or Revenue
 - 5.4.1 University and College Libraries
 - 5.4.2 Grants Allocated Out of University Budget
 - 5.4.3 UGC Grants
 - 5.4.4 Government Grants
 - 5.4.5 Grants from a Foundation or Any other Agency
 - 5.4.6 Fee and Fine from Readers
 - 5.4.7 Charges for Services
 - 5.4.8 Miscellaneous Sources
- 5.5 Changing Philosophy
- 5.6 Library Expenditure
- 5.7 Budget and Its Kinds
- 5.8 Financial Estimation
 - 5.8.1 Per Capita Method
 - 5.8.2 Proportional Method
 - 5.8.3 Method of Details
- 5.9 Earning Money
- 5.10 Accounting
 - 5.10.1 Cost Accounting
 - 5.10.2 Cost Effectiveness and Cost Benefit Analysis
- 5.11 Summary
- 5.12 Answers to Self Check Exercises
- 5.13 Keywords
- 5.14 References and Further Reading

5.0 OBJECTIVES

After reading this Unit, you will be able to:

- understand the fundamentals of financial management;
- know the various sources of finance to strengthen the system;
- learn and formulate the budget of a library keeping in view the various priority areas;
- calculate and confirm the requirements of a library by applying various budget techniques; and
- distinguish between the costs involved for each service and the benefit derived out of that.

5.1 INTRODUCTION

At one time, financial management more or less revolved around raising of funds.

Aspects like financial decision-making and problem solving were neglected a great deal. The subject has undergone rapid changes. Modern financial management emphasises wise utilisation of funds and gives greater importance to management decision-making. Today, a financial manager occupies a key position in top management and plays a dynamic role in solving complex management problems. He is expected to raise funds economically and ensures that these are used effectively and efficiently. He uses an analytical approach for solving financial problems.

Financial Management is considered as an essential and integral part of overall management. An efficient and effective financial management is vital for the sustenance and growth of a library. A library is normally considered a non-profit organisation. A non-profit organisation provides goods or services to a specific segment of the society totally free or at a cost lower than that charged by a "for-profit organisation". Sometimes the cost if at all charged by a library may be nominal so as to discourage the misuse of services. An academic library is a service component of its parent body. Being a non-profit organisation, it has a special obligation to manage its finances in a judicious manner. Besides, library services are becoming increasingly expensive to provide. Therefore, there is an added reason that academic libraries are well managed financially.

5.2 DEFINITION, SCOPE AND RESPONSIBILITIES

Definition

Financial management can be defined as a managerial activity concerned with the planning and controlling of financial resources of an organisation.

Scope

An organisation performs three important activities. These include finance, production and marketing. The funds are acquired from the sources (or investors). These are invested, and is called investment. The organisation expects to get returns on investments over an appropriate period of time. It receives funds from various sources. The funds are used to produce services and products. The services and products are marketed.

Financial management is concerned with the principles and practices relating to financial operations of an organisation. This includes procurement, distribution and utilisation of funds; balancing of revenue and expenditure; general control and evaluation of financial matters.

Responsibilities

The central executive authority of the parent body is responsible for:

- procurement of finances;
- investment of funds; and
- getting the sanction for the budget.

The library is generally responsible for;

- preparation of budget to fulfill the objectives and goals;
- managing of appropriated funds;
- spending of funds within a specified period;
- maintenance of accounts; and
- preparation of reports about financial operations.

5.3 GUIDELINES

Certain guidelines can be laid down for achieving effective financial management. These guidelines are briefly outlined below:

Economy in Financial Matters

Indian academic libraries are faced with a serious resource crunch. Therefore, there is a great need for economy in financial matters, by avoiding unnecessary expenditure and wasteful use of financial resources. However, economy should not affect the goals and objectives of a library beyond an acceptable level. The satisfaction of a user is the prime objective. The objective should not be allowed to suffer.

Easy and Simple Methods

There is always a need for effective financial control. Effective financial control stresses on optimal utilisation of resources, leading to avoidance of wastage of resources. In order to satisfy this principle, the methods to be adopted for effective control should be easy and simple. These expenses should also be result-oriented.

Simplicity of Procedures

The procedures to be used for financial management should be simple and easy enough to apply. Simplicity of procedures shall lead to economy and efficiency of operations. Easy to follow procedures will encourage a financial manager to operate them and the library professionals shall be more inclined to accept them.

