



ROLE OF THE LIBRARY IN ACADEMIC INSTITUTION

KEYWORDS

Education Policy, Education commissions and committees, Need, Functions of New Education policy, Role of UGC, Aims of UGC, UGC and Establishment of INFLIBNET.

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ABSTRACT

In this Role of the library in academic institutions in academic library topic mainly we are giving the information about different kinds Education policies. In education policy education, Education commissions, committees and their recommendations in brief discussion is given below. In commissions and committees, Indian university commission (1902), Salder commission (1917), Radhakrishnan Commission (1948) Secondary education commission (1953), Advisory committee (1958), Kothari commission (1964), National Policy on Education (1986). In this academic institutions functions of new education policy in the higher education through library. Role of UGC (Universities Grants commission) in the development of academic libraries. UGC academic Libraries, UGC Library staff, UGC Library science training, UGC national information centers, UGC reprographic services, UGC computers and UGC establishment of INFLIBNET.

O. OBJECTIVES

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2. Education Policy
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OBJECTIVES

1. Education policy in the country
2. National Education Policy
3. Implementing New Education Policy in the higher education through library
4. UGC role in development of Academic libraries.

INTRODUCTION

Education is a process of leading one out of ignorance, and which exposes the individual to the light of knowledge. Learning is a life long process. In the formal educational system, i.e., at the school level, colleges and University level, the book plays a significant role in communicating the knowledge. Education plays a crucial role in economic and social development and step towards modernization. As key factor in manpower creation, it supplies the requisite number and quality of persons needed to handle various tasks. By inculcation awareness among the mass of people, it helps to develop appropriate attitudes, skills and personality traits. In general, it also creates proper climate for the overall development of personality.

The present day system of education at school, college, and University has evolved over the past 150 years. It was initiated and established by the British rulers. This system was changed suitably after the country became independent. Several commissions were set up to recommend ways and means of improving the prevailing system. Since, Independence, the educational system has been reviewed by the high powered commissions appointed by the central as well as State Governments, appropriate measures have been suggested to improve the quality of education at all levels. In recent years, the Government has been very much concerned with educational reforms, especially at the school level. In India adopted a New Educational Policy in 1986 in order to provide a better education to our children, where in it is turned with out national heritage. It also emphasis the teaching of science, technology and management to the students.

In all these efforts to review our educational system libraries have been considered as vital components and integral parts of the educational process. Libraries are also essential for information educational process and self-learning activities. Adequate thought and attention have been given to the planning and development of academic libraries.

1. Education Policy:

The idea of an academic library is not new to this country. The historical evidences shows that the writing of Fa-Uenin,

Huien- Tsang I, sang testify to the existence of well-equipped libraries in the institutions of formal education of the Buddhist India. Glimpses of their continued flourishing through Muslim and early British rule are revealed in many historical studies. Further, the literature related to library movement in India also contains frequent references of academic libraries and their effective functioning during different interval.

After the dawn of independence the Government of India has adopted the Policy to Universalize the education system for this purpose, many education's commissions and committees were constituted to look into the problems of the existing system and to suggest solutions to overcome the problems prevailing at the time.

2. Education Commissions, Committees and their recommendations in brief:

Educational system in India was first framed and introduced by Lord Mecauly with the objective to train a supportive cadre of manpower for the British administration. The first pre-independence education planning document known as Sargent Report (1944) persisted for 40 years and it was this report that for the first time laid stress on universalisation of elementary education. The post independent era started with the publication of Radhakrishnan Commission Report (1948), the Mudaliar Commission Report (1954), Kothari Commission Report (1956) etc.

FOLLOWING ARE THE IMPORTANT EDUCATION COMMISSIONS AND COMMITTEES

1. Indian University Commission (1902):

Indian University Commission was set up in 1902 with the efforts of the Viceroy Lord Curzon in relation with the matters of academic libraries of India. This commission also forced to organize well the academic libraries in the country for the progress and development.

2. Salder Commission (1917):

With the aim of bringing improvement in the educational system in India, Saldar Commission was set up in 1917. This commission recognized the library as one of the necessary organ of the university and forced in the report on the rank of its librarian also. It also recommended that a Librarian is not less than a professor in the University and he should be equivalent to professor in his rank, scale, post, services, etc.

3. Radhakrishnan Committee (1948):

After Independence in 1948, a committee under the chairmanship of Dr. S. Radhakrishnan, the great educationalist, was set up which was also called University Education Commission. The committee following commendations regarding academic libraries.

1. Importance of libraries is more in higher studies and research.
2. The libraries are like the Heart in the body of universities.
3. The fully trained staff must appointed in academic libraries.
4. Reading material must be collected in academic libraries.

4. Secondary Education Commission (1953):

This commission was set up for doing efforts for the extension and developments of secondary education in 1953 in India. The commission reported the following suggestions.

