

NEW EDUCATION POLICY
vis-a-vis
LIBRARY DEVELOPMENT

PAPERS PRESENTED
IN THE SEMINAR HELD AT NEW DELHI
ON 13 FEBRUARY 1986

Edited by
C P VASHISHTH

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AN LIBRARY ASSOCIATION, DELHI

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INDIAN LIBRARY ASSOCIATION, DELHI

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Foreword

It is gratifying that the present Government is recognising education as a key factor in human resource development and is proposing a major thrust to it in order to prepare the country for entering into the 21st century. The New Education Policy, which the Government is formulating, is an evidence of the importance being attached to education. The Indian library profession, which has a great stake in education, welcomes the initiative of the Government to formulate the New Education Policy. It is certain that progress of education will bring about parallel development of libraries.

It is however, a matter of disappointment to the library profession that the approach document entitled '*Challenge of Education: Policy Perspective*' which was brought out by the Ministry of Education as a prelude to the exercise of drafting the New Education Policy has made no mention at all about role of libraries in education. The General Body of the Indian Library Association, at its meeting held in November 1985 at Baroda, voiced its concern over the serious omission of libraries in the *Challenge of Education* document and desired that a seminar should be organised to mobilise professional opinion and to focus to the Government and the public the vital role of libraries in education. Despite shortage of time and a number of programmes already committed to in the intervening period, the Indian Library Association is holding a one day Seminar on New Education Policy *vis-a-vis* Library Development in Delhi on 13 February 1986. The present volume consists of papers submitted to this Seminar. Though the number of papers contributed may not be large, which is mainly due to lack of time, it is hoped that the papers highlight all the main issues in order to have fruitful discussions in the Seminar.

It is recalled that the library profession has been pleading for a long time for enunciation of a National Policy for Library and Information System and that a Committee appointed by the Government of India is engaged in the task. However, the present

Seminar is concerned only about role of libraries in education and a proper treatment of this aspect in the New Education Policy. The requirement of the library profession is for a separate policy statement for library and information system, as recommended by the All-India Library Conference held at Jaipur in December 1984.

It is fervently hoped that the papers in this volume and the discussions on them during the seminar will enable the Indian Library Association to convey to the Government professional opinion on this important issue and that the New Education Policy statement will give appropriate emphasis to the role of libraries in educational development.

1 February 1986
New Delhi

T S RAJAGOPALAN
President
Indian Library Association

Preface

This volume comprises papers contributed to the seminar on “*New Education Policy vis-a-vis Library Development*”, being organised by the Indian Library Association on 13 February 1986 in New Delhi. It be recalled that the Government of India is formulating a New Education Policy, and in this connection, had published, in August 1985, a status report entitled, ‘*Challenge of Education: A Policy Perspective*’ for eliciting public opinion. This Seminar being organised by the Indian Library Association is a sequel to the serious concern of the library profession over the gross omission of libraries in the document. It is hoped that the papers being contributed to the Seminar will serve to highlight and draw the attention of the Government and the public the importance of libraries in educational development.

The paper by Shri T S Rajagopalan discusses the likely new directions in educational development and the role of libraries in that context. Shri S P Agrawal and Shri Manohar Lal, as well as Shri Nasib Chand, Dr Shamsheer Gupta and Dr Rashmi Gupta, in two separate papers, explain the role of libraries in education, instruction and learning process. Shri S B Banerjee, in his paper, calls for keeping in mind all parameters of development, while formulating the New Education Policy by the Government. The paper by Shri Girja Kumar mentions about relationship between education, libraries, book reading and buying and continuing education programmes. He finds a close nexus between educational policy and library and information policy.

Shri H K Kaul, in his paper, draws attention to the lack of development of public libraries and suggests that educational institutions should extend their library facilities to the public.

Shri D R Kalia, while pointing out to the deficiencies of academic libraries, calls for their proper development, and a direction in this regard in the New Education Policy. Shri S Ansari, in his paper, calls for shaking of apathy of academic as well as professional communities in the matter of development of academic libraries. Shri J K Anand discusses the role of college libraries in higher education and suggests measures for improvement.

Shri P B Roy deals with vocationalisation of secondary education, in the context of present unplanned production of professional personnel in various levels.

Shri P N Gour discusses about adult education programmes and emphasises upon library support for their successful implementation. Shri Bhawanath Mishra advocates continuing education, through network of rural libraries and underlines the educative role of libraries in formal and non-formal systems of education.

Prof P N Kaula, in his paper, discusses the issues to be considered in National Policy on Library and Information System and highlights the importance of information as a vital resource in national development.

7 February 1986
New Delhi

C P VASHISHTH
Editor

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NEW EDUCATION POLICY VIS-A-VIS LIBRARY DEVELOPMENT

T S RAJAGOPALAN

INTRODUCTION

A welfare government is surely committed to a sound educational system in order to equip the people to participate in diverse nation building endeavours. However, developing nations find it hard to bestow the needed attention to education, especially when the investment to be made has its return only in a long-term perspective. It is well known that countries which have been endowed with a good educational system have progressed fast and that countries without it have lagged behind in development. It would seem that education is a key factor causing differentiation between developed and developing countries.

Great strides have been made in India in the education sector since independence. However, the staggering population makes all our efforts in education too small. The gaps in our educational system in relation to national goals continue to be matter of concern to our Government. In this context, the new initiatives and the thrusts proposed by the present government to the education sector are significant. The Government is looking at the problem as one of human resource development for investing the vast population the benefits of education. The population growth is not to be a constraint but a productive force to be made use of in national development. The New Education Policy, which the Government is formulating presently is intended to give new directions to our educational system to provide equal opportunities to all our people. The library profession, which has a great stake in education, would surely welcome the New Education Policy of the Government with all hopes for ushering in a better social order.

DOCUMENT ON CHALLENGE OF EDUCATION

In order to elicit public opinion on the contents of the New Education policy, the Government has brought out in August 1985 an approach document entitled '*Challenge of Education—Policy Perspective*'. This document indicates the likely directions to be given to the education sector now onwards. The New Education Policy is to be finalised after taking note of the public opinion on the '*Challenge of Education*' document.

The salient points of the '*Challenge of Education*' document appear to be that education must cover the vast segment of our population in too soon a period, in order to take the country to twenty-first century. It is surmised that the present formal system of general education, secondary education and higher education, despite any incremental or accelerated progress, would not be able to support the programmes of mass education to be aimed at. For this reason, the emphasis will shift to distance/non-formal education. Mass media, using latest technologies, in order to reach out to a large section of the population in the matter of general purpose education, will be employed. The present formal education stream is expected to carry more the load of vocationalisation and technical education. Adult literacy will get a boost not only with government support but also by involving the society more. Equalisation of educational opportunities is to be emphasised, for which model schools will be established. As products of education are to be used also by industries and others, education is to be supported beyond the government sector.

It is not the purpose here to discuss the merits of the issues focussed in the '*Challenge of Education*' document. But it is a matter of regret as well as disappointment to library profession and library users that this important document has made no mention at all, except in a passing reference, about libraries and their role in education. There could be no valid explanation to this serious omission. One would not like to accept the position, as some are heard to do so in complacency, that the role of libraries in education is obvious and that no serious harm is done in not making any specific mention of it in the document. The omission is a jolt to the profession, more so when the Indian Library Association had drawn the attention of the Minister of Education at a proper time about the importance of libraries in education

and the need for a proper treatment of this issue in the New Education Policy of the Government. Since the '*Challenge of Education*' document came out, there has been widespread resentment among the library profession in the country on the total neglect of libraries in the document. It is hoped, however, that the Government must be aware by now of the strong feelings of the library profession and will make amends while finalising the New Education Policy.

Libraries have an important role to play, not only in education but also in several other fields such as science and technology, industrial development, planning, decision making, administration and social and cultural development. However, the focus in today's seminar is mainly on education and in the context of the New Education Policy.

LIBRARIES IN FORMAL EDUCATION

Library support to formal education, i.e., school, college and university education, is fairly well recognised and for that matter may be assumed to its being taken care of, despite inadequacies and deficiencies. Coming under an organised sector, there could be some minimum standard or norm for provision of library services in schools, colleges and universities. There could be also some pressure from recognised user groups in these cases for creating adequate library facilities. The formal education system accounts for employing a large number of qualified library professionals and they may also contribute to demanding as well as organising better library services. Despite all these seemingly favourable conditions, all is not that well in regard to library support to educational development. In particular, the condition of school libraries is pretty bad. If some schools have good library here and there, they are only exceptions. The number of schools not having a library may be quite large. The fact is that the intrinsic value of library in school education is not recognised seriously by all those who matter. Setting up a library in the schools is taken as a routine requirement, without recognising its important role in learning process and in promotion of reading habit among school children. The college libraries may be better cared for, but are also far from a satisfactory state. The colleges coming under the state universities find it hard to set up and maintain good libraries.

The university libraries in our country are a mixture of good, bad and indifferent. The New Education Policy should make a commitment and also carry a directive for provision of library support to formal education system according to established norms and standards. This may appear stating the obvious, but the prevailing conditions of academic libraries are such that their proper development needs to be emphasised.

LIBRARIES IN DISTANCE EDUCATION

It seems to be fairly clear that the New Education Policy will emphasise on a shift to distance education, as the present formal education system may not be found adequate to support the universal education to be aimed at. This would necessarily call for changes in the methods of imparting instruction to students. There may be no formal habitat of a school, or a college or a university with the accompanying infrastructure facilities and a congenial environment. More importantly, vital link of teachers will be missing. There will be no interactive communication between the teacher and the taught in the learning process. In fact, the direct involvement of teacher in learning process is the very essence of education. Teachers have a significant contribution to make in the acquisition of knowledge by students. The distance education system should find substitute who is powerful enough to take up the role of teachers. Libraries could undoubtedly be thought of to aid the process of self education of students, in the absence of teachers. There is scope to organise the distance education successfully by emphasising library support in the learning process. The course design, contents, methodology, instructional material etc could be intensively based on library use by the students. The libraries could also be organised differently to serve the purpose of distance education. When distance education is to be a widespread phenomenon, opening of new libraries specifically for it, will be a stupendous task. This may not be also necessary entirely. The libraries attached to formal educational institutions may also take care of the needs of distance education, with necessary extra provision of resources and facilities. The public library system may also be expected to support the distance education system, with such orientation/modification that may be necessary. When distance education has to reach out to village

level, the public libraries can be quite handy to provide the required support. Incidentally, this may act as catalysis from public library development, which is far from satisfactory now. The library staff in public libraries should be trained/retrained to render service to students belonging to distance education system. Without going into the details of the mechanism of organising library support to the distance education system, it may be stated that it could be successfully organised basing on libraries, as an important instrument in the self-education process of students. It is fervently hoped that the New Education Policy, while advocating distance education, will emphasise the role of libraries in a proper perspective.

LIBRARIES IN NON-FORMAL EDUCATION

Non-formal education, in library context, may be considered in two stages—one covering those who have not had the benefit of formal education in a proper time, as in adult literacy programmes and the other covering those who have passed out the formal education phase and require continuing education in their life periods. The *Challenge of Education* document mentions about the obvious thrust to be given to adult literacy. In a democracy, the citizens should be enlightened, informed and knowledgeable to be able to participate in national endeavours, whether or not they are educated in a formal sense. As mentioned earlier, the vast population is required to be converted into productive human resource by investing the benefits of education. It is well known that our literacy rate is low and needs to be brought upwards significantly. Literacy rate is an important social indicator. Adult literacy programmes are, therefore, emphasised. The efforts in adult literacy cannot be one time alone. They have to be sustained for ever, in order to avoid relapse into illiteracy. Library services can help a great deal to back up and sustain adult education programmes. Unfortunately, adult education and library development programmes are not considered together at present. There is very little interaction between these two groups of activities. In other words, the benefits of library service are not made use of in the adult literacy programmes. Had it been so, there would have been a stronger pressure for parallel development of public libraries. It is hoped that the New Education Policy, while giving directions to adult literacy programmes, will bring in the support

of public library network and call for its speedy development.

Education is a life-long process. When a citizen is expected to live for about 55 years (average life expectancy period), he cannot stop his education after completion of formal period of training at his 25th year or so. He needs continuing facilities for reading and self-education, which can be mainly through library use. Books are now-a-days costly and individuals cannot afford to buy them. Libraries can alone be of help to them to provide reading materials for self-education. The deficiencies in our public library system at all levels—national, regional, state, district, block, village are indeed a severe constraint to provide the back-up for our educational system. For this reason also, public library development should be given a proper focus in the New Education Policy.

CONCLUSION

For organisational convenience in the Government, library development is usually included in the education sector. But the role of libraries extends beyond education. The topic under discussion being New Education Policy, the above presentation relates to aspects concerning education only. Elaboration of policy issues for library development as such is deliberately avoided because it requires exhaustive treatment of its own in a separate exercise. It is recalled that library profession in the country has been urging the Government for enunciation of a National Policy for library and information system and that a Committee appointed by the Government of India is engaged in this task. It is strongly felt that adequate justice cannot be done to policy issues concerning libraries in the New Education Policy statement. However, all issues relating to library support to education must be dealt with in the New Education Policy. The aim of this seminar is only for this purpose.

In a policy document, guidelines/directions towards certain goals or broad objectives are given, signifying commitment on the part of the Government. It does not go into the details of strategies, missions, programmes, tasks, etc, as these are to be derived from the guidelines/directions to meet dynamically changing situations. I have, therefore, confined myself to raising some basic issues for treatment in the New Education Policy Statement.

DEVELOPMENT OF LIBRARIES UNDER THE NEW EDUCATION POLICY

H K KAUL

1 CHALLENGE OF EDUCATION

The preliminary document of the New Education Policy entitled *Challenge of Education—A Policy Perspective* does not have a single word about the development of libraries. Is it not surprising? How can education be spread in this country without a proper network of library services? The document is probably produced either by those who are unfamiliar with the importance of library services in the development of education or those who consider that education can be improved without the help of libraries. The increase in literacy on one hand and information explosion on the other has already increased the demand for books and published materials. The sweeping changes that are taking place in the West in the storage and retrieval of information should serve as a guide to the educational planners in our country.

Demand generally generates supply. Sometimes, in order to generate demand, certain extension measures have to be taken up. In the case of Indian libraries either their number is small and their distribution uneven, or there is very little demand for the use of their collections. Over and above, neither are the extension activities carried out to attract users to the libraries nor are the users surveys made. May be, in view of this scenario the authors of the preliminary document of the new education policy have ignored the libraries. They have, however, discovered that television can play a bigger role. The report says, "While discussing the promise and limitations of educational technologies, the role of television deserves special mention. This medium has opened

new vistas not only for the enrichment of formal education but also for imparting non-formal education.” The role of television does deserve a special mention in the document, but the role of libraries does not deserve to be deleted. It is a strange irony. However, no one would disagree with the powerful role and impact the television can make in communication, but it is hard to believe that in India with 64 per cent illiterates real education can be spread through television alone.

While the objectives of education include intellectual development of personality, inculcation of a scientific temper, and creation of an awareness of the physical, social, technological, economic and cultural environment, the use of the printed media in achieving these objectives should have been considered in the report. However, the report does advocate that “if a radical change in educational policy is agreed upon, equally radical instruments and organizational structure will have to be devised to give it practical shape.” It would, therefore, be appropriate to offer suggestions on the development of libraries under the New Education Policy.

2 IMPORTANCE OF LIBRARIES

In India there is no dearth of human resources, but most of these resources are ill-used, misused or not used at all. The country needs a well-organised machinery to register, classify, educate and utilise these resources. So far, no organised effort has been made to enhance the efficiency of these resources. The development has been patchy, because the development of education has been patchy.

Although libraries are needed in schools, colleges, universities, technical institutions, industries, business houses, and research institutions, they are very much needed in our villages, towns and cities to cater to the public comprising old and young, handicapped and illiterate, skilled and not so skilled, housewives, rich, ill-informed and even the educated masses. Those who are educated need intellectual food as much as they need to eat and drink. To starve them of good reading material is to set the clock in the reverse direction. Those who are not educated, need to be educated. Books form the essential tools to get them educated. Libraries, especially the public libraries are the better sources where the books can be made available to the people.

3 PUBLIC LIBRARY SERVICES

The most important basic tool for generating effective and efficient human resources in any country is the network of good public libraries catering to people living in any part of the country, with interest in any field, whether literate or illiterate. In India, the public library facilities are almost non-existent. This can be verified by drawing a ratio of population to the number of users of the public libraries. As a result the public has remained mainly ignorant and illiterate.

