

CHAPTER I

INTRODUCTION

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1.1. Education and National Development

' The destiny of India is now being shaped in her classrooms', so declared the Education Commission (Kothari Commission) which submitted its monumental report in 1966. The Commission has further stated : ' In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people.'¹ Education has thus been assigned the important role of national reconstruction and development. Most other developing countries share with us the same problems that we have. Naturally, education is viewed by these countries as a medium which is to be used to bring in quickly the

desired socio-economic changes which are required for rapid development in all spheres of national life. Discussing the role of education in developing countries Professor M.A. Gelfand (who was commissioned by UNESCO to write a book on the establishment of a university library in a developing country) has stated : ' An accelerated rate of economic growth is a common objective of developing countries; to achieve it they need to concentrate on producing and improving additional human resources for use on all levels of governmental and non-governmental activity.'²

In India, the task of producing needed human resources is truly gigantic; it has attained new meaning after independence and particularly after the adoption of the policy and technique of planned development of national economy. The magnitude, gravity and urgency of the task is self evident, if it is realised that India needs rapid economic development which requires the provision of diverse educational opportunities to a very large number of individuals. The total student population in India which was about 70 million in 1966 is likely to be more than doubled by 1985, when the probable student population may be about 170 million or about equal to the total

population of Europe.³

1.2. Role of Higher and University Education

It is clear that the size and the complexity of the problem of developing the needed human resources described above demands the use of appropriate techniques of teaching and learning as well as proper educational policy decisions at various levels of education. What is the role of higher and university education programmes in this process of rapid development^{and} growth? What is the relative importance of the universities and higher education institutions in the totality of educational programmes? It goes without saying that university and higher education has to play a very important role in the complex task of rapid growth through the proper development of human resources in developing countries. To quote Professor Gelfand again : ' Universities have a major role in this process. Their ability to produce useful graduates depends not only on well-trained faculties and appropriately selected students but also on providing, for all members of the university community, direct access to the recorded knowledge which society has accumulated through centuries of experience.'⁴ Way back in 1948, the University Education Commission (Radhakrishnan Commission) defined the role of higher education in India as that of providing leadership

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to the society. In the words of the Commission : ' Training for leadership in professions and public life is one of the central aims of university education.'⁵ The Education Commission (Kothari Commission) has used almost identical language in 1966, while discussing the function of university education : In broad terms, the functions of the universities in the modern world may be said to be :

- to seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries ;
- to provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values;
- to provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals, imbued with a sense of social purpose;
- to strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education; and
- to foster in the teachers and students, and through them in society generally, the attitudes and values needed for developing the 'good life' in individuals and society.⁶

It is thus clearly seen that university education is assigned a very important role in national development, a fact which is likely to be obscured in the relative priority for allotment of a larger percentage of funds to elementary and secondary stages of education. The importance of the university education should not be seen through the funds allotted to it, but its crucial function to 'train leaders in all walks of life.' Indeed, the success of all developmental activities, including those in the fields of elementary and secondary education, will depend upon the quality of university education programmes and their ability to produce the right type of competent men and women trained in various professions, who would be cultivated individuals with a sense of social purpose.

The question is how can such men and women be educated in the universities so that they would provide leadership in all walks of life. What types of institutions are needed to train such young people? What types of instructional and curricular programmes are necessary to achieve these goals? Obviously there cannot be a straight and single answer to these questions. There would be many different ways to attain the above goals. But it is clear that the conventional methods of teaching and learning which have been in vogue in our country can hardly be expected to

deliver the goods. The existing situation in higher education has been aptly described by the Kothari Commission in the following words :

'Over a large area of education, the content and quality are inadequate for our present needs and future requirements, and compare unfavourably with the average standards in other educationally advanced countries... In many of the weaker colleges and universities the teachers teach mechanically and listlessly... The situation with regard to students is no better. Many now come from comparatively or entirely uneducated homes and are ill-prepared at the secondary level to undertake genuine university work; they have little experience of independent study; their curiosity is unquickened and learning for them is mainly a matter of memorization. There is, as a rule, little discussion of intellectual matters with their teachers or fellow students, their main duty is considered to be to attend uninteresting lectures usually given in a language which they understand inadequately.'

Dynamic methods of teaching are required if the individual has to develop the powers of mind and cultivate the right types of moral and intellectual values. Teaching methods in the universities need to be drastically changed.