Time Table for Operations

A sound Financial Management programme should lay down a time table based on experience to fulfill different stages of various operations. In this context, every staff member in a library should know what he/she is expected to do at a particular point of time. Preparation of a budget should be done according to a set time table. Inputs to budget should come from each head of a section by a particular date so that the draft budget can be prepared and submitted to higher authorities for their consideration and sanction well in time.

Periodicals subscriptions for current periodicals should be sent before a particular date notified by the publisher so that the publisher does not stop the supply.

For each category of financial matters, a set time table is essential. Each such time table requires thinking and planning in advance based on present and future requirements and experience. This requires farsightedness. Such a time table has been laid down by S.R.Ranganathan in his book, *Library Administration* for acquisition of books and periodicals.

Flexibility in the Framework

Flexibility refers to adjustability based on changing circumstances/environment. There can be emergencies, crisis situations and special circumstances which may require diversion of funds and minor changes in procedures. At the fag end of a financial year, if funds under one head (e.g. books-Hindi) 'remain unspent', then the same amount should be diverted to expenditure on books in another subject (say Physics), where the need may be more urgent. But this flexibility should lie within the framework of rules and procedures. If special funds become available all of a sudden, to be utilised within a short period of time, then rigid procedures should be simplified. For instance, the quotations could be received by hand instead of issuing letters by post and waiting for reply. A library should be well prepared to meet such eventualities by having standing lists of books, periodicals, equipment, etc. to be procured whenever funds are suddenly made available.

Adherence to Statutory Rules and Procedures

Statutory rules and procedures are laid down by the executive authority of an academic institution. These have to be followed strictly. The framework of financial management must have an inbuilt flexibility to cope with changing circumstances/environment, so that necessary solutions can be achieved without violating the statutory rules and procedures.

5.4 SOURCES OF LIBRARY FINANCE OR REVENUE

5.4.1 University and College Libraries

The sources of library finance or revenue for university and college libraries are given below:

- Grants received from the concerned university or college as allocated in the university or college budget;
- Grants from University Grants Commission;
- Grants from government;
- Grants from a foundation or another agency;
- Endowments, if any;
- Donations;
- Library fee from students, research scholars and special members, Fines;
- Charges for services; and
- Miscellaneous sources.

5.4.2 Grants Allocated Out of University Budget

Library grants allocated out of university budget constitutes an important source of finance. In a state university like Vikram University, the University Library was allocated Rs.13,31,065 for the V plan out of the university budget. But in addition the library received Rs.3,80,000 (Rs. 3,00,000 recurring and Rs.80,000 non-recurring from the University Grants Commission). It is to be noted that the grant received out of the university budget was far higher.

5.4.3 UGC Grants

UGC Grants to university libraries are channelised through the concerned state government. These are of two types, namely *recurring* and *non-recurring*. Recurring grants are generally meant for the purchase of books and periodicals, maintenance of regular services through employment of regular and permanent staff and for anticipated contingent expenditure.

Non-recurring grants are given for a specific purpose. These may be given for construction or renovation of a library building, purchase of furniture and equipment, etc. The UGC also gives development grants for developing special collection.

5.4.4 Government Grants

State governments give grants to their state universities. State universities in turn allocate the same amount to their university libraries.

5.4.5 Grants from a Foundation or Any other Agency

Grants from a foundation or any other agency can be a useful source of revenue. Under the Wheat Loan Programme of the United States, India received \$1,700,000 during the first eight years (beginning with 1954), for the purchase of American books and exchange of librarians. Many university libraries have received large grants from various foundations, especially from Ford Foundation, the Asia Foundation

and the Rockefeller Foundation. In 1967-68, the University of Delhi received a Ford Foundation grant of \$351,000 for library purposes for a period of three years in the first instance. In 1961, it received a grant of \$177,475 and of Rs.58,250 from the Rockefeller Foundation for the training of teachers of library science, getting consultations, acquiring reading materials in library science and equipment, etc. These are the grants received by some selected libraries for a short duration of period.

Endowments

An endowment is a permanent means of support. This may be done through endowment of property or cash, creating support on permanent basis. In India, endowments created for libraries are rare. Indian libraries have lagged behind in this respect.

