

The Higher Education System in India: Role of Library and Information Resource Centres

Ashis Kumar Some

Librarian, DIPSER College of Education, Deoghar, Jharkhand, India

Corresponding author: ashissom@rediffmail.com

ABSTRACT

Education is a process of learning through which a person can collect, compare, organize, and disseminate knowledge with an effective way to present oneself in front of society with a positive attitude. It helps a person to take decision, judgement and express his/her view. In this context Higher Education System is doing something in a broader aspect of the Inductive process (Specific to General way). It encourages one to develop knowledge for connecting with someone who stands to the other side of the boundary. The objective may be fruitful if we execute the process properly and it gives benefit to others. Further, the ambition of higher education is to widen the path of gen - y for research and innovative development. A few of supporting tools are playing an important role to carry forward the knowledge domain. One of them is Library and Information Services which facilitates scholarly communication by providing resources and services. One's thinking ability contributes to innovative changes, to help navigate our society. Library and Resource Centres are basically rejuvenating, nourishing, and polishing the talent of end users by providing necessary academic documents.

Keywords: Higher education system in India, Library services, changing dimension of libraries, teaching learning system, Academic Libraries.

Library and information resources centres are playing an important role in academic and research system and therefore, Library and Information Centres, libraries in general and documentation centres were considered to be the 'heart' of educational / research institutions (Radhakrishnan, 1949). No college, university or higher education institution can ensure quality education or good research process without a library. Considering the importance of library and Information Centre in higher education and research UGC and other educational platform came out with some standard parameters and norms.

The primary aim of this study is to overview the role of library and information centres in the development of higher education system in India under the guidance of various constitutional bodies.

Present context of education system couldn't walk without the support of Library (Pitroda, 2008). The National Knowledge Commission on 2nd August 2005, chaired by Prime Minister had recognized public libraries as an extremely important element of the foundation of a knowledge economy. Following this, the NKC has consulted extensively with diverse stakeholders. As part of this process, we also constituted a Working Group of experts and professionals. It is evident that there is an urgent need for reforming the Libraries and Information Services (LIS) sector. Several initiatives in this regard have already been taken by the Government and a few are being awaited. The cooperation between curriculum and library services has enriched students, scholars and teachers for developing and innovative ideas, which help our society to move towards future.

The Objective of the study

There are so many new phases of Indian education system which had great involvement and contributions to the education system. Being a part of this descriptive study the researcher tried to highlight the necessity of library services in the development of education system in India. The objective of the study is to collect the evidence on the support of library services and its benefits in present scenario in development of education. It is acknowledged that higher educational institutions in India and the world are facing challenges to adapt and adjust to a whole series of the system which needs to change, has been divided into the six important parts:

1. To the globalization of education and research system.
2. To the increased demand for higher education in a lifelong learning context.
3. To the need to develop co-operation between universities and industry for benefit of the society.
4. To the proliferation of information where knowledge is produced preserved and disseminated for changing concept.
5. To the reorganisation of knowledge for further use.
6. To the emergence of new expectations.

So, the support system service regarding teaching-learning process always belongs to library and information centres centric. This changing concept gives better result to the users of library and helps to develop education system.

The Methodology of the Study

The Methodology of the study is based on descriptive study method. Where, the researcher has used two variables:

1. Higher Education System and
2. Role of Libraries. In this study

The researcher has tried to mapping out the relationship between educational system and impact of the library on it; and the area of cooperation and collaboration between both. The very first and foremost independent variable is "Higher education system" and the second one, the dependent element

is "Role of Library".The study mainly concerned with the higher education system and its adjoining library services or types of library services which unconditionally support the curriculum. The characteristics of higher educational institution library and the way it executes its operation to support various jobs which mobilise the research and development in Indian educational context. In the first part the researcher has tried to give a small outline which developed a clear picture of the study. The stages of development of Indian educational system and the importance of higher education in present context have been canvassed in the second phase. The role and activities performed by a higher educational institutional library is the main part comes now. The evolution of library has been shown for understanding of the reader towards the climax part of the paper where the tasks were described that actually performed by a higher educational institution library. And finally, to sum up a few important suggestions were made in the form of findings

