
UNIT 6 ACADEMIC LIBRARIES: SCHOOL, COLLEGE AND UNIVERSITY LIBRARIES

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6.0 OBJECTIVES

Use of books for reading and reference is an integral part of learning, teaching and research. Libraries in schools and colleges provide facilities for students and teachers to read books or consult them for reference, thus widening the scope of classroom learning and teaching. University libraries provide additional facilities for higher learning, research and dissemination of knowledge.

In this Unit, you will be introduced to the role, objectives, functions and services of libraries in educational institutions, ranging from primary schools to universities.

After reading this Unit, you will be able to:

- explain the role of libraries at various levels of formal education;
- describe the functions of libraries in schools, colleges and universities; and
- grasp the nature and types of document collections in these libraries the way they are processed and organised for use and the services that offered.

6.1 INTRODUCTION

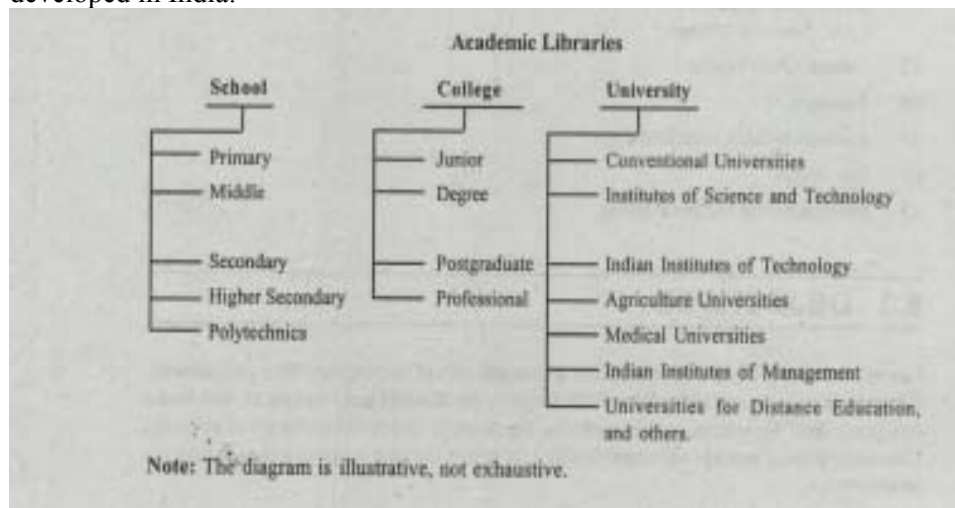
Education is a process of learning, with the aim to develop the capabilities in the people at all levels. In this process schools, colleges and universities play a vital role. The present educational system in India comprises both academic and professional studies by offering courses leading to bachelor's and master's degrees. This system has evolved over the last



150 years. It was initiated by the British rulers of the country and after 1947 it was developed by independent India with appropriate changes and modifications. In the last fifty years, the educational system has been reviewed by high powered commissions set up by the Government of India at different times, in order to introduce appropriate measures to improve the quality of education and make it more relevant to the country's requirements. In recent years, the government has been very much concerned with educational reforms, especially at the school level. The nation adopted a new educational policy in 1986 in order to provide the best education to our children, wherein we are in tune with our national heritage as well as modern with advances in science, technology and management.

In all these efforts to modernize our educational system, libraries and self-learning have been considered vital components and integral parts of the entire educational process. Considerable thought and attention have been given to the planning and development of academic libraries and self-learning at all levels. As principal instruments of the modern educational system; there is, however, still scope for improvement in terms of their effectiveness.

In this Unit, we shall study the libraries operating at primary and secondary schools, colleges, and universities. These libraries support learning, teaching, research and other educational functions appropriate to their parent institutions. We shall explain the respective roles that these libraries play at different levels of the educational process. We shall outline the types of document collections built up in these libraries and the way in which they are processed, organised, maintained and serviced to the user communities. These issues are discussed in the context of an ideal or a desirable setting, although in reality, many libraries do not meet the ideal standards. Nevertheless, we shall study these academic libraries in the Indian context. The following diagram broadly indicates the various types of libraries attached to different educational institutions designed and developed in India:



6.2 SCHOOL LIBRARIES

Use of a library by a pupil must start from the primary school. The school libraries at Primary, Middle, Secondary etc. levels should have the following functions:

- i) acquiring, maintaining, lending and keeping track of books and other documents relevant to the needs and interests of teachers and students;
- ii) generating curiosity and interest among teachers and students about the material available in the library, and helping them in every way to identify and obtain what they want;
- iii) creating in the mind of a reader a value for books, and cultivating learning and reading skills so a student becomes a discriminate user of learning resources;
- iv) engendering strong self-learning ability and skills for life-long learning;
- v) enabling the teachers to use learning resources to support various programmes of the school and for their own educational development; and
- vi) to generate confidence interest in libraries for getting information.



In order to achieve these broad ideals, appropriate courses of study for different stages of the school programme are designed. Methods of imparting instructions and teaching are also developed with the aids of audio-visual kits. Other extra curricular activities and programmes are planned for the different age groups to involve them in group activities, giving scope to develop leadership qualities, organisational skills, and to participate in school functions and other social work activities. Students with special talents such as in sports, games, painting, music, drama etc., are also provided opportunities to display their talents on appropriate occasions. In all these endeavors the school library becomes the resource centre.

The school authorities do build a variety of facilities to operate different functions of the school in order to meet the requirements of its students. One of the most important facilities is the provision of a modern library and its expanded services. In recent decades, libraries have been considered not merely a facility but as the chief instrument of learning in all its dimensions. Libraries could help students both in their academic and non-academic pursuits. We shall study in this section, the primary school libraries and the secondary school libraries.

6.2.1 Primary School Libraries

These libraries are meant for children between five and ten or eleven years of age and the teachers who are involved in teaching and shaping them. This is the age of children when they form attitudes and habits. The school library should aim to:

- foster book mindedness;
- strengthen learning skills through kits now available in plenty;
- create a love for books and other learning resources; and
- inculcate the-habit of reading in a slow but deliberate process.

In order to achieve these aims, the following aspects need careful attention on:

- building up a good stock of books and other learning and teaching materials, for the children as well as teachers;
- organising and displaying the collection to attract the attention and curiosity of children and making them easily accessible;
- designing and organising programmes and services to inculcate in children the habit of reading, learning and referring to books etc., for information;
- getting proper physical facilities in terms of building, furniture and equipment;
- acquiring adequate finance and operate a carefully planned budget;
- recruiting appropriate professional staff to design, manage and operate the library system; and
- building up a book stock and other learning and teaching materials.