Donations

Donations refer to gifts in cash or kind. Libraries do receive donations from time to time. This may take the form of books donated by an individual or an organisation such as the embassy of a country. Donations to Indian academic libraries are rare and cannot be regarded as a dependable source.

5.4.6 Fee and Fine from Readers

University libraries charge fee from students and research scholars for the use of the library. At University of Delhi, the post-graduate students are charged Rs.3/- per annum as library fee for use of university library facilities. As it is a nominal amount, the University of Delhi has levied a Library Development fee of Rs.180/- per year from postgraduate students w.e.f. 1994-95.

Fine

Normally, the fine is imposed on late return of books. Fine is also charged against loss or misuse of books. Very often the overdue charges may be as low as 25 paise per day which is considerably a very small amount. Such a small amount cannot be considered an effective deterrent.

Traditionally speaking, fine on late return of books or against loss or misuse of books cannot be considered as a source of income because the aim of a library is to put pressure on the members to return the borrowed books in time so that others are not deprived. Besides, the fine collected by a university library is usually too meagre. However, in the present day situation of scarcity of funds, even a small source of finance can be considered useful.

5.4.7 Charges for Services

There are some services for which university and academic libraries levy charges. Such services include reprographic services (i.e., Xerox, microfilming, etc.), inter-library loan services, translation services, etc. Our libraries are now increasingly using information technology. Information technology does cost a lot of money. The services rendered through technology are quite costly. Therefore, there is a trend to charge for such services so as to recover costs partly. The charges may be paid by an individual (a member of the library or an outsider) or charged to the account of the organisation to which a person belongs.

5.4.8 Miscellaneous Sources

The following may be some of the miscellaneous sources of library finance:

- i) Sale of library publications: A library may have a publication programme. These publications may include bibliographies, indexing services, abstracting services, handbooks, guidebooks, periodicals, etc. If a library is an active one it can have a publication programme on a large scale.

- ii) Sale of waste paper: Sale of old newspapers, magazines, pamphlets, written off documents, etc. can be a small source of revenue.
- iii) Any other.

Self Check Exercise

- 1) What are the major sources of revenue of academic libraries?

Note: i) Write your answer in the space given below.

- ii) Check your answer with the answers given at the end of this Unit.

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5.5 CHANGING PHILOSOPHY

University and college libraries are considered non-profit organisations. Many of the services are usually provided free to its members. There may be charges levied on some services to cover the cost partly or fully.

However, coming of information technology is beginning to change the approach. Information technology is costly. Due to scarcity of financial resources, libraries are forced to charge for services emanating from application of information technology. The change is getting hastened due to the fact that universities are being asked by the University Grants Commission to earn money to partly support the educational programmes. If this attitude persists, then more and more services shall be charged and charges may increase with the passage of time.

5.6 LIBRARY EXPENDITURE

Nature of library expenditure of an academic library is governed by certain characteristics of a library. An academic library is by and large a *spending institution*. It is a non-profit organisation and provides products and services to the academic community. A member usually does not have to pay for these services. However, for certain services like inter-library loan, photocopying, searching of data bases, etc. and depending on certain other factors, one may have to pay a certain amount, which may be lower than the actual cost. The motive is not to make profit.

An academic library is a growing organisation. Generally the number of documents, users and staff keep on growing. Thus, in general the library expenditure keeps on increasing. To begin with a library may be a small affair. With the passage of time, it shall grow. A university library after a few decades can become a large one making huge expenditure. Delhi University Library system had a book budget of Rs.1.1 crore during 1991, whereas in 1974, it was just Rs.20 lakhs. By any means, it is now a fairly large sum.

An academic library, once established becomes a permanent feature. A given library is expected to maintain a certain level of services. Money has to be provided from year to year. Thus, library expenditure is to be considered a recurring one in nature.

Budget

A library budget is an estimation of expected income and expenditure of the library for the coming year. Being merely an estimate, it can be altered due to change in the circumstances. Budgeting is usually done on yearly basis.

Preparation of budget takes a great deal of time. Generally, during the middle of a current financial year, budget estimates for the next financial year are called by the office of the parent body. The librarian is expected to submit the budget estimates in the proforma approved by the institution on the basis of the past experience, present demands and future expectations of requirements.