In India, the public library scene varies from State to State. Although it was desired by librarians and some educationists that the public library system be provided through library legislation in all parts of the country, the fact remains that since 1948 such legislations were passed only in five States, viz, Tamil Nadu, Andhra Pradesh, Karnataka, Maharashtra and West Bengal. As such the public library movement could not be firmly rooted in India. Library legislation is more important for getting adequate financial assistance for the running of the public libraries. Under the New Education Policy it would be important to see that library legislation is passed in all the States for the maintenance of a State Central Library, City Central Libraries, District Central Libraries, Branch and Mobile Libraries, Village Centres and Grant-in-aid Libraries. The better library facilities will contribute in producing better human resources. Adult education programmes, extension activities including exhibitions, films, video shows should form part of library programmes.

4 NATIONAL LIBRARY SYSTEM AND THE DELIVERY OF BOOKS ACT

The National Library in Calcutta has improved a great deal recently but its role and importance is not felt in different parts of the country. With literature being produced in more than fifteen languages, the library finds it difficult to cope up with the recent acquisitions. Fortunately for the National Library because its resources are limited and unfortunately for the country, not all books are supplied by the publishers under the Delivery of Books Act to the four depository libraries, viz National Library (Calcutta); The Connemara Public Library (Madras); The Central Library

(Bombay) and now the Delhi Public Library. So, we do not have a single library in the country where you would be confident of seeing a copy of any title published in the country. The figures released by the National Library, Calcutta about the books published in India every year for statistical purposes are always incorrect. The figures are much lower than the number of books actually published, the number of which no body knows. It is again strange. If we are not able to keep track of what is published in the country, for reference or retrieval purposes, how are we going to keep track of our human resources for which a full Ministry has been established. Thus, the growth of books and published documents is as disorganised as is the growth of human beings in India. Although, the later needs to be checked and channelised, the former, at least, needs to be recorded. The major problem lies with the smaller publishers who know nothing about the Delivery of Books Act, nor are they interested in knowing about it. Some efforts are being made by the National Library in persuading the Publishers' Associations to provide help in educating their members. But, it is not going to help. Because, not all publishers are members of the publishers associations, and those who function in towns, villages and even in cities with small business may not be contacted at all. Thus, we need to make suitable changes, either in the Delivery of Books Act, or, in the methods of collecting books for the depository libraries.

Also, the depository libraries will have to specialise in regional languages. They should see that the books published in their region are well represented. I do not agree with the notion that why should a book published in South Indian languages be sent to Delhi Public Library; or why should publications in North Indian languages be sent to Madras or Bombay. After all, India is a big country, and if four depository libraries are well maintained, we would be sure of getting a book in any of these four libraries. Again, if there is a major mishap in one library, the other libraries would be ready to help. Thus, the country should not be allowed to be divided on the basis of language, religion or any other factor. Scholars irrespective of their language or location should be able to use the depository libraries.

5 THE NETWORK AND THE NATIONAL LIBRARY

Automation of libraries is becoming a must. With information explosion becoming more and more obvious, ongoing efforts to educate the illiterates becoming necessary, difficulties becoming visible in the manual systems to store and retrieve information of great proportions, it is time the Ministry of Human Resources incorporate, in the New Education Policy, the establishment of a National Reference Library in Delhi. The library should be completely automated with a major programme to form a network of automated libraries. The four depository libraries should first begin to get automated and linked to the National Reference Library, with an integrated system to form a network. Later, other important libraries could be joined to the network.

6 EDUCATIONAL LIBRARIES

We have nearly seven lakh educational institutions in the country out of which nearly five lakh are primary schools. It is at this stage of the primary education when the child begins to use books. The child should have a happy encounter with books so that his interest in books grows. But, this does not happen. In most of the primary schools in India libraries do not exist. Text books are thrust upon children and the children carry them as a load rather than prized possessions. As such, the environment has to change at the primary level. Children's libraries, with toys, illustrated books and recreational activities should be introduced in the primary schools.

In middle schools, nearly, 1.25 lakhs in number, the position of libraries is equally grim. In the government schools, in reality, no library facilities exist. In the public schools, if they do exist, the pressure of curricula hardly allows the children to spend some comfortable time in the libraries. This situation almost applies to the secondary and higher secondary schools which are nearly fifty three thousand in number. The books are kept in the almirahs and the use of books by students at their own free will is nearly an impossibility. The students, in some of the better public schools, come in groups, invade the almirahs, borrow books which they are able to get. With this background in the use of libraries and information, our students enter colleges.

In colleges, with enough free time, some use of the libraries by a selected few students begins. Think of the dropouts nearly sixty per cent in number who never enter colleges. They remain as illiterates and ill-informed as they were in the school days. The college students give preference to course books. The teachers mostly teach from their age-old notes prepared in early stages of their career. No discussions exist. Thus, the students find no need for extra books or extra learning. As a result the college libraries are very much under-utilised. The responsibility for such an environment lies on the teachers and professors. The method of teaching should change. The method of examining the students should change. The student should learn from the books and learn to be critical. Libraries should act as the laboratories for students and librarians as guides in helping them in culling out information. This is the environment which will help the students in the new information age which is bound to envelope India within it.

7 TECHNICAL AND INSTITUTIONAL LIBRARIES

The libraries in technical and research institutions are fairly organised and the users are conversant with their holdings. Attention needs to be given to the automation of these libraries and the development of reference tools in order to help the users.

8 ADULT EDUCATION AND VOCATIONALISATION

In order to promote the education of illiterates, nearly 44 crores (1981 census) in number, adult education programmes which were stepped up during the Sixth Five Year Plan have not achieved any promising results. By March 1985 about two lakh adult education Centres were opened but without the libraries. By simply opening centres without creating proper environments would not help. Reading rooms and small libraries should form part of these centres. Also, besides teaching, the emphasis should be on educating the adults in the use of libraries. The adults could help themselves well in the libraries. Librarians should be associated with the adult education programmes. The school libraries should be made available to such adults during no-schooling hours.

Education has to be provided to the workers who are presently doing technical or non-technical jobs. "Over 50 per cent of the workers in the public sector, in occupations requiring technical knowledge/skills, do not possess the relevant education or training"; and "Ninety four per cent of the workers in occupations requiring general education do not possess formal education". In order to improve efficiency, proper non-formal educational programme coupled with library facilities should be introduced among such workers.

9 PRESERVATION OF BOOKS

In most of the Indian libraries, the physical condition of rare books is deteriorating day by day. The keepers are, due to financial constraints, unable to make any satisfactory arrangements. The libraries are not air-conditioned. In the cooler areas, the situation is not as bad as it is in humid and hot areas. Preservation of books should be an important programme under the New Education Policy. Not only should institutions in need of help be given financial assistance, but also preservation experts should be commissioned to move out in the fields and send reports to the Ministry. Action should follow, thereafter.

10 BIBLIOGRAPHICAL PROJECTS

Sufficient bibliographical work has been done in the sciences and social sciences. It has to be speeded up and automated especially in the field of union cataloguing. In the Humanities nothing much has been done. Projects should be commissioned to provide union lists in humanities also.

11 CONCLUDING SUGGESTIONS

1 Proper legislation should be enacted in all the States and union territories for developing integrated library services.

2 Central Reference Library in Calcutta should act as a Reference Library of the National Library and devote more efforts in updating of the national bibliographies.

3 Changes should be made in the Delivery of Books Act to enable the depository libraries to receive all published materials.

4 More funds should be provided to the National Library in Calcutta for acquiring important Indian books which it has not received from the publishers. Also, funds should be provided for air-conditioning of its building, and preservation of its collections.

5 A National Reference Library should be established in Delhi.

6 An automated network of four depository libraries should be established at the National Reference Library to begin with. It should incorporate other libraries into the network at a later stage.

7 In the schools, use of libraries should be a must, and students should get some marks in final assessment for the purposeful use of libraries. Preparation of assignments in the libraries should be made compulsory at the school level.

8 Libraries of the educational institutions, including schools, colleges and universities, should be offered for the use of educated public in their areas, after the institutions are closed after daily routine work.

9 In the adult education centres maintaining of libraries should be made compulsory.

10 The bibliographical and information services already existing in the institutions and research organizations should be opened to the public and fee levied. More such projects should be taken up in humanities.

11 National Information Systems in different disciplines should be monitored and methods devised in order to make them useful for scholars who are not on their rolls.

12 Preservation of rare books should be taken up.



THE NEW EDUCATION POLICY AND LIBRARY SERVICE : A HOLISTIC RELATIONSHIP

D R KALIA

The public document entitled "*Challenge of Education—a policy perspective*" has recently been released to raise a nation-wide debate on the new education policy which the Government of India proposes to adopt and enforce with effect from the academic year 1986. It presents a critical and frank assessment of what has been achieved or not achieved in the field of education since Independence (1947) and in particular since 1968 when the last education policy was announced by the Government of India. The new policy is intended to reshape the education system to enable it to meet the challenges of the future and also to improve its efficiency and quality. Surprisingly, the document does not contain any statement on the role of library service in achieving the objectives of the new education policy and whether the present library system needs to be restructured to make it more effective.

HOLISTIC RELATIONSHIP

It needs to be re-emphasized that there is a holistic relationship between education and library service. Where formal education ends, informal education begins, as a life-long learning process with the support of free public library service. It is pursued through personal reading. So much is being published on a variety of subjects and in so many languages that no individual can afford to buy all that he wants. Books have become too expensive for individuals to buy. The use of books is to be shared through libraries perforce. It has also been realised that only personal reading can lend quality to education. What is learnt in the class room is only a small part of the total knowledge acquired.

Library Service acts as a catalyst in human and material development and as a vital instrument of change through dissemination of knowledge. A good education not only arouses intellectual curiosity to inquire but also accords the ability to locate information in the process of self-study. The use of academic libraries is more extensive when assignment, tutorial and seminar methods are followed. Such a system assumes that the teacher himself is well read. A teacher not familiar with the incoming literature in his subject cannot possibly suggest further reading to the students. Equally important is the system of examination. If the emphasis is on making the student pass the examination, then both the teacher and the student tend to confine their reading to class notes and limited number of prescribed text-books. As such extensive reading gets ingored. If teachers do not complete the courses and the students indulge in mass copying, the quality of education gets eroded.

INDIAN SCENARIO

The Indian system of examination is such that a student can pass his M.A. after 16 years of schooling without ever stepping into a library. Since questions in the final written examination are set under a rigid curricula, extra-curricular reading of the student does not pay. Those who manage to cram answers to the set questions based on guess papers stand to gain and score over those who have had extensive reading on the subject beyond class notes and text-books. In such a situation high standard of education cannot be maintained and optimum utilization of library's resources and services can never be achieved. It is no wonder that use of university and college libraries is so low in India, compared with the countries where studies are library based.

DEFICIENCIES OF ACADEMIC LIBRARIES IN INDIA

The quality of library service is determined by the quality of the reading material, its organisation and servicing. Since no systematic selection of books is followed and selection is made out of what is offered by the bookseller, the library collection gets lop-sided. Book grants are generally received at the end of the financial year, so whatever is available in the market is purchased

whether it is related to library's needs or not, including the remainders, bought abroad by weight and sold at published price in India.

Regional languages are being used as media of instruction in Indian universities, without ensuring availability of wide variety of reading material. The teaching of English is also being neglected. The result of these developments has been that millions of English books are gathering dust on the shelves of university and college libraries. The students as well as the teachers are incapable of making use of English books, because their proficiency in the language has reached a low ebb. Yet, more and more books are being added in English because the entire book budget cannot be spent on the purchase of language books alone, their total output being limited.

The book collections of academic libraries are poorly organised. Location of books is a problem. Card catalogues are in a bad shape and do not reflect the holdings of the libraries. The system of book classification is not consistently followed. There are serious discrepancies in the assignment of class numbers.

REMEDIAL MEASURES

1 In each state Directorate of Education there should be a Bureau of School Libraries to assist and supervise school libraries. At present school libraries are among the most neglected. Either there are no libraries in schools or they do not function properly. If library habit is to be imbibed at a young age, school library service must be improved drastically.

2 The university authorities should review the working of their central and departmental libraries as well as the libraries of the affiliated colleges. Such reviews will present a true picture of the state of affairs and help in effecting improvements in their working.

3 During the course of financial audit by the Government auditors, a check should be exercised to ensure that books purchased during the last year were added to the collection within the same year. At present new books are not added to the stock for years together and by the time they are added, most of them become obsolete, resulting in wastage of funds.

4 The resources of Library Schools whose number has exceeded 50 by now, need to be augmented. Some schools do not have even a single full-time teacher. What kind of training they impart should be looked into. The Universities should review the working of their schools to reveal the situation. If need be, their curricula should be revised to make it service oriented.

5 The systems of book selection and acquisition need to be reviewed. Millions of Rupees are being wasted on purchase of imported books which are not likely to be used. There should be a system of co-operative acquisition of material and processing through shared computerised cataloguing. Library automation should be attempted on a large scale for computerization of library operations and establishment of on-line bibliographic databases.

6 The research journals are seldom used. A study should be made of the use of research journals in all the Indian University libraries to assess the incidence of their use. A co-operative acquisition programme at local level can reduce expenditure on subscriptions of the participating libraries.

7 Library and Information Science is perhaps the only discipline which has no national institute of research and development. A national institute should be established to conduct and promote research in Library Technology and development of library and information service. The institute should also organise refresher courses on library management for the senior librarians and courses on library techniques for the professional staff to bring their knowledge up-to-date. It should impart training in library automation and operation of on-line bibliographic databases.

8 A National Code for resource sharing should be adopted with the approval of the library authorities.

9 The scope of subjects of publications in Indian languages being used as media of instruction should be widened by identifying the areas of study in which the output is deficient and a greater attention be paid to the teaching of English, so that it can be used by the students as a library language.

10 A National forum to plan, finance and monitor library and information service in the country under the name of National Commission for Library and Information Service should be established by the Government of India.

CONCLUSION

If academic libraries have to lend quality to education, their organisation and management must improve. Revamping of academic libraries should be undertaken as part of the implementation of the new education policy. □

LIBRARIES IN NEW EDUCATIONAL SYSTEM

S P AGRAWAL AND MANOHAR LAL

Education as a forceful vehicle for creating enlightened and useful citizens has been well acclaimed. That is why, continuous efforts are made to improve the system. The latest effort is the Ministry of Education document *Challenge of Education : A policy perspective*, which aims “reviewing and resuming the education system to enable it to meet the challenges of the future and also improve its efficiency and quality”. The objective is laudable one. It expects active participation of all those who are likely to be involved like, managers, policy makers, voluntary agencies, teachers, scientists, etc. It omits librarians and libraries.

Libraries have been considered as ‘Temples of knowledge’. Though not directly involved in imparting education, but their potential role as custodian and in dissemination of knowledge is immense. The new educational document while expounding measures for restructuring of education system in terms of curricula, teaching methods, examination system, etc. does not mention alleviation of poor state of libraries in our education system.

MAJOR ELEMENTS OF A STRATEGY FOR FUTURE DEVELOPMENT OF EDUCATION

- 1 Elementary education should be universalised;
- 2 Pre primary and primary education should be organised at the same place;
- 3 Post-elementary training may be linked with Community Polytechnics supported by correspondence or distance learning and free literature;
- 4 Adult education supported by the Govt. and voluntary organisations and encouraged by all the media and educated citizens is a must;

5 Only those who have academic interest and aptitude should be allowed admission to institutes of higher education after successfully competing in the specially designed tests.

6 Capitation colleges should be discouraged or allowed to continue if they reserve adequate number of seats for meritorious students.

7 Admission to the teachers' training colleges should be through tests and there should be continuous programmes of in-service training.

8 Education should have social relevance for which the curricula should be so devised that the students take pride in their national heritage, feel committed to uphold India's unity and integrity and get motivated to contribute to the well-being of their own community.

9 Education should be decentralised with the district to become the centre for planning, training, guidance and assistance to the schools which will look after the handicapped and talented children also and will get community participation.

10 There should be a variety of vocational courses, besides engineering and technical, which can be opted at any stage after primary, middle or senior secondary and can be pursued along with the academic stream.

11 For the successful implementation of vocationalisation, adequate number of competent teachers will be must.

From the perusal of the above strategy, to repeat again, it is quite apparent that libraries are amazingly invisible to educators. They have not realised that information literacy is as much needed as the 3R's literacy. The former, according to Martin Tessmer, is to inculcate "ability to effectively assess and evaluate information for a given need". Libraries, though not given due place in proposed educational strategy, never the less, will have to play a crucial role at all stages of education whether provided through formal or non-formal way. These will be recognised as part and not as an entity (service) apart from the goals of education.

LIBRARY USE AT ELEMENTARY LEVEL

Catch them young is the accepted idiom. Habits formed in young age remain throughout life. If we want that the young men

should inculcate love for books, let this love be inculcated in childhood. The situation at present is that when a young boy enters a college, instead of being thrilled and inspired by thousands of books arranged in a particular order, he rather feels intimidated and bewildered. Many such boys never enter the library throughout their college education. This happens because they had not been initiated to libraries at elementary or school level. To overcome this failing, we should provide good libraries in the schools which may be stocked with simple books in bold print having beautiful illustrations and pictures. These libraries will be profitably used not only by the children in the school, but by the children in the community at large and also by the adult education centres. These will have to be provided additional resources for this. Efforts will also have to be made for publication of good reading material through proper incentives and subsidies.