Limitation of the Study

A few guidelines which have been given by UGC, NCTE, AICTE and other such organization are very useful as well as the Gazettes of India are also very helpful for collection of the data, but the researcher couldn't find any properly given guidelines by parent body which reflects the forms of services and types of library services of library. In the same way the history of Indian education system is very rich but doesn't have a clear picture nor having a clear chronological description of educational periods. Each education periods have some adjoining or connecting phase with it which can help to understand the full scenario Indian Education System. The researcher did not describe all the phase of educational system but tried to provide a clear picture of valuable educational periods which had a deep impact on our present educational system.

The Education System in India: Historical Perspective

The journey of the education system was begun from Stone Age to at present. Slowly it crosses ancient period to medieval and it continues its walk to oriental period (Khanna, Saxena, Lamba, & Murty,

2007). In ancient period education was in its infancy and slowly it grows and keep its steps to middle in medieval period; at that time, it was also called it Vedic Education Period or Vedic Education System “Guru-Sishwa Parampara” was in its peak where “VEDAS” were the key subject and then slowly it was forward to post Vedic education period where not only religious subject but also many secular subjects were included in the curriculum. Then comes Buddhist system of education where Monasteries and “Viharas” were educational centres and so many different curricula were included. In the medieval period Islamic education system was spread over the country. Maktab and Madarashas were imparting Talim to the society with their religious terminology. After that British period was started and oriental system of education was begun where the curriculum included modern subjects – languages, science, philosophy, trade and commerce etc., and the journey of modern higher education system accelerated.

Higher Education in India: Present scenario

After independence in 1947, Education department at the centre has developed a full-fledged Ministry under Central Government. The education at the State level is primarily the responsibility of the State Governments; the central Government is only focused on the coordination and determination of academic standards in respect of higher education, research and scientific and technical education. The Union Government is also managing Central Universities of Delhi, Aligarh, Banaras and Shantiniketan and other such institutions of national importance as may be decided by the Parliament of the country. Right now India has 47 central universities. But the journey of modern Indian higher education system was started in 1857, with the establishment of three universities at three presidencies – Calcutta, Bombay and Madras, in order to undertake the work of examining the teaching done. After independence of India (1947) Government of India through Ministry of Human Resource Development (MHRD) under the Department of Higher Education shapes the policies related to higher education.

In India during 1970 a seminar was organised by UGC in collaboration with Govt. of India, Ministry of Education and Ministry of Information & Broadcasting, on “Open University” for the people

who live in distant places and the idea got the shape in the year 1982, when an Open University was started at Nagarjuna Sagar in Andhra Pradesh. Open Universities gave wings to the higher education system in India. Later on IGNOU was established by Govt. of India through an act of Indian Parliament on Sep. 20, 1985 (Ruhela & Nayak, 2011). In 1986, through National Policy on Education (NPE) and Plan of Action in 1992 allowed India to take higher education to all across sections of the society and locations. Through this framework of affiliation & funding of higher education at Masters and Bachelors level education were distributed between private investors, state governments and the central government. As per the latest 2011 Census, about 8.15% (68 million) of Indians are graduates. Indian higher education system has expanded by adding nearly 20,000 colleges and more than 8 million students in a decade from 2001 to 2011. By 29 June 2017, India has 819 universities, with a break up of 47 central universities, 367 state universities, 123 deemed universities, 282 private universities, 5 Institutes were established and functioning under the State Act, and 75 Institutes of National Importance including AIIMS, IIT's and NITs among others. Other institutions include 39,071 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions, as reported by the UGC in 2017.