A university library must have a budget committee consisting of section heads and other senior members of the staff, responsible for the formulation and implementation of budget. This committee must have a coordinator, who shall ask section head to submit a budget proposal. After receiving the proposals from each section, the budget committee meets under the chairmanship of the university librarian. This committee discusses the proposals and consolidates the same for submission to the Library Committee. A librarian has to resolve conflicting interest and pressures. After approval of the Library Committee, the proposed budget is submitted to the parent body for its final approval.

Kinds of Budget

Some of the kinds of budget include:

- Line-item budget;
- Lump sum budget;
- Formula budget;
- Performance budget;
- Programme budget;
- Planning programming budgeting system (PPBS); and
- Zero-based budgeting (ZBB).

Let us discuss them one by one.

Line-item Budget

Line-item budget is the most commonly used one. Each line is increased a little every year. No questions are asked.

Here the items of expenditure are divided into the broad categories as given below:

Category	Revised For 1992-93	Proposed for 1993-94
Salaries and wages	Rs. 400,000	Rs. 420,000
Reading materials such as books, periodicals, etc.	Rs. 200,000	Rs. 220,000
Equipment	Rs. 10,000	Rs. 10,500
Binding	Rs. 10,000	Rs. 10,500
Heating, lighting, water and telephone	Rs. 10,000	Rs. 10,500
Stationery, printing and supplies	Rs. 4,000	Rs. 4,200
Insurance	Rs. 10,000	Rs. 10,500
Miscellaneous	Rs. 10,000	Rs. 10,500

The current budget is prepared, increasing each item over the previous year's allocation. The increase may range from 5 to 10 per cent. The salaries and other items are increased by 5% keeping in view the minimum of 5% rise in general prices. Prices of reading materials have gone up by 10% (the library acquires a large number of reading materials published abroad). The authorities would understand the reason for increase in the allocation of each item.

In this kind of budget, there is no relationship between the request made and the objectives of library. The reallocation of funds can be done provided the authorities agree in this regard.

Lump sum Budget

In lump sum budget, a certain amount of money is allocated to the library. The library is given the necessary freedom to decide as to how the amount is going to be allocated to different categories.

Formula Budget

In formula budget, predetermined standards are applied for allocation of money. Such a budget is technical and easy to prepare. It does not require special skills to prepare the same.

Performance Budget

The expenditure allocated is based on the performance of the activities. The emphasis is laid on the efficiency of operations. The quantitative data about all activities is collected carefully over a period of time. The management techniques like cost benefit analysis are applied to measure the performance. The norms are established. For instance, one can determine the manpower, money and material required to carry out classification and cataloguing work. However, this would require expensive and complicated techniques.

Performance budget gives justification for and description of the extent of services to be achieved by means of the proposed programme. The resources (men, material and money) required to fulfill the proposed programme during the next fiscal year are described.

Performance budgeting and programme budgeting have some similarities. The emphasis in the first is on performance but in the later it is on programmes.

Programme Budget

It is concerned with activities. The amounts are allocated to programmes or services rendered. A university library may decide to start an indexing service in the field of social sciences. In such a case the expenditure on staffing, materials, postage etc. is to be estimated and the budget is to be prepared on the basis of programmes or services programmed.

Programme Budget Sheet

<i>Organisation</i>	University Library	
<i>Programme</i>	Indexing service in social sciences (monthly)	
<i>Objective</i>	To provide free indexing service (monthly) to teachers and research scholars in the university and also to leading social science libraries.	
<i>Costs</i>	Personnel (salary of ½ professional and ½ typist)	Rs. 30,000
	Materials (paper)	Rs. 6,000
	Postage	Rs. 3,000
	Others	Rs. 1,000
	(per annum)	Rs. 40,000

Note: *

- i) it is assumed that the equipment available in the library would be used. These include typewriter, duplicating machine, etc.
- ii) Each year, the library decides whether or not to continue the programme or modify it. The budget is, therefore, prepared accordingly.

Planning Programming Budgeting System

Planning Programming Budgeting System (PPBS) is a technique, which takes into consideration the best of programme budgeting and the best of performance budgeting. Here the focus is on planning.

The important steps in PPBS are:

- i) identifying the objectives of the library;
- ii) presenting alternative ways to achieve those objectives with cost benefit ratios presented for each;
- iii) identifying the activities that are necessary to each programme; and
- iv) evaluating the result so that corrective actions can be taken.