LIBRARY USE AT SECONDARY LEVEL

The approach at this level would be multifarious:

(i) Upto 10th class level, the students will be directed to use encyclopedias, dictionaries, atlases, gazetteers, etc besides usual reading material, for collecting information. Teachers will prepare their daily lessons based on the material available in the school library and the students will be expected to prepare notes by consulting material referred in the teacher's lesson.

(ii) At 10+2 level, there will be a subject on Library Science covering elementary principles of classification, book preparation, filing, cataloging, etc. This will familiarise the students with the functioning of the libraries.

(iii) Teacher at this level plays a pivotal role in optimum utilisation of library. Unless he is motivated to play his due role, nothing substantive can result. It is, therefore, essential that during teacher's training period, he should be imbued with ethos of 'Librarianship'. Necessary changes in curriculum if necessary, should be made.

(iv) At secondary level, as at elementary level school library particularly in rural area where there is no public library, will cater to the needs of the community.

(v) Librarians will also have to act as teachers for imparting library instruction to the students as well as to their fellow teachers.

They will need training in teaching techniques so as to communicate with confidence with teachers and students.

LIBRARY USE AT UNIVERSITY AND POST-UNIVERSITY LEVEL

(i) It has been rightly said that “a university/college is a community where scholars and teachers are the head, students are the body and the library its heart”. The educational strategy at this level is to allow admission to only those who have high academic achievement and aptitudes. The students will now be pursuing specialised courses. They will need not only the text books but also extra sources of knowledge available in any form (paper or electronic). No further introduction to libraries is required if sufficient ground-work has been done at school and college level. Libraries would now be required to be strengthened in term of reading material, equipment, working space and personnel.

(ii) Time is not far off when the lecture method will be replaced by other teaching techniques like project method, discussion method, tutorial method, etc. This will need closer co-ordination between the teachers and library staff in drawing teaching programmes so that useful reading material is collected and better library services are designed. This mutual contact will permit communication line between teachers, librarians and the students which is very essential for optimum utilisation of services.

(iii) University libraries will also have to provide service to those students, who have been preparing for examinations privately, through correspondence courses or through open universities.

LIBRARY USE IN DISTANCE AND CONTINUING EDUCATION

The new educational policy lays greater stress on distance education to provide facilities to disadvantaged sections of the society in order to improve their educational qualifications. Higher standards of education cannot be expected through this channel unless a network of good libraries is set up. At least one library at district level, that may be a college library or public library, may be selected as a focal library to be provided financial

assistance by the institution conducting distance education programmes. This library will give all facilities to the students to enrich their knowledge and also to help them function effectively after education is over.

ROLE OF PRIVATE-SECTOR IN LIBRARY NETWORK

It is estimated that as many as 58% of workers requiring technical knowledge and 94% requiring general education skill do not possess any formal education and/or training. When the educational facilities are structured for this section, would it not be advantageous if at the same time good library facilities are provided at their place of working where the material relevant to their academic as well as professional pursuits is made available.

Just as government encourages private organisations to set-up schools or higher centres of education and research, similarly they may be provided financial incentives through tax rebates for setting up good libraries for their workers. These should not be mere show windows but should be real service centres. These libraries would be in addition to libraries set up as part of R & D Programmes.

ROLE OF PUBLIC LIBRARIES IN EDUCATION

Alvin Johnson rightly calls a public library as a 'people's university' because when properly developed, public libraries play an indispensable role as community Centres for education, information, recreation and culture. Their importance increases in rural areas where there are no libraries worth the name. If provided with sufficient reading material and audio-visual aids like videos, tape recorders, cassettes, film projectors, posters, etc, these can be profitably used as education centres by children, adults, blind and other lower strata of the society. There can be no better tool for universalisation of education as well as for maintenance of literacy than a public library. It can take up activities like reading out books, periodicals or newspapers to the illiterates and neo-literates and arrange various socio-cultural programmes like dramas, poetry recitations, etc, so as to stimulate and maintain their interest in reading.

CONCLUSION

The foreword of the document visualises “emergence of learning society” in which people of all ages and all sections not only have access to education but also get involved in the process of continuing education. In this environment, open, non-formal, part-time and adult education become as meaningful as formal education; infact, the two streams reinforce each other”. But education through non-formal channel will remain lopsided unless good library facilities are provided to enrich the formal teaching lessons. There is, therefore, need for creating a matching infrastructure of libraries, parallel to the educational structure, (both formal and non-formal) that we could say that the two infrastructures reinforce each other. The library infrastructure would consist of school libraries, college libraries, university libraries, public libraries, etc. The approach should be to strengthen the existing ones and create new ones where none exist.

The main points which emerge through this paper are:

- (i) That library infrastructure should be strengthened at all levels of education, but particularly at elementary level;
- (ii) that school libraries in rural areas, where there are no public libraries, should act as community library centres, and they be provided with essential audio-visual aids;
- (iii) that library science as subject should be taught at 10+2 level;
- (iv) that Library and Information Science should be one of the papers in Bachelor of Education course.
- (v) that communication between teachers, librarians and students is essential;
- (vi) that private sector should be provided incentives to set up libraries and information centres of excellence.

The main thrust of our education policy, in brief, should be to make man a social animal and not a technological robot. Libraries can go a long way in fulfilling this objective. But here also, like in other fields, it will be possible only when the librarians are dedicated, hard-working and competent. □

NEW EDUCATIONAL POLICY AND THE ROLE OF LIBRARIES

NASIB CHAND, SHAMSHER GUPTA AND RASHMI GUPTA

INDIA IN THE COMITY OF NATIONS

India with a rich cultural heritage and historical past going back to 5000 BC is the second most populous and the seventh largest country in the world today. She has emerged as one of the fast developing newer nations in the eastern hemisphere and undoubtedly it is leading non-aligned movement in the World. At present India is held in high esteem by both the power-blocks on account of her foreign policy based on peaceful co-existence; and commitment for utilisation of Nuclear Energy for peaceful purposes only and not for the annihilation of humanity at any stage. It has also achieved the third place in the World in the field of scientific manpower.

PIONEER IN THE INTELLECTUAL TREASURE

In the intellectual field, the Indian thinkers have contributed *Vedas, Upanishads, Puranas, Gita*, etc. Long before the dawn of civilization in the present advanced countries of the world, its universities at Sarnath and Nalanda etc having nine storey library building contained the life blood of intellectuals, writers and teachers of the age. This must have been based on a sound and well integrated educational and library system.

RAVAGE OF THE PRECIOUS TREASURES

The rich intellectual treasures of India were lost during the numerous invasions by foreigners starting from Alexander (326 BC) on this sub-continent. Moreover the invaders, one after the other started their own schools and institutions etc, to propagate their cults, culture and way of learning. Thus by and by decreased the

popularity of *Gurukulas* and *Vidyalyayas*. The Muslim rulers starting with Mohd Bin Kasim (635 AD) started establishing Mosques, Madrasas, Muktabs, etc to recruit court employees from such institutions. This gave a big impetus to the muslim educational institutions, since the court language was Persian/ Urdu. With the coming of East India Company (1736 AD), the English system of education was introduced and Lord Macaulay's minute of 1835 laid the English educational system on firm grounds in India as it was officially recognised and approved as a general system of education throughout the country. Very nominal and superficial changes were made in this system of education by the British educationists themselves and even the Indian educationists after the departure of British rulers from India. In the twentieth century, for the first time Indianise thining about mass education was revived comprehensively under the inspiring leadership of Mahatma Gandhi at Wardha in 1937 and was given theoretical structure with practical strategies commonly known as Basic education. Other eminent and elightened Indian personalities like Bal Krishna Gokhale (1910) (Primary education), Rabindra Nath Tagore (1901) Vishva-Bharti, Sir Syed Ahmed Khan (1921) Aligarh Muslim University, Pt Madan Mohan Malviya (1915) Benaras Hindu University, Aurobindo (1868) Auroville, Swami Dayanand, DAV institutions, and scores of other eminent sons of the soil, tried to give a sound educational system to the nation but these innovations were solitary and scattered based on individual voluntary efforts with no support what-so-ever from the alien government.

EDUCATION IN INDEPENDENT INDIA

After independence, the Government of India set up a number of commissions and committees from time to time to remould the education system to the need of the nation. A special mention may be made of *University Education Commission* (1948-49); *Secondary Education Commission* (1952-53); *Kothari Commission* (1964-66), which reviewed different aspects of education in a comprehensive manner. Based on these recommendations, in 1968 a National Policy of Education was evolved by the Government of India for radical reconstruction of education by relating education more closely to life expanding educational oppor-

tunity, improving quality at all stages, emphasizing development of science and technology and by cultivating moral and social values. While success was achieved in some sphere, largely these resolves remained pious and could not be taken up for implementation for one reason or the other.

Throughout the history of development of mankind, education has always been accorded an honoured place in human society. The march of civilisation shows the evolution of education as one of the most essential activity of human life from cradle to grave. In the space age, civilization with a rapidly changing world; the education system has to meet the challenges of its time. It may be worthwhile to note historical trends posing challenges to education viz

- (i) direct link between ignorance and poverty has been established beyond doubt;
- (ii) economic development and efficiency of human beings is retarded on account of lack of education;
- (iii) universal demand for education is the need of the hour;
- (iv) science and technology is influencing human life as never before;
- (v) exploding population; and
- (vi) scarcity of resources.

ESSENTIAL CONSTITUENTS OF EDUCATION POLICY

No progressive and pragmatic education policy can afford to ignore to note and include these essential constituents while formulating policies, structures and strategies for educational development. A harmonious balance between the products of science and technology on the one hand and products of spirituality on the other hand by the education may lead to advent of golden age for the humanity. One can not deny the fact that education, apart from social and economic aspect, has innumerable potentials which must be pursued by an education policy. It is one of the basic humane aspect which forced the declaration of education as a human right under the Universal Declaration of Human Rights adopted by the United Nations in 1948.

The Constitution of independent India stands on the four main pillars *i.e.* Justice, Liberty, Equality and Fraternity. Though education is essentially a state subject but the Centre is invested

with certain specific responsibilities which have been mentioned in Lists I and III of the seventh schedule of the Constitution.

EDUCATION ON THE CONCURRENT LIST (1976)

The recommendation of *Indian Education Commission* (1964-66) and subsequently also, this idea of placing education on concurrent list had been reviewed thoroughly and at that time it was resolved that the scope within the existing constitutional provisions for Centre-State participation in education for the development of education and evolution of a national education policy need to be exploited to the full extent. Consequently in 1967, by an amendment in the Constitution, the education was brought on concurrent list, but even then the main responsibility in the field of education has been left to the state government.

The excellent recommendations of many commissions and committees on different aspects and levels of education remained on paper only and thus unimplemented. The educated unemployment in youth, growing indiscipline among students, non-co-operative attitude among teachers, disconcerned attitude among parents and lack of faith in education among the people in general are some of the standing problems vexing heads of the intellectuals in the country. We may talk of the achievement in terms of expansion of education but one has missed excellence in it and hence all this hue and cry, chaos and confusion and ultimately no peace and happiness in life.

NEW EDUCATION POLICY

Surely and decidedly the urgency of vast potential of a functional modern educational systems and the long standing problems hampering its implementation, must have been in the mind of our young and dynamic Prime Minister Mr Rajiv Gandhi, who in his broadcast to the nation, on Jan 5, 1985, promised to chalk out a new education policy in order to help the country socially, economically and scientifically to enter the 21st century. Again on July 7, 1985, he announced that such a policy would be ready very soon.

On August 20, 1985, the then Union Education Minister, Mr K C Pant placed a document before the Parliament under the

caption, *Challenge of Education—A policy perspective*. He stated that a number of important issues have been listed in the document for discussion by all concerned to formulate a new education policy. Thus started a chain of discussion at all levels throughout the country.

CHALLENGE OF EDUCATION—THE DOCUMENT

In this document the government very honestly confessed that the objective laid down by the earlier policy of 1968 though worth achieving as they laid that education should be related to life; more educational opportunities should be provided to all; there should be qualitative improvement in education; science education and technology should be applied to the service of the nation; emphasis should be laid on the cultivation of social and moral values. But unfortunately these could not be included in the educational system, either by the Union Government or by state governments. The document openly criticizes the policies followed wherein the important issues were deliberately avoided. It laments inadequate budgets allotted to education over the years. It criticises in a bold and frank manner the miserable condition of universal elementary education (wherein 77% dropout school) and the poor progress of women education (wherein 71.5% women are illiterate), the inadequate facilities of education in the rural areas, the urgent need to provide educational institutions to Adivasis, Scheduled Tribes, Scheduled Castes and other members of backward classes and areas. The document discusses in details the short-comings of the present Indian education system and supports every statement, latest statistics which make the document very authentic.

While listing the drawbacks of the earlier policies, miserable condition of colleges and professional institutions, bad condition of the universities and higher education, failure of the state to meet the necessary budget with their limited resources, innumerable hurdles in the way of implementation and apathy of the people in general, especially the declining role of educational philanthropists giving facts and figures over the years. Even the existing system of examinations has not been spared from criticism.

In his foreword to the 177 page document Mr K C Pant mentions, "The analysis of developments over the last two decades makes it clear that desired improvements have not mate-

realised because neither the resources nor the measures for restructuring were commensurate with the imaginative and purposeful thrust of the educational policy adopted in 1968."

REFORMS RECOMMENDED IN THE DOCUMENT

The document has put forth a number of guidelines and recommendations to restructure the new education policy of the nation. Some of the salient recommendations are listed as under:

- (i) In the new design, capacity to learn will be more important than what is learnt and continuing education. Thus universalisation of elementary education and spread of adult education by 1990 have been emphasized;
- (ii) Reorientation of the learning process;
- (iii) Emphasis on vocationalisation of the education system;
- (iv) A national core curriculum for schools;
- (v) Thorough overhaul of the examination system; and
- (vi) Delinking jobs from degrees etc etc.

The document states in a forceful manner that "marginal changes here and there will not do". This has been agreed to by all.

It has also suggested that higher education should be restricted to those with a scholastic bent of mind; but then it also hints that "subsidies for higher learning should be cut; nowhere working out the highly inequitous implications of the latter proposal." or laying down the criteria to achieve them.

NATION GREETES THE UNIQUE DOCUMENT

The Government of India published the document in large number and distributed to all those concerned with education at all levels, throughout the country in order to invite suggestions, criticism and recommendations etc, and to formulate a finer national policy on education based on the consensus arrived at as a result of the sum total of such feed back.

However, a number of educationists and critics have pointed out that certain pertinent issues have been left untouched and the document has been described as almost as good as the old ones. They also ask whether the heavy budget allocation would be available and further whether it would improve the quality of education

to the desired extent without which the task of national reconstruction can never be completed?

Whether it would develop employment oriented vocational skills without the needed resources?

Will it be able to achieve universal elementary education and adult education targets by 1990 when the population of the country is increasing at the rate of adding one UK in every five years to India?

Will it be able to prescribe a national core curriculum for schools in a country with so many diversities, faiths, races groups, languages, medium of instruction and other regional crises?

Will it be able to reform the examination system thoroughly against the vested interest of its beneficiaries like publishers of guides, cheap books etc alongwith their teacher-writers who write and patronize the use of such cheap literature?

Will it develop in people such habits, attitudes and qualities of character as will enable them to bear willingly the responsibilities of democratic citizenship?

In order to answer the above questions, a unique experiment on education policy will have to be taken into account, as that the final draft is based on the amalgamated consensus of Indian citizens coming from all walks of life and thus represent the true aspirations of the nation as a whole and not based on whims of few selected planners, bureaucrats, educationists, politicians administrators etc as has been followed in formulating national policies on education so far.

SUGGESTIONS

We would however wish to suggest that the Union Ministry of Education, the Planning Commission, the UGC, NCERT alongwith

other Central institutions/organisations responsible for development of education, the universities and the state governments must make a provision for a feed back channel so that the nascent views, recommendations and criticism on the various issues in the document emanating at all levels in the country are collected and published periodically and circulated at regular intervals for reference and guidance and to provoke further thinking on them by the people's concerned. Such a channel is wanting at present and is the basic requirement so as to eliminate the possibility of interpolations and extrapolations by the vested interest who have been resisting and opposing the dynamic structural changes in national education system so far. Incidentally, such a feed back channel will be the first provision made available to the library profession in general as the role of libraries has been taken for granted in the document as it had been done in the past by the Education Planners and even the vested interest in the UGC.