The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system. IGNOU is the largest university in the world by the number of students; having approximately 3.5 million students across the globe. The University Grants Commission estimated that in 2013–14, an estimated 22849 PhDs and 20425 MPhil degrees were awarded. Over half of these were in the fields of Science, Engineering/Technology, Medicine and Agriculture, Over 178,000 students were enrolled in research programs till 2017.

Role of Library in Higher education

The chain of civilizations describes the importance of Libraries in societies. Time has changed the shape and dimension of the library. Now Library

is an inseparable part of higher education. In higher education system library based curriculum is constituted by UGC after its existence. As per higher educational curriculum, nobody can have all the resource at a time for a certain reason. So the dependence on the library is growing day to day. Their requirement of information of end users are multi-dimensional and pinpointed with the topic base (Corbett & Brown, 2015). Higher education requires quality so that all the time students, teachers and scholars might be able to compare each topic with a diverse form of documents. Therefore, they need a maximum number of the document at same time and same place with minimum cost. The discussion about changes in higher educational institutions' libraries concentrated most frequently on the ICT developments, the input of information in digital format, new learning and teaching concepts, new economic theories and legal frameworks. Many knowledge managers have discussed that expectations for the institutional library in today's information age and chain of new functions and cooperative partnerships for library staff flow from changes in society and higher education picture. The implications of these modifications within the library will have for all parts of the institution and that will be the modified mean for students, faculties, scholars, academician and administrators, technical staff, and library staff themselves. Several experts believe that these "changes could catapult the library into a central role within the teaching-learning organisation if appropriate accumulations are made; if not, they could further remove the library from the institutional centre".

At the beginning of the 21st century, Libraries introduce a number of services for developments to support a series of new dimension and formation. The services are following below.

1. New publication and scholarly communication scenarios;
2. More intensive use and delivering of digital resources;
3. Serving increasingly heterogeneous student population;
4. Continuing high demand from students for traditional resources;
5. New modes of study, including ICT-based

and distance learning, with which libraries have had little involvement in the past;

6. Ever-reducing levels of resources, particularly in staffing, leading to enormous pressures on individual staff and a severe challenge to management.

The new student-based programme and new teaching-learning approaches develop the requirement for redefined roles of jobs of librarians in teaching and learning processes. There is a growing literature that discusses bibliographic instruction, user education, and more recently, information literacy. However, the point is mainly focused on libraries and information centres and its contribution.

Development of Library and Information Centres Oriented Teaching-Learning System in Higher education

The ongoing trends and developments of library-centric teaching-learning process in higher education that may influence the future of higher education in India in the following (UNESCO, 2003): The growing demand for higher education is to assert themselves – through teaching, learning, and research as knowledge providers and learning organizations.

1. The strong impact of ICT on the organization of studies.
2. Curriculum and the modes of study programme delivery.
3. The wide diversification of higher education providers.
4. The emerging markets of higher education at national, regional, and global levels.
5. The increasing concern with academic quality assurance in higher education and the need to establish a new Indian framework for quality assurance, accreditation, and recognition of qualifications.
6. The need to develop an Indian qualifications framework focused on common references such as the sequencing of study cycles with specific descriptors of the profiles of degrees.
7. The need for governments to provide the most appropriate incentives for library professional to encourage and support

higher education to be innovative and entrepreneurial in conditions where the public financial support of governments to higher education is diminishing.

8. The need to reduce the gap between the level of development of higher education in the developed countries and those from certain transition countries.
9. The demand for programmes of lifelong learning, etc.