The library manager enumerates programmes and costs of these points. PPBS enables the authorities to be able to examine the programmes in proper perspective. As a result, they would be able to realise the effects of reducing or increasing the funding. The table given below gives data about a college library. The library serves 1000 students and 50 teachers. On an average 200 books are issued and returned per day.

Table 5.1: Use of Lending Service in a College Library for the Period March to August, 1992

Input-cost	Kind of Service	Objectives of the Programme	Output Totals	Cost per Output
Rs. 25000 (Salaries, cost of equipment, stationery, etc.)	Lending service	Lending of documents for home use	24000 documents	Rs. 1.04
Rs. 15000 (salaries, stationery, etc.)	Cataloguing and classification	To classify documents and prepare catalogue cards, filing of catalogue cards, stamping and pasting	1200 documents	Rs. 12.50

Zero-Based Budgeting

Zero-Based Budgeting (ZBB) was developed by Peter Phyor so as to achieve greater effective planning and fiscal control. ZBB requires that costs of current and new programmes be justified at the beginning of each budgetary cycle. The library manager is expected to “look for services and activities of the library which can be offered at funding levels below the current one, at the current level, and at some prescribed amount above the current level. The resulting programmes or packages are then arranged in priority order, from top to bottom, with their costs. At the point where expected or actual funds run out, programmes below the line are dropped entirely”. The request for financial support for every programme and activity is, therefore, worked out on fresh basis every year without reference to the past.

Self Check Exercise

2) What is a library budget? Discuss briefly some of the kinds of budget.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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5.8 FINANCIAL ESTIMATION

The following methods may be used to determine the amount of finance required to provide satisfactory service:

5.8.1 Per Capita Method

In this method, the minimum amount per member is estimated, keeping in view standard library service, Kothari Commission had suggested that "as a norm, a university should spend each year about Rs.25 for each student registered and Rs. 300 per teacher". This standard needs to be revised due to rise in the cost of documents and equipment, and increase in the salaries of staff. The above norm should be increased atleast three times.

It has been suggested that a school should spend about Rs.50 per student and Rs.150 per teacher per year on a library.

5.8.2 Proportional Method

In proportional method the norm is laid down on the basis of total budget. According to Kothari Commission, "6.5 per cent of educational budget is reasonable expenditure on libraries. But this could vary, say from 6.5 per cent to 10 per cent depending on the stage of development of each university library". Thus, in the early stage of development, the percentage could be as high as 10 per cent. In case of school libraries, it has been suggested that six per cent of the expenditure on school education should be allocated for school libraries. It is indeed a tall order for schools and we have a long way to go to achieve it.

5.8.3 Method of Details

In the method of details, all items of expenditure are accounted for at the time of preparing financial estimates of a library using standards for each item or group of items.

For university and college libraries, one may use the standards laid down by the University Grants Commission (India) as given below:

- i) For staff, use the UGC staff formula, along with pay scales recommended for them.
- ii) Calculate cost of books and other reading materials at the rate of Rs.15 per student and Rs.200 per teacher.
- iii) 5% cost of books and other reading materials can be used for stacking, storing and servicing books.
- iv) Norms have been fixed for initial grants required to build up the basic collection of reading materials for newly started university libraries.

3) What are the different methods of measuring the financial requirement?

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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5.9 EARNING MONEY

Earning money is an attractive option, which has received increasing attention in recent years. There is an increasing trend to charge for services. Some of the reasons are discussed in the next few pages.

There are some people, who regard information as an economic commodity. They are of the view that every use of information must be paid for and every bit of cost must be recovered by its producer or supplier, directly or indirectly. In academic environment, such a view is controversial and cannot be implemented.

The use of information technology for handling information has added substantially to the costs. The libraries using information technology have invested large amount of additional money on it. In order to justify the large investment to their parent body, libraries are under pressure to charge for such services.

In India, there is a serious resource crunch in academic libraries especially during the last few years. There are budget cuts leading to economic pressures. Due to resource crunch, increasing number of academic libraries are under constant pressure from their parent bodies to earn money through charging on services and products so that they can earn some returns on their investment. Some libraries in developed countries have established a separate department within the library specifically set up to produce products and services to cater to the needs of outside organisations and individuals. Here the motive is to make profit. They are expected to make substantial profits for their organisations.

There are some people, who argue that services/products should be charged to eliminate the non-serious user or those who misuse resources. If a documentation list, for example, is made available free, some members may not value it. In case, they have to pay nominal charges, there is every possibility that they would value the service more.