LIBRARIES IN EDUCATION

The importance of libraries in education cannot be stated in better terms than CARLYLE "The modern university is a collection of books". Other authorities state it as "the hub of all activities in an educational institution. It is rather the heart of an educational institution. The standard of an educational institution, the quality of instruction provided by it, can be gauged by the quality of its library service to the readers".

James Torres Bodet a former President of UNESCO in his forward to McColvin's book on '*Public Library Extension Service*', says, 'No one who has learned to read beyond the level of bare literacy and wishes to play his full part in the life of his community can possibly keep in touch with what is happening elsewhere in the world, with what, even if it is happening at his door steps, without recourse to books and periodicals but few people in the world can buy all the books they need for their own personal use.'

It is for the first time, that Mr KC Pant, the then Union Minister of Education in the foreword to the booklet rightfully places his observations that the formal education is at par with non-formal education through open, part time libraries and adult education etc. This is the basic and most inspiring statement for the libraries to play their role in education at all levels.

CAN LIBRARIES PROMOTE FORMAL EDUCATION?

Formal education is based on teaching and teaching techniques. It aims at making the learner proficient in his skill. In the modern educational system prevailing in the advanced countries of the world, the teachers are communicators and the books and the other teaching aids are the media of communication. For satisfactory communication between the teachers and the taught, the media plays a very important role. The library can be described as media centre with “learning environments artfully designed to have a stimulating and enriching effect upon students; it used the strategy of individual independent study and enquiry inspired in a variety of ways”.

EDUCATION/LEARNING THROUGH LIBRARIES

The methodology of teaching is rapidly changing. It is no more considered proper to keep the teaching activities confined to the four walls of the classroom. In the modern education system, more stress is laid on self study, self learning than on the traditional lecture-based system. Here, the student/learner needs to be brought into contact with the rich intellectual experience of the past and present by using books and journals in the libraries. Some advanced countries launched library centred education programmes in their institutions with excellent results. Thus education learning through libraries is getting popular day by day and is replacing the class room teaching methods.

PRESENT INDIAN EDUCATION SYSTEM WITHOUT LIBRARIES

In India, present system of education is class room oriented and examination-based where students remain the passive recipients of dull and repetitive lectures. Seldom any reference is made to books and rarely the intellect and inherent aptitude of the pupils is evaluated in the true sense. All educational preparations are examination centred and students feel contented with the cramming of a few textbooks, guides, notes etc. from the examination point of view, even without properly understanding their contents, which seriously affect their learning and personality development.

Their knowledge perforce is limited to textbooks and class room notes. Such students spend their extra time in gossiping or fun making and very often resulting in student unrest, riots and many evil things. They are rarely initiated into the rich realms of knowledge, through self study, debates, declamation contests and other constructive extra curricular activities

Theoretically no one denies the importance of libraries in the educational programme of the country, but in reality, libraries have yet to be made the 'school's power house', the centre of 'colleges' intellectual life', and the 'heart of the university'. All these adjectives used for libraries remain meaningless and mere verbal decoration without practical application. It is unfortunate to observe that some of the educational and administrative authorities have not been properly encouraging the development of libraries. The reasons for which are not far to seek, leaving a few enlightened teachers, a large majority of them depend upon the decades old lecture notes dictated to them during their student days year after year with the only aim to enable their students secure good marks in the examination and maintain the pass percentage of students above the university pass percentage—a remark mentioned in the Annual Confidential Report of teachers.

ROLE OF LIBRARIES IN NEW EDUCATION POLICY

Professor Ashworth has said "the real importance of libraries in education is that they are places where one finds out and where one learns how to find out.....it is essential to education that everyone is brought into contact with a good library throughout his whole period of tuition that he is taught to until it becomes second nature to him to do so, and that he carries these characteristics through with him into later life."

Fortunately, a similar opinion is expressed in Chapter III entitled 'A critical appraisal', it is stated, "The world of tomorrow which would usher in an information rich and technology-intensive society calls for new approaches to learning. Developing the capacity to learn would be more important than what is learnt. Life-long and recurrent education would be the order of the day". Stating the formidable global challenges facing the country, the document states in vivid terms. "We are, therefore, faced simultaneously with the challenge of having to fulfil two important

tasks—one of providing quality education to everyone to develop his fullest potential and the other of simultaneously transforming the content and process of education to meet the emerging needs of tomorrow” *i.e.*, the qualitative and quantitative developments go side by side. This is the most challenging and controversial part of the policy as opined by the education planners. However, the libraries can play positive role in solving both the problems, details for which can be worked out jointly by the library professionals and the education planners.

RESTRUCTURING COURSES OF STUDY/SYLLABII AND THE ROLE OF LIBRARIES

The agencies/bodies responsible for framing syllabii/courses for study at present are the state education departments, the education boards, the Technical Education Boards, and the Universities etc. In these educational organisations, the responsibility of framing, revising and updating syllabii in various subjects for various classes is vested in the subject committees/councils comprising of subjects experts/specialists/professors/teachers in the concerned disciplines, Consequently the fault lies with such standing subject committees whose primary aim should be to frame up-to-date syllabii related to the realities of Indian life to make education meaningful and purposeful.

The syllabii/courses of reading at present are old, obsolete, out of date and stagnant in intellectual activities and unrelated to the life situations. They are framed in a routine casual manner, according to the personal liking of the committee members and thus are based on available class/lectures notes, cheap books, guides etc on the subject. Such courses fail to maintain even minimum norms and standards.

The new National core curriculum which will be learning-based courses of reading will involve atleast 50% of student time and effort in self-study of instruction media, books etc available in the libraries.

The pursuit of National core-curriculum will naturally bring the teachers to the repository of media *i.e.* libraries to prepare their teaching assignments, make them up-to-date and present them to the students for learning, discussion and further self studying by them. Thus the library informal education will play a complimentary and

supplementary role to the teaching/instruction work in the class room. The libraries will no longer remain passive participants in the educational system of the country but will perform their role of bringing the readers and the book together in an efficient manner by issuing bibliographies, reading lists on the prescribed topics, documentation lists on the courses of study and then making the necessary books and journals available to the readers on demand without delay.

IMPLICATIONS OF THE ROLE OF LIBRARIES IN NEW EDUCATIONAL POLICY

In view of “an important ingredient of this metamorphosis is the emergence of a learning society in which, people of all ages and all sections not only have access to education but also get involved in the process of continuing education. In this environment, open, non-formal, part-time libraries and adult education becomes as meaningful as formal education. In fact, the two streams reinforce each other.”

The above statement gives an equal weight and importance to the role of libraries as to the class-room instructions in the formal education at all levels—schools, colleges and universities.

This implies that the network of school libraries, college libraries and university libraries forms a necessary part of planning in restructured policy so that the habit of self-study is inculcated right from the school age by “catching the young” to mould them into a learning society and a nation of readers.

MODEL SCHOOL

The decision of the Government of India to set up pace setting model schools in the Central Sector in every district of the country as proposed under Chapter IV entitled ‘An approach to educational reorientation’, of the document, could be selected for allocating model school libraries to them to start with. Such school libraries could serve as feeding centre to the surrounding schools for meeting their library requirements on inter-library loan basis. By and by more model functional libraries can be allotted to such other schools depending upon the availability of the funds and their individual requirements. The provision of a good functional

library is already included in the document itself as, "It has, however, to be recognized that these will not bear any fruit unless educational institutions attain a minimum threshold of essential facilities in terms of buildings, black-boards, charts and posters, drinking water and bathroom facilities, laboratories, science kits and libraries; and minimum contingencies for organising socially useful productive work, nature studies, games and sports and cultural activities."

It is recommended strongly that each state should organise an integrated school library system under the charge of Assistant Director, school libraries, so that the minimum norms and standards for libraries in schools, are observed and implemented to make the new school education system successful and also to initiate the young children in the habit of self study for information and education. By providing them functional workshops of knowledge with attractive surroundings and adequate collection of reading material in place of the present poor provision which are nothing more than an apology for school libraries.

Moreover, such school libraries can serve the double purpose of entering to the needs of the large number of dropout children who can visit them after the normal school hours.

The financial implication will be to the extent of 10% of the total budget on school education. Thus benefits will be two fold-catering to the needs of the school children during school hours and enabling the dropout children to rejoin after the normal school hours.

It is also recommended that the computer network be provided to the model central schools so that the library becomes a centre of important media. It is very important for NCERT, Govt. of India, State Govt. and Education Boards to review periodically the school library services and strengthen such areas needing immediate attention to bring them up-to-date. This can be done jointly with the help of the library professionals once in a period of five years or earlier. Workshops/in-service training courses etc for working school librarians should be organised regularly to equip them with the know-how of technology to library services to make the school library system functional and successful.

COLLEGE LIBRARY SYSTEM

The change in the system of education from lecture method to learning based procedure brings the role of college libraries to the fore front. The teachers will need them to prepare their teaching assignments, the students will use them for information education and further study and above training themselves in the efficient use of reading material. This will increase the demand on the services of the existing libraries. It will evolve additional implications like provision of adequate library facility having sufficient number of reading material organised properly and ready to be served to the teachers and the students in an efficient manner. Thus college libraries will have to be strengthened adequately to meet the challenges of new education.

It will be advisable if modern equipment of photocopying, micro-films, microfiche readers, mini computers are made available to the college libraries to perform their educational assignments in a constructive manner. It is suggested that the college computer network be put on line with the University Computer Centre and even with the Regional Computer Centres, the benefits of information retrieval will be increased manifold.

ROLE OF UNIVERSITY LIBRARY IN EDUCATION AND RESEARCH

In spite of the UGC, we have not been able to lay down minimum norms & standards for college libraries & their services to readers. A National central text book library is yet to be established in the country. Regional text book libraries containing standard text books in the regional language are yet to be planned in large number. Text books prescribed in various subjects are not available. All these issues need immediate solution so that the students and the teachers do not feel handicapped in following the revised courses of reading and also do not resort to cheap guides/notes etc in place of standard text books. The UGC has done very little for the college library and their librarians. The UGC should organise in-service training workshops, seminars etc for the working librarians to keep themselves up-to-date in applying technology service to the readers.

The role of university libraries in education and research has been stream-lined to a great extent through the continuous effort of UGC and the University teachers. However, the services of the University Libraries have to be strengthened in more than one way by providing additional reading material, working facilities for the readers, adequate number of library staff especially reference librarians. Above all, in view of micro-specialization/research during this period of literature explosion, the modern technological equipments of photocopying, microform, microfilms, microfiche readers, audio-visual equipment, and computer network etc. to serve specific information/articles from journals for the research workers, form the *sinequanon* of University library holdings and its services. It will be an additional boon to research promotion if the university computer centres are interconnected throughout the country or at least at regional level to start with, so that the shared resource availability is made possible at electronic speed to promote research in series and the colossal wastage of research in parallel is minimised. Fundamental research will get expedited and applied research will be brought to the trade and industry for promoting economic development.

It is a matter of great regret that so far neither UGC nor any other National body has framed minimum norms and standards for college and university libraries, to ensure qualitative service to the readers, research scholars and teachers. This should be done jointly by professional librarians, library associations such as ILA, IASLIC, INDAAL etc, eminent educationalists, UGC representatives and National/Physical laboratories, Medical/Agricultural institutes.

Last but not least restructuring of education and the new education policy will need the co-operation from the book production industry, in the private and public sectors (NBT Publication Division etc), electronic equipment production industry and above all participation and support of the citizens of the country to materialize the structural changes in the new education policy.

To sum up, we can conclude with confidence that the educational development of formal education and the development of libraries go side by side. Development of education without a simultaneous provision of the network of libraries will be a task half completed as real education starts where formal education ends. Self study is the only royal road to life-long education for

which the best agencies are the public libraries—often described as 'People's Universities'. Nowhere, has education been possible without simultaneous development of libraries and India is no exception to this.

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LIBRARY AND LIBRARY SCIENCE EDUCATION IN EDUCATIONAL DEVELOPMENT

P B Roy

INTRODUCTION

Recently the Raja Rammohun Roy Library Foundation jointly with the National Council of Educational Research & Training, organised a one day preseminar discussion in Calcutta, on the theme 'New Education Policy and Libraries'. In that meeting Dr R K Dasgupta, an eminent scholar by his own right, who was, for some time the Director of the National Library, Calcutta delivered the key note address. In his admirable address Dr Dasgupta has profusely quoted from national and international reports and standards to show how inspite of specialists' opinion indicating importance of libraries in educational and allied activities, the case of the libraries has been utterly disregarded in planning and development of education in this country.

The address delivered was a very recent one and was prepared in connection with the discussion on the same topic which we are considering now. It is of no use to place the same arguments once again and waste the time of the audience.

LIBRARIES IN EDUCATION—IN THEORY

We may acknowledge with Dr Dasgupta that a good number of committees the commissions set up by the Govt. examined from time to time and need for library services for achieving different kinds of social objectives. All of them are unanimous on one point. They all agree that for different kinds of social activities where support of information and ideas are considered necessary, libraries should be regarded as some helpful components to enable us to attain the objective.

None of them, however, has declared libraries to be some essential components which cannot be avoided where information and idea support is needed to be acquired from a continuously expanding universe of research and development contributions. They have not, therefore, stressed on library and information store, development and utilisation, as much as their counterparts in western countries have been seen to be doing. They have thrown some good wishes for library use and have recommended in a few paragraphs allotment of funds for acquisition of documents and the like. They have left the rest to the teachers and administrators of different institutions.

LIBRARIES IN EDUCATION—SIMPLE EXISTENCE

What has been obtained as a result of such recommendations is no doubt very interesting in its own way.

There is no Library at the primary school level.

If a handful of affluent secondary and higher secondary schools are left out of consideration, the situation in such schools is quite grim. The common varieties of secondary and higher secondary schools do not have any library worth the name. Even where conditions for affiliation stipulates that an institution seeking affiliation should have a library of its own, such conditions are often very cleverly violated, directly or indirectly, in dubious ways. Either there is no machinery for checking of such lapses or there is an understanding between those concerned with checking and authorities of institutions which are to be checked. In my professional life of over four decades I have not come across a single incident where affiliation of an institution has been held up or withdrawn for non-compliance with the stipulation relating to libraries.

In colleges, mainly because of UGC's benevolence, libraries exist which are in a position to acquire documents for the use of the students, teachers and research workers. But because of bad timing in provision of allotments many libraries are put to difficulty in following their acquisition programme as methodically as they should do. Such cases are not occasional or accidental but are almost a regular affair.

In the universities the situation is still better because of UGC's munificence but these also suffer from the same constraints as in case of colleges.

TEACHING METHOD BEREFT OF LIBRARY USE

But the teaching method is at no level appropriately oriented keeping the library use in view. Teaching method almost as a routine rests on cramming the students with lectures and class notes. Very rarely the students are made to utilise the libraries, the social stores of ideas and information, through different projects and assignments. 'Try your luck' policy of examining the students at the end of the full term has gradually made education a substantial mockery. It does not intend to develop a full and socially useful man out of him. In short, it tries its best to teach him the technique of passing the examination at minimum cost of time and labour.

DEVELOPMENT OF SMALL SCALE PRIVATE SECTOR IN EDUCATION

As a corollary to all these a small scale sector is fast developing in this field, which goes on manufacturing different types of labour saving devices for passing the qualifying examinations at the minimum possible cost of time and labour. Writing of routine second rate note books, teaching in coaching classes, running tutorial homes and selling private tuitions have all become quite lucrative business to many teachers and their colleagues in this private sector of trade in education. All these have their corroding influences on the educational activities of the regular institutions.

Training institutes are growing up like mushrooms in different places and loudly offer for sale all kinds of certificates and diplomas. There is none to check their competence and capacity to deliver the goods that they promise. They merrily go on duping the unfortunate youths seeking some avenue for employment, and relieve them of some of their hard earned money.

Some teachers and education administrators pay ritualistic sympathy of lips for libraries by suggesting to libraries, and librarians, adoption of window dressing techniques and publicity methods for ensuring greater use of libraries. When stronger forces are interested in not making library use obligatory and ingrained in the method of learning, no amount of publicity can really make the library 'the heart of a teaching institution' as different educationists have wished them to be and have said so from time to time.

CONTRADICTION BETWEEN THEORY AND PRACTICE

This contradiction between theory and practice in the education sector, which is conventionally the nearest one to library use, has got its root in the general social attitude towards libraries.

LIBRARIES IN MODERN INDIAN SOCIETY

Libraries as they exist today as social components mainly concerned with democratic distribution of documented knowledge and culture for a better functioning of the society, did not exist in India prior to the advent of the Britishers. India developed her own machinery for social distribution of knowledge and culture in a significantly different way which was based very much on the tradition of oral communication of ideas and information from generation to generation. Libraries of the Western brand, as we see them now, came to India after introduction of printing and publishing and that of the western brand of public education system. Libraries, were gradually adopted as a supporting system disseminating education and culture amongst a small section of the educated class in the society. Unfortunately however, the libraries are yet to take strongly roots in the social mind. Like some unfortunate adopted children they are still treated as outsiders to the family obliged to live in the outhouses with little right to earnestly participate in family affairs except through occasional magnanimity of noble chiefs of some establishments. The divergence or contradiction between expression of our ideas about libraries in the theoretical plane and practical action taken about implementation of such ideas in the objective world mainly stems out from the above attitude of the mind.