In this present picture, the aspiration for successful management of change in educational environments and policies has become a focus of activity for many education personnel, researchers and teachers. They are going for the best way to adopt changes, which need for the most part emerges as a path of steps to be followed to develop an efficient, effective, and successful educational setting for library and information centre oriented. To respond to these changes many higher education institutions have had to reshapes their policies in the light of new technologies and have developed the use of educational technology in libraries. Increasing numbers of teachers are examined with the student-centred learning process and based on their teaching on developing models of learning which truly build upon the base of Library oriented. There has been an attempt to improve and innovative traditional library services in higher education as well as to provide new and alternative learning opportunities. In general, online education and electronic learning process are having good potential to promote flexible lifelong learning. Many educational institutions also open their doors to non-traditional learners, design new programs and courses and experiment with collaborative learning and teaching supported by ITC with equipped their library in a modern way. However, change in education is a long process. According to an international comparative study on the current and future use of ICT in higher education and library resources centres in the USA, Australia and Europe, the traditional library services has still remained the 'core component' of many Higher Education institutions.

Shifting Paradigm of Library and Information Centre in Higher Education

The demanding factor builds the shape of any material on the same way library also changes its

body and soul. The journey of library begins with clay tablet then it's come to palm leaf, papyrus followed by paper or books. The journey of the library is truly colourful. In the modern age, we are concerned only on the traditional body of library and later its development (Joseph & Moha, April-2010).

In the 19th century, the library had their traditional structure with books, Journals and magazines are the core component of the higher educational library. They are also very limited services along with the short area of coverage of pupil. But the beginning of 20th centenary the traditional form and characteristics had been changed slowly with the body as well as the soul of its system now it's called library and information centre. The services have changed; the documents are also changing its form. Newly invented computer and electronics material are being used as storage & display media in higher education institution and adopted the changes to give relief and provide quality services to its users. When a library uses both forms of materials for user services documentary or electronics than its called hybrid library. The period comes for an Electronic library in the higher education system. Most of the library resources are kept in electronic form which can be used by a user by coming in the library and have no physical existence at all and is called an electronic library. Further, the development of telecommunication system and innovation technique of ICT our knowledge managers were develop a well equipped mechanised system for end user to give them maximum comfort by providing the resource at their doorstep and build it highly technical library service system, called Digital library. This system changed the scenario of higher education system not only the cost-effective purpose but also the reaching out to the doorstep of aspirant of higher educationist. Sometimes it is called virtual library system due to its nature, its presence at any time any moment at any place without any disturbance.

The following oval shape displays the changes of library and information centres (Fig. 1).

Role of Libraries in Regular mode of Higher Education system

This part of the article provides a historical glance of how library services and resources changed from

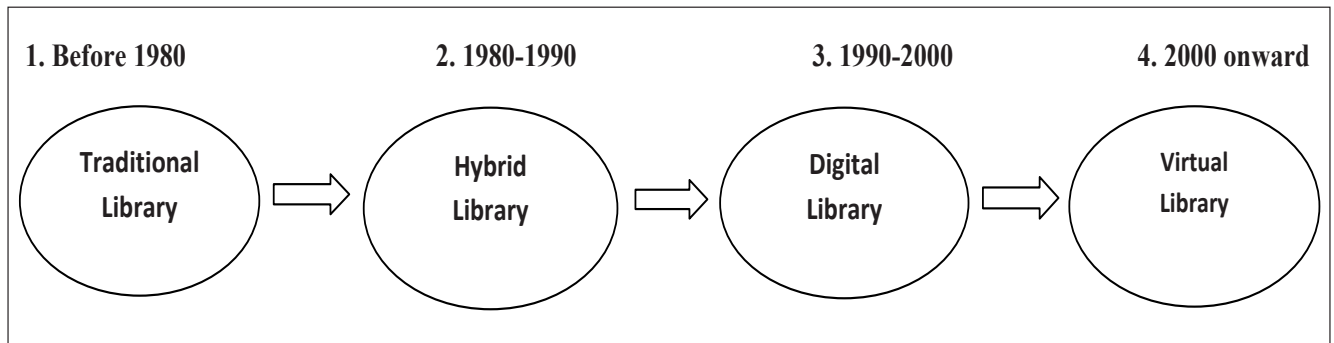


Fig. 1

in-house in the early 1990s to online in the 2000s (Virkus & Metsar, 2004). During the development of online resources, the knowledge managers, Information scientist and Librarians realised that faculty, staff and other people will be using these resources and services as much as students. There was a challenge to change the perception of the faculty toward using library materials, resources, and services. Users have become complacent and tend to accept the first resources found. They do not want to access and research using reliable databases found on the library’s website or ask a librarian for help.