1. The aims and functions of school libraries should be determined.
2. The importance should be given to libraries in Schools.
3. One full time Librarian should be appointed in the scale equal teachers.

5. Advisory Committee (1958):

In 1957 the Government of India set up an advisory committee under the chairmanship of Dr. K.P. Sinha to suggest and advise regarding academic libraries. It is also called as Sinha Committee, which studies all the suggestions given by all other earlier committees and / or commissions. Finally Sinha Committee, Finally this committee submit its report in the year 1958, and strongly recommend that the maintenance and organization of libraries is the duty of the concern Government.

6. Kothari Commission (1964):

1964 the Government of India set up a commission under the chairmanship of Dr. S. Kothari. This commission gave its report, which was quite different from the previous Commission's reports. This commission recommended that the provisions should be made in university libraries to spend Rs. 25 per student and Rs. 500 per teacher.

7. National Policy on Education (1986):

Based on the Kothari Commission Report, a national policy on education was formulated by the Government in 1986. It laid stress on imparting education through regional languages; this policy was to be reviewed after every five years.

On 5th January 1985, the Prime Minister of India promised to formulate a new education policy in order to prepare the country for the 21st century. And finally a document Challenge of Education: a policy perspective was placed before the Indian Parliament on 20th August 1985. The document made a survey of existing educational scenario and suggested the task ahead. It was severely criticized for not emphasizing the role of libraries. However, a revised document on New Educational Policy was prepared and submitted to the Parliament in 1986.

a) Need: The National Educational Policy demands that the existing system of education be probed into, tested, scrutinized, evaluated and critically examined, and finally recanted and new norms framed to enable us to enter the 21st century with a bang, and make it capable of changing the environment of the country.

The Government of India admitted failures in implementations and owned the responsibilities for not providing financial and organizational support to the required extent. To overcome the shortcomings and to make education more effective, knowledgeable and to keep pace with the new developments in science and technology, the new policy on education was introduced in 1986.

B) Objectives:

The following objectives of new education policy.

1. To maintain quality and standards.
2. To reinforce the national and integrative character of education.

- 3.To cater to the needs of research and advanced study.
- 4.To study and monitor the education requirements of the country as a whole with regard to manpower development.
- 5.To promote excellence at all levels of educational pyramid throughout the country.
- 6.To look after the international aspects of education culture and human resources development.

8. Vision of New Education Policy throughout country:

According to New education policy (1986):

- i) A process of empowerment, which is to be promoted through the development of knowledge, skills and values (Education for Development) and
- ii) An instrument of social change that provides means for upward economic and social mobility (Education for Equality).

The new education policy, 1986, explicitly states that the doors of academic institutions should be open to all and all provides for special provisions for the weaker sections of society. Access and equity are, therefore, the matters of great concern in this policy.

9. Functions of New Education policy in the higher education through library:

Higher education is a part of the nation's agenda for its development and change, and the library should play a pivotal role though the following supportive functions.

1.Perspective plan:

Planning is an essential of life. It establishes framework of deciding not only what to do? But when? How to do it. Planning produces rationality and order in an organization. Therefore, it should not be a one shot affair, but it should be a continuous process to meet the challenges in techno-educational fields.

2.Implementation of the plan:

Although planning takes time and is a continuous process, but there is no substitute if success is to be achieved. To implement the plans a good liaison between library and its users will certainly improve the present situation, they only it will meet its objectives.

3.Easy Accessibility:

The various services should be easily available to the users and should be provided at the earliest possible time. Direct use of library should be identified for the common good.

4.Freedom of Library:

The clients should have all reasonable freedom to avail the various services and resources. They should be allowed to have free dialogue with the for co-operation. This co-operation attitude will strengthen the library as a social institution.

5.Collection Development:

Collection development is a gradual work. It should be a shared activity between the library and users. Collection development should give great sense of library needs and use. The collection should serve not only curricular and research needs, but also should be a universal character.

6. User Orientation:

In the absence of orientation and training, the students of higher education feel handicapped in using the resources. Their poor communication skill and lack of confidence, etc. can be remedied through in house training in every institute of higher education.

7. Accountability and Assessment:

Accountability of services, resources and users should be honestly studied. The services can maintain their genuineness only through regular and objective assessment. The various components of the library are the resources, staff and building must be subjected to the evaluation of library

8. Role of UGC (University Grants Commission) in the development of

Academic Libraries:

After getting independence in 1947, the national government of India constituted the University education committee in 1948 under the chairmanship of Dr. S. Raddhakrishnan. The Committee proposed many suggestions in its report for the development and progress of higher education in the country, One of them was to give extension and empowerment to "UGC" as University Grants commission, which was established in Delhi in 1953. Dr. C.D. Deshmukh was its chairman. Since UGC has been working as an autonomous institution and doing well for the development of College, Universities and their libraries.