Similarly the system of evaluation has also to be changed. One of the greatest handicaps of the present system of university education is the lack of opportunity it provides to the student for independent study.

1.3. Self-Study Techniques

The Kothari Commission has recommended the following changes in the existing pattern to vitalize the teaching in universities. According to the Commission, changes are needed on the following lines :

- more flexibility in the courses offered and more freedom of choice to the students
- a marked reduction in the amount of formal instruction and a corresponding increase in tutorial work, discussion groups, seminars and in independent study
- a change in the character of teaching to discourage cramming drastically and to stimulate curiosity, problem solving ability and originality.⁸

It should be remembered that university education is at once different from the earlier stages of education in atleast one respect namely, the expectation from the student to supplement his class room teaching by independent reading. At the elementary or secondary stage of education there is little or no expectation from the student in this respect, but at the university stage, it is quite high. The

Radhakrishnan Commission has recommended the extensive use of tutorials as a self study technique through which ' the learner discovers how to analyse, judge and evaluate'⁹. The Kothari Commission has given the following suggestions regarding these matters :

'With regard to the formal lectures, we suggest that, in the universities and the colleges, the number of formal classroom and laboratory hours should be somewhat reduced. The time thus saved should be devoted to independent study, under the guidance of instructors, to assigned reading, writing of essays, solving of scientific and mathematical problems and small research projects in which the student seeks out and learns to use independently the books and documents he needs. Every effort should be made to challenge and stretch the minds of the students by assigning them more exacting assignments, asking them to solve more difficult problems and providing opportunities for independent study of subjects in which they become especially interested. In addition, the students should be encouraged to do much more general reading than they do at present, both during the academic year and in vacation periods. This highlights the importance of building good libraries, both in universities and in colleges.¹⁰

It is thus observed that great emphasis has been placed on self study methods in the universities by both the Radhakrishnan and Kothari Commissions. If the laudable goals of university education stated earlier are to be attained, self study techniques will have to be used extensively. It is a fact that unfortunately the student is completely unprepared through his school education to undertake self study when he enters the college. He has not developed any of the skills required for self study techniques. But, if it is so, the only remedy is to make up for his loss at the earlier stages of formal education by giving him opportunities to develop the required skills, even at this late hour. It is an undeniable fact that no worthwhile university education programme is complete without a measure of self study as a tool of learning. The many qualities of leadership in all walks of life which are professed to be developed through university education are impossible to be attained without self study techniques and independent use of books and documents. Clear and scientific thinking, critical examination of facts and opinions, unbiased judgement are, but a few qualities which cannot be developed by merely listening to classroom lectures. The list of such qualities is endless. The importance of independent study through the use of books and documents at

the higher education stage is self evident and needs no further elaboration.

1.4. Educational Functions of the Library

The library provides immense opportunities to the students for independent study. Needless to mention that a library has several functions to perform for a variety of users. One of them is its use to students in their self study projects.

Carlyle has rightly said : ' The true university of these days is a collection of books.'¹¹ Indeed we cannot think of a university without a well-developed library. The prominence of many reputed universities is due to their eminent libraries to a great extent. Harvard University is the best example of eminence of a university because of its excellent library.

The educational function of a university library can hardly be over-estimated. In fact, the library occupies a pivotal position among the several university departments and institutions; and their academic pursuits, to a large extent, depend upon, and are influenced by, the library. Paul Buck, the eminent librarian and Director of the Harvard University Library has stated his own credo with respect to the research library in a university as follows :

First, the library is the heart of education. Every educational advance depends upon its resources and, in a large measure, the degree of the advance is proportionate to the potential of the library to respond.... The library has been the heart of the educational process since universities began, when professors had to read books to their students, and today, despite their great laboratories, even scientists must continue to consult books.

Second, methods and fashions in education change from generation to generation, but each generation uses the library as a means of realizing its aims; hence the library remains the great conservator of learning. An investment in a library is a permanent investment, guaranteeing returns for centuries to come.

Third, a quality education is impossible without a quality library. Teaching with text-books means offering the students only a guide book instead of the variation and depth of experience to be found in living books.

Fourth, you cannot have a quality faculty without a quality library.

Fifth, a library is vital to proper exploitation of intellectual resources.