Education and training are perceived to be the key elements in the process of change and central to the development of knowledge-based economies. However, transformation in society requires a new approach to education. Several reports have pointed to the ‘new learning reality’ and the need for ‘rethinking the whole learning enterprise’ if countries were to succeed in the global knowledge-based society. Therefore, along with all other sectors of society, education is undergoing the major transformation, rationalization, restructure and redefinition to respond to many socio-economic developments and educational needs of the modern society.

As an integral part of the campus, the academic library will be profoundly affected by changes in the academy itself. Thus, it is important that the library while implementing and managing internal change, continues to look outward at the university as a whole (Aina & Orbih, 2013). Changes in higher education, the new student-centred paradigm and new learning and teaching approaches have also created a need for a reconstruction of the roles and responsibilities of librarians.

Role of Libraries in Distance / Correspondence mode of Higher Education system

The role of the library is necessarily dependent upon the educational objectives of the institution. Frequently, these are unstated or inadequate (Corbett & Brown, 2015). The involvement of libraries in correspondence or distance-education, merits discussion as more and more students and working men and women are opting for distance learning using the library as a resource tool because they don’t have the access to tutorials as regular courses. Libraries are challenged with the task of serving people both locally and at a distance. The main concern of UGC and Distance education promoting body (formerly DEC now DEB) discussed the need for higher education institutions to determine whether they are meeting the needs of all students today rather than regular. The libraries who prepare the correspondence courses, mail it to the students, but in many cases, reference access to library support is unavailable, except those accessible in the regional centres. Library resources and services have changed over the years to reflect the growth of online and distance education and with the development of new technologies; students expect to see them incorporated into their instruction. Surveys observed that more students taking online DE classes from a greater distance has created and facing new challenges for libraries and librarians today. The primary challenge today for libraries and librarians in distance education system is to provide library services and resources that equal to those that are available on campus for the traditional student. Many of these learners are unfamiliar with using online resources Libraries and librarians need to develop instruction and tutorials to meet

this unique need so that the learner can access the information when convenient. Information literacy is also important for distance education learner's because librarians provide guidance for how to determine which resources are the most valid and reliable resources to use for the chosen topic. Over the years users have relied on the Google search engine, although it is one of the best resources for finding information. Though many consider the library to be the heart of the institution, the use of the library is often not incorporated into courses being prepared for distance delivery, so librarians and libraries found in the DE setting are faced problems that may include: "instructional issues related to working with the remote user, reserve and copyright issues specific to distance education, workflow, staffing, developing effective ways of working with DE faculty and administrators".

Role of Libraries in Higher Education for Research and Development work

The post-industrial period is concerning about development of science and communication system. So the race is begun to invented new items to defeat one another. The higher system provides adequate support in this mission ("The Role of Libraries in Education," 2016). The process of research in Higher education is organized in a way that many components are essential factors for the success of research and innovation. The quality base resource-rich service of the library is one of the important elements in the higher education system. The completion of any research and development project needed reference document to a large quantity. Only higher education institutions can provide it on time and place at a time with maintaining the qualities of knowledgeable records. Institutional Libraries are taking part directly in the research process to provide necessary services. Information literacy process and user-oriented information services enrich the research scholar and aspirant pupil. The higher educational institutional library has the repository and archival responsibility for scholarly publications and provides a remedial treatment for the longevity of library materials. There are mainly seven steps involved in a research process: choosing a topic, literature review, redefining the topic/idea, selecting resources, searching for information, evaluating resource and citing sources. In every step,

a research base library services offer valuable help and support to the research scholar. The process of review of literature is made possible with access to a standard library collection in different formats. Some of the higher educational institution libraries are also issued a quite heavy number of books and other documents than library policies. The literature search is carried out for research scholars to retrieve relevant information from databases, online journals and the Web.