Money can be earned from the following:

- individual members;
- institutions/Departments/Colleges to which the member of the library belongs; and
- outsiders (non-members or special members).

We may identify the following broad possibilities with regard to levying of charges:

- no charges, the services and products being free;
- nominal charges to eliminate non-serious user or discourage misuse of resources;
- charges made to recover the investment or costs; and
- charges made to earn profit on the investment.

Normally speaking, academic libraries do not charge for services and products. However, for Xerox service, inter-library loan, computer database search, etc. libraries have been charging at a considerably lower level than the actual costs. The users have been willing to pay by and large. In some cases, teachers are billed against the department/institution or are paying out of research grants available to them. Those research scholars who are getting scholarships are in a better position to pay for the services if costs are nominal or reasonable.

Under the changed circumstances, soon a stage shall be reached when certain services like, xerox, microfilming, inter-library loan, translation, computer database service, etc., shall be charged and the authorities shall pressurise the library to recover the actual costs or investment from users. In some case, it may be the institutions, to which the members belong, which may have to pay for the services.

There is no harm in charging from outsiders for services and products at actual costs. In fact, a strong case can be made for charging from them at a higher cost to earn profit or to discourage outsiders. The main argument is that an academic library has no responsibility towards outsiders. Any service/product made available to them is to be considered a special favour to them. In any case, the services to them should not be at the cost of the members to whom the library is duty bound to serve on a priority basis.

In case, the main aim of a library is to make profit, a separate section or unit can be set up to cater to outsiders. This is the trend in developed countries. As a result, the members would have less to complain about. The service to them would not suffer. The profit can be used to maintain certain services, which may not be possible otherwise.

Today, the situation is that electronic storage and transmission make it easy enough to calculate costs and recover them. Thus charging from both members or non-members can be better managed. This is a positive point, which goes in favour of charging for services and products.

There is every possibility that in the future many academic libraries in India shall be asked by their authorities to earn money to meet the challenge arising due to growing scarcity of funds. Therefore, academic librarians must start discussing the issues concerning earning of money. Hopefully, these discussions shall lead to a national debate on the topic of our deep concern which might help us to find suitable solutions to the underlying issues. Sooner we discuss these issues the better it shall be. If the answer is yes, then the librarians shall be expected to make use of marketing techniques to draw more outside users and make greater profit. If earning money becomes a chief source of funding, then such libraries shall no more be regarded as non-profit organisations.

The question that arises is, if academic librarians get more involved in earning money from outsiders, the members from the parent body may get neglected? This trend is a kind of a future threat which may be beginning to bother the users as well as authorities. However, this trend will add to the value of information and the work of librarians will get greater recognition and respect from the authorities and the users. It appears that the days of free services are coming to an end in academic libraries.

5.10 ACCOUNTING

The financial management of a library has two important aspects: budgetary planning and accounting.

Accounting provides information about the economic health of a library. Such information enables the top management to carry out the following functions :

- to plan and control the operations of a library;
- to appraise performance of a library;
- to decide about resources to be invested in terms of time and money; and
- to take decisions about the future functioning of a library.

In order to enable the top management to carry out above functions, the accounts people prepare the following documents:

- financial statements containing cost information; and
- reports on the operations of the organisation, containing summaries of past events and forecasts of future trends.

5.10.1 Cost Accounting

Cost accounting is the process to obtain “estimates of the costs for producing a product, providing a service, performing a function, or operating a department” (Encyclopaedia Britannica). The task could be cost of cataloguing a book or answering to a reference question.

The process of cost-accounting in a library is represented below :

Input	Process	Product	Service	Benefit/Profit/Loss
(cost)	(cost)	(cost)	(cost)	(money)/(money)(money) Intangible)

Basically speaking, there are two methods of cost accounting. These are, historical costing and standard costing or pre-determined costing.

Historical costing involves calculation of the cost of a product or service, after the same has been completed. In standard costing, the detailed estimating of the cost of a product or service is carried out before the same has been completed, whereby the expenditure can be controlled during the period of the product or service is being processed. On completion of the product or service, the actual cost can be compared with the estimated cost. Further, variances are calculated and investigated.