The foundation of the reading habits among children is well laid by providing them with graded books and other learning materials which may hold their interest and arouse their curiosity. Children like to know about space and the universe, the bottom of the sea, life in jungles and deserts, towns and villages, flora and fauna, people of other countries, general principles in science and technology. Fortunately, mankind has developed literature for children in all subject sectors.

A school library should build up collections on the following themes and use them extensively with students.

- i) Picture books depicting acts and deeds of valour and adventure, patriotism, service to fellow persons and other similar themes;
- ii) Biographies of great men and women;
- iii) Books of travel and humour;
- iv) Folk tales, stories from the Panchatantra, Arabian Nights, Aesop's Fables, Stories of Robinhood;
- v) Stories of animals and birds;



- vi) Popular games and sports;
- vii) Cultural heritage;
- viii) Reference books like Children's Encyclopaedias and illustrated Dictionaries;
- ix) Children's magazine's like Children's World, Chandamama, Tinkle etc.;
- x) Audio visual aids such as motion films, animated films, tape-slide its, video cassettes;
- xi) Models, charts, maps, globes, pictures, photographs, toys etc.;
- xii) Other learning apparatus and equipment; and
- xiii) Computers with software for play.

Besides children's books and materials, the teaching staff would need reference books of different types such as instructional materials, books on children's psychology and other similar book. If funds do not allow acquisition of such materials, these items could be borrowed on inter-library loan from bigger libraries in the vicinity.

Selection and Acquisition

Building an appropriate document collection and other suitable and relevant materials for learning and teaching is a highly professional duty and responsibility. This should be based on a selection policy determined by the school management in consultation with the librarian and teaching staff. This involves professional skill and knowledge in the selection process and procedure, an intimate understanding of the details of book publishing and selling, manufacturers of educational equipment and audio visual aids and above all a through insight into the learning requirements of children and teachers. There must be library resource school libraries for optimum utilization of limited funds.

An acquisition policy should take care of the types and kinds of books and non-book materials to be purchased or acquired through gift or exchange. The budgetary provision should conform to a norm, that is, a reasonable proportion of funds in relation to the number of children and teaching staff. Systematic procedures should be laid out for selection and approval by competent authority. The actual acquisition should be streamlined, with a well established and smoothly run procedure. The cooperation of the teaching staff and management is essential. Collection is an extremely important professional task which lays the base for all library services.

Technical Processing and Organisation

As the books and other learning and teaching materials are likely to be located at different places it is essential to have a complete record of the collections of the library. In libraries, it is the catalogue that serves the purpose, viz. it carries entries of bibliographical data of every item in the library in a standard format and is arranged in a systematic order of easy reference and consultation. In a primary school library, the catalogue should be prepared by applying very simple cataloguing rules, making it absolutely simple for the children to consult the catalogue when necessary. Similarly the documents should be classified using an easy classification scheme. The physical location and arrangement of the collection should be based on their use. The other library records such as an accession register and a shelf register may be prepared and maintained as per standard practices.

Services

Unlike library services offered at secondary and higher secondary levels, library services at the primary school level should be closely integrated with the learning and teaching process. Besides the school library, there must also be special class rooms where a judicious collection of books and other materials like toys, models, pictures, photographs etc. are collected and displayed. Classes can be conducted in these rooms at least for some time during the day so that children get stimulated in this environment. The teachers who should work with the children amidst books and other learning materials have a vital role to play. The professional staff of the library should aid this process by providing the necessary materials, and organising and displaying them attractively.

Other services that are normally offered are:

Reference service to the users at request or in anticipation;

Story hours. during which interesting stories are narrated by professionals, relating the



story to books available and encouraging children to read these graded stories by themselves;

- Display of press and other clippings;
- Film shows;
- Video shows both for entertainment and learning on various themes;
- Book displays and exhibitions on important occasions and similar other activities.

As mentioned earlier, the primary aim in offering these library services is to make children cultivate a love for and interest for knowledge in books and to encourage them to study them. These are essential preparations needed in modern times because today's child is tomorrow's citizen.

Physical Facilities

Investment in providing proper physical facilities, like suitable building space for the library, appropriate furniture and other equipment, would pay rich dividends. The location of the library should be at a central place, easily accessible and attractively furnished. The furniture should not only be functional but must also be aesthetically displayed and organised to attract the children to the library.

Finance and Budget

No norm is available for fixing the budgetary provisions for a primary school library. There should desirably be a proportion between the number of children and money spent on each child. The budgetary norm may be that a school appropriates about five percent of its budget to the library: Norms can be established for the distribution of the amount allotted for the purpose of books, materials, equipment, and others.

Many schools request parents to donate a specific title(s) for building up useful children's literature in the school library. Gradually the collection grows and all the children are benefited. School librarians may propose this approach to their management.

Professional Staff

The head of a school library should be professionally trained in library and information science and should enjoy a status of a senior teacher of the school. The person should have capability to work with children imaginatively, cooperate with the teaching staff and gain the support of the management by establishing high quality services. The number of library staff would depend on the strength of the school and other related needs.

The librarian of a primary school library has the responsibilities of not only managing the library but also getting involved in activities that would complement and supplement classroom teaching. It would be highly necessary to have teaching skills also. Story-telling, book talks, demonstrating the lives of birds and animals through audio-visual aids etc., are other desirable themes for a librarian. These activities call for imagination both in design and presentation. The school librarian should work closely with the teachers of the school.

Self Check- Exercises

- 1) State the objectives of a primary school library.
- 2) State the professional requirements of a primary school librarian.