LIBRARY & INFORMATION SCIENCE EDUCATION: CONFUSION GROWING MERRILY

Let us now look at the conditions of library education which will ultimately implement all our ideas and decision for making libraries really useful and effective in the country. This extremely unsympathetic and unimaginative attitude of educational administrators in this field, is reflected in their creating an atmosphere of confusion and chaos in library education. In the developed

countries library education is being imparted in an increasingly intensive and diversified ways. In our country on the other hand library and information science courses are being organised at a lower and lower level obviously with diluted course content, with the vain hope that the librarians produced from such courses 'should be able to run and manage a small library set up in school, in community centre, in a factory or any department library'. (NCERT Workshop on "Development of minimum competencies based curriculum in Library Science", 1985: Background paper, page 3). One cannot but feel perplexed at the astounding ignorance contained in the background paper, about the types of services that would be expected from such librarians at some of the different categories of libraries listed under job opportunities for these trained under this diluted variety of Library Science course (given on p5 of the same document, includes librarians in schools, in industries, in departmental libraries, in community centres, in blocks etc.). The paper betrays an old obsolete outlook of conceiving of the librarian as a mere caretaker of documents where almost any man is good enough. Modern world however has changed enormously and has started expecting and receiving various types of other services from him.

For example, in academic institutions including schools of different types, the librarians are expected to support and to a reasonable extent supplement the roles of the teachers by giving documentary and information support to different types of academic programmes. In order to be able to creatively respond to academic programmes the librarians should preferably be qualified upto an equal level with the teachers. It will be far beyond the capacity of a "vocationally trained librarian" imagined by the NCERT, to be upto the task of meeting the above requirement. It is, however, unfortunate that the above brand of library and information science education has already been introduced in some of the states of India.

At the university level also courses are being organised without soundly examining physical and other infrastructural facilities available for the purpose. Such reckless production of professional personnel of different levels of competence without examining the job opportunities available to them is bound to tell upon the employment opportunities and other prospects of many of our unfortunate young-men trapped in the situation. This may also frustrate the

very purpose for which they have been produced.

UGC—A SILENT SPECTATOR

For whatever reasons the UGC which is concerned with the university education in India does not seem to have been visibly perturbed over the situation though clause 12 of the University Grants Commission Act, 1956 stipulates that “it shall be the general duty of the Commission to take, in consultation with the Universities or other bodies concerned, all such steps as it may think fit for the promotion and co-ordination of University education and for the determination and maintenance of standards of teaching, examination and research in Universities.”

DEBASING OF PROFESSIONAL EDUCATION

Such direct and indirect efforts for debasing professional education and harming the professionals as a corollary, would not have been tolerated by other professions like medicine, engineering, accountancy and the like. Their professional bodies and concerned councils would have at once taken up the issue and fought for the cause. In the field of library and information science it is high time for the professional bodies to rise to the occasion and deal firmly with issues involved and make a serious efforts to check a rot in the situation.

URGENT NEED FOR CHECKING THE DRIFT

The drift in the situation needs to be checked not because library and information science alone is in danger. If the drift is allowed to continue and spurious articles are allowed to be transacted in the name of education the very purpose of education will be frustated and there may be consequent repercussion on all sectors of the society.

DEFAULT MAY LEAD TO DIFFICULTIES

It has been noticed by all of us that the library has almost been casually mentioned in the document under discussion the “*Challenge of Education—a policy perspective*”. In that context the contention

made in this paper may seem to be too much of details on an item considered unimportant in that paper. We, however firmly believe, and experiences of the developed countries will also bear witness to the fact that education cannot penetrate into all layers of the social mind and reach their farthest limits if it is not effectively supported by extensive use of the social stores of ideas and information, the libraries in the modern world. History of all countries also indicates that success of a plan or a policy very much depends on an accurate realisation and spelling out of all details. If, therefore, this vital aspect of making effective utilisation of library services as essential components of educational and allied activities is not properly taken care of or is allowed to go by default the good wishes contained in the present document may go the way the good wishes contained in previous theoretical exercises had gone. The crisis that we face now in education may grow deeper instead of being abated.

Proposed recommendations to be Considered in this sub-area

It is therefore proposed that the following three recommendations may be considered by this Seminar in respect of the *sub-area Educational Development-Schools, Colleges, Universities and others under the main topic New Educational Policy vis-a-vis Library Development in India*:

(i) This Seminar is of opinion that the commonly existing methods followed in schools, colleges and universities in India, of imparting education only through delivering lectures and dictating class notes leads to cramming of the students in an unsound manner and frustrates the very purpose of education. These unsound methods also lead to following of various unhealthy practices much against the interest of education itself. This seminar, therefore, recommends that educationists and education administrators and co-ordinating bodies at all levels should see that the teaching methods followed ensure adequate use of libraries through giving of assignments, projects etc and through organising Seminars, colloquia and the like as regular parts of teaching programmes.

(ii) The Seminar is of opinion that experiences of the developed countries, where library and information services are intensively utilised, indicate that library and information science education

in India needs to be imparted in an increasingly intensive and diversified manner to suit the needs of a modern society. The seminar, therefore, feels that the proposed vocationalisation and consequent diluting of library science courses will not be in the interests of our country as these cannot produce library and information scientists of the calibre needed by different sectors of our modern society.

(iii) This Seminar also recommends that the Indian Library Association should initiate action for formation of the Indian Library Council like the Indian Council of Medical Research for approving accreditation to the library science courses in the country and for inspecting and approving implementation of standards in allotment of subjects and maintaining of standards in teaching of library and information science at different levels in India.

The problem is a serious one and calls for urgent action. The ILA should persuade other national professional bodies to come and work together to find out a solution to the problem which may otherwise immensely harm the general as well as the professional education of the country.

CHALLENGE OF EDUCATION : A CHALLENGE TO ACADEMIC LIBRARIANS

S ANSARI

INTRODUCTION

The six-point credo of university library spelt out by Paul Buck, includes: advancement in education is proportionate to the library resources; library being the permanent conservator of learning, any investment in library is of perennial benefit; quality education and quality faculty flow from quality library; dependence of proper exploitation of intellectual resources upon library; essential role of library in providing for free access to ideas. From the beginning of the present century the place of library in higher education has been emphasised again and again by almost all the deliberative bodies, set up in India or abroad to review the need, place and future plan for the spread of higher education. Books and libraries, to quote Carl White, are force in human lives, the significance of which defies exact measurement.

UNIVERSITY LIBRARIES

When we look at our university libraries, we notice a glaring contrast in ideas and practice. The most unfortunate aspect of the problem is the persistence of the state of affairs for almost a century now. Writing about our university libraries, the Calcutta University Commission (1917-1919) stated: "One of the greatest weaknesses of the existing system is the extraordinarily unimportant part in it which is played by the library". . "We have found it impossible to resist the conviction that in some colleges the library is regarded not as an essential part of teaching equipment but merely as a more or less useless conventional accession". One thing that strikes out from this comment is that the neglect of the university

library is not entirely due to financial inadequacy. Rather it refers to the attitude and habits which govern the academic community.

The persistence in the state of affairs is born out from the observations of the University Education Commission: "It was distressing to find that in most colleges and universities the library facilities were very poor indeed." The Commission spelt out "poor facilities" overcrowding by old and obsolete books; inconsistency in periodical subscription policy; lack of adequate reading room space. "That many teachers in medical colleges care more for their private practice than for teaching and research is faithfully reflected in the grossly inadequate library facilities. . ." "The libraries at the engineering and agricultural colleges were also poor because teachers took little interest in research." Here again what becomes clear is not lack of funds for books. It is the education culture that is persisting and thriving in our academic centres."

FACULTY STATUS TO LIBRARIANS

It was the scholar Chairman of the University Grants Commission, Shri C D Deshmukh who thought of giving a proper direction to the development of college and university libraries in the country. "It was to quote Prof Mangla, the first time that the Government sought advice from the professional librarians regarding the concrete steps which should be taken to ameliorate the plight of university and college libraries." The Library Committee under the chairmanship of Dr Ranganathan recognising the status-conscious nature of the Indian society, recommended for according equality in status to the professional staff in library *vis-a-vis* academic staff. The story of struggle carried out by the library staff since 1969 bears out the fact that this recommendation has proved the most difficult to digest by our policy makers.

PLACE OF LIBRARY IN NEW EDUCATION

The utter lack of any reference to the place of library in *Challenge of Education: A policy perspective* is nothing but yet another indicator of the same apathy that had rendered libraries as "useless accessory" in previous years. While there is hardly any dearth of those who shout from their house top for the important role of

libraries, there are only a few who believe like Prof. Kothari that "the function of the university is not only to impart every year, the fresh mind knowledge already acquired, but also to play its part, however, humble it may be in advancing the frontiers of knowledge." If the libraries are to be converted into an "intellectual workshop" they will need change in the attitude more than mere provision of finances, which are never in short supply.

The need for change is not limited to the academic community alone but among the librarians also. Few of us are unaware of the onslaught of the education technology, the emergence of the new forms in which knowledge and information are being capsuled and yet look at the state of complacency in which we find ourselves. A mere glance at the recently published ILA directory of libraries will make it amply clear that most of the libraries have confined their collection to books and periodicals. Out of one hundred university libraries that responded to the questionnaire, three reported to have collected tapes, four have collected slides, twenty-eight have reported possessing micro-films and only one has film in its collection.

Srivastava and Verma in their survey report entitled *University Libraries in India* observe:

"Another category of special material that university libraries try to acquire these days are micro-films, micro-fiche etc. Tapes, disc, etc, in our case are out of question because none of the university libraries in India has been able to own and develop the computer system. However, most of the universities, thanks to the mighty American dollar, have been able to procure micro-film readers. This has given vent to the acquisition of micro-films and micro-roll collections in our university libraries. But these collections are still in their formative stage and our university libraries with a few exceptions, Delhi University Library, Panjab University Library, Bombay University Library, etc have not even been able to acquire more than 2,000 micro-films or rolls for use by research scholars."

The academic libraries are faced with a challenge of shaking off apathy at two fronts; academic as well as professional. The sooner they do it the better it is for the healthy growth of the profession and for transforming libraries into an "intellectual workshop."

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THE NEW EDUCATION POLICY AND DEVELOPMENT OF COLLEGE LIBRARIES IN INDIA

J K ANAND

INTRODUCTION

The Government's education policy document "Challenge of Education—a policy perspective", is supposed to be the working paper to ascertain the views and suggestions of all concerned for reviewing and reshaping the present education system to enable it to meet the challenges of the future and also improve its efficiency and quality. While the document has admitted the capability of television and radio, computers and other new telecommunication technologies of contributing to the promise of new educational initiatives, it is surprisingly silent on the role of libraries in this respect. The areas, which have been identified by the specially constituted steering group for inclusion in the new education policy, include (i) the emergence of a learning society in which people of all ages and sections not only have access to education but also get involved in the process of continuing education, (ii) exposure of students to the grandeur of India's freedom struggle and its significance for national integration, and (iii) acquaintance of students with the country's rich heritage. When the new education policy is being formulated the education planners should also pay due attention to the capability and potential of the libraries in achieving these objectives. Libraries are directly involved in the actual operation of teaching-learning process. The goals of the new education policy cannot be fully realised without proper support from the libraries. In this paper an attempt has been made to highlight the role of college libraries in the field of higher education and to draw up a plan for their future development so that they can be geared up to meet the challenges of the future.

1 ROLE OF COLLEGE LIBRARIES

A college library is closely related to the teaching process of the educational institution to which it is attached. In India, commission after commission has emphasised the importance of libraries in higher education. The Kothari Commission (1964-66) was very much pertinent about the importance of a library in an educational institution when it pointed out that 'nothing could be more damaging to a growing department than to neglect its library or give it a low priority. On the contrary, the library should be an important centre of attraction on a college or university campus.'

In order to make the college libraries play a more meaningful role in the lives of students, we will have to change them from their traditional role of mere storehouses of books into active participants in the teaching process. For their proper development we will have to pay more attention to the following aspects.

2 CHANGE IN EDUCATION SYSTEM

Most of the defects of the present day education system are due to the fact that education is class-room centred and examination oriented which forces the students to do rote learning. The vast majority of students are not exposed to challenges which would develop their potential for creativity and innovation. Radical improvements can be effected in the system by making the studies library oriented. An elaborate use of libraries will widen the mental horizon of students. College libraries can play an important role to develop the spirit of inquiry, initiative, scientific temper, conceptual clarity and linguistic skills for effective speaking and writing among the students. The libraries can acquaint the students with the country's rich heritage in various spheres and also play a meaningful role in arousing their interest in hobbies, games and sports.

3 STATUS OF LIBRARIANS

The post of college librarian be formally accorded high academic rank in keeping with the importance which a library has assumed in the academic life of a college. The powers and responsibilities of a college librarian be defined, especially as they relate to the

organisation, operation and development of library services in a college.

4 LIBRARY STANDARDS

The college library system should be viewed as network of local, university and national libraries forming an integral part of the academic library system of the country. Minimum standards of library services should be designed and strictly adhered to in a college library. Appropriate machinery should also be established at various levels for regular monitoring of the services.

5 USER EDUCATION

Library orientation programme should be made a part of the curriculum of the freshers in a college so as to give the students a proper understanding of the resources of the library and their use.

6 LIBRARY FINANCE

Finance plays a significant role in the organisation and administration of a library. A college library should be assured of adequate finances otherwise it cannot discharge its obligations and guarantee the continuity of proper service to the users. To improve the existing situation regarding library funds in the colleges, adequate budget provision should be made at initial stages of the development of a college library. In addition to the increase in the UGC recurring grant, there should be an appropriate increase in the library fees being charged in each college from the student.

7 COLLECTION DEVELOPMENT

There is an immediate need for college libraries to adopt a collection development policy bearing in mind their peculiar problems with regard to lack of space, limited budget and inadequate staff. A proper collection development policy would enable the book selectors to use limited funds more wisely resulting in richer and better collections. Moreover, the high rate of non-usage of materials in college libraries demands a greater interaction between teachers

and professional library staff in the matter of book selection. The librarians, by virtue of their training and experience, are in a better position to understand and assess the overall needs of the libraries' clientele.

8 LIBRARY STAFF

Library staff holds a pivotal position in the matter of providing effective service. If library staff is inadequate, the services are bound to be far from satisfactory. No library can render desirable service without adequate and competent staff. A large number of college libraries have grown in size and complexity. They are working under severe handicaps including lack of proper space and inadequate staff. Book collections in the libraries have multiplied several times during the last two decades. Provision of staff in the libraries has consistently remained the same. The growth in the number of students, the introduction of new courses, increase in the annual budgets and the frequent special grants from the UGC have placed additional and often new demands on the libraries. Day by day the expectations of the users are rising. They are demanding reference, documentation, bibliographical and reprographic services. There is need to fill up the widening gap between their expectations and actual performance of the libraries.

81 NEED FOR REAPPRAISAL

The existing staffing pattern in the libraries has become obsolete in the context of all-round development in the library collections and phenomenal rise in the use of the libraries. Unless the whole question of the administration of college libraries is reviewed with clearly defined aims and objects, the college library will not be able to fulfil its objectives. There is an immediate need to organise the work of the library with proper delegation of responsibility and authority to staff members for different phases of the work. The delay in the necessary restructuring of library staff would lead to further inefficiency and confusion in the libraries.

9 TRAINING AND CONTINUING EDUCATION OF LIBRARY STAFF

There is an urgent need for a change of curricula in the departments of library science courses in the universities and other librarians' training programmes with a view to aligning these with the present day needs and demands of the users of various types of libraries. The present library science courses are quite unsuitable for adequately increasing the functional efficiency of the librarians. Besides imparting training in acquisition, processing and dissemination of library material, adequate emphasis should be placed in the curricula on the library management techniques. There should be ample in-service training courses, short term workshops and seminars in order to familiarise the working librarians with the recent trends in automation devices being applied in the storage of reading material, retrieval of information and providing service to the users.

10 LIBRARY BUILDING

A college should have an attractive, spacious, well equipped and functional building for its library. It should be a place where reference, browsing and recreational reading are the chief activities. It should provide adequate space for reading materials, library staff and various service points. It should also have ample provision for future expansion. It is very important that a college librarian should be actively associated with the planning of the library building from initial stages. An architect is not supposed to be familiar with the objectives and the day to day working of a college library. The building meant for a college library should be planned and constructed in conformity with the modern concepts and needs of library service. Moreover, it may be stated that the existing UGC norms and guidelines for the construction of college library buildings have become obsolete. They need immediate revision.

