

University libraries in India since independence and their march towards globalising the library services

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ABSTRACT

Inadequate information resources, poor infrastructure facilities, outdated techniques and methods, rigid mindsets, unwillingness of accepting ICT tools, etc. have been major lacunae made responsible for the slow growth and development of university libraries in India. In fact, ICT has changed the sole perception of libraries and has been instrumental in handling and providing the information to the users to feed their information hunger. This paper presents a general review and survey of current development areas in the university libraries in India. This is an effort to trace the landmarks of university libraries in India since independence and to outline the emerging trends and developments taking place in academic libraries thereby globalising the library services. Also, advocate the need for adopting marketing strategies for the promotion of LIS products and services so that the problem of underutilisation of information resources of the libraries can be solved and they can also justify the huge money being spent on the acquirement of information resources. This study reveals that the academic libraries of India have gradually started to accept and use Internet resources and other electronic resources-viz-a-viz subject gateways, networks and consortia. The creation and development of library websites, creation of digital information resources, subscription of e-journals, marketing of information products and services, outsourcing, flexi-workforce, knowledge management, total quality management and participative management are becoming the identifiable features of the present day Indian academic libraries.

Keyword(s): India; Information; Communication technologies; Marketing; College libraries; University Libraries; Academic Libraries; University Grants Commission (UGC); Library Consortium

INTRODUCTION

During the ancient period, India was considered as touch bearer in higher education and librarianship world wide. The higher education system in India during the regime of Taxila and Nalanda Universities and their libraries were world famous and people were coming to get higher education in India from several parts of the world. It is a fact that during medieval period no significant and landmark event could be cited to prove the growth and development of higher education in India, perhaps, due to political troubles the powerful empires and kingdoms of Indian rulers fell one by one resulted into the decline of higher education as well as library system. About two hundred years rule on India by the British

despite of many committees and commissions set up for the development of higher education in India, no significant development is found to be quoted and the status of higher education in the country is well understood during their regime with the fact that there had been only 18 universities in India at the time of independence i.e. 15th August, 1947. The growth and development of higher education as well as libraries is witnessed considerably only after India got freedom. In fact, the post-independence era, is known for tremendous acceleration and expansion of higher education in India. Number of schools, colleges, universities and institutes of higher learning has immensely increased. Recently, there has been rethinking and some shift in our education policy and planning to meet the country's' emerging socio-economic challenges to be compete globally for which the imperativeness of library services at par with global standards is felt and necessary steps were taken to achieve this standard.

University Libraries

The university library is the heart of a university. Dr. Shankar Dayal Sharma, President, while inaugurating the Eighth World Book Fair, on February 5, 1988, in New Delhi, said, "A library is more important than a university because a library can function without a university whereas a university cannot function without a library (<http://www.knowledgecommission.gov.in/recommendations/libraries.asp>)". Lenin as cited in Bhatt (1995), emphasizing the importance of libraries and said that "without libraries and without an efficient use of books by readers there can be no cultural revolution". The library is the heart of a University actively performs the activities related to learning and teaching, research and generation of new knowledge, dissemination of research results and conservation of knowledge and ideas along with the extension of services. The objectives and functions of a university are (Indira Gandhi National Open University, 1999):

- 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.

The university libraries in ICT environment are the integrated library system. They are having web-based information resources organized by using meta-data, providing resource links etc. They are providing print collection plus online databases along with the document delivery through their extensive e-resources and provides access to information from the remote places using wireless technology. In order to keep update and well informed, they organize information literacy programmes and arrange hands-on learning sessions. Emphasis is given to library consortium based subscription of e-journals and ensures the print outs delivery to the readers for any relevant information accessed by them using the e-journals or other electronic databases.

INDIA'S UNIVERSITY LIBRARIES SINCE INDEPENDENCE

At present India has 430 universities of different categories and 20,000 colleges of various types catering to the study and needs of around 110 lakh students and 5 lakh teachers (Tikekar, 2009). This progress is spectacular particularly, when we compare the status of present day universities,

colleges, students and teachers with those on the eve of our freedom in 1947. At the time of our independence, India had 18 universities, and 600 colleges.