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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6.2.2 Secondary School Libraries

If primary school libraries are designed to function and operate as integral parts of the educational programme at that stage, the secondary school libraries maintain their specific educational identity in fulfilling all academic requirements of the young students for learning and of the teachers for effective teaching and their own development: Secondary school libraries support school programmes at three stage, viz. middle-classes 6 to 8, secondary classes 9 to 10, and higher secondary-classes 11 and 12; constituting a total period of seven years of the school programme. These are crucial formative years of the children and good habits formed at this stage would be everlasting. The library has a very positive educational role to play and to achieve the following aims:

- Inculcate the habit of using the school library, not only with reference to their learning for course requirements but also by learning reading for pleasure, general knowledge and recreation;
- development of learning skills for collecting information on any topic by consulting reference books and other material;
- provide opportunities to students to visit other academic, special and public libraries to get an idea of the library system in the country, as major resource for learning and use them at later stages of life.

a) Collection Building

The primary responsibility of the secondary school library is to build up a stock of books and kindred material relevant to the learning and teaching needs; of the students and teachers respectively. The collection should adequately represent:

- i) an excellent stock of text books, both prescribed and others, (in multiple copies, if necessary) on all subjects;
- ii) relatively more advanced books on all subjects for brighter students and teachers;
- iii) general books on popular science, biographies of great persons, travelogues, geographical explorations, sports and other areas that would create interest in learning;
- iv) standard children's literature; fiction, collection of short stories and other light reading materials;
- v) carefully assorted reference books such as :
 - encyclopaedias (junior levels);
 - illustrated dictionaries, both general and technical;
 - yearbooks on various subjects;
 - guides to literature, reference books in different subjects;
 - video and audio visual materials;
 - computer-based study materials;
 - and similar others material.

The selection of books as well as other material should be based on an acquisition policy of the school , -jointly evolved by the school management, teaching staff and the library staff. The librarian and the staff should be entrusted with the task of implementing the policy. without any interference from any quarters. The professional skills that are required for achieving positive results in collection building are:

- a good basic understanding of every subject taught in the school; a thorough knowledge of sources for book selection;
- a thorough knowledge of publishing and book selection;
- a thorough knowledge of publishing and book selling trade; and other educational material and equipment;
- practical experience in acquisition procedures, either by purchase, gift or exchange;
- most importantly a keen insight into the book/information needs of students, teachers and the management.

The acquisition programme should be operated through a **well** set routine, maintaining all the records' efficiently. Now, the schools in an area are developing a network for resource sharing and services.



A strong collection, geared to the needs of users is the very base to operate every other library activity, particularly its services. If acquisition is faulty, every other activity would be correspondingly defective. Let students and parents donate useful titles to the school library for common good and benefit.

b) Technical Processing and Organisation

Classification of acquired materials and the preparation of a catalogue for public use are the twin operations that call for great care and attention. The classification scheme chosen for the collection and the cataloguing code selected should be in tune with user's needs. There are excellent guides available for the purpose and should, therefore, be made use of.

The collection should be on open shelves for the students to browse and select whatever interests them. There should be adequate provision for reading within the library or for consultation. There should be a lending counter, in addition to a reference desk which should be at a central point to offer assistance to those that need help.

The collection should be housed in well lit stack rooms, proper guides. The display of reference materials and the location of the public catalogue should be at a prominent place and be easily accessible to the user.

c) Services

A secondary school library should offer the following services:

- i) Lending;
- ii) Information, Consultation and Reference Service;
- iii) Guidance and advice service;
- iv) Preparation of reading list;
- v) Awareness service on current events, activities, personalities, scientific and technological achievements, issues of national importance, and international events of significance.
- vi) Other Services for knowledge dissemination through:
 - Organisation of book exhibitions at appropriate occasions;
 - Organising book talks;
 - Competitions - oratorical contests, debates on current issues, essay writing, quiz programmes, etc.
- vii) Other routine services like display of jackets of currently acquired books, newspaper clippings, particularly those that are of interest to students, pictures and photographs of current events and activities and persons of importance.

Lending services enable students and teachers to borrow books and other materials according to the set of rules and regulations, for reading at home at their own study or leisure time and at their own pace. Students should be encouraged to make use of this facility. Statistical records should be maintained relating to the following:

- 1) Number of students using the borrowing facility
- 2) How many books are borrowed and how frequently
- 3) What kind of books are borrowed
- 4) Borrower's name; class, subject specialization, if they are in classes nine to twelve, etc.

Analysis of this data collected would be invaluable not only to stock the library with books; that are sought after; but also to get a clear picture of the users' interest and habits. Information and Reference Services are organised to help or assist students to simple tasks; such as locating books on the shelves, using the public catalogue, locate answers to questions in reference books and understand the classification system used by the library. The person at the reference desk must be sufficiently informed about the collection; must have the ability to handle students and teachers with different temperaments and behaviour; and above all a willingness to serve.

Guidance and advisory services are provided to serious students for writing an article for the school magazine and for other media. The library staff should identify relevant material on the topic of assignment, help in using them and assist in drafting the article or preparation



of a report, etc. For teachers, the library staff may provide help in preparing bibliographies or current information, in addition to obtaining the relevant material.

Preparation of reading lists, in anticipation or in response to requests is an activity which would help teachers in their task of not only teaching, but also in guiding students to the needed literature and to develop in them the capacity to help themselves. But this should be done on a selective basis, as this would demand a great deal of time.

Current awareness service on important events would involve display, on notice boards, of newspaper clippings, pictures etc., at periodical intervals. These clippings can be broadly grouped by title under a subject heading and the concerned field alphabetically. These services should be offered only if there is sufficient demand or response to the service.

d) Physical Facilities

The most important requirement in terms of physical facilities is adequate space for the library; in fact, a separate building would be ideal. The library should have adequate space for:

- housing about 25,000 volumes;
- display of current journals and books;
- reading room
- reference desk for consultancy; and a
- a lending counter.

Modern stacks for shelving books, storage for non-book materials, display racks etc., are among the different types of furniture necessary for a library. The library staff will also need adequate space and appropriate furniture for house keeping operations. The Library should have, if possible, a plain paper copier, film and slide projectors and other technological gadgets as may be necessary.

e) Finance and Budget

Finance for any school library usually comes from the appropriation made by the school management. About five per cent of the annual school budget should be made available for the library, besides the capital cost of building, equipment and furniture and regular salaries. The library will have to apportion its budget for books, non-book material and maintenance.

f) Professional Staff

The success of the library depends entirely upon the quality of the professional staff. The head of the library should be qualified both academically and professionally just like a teacher. The additional library staff-required will have to be determined on the basis the number of students and staff served, the strength of the collection, yearly acquisition and services offered, etc. The school librarian should enjoy the status and salary of teachers. The librarian and the staff should operate with high efficiency keeping in view all professional ethics and should provide high quality service. Proper rapport should be established by the library staff with students, teachers and the management. They must be imaginative and service-oriented.

Self Check Exercises

- 3) Enumerate the type of collection that should go into a secondary school library.
- 4) List the types of services that a Secondary School Library should offer.

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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6.2.3 The Indian Scene

In the preceding two sections, we have described how school libraries should be designed, managed and operated, and assist the teachers and the taught to achieve their educational goals. In India, however, school libraries present a very dismal picture, because not even the most elementary requirements are met.