The Role of Library in Digital-learning environment in Higher Education

Digital learning, or e-learning, refers to computer-enhanced learning. It also refers to research and teaching-learning in the digital environment ("The Role of Libraries in Education," 2016). The higher education system is growing and more dependent on e-learning for its advantages of easy accessibility, flexibility and the option to work from anywhere at any time with internet availability at your place. E-learning is a computer-based learning that uses a digital environment for teaching and learning. The concept of libraries has been changed with the advent of the ICT. Now, a digital library is equipped with storage of digital collections, infrastructure and services to disseminate information for sustain to lifelong learning, protection and preservation of recorded information for intellectual communication are one of the important jobs for library today. We are fast moving into the area of visual learning method. Digital technology is changing day by day the way our reading. Digital libraries with its perception on visualization are the need of time for higher education.

Textbooks, audio videos lessons and tutorials in digital format can rapidly transform the educational system in primary, secondary and higher educational areas, by leaps and bounds. Advanced digital technologies throw open the movements for libraries to reinvent visual learning system. Libraries can now integrate visual education with digital learning by a useful merger of the teaching process with image-oriented technologies. Charts and digital teaching-learning materials images now play an important role in creating an information platform for smart class. By the advancement of the E-libraries, education is set to become even more accessible purposeful, resourceful and quality base

material for students using computers, tablets or mobile phones.

Library and information centres maintaining archived for higher education

Conservation and preservation are used synonymously (Sheeja, 2014). Technically these two words have different implications though they are related to each other. The conservation and preservation are the processes of keeping an object safe from harm or loss, damage, destruction or decay and maintaining it in a reasonably sound condition for present and future use. Preservation deals with the regular maintenance aspect whereas conservation deals with the curative treatment. Preservation of paper-based documents means preserving the paper-based collection of the library for example - books, journals, maps etc. Preservation and conservation of library materials is an important aspect of library and information management system. We know that books cannot last forever so librarians have left with the option of preserving these materials for future generations. However, the awareness and technological advancement in the field of preservation and conservation the valuable documents are preserved and digitised for further use.

Library and Information Centres as a Place of Peace of Mind and Concentration

Higher education needs concentration and peace of mind for which scholar and teachers are required silence place where they keep calm their mind and concentrate on study for quality improvement. Most of the higher education libraries have a specific place for the serious mind of the reader, scholar to concentrate where they can found all the necessary require document and peace of mind along with modern facilities. Libraries can offer special attention to the research scholars by providing them separate physical space for their research and study purpose within the library to encourage undisturbed study and research.

The Specific type of Value Added Services to the Users

The development of telecommunication system and the evolution of ICT has changed the scenario of the service area. Now-a-days most of the libraries are

giving some specific type of value added service to their use for the purpose of library and information service. One of them is WEB OPAC, through which user can easily found their item in library without concerning hard copy cataloguing services and not only that he/she need not even come to library for this. He/she can consult it from anywhere at home or another place just he needs to have the ICT access to appropriate media. Another important service is CAS (Current Awareness Service) by this special service a research scholar or subject specialist can get latest information or current development about their subject not only this user can get the specialised kind of services which provided by library and information centres for availability of new arrival books, current articles of related topics, upcoming conferences/seminar/workshop, ongoing research work, information focused in newspapers are brought to the notice of research scholars through Current Awareness Service (Jerome, Nkiko, & Ifeakachuku, 2017). Now-a-days most of higher education institutional libraries are using "RSS FEED" system for providing this service and the "AJAX technology" is working behind this. Selective Dissemination of Information (SDI) is another specialised type of service that brings requested current information with the help of computers (like translation service and many more value-added services). Document delivery services are organised to supply articles and documents possessed either by libraries in the country or outside the country.