Radhakrishnan Commission (1948-49)

In fact actual process for the development of the university libraries in India can be said to have been set in motion with the appointment of the University Education Commission (1949) presided over by Dr. S. Radhakrishnan and its recommendations, such as, annual grants, open access system, working hours, organization of the library, staff, steps to make students book conscious and the need to give grants to teachers to buy books. In addition, the annual grant for these libraries was not sufficient. Therefore, the Commission recommended that at least 6% of the total budget of each academic institution should be set aside for the library. Only then will the condition of these libraries will improve (Subramanyan, 2001). It added that if institutions were not willing to allocate 6% of their budget to libraries, they should spend Rs.40 per student enrolled. The Commission also suggested that more attention should be paid to improve the reference services in the university libraries. Therefore, "documentation and bibliographical services must be developed in order to promote research among the faculty and students, make libraries proper centres for research activities, and to raise the standards of services. As far as the library staff is concerned, the Commission was of the view that it is very important to have well-qualified staff, including the Director, in order to provide excellent service in any library. The Director's qualifications must include Ph.D. in Library Science and he must have the rank and salary of a professor, capabilities of organization and management, and should have full powers of an administrator to run the library effectively (University Education Commission, 1949).

Ranganathan's Committee (1957)

The most comprehensive and significant document on the university and college libraries is the Report of the UGC library committee, chaired by Ranganathan. The Report was published by the University Grants Commission in 1959 entitled 'University and College Libraries.' It was perhaps the first attempt by any Library Committee in India to systematically survey the academic libraries on a national basis, and it was also the first time that the government of India had decided to seek advice from a professional librarian regarding academic libraries. The committee was to advice the UGC on the standards of libraries, building, pay scales, and library training. Some of the recommendations of the Committee included the provision that the UGC and the State Government should help the college and the university libraries in the collection development of both books and periodicals. The formula suggested by the committee was that funds be given "at the rate of Rs. 15 per enrolled student and Rs. 200 per teacher and research fellow. There should also be special initial library grants in the case of a new university and of a new department in an existing university, a similar scale should be followed for the college libraries (India University Education Commission, 1959). The Committee added that the status and the salary of the library staff should be the same as that of the teaching and research staff, i.e., Professor, Reader, and lecturer etc. The recommendations of the committee had a far-reaching effect on the development of the university libraries later. They had not only provided a framework to the UGC to implement its grants-in-aid programmes but also given to the university authorities important guidelines.

Kothari Commission (1964-66)

The Education Commission under the Chairmanship of Dr. D. S. Kothari (1964-66) marked another important stage in the history of university libraries in India. The Commission devoted considerable attention to the development of the university libraries and made suitable recommendations on the following points: (i) norms for financial support; (ii) long range planning for library development; (iii) the need for the establishment of a well equipped library before the starting of a university, college, or department; (iv) suitable phasing over of the library grants; (v) encouraging the students in the use of books; (vi) inter-disciplinary communication; and (vii) documentation service in libraries etc. The Education Commission had also addressed itself to the role of libraries in adult education and recommended establishment of a network of public libraries. It wanted the school libraries to be integrated with public libraries for purposes of the adult education programmes. The Report, submitted by Dr. D. S. Kothari, on June 29, 1966, emphatically pointed out that "nothing can be more damaging than to ignore its library and to give it a low priority. No new college, university or department should be opened unless adequate number of books in the library are provided."¹⁰ The Commission was shocked to note that the recommendations of the Radhakrishnan Commission had not been fully implemented, for only four universities in India has spent 5% or more of their budget on books and periodicals acquisitions, though the 1948's Commission has suggested that 6% of the total budget be spent on libraries. Other universities had spent less than five per cent of their budget on libraries, "Surprisingly enough there are five universities which spent even less than one per cent of the total budget on the libraries (Sharma, 1966). It was clear proof that the university libraries in India were not functioning properly to fulfill the needs of higher education. The Kothari Commission recommended that a long range plan for library development should be drawn up for each academic institution taking into consideration anticipated increase in enrolment, introduction of new subjects and research needs etc., and documentation service be encouraged in libraries, and documentation experts be appointed to help researchers and do indexing and abstracting (Education and National Development, 1971). It was further recommended that the book selection should be oriented towards supporting instruction and research. The library should "provide resources necessary for research in fields of special interest to the university; provide library facilities and services necessary for the success of all formal programmes of instruction". Monetary guidelines were also suggested by the Commission. "As a norm, a university should spend each year about Rs.25 per student registered and Rs.300 per teacher [of the total budget] depending on the stage of development of each university library". It was also suggested that "the foreign exchange needed for university and college libraries should be allowed separately to the UGC".