Sixth, the library is essential to the maintenance of the access to ideas, and to the functioning of the untrammelled mind. Thought control will never be successful so long as books are freely and widely available.¹²

The library offers varied services to teachers, post-graduate students and undergraduate students in a university

It is equally important in a arts or science college and a professional school. Every profession ultimately deals with human beings, as objects of service, as associates and as part of the organizations which carry out the professional purposes. The professional school needs books which are instruments of the knowledge of human beings, as well as books which contribute to the techniques of the particular profession.¹³ The colleges of arts and science have one of their basic functions as training the students to be good scholars. Obviously, the same resources and services that are essential for the continued activity of mature scholars are essential also for the development of scholars in training; only among books, only among a wealth of books rightly administered, can a young man gain with any fullness the sense of what scholarship involves, the sense of membership in the timeless throng of scholars, the sense of incipient scholarly achievement.¹⁴

It is thus seen that the library is one of the most important educational agencies. The Radhakrishnan Commission has described the educational function of a university library in these words : ' The library is the heart of all university work; directly so, as regards its research work and indirectly as regards its educational, which derives its life from research work.'¹⁵

1.5. University Libraries in India

Where do the libraries in Indian universities stand when judged by the above mentioned functions of a university library ? Do they fulfill, all or some of the functions of an university library as envisaged by the eminent librarians and educationists whose views are stated above ? It would not be out of place to review briefly the development of university libraries in India.

The first three universities in India were established in 1857 at Calcutta, Bombay and Madras. Libraries were attached to each of these institutions; which were (to use the words of Kothari Commission) ' exotic institutions created in the imitation of the London University. '16

In 1967, there were over 60 universities and almost 2,500 colleges in the country, each supposed to have maintained a library as an integral part of its organizational set-up.¹⁷

Superficially, the statistics on university libraries in India apparently give the impression of an enormous development of academic library service in India. But the pitiable condition of the then academic libraries had been described thus by the Calcutta University Commission in 1917: 'The library is regarded not as essential part of the teaching equipment, but merely as a more or less useless conventional accessory.'¹⁸ About fifty years later, despite

the quantitative growth of university and college libraries, the situation does not appear to have changed much. Prof. Carl M. White, while surveying the Delhi University Library had to repeat the above comments. He has reported : ' The hard fact to be faced is that the University of Delhi inherited an educational tradition which treated the library as a conventional but useless accessory. Had the library by some misfortune been suddenly dropped into Jumna river during the early years, the loss would have been regrettable but I search in vain for any convincing evidence of daily demands upon it by teachers and teaching assignments which would have caused the academic programme, as then conducted, to suffer from the disaster. If the present generation of university teachers have noticeably shifted the library function from the periphery toward the centre of academic work - and they have done so - their revolution is not yet complete.'¹⁹

The current university library scene in India can be described in the words of Prof. N.N. Gidwani, Director of Libraries, Rajasthan University, Jaipur, as follows :

' We have now about sixty university libraries. Their parent bodies spend about 1.5 lakhs (150 thousand) of rupees on each one of them of which a sum of Rs. 50,000 is earmarked for purchase of books and journals. Several of them are housed in their own buildings which are generally more imposing

than functional... On an average an Indian university library has a stock of one lakh volumes. It receives about 750 periodicals... About 80% of the books and journals purchased have their origin abroad and roughly that percentage too would represent acquisitions in English language... The library is not adequately staffed whether qualitatively or quantitatively. This results in poor services to readers all round... The library is conspicuously deficient in non-book materials. There is hardly ever a worth-while collection of micro-prints, gramophone records, slides, tapes, drawings and paintings etc... The functions which an average university library therefore performs are essentially traditional and pedestrian. Books and journals are acquired as a matter of routine, processed and shelved. In some cases readers are given direct access to them. These books are issued on demand which every one accepts is sub-normal. It (the library) lacks an atmosphere of challenging and bubbling enthusiasm where the pursuit of knowledge could be carried on with zest and gusto.... This average of a book stock of 1,00,000 items may appear satisfactory to some but that satisfaction evaporates away when we realise that this figure is inclusive of multiple copies of prescribed textbooks (which too are read sparingly) and other titles highly recommended by teachers.²⁰

The above is a disheartening but realistic picture of university libraries in India today. If the condition of university libraries in India is compared with the libraries of some foreign universities we are simply astonished by the glaring contrast that is observed. The Harvard University Library in U.S.A. is the world's largest university library. It has a stock of 8 million books. The total book resources of all the Indian universities taken together cannot match with this stock. The famous British Universities at Oxford and Cambridge own 3 million and 2.5 million volumes respectively in their general collections alone. In Australia and Canada, a university library normally contains 1 million books in its general resources only.²¹

The American Council on Education has laid down a standard of minimum 1.5 million volumes for a graduate school. The following is the data on some university libraries in U.K. and U.S.A. for the year 1960-61.²²

Table 1: Statistics on University Libraries in U.K. and U.S.A.