11 LIBRARY CO-OPERATION

In view of large poliferation in the number and variety of information sources, their escalating costs and varied as well as

complex needs of users, no single college library can be self-sufficient in resources and services. There is an immediate and urgent need to plan and organise inter-library co-operation and coordination among various college libraries. This can be done on the basis of location of the libraries.

12 MODERNISATION OF LIBRARY SERVICES

Advances in technology have opened new opportunities for enabling libraries to serve the users more fully, expeditiously and economically. The information and allied technology such as computers, reprographic, micrographic, audio-visual and telecommunication technology will have to be introduced at appropriate levels in the libraries. Libraries exist for users. Services cannot, therefore, be planned without relevance to the needs of the users. User studies on scientific lines should be undertaken periodically and the findings of such studies should be the determining factor in designing of the various services to be offered.

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LIBRARIES IN NATIONAL DEVELOPMENT : SOCIAL DEVELOPMENT—PROMOTION OF ADULT EDUCATION

P N GOUR

In the formulation of any new educational programme of a country, the education of adults has a particular importance. Such an education implies both the literacy education of the illiterate adults as well as the continuing education of adults who have already achieved a degree of literacy. Such an education of adults is necessary because it is adults who build up homes, families and communities. It is adults who determine the policies of their educational institutions, control the mass media, determine policy in our political, economic and social lives. It is their decisions which will create the world their children will inherit. The world will not and cannot wait until the younger generations take charge after completing their education.

As extremely sophisticated definition of 'adult education' was given in an admirable volume of essays '*The Way Out*'* in which some British proponents of 'Libraries as an agency of Adult Education', expressed their views as follows:

"The new concept of education must be that of education as an end in itself, a power liberating from the fetters of ignorance. It must aim at opening up to those who can receive its new worlds—worlds in which society will be of knowledge and culture."

The ideal of Adult Education is the fulfilment of capacity, the expression of the life of every man at its best. All around are manifold opportunities which, if seized, will develop and help to bring about gradual progress towards making life at once purer, wiser and more cultured.

*Oliver Stanley (Ed.): *The Way Out: Essays on the meaning and purpose of adult education*. London, Oxford University Press, 1923.

Adult education, must in its essence, be non-formal education essentially like the education imparted by the libraries, in the sense that it must always be voluntary, a thing offered and accepted or rejected at will. There can be no forced attendance or compulsory examinations. And the libraries are pre-eminently an institution of such non-formal education.

Now, let us consider what role can the libraries play in imparting Adult Education.

A library is considered to be an agency of communication mainly through the recorded words. It operates fundamentally with the individual. But its aim is not only the improvement of the individual, but also the improvement of the society, of which the individual is a part. It is a sociological truism to say that society is a group of co-operating individuals—individuals doing things with, to and for each other for the benefit of each and in ways which have been accepted by all. Human beings do not live in isolation (except occasional hermits) but in groups. Even in primitive societies, the social organisation was and is a very complex inter-relationship of its constituent parts, *i.e.*, of individuals.

Further, library is a social creation—Jesse Shera calls it a 'Social agency', an agency which is responsible for implementing the basic underlying bodies of beliefs of any society—briefly termed as its 'culture'.

One may ask, how can the complex structure or system of social culture be built up and held together? The obvious answer is 'that social culture can be built up and held together by means of organized inter-communication between the constituents of a society through well recognized social institutions and agencies. And 'library' is one of the most widely recognized agencies of such communication.

Librarians are interested, first, in bringing people in contact with books and other sources of knowledge and information, and secondly, in seeing that the contact bears fruit in the form of reading.

In order to bring people in contact with books and also to impart to them worthwhile social and functional education, it is essential that they must be literate. So, in order to build up the tierwise structure of the educational services and service programmes of the libraries, it is obvious that the promotion and propaga-

tion of literacy amongst the members of the community becomes their foremost task.

The library's services in the matter of spread of literacy may not be generally called for so much in the case of children, as there are any number of children's institutions of formal education in the country, even in the remote rural areas where widespread efforts are being made to educate them, at least to make them familiar with the three R's. But the real problems of libraries is the education of the adult illiterates—first by removing their illiteracy and then in continuing to educate them informally for the rest of their lives. That is why Adult Education has been defined by some as “those library activities for adult individuals and groups which form a part of the total educational process and which are marked by a defined goal, derived from an analysis of their needs or interests. Those activities aim at a continuing, cumulative educational experience for those who participate, require special planning and organization, and may be originated by the library itself or by a request from the individuals or groups concerned.”

The above definition underscores two major ideas. One, that the end of such a library activity, viz the education of the adults, was what was important and not the means or method. And, the other, that such adult programmes should be directly related to the members of the community served and must be relevant to library's everyday service.

Also, that in order to be fruitful and purposive, Library Adult Education programme should not have a casual or intermittent approach, but should aim at a continuing, cumulative and lasting effect upon the participants. The library must undertake this kind of programme consciously and deliberately to meet some identifiable community needs through the planned and systematic use of library resources including its manpower and reading and other materials.

At the same time, the library should not in any way, duplicate or infringe upon the responsibility of other agencies like schools, colleges, universities and welfare and social service agencies etc, but rather supplement, complement or provide on its own that which it is uniquely established to do as an agency providing informally, educational resources for the total community.

A certain school of educationists is of the view that libraries could not be adult education agencies, as, in general adult educa-

tion, either literary or functional, there must be a kind of directed study both in gaining even a semblance of literacy, or any skill, which provided (i) systematic instruction and (ii) instruction under supervision. And in libraries, although facilities were provided for adult learning, there was rarely any systematic instruction or instruction under supervision.

I, personally, do not subscribe to this view. In my opinion there are certain unique characteristics of library service which could be concentrated upon as the best and most appropriate services which the libraries were equipped to render for adult education programmes and activities. These are as follows:

(i) Public library's resources and services are freely and completely available to all in the community, irrespective of age or sex group, or with differing castes or creeds.

(ii) Public library materials relate to all fields of knowledge to suit the varying educational and reading interests of each community or group of people.

(iii) Public library materials are not restricted to any particular form and cover not only books, but also charts and pamphlets, newspapers and magazines, audio-visual materials etc.

(iv) Public library use is completely permissive and its service is geared to meet the needs of every individual adult or group of adults, at any interest or learning level.

It is, therefore, obvious that there could be no other single agency which was potentially so well equipped to meet all the educational, informational and functional needs of the community as the public library. As such, the avowed objectives are singularly consistent and relevant to the fulfilment of the requirements of Adult Education.

Having discussed the importance of libraries in any scheme of Adult Education, let us consider their relevance as such in the formulation of any fresh national educational policy in our own country.

It is obvious that eradication of adult illiteracy from India has constituted an important item in the programme of our national educational policy, as on a rough estimate there are about 100 million adult illiterates (in the age group 15-35) in our country. In order to remove this tremendous drawback in the educational and cultural condition of a vast majority of our people, several literacy programmes were undertaken and organized at various levels

since the inception of the Community Development Programme in the year 1952, and even before that during the pre-independence days—to name a few such programmes: ‘Fundamental Education’, ‘Each One Teach One’, ‘Social Education’ etc. These adult literacy campaigns were launched by *ad hoc* agencies at long intervals of time, in an uncoordinated manner and without any consistency in their programmes.

The latest such inspired but capricious programmes were launched by the Union Ministry of Education in 1977 and formally inaugurated in August 1978. The new scheme, entitled National Adult Education Programme started with great fanfare and with a pious declaration “to extend educational facilities to adult population to remedy their educational deprivations by universalization of adult literacy, and to enable them to develop their potentiality, realising that illiteracy was a serious impediment to an individual’s growth and to country’s socio-economic progress.”

This Programme aimed to cover the estimated 100 million illiterate adults within 5 years at a cost of rupees 600 crores—not an insignificant investment by any chance.

The Programme specifically mentioned a number of instructional agencies like school teachers, students, ex-service men, field level government functionaries and voluntary social service agencies, but totally ignored the collaboration of libraries and librarians for the implementation of the new Adult Education Programme.

It even set up a separate hierarchy of adult education functionaries—Project Officers, Supervisors and Instructors—and prescribed the methodology of training of each class of these functionaries at various levels.

It is now more than seven years that this Adult Education Programme was inaugurated, but to all intents and purposes, it has gone the way the previous such programmes went. It is true some adults were made literate, but they have been, in the course of time, replaced by other illiterates in the same group.

In my view the real drawback in the Programme—undoubtedly and extremely desirable programme for our national uplift—was that, like the previous such programmes, it lacked a permanent agency to ensure its continuity. It even lacked a definite forum. The plan itself said “that owing to the needs of careful local level planning, precedence ought to be given to voluntary agencies.” We all know how unidentifiable are those voluntary agencies and

how dubious are their ways of working. It is not surprising that there has been a mushroom growth of such agencies just to share the NAEP potluck.

The wisest thing, in my view, would have been to declare the public libraries as the main forum for the implementation of this Programme, and train the librarians as project officers or supervisors and even instructors, or train extra personnel and treat them as adjuncts to the library staff. Libraries are well-recognised institutions of non-formal education and have an existing forum and also well-equipped to impart not only the literacy education, but also to ensure the continuity of literacy with the help of adult literature and other materials.

It is, therefore, suggested that the attention of the Gods That Be, be drawn by the library profession to remove this lacuna from their Adult Education Programme in their future national policy of education, the lacuna of keeping the libraries out of its ambit, and entrust the implementation of this Programme to this time-honoured institution, which, as mentioned earlier, is singularly suited to undertake any programme of Adult Education.

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NEW EDUCATION POLICY VIS-A-VIS LIBRARY DEVELOPMENT IN INDIA

BHAWANATH MISHRA

INTRODUCTION

The burning topic of the day in India is 'new education policy'. The Prime Minister and Minister of Education have emphasized on things such as (i) delinking degrees from jobs; (ii) vocationalization of school education; (iii) examination reforms; (iv) involving mass media in the promotion of educational programmes; (v) value orientation in school education; (vi) checking the number of students who go in for higher education; and (vii) universalization of education.

None of these suggestions however are, new. They are important and every one talks about them. We now hope that something concrete would emerge under the youthful leadership at the centre.

Article 45 of the Indian Constitution, stipulated that "the state shall endeavour to provide within a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years". During the first 15 years of educational planning, when the going seemed to be good on almost all the fronts, growth in gross enrolment ratio was extremely good, though it did not conform to the target of article 45 of the Constitution. The moment gross enrolment ratio reached nearly 60 per cent in 1965-66 the growth rate nearly stagnated. In a thirteen year period it increased by more than 4.8 per cent from 61.1 per cent in 1965-66 to 65.9 per cent in 1978-79 and the actual GRE in 1984-85 may be around 69 per cent. In other words, increase would be 13 per cent or really speaking 8 per cent over a period of 20 years.

The 6th Plan stipulation that 110 million illiterates in the age group should be covered under literacy programme by the year

1990 may not be achieved. The growth of literacy till 1981 and projections till 2001, on the basis of accelerated growth rates, is indicated in the table:

Growth of literacy

<i>Year</i>	<i>Total Population (in crores)</i>	<i>Percentage of literates</i>
1951	33.6	16.1
1961	44.5	24.1
1971	54.8	29.4
1981	68.3	36.1
1985	76.6	38.0
1991	84.0	43.0
2001	100.0	56.0

In other words, even by 2001 out of 100 persons, 44 are likely to be illiterates if no major miracle happens during the next fifteen years. But this mass of illiterate population in 2001, round about 44 crores, would be sort of an anachronism.

India has made considerable progress since independence in terms of increase of all types of institutions, enrolment and the sophistication and diversification of educational programmes. It has, however, not been possible to meet the nation's aspirations from the view point of overall coverage distribution and quality of education. In terms of literacy, India is still amongst the most backward countries with literate accounting in 1981, for only 36.1 per cent of the population, with women, scheduled castes and scheduled tribes still at the level of 24.8 per cent, 21.4 per cent and 16.4 per cent respectively.

At the time of independence, there were only 700 colleges and 18 universities in India with an enrolment of 4 lakhs. Now the country has 5,246 colleges and 140 universities with an enrolment of 33.60 lakhs of whom 9.76 lakhs are women.

According to *All India Educational Survey* of 1978 many primary and middle schools did not have even basic amenities. In so far as primary schools were concerned 9 per cent had no buildings, whatsoever, 41.5 per cent had no blackboards, 72 per cent had no

library facilities and 53 per cent had no playgrounds. In the rural areas 89 per cent of primary, 70 per cent of middle and 27 per cent of secondary and 10 per cent of higher secondary schools had no urinal/lavatory facilities.

It is true that from Rs. 114 crores in 1950-51, the expenditure on education went up to Rs. 2304.16 crores in 1976-77. However, it is also true that because of inflation and growth of the number of students, at constant prices of 1970-71, between 1950-51, and 1975-76 per pupil per annum expenditure went down from Rs. 1640.4 to Rs. 890.1 for professional education registering a marginal increase of 1.1 per cent per annum in the case of elementary education rising from Rs. 41.9 to Rs. 55.2 respectively.

NEED FOR RURAL LIBRARIES

The development of 5,66,878 villages, where 80 per cent of the Indians live, is engaging the attention of the intelligentsia of the country as never before. It is estimated that 46 per cent of the rural folk are below poverty line, even after 38 years of independence. The reasons are many, but an important one is that the majority of them are illiterate and hence unable to make use of certain skills which could go a long way to help accelerate the process of changes. One of the important instruments of follow-up could be continuation education through a net work of rural libraries with specific objectives as given below:

- 1 to prevent the neo-literates and drop-outs from lapsing into illiteracy;
- 2 to provide further education and enlightenment to the neo-literates, drop-outs and other educated persons in the villages;
- 3 to apprise them of various developmental programmes and to enable them to participate actively in such programmes;
- 4 to help the development of society;
- 5 to provide life-long education; and
- 6 to serve as mini rural universities.

The need to have a net work of rural libraries was realised as early as the first decade of this century. Baroda was the pioneer state in setting up rural libraries (1910). A special feature of this scheme was that it provided for peoples participation. Secondly, a cooperative society was established. Each one of the rural

libraries was enrolled as member of the co-operative society. Books, newspapers and other equipment were supplied by the society. The profits at the end of each year were distributed to the member libraries in the form of dividends. Dr M Visveswarya, the architect of modern Mysore, and the then Dewan of Baroda, believed in education of the masses. He initiated a scheme of mass literacy supported by a net work of circulating libraries in the rural areas. But the scheme did not continue long as it was far ahead of the times, and had some technical drawbacks.

A mile-stone in the history of the movement was 1937, when provincial autonomy was granted to the British provinces. The political leaders and social workers took leading part in the mass literacy movements organised by the provincial governments. Bihar under the leadership of Dr Syed Mohmmud, the then Education Minister started mass literacy movement which was exemplary. The literacy programme was supported by the establishment of 7,000 rural libraries all over the state. But most of them languished and only 2,215 were functioning by the year 1942-43.

The establishment of an Advisory Committee by the Government of India, during 1957 under the Chairmanship of Shri K P Sinha, to submit a detailed report on the condition of the working of the libraries all over India and to suggest measures for improvement, marks a mile-stone in the history of the library movement. The Committee in its report suggested, among other recommendations, a 25-year library plan for setting up of one lakh rural libraries all over India. Even this did not materialise, on account of the Chinese aggression on India, during 1962. The ten year library plan prepared by the Planning Commission during 1964 also did not see the light of the day, on account of the paucity of funds.

Rajaram Mohan Roy Library Foundation came into existence during 1972, for the promotion and development of libraries. The five-year plan 1973-78 prepared by the Government of Karnataka, for organisation of rural library service, was implemented after approval by Rajaram Mohan Roy Library Foundation. Much thinking has taken place in regard to the implementation of the rural library scheme as seen from the reports of the various commissions.

Rural library scheme is of a recent origin. Hence, earnest efforts are needed for the promotion and development of rural libraries. It is high time that a serious effort is made towards involving and strengthening the libraries to play their due role in the implementation of the national programme.

RESOURCE SHARING

Books and journals are the first tool needed for research. It is not possible for any university to buy all the journals due to increase in cost. However, we can always share a common library or exchange books and journals. So our academic library requires following improvements:

- 1 To have a library some where in the central place which should subscribe most of the important scientific periodicals if not all.

- 2 Each university library within its resources should subscribe only those periodicals which are not subscribed by the other universities.

- 3 All the libraries should have a printed catalogue of periodicals subscribed by the other universities.

- 4 The individual researcher on request to the concerned library should get by post a Xerox copy of the articles of his interest for a nominal charge.

LIBRARY AS LITERACY CENTRE

Several Government and non-Government agencies are engaged in the problem of illiteracy and they are working for eradication of the malady. But the magnitude of the problem is so high that a comprehensive and combined effort by all the individuals and organisations together is called for.