8.1. Aims of UGC:

1.To work as central agency:

UGC was established to work as a central agency of the central government of India to allot financial assistance to the universities of the country.

2.To make efforts for higher education:

The second aim of UGC is to work and do efforts for the development and cooperation in higher education of the country.

3.To make standardization:

The third aim is to determine the standards and apply them in the teaching and research in Indian Universities.

4. Other responsibilities:

In the beginning UGC was only responsible and authorize to grant for central Universities of the country but later on it became responsible and authorize for colleges and state universities also. Now it is responsible for whole of the higher education of the country.

8.2. Role of UGC in the development of Academic Libraries:

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| i) UGC and Library committee. | ii) UGC and Pay scales of Library staff |
| iii) UGC and Academic Libraries. | iv) UGC and Library Sciences Training. |
| v) UGC and National Information centers. | vi) UGC and reprographic services. |
| vii) UGC and computers. | viii) UGC and establishment of INFLIBNET. |

i) UGC and Library Committee:

A committee under the chairmanship Dr. S. R. Ranganathan was setup by UGC in 1957 for the development of higher education in the country, whose work was to give suggestions regarding the development of libraries. . The committee submitted its report in 1961 after surveying colleges & University libraries and their organization and so many suggestions were remarked in the report.

As a result of which development and improvement, at various levels of academic libraries became possible in India.

The committee recommended that:

- a) Each book and periodical received in the library should be fully processed and released for the use of the reader within two weeks and the same day respectively.
- b) Periodical assessment period should be 3 years.
- c) The university and the college libraries of one region should co-operate each other.
- d) A constant staff formula should be followed.
- e) Each Library should prepared a list of learned periodicals and send it to INSDOC and National Central Library.
- f) Book selection should be a continuous process.
- g) Effects should be made by preparing weekly lists of recent additions of books, organizing special lectures, book exhibitions, preparing bibliographies on specific topics.
- h) The annual recurring grants to the book fund should be allowed by the authorities in consultation with the librarian, and faculty members.
- i) A part from the UGC grant each university should contribute to its library account either 6% of its total annual income received from investments, the state government, and other sources, or Rs. 50,000/- which ever is more.
- j) After allocating the funds for learned periodicals textbook collection and other requirements the first change of the balance of book fund should be utilized for reference books.

ii) UGC and Academic Libraries:

UGC had started to allot more and funds for the development of academic libraries. In the 5-year plans of the country, the provision was made to begin the work for this purpose.

iii) UGC and pay scales of library staff:

UGC determined the pay scales of trained library personnel according to their post and cadre like teachers of the college and universities. In 1961 the revised pay scales were given to library staff, but in 1973 the same were not provided although the teachers were provided revised scales.

Now, since 1986, the revised scales have also being given by UGC to the library staff, along with teachers of colleges and universities.

iv) UGC and Library science training:

UGC trained that the only well educated and trained library staff may serve the readers in better ways. These committees suggested the rules for admissions, qualifications, syllabuses, subjects, process, etc. for B.Lib.Sc and M.Lib.Sc Training courses.

v) UGC and National Information Centers:

UGC has also established and sponsored 5 National Information Centers in various regions of the country at Delhi, Bombay, Calcutta, Varanasi and Bangalore to supply the current research scientists engaged in the research and development and progress of the country.

vi) UGC and Reprographic Service:

In the 6th five-year plan of the country, UGC has done the provision of providing repro-graphic services to save the time of research scientists engaged in their research libraries.

vii) UGC and Computers:

Like other advanced and developed countries, India has also recognized utility of computers in the libraries for providing better library services. For this purpose, UGC has provided at least one computer and created one post of Information scientist for handling it in each and every college and university library of the country.

viii) UGC and Establishment of INFLIBNET:

UGC has established a national information network named INFLIBNET in 1986 at a Ahmedabad having the aim of information communication of the libraries of all universities, higher educational and research institutes of our country. By all this, we can say, UGC developed a system in the libraries for the progress of education, in which it announced to give regular and extra grant for the books, periodicals, furniture, buildings, tools and machines and staff of the libraries of colleges and universities.

As a result of it, the place of libraries became important in college and universities of the country.

CONCLUSION:

If the Libraries are required to play a meaningful role in the context of New Education Policy, the government administrators, policy makers, financing bodies, and library and information professionals, educationists etc., have to develop and implement suitable measures for the library to bring progressive changes in terms of structural, scientific, technical and methodological reformation in our education system.

The system of education, all over the world, has been changing very rapidly. It is largely due to the impact of tremendous advances in computer and communication technologies. The system of higher education and the libraries attached to the universities have to keep pace with these changes for the development of high quality, intellectual manpower, for the enlighten citizenship and for the progress of the country these changes are very essential.

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