Inter-Library Loan facility service in Higher Education

Most of the time users facing a common problem for books and documents for not availability in the library for that purpose When the required documents are not available in the library, it is accessed through interlibrary loan from another library by using consortium services or signing MOU between similar types of library with under the guidance of specific parental organization. Sometimes libraries are charged a minimum amount for this kind of value-added facilities (J-Gate Admin, 2018). If the documents are not available in anywhere the librarians/information managers are trying to get it from another way. With the development of ICT, libraries and librarians are able to help the scholars and teachers in accessing

online documents and literature available through World Wide Web.

Multiple Services Provided by Library and Information Centres in Higher Education

Referral centre, Reprography, Scanning, Printing

The development of ICT and telecommunication system, accelerated less required reference services at every step of the reader because they now access it from various sources on the web. Instead of these few long range reference services are still valuable. But, now-a-days it changes in nature and characteristic, and identified as selective dissemination of Information. Sometimes, user neither found their necessary document in institutional library nor library brought it by interlibrary loan, and the user was confused (what to do now?), in this situation librarian or library professional helps them to locate their document. This is as simple as to suggest him the destination of the source of the document, and this service is called referral service, and most of the higher education libraries provides this service.

Few more valuable services are also provided for the convenience of the reader by library and information centres like scanning, printing, photo coping, but these are regulated by some specific rules not to be violated by library staffs. Violation of such rules may be treated as an infringement of copyright act. Therefore, they should be careful with that before giving them these services.

Plagiarism checking facilities in Library and Information centre

The use of plagiarism detection system in higher education was first implemented in 2001 at the University of Virginia in the USA. In this well-publicized case, a Physics Professor developed custom code to check 1500 student's papers from the preceding three years. As a result of these checks, a huge number of students have investigated on plagiarism related academic dishonesty charges. The intention of the anti-plagiarism system should facilitate higher education institutions to easily determine plagiarised content in the research works, i.e. theses and dissertations that are submitted to be original and not in any way copied from other people's work. Universities should also have the

freedom to stop plagiarised content in articles and research papers. As per UGC guidelines for Indian Universities using this service to prevent such unauthorised materials and the advantages of ICT, the technology should compare submitted thesis & research papers with databases of subscription-based electronically published content from a wide range of partners and providers, Journal and articles published databases, aggregators - current and archived Internet web pages and web documents including newspapers, magazines, e-books-journals, Institutional repository etc. Then produce the report within 24 hours and sent it to proper authority with details.

National Knowledge Commission Recommendations for Higher education and libraries

After construction of National knowledge commission in 2005, it has given important suggestion and recommendation for quality improvement of higher education and library (Pitroda, 2008). Few major elements are discussing here. Starting with public library services, which are also called peoples' University, need to follow these guidelines and government, should take necessary steps to do this.

1. Setting up a national commission on libraries,
2. Prepare national census for all library,
3. Restructure LIS education and research programme,
4. Assessment of library staff pattern,
5. Setup a central library fund
6. The encouragement of ICT use in the library,
7. Greater community participation,
8. Development of library management etc.

Recommendation for higher education is following:

1. Create more universities,
2. Changing the system and regulation,
3. Increase fund,
4. Reform existing rules,
5. Restructure college education

And on the second part of higher education it

recommends:

1. Recruitments policy,
2. Quality concerns for colleges and universities through administration, finance, authority, infrastructure, course credits etc.

Knowledge commission also recommended to Universities to develop an open educational resources (OER) policy through which quality materials are open for learning through the web related to University curriculum.

Findings of the study

After study and verifying so many documents, either a conventional form or neo-conventional form, it is found that such things are necessary to cope up with the present context of educational system along with library service, otherwise, it would be difficult to get up to the marking result. The major findings are as follows:

1. Indian higher education and Library services are in need of radical reforms and transparency.
2. The requirement to update user's mentality to accept innovative services.
3. Strategic partnership with social media to stretch the Library and Information service.
4. Collection development policy should be revised time to time.
5. Adequate funds should be required for update libraries time to time.
6. Develop an effective feedback channel for communication for evaluating the system.
7. Total Quality management is needed to improve the services.