Rank Order (Size of the Library)	University	No. of Students	Total Book Stock	Expenditure per Student
	<u>U.K.</u>			
1	Oxford	8,802	2,924,000	£ 46
2	Cambridge	9,019	2,832,000	29
4	Manchester	5,356	624,000	22

(continued)

Table 1 (continued)

Rank Order (Size of the Library)	University	No. of Students	Total Book Stock	Expenditure per Student
6	Glasgow	6,151	530,000	19
24	Exeter	1,559	133,000	17
	<u>U.S.A.</u>			\$
1	Harvard	13,500	6,931,000	367
2	Yale	8,220	4,753,000	242
4	Michigan	25,480	3,050,000	88
6	California (Berkeley)	22,300	2,701,186	161
24	Virginia	13,520	1,155,000	65

It is clear from the above table that we are ^{where} ~~how~~ near the libraries in U.S.A. and U.K with respect to library book-stock or expenditure per student. It is argued that a poor country like India cannot afford such well-stocked libraries. If we aspire to raise our educational standards to the international level, there is no running away from the responsibility of developing the required library facilities in our universities. Actually our university libraries should have a still richer stock of books because the average Indian student is most unlikely to own even a few books, what to speak of his own personal library.

It is clearly seen that the development of the university libraries in India in the post-independence period is due

to the efforts of the University Grants Commission to upgrade, improve and staff new libraries. The U.G.C. has been giving liberal grants to the university libraries to purchase books and construct new buildings for the oncomming libraries. As a result of the liberal grants given by the U.G.C. the expenditure on library in relation to the total expenditure of the university has gone up from 1.88 per cent in 1951-52 to 4.04 per cent in 1960-61.²³ It is, however, still a far cry from the recommendations on library expenditure by the various commissions and enquiry committees appointed from time to time. The Radhakrishnan Commission had suggested about 6.5 per cent of educational budget as reasonable expenditure on libraries. The Kothari Commission has recommended that this could vary from 6.5 per cent to 10 per cent, depending upon the stage of development of each university library. It was also suggested that, as a norm, a university should spend each year about Rs.25 for each student registered and Rs.300 per teacher.²⁴ The report of the Library Committee of the U.G.C. had, in 1965, suggested a still lower formula namely, an expenditure of Rs. 15 per student and Rs.200 per teacher and research fellow.²⁵ How poorly do these figures compare with an American university which can spend \$ 12.96 to \$ 25.10 per student and \$ 270 to \$ 300 per faculty member ?

It would be clear from the following table that the actual conditions of expenditure on university libraries in India is nowhere near even the moderate norms suggested above by the different commissions.²⁶

Table 2: Statistics on University and College Libraries in India

Year	No. of Universities	Enrolment	Total Expenditure on University Education (in crores)	Expenditure on Libraries (in crores)	Expenditure on Libraries (Col.5) as % of Total Expenditure (Col.4)	Per capita Expenditure
1	2	3	4	5	6	7
1950-51	28	3,57,585	14.91	0.40	2.2	11
1951-52	30	4,00,052	22.35	0.43	1.9	10
1952-53	30	5,12,853	25.64	0.45	1.7	9
1953-54	30	5,80,212	28.66	0.44	1.5	8
1954-55	31	6,51,479	31.43	0.55	1.7	9
1955-56	32	7,12,697	36.60	0.65	1.8	9
1956-57	33	7,69,468	41.99	0.70	1.7	9
1957-58	37	8,27,314	47.11	0.70	1.5	9
1958-59	40	9,28,622	54.81	0.82	1.5	9
1959-60	40	9,97,137	64.74	1.49	2.3	15
1960-61	44	9,99,394	76.94	1.71	1.8	17
1961-62	46	9,80,380	82.89	1.91	2.2	19
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Important as the above indices of expenditure per student and per teacher, and the percentage of library expenditure in a library to the total expenditure in a