PARADIGM CHANGES

A close look at the whole scenario of the University libraries in India since independence, it is found that there are three paradigm shifts in the status of the academic libraries in India, which are the result of global changes, advent and development of Information and Communication Technology, and changing information needs and behaviour of the users especially looking to have the information in the multi-disciplinary nature and multi-lingual. The first change is the shift from paper to electronic media as the most desirable form of information storage and retrieval linked to the convergence of text, graphics and sound into multimedia resources. The second change is related to the financial crunch thereby resulting into the decreasing acquisition capacity of the information resources of the university

libraries and increasing demand for information of the users resulting into the performance measurement, bench marking and continuous improvement. The third change is the result of the new forms of work environment such as teamwork, job sharing, tele-work, outsourcing, staff downsizing and re-engineering, among others. These developments have necessitated the acquirement and development of new skills in librarianship along with the adequate knowledge of the use of ICT tools.

TOWARDS GLOBLISING LIBRARY SERVICES

There are several efforts being made by the university libraries in India to modernize and globalize library services. The role of Information Library Network (INFLIBNET), UGC Infonet Digital Library Consortium, recommendations made by the National Knowledge Commission of India, and very recently the recommendations made by the satellite group of the International Conference on Academic Libraries (ICAL) 2009 are noteworthy to be discussed in this regard.

INFLIBNET

One of the most remarkable and identifiable development in the history of higher education and libraries was the foundation of the INFLIBNET in 1991. Information and Library Network (INFLIBNET) Centre is an autonomous Inter-University Centre of the UGC of India. It is a major National Programme initiated by the UGC in 1991 with its Head Quarters at Gujarat University Campus, Ahmedabad. Initially started as a project under the IUCAA, it became an independent Inter-University Centre in 1966 (<http://www.inflibnet.ac.in>). Its objectives are (Chakravarty and Singh, 2005):

- To promote and establish communication facilities to improve capability in information transfer and access, that provide support to scholarship, learning, research and academic pursuit through cooperation and involvement of agencies concerned
- To establish INFLIBNET: Information and Library Network a computer communication network for linking libraries and information centres in universities, deemed to be universities, colleges, UGC information centres, institutions of national importance and R&D institutions, etc. avoiding duplication of efforts.

INFLIBNET performs following major activities (Bavakutty and Azeez, 2006):

- Provides grants to universities to automate the libraries, establishing the network facilities and create an information technology environment
- Developed and distributed Software for University Libraries (SOUL) which is integrated user-friendly library management software. The latest version of the software is 2.0 which is competent to operate with the latest technologies and international standards such as MARC21, Unicode based and NCIP 2.0 based protocols for electronic surveillance and control
- Indian Catalogue of University Libraries in India (IndCat) is Online Library Catalogue of books, theses and journals available in major university libraries in India which provides bibliographic description, location of the material in all subjects available in more than 112 university libraries. Thus, IndCat has over 10 million bibliographical records of books from more than 113 universities. In addition, the database of theses, expert databases, project databases and SEWAK-OFFLINE database access facilities are also extended to the libraries of higher learning institutions
- To enhance the skills of university library staff for implementation of INFLIBNET programme, it conducts training programme for library staff, on-site training for

member library staff, training on SOUL software, holding CALIBER convention every year and workshops for senior level staff of the university libraries are conducted

- It has brought out a document entitled 'INFLIBNET Standards and Guideline for Data Capturing' prepared by a task force of experts based on Common Communication Format (CCF).