Libraries can lend their strong helping hand to tackle the problems. The first noticeable factor is that adults do have appetite for education and ability to learn. In a survey made by the Adult Education Department of the University of Rajasthan, it was revealed that 'making the facility of library open to them' was considered to be the best help, the university could render to the

community for continuing education. People also argued for better library provisions like branch and mobile libraries and improved library facilities. The library should therefore, function as a centre for adult education, planning its activities in the following directions:

1 *Setting up literacy class:* The literacy classes should be held in the premises of the library, preferably in a room of the library building, the literacy teacher and the library staff should work in close co-operation on the various programmes in this regard.

2 *Motivating the illiterates:* The illiterate adults should be attracted to the class through various audio-visual aids and literature. The entertaining programmes of Music, Drama and Film show should be held frequently to allure the illiterates to the class. The nature and content of these programmes should identify with the individual and community needs of the people.

3 *Follow up programmes:* This is very important because even after achieving literacy, adults again become illiterates in the absence of any reading programme. The first task of the post-literacy programme is the adequate supply of reading literature—books and magazines to the neo-literates which may be easy for them to read. It is a vital role of the library to make provisions for such reading material, keep them in organized collection and supply them free of any charge to the neo-literates.

Besides the nature and standard of the literature, the language is also important. The reading material should be supplied in the language of adults' interest. Therefore, it is the work of the library to know the subject and language preference of the neo-literates and thereby help the literacy teachers in selecting the texts.

4 *Keeping literacy organisers informed:* A great deal of research is being carried out on the methods and techniques of literacy programmes in and outside the country, the details of which are published in various books and journals. The library should keep the literacy organizers informed in its area so that they may take advantage of such findings in planning their programmes.

EDUCATIVE ROLE OF THE LIBRARY

Besides tackling the problem of illiteracy, the library service helps in solving many other problems in the sphere of education. These days when the traditional methods are providing unequal to the task of meeting the emerging social concepts and the content of knowledge library services could assume the role of an ally of education in creating awareness and providing solutions to the new challenges by communicating new skills, developed knowledge and modern attitudes amongst the people. Another important role which might be undertaken by this institution is to educate the new generation in accepting the changing norms and values in the right perspective and also to enable them to think correctly for themselves, for the community and for the nation.

Further, with the spread of education in the society, the demand of educational facilities at secondary levels has far exceeded the supply. Here, the library services can be of substantial help in solving the problem of excess demand for educational facilities. A study conducted by the UNESCO pilot project at Enugu has shown that vocational books are in great demand not only for formal study but also to pursue the individual interest. In the initial stage of the development, public libraries were viewed as a complimentary institution to formal education and their norm was based broadly on human values rather than on any particular educational or social theory. The libraries were taken to be the complimentary to less developed system of formal education. With the greater sophistication of educational theories and practices library planners must assess the library need carefully with regard to educational programmes. The expansion of the mass-media and audio-visual aids as well as the development of programme learning has made books and libraries basic tools for educational development.

The cause of the present high rate of drop-out and the wastage in education is being traced to the faulty educational system which fails to use the institute of library as a 'Working element' to inculcate among the students the habit of reading. This faulty system is also deficient in providing such reading material as may help readers in improving their learning on their own. It is why the role of library in the educational process is now increasing by being realized and the researches in USA are "currently identifying their [Librarians] special role in educational methodology." In India,

the report of the Education Commission (1964-66) also urged a shift of emphasis away from curriculum of text book centred to student and library centred teaching.

Prof Munsterberg, while speaking of library's effectiveness, says, "admittedly all the technical apparatus of library administration is expensive; the Boston Public Library spends every year a quarter of a million dollars for administrative purposes. But American tax payer supports this more gladly than any other burden; knowing that the public library is the best weapon against alcoholism and crime, against corruption and discontent and that a democratic country can flourish only when the instinct of self-perfection as it exists in every American is thoroughly satisfied."

At a seminar held in Patna, it was argued that unless provision of mid-day meals, school uniforms and adequate scholarship is made, it would no be feasible to bring poor children to schools and to check stagnation and drop-outs. Some of the experts went to the extent of saying that unless people are raised above the poverty line the target of universalisation of education can not be achieved. Education is no doubt secondary for those who are engaged in the battle of survival. But even the poorest of the poor are now eager to provide education to their children. If they have any reservation in their mind it is about female education. But what prevents the government from making elementary education compulsory for all children.

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INFORMATION FOR INDUSTRIAL DEVELOPMENT AND EDUCATION POLICY

S B BANERJEE

INTRODUCTION

For the last few decades there has been an untiring effort to stimulate the industries to generate resources for the country to help its placement to the footings of equality with other developed nations. Right from the Industrial Policy 1956, many plans and programmes have been adopted in this respect in admittance of the fact that primarily the industries play the most crucial role for improving the national economy and effecting the transformation of the society as aimed at. In recent times, the pointed attention is to detect the ills and impedements causing the retarded growth of industries as well as to formulate the policies for making them productive for achieving the objective. This paper attempts to identify the extent of impact of national education policies on its slow growth or on the rate of growth which is less than what was expected. As a corollary the paper seeks to suggest the educational planners and administrators to keep in mind all parameters of industrial development while formulating the education policy anew.

1 INDIAN INDUSTRIES—SEARCH FOR EXCELLENCE (I)

The present era has been sensing the efforts for the structural changes of the economy. Since industry plays the most vital role to effect the change, all out attempts are being made to augment its growth. Various plans, policies and programmes such as computer policy, exim policy, technological policy and fiscal policy, have been taken up. The move for bettering the industrial scenario in the country has raised a new sense of enthusiasm among all for

increasing rate of industrial growth. In this context the following few facts, among many others, may be significant.

11 NEED TO ENSURE AVAILABILITY OF TECHNOLOGY FOR PRODUCTIVITY

There is no denial to the fact that technological incapacity is one of the major causes of ailment for Indian industries. To meet the technological needs to improve the industrial growth of the country much attention has been given for its development ever since the formulation of the plans on the one hand and to go in for the imported technology on the other.

But the fact remains that neither the indigenous technology could be developed yet to the extent required nor could be developed the know-how to adopt, absorb and assimilate the imported technology appropriately for the purpose. Therefore, it requires to be pondered as to what extent the litany for the current craze for the high technology and modernisation at a high cost is plausible. In the name of acquisition of technology from abroad we are acquiring, in many cases, almost the discarded plants and machinery from the developed nations at a prohibitive cost telling much upon our economy.

111 NEED TO ENSURE QUALITY OF PRODUCTS AND SERVICES

We must also not forget that supply of all goods and services that are produced should be appropriate in

- (a) Quality;
- (b) Quantity;
- (c) Should be available at a reasonable price; and
- (d) Should go to satisfy the consumers completely from all aspects.

12 THE MANAGERIAL EFFECTIVITY—A DECISIVE FACTOR

With the increase in the number of industries in size, structure and sectors and with the fast multiplicities of the socio-economic fabrics of the society, the need for managerial effectivity to ensure the desired growth of the economy through the increased growth rate of industries, is being called for. To this regard is the need

for professionalism of the management and a better management culture. The managers of industries today are to supercede the antiquated management style that their predecessors use to practice keeping in view the fast coming up of a situation when the resources have been becoming limited gradually and the technological, social, economic, political and regulatory environments in the country and abroad have been fast changing. The profit being considered as the social responsibility for any industrial enterprise, the managements of industries today are faced with the challenges in the changed environment. Merely setting the targets by instituting the strategic plannings, laying down the procedures for control, motivating the workforce, measures are not the only factors considered adequate today. The managements today require to keep insight, intuition, creativity, vision and adaptivity. Obviously, therefore, there is need for better approach to the effective development and utilisation of the available human resources assuring their growth opportunities simultaneously with the corporate growth, expansion of R&D activities, formulating appropriate planning for the marketability of products, managing the capital and the profit, inventory, raw materials, reducing the cost, ensuring the quality and quantity of the produced goods and services. The new management philosophies and techniques such as Corporate Planning, Career Planning, Operation Research, Operational Audit, Product Planning, Market Planning and Research, etc have also emerged of late.

13 CORPORATE CULTURE—THE BASIC NEED

Consequent upon the advent of management education to cope with the increased demand for bettering the managerial activities to stimulate the growth of industries, the tools and techniques are truly coming quickly. But it is felt that the pre-requisite need for bettering managerial activities is to develop a healthy corporate culture in an organisation primarily to have the permeating effect of the application of management tools and techniques.

2 INGREDIENT FOR MANAGERIAL EFFECTIVITY

The trends in the development of management science have been bringing to bear the new philosophies and techniques of manage-

ment in different forms and varieties. The management's promises for effective management of industries based on these new philosophies and techniques can find its expression only in practice. For translation of promises into practice, the creative and intuitive management has to look for relevant and accurate data and information to use it as a tool for skilful performance instead of having to perform anything imprudently and hazily with superficial ideas about different aspects of problems. Say for example, to set the corporate goal for any organisation, a management has to adopt certain processes for strategic or long range planning as well as the tactical or short term planning for control, financial and operational. The correct decision making, both structural or programmed and non-structural or non-programmed, based on the planning, is dependent upon the data/information at hand at right time and for right purposes. Obviously because, the industries of all categories have to go in for social objective, these cannot afford to keep themselves immune from the environmental changes in the society for determining a sound strategy and formulating effective plan.

21 MANAGERIAL ACTIVITIES AND INFORMATION REQUIREMENTS

Any industrial organisation, therefore, has to fit itself with the changes in the society by identifying its strengths, weaknesses, opportunities and threats. Collection, organisation and use of accurate data/information pertaining to the changes in the social environment such as technological innovations, upgradation of technology and technology transfer, political, economic, and social get-goings, changes in the laws and regulations of the country and abroad etc. The operational data generated within an organisation relating to the cash flow, overhead, inventory, plant machinery and equipment, manpower and personnel data, production, sales etc, are also essentially required for setting the target and strategy and for operation and control activities in the functional areas. Besides, modern management, in order to effectively utilise the specialised skills and expertise of the human resources available with them as well as to arouse a sense of possession, responsibility and work-oriented culture among all categories of employees, is required to formulate the career planning programme specifying the growth opportunities for the employees alongwith the corporate growth. As a component to this programme, different training

programmes, inductional, in-house and external, are also undertaken for appreciation, upgradation and updating of the knowledge and skill. These are organised almost as a "Continuing Education Programme" on the same lines as these are taken up by the other professional, scientific and technological societies and institutions.

211 THE NEED FOR ORGANISED INFORMATION SYSTEM

In order to successfully carry on the management activities, some of which are mentioned above as examples, and to ensure consistency in the effective results, well documented data and information—external and internal—systems, methods and procedures etc are imperative. These may be readily available for use exactly when required, if an organised information store is built up within an organisation. Besides, the managers of all levels require to keep themselves abreast of the societal events and affairs, technological changes etc. There should be a unit with full responsibility for assessing the information needs in the areas of management activities, identifying reliable information of appropriate quality and organising them for presentation to the users exactly at the time of their needs in the manner usable to them. Besides it has to aid and assist the management in carrying on the training programmes wherever there are no training institutes separately.

212 ASCERTAINING THE IDENTITY OF INFORMATION SOURCE IN INDUSTRIES

In industry, both formal and informal information are in use, while the basis for informal information may be the visits to the consumers personally by the marketing personnel, vigilance and security people, the formal information is mostly document based. These documentary sources may be categorised as primary, secondary and tertiary. These may be published ones or even unpublished ones too. Most of the primary sources of information in industries are various in-house reports, minutes and proceedings of different meetings—technological, engineering, administrative etc—papers and speeches in the seminars, conferences, management development programme, organised in-house or other professional, technological and scientific societies, institutes, reports

of committees and commissions appointed by the governments or other accredited bodies relevant to an enterprise, annual reports of relevant companies, relevant ministries and departments of the Central and State Governments, documents including periodical literatures released by banks, professional and technological societies, trade associations etc besides the relevant journals and periodicals or other documents, primary, secondary and tertiary, published or un-published.

213 LIBRARY IS THE EFFECTIVE INFORMATION STORE/DATA BANK IN INDUSTRY

Obviously, all types of documents, published or unpublished, acting as the primary, secondary and tertiary sources of information, should be identified, collected and organised and using the relevant data and information those are contained in these documents. These are definitely specialised activities and require specialisation in the field of library and information science and therefore these should be organised in the Library/Documentation Centre/Information Centre whatever may be the nomenclature of the unit.

214 INCOMPATIBILITY IN THE GROWTH OF LIBRARIES/ INFORMATION CENTRES IN INDUSTRIES

But unfortunately, the picture of libraries in many industrial organisations, even in this age of advancement ushering in marching to the twentyfirst century with advanced idea and modernisation of industries, is otherwise. Even in these days when we are on the threshold of marching to the information society, it is churlish to make presentation here that most of the managerial personnel do not seem to have adequate awareness of the changed concept, role and functioning of the libraries particularly in industries. The fact that it is to function virtually as the information centre with the change, responsibility and delegation for identifying, collecting and organising all relevant data and information required for management function, still awaits, in many cases, management's acceptance. Consequently, the instances of incongruous growth of libraries in industries are galore. Faced with problems in these days of accelerating complexities, it is true that they need informa-

tion in all spheres of their activities; but they afford to go on with their managerial activities either with superficial, hazy or incorrect information, collected in a disorganised manner spending a considerable amount of money. The alternative is to forego use of required information. This partially results in the escalation of project cost and delay in commissioning these projects as the risk of coming to wrong conclusion on the basis of inaccurate feasibility reports through using of wrong data always remain there.

215 INCONSISTENCY IN THE GROWTH OF MIS

As palpable evidence of unsound handling of the information problem in the industries is the setting up of the MIS. Knowingly, MIS is cardinally tasked with the responsibilities for handling operational data. It is sometimes instituted in the Finance and Accounts Departments, sometimes in other departments. MIS also grows with a deformed shape. If it is set up in Finance Department it tends to be active in respect of financial information only or mainly; if it is set up in marketing department, it tries to confine itself for handling marketing information only or mainly and so on. Even if the MIS is instituted as a centralised unit with subsystems in Finance, Personnel, Marketing, Production and other departments, it handles generally the internally generated data which, on a rough estimate, can meet only half of the information needs of the management. The institution of MIS entails a considerable amount of expenditure as well. It is, therefore, doubtful whether the advantages available are balanced for all the departments in an organisation and whether the benefits derived from the MIS is commensurate with the rise in cost and efficiency.

216 UNSCIENTIFIC APPROACH IN COLLECTION, ORGANISATION AND STORAGE OF INFORMATION PERSISTS

Instances are there that despite the existence of the Libraries and MIS, some of the less fortunate departments are obliged to collect and store information needed by them in a disorganised manner. As a result of such short-sighted inter-departmental rivalry even the in-house reports and other in-house documents which constitutes some of the very important primary sources of internal information do not very often find the rightful place in

the libraries. This unscientific attitude towards storing of external/ environmental as well as internal information restrains development of library and information units. Even when some such units are set up they are not placed in the parent body in an appropriate position with adequate appropriate powers and responsibilities. Their functional responsibilities are scarcely determined with proper planning for growth as they are warranted to serve the organisation as an information unit. In many cases they grow and grow out of casual or incidental idea about having a library in the organisation. The amateurish way of tackling a problem and also setting up libraries will be evident from the naming of the units. The plethora of names such as LIB, LIC, LDC, TIC etc now in use in industrial organisations will indicate the extent to which they differ in determining functional responsibilities of such units in the organisations.

In some still more unfortunate cases, however, there is no visible information unit even of any of the above categories. The organisations do not collect and use information in required quantity and quality because of ignorance and unawareness of the value of information. On the contrary, they collect information informally through various means and devices which do not have any linkage to any of the information units named above.

217 ANOMALIES OF INFORMATION IN THE SMALL SCALE SECTOR

The small scale sector of industrial units come under this category. It constitutes an important component of the total system. The arrangement that exists for supply of information to these units is very much inadequate and totally uncoordinated. Appreciable public funds as well as private funds stand invested in this sector. Only an intensive survey would reveal how these unfortunate units who cannot afford to have their own information system suffer for want of right information at right time.

218 ABSENCE OF CO-OPERATION AND CO-ORDINATION AMONG THE LIB/LIC/LDC

There are LIB/LIC/LDC/DC etc in certain organisations in public sector which are either multiunit organisations or holding companies with subsidiaries or both. The units of these LIB/LIC/

LDC etc are set up in the central or head office or sometimes in one or more units or in the offices of the subsidiaries. But integration and cooperation between them remain absent. Each such LIB/LIC/LDC etc is to work in unilateral way in individual units of public enterprises without having coordination, cooperation and a network approach, for each such LIB/LIC etc has to work under different administrative controls. This results in the duplication of work relating to collection, storage and retrieval of data etc and also in incurring of a considerable amount of expenditures. This can be avoided if the LIB/LIC/LDC in the Corporate/Head Office grows as the centralised information unit having cooperation, coordination and network with its counterparts in the units of the PEs, determining the functional areas and responsibilities of the central information unit and those of the branch information units in the units or subsidiaries of the PEs.