Academic Libraries: School, College and University Libraries

According to the Third All India Educational Survey on Library, Laboratory and Science equipment facilities in schools, conducted and published by the National Council of Educational Research and Training (1981), there were 5,89,031 schools. These schools are governed and managed by a number of different bodies: i) State governments through their departments of education, ii) Central Boards of the Government of India iii) Local bodies (panchayats, municipalities, corporations, etc.), iv) Private bodies or individuals v) Public Sector Undertakings and similar, others: There is, therefore, considerable variation in their perception of library facilities, priority in providing funds, employing right type of professionals and many other issues concerning role of school library.

Out of these schools, only 41.80 percent have library facilities. The break up is as follows:

Type of Schools	Library facility in %
Primary	31.41
Middle	59.61
Secondary	94.05
Higher Secondary	95.75

The book stock position (without going into their quality and relevance) in these schools . are as given below:

Number of books .	Library stock in %
100	17.8
100-249	9.6
250-499..	5.3
500-999	3.64
1000-1999	2.52 ~
2000-3999	94
4000-4999	1.63

Only 41 per cent of the schools have full-time qualified professionals in charge of the, libraries.

Positive efforts to improve the situation

In order to rectify the situation, the Secondary Education Commission (1952-53) with the late Dr.-Lakshmanaswamy Medullar as its Chairman, gave serious attention to the. provision of good school libraries and made a number of recommendations, most of which conform to the description of school libraries given in sections 6.2.1 and 6.2.2. The Commission recommended setting up of class libraries, subject libraries, library services during vacation - all these supervised by library trained teachers. Provision of adequate funds for the library, was stressed: The next positive step in the direction of vitalizing school libraries was taken by the Directorate of Extension Programme for Secondary Education of the National Council of Educational Research and Training (NCERT): The Directorate organised an All India Seminar on School Libraries in 1962 in Bangalore which was directed by the late Dr. S.R. Ranganathan. This Seminar also made very positive recommendations to improve the general conditions of school libraries. Later in 1965, NCERT made yet another effort to draw school. This effort the attention of the concerned to the need for having a full fledged library service in every - school. This effort of NCERT ended with nothing more than a: booklet on how to organise a school library. Since then, nothing serious has ever happened to vitalize school libraries, Since then, nothing serious has ever central schools and a few private schools. Education



is an excellent investment to develop a strong manpower force for the progress and development of the country. Libraries play a very important supporting role in building this man-power.

6.3 COLLEGE LIBRARIES

College performs an important function in the educational process. College education provides a totally different environment for boys and girls who go for higher studies. Usually the classes comprise a large number, of students and unlike school education, the students of college get much less individual attention from the teachers. The students, therefore, have to etc end much more on self-learning. Therefore, the college library is the automatic choice for students to supplement their class room teaching. In these sections we shall discuss the objects, functions of a college library, the collection of documents that are built up for users, the different categories of users and the services to be rendered to them:

6.3.1 Objectives and Functions of a College

Among the several , objects and functions of the College, the following deserve special mention:

- i) Giving young men and women a wider and deeper understanding of the various disciplines;
- ii) Preparing the more precocious students for advanced studies in various disciplines;
- iii) Preparing of young men and women for shouldering the higher responsibilities of manning schools, government departments, civic organisations, commercial establishments, business and industry, etc.;
- iv) Providing adequate and comfortable physical facilities for study;
- v) Providing bibliographical information and special materials for the research students and faculty;
- vi) Training young persons for various professions like law, medicine, engineering and technology;
- vii) Training a body of more enlightened, knowledgeable and responsible citizen.

For translating into practice all these objectives and functions, the college library has a central role to play.

College life also provides students ample opportunities to involve themselves in group:' activities that help them to develop organisational skills and leadership qualities. Individual' talents in fine , arts, music, dance, sports and games and such other extra curricular activities v get full support during college education. Thus, college education aims to develop students into citizens with intellectual inputs as well as other desirable qualities useful for the ' country's advancement and progress.

For the young; men and women who enter the portals of colleges, a new and exciting phase of their life begins. The vast syllabi, the new methods. of learning besides lecture methods, .the leisure and the freedom which students find in the colleges, give them new opportunities to be self-reliant in learning, and be-more. adventurous. They find that education which was more teacher-centered while at school, suddenly becomes more student cent6red'and library centered in colleges.

6.3.2 Library-Keystone in the College Arch

A good and efficient library will certainly help students to meet the new challenges they start facing at college: They -can, within the four walls of the library, use their leisure more usefully and meaningfully, discover their own inherent potentialities,- launch upon instructive ~ and absorbing hobbies and generally lay the foundations of a good and more responsible life in the future. The libraries will therefore become equally, if not more, important than the classrooms. The libraries will become students' workshops. It is in this context that a

college library has to play a very responsible role, vis-a-vis, the academic needs of young students.

6.3.3 Key Components of an Ideal College Library

We shall now acquaint ourselves with the ingredients that go towards making an efficient college library system. These ingredients are:

- a collection of books and other learning and teaching material;
- the user community, comprising students, teachers, the college management and others getting standard library services;
- physical facilities like building, furniture, equipment;
- professional staff of the library;
- the college management; finance and budget.

Collection of Books

In order to satisfy the varied academic and extra curricular needs of both students and the teachers, a college library should acquire a wide variety of learning and teaching materials. These may be broadly grouped as given below:

- A good collection with multiple copies of text books and other recommended books, at the rate of at least one copy for every ten users;
- Books of a more advanced nature for the benefit of the teachers and also for the use of the more precocious students;
- A wide range of reference books such as general and subject encyclopaedias, language and subject dictionaries, hand-books, manuals, biographical and geographical tools Carrier handbooks, Competition Success, General Knowledge; gazetteers, atlases;
- A browsing collection of light reading material like travelogues, humour books, art books, biographies, fiction etc.
- A select list of learned journals as well as popular ones, including back volumes;
- Audio-visual learning and teaching kits to include films, film strips, pictures, audio cassettes and discs, video-cassettes, etc.;
- Computer-aided teaching and learning material.