university are, the ultimate test of a library is its use by those for whom it is meant. Ravindranath Tagore has said : 'Because it has books, it is incumbent on the library to get them read, for then alone it is justified. It is not enough that it passively permits visitors; its invitation should be active. For, as the Sanskrit proverb tells us : Tannashtam yannadiyate, that which is not given is wasted.'²⁷ The use that students and faculty make of the library has been characterized as the ultimate test of its effectiveness by the Commission on Institutions of Higher Education appointed by the Middle States Association of Colleges and Secondary Schools in U.S.A.²⁸ Mr.G.L.Trehan has also called the use of books as the acid test of the functioning of the library.²⁹ The Kothari Commission has emphasized the use of library services in the following words : 'An essential thing about the development plan of a university library is to lay down physical rather than financial targets. Even more important is a proper use of books by students and teachers.'³⁰

The existing condition of the university libraries in India in terms of their use by students is also unsatisfactory. Prof. White has reported that the average number of books used by each student in Delhi University library during 1963-64 and 1964-65 respectively were 8.6

and 7.6. Prof. White is pained to comment: ' Are we to conclude that, with a book collection of over 1,60,000 volumes, which is steadily being further enriched, the academic work of the average member (of the Delhi University Library) is so organized that he needs to call for no more than two books a month ?³¹ It is obvious that the average of two books a month quoted by Prof. White includes the books issued to teachers in addition to the students. Though the data for library use is not available for the other university libraries in India, there is no reason to believe that library use measured in terms of books issued on an average to students and teachers would be significantly different from the figures given for Delhi University Library by Prof. White. The possibility is of coming across even lower averages for some other university libraries. How do we compare with university libraries abroad in this respect ? Dr. Harvie Branscomb, the then Director of Libraries at Duke University, had made a study on behalf of the Association of American Colleges of how much use undergraduate students made of their libraries. Among his findings were these : books issued annually to 20,000 undergraduate students in 51 colleges from the general collection - that is, books which students were not required to read - averaged 10.2

to 13.8 books for each student; while books issued to 6,333 undergraduate students in 12 colleges with reserved book collections averaged 51.5 to 60.8 for each student. Combining free reading and required reading to correspond to the picture in India (Delhi University Library) the books issued to each undergraduate averaged 61.7 to 74.6³². These figures are for undergraduate students only. It should be remembered that the averages would be substantially higher if the data for books issued to post-graduate students is included in computation of these average figures. Even these comparatively high average figures (in comparison to those reported by Prof. White for Delhi University Library) are adversely commented upon by Dr. Branscomb. He concludes :

It seems clear enough that undergraduates do not make very much use of the college or university book collection, not nearly so much as is ordinarily assumed. The fact is obscured first by total circulation figures which in practically every institution include the borrowings of every body in the neighbourhood, and by the presence in each institution of a small percentage of students who borrow a large number of books, some of them an amazing number. Since undergraduate use of the library is predominantly for curricula purposes, the above statement

can be restated as follows : it seems evident that college faculties are making only a very limited use of the library in their teaching work.³³

Many reasons can be advanced for the low library use figures in university libraries in India. According to Mr.N.N.Gidwani :

'Failure to use the library is due to the cumulative emphasis being placed on the final examination coupled with the vanishing mastery of language skills. This has resulted in wide spread proliferation of cheap guides in a great majority of subjects. These help books are now available for even the post-graduate examinations. Students, therefore, do very little outside reading during the year and cram successfully for the final examination. Every thing is based on their performance at this point and most of the answers are memorised in advance and reproduced verbatim with highly rewarding results.

One is, therefore, not surprised to hear a veteran librarian of a century old university, telling us, that 90% of the book stock in the university library remains unused.

The problems of apathy by teachers and examination centred approach to study are further complicated by another

staggering problem of sheer number and expanding enrolment that confronts every university. Since a non-diversified curriculum has not yet been put into practice, teaching has become an impersonal formulation of rigid precepts drilled into the minds of passive students. Teachers prefer to act as 'oracles' from whom all knowledge spouts forth and therefore do not encourage independent reading. The need of going to the library, therefore, does not arise.³⁴