UGC-INFONET Digital Library Consortium

UGC-INFONET is an innovative project launched by UGC to facilitate scholarly e-resources to Indian academies through joint partnership of UGC, INFLIBNET and ERNET. This includes interlinking of Universities and colleges in the country electronically with a view to achieve maximum efficiency through Internet enabled teaching, learning and governance. The UGC-Infonet is overlaid on ERNET infrastructure in manner so as to provide assured quality of service and optimum utilization of bandwidth resources. The network will be run and managed by ERNET India. The project is funded by UGC with 100% capital investment and Another very important and significant landmark in the history of higher education and development of libraries in India is the establishment of "UGC-INFONET DIGITAL LIBRARY CONSORTIUM" by the UGC on the concluding day of its Golden jubilee celebrations by his Excellency the then President of India, Dr. A.P.J Abdul Kalam at Vigyan Bhawan on 28th December 2003.

UGC and ERNET India have signed the necessary MoU for this purpose. A joint technical and tariff committee, has been setup to guide and monitor the design, implementation and operations of UGC-INFONET. Information for Library Network (INFLIBNET) an autonomous Inter-University Centre of UGC, is the nodal agency for coordination and facilitation of the linkage between ERNET and the Universities. Under this programme, information and communication technologies (ICT) and internet is used to transform learning environment from a mono-dimensional one to a multidimensional one. This was created to help and benefit more than 310 universities and about 14,000 colleges affiliated with these universities and approximately 10 million students with the e-journals, thus, is a boon to higher education system in many ways (<http://www.inflibnet.ac.in/UGC-InfoNet/ugcinfonet.html#5>). The UGC-Infonet digital Library consortium has the following objectives (Bhatt, 2006):

- To subscribe electronic resources for the members of the consortium at highly discounted rates of subscription and with the best terms and conditions
- Promote the rational use of funds
- Guarantee local storage of the information acquired for continuous use by present and future users
- To impart training to the users, librarians research scholar and faculty members of the institutions on the electronic resources with an aim to optimize the usage of the electronic resources
- To have more interaction amongst the member libraries
- To increase the research productivity of the institutions in terms of quality and quantity of publications
- Strategic alliance with institutions that have common interests resulting reduced information cost and improved resource sharing.

UGC-INFONET Digital Library Consortium provides the following full-text and bibliographic databases:

- American Chemical Society <http://www.pubs.acs.org/>
- American Institute of Physics <http://www.aip.org/>

- American Physical Society <http://www.aps.org/>
- Annual Reviews <http://arjournals.annualreviews.org>
- Blackwell <http://www.blackwell-synergy.com/>
- Cambridge University Press <http://journals.cambridge.org/>
- Elsevier Science – Life Sciences <http://www.sciencedirect.com/>
- Emerald Library and Information Science <http://www.emeraldinsight.com/>
- Encyclopedia Britannica <http://search.eb.com/>
- Ingenta Portal (only to 28 universities) <http://www.gateway.ingenta.com/>
- Institute of Physics <http://www.iop.org/EJ/>
- J-Gate Portal (only to 28 universities) <http://www.jgate.informindia.co.in/>
- JSTOR <http://www.jstor.org/>
- Kluwer Academic & Springer Link <http://www.springerlink.com/>
- MatcScinet (login & PW) <http://web5.silverplatter.com/webspirs/start.ws>
- Nature <http://www.nature.com/>
- Portland Press <http://www.portlandpress.com>
- Project Muse <http://muse.jhu.edu/journals/>
- Science Online <http://www.scienceonline.org/>
- Taylor and Francis <http://journalsonline.tandf.co.uk>
- Oxford University Press <http://www.oxfordjournals.org/>

Bibliographic Databases

- Royal Society of Chemistry <http://www.rsc.org/> - It provides six databases
- Chemical Abstracts Service <http://www.stnweb.cas.org/> - It provides one database
- Biological Abstracts Service <http://web5.silverplatter.com/> - It provides one database