On the size of the collection, educationists hold the view that a representative college library should, have at least 50 books per student. Thus a college library, with an enrollment of about a thousand students; should have atleast 50,000 volumes, In addition,-it has to have advanced books for the teachers, the management and other users:

Collection Policy

The quality of the collection has to be determined on the basis of a well thought-out acquisition policy. This policy is usually laid down by the Library Advisory Committee. The selection process is supported by groups of experts who have the knowledge and background of the literature in their respective fields of specialisation, and are fully conversant with current publications. The librarian and his/her staff, using global selection tools, should bring to the attention of experts; worthwhile titles on various subjects and help to build a stock which is oriented towards learning and teaching requirements. As has been mentioned, in the earlier sections, the professional staff should be fully aware of the publishing and book selling trades, in addition to a broad understanding of the different ramifications of subjects in which the library acquires material. The whole acquisition activity has to be invariably based upon accepted standards and procedures to ensure smooth how of work:

The collection could be live and active, only if there is a policy of weeding, out older text books and other overused books or unused books. This is important because these books occupy precious and costly shelf space. Related to this is the policy regarding loss of books. In an active library, there is bound to be loss of books, a reasonable percentage of this loss, must be written off. In modern times, when prices are going up each day, the libraries must go for resource sharing networking. All needed material can no more be





acquired by a single library. Therefore, various libraries shall have to pool up funds and rotate materials between them through the rules of sharing.

Processing and Organisation

A college library should give sufficient attention and thought to the processing and organisation of the collection for shelving and display. The classification scheme chosen should fulfill the following criteria:

- The system should have a general acceptance of users;
- The system should have a central organisational base with facilities for periodic updating of the schedules; and
- The system should also have an in-built mechanism for accommodating newly emerging subjects, without in anyway destroying the existing structure. In India, the Dewey Decimal Classification, the Colon Classification and the Universal, Decimal classification are the systems mostly used.

The catalogue of the library should also be based upon international standard cataloguing rules. The Anglo-American Cataloguing Rules-2 or the Classified Catalogue Code of Ranganathan are the ones mostly used in Indian college libraries. The subject approach to information in the catalogue must be based on the basis of currently accepted international standard practice of deriving subject headings. Currently, computerised, systems are being inducted into academic institutions and colleges for library house keeping as well as for organising services.

User Community and Library Services

The second component of a college library constitutes its users. In addition to teachers, students and staff, the clientele may consist of other users such as authors and writers, high school teachers, lawyers, medical practitioners etc. The library must extend facilities to these users, treating them as its honored guests, adhering, however; to the rules governing the use of library. Important college library services are :

- i) Text book services;
- ii) Lending and inter library loan service; in) Reading room services;
- iv) Information and Reference;
- vi) Display of current additions or production of lists of current accessions; vi) Documentation services, only on specific request, should include:
- vii) Current awareness to literature, special journals. Preparation of current lists of reference, Indexing/Abstracting services on projects, etc.
- vii) Reprographic services;
- vii) Audio-visual services such as film shows, tape-slide demonstrations; etc.;
- ix) Exhibitions and special display; and
- x) Assistance in the use of the library.

The provision of lending in college libraries must stimulate active use of the collection. Borrowing privileges should be liberal and the lending procedures need to be Simple. The library should also endeavour to obtain, through interlibrary loan the material which are not available in the college library. These should be adequate provision for supply of photocopies. This facility will minimise misuse-of the library and reduce unsocial practices such as stealing of books or misplacing them deliberately.

The students should be given ready assistance in locating material in the library, and in searching the library catalogue for specific items of information on documents available in the library. Students should be told about the methods of using indexing and abstracting, services and in locating factual information from reference tools. This kind of orientation may be offered by the reference staff whenever necessary. However, it would be desirable to, offer regular programme of training in the use of the library and sources of information; at, periodic intervals to different groups of students, in an organised manner.

The library should bring to the notice of the students and -teachers, currently acquired



materials through appropriate publications. Documentation services with reference to current literature or indexing and abstracting services may be offered only on request, or in anticipation, to select groups who need these services.

A special emphasis must be given to text book service. Text-book service makes a very positive contribution to students' efforts in preparing for examinations. This service, however, should be based upon strict vigilance on the procedure of lending. Reservations for any item must be based on strict rules and implemented impartially.

Physical Facilities

In order to be able to provide the amenities, referred to above, the college library will have to be housed in an independent building, functional and attractive. The University Grants Commission supports the concept of independent buildings for college library. A college library should have central location with a commanding view and plenty of space around for future expansions. In addition, to the usual reading, stack and work areas; facilities for browsing, for arranging exhibition, seminars, film-shows, etc., should be provided. Special areas for teachers, researchers, need to be provided.

The interior has to be aesthetically dressed up with mildly coloured walls, with flowers, paintings and attractive furniture. Storage facilities and space for non-book materials, plain paper copiers; microphone reader printers, audio visual equipment etc., be specifically provided; Provision for computer-room has to be made, as the future library systems and services are definitely going to be computer-based.

Professional Staff

A college library must be headed by a person with high academic and professional qualification and experience. It is necessary to give the college librarian the academic status in addition to the salary scale of teachers. The other staff should be recruited on the basis of the size of the library, its current acquisitions and the different services it offers. There are U.G.C. norms on these areas. The success of the library, entirely depends on the professional services offered by the library staff.

The College Management

An enlightened college management would regard the library as a lighthouse, a power station, a true temple of learning. Such a management will lend all administrative and managerial support and assure provision of sufficient funds to the library. It will also constitute a helpful Library Advisory Committee with the Principal of the College as its Chairperson and the librarian as its Member-secretary. A few senior members of the faculty and an outside library and information expert may constitute the other members of the committee.

Finance and Budget

While the Radhakrishnan Commission recommended the setting apart of six per cent of the total college budget for the development of their respective libraries, the Kothari Commission raised it to about ten per cent. The Karnataka State Universities Review Committee (popularly known as the Raj Commission, as Prof. K.N. Raj headed this Commission) went a step further and recommended the setting apart of 20 per cent of the college budget for the maintenance and development of the library. It is a genuine and necessary requirement. Allocation of adequate funds, as recommended by the Raj Commission, is necessary for building a responsive service and for operating the library at the research and teaching level.

Self Check Exercises

- 5) Enumerate the type of users in a college library.
- 6) Write the services that may be offered to the users of a college library.



- 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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6.3.4 The Present Scene

The foregoing account has given a pen picture of what a good, healthy and efficient college library should be. But the actual situation in India is not upto the mark. In spite of substantial financial aid from the University Grants Commission, several college libraries, still continue to wear a low profile. Colleges shall have to generate funds through substantive library fee in order to provide students proper academic nourishment. The shortcomings of these neglected libraries are inadequate book collections, inhospitable buildings, and faculty functioning, leaving much to be desired. The situation should improve if the aims and objectives of college education have to be achieved.