Almost two third of the book collections in university libraries in India are in English language, Dr.C.D.Deshmukh has truly observed : ' In many a place the student is afraid to look at an English book in the face, although in old days he was not afraid to look an English man in the face, which is a curious result of the advent of Independence.'³⁵ No serious effort appears to have been made to transfer the bulk of knowledge, which is available at present only in English, into the regional languages. The mediums of instruction in the universities have been changed, and are being changed, from English to the regional languages or Hindi without any thought to the transfer of knowledge from English to regional languages. The whole issue has become very complex with the political overtones completely denying any opportunity to consider the issue academically and scientifically. Our leaders' ignoring the necessity of establishing direct contact between the minds of the scholars

of the world with those of our own scholars (who are to transfer the fruits of human knowledge to Indian youths now and later) is bound to prove ruinous. Pandit Nehru regarded English as ' the major window for us to the outside world ' and his successors are closing that very window checking the flow of fresh air to our minds and souls.³⁶ Every commission that has enquired into the problems of higher education in India has recommended the study of English in some form or the other by students in such institutions. The Kothari Commission has strongly emphasized that their recommendation regarding the use of regional languages as mediums of instruction in universities should not be interpreted as elimination of English. According to the Commission, ' English as an important 'library language' would play a vital role in higher education. No student should be considered as qualified for a degree, in particular, a Master's degree, unless he has acquired a reasonable proficiency in English (or some other library language.)³⁷ Despite all such pious suggestions and recommendations, the drift continues and very soon the libraries would be nothing more than museums for a vast majority of students in India.

Another reason for the poor use of university libraries in India is the defective and ill-planned buildings in which

they are housed. Rarely, if at all, librarians have been consulted by architects while designing library buildings. The Ranganathan Committee (Library Committee appointed by U.G.C.) has emphatically stated :

'So far as the external treatment, the elevation and the sections are concerned, full weight may be given to the 'monumental'. But in regard to the inner lay-out and the utilisation of inner space, it should be absolutely functional. It must be remembered that the inside of a library is a silent intellectual workshop, into which no sightseers will be allowed... Therefore, the inner architectural feature should be designed so as to secure comfort and quiet to the readers, without any eye to impress on tourist traffic. The overlooking of this principle reduced library service to a mockery in a university library.³⁸ Our university library buildings are everything but functional. As early as 1957, Prof. A.L. McNeal had surveyed many of these library buildings in their initial stages of planning and construction. He has commented: ' Many of the new buildings are being designed by architects who are not experienced in library plans and buildings, without any consideration of the librarian. This is attributable in some measure to the status of librarian in India... Buildings themselves are often so designed and arranged that modern library service is impossible.'³⁹ The

eminent librarian Kesavan has very realistically concluded :
 'there has been a uniform failure in quality as far as the expenditure on buildings is concerned. And this is most surprising, considering that the U.G.C. is supposed to have associated library experts and architects in the planning of these buildings. '40

And finally the library staff. What have the library personnel done to attract the potential reader to the library and encourage him to use the resources of the library more and more? Most of the university libraries in India are not adequately staffed by professionals. The librarian is usually a professor or some other faculty member acting as 'officer in-charge'. Mostly untrained attendants come in contact with the readers who require the help of professionally trained persons in the stacks or in other sections of the library. Rarely, if at all, new books or journals are properly publicized to bring them to the attention of readers. There is hardly any programme worth the name to orient or train the readers in library procedures, such as using catalogues, searching required material in reference section and so on. The U.G.C. Library Committee of 1958 has stated the following three duties of the library staff in university libraries :

- (i) Duty to research staff, that is making themselves familiar with wave front of knowledge in which research is in progress in the university ; analyzing the current periodicals and feeding nascent thought to researchers etc.
- (ii) Duty to teachers and students, that is to be in close touch with the progress of the work in class-room and to plan course of book-studies for students, coordinating the demands with availability of the resources required for studies.
- (iii) Duty to library collection, that is specializing in subject bibliography, keeping an eye over the world of books for developing a balanced collection with teachers.⁴¹

There is hardly any library in our universities which is even attempting to offer the services mentioned above. There is no use blaming the library-staff, because mostly it is ill paid and does not enjoy equality of status with other faculty members. Their task is becoming increasingly difficult day by day by the increasing number of students entering the universities on the one hand and the 'knowledge explosion' in the form of large number of publications on the other. It is estimated that more than 2000 pages of text books, newspapers, books etc. are being produced every sixty seconds of the 24 hour day.⁴² Even if a few of these publications are acquired by a library the task of making them available to the readers is gigantic.

This then is the picture of university libraries in India today. Major developments have taken place during the last twenty years or so, largely due to the efforts of the U.G.C. But, we have still to go a long way to attain the minimum standards of library resources and services in comparison to the university libraries of some of the advanced countries.