National Knowledge Commission

The National Knowledge Commission set up by the Government of India on 13th June 2005 with a time-frame of three years, from 2nd October 2005 to 2nd October 2008. As a high-level advisory body to the Prime Minister of India, the National Knowledge Commission has been given a mandate to guide policy and direct reforms, focusing on certain key areas such as education, science and technology, agriculture, industry, e-governance etc. Easy access to knowledge, creation and preservation of knowledge systems, dissemination of knowledge and better knowledge services are core concerns of the commission (<http://www.knowledgecommission.gov.in/about/default.asp>). The Commission envisaged the future road map for the growth and development of academic libraries by imbibing core issues such as, set up a national commission on libraries, prepare a national census of all libraries, revamp LIS education, training and research facilities, re-assess staffing of libraries, set up a central library fund, modernize library management, encourage greater community participation in library management, promote information communication technology applications in all libraries, facilitate donation and maintenance of private collections, and encourage public private partnerships in LIS development, etc. (<http://www.knowledgecommission.gov.in/recommendations/libraries.asp>). In this context, the conference recognized that the long era of secluded, stand alone libraries is now over and also recognized that things happen differently with togetherness. The future of academic libraries therefore lies in their coming together with a view to collaborate in managing their functions, operations, and services from a common platform, building and sharing common resources, and exploring and executing future programmes and activities of common interest. It is from such a common pool of resources that academic libraries could think and hope of adding value to the academic enterprise.

21st Century University Libraries in India vis-à-vis ICAL-2009

The futuristic academic libraries in the higher education system must globalize if they want to add value to the academic enterprise, concluded the recently held International Conference on Academic Libraries (ICAL) 2009. The academic libraries in India and other developing countries are at least a decade behind their counterparts in the developed countries. The ICAL 2009 which was specifically called to reposition academic libraries as the next generation libraries, recommended 'globalizing academic libraries' in the network environment. The new model proposed by the conference in essence envisages collaboration between libraries at local, state, national, and global level on all library dimensions, for instance performing library functions of resource building, cataloguing, and back end operations at consortia level and not at client level. Technologically, the new model envisages integration of all participating university libraries in open systems environment for facilitating management of library operations, functions and services at consortia level, and building common resources for sharing and access. The pre-requisites of the new model include setting up of a major centralized facility equipped with the state of the art ICT infrastructure at the consortia level offering online avenues for managing library functions. This sort of new set up would essentially be helping client libraries relieving them of the hassles and burden of managing local library management systems as well as obviating the need to undertaking capital intensive and time consuming activity of building cataloguing databases at local level. In the context of recommendation of the National Knowledge Commission to expand the number of universities in India from 475 as at present to 1500 in near future, the new model is considered highly relevant in terms of economy and performance, in offering low-end investment options in the ICT infrastructure at client level, in offering academic community access not only to local resources but to resources of all other university libraries as well, and in addition opening up new opportunities for libraries to play more effective, strategic and educational roles to add value to the academic enterprise.

The ICAL 2009 therefore gave a call for '*globalizing academic libraries*' in the network environment as the academic library vision for 2020. Given the challenges on how to develop academic libraries as the next generation libraries and on how to enable them to cope with imminent expansion planned in the higher education sector (as per the National Knowledge Commission recommendation) from 475 to 1500 universities in near future.

The ICAL 2009 call for globalizing academic libraries is very timely and relevant. The globalized academic libraries is to be seen as another but different library model that advocates futuristic library development based on collaboration between libraries at local, state, national, and global level and on all dimensions of academic library activity. The new model promises to offer several inherent advantages over the current library model such as strategic, operational, and economic on the following lines (ICAL, 2009):

- Enabling utmost economy and performance in the library operations at the client level
- Enabling libraries to build common resources at the consortia level as opposed to current practice of building resources at client level in the distributed environment,
- Enabling libraries to go in for minimal ICT infrastructure at client level compared to high end requirements mandated as at present
- Enabling access not only to local resources but also to resources distributed across university libraries
- Enabling professional staff sufficient opportunities to develop expertise in core library and information science areas and not be bogged down with the requirements to necessarily develop high end expertise in the ICT