6.4 UNIVERSITY LIBRARIES

A library is more important in a University, because a library can do without a University where as a University cannot function without a library. The number of universities in India has gone up from a mere twenty in 1947, to more than two hundred in the nineties. This number includes conventional universities, professional universities and deemed universities. The growth is signified by the total number of students' enrollments, creation of a number of new departments, a number of mission oriented projects of research and by many other social and intellectual factors. Institutions like the Indian Institutes of Technology, (IITs), the Indian Institutes of Management, Agricultural Universities have also innovated a number of new educational practices. The open university concept for distance education is yet another new experiment at the university level. All these factors have effected university libraries in a great measure. Today, university libraries have a very large and difficult role to play in order to meet a variety of demands of information and knowledge by far larger number of people on far larger number of subjects at far higher prices and negligible grants. The clients of higher education must contribute toward the cost of learning materials because the state (any state) can never provide all required funds.

6.4.1 Objectives and Functions of a University

The library is the heart of a University. The objectives and functions of a university may broadly be grouped as follows:

- To provide intellectual and managerial leadership to the various fields of government, industry, health, engineering, law, defence, education, agriculture, etc., and imbue them with a sense of social purpose;
- To train a band of research workers in all the areas mentioned above so that the results of research could be harnessed to improve the quality of life of the people;
- To conserve knowledge and ideas for posterity;
- To foster the ideals of social justice, religious tolerance, national integration among its diverse people.



It is clear from the above that the affairs of the and are the most precious concern of a university. Therefore, there must be on our university campus proper scope for ferment of ideas, scope for relentless pursuit for excellence, scope for, dedication to learning and experimentation and respect for sound scholarship. The collections in a university library system will have to cater to the needs of teaching and learning, research, generation of new ideas and new knowledge and publication.

The mass of academic material collected in university library shall also require proper organisation, both in terms of their physical location and their representation in catalogues and indexes by providing noiseless retrieval.

The library documentation and information services in a university library will also have to be highly organised with considerable professional expertise and knowledge of subjects.

These aspects have been dealt with in the following sections in some detail.

The five major functions of a university are:

- Learning and teaching;
- Research and generation of new knowledge;
- Dissemination and publication of research results;
- Conservation of knowledge and ideas; and
- Extension and services.

6.4.2 Objectives and Functions of a University Library

University libraries -support and help the university in achieving each of the objectives of the University.

The major functions that are derived from these objectives are:

- Development of a collection in a wide variety of subjects for learning, teaching, research, . publication, etc.;
- Getting the stock of knowledge materials organised and maintained for use;
- Organise and provide a variety of library, documentation and information services, both responsive and anticipatory.

6.4.3 The User Community

The user community of university libraries include the following:

- Students at different levels of study in different subjects;
- Teachers, imparting instructions and guiding students at different levels and in different subjects;
- Research students working for M.Phil. or Ph.D degrees;
- Post-doctoral research scholars working on specific projects;
- Professors and experts guiding research projects and managing research activities of the university;
- Members of the various academic and executive bodies of the university;
- The university management involved in its major task of managing of a large scale institution of higher learning and research;
- Scholars in general, who get special privileges of using the university library ; and
- Others

Thus, it can be seen, that the university libraries have a big responsibility and a very important role to play not only in shaping students for higher learning and research, but also in providing a variety of services to meet other demands.

6.4.4 Governance and Management

The university library is governed--by statutory laws of the university. The Library system is subject to scrutiny and evolution by its academic and executive councils. The

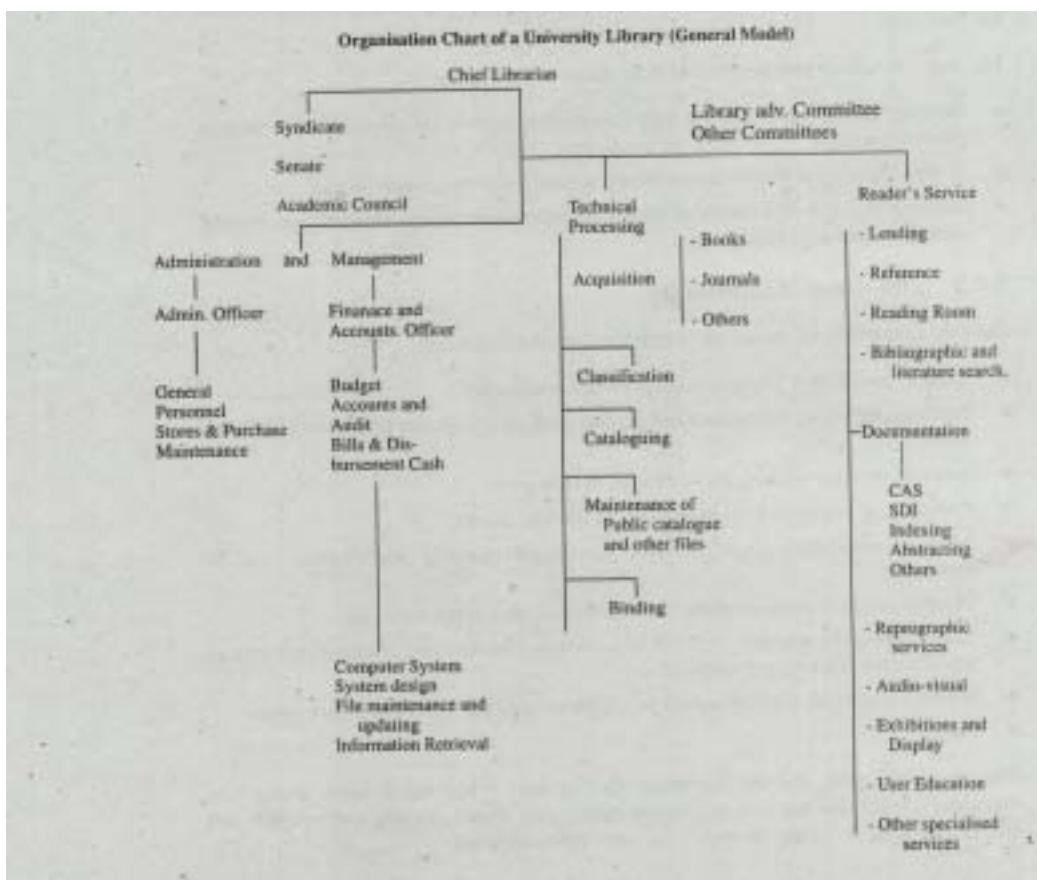


library system itself is under the charge of a senior executive who is the university librarian of the university, who works directly under the university vice-chancellor. A library Advisory Committee or a Governing Body invariably sets the policy for all the activities and programmes of the university library system. This committee is usually chaired by the Vice-Chancellor or his nominee, with the librarian as its member-secretary and convenor. This committee comprises some senior members of the university faculty, a few library and information science experts, representing professional interests, and a few scholars. The responsibilities of this committee are to lay down guiding principles and policies on all matters concerning academic and administrative affairs of the library system, including preparation of the library budget, periodic evaluation of the programmes at services of the university library system and in general, to oversee the welfare of the library staff.