It is in such conditions that the teachers and students work in our universities today. Obviously, standards differ from place to place and institution to institution. There are a few honourable exceptions to what has been stated above.

1.6. The Problem

An attempt has been made in this study to investigate the educational functions of a university library. A basic assumption held by librarians is that the library is an educational agency. As early as 1879, W.E. Foster discussed the desirability and necessity of co-operation between the school and the library in the following words:

Such co-operation is eminently fitting. The purposes of the two (the school and the public library) are to some extent identical; both aim to supply needed information and instruction, both have in view the

training and developing of the intellect; from both may be derived definite opportunities of culture. The school has the advantage in point of frequency and regularity with which its influence is communicated; the library surpasses it in the length of time for which the influence is executed. The school excels in the systematic manner in which the pupils are reached; while the library, with its more elastic organization, gives more scope to individuality on the part of the reader or pupil.⁴³

In 1943, Louis Round Wilson expressed the same assumption in the 'introduction' to the 42nd Yearbook of the National Society for the Study of Education as follows :

The library is thought of as a functional unit of the school or society rather than as a place for a collection of books. Library materials are conceived of as materials of instruction and not merely as books or periodicals...⁴⁴

The educational functions of libraries have been investigated by many people from Dewey in 1888 to a number of studies in the recent past. There are many studies and articles describing the educational functions of the library. Rossoff regards the school library 'as the most fruitful resource in the enrichment of instruction, which in recent years has been revolutionized from a storehouse of books to a laboratory for learning.'⁴⁵

It has further been assumed that use of libraries by students contributes to their formal education. A number of studies have tried to investigate the contribution of availability and use of library materials and services towards the academic success of students. A number of other studies, dealing with factors which influence academic success of students, have also considered library use as one of them.

An attempt has been made in the present study to find out the effect of library use on academic achievement of post-graduate students in the M.S. University of Baroda. The underlying assumption is two fold. Firstly, it is attempted to measure quantitatively the use of library services by the students and secondly, to find out its influence, if any, on academic achievement using appropriate statistical techniques.

The M.S. University of Baroda was established in 1949. It is a teaching and residential university. The various teaching departments are organised in the following faculties: Arts, Science, Education and Psychology, Commerce, Medicine, Technology and Engineering, Fine Arts, Home Science, Social Work and Law. Some other constituent institutions under the management of the University are the Preparatory Units (Arts and Commerce, and Science); M.K.Amin Arts and Science College and College of Commerce, Padra; College of Indian

Music, Dance and Dramatics: Sanskrit Mahavidyalaya; Polytechnic; Oriental Institute; and the University Experimental High School. Amongst the Constituent Faculties only the Faculty of Medicine (Medical College) is managed by the Government of Gujarat.

The student enrolment in the University has risen from 2,962 in 1949, when the University was started, to 14,386 in 1968-69, the year in which the present study was undertaken. The number of post-graduate students increased from 131 to 1,359 during these nineteen years, registering an increase of 351.7 percent.⁴⁶ The total number of teachers in the faculties and institutions of the University during 1968-69 was 856 as against the total student enrolment of 14,386. This gives an over-all teacher-student ratio of 1 : 16.8.⁴⁷ During 1968-69, 19.7 percent or 2,837 students were residing in the hostels.⁴⁸ Health service facilities and medical treatment is provided to students through the University Health Centre.

The main library on the campus is known as Smt. Hansa Mehta (University) Library. It is housed in a well-designed and spacious building and caters to the needs of staff and students of most of the faculties and institutions on the main campus. The Faculties of Technology and Engineering, Medicine and Social Work have their own

libraries and so also the Polytechnic. The Hansa Mehta library had a stock of 2,66,769 volumes (books, bound volumes of periodicals, pamphlets, manuscripts, maps and charts etc.) and it subscribed 970 periodicals and scholarly journals during 1968-69.⁴⁹ Open access to the stacks is allowed to post-graduate and final year degree course students. The library remains open from 8-00 a.m. to 10.00 p.m. during the academic year.

This study attempts to investigate the influence of the use of available library services in the Hansa Mehta Library on the academic achievement of post-graduate students in the M.S. University of Baroda. The study has been carried out on the post-graduate students in the Faculties of Arts, Science and Education (Faculty of Education and Psychology has been referred as the Faculty of Education for brevity in this report). Specifically, the following hypothesis is tested : There is no significant effect of the use of available library services on the academic achievement of post-graduate students in the Faculties of Arts, Science and Education in the M.S. University of Baroda.