- Enabling libraries to play strategic and educational roles in order to add value to the academic enterprise

The ICAL 2009 proposed eleven points for making the Roadmap for Globalizing Academic Libraries as the following:

- To ascertain the strengths and weakness of libraries under the central and state universities in India in the form of a status report
- To identify alternate modes of managing traditional library functions in the global academic library mode
- To identify the new dimensions that could be added to academic library services by exploiting common pool of resources
- To identify the strategic and educational roles that libraries and librarians could play to add value to academic enterprise and in the knowledge society
- To undertake new initiatives such as building digital resources of indigenous knowledge of unique character
- To formulate ICT plan for systematic development of futuristic global academic libraries
- To formulate plans for ensuring quality and standards in the functioning and performance of futuristic global academic libraries
- To encourage international collaboration on all library fronts for bringing about qualitative change in the functioning and performance of futuristic global academic libraries
- To identify and formulate appropriate policies, programmes, and systems for ICT integration at library client level and consortia level
- To identify the priority areas for talent development and formulating talent development plans for the purpose
- To evolve suitable strategies for change management, library advocacy and marketing essentially with a view to change the public image of the academic libraries

The present day India's academic libraries have many significant features helping them to globalize their library services. Riding on the wheels of INFLIBNET and UGC-Infonet Digital Library Consortium, they are moving towards the integrated library system i.e. interfaces customized for the patron with visualized searching, multi-media resources. Developing efficient and effective knowledge management tools that are capable of recognizing the patron and quickly adapt and respond to the patron's new questions and needs. There is a paradigm shift in the policy of collections development and considerable emphasis is being given on the subscription of e-resources and subscription of e-journals through library consortium, thus, are observing the sea change in quality and quantity of information resources. Much emphasis is given to the access to information: Now, libraries are providing printout on demand to their users even from the research dissertations and theses. Space for work and study is re-looked and re-designed keeping in view the changing needs of the users. The significance and usability of the Multi-media resources are recognized, acquired and promoted to every possible extent to be used by the scholars and intellectuals Portable devices and media delivery systems will allow the library to reach out to classrooms and other locales in near future. University libraries, especially in metropolitan cities like Delhi, Bombay, Madras, Colkata, Banglore etc. have already started to provide up to certain extent Training and learning support, delivered both in person and through desktop, hand-held, and small-groups. Facilities like videoconferencing and information literacy programmes have already been in practice and majority of research scholars and faculty members along with Post Graduate and Under Graduate students are getting the benefit of such like facilities and events. Users like to receive the information the need in the digital formats, or through e-

mail attachments or, to be copied in their CDs or pen drive. In addition, their information requirements are now pinpointed and exhaustive, therefore, the methods for information consolidation and repackaging of information are being used very frequently. In addition, they are debating on the issue related to Articles, videos, audios, and on-demand printing of articles and books by coordinating with publishers and booksellers to enhance information currency, to market small-run monographs, and to generate revenues. The staff of the university libraries are being trained by deputing them to training programmes, specialized training programmes, orientation programmes, refresher courses to develop the required skills to meet the challenges of the ICT environment. In addition, in the new recruitment, the expertise in ICT application or the specific qualification in ICT have been put as the desirable qualifications so that the new blood when entered in the libraries will be enthusiastically will come all possible changes that are taking place in the technology and cope with these changes accordingly to create library services at par with the standards of the globalising library services. As stated earlier, to switch over to the ICT based library services, the adoption of e-resources are must and for the purpose of acquiring the e-resources, the library consortia based collection developed is preferred by the university libraries under the aegis of INFLIBNET, an organ of the University Grants Commission of India.