The Chief Librarian of the university library will have the full responsibility to conduct the activities and programmes of the library in accordance with the principles and policies laid down by the library advisory committee or the Governing Body. The chief librarian as a member of the academic council will interact with students, teachers, researchers and other members of the academic council to get proper feedback for the efficient management of the library system. In the University of Delhi, the University Librarian participates in Executive Council meetings, as a special invitee. In IGNOU, the librarian is a member of Academic Council.

6.4:5 Structural Organisation

The university library system, being a fairly large body, should perform its functions with judicious distribution of work among its staff. The following chart gives a general model of the structural organisation of university libraries.



6.4.6 Development of the Collection

A major responsibility of the university library is to build up a sound collection of documents and other non-print materials, carefully geared to the academic needs of students, teachers,



researchers and others involved in academic pursuits. While it is difficult to define the best collection or measure it, the actual and potential needs of users have to be assessed at appropriate periodic intervals. User study techniques and methods have been developing in the last two or three decades. Some of the methods now being adopted are citation analysis for the selection and acquisition of current journals, analysis of library records on the use of the library, direct contact with users to obtain valid information on their information gathering habits and similar other types of studies that would give an insight into getting proper guidelines for acquisition.

The collection has to be built on the basis of expert advice. This is normally achieved by constituting book selection committees, in which faculty members who have intimate contact with literature and current publishing, are usually represented. These book selection committees should meet as often as is necessary to ensure that the best items go into the collection. The routine work of scanning selection sources, identifying items of interest and quality, getting them approved by appropriate authorities should be systematically and smoothly performed during an academic year.

"As the library is meeting the requirements of research of a large number of specialised projects, it is necessary to acquire relevant documents such as government and official publications which include various types of reports; conference proceedings, thesis and dissertations, patents and standards and similar others. Besides print material, nonprint materials such as microforms, audio-visual kits, films, tape-slide kits, computer-based instructional materials, video-cassettes and such others should also be acquired. In summary, the responsibilities of building up a worthwhile collection in a university library is a highly skilled, scholarly and professional work, Indeed the university library is rated high or low by the quality of collection it builds.

6.4.7 Technical Processing and Organisation

The large stock of materials acquired by the library has to be housed properly. As the stock is likely to be disbursed throughout the campus, they should be classified, using a system of classification acceptable to the user community and located at right places of use. They should be easily made accessible for anyone to use.

The physical storage and filing of all documents, both print and non-print, must be conducive to use. In particular, with the open access concept, being practised by modern libraries, the responsibility for display and organisation of the collection assumes great importance.

The catalogue of the library is a tool constantly consulted. The standard practices of cataloguing should be adopted keeping in view the multiple subject approaches of users for searching their relevant references.

Computers are increasingly used for many of the house-keeping operations in libraries today. No effort should be spared, if facilities and opportunities exist in a university for computerised library services.

6.4.8 Services

The university library should offer a number of library, documentation and information services. Among others, the services may include the following:

- a) Library Services
 - i) Lending;
 - ii) Information and Reference,
 - iii) Reading Room;
 - iv) Assistance in the use of the library; and
 - v) Display of current additions or preparation of lists of current accessions.
- b) Current Awareness Services
 - i) Current contents of journals;
 - ii) Alerting services to important literature in select fields;
 - iii) Selective Dissemination of Information; and
 - iv) Newspaper clipping service.



- c) Bibliographic Services
 - i) Literature search;
 - ii) Compilation of bibliographies on specific topics; and
 - iii) Index to current literature.
- d) Condensation Services
 - i) Preparation of abstracts on specific topics;
 - ii) Digest Services;
 - iii) Preparation of reviews/progress/advances on specific subjects; and
 - iv) State-of-Art-reports.
- e) Other services
 - i) Document supply services;
 - ii) Reprographic services;
 - iii) Translation services; and
 - iv) Computer-based information retrieval.
- f) Specialised Services
 - i) User education;
 - ii) Exhibition and special displays;
 - iii) Special lectures and demonstrations; and
 - iv) User oriented seminars, workshops, etc.

These services ought to be planned, keeping in view the general demand for such services and the capability of the library in offering these services. User needs and interests are of primary concern in offering these services.

6.4.9 Physical Facilities

Most of the university libraries in India do have a separate building for operating their services. Many of them have been planned well to be highly functional, architecturally beautiful, aesthetically inviting. These buildings have been planned by and large in the context of stocking and servicing print material to meet -educational learning and teaching of that time. Many of the older university buildings have outgrown their sizes and call for further space requirements. In planning future library buildings, the impact of computer and communication technologies will have to be kept in view. These technologies are bringing about spectacular changes in the entire process of learning and teaching. Today, most of the print materials are available commercially in microforms or machine readable forms, making storage problems much simpler. Libraries have to take note of this change and prepare their future requirement for space in a totally different perspective.

6.4.10 Professional Staff

The university professional staff must match the quality of the teaching and research community in terms of academic and professional qualifications, experience and expertise. The library, documentation and information services that are offered by the library system must reflect the professional competence of the library staff. Their constant interaction with students at different levels, faculty, research scholars, computer and communication experts, and management experts of the university should ensure credibility and appreciation from the user community. It is only through innovative approaches that the user communities would be attracted to the library and its services which, in turn, would result in the best use of the library. All these details call for specialised knowledge in different disciplines making them science librarian, law librarian, Indology librarian, etc: Ability to communicate - with the different groups requires competence in technical and scholarly writing, articulation to communicate orally and above all, a keen insight into public relation. It is for these reasons that the library staff should enjoy the status and salary of the teaching community and should be considered as part of the academic staff.