Until and unless we will adopt or adjust with these findings nobody can get the highest output from the library in concern to research and development in the Higher Education System.

CONCLUSION

In Summarise, Libraries need to develop strategies to help learners to provide the necessary services to meet the growing demand and needs. They also need to develop support and communication services with the educational institution to ensure that adequate funding is put into a position to develop

at a time and implement services and technologies perfectly. Our society is undergoing a process of massive changes, we moving towards, called the information society, the knowledge society, the network society. The new educational structure has created the need for a re-modification of the roles and responsibilities of librarians and knowledge managers or Information scientists. In this context, information literacy has become an issue in many higher educational institution libraries and much work has been undertaken to deliver information literacy education to the end user. Information literacy initiatives in Higher Education have taken several of types and forms, but there are trends towards the assembly of information literacy into subject areas. Day by day the enrolment of higher education is increasing through the RUSA policy in all over India where the demand for authentic information is increasing so the library also changes its facility and objectivity to provide best, necessary and purposeful library service with perfectly and authentic information to the required form in the destination as early as possible.

REFERENCES

- Aina, A.J. and Orbih, D. 2013. The changing role of the librarians in globalisation of higher education: issues, benefits and barriers. *International Journal of Current Research*, 5(2): 4321-4326.
- Corbett, A. and Brown, A. 2015. The Roles that Librarians and Libraries Play in Distance Education Settings. *Online Journal of Distance Learning Administration*, Spring 2015, XVIII(2): 3.
- Jerome, I., Nkiko, C. and Ifeakachuku, O. 2017. Value-added Service to Academic Library Users in 21st Century: Using Competitive Intelligence Approach. *Library Philosophy and Practice (e-Journal)*. Retrieved from <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=4509&context=libphilprac>
- J-Gate Admin. 2018. What is inter-library loan and how does it work? *J-Gate*. Retrieved from <https://jgateplus.com/home/2018/01/15/what-is-inter-library-loan-and-how-does-it-work/>
- Joseph, V.E. and Moha, V. 2010. *Transforming Traditional Libraries into Digital Library*. New Delhi: U-Day Publishers and Advertisers. Retrieved from http://eprints.cmfri.org.in/7664/2/bookchap_1.pdf
- Khanna, S., Saxena, V., Lamba, T. and Murty, V. 2007. *History of Indian education and its contemporary problems: with special reference to national development*. (6th Rev. Ed.). Delhi: Doaba House.
- Pitroda, S. 2008. *National Knowledge Commission:*

- Recommendations on Libraries* (Trend Report). New Delhi: National Knowledge Commission. Retrieved from <https://nationalknowledgecommission.wordpress.com/2008/11/17/recommendations-on-libraries/>
- Ruhela, S. and Nayak, R.K. 2011. *India's National Educational Policy and Development: Today and Tomorrow* (1st ed., Vol. 1). Hyderabad: Neelkamal.
- Sheeja, N.K. 2014. *Role of university libraries in research in Kerala a case study*. University of Calicut, Calicut. Retrieved from <http://hdl.handle.net/10603/21216>
- The Role of Libraries in Education. 2016. [Information Science Today]. Retrieved from <https://www.infosciencetoday.org/library-science/the-role-of-libraries-in-education.html>
- UNESCO. 2003. *Gender and Education for All The Leap To Equality* (Summary Report No. Christopher Colclough, Director, The EFA Global Monitoring Report Team) (p. 36p.). France: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0013/001325/132513e.pdf>
- Virkus, S. and Metsar, S. 2004. General Introduction to the Role of the Library for University Education. *LIBER Quarterly*, 14(3/4). Retrieved from <https://www.liberquarterly.eu/articles/10.18352/lq.7780/>