UNIVERSITY LIBRARIAN'S ROLE

In the changing electronic environment university libraries in India are developing specialized as well as need based library collections to provide different kinds of services such as CAS, SDI, indexing and abstracting, document delivery, online and CD ROM search services. These services are provided to users in a hybrid environment. Therefore, the library professionals working in the university libraries in India have to have hybrid skills i.e. competencies in both manual as well as ICT based techniques to perform their jobs in order to satisfy the information hunger of the users. Singh (2006) suggests the following hybrid skills in a librarian:

- evaluating the information needs of the users
- developing need-based information resource-bases
- working as a content manager to analyze, evaluate and organize the information contents of various categories of sources
- tailoring new information products and services in "only for you style" by consolidation and repackaging of information
- developing the skills to acquire, distribute and maintain a variety of useful information on Intranets
- training users in use of information sources, products and services including the Internet and the Intranet
- negotiating contracts with information providers by acquiring adequate knowledge about licensing and other legal arrangements for access to digital resources, as well as their implementation

In the ICT environment, job of collection development and collection building is highly challenging because of factors like exponential growth in the books/documents, the multitude of formats (including hard copy, CD ROM, online/dial-up and online/web-based), the increasing level of overlap between different products, the complexity of licenses and range of options available for the delivery of information. Singh (2006) advised to consider following points while selecting the e-resources: (i) Contents, (ii) Cost, (iii) Bundling, (iv) Full text/abstract/citation, (v) Coverage, (vi) Different versions, (vii) Currency, (viii) Reliability, (ix)

Format, (x) Ease of use, (xi) Support and backup, (xii) Free trial, (xiii) Terms of license, and (xiv) User behaviour.

Another important role that has to be played by the library professionals in the university libraries is to meet the challenges of the Information and Communication Technology. The technological revolution has changed the ways of communication in India and thus, university libraries are now well-coming e-resources in digital environment, involving a combination of modern management techniques and information technology. Accordingly, librarians need to be competent in handling these challenges using ICT in their jobs. Since university libraries in India are slowly and gradually marching towards automated environment, their mission is also redefining from ownership to access of information in 24x7 electronic environment.

The university librarians in India are now advocating to provide Internet connectivity even at the places like recreational rooms, clubs, hostels, playground and at every public place in the university for maximum utilization and feeding the information appetite of the users community. But, at the same time they need to develop strategies that can help them to retrieve information from the Internet with more precision than recall which is need of the hour. Thus, the capabilities of the library professionals working in the university libraries with adequate professional qualifications and ICT skills understand how information is created, gathered, formatted, organized and retrieved provide the best link between data and intelligence.

Digital technology has emerged as a preservation tool for libraries to add new life to rare, brittle and fragile documents that otherwise become difficult to handle. Valuable resources dealing with the cultural heritage of a country need to be preserved for posterity and digital technology has provided new opportunities to capture and store such resources while at the same time providing enhanced access. With digitization, networked libraries can enhance their resource-base to share any amount of digital information economically at a shared cost by avoiding duplication. Digitization adds to the sustainability of libraries, particularly when the objectives of libraries are changing in the new environment. Some important libraries involved in digitization work particularly in Delhi, include University of Delhi, Jawaharlal Nehru University, Jamia Millia Islamia, Indira Gandhi National Open University. Greenstone Digital Library, Eprints Archives and Dspace are the popular software used in such institutions. One of the problems university libraries in India are facing is the underutilisation of information resources. To over come this problem, University libraries in India like University of Delhi is making use of marketing as a tool for the promotion of LIS products and services. The need for marketing of LIS products and services especially when the university libraries are spending cores of rupees on the purchase of e-resources has been the central issue of discussion among the university librarians in India. Though the concept of marketing is new to Indian environment particularly in the context of university libraries, but after a little reluctance of accepting marketing as a vital solution to the problems of underutilisation as well as to create awareness among the users in most dynamically about the resources available in the library of their interest, the university library staff has also understood that just like other consumer products and services, information products and services need to be marketed. According to the Chartered Institute of Marketing "This is a management process responsible for identifying, anticipating and satisfying customer need profitably in a proactive manner" (Singh, 2006). University librarians have started accepting the fact that the users are created by the good library services, thus, the philosophy of marketing management is being applied by the present day university libraries in India in