6.4.11 Finance and Budget

The university library usually operates on the allocation of funds appropriated by the



university and college libraries. The University Grants Commission developed INFIBNET programme, in 1988, as library network for Universities and colleges, and for other research institutions in India.

INFORMATION ORGANISATION - INFLIBNET

As per the Report, the INFLIBNET is a cooperative network and will contribute to pooling, sharing and optimisation of resources, facilities and services of libraries and information centres in the University system as well as in the R & D complexes, It is a major programme towards modernisation of libraries and information centres in the country. With all the support that academic libraries, in particular, college and university libraries have been getting, the level and quality of service is yet to match the excellence of service offered by industrially advanced countries.

With regard to the future, we should note that education, world over, is in a state of flux, largely due to the impact of the tremendous advances in computer and communication technologies. The learning and teaching processes are undergoing unprecedented changes in industrially advanced countries, although at present, these changes have just touched the surface. But before the turn of the century, the educational processes are likely to change. University education also may have to change as well as the University libraries. It is in this context that we should view the future academic libraries in India. However, it must be reckoned that while the educational processes might change radically, educational objectives will remain more or less in tact viz., development of a high quality intellectual manpower for the rapid growth and progress of the country to which the academic institutions are entrusted with.

6.6 SUMMARY

In this Unit, we have

- i) described the Indian educational system briefly; explained the role of academic libraries in the educational process; and enumerated the types of academic libraries and their respective functions;



- ii) dealt with school libraries, explaining their intergral role, described the collections and services rendered by primary school libraries. We have identified the supporting role of secondary school libraries indicating the type of collection required and services to be rendered;
- iii) explained the objects and functions of a college library, the ingredients that go to make up an ideal college library and the library and documentation services offered by it; and the financial support that a college library should get;
- iv) explained the objects and functions of a university library in relation to the objects of the university itself; given a detailed description on the governance and management; collection development, the user community, library, documentation and information services and the university library finance and budget;
- v) at the end of every section, we have indicated the current library scene in India, so far as the academic libraries are concerned;
- vi) we have also briefly touched upon the efforts made by Indian Government to review the educational system in India vis-a-vis academic libraries;
- vii) finally we have indicated the world trend in education which is in a state of flux. Future planning of academic libraries should plan their library system with a totally new perspective in the light of the impact of spectacular advances in computer and communication technologies.

6.7 ANSWERS TO SELF CHECK EXERCISES

- 1) The objectives of a primary school library are:
 - to create library consciousness
 - to strengthen learning skills
 - to create a love for books and information
 - to generate interest in using them for learning
 - to inculcate the habit of learning and reading.
- 2) The librarian of a primary school library has a teaching role to perform. Therefore, the professional requirements are not only to manage the library but also to involve in those activities that would complement and supplement classroom learning. Story-telling, book talks, demonstrating through audio-visual kits the life of birds and animals, etc., are the special capabilities required in a scheme librarian. Almost every one of these activities should be designed imaginatively and presented in an attractive manner, In this task the librarian should work closely with teachers.
- 3) The types of collection that should go into a secondary school library are:
 - i) an excellent stock of text books, both prescribed and other children's literature, in multiple copies;
 - ii) relatively more advanced books on all subjects for brighter students and teachers;
 - iii) general books on popular science, biographies of great persons, travelogues, geographical explorations, sports and games and others that would create interest in reading;
 - iv) books of fiction, collection of short stories and other light reading materials;
 - v) carefully assorted reference books such as -
 - encyclopaedias (junior levels); illustrated dictionaries, both general and technical yearbooks, consolidating current events, scientific and technological achievements and others, handbooks on various subjects, particularly those that are technically/technologically practice oriented; Carrier handbooks, Competition Success;
 - guides to literature, reference books in different subjects; directories, bibliographical books such as indexes and abstracts on a highly selective basis;
 - periodicals, both popular and learned, selectively;
 - Audio visual materials;
 - and others.
- 4) A secondary school library should offer the following services:



- i) Lending
 - ii) Information and Reference Services
 - iii) Guidance and advisory services
 - iv) Preparation of reading list, in anticipation or in response, on any topic
 - v) Current awareness service on current events, activities, personalities, scientific and technological achievements, anything of national importance and international events of significance.
 - vi) Other services for spreading the message of books and libraries, such as organisation of book exhibitions on appropriate occasions, organising book talks by those who can hold the interest of students, Competitions-oratorical contests, debates on current issues, essay writing, quiz programmes, etc.
 - vii) Other routine services like display of jackets of currently acquire books, newspaper clippings, particularly those that are of interest to students, pictures and photographs of current events and activities and persons of importance.
- 5) In addition to teachers, students and staff, the other users of the library are likely to be, authors and writers, high school teachers, lawyers, medical practitioners, and such others.
- 6) The common services that are provided in college libraries are:
- i) Text book service;
 - ii) Lending;
 - iii) Reading Room;
 - iv) Reference;
 - v) Display of current additions or production of list of current accessions;
 - vi) Documentation services, only on specific request, to include current awareness to literature, especially journal literature. Preparation of current lists of references Indexing/Abstracting services on projects and similar others;
 - vii) Reprographic services;
 - viii) Audio visual services such as film shows, tape-slides demonstrations, etc;
 - ix) Exhibitions and special display; and the
 - x) Assistance in the use of the library.
- 7) University libraries aim to support and help to achieve each of the objectives of a university.
- The major functions and objectives of a university library are:
- Development of a collection in a wide variety of subjects for learning, teaching, research, publication, etc.
 - Getting the stock of materials organised and maintained for use;
 - Organise and provide a variety of library, documentation and information services both responsive and anticipatory.
- 8) University library is distinct from a college library in functions such as research, conservation of knowledge and ideas and publication of research results. Therefore, in a University library the collections, all the different house keeping operations, and the services have to be different from that of a college library. The competence required to perform these functions would be sound scholarship, effective communication, both written and oral, and ability for innovatious:

6.8 KEY WORDS

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|---------------------------|---|---|
| Academic Libraries | : | The libraries associated with educational institutions. |
| Browsing Books | : | To look through a book in a casual manner. |



Documentation	:	Arts of collecting, recording, preserving and making use of the documents quickly.
Inhospitable	:	Unfavourable
Library Network	:	Interlinking library resources and services by means of computer and communication technologies.
Precocious	:	Forward in mental development.
Ramification of a Subject	:	Structural division of a subject.
Tape-Slide Kit	:	A slide presentation of an activity, a tool of reference, a description of an event, etc.,-with a running commentary.

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