1.7. Importance of the Study

It would be interesting to study the educational contribution of library to formal education of students. The contribution of Hansa Mehta Library to the formal education of

its student users needs to be investigated. It is necessary to survey the use of the materials and services of this library by the post-graduate students in the University and to find out if there is any effect of this library use on their academic achievement. It is also important to study the kind and degree of the self-study and independent study techniques used by students and teachers in the post-graduate instructional programmes in this University. At a time, when the academic community is expressing its all-round concern for the falling standards in all spheres of education, it would be worthwhile to study the problem of the use and efficacy of ^{use} of library services by the students, and examine if library reading, or the lack of it, is in any way related to the decline of educational standards. It is hoped that both the teachers and administrators in the M.S. University of Baroda, would be interested in a study, which investigates the patterns of library use on the one hand and instructional programmes on the other, and tries to find out the effect of the former on the latter, as expressed by the academic success of students.

Many studies on library use and its effectiveness have been done in some of the developed countries, especially U.S.A. It would be interesting to study the problem of

library use and its effectiveness, as measured by academic achievement of students, in the Indian context. A teaching-cum-residential university like the M.S. University of Baroda with well-developed library facilities on the campus is eminently suited for taking up such a study of library use and its effectiveness.

1.8. Organization of the Thesis

The whole study is reported in three sections. Section I, deals with introductory remarks, including a critical examination of the importance of library and its use in higher education and the relevant recommendations of the different commissions of enquiry in the field of education in India, which have been discussed in the first chapter. This chapter also discusses the growth and development of university libraries in India, particularly during the post-independence period and some of their important problems. The second chapter in Section I, is devoted to a critical review of related studies, namely, libraries, their use and effectiveness in India and some other countries. Section II, which includes chapters 3 and 4, is devoted to the design of study and collection of data. The third chapter is devoted to the discussion of the design employed in the study and the statistical procedures used in it. The fourth chapter is devoted to the nature of the

sample, construction and selection of tools used in data collection and reporting the data collected for the different variables. Statistical summary of results and interpretations, conclusions and implications are discussed in Section III, which includes chapters five and six. The fifth chapter is devoted to a discussion of the statistical techniques used and reporting the statistical findings and their interpretations. The last chapter includes a brief summary of the report, and certain conclusions and implications based upon the findings. The sixth chapter also includes a few suggestions for improvement of library use as well as some suggestions for further research in this area.

Limitations of the Investigation

It is necessary to state the limitations of the study, which are five-fold. They are related to the sample, scope of research, its purpose, the tools of measurement and the criterion of academic achievement.

The subjects of this study were all from the Sr.M.A., M.Sc. Final and B.Ed. classes of the Faculties of Arts, Science and Education in the M.S. University of Baroda during the academic year 1968-69. The scope of the study and its purpose was limited to finding out the effect of library use

on academic achievement of post-graduate students, as measured by certain observable characteristics. Limitations are also imposed with respect to the tools of measurement employed. Library use has been measured in quantitative terms in this study, a practice which is open to challenge. Similarly level of intelligence and socio-economic status have been measured by the available tools. Lastly, examination marks have been used as a measure of academic achievement in this study. It is known that examination marks are often unreliable, invalid and incomplete measures of academic success. However, the examination marks are used as a measure of academic achievement because of the non-availability of any other substitute measure, and the feeling that they are still the most serviceable criterion of college success or failure.

The findings of this study can be interpreted and implications drawn from it, only within the limitations cited above.

1.9. Summary

University education has been assigned the difficult role of providing the right kind of leadership in all walks of life by producing competent men and women for the different professions. Great stress has been laid by the Radhakrishnan and Kothari Commissions on the use of self-study.

techniques at the university education stage to attain the above objectives. Extensive use of library materials and services is recommended by both the commissions, and several eminent educators, in the instructional programmes of universities and colleges. Educational functions of the library have been emphasized time and again. The library has been termed as the heart of educational programmes in a university. It is also assumed that use of libraries by students contributes to their formal education.

The present conditions of university libraries in India are far from satisfactory. Most of the libraries are deficient in the required books and other materials when compared to similar libraries abroad. Students and teachers appear to be making a very poor use of university libraries in the country.

The present study is an attempt to find out the effect of library use on the academic achievement of post-graduate students in the M.S. University of Baroda.

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