which emphasis is given on customer-care and their satisfaction. Though, it seems to be little difficult in an Indian environment which is complex in many ways, yet with sensitive attitude of the staff towards customers' needs and understanding fully their responsibilities towards them make it possible to implement and get the fruits of this philosophy. just like other consumer products and services, information products and services need to be marketed. In order to march towards globalising the library services, another important task which the university libraries in India are performing is the information consolidation and repackaging. Repackaging is a specialised activity in which the knowledge is rearrange in such a way that it suits the specific needs of a user in a bespoke, tailored manner. In this process, information is normally selected, analyzed, evaluated, restructured and synthesized for a specifically defined group of clientele. Seetharma (1997) opined that "Restructuring and repackaging of already available knowledge is becoming essential to serve your clientele's specific needs, who otherwise are not able to use knowledge effectively, which remains scattered across a large number of documents. In this regard, knowledge of the objectives of the parent organization and the expressed or established needs of users plays a very crucial role (Allen, 1992). Due to the typical Indian culture which has far reaching impact on the work culture in any organisation, one of the new trend being witnessed in the university libraries is outsourcing various jobs such as acquisition, cataloguing and classification, retro-conversion, stocktaking, compilation of bibliographies, automation of the library etc. Though, the university libraries in India are also adopting the concept of flexi-workforce which means employing temporary or permanent part-time professionals and semi-professional staff to save on fringe benefits and employment costs yet not up to very large extent. It is also observed that the benefits of concepts like information management, knowledge management and participatory management are also received by the university libraries in the changing environment. Knowledge management is being used to refer to an organization's efforts to identify, capture and retain the tacit and explicit knowledge within the organization, i.e. the intellectual capital of the universities/organizations. For this, the concern university maintains a database of expertise, with biographical and subject speciality information about employees, recognized authorities, leaders and others who might need to be contacted for the work of the organization. Similarly, participative management advocates the to give an equal chance to everyone to learn new things which help to drop differences and utilize energies with a more personally responsible attitude towards achieving the philosophy and the goals of the organization (Singh, 2005). Keeping in view the dynamic role a University librarian has to play to take the library services to the level of matching with international standards, he/she requires to have the managerial skills such as:

- *Technical Skills* that help the librarian to organize the information resources in efficient and effective manner
- *Human Skill* that help librarian him to work effectively as group members and to build cooperative effort within the team he or she leads
- *Conceptual Skill* that help him to see the organization as a whole and it includes recognizing how the various functions of the organization depend on one another.
- *Presentation Skills* is the ability of the librarian to manage the things tactfully and get the work done from other in best possible way.
- *Communication Skills* is that strong ability of the librarian which help him to wins the faith of the staff and other members of the management to get the work done from the others.
- *Time Management Skills* is that ability of a librarian which help him to handle tasks and assignments in a timely manner

- *Leading Skills* is that ability of a librarian which provides him the capacity to understand values, personality, perception and attitudes which has far reaching impact on the smooth and effective functioning of the library.
- *Planning Skills* is that ability which help him to think ahead, forecast future, choose strategies the development of the library
- *Organization Skills* is that ability which help him in planning specifies what will be achieved when, organizing specifies who will achieve what and how it will be achieved.
- *Controlling Skills* consist of actions and decisions which managers undertake to ensure that the actual results are consistent with desired results, and.
- *Decision-Making Skills* is that ability of a librarian which help him to take good and effective decisions timely in the academic interest of the organization.

CONCLUSION

Changes are inevitable thus, ignoring leads to failure and acceptance trails to success is the slogan of the present day academic libraries. As we know that the present day Indian academic libraries are changing dramatically by adopting new means of technology in all activities of print to e- environment like printed library card catalogues have been replaced by computerized OPAC system with a variety of web-based graphical user interface (GUI) functions, online accessibility for 24/7, availability of numerous e databases, e- journals, information resources, services for users. To face the new information explosion, academic libraries will have to meet even more challenges and opportunities to serve students, faculty, staff, scholars and other users, all with much expectations and many more demands triggered by the growth of emerging and cutting edge technologies in academic learning environments (Bhatt, 1995). Academic libraries are adopting emerging and cutting edge technologies, new array of services with packaging and repackaging according to the needs and demands and it is hoped that academic libraries in India is very impetus to make them to be competent in globalizing the library services.

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