The method of standard costs is more refined and is widely adopted because it is more effective in providing the required control to achieve results. It compares the standard cost of each product or service with that of actual cost. This process enables one to calculate the efficiency of a given operation. As a consequence, the required action can be taken immediately to remedy the situation. The ‘Variance’ is the difference between a standard cost or budgeted amount and the actual cost.

Budgetary control and standard costing are comparable systems of cost accounting. Both are predetermined. Budgetary control is concerned with comparison of the estimated and actual cost of a library. But standard costing deals with the comparison of estimated and actual costs of producing a product or service. Both are useful aids in controlling costs.

Purposes of Cost Accounting

The purposes of cost accounting are given below:

- to estimate expenditure for each function, service, section/department;
- to estimate expenditure for formulation of budget;
- to fix prices to be charged for various services/products;
- to control library operations through the study of cost of input and value of output;

- to compare costs to measure efficiency;
- to determine productivity of staff as individuals and groups;
- to ensure optimal utilisation of resources; and
- to help a decision maker to arrive at correct decision making.

5.10.2 Cost Effectiveness and Cost Benefit Analysis

Vickery has suggested three ways of assessing performances of a system as given below:

- 1) The economic efficiency of a system, i.e., the degree to which it minimises costs in achieving an objective;
- 2) The effectiveness of the system, i.e., the degree to which it achieves its stated objectives; and
- 3) The value of the system, being the degree to which the system contributes to user needs.

Combining (1) and (2) leads to measure of cost effectiveness of the system. Top management would be interested in knowing the impact of the service in relation to the costs. The measures of cost effectiveness can be useful in this respect.

If the value of a service could be measured in monetary terms and compared with cost, then the (3) way of assessing takes the form of cost-benefit analysis.

Self Check Exercise

- 4) Distinguish between Accounting and Cost Accounting.

Note: i) Write your answer in the space given below.
ii) Check your answer with the answers given at the end of this Unit.

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5.11 SUMMARY

Financial management is concerned with designing and implementation of several plans. These plans are aimed at effective utilisation of funds. A financial manager analyses financial data with the help of scientific tools and techniques so as to improve the performance of a library. A well-informed and competent financial management is necessary for the health of a library. This would enable such an organisation to avoid embarking on services or products beyond its capacity. It ensures that financing contributes to the efficient running of day-to-day operations and also enables achievement of long-range objectives.

5.12 ANSWERS TO SELF CHECK EXERCISES

- 1) The major sources of revenue of an academic library are:
 - i) Grants from the Government
 - ii) Grants from the UGC
 - iii) Grants from the foundation, endowments, local bodies etc.
 - iv) Institution budget

- v) Donations
 - vi) Fees and fines from the students, research scholars
 - vii) Charges for services rendered, etc.
- 2) A library budget is an estimation of expected income and expenditure of the library for a particular financial year. Some of the important kinds of budgets are (i) Line-item budget, (ii) Lump-sum budget (iii) Formula budget (iv) Performance budget.
- In *Line item budget* provision for each item is increased a little each year without any justification. *Lump sum budget* provides a lump sum amount of money to meet the various expenditures. In *Formula budget*, predetermined standards are applied to allocate the funds to different heads. Through *Performance budget*, funds are allocated on the basis of efficiency of operations with the established norms.
- 3) The different methods of measuring financial requirements of a library are: (i) Per capita method; (ii) Proportional method; and (iii) Method of details.
- 4) Accounting provides information about the economic health of an organisation so as to plan its future strategies. Cost accounting involves calculation of the cost of a product or service examine the difference between the actual cost and expected cost of that particular commodity or service.

5.13 KEYWORDS

Budget	: An itemised list of expected income and expenditure for a specific future period.
Cost-Benefit Analysis	: Analytical technique involving a momentary assessment of total costs and revenue of a project, paying particular attention to social costs and benefits which do not normally feature conventional costing exercises.
Cost Effectiveness	: Analysis of particular expenditure to establish whether the same expenditure could be used more effective or whether the same benefits are attainable with less expenditure.
Endowments	: Giving a large amount of money or property for the use and benefit of an organisation.
Pamphlets	: A non-periodical publication of at least five but not more than 48 pages, exclusive of the cover pages.
Productivity	: Relationship between <i>input</i> and <i>output</i> of an organisation. Input being measured in men, machines, materials and money, and output in products and services.
Standard Cost	: A <i>predetermined</i> cost of using some resource (such as labour or materials) in the production of something by the manufacturer.

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