3 IMPACT OF EDUCATION POLICIES ON INFORMATION FOR INDUSTRIAL DEVELOPMENT

Information has been increasingly coming up as an important resource which is no less important than any other physical resources for proper functioning of the industries. It is risky to keep this vital resource unattended and unmanaged. If we talk about the improvement of management function, upgradation of managerial skill etc, the question of proper management of information is also imperative. It is in this context essential to make an intensive and a comprehensive study as to what extent the education policies have impact on the availability and use of information in industry.

31 EDUCATION POLICIES AND THE LIBRARIES

Education has been an attention of all during the past few decades. Different commissions and committees were also formed for framing the education system in the country. Sadly enough, although the last commission considered many aspects for improvement of education system to build up a new India it did not discuss in necessary details the role of the Libraries/Information systems in the development of education which will develop a new social system. That the lecture method of teaching without enforcing a compelling situation for both teachers and the students

to use the libraries cannot extend proper benefits of education to the people, is absent in the recommendation. Superficial mentioning about the library in a casual manner instead of urging upon library-oriented education system, general, technical, and professional etc. has, in fact, given a scope to the teachers and learners not to use the libraries in academic field. The educational planners and administrators also found their ways to stay away from the task of instituting well-designed, well-equipped and well-organised libraries in the educational institutions of all kinds. Obviously, this is one of the major reasons causing an unmeritting approach and attitude of the administrators, planners, decision makers, managers and specialists in all fields towards the libraries. This attitude and consequent unhelpful situation is particularly critical in case of industrial sector which is a key sector for development of the entire society.

32 THE LIBRARIES IN INDUSTRIES AND THE "CHALLENGE OF EDUCATION": A POLICY PERSPECTIVE

The document "Challenge of Education" presented to the parliament in August last is an attempt of the government to make an appraisal of the state of education system existing in the country with a view to redesign it keeping in view the fact of changing society in an industrial area. Doubtlessly, it is a 'Pointer to the direction to the future initiative' and is welcome. But it has evoked an occasion for all section of people especially concerned with education and those who belong to the professional fields to express their view points as to what extent the announced policy can bring a qualitative change for the society.

321 NEED FOR DESIGNING THE EDUCATIONAL PROGRAMMES FOR GERMINATION OF WORK CULTURE FOR DEVELOPMENT OF INDUSTRIES AND ALL SOCIAL ACTIVITIES:

The object of any education policy is to improve the society. This being an industrialised society in the threshold of stepping to the information society ardent attention need be give to its qualitative improvement. The new education policy is warranted to have proper direction in this respect. It is very often said that development of 'work ethos' and 'work culture' is of primary

importance for industrial development. In this context it is worth while to point out that development of 'work those' and 'work culture' may be positively built up by imparting intensive library and information services to different levels of personnel in industries. It positively aids and assists the planning, control, decision making and development process in industry. It nurtures and encourages in-house R&D activities and makes fruitful and effective different kinds of continuing education programme's besides providing opportunities to the employees for self development and self improvement. But the document has failed to make any mention about a sound and effective Library and Information Policy for qualitative improvement of industries. It has, in fact, emphasised greatly on the changes in the curriculam for class room education, vocationalisation of education and for setting up new types of educational institutions. If the intention of the new policy statement is to develop human resources for its effective utilisation for increasing productivity. we cannot afford to avoid to redesign our education programmes in a way which would go directly to germinate and develop work culture for development of industries and for all other kinds of related social activities.

33 INFORMATION MANPOWER FOR MANAGEMENT OF INDUSTRIAL INFORMATION AND EDUCATION POLICY

As a 'pointer to the direction of the future initiative' the proposed education policy wishes to build a new India to make her appropriately fit for the coming century with all her steps directed towards progress and development. Information is acclaimed to be one of the basic requirements for carrying about and for undertaking such programmes for future development. It is very often clamoured, in different contexts and circumstances, that the gaps in and non-availability of information have been posing problems for the development processes.

331 PAUCITY OF INFORMATION MANPOWER FOR MANAGEMENT OF INFORMATION IN INDUSTRY

Admittedly, information is generated at various sources in the country and abroad. But its accessibility is handi-

capped and the gaps are continual for various reasons. One such major reason is non-availability of information manpower specialised for managing the information for industry.

332 MANPOWER REQUIREMENT FOR NISSAT PROGRAMMES

Adoption of NISSAT (National Information System in Science and Technology) programmes by Govt. is reasonably worrying about availability of appropriate information at different points of research and development. Though there are differences of opinion about success of the programme, if the existing approach for piece-meal solution of information problem is pursued, we cannot imagine its successful implementation if there is no assurance in the existing education programme for continuous supply of manpower, adequately educated for the purpose.

333 A DISQUIETING SITUATION EXISTS IN THE INFORMATION MANPOWER DEVELOPMENT PROGRAMME

The inadequacy in the availability of specialised information manpower for handling and managing industrial information is mainly because of a disquieting situation exists in the field of library and information science education. Around 45 universities and two specialised bodies, namely DRTC and INSDOC, have been imparting education and training in Library and Information Science for building up the information manpower resources. While a large number of students are coming out with such training every year from the universities, a very few of them are adequately specialised in handling and managing the information for industry except particularly those who are trained by the said two specialised bodies. This situation persists even today when we are clogged with the problems of non-availability and inaccessibility to information needed for industrial development. This is mainly because there have been certain lacunae and short comings remaining continuously present in the programmes for education in the field of library and information science conducted by the Universities. Management of information, particularly for industry, is doubtless a specialised professional activity of the library and information scientists. The education

and training imparted by the universities, in this regard, should therefore, be adequately oriented to meet this increasing specialised type of information requirement.

Therefore it is warranted for the universities to take the necessary feed backs from different developing sectors of the society including the industries for assessing and evaluating the courses in the light of manpower requirement, to redesign its curriculum accordingly. While INSDOC and DRTC significantly review their courses from time to time and redesign to make them suit the needs of the developing society in general and industry in particular, unfortunately the universities are rarely seen to bother for such feed-back, review and modification. They also remain satisfied with increasing the number of students intake in their courses aimlessly without ensuring the employment potentialities or assessing fitness of the students to the jobs they may be put to. The continuation of this situation indefinitely has been enforcing the industries, in many cases, to employ the MBAs, industrial engineers, cost accountants, statisticians etc for handling information for industries under the epithet MIS (Management Information System) instead of utilising them in their respective fields of specialisation at the discount of social cost and value.

334 A SOUND AND SCIENTIFIC APPROACH IS THE NEED FOR FORMULATING EDUCATION POLICY FOR INFORMATION MANPOWER

Since the new education policy proposes a major shift in the education system for developing the human resources to be effectively utilised in all fields, general, technical and professional, the document "Challenge for education : a policy perspective" should have amply discussed the library and information science education programmes also in reasonable details indicating the future policy of the government for its development. But unfortunately it is absent in the document. If information is admitted to be a basic resource of the society for any of its sector, then education policy for development of the manpower which will handle this basic resource can not be ignored on any account whatsoever. The development of library and information science education, should therefore, be considered important as any other field of education needed for all round social development.

4 RECOMMENDATIONS

The following recommendations are, therefore, proposed for consideration of the seminar in the sub-area “Libraries in Industrial Development”.

- (i) The UGC should in consultation with the national professional bodies, ILA and IASLIC, see that the subject contents and teaching methods of Library and Information Science courses conducted by the universities are adequately updated keeping in view the manpower requirement of the different sectors of new India that is emerging as a result of all round development of the society.
- (ii) The national specialist professional body, the IASLIC in this case, should in consultation with the DRTC and INSDOC develop and conduct courses with up-to-date curriculum for efficiently managing affairs of the specialist library and information centres of the new industrial society that is fast coming up in India.



NEXUS BETWEEN EDUCATIONAL AND LIBRARY POLICIES

GIRJA KUMAR

It is matter for gratification that Mr Rajiv Gandhi has promised a new education policy for the country to be announced by the end of March 1986. This is a heartening news for most of us, who are used to educational policy being treated as a nobody's baby. Scepticism is in order considering the brave new world promised by the National Education Policy of 1986, which *inter alia* "envisioned a radical transformation of educational system to relate it more closely to the lives of the people, provide educational opportunities, initiate a sustained intensive effort to raise the quality of education at all stages, emphasise the development of science and technology and cultivate moral and social values. The goal of the education policy was nothing less than the creation of an ethos that would produce young men and women of character and ability committed to national science and development." What has actually occurred is the anti-thesis of universalization of education, emphasis on modernization and character building. Instead of going forward we have travelled considerably backwards in the field of education. To draw analogy from the statement of Isabel Allende, the author of well-known novel, *The house of the spirits*, "I wanted to show [in my novel] that life goes in a circle, events are intertwined, and that history repeats itself, there is no beginning and no end".

LIBRARIES IGNORED

Since hope rests eternal in human mind, notwithstanding the realities of the situation, the new education policy promised for the country to be announced next year should be welcomed at its face value. There are grounds for optimism this time. The new Prime Minister considers the education policy as the fulcrum around which other national policies are to function as its satellites.

There is no doubt that the national policies for health, population, information, communications, information technology, and last, but not the least, for libraries are closely allied. Another hopeful sign is the appointment of Shri P V Narasimha Rao as Minister for National Resources Development. Shri Narasimha Rao is a scholar as a matter of right. His stewardship of Andhra Pradesh was beneficial to the cause of libraries. In other words, he is a friend of librarians. It is thus hoped that due recognition shall be given to the development of national library system as a subject of national policy. The obvious needs to be emphasized because thus far libraries have been considered as nobody's baby.

It may interest Mr Narasimha Rao to know that the status report issued by the Ministry of Education entitled *Challenge of Education—a policy perspective* for initiating a debate on the proposed national policy on national scale makes only a casual mention of libraries in one or two places. The document consisting of 117 pages and based on considered views of eminent educationists of the country and life-time experience of bureaucrats in the Ministry of Education does not consider it necessary to devote atleast one measely paragraph to libraries, which many of us want to declare as the 'temples of learning'. The temples of learning, my foot, if I may be permitted to employ the pithy colloquial expression so often used in day-to-day conversation. There is a close relation between the development and growth of education, development of public libraries, book-buying habit and continuing educational programmes. Not a word has been whispered about the close relationship in the status report. The definitive judgement about the status report needs to be withheld after a detailed and critical examination which we propose to do in the present address.

STATUS REPORT

It is obvious from the reading of the status report that too many persons have been involved in the drafting of the report substantiating the adage that 'too many cooks spoil the broth'. The status report *Challenge of Education—a policy perspective* is however not totally devoid of merit, Mr KC Pant, the then Union Minister for Education, in his foreword to the status report clearly brings out the intentions that are to govern the draft of the national education policy in the following paragraph: "In our condition, the role of

education is to transform a static society into one vibrant with a commitment to development and change. An important ingredient of this metamorphosis is the emergence of a learning society in which, people of all ages and all sections not only have access to education but also get involved in the process of continuing education. In this environment, open, non-formal, part-time and adult education became as meaningful as formal education: in fact, the two schemes reinforce each other”.

The emphasis is not the learning process and non-formal education, but the statement is so wide-ranging that it is difficult to identify the order of priorities that the Minister had in his mind. The foreword sets the ball rolling. The status report is indeed so wide-ranging that it is difficult to identify its order of priorities. At the same, as we shall subsequently establish, the status report may be compared to the moot in the camel's eye. It either misses out entirely or mentions very casually several areas of the future. In this category, we shall include information technology, libraries and open university system, besides the important role of communications including radio, television and information networks. One can safely hazard a guess that the status report has been drawn up by persons in the generation of fifties and above. New fangled technology and new learning techniques and processes are obviously not their cup of tea.

Full marks must be given to the authors of the status report who, as if in sack cloth and ashes, have admitted the failure of the previous national education policy in almost its entirety. They have ruefully admitted that “more than 90 per cent of the expenditure (in some cases more than 98 per cent) is spent on teachers' salaries and administration.” While the Education Commission (1964-66) laid down 6% of the gross national product as the allocation for education, India has never gone beyond 3%. India has at 36.23% in 1981, one of the lowest literacy rates in the world.

SCHOOL LIBRARIES

There is no telling indictment of the national education policy than the state of physical conditions in schools on state-wise basis as seen through statistics for permanent buildings, drinking water, lavatories, blackboards, playgrounds and libraries as contained in tabular statement enclosed as appendix at the end of this

address. The national average for physical facilities in primary schools works out as follows:

<i>All-India average</i>	<i>%</i>
Permanent building	47
Drinking water	41
Lavatory	15
Blackboard	60
Playground	47
Library	29

While 85% primary schools in India do not have the basic necessity of lavatories, 71% of primary schools do not have library facilities. That many of these so-called libraries in primary schools are a mere shelf of books or perform the function of school godown or substitute for class room is another story. There are states like Assam, Madhya Pradesh and Orissa with schools possessing libraries of the order of four to nine per cent. The state of Uttar Pradesh is also below the national average. It goes to prove that there is a close relationship between the process of development and libraries.

Full marks must, however, be given to several states including Gujarat, Haryana, Kerala and Tamil Nadu for devoting special attention to the establishment of libraries in primary schools. 87% and 82% of primary schools in Haryana and Tamil Nadu possess libraries. The case of Kerala, lower down the scale in a developmental process, is revealing. It has one of the highest literacy rate at 70.4% (1981) and the best book-buying public, thanks to the extensive co-operative book publishing and book-selling organizations in the state. The case of Kerala establishes a close relation between literacy, book buying and book reading, a relationship that has obviously escaped the attention of the authors of the status report. Similar was the experience of the 19th century Great Britain where close relation between literacy, public library movement, book buying and newspaper-reading habit has been established. Indeed this nexus forms the foundation of modern Great Britain. Education policy was the basis of social transformation of the society through modernization.

EFFECTIVE UTILIZATION

What is most encouraging about the status report is its rightful emphasis on the primacy of primary education in any scheme of things by stating that "investments in elementary education yield the highest rate of return and have a significant impact on productivity and the general well-being of the masses" (p. 5) and recommending the adoption of universalization of elementary education as of the highest priority. Significantly enough, of 6.9 lakh educational institutions in the country, 75% of those constituting 5.04 lakh institutions are primary schools spread all over the rural and urban areas. Since the status report also talks of integrated approach to education, primary school buildings need to be more effectively utilized. The managerial resources of primary schools also need to be harnessed for maximal utilization of resources. The primary school can function additionally as a community centre to perform the functions of public library as well as health and agriculture information centre. While on the one hand we talk of scarce resources, we tend to turn a blind eye to the under-utilization of resources. Unfortunately the status report does not devote much attention to the under-utilization and waste of national educational resources, because in this country we have so far failed to evolve a self-evaluating mechanism in-built into the very educational system.

PUBLIC LIBRARY POLICY

Information is knowledge and it is now increasingly considered as a resource. There is seemingly a contradiction between information as a resource (investment) and universalization of elementary education and free and universal public library service. Investment in education and libraries have long-range implications for the society paying off in more than one way. With the graph of longevity escalating due to health, education and allied reasons, people shall live longer. Since continuing education is one of the primary objectives of the proposed education policy, public library system shall begin to loom large in the educational system. With the establishment of the Indira Gandhi National Open University, the number of persons who shall have access to higher education (and especially socially related courses) shall grow significantly

in years to come. A national policy on developing public library system to subserve educational policy needs to be evolved soon.

By introduction of information technology in the organization and servicing of libraries, it shall be possible to introduce the whole young generation all over the length and breadth of the country to the latest information technology. In fact, computer technology and the latest techniques of reprographic reproduction have been adopted as a matter of routine by libraries and more so in public library system of practically all developing countries. In the circumstances, it shall be possible to debit substantial cost of the national library system to the developmental budget of the country. In line with the proposal to establish model schools in the central sector in every district, the establishment of a model public library in every district on similar line is a *sine-quantum*.

STATUS REPORT CRITICIZED

What is disturbing about the status report is that it makes the usual noises about the need for introducing information technology in the field of education, underlines the growing importance of non-formal education, stresses the important role of open university system, bemoans the failure of policy of vocationalization of school education, cries hoarse over the primary of elementary education, but it displays, above all, a negative approach to the problems, usually typified by the tired old man on the verge of retirement or *sanyasa*. What is totally inexcusable is the fact that not a single paragraph has been devoted to the important role of libraries. The word library has been mentioned no more than a couple of times and that too in mere passing way in the status report.

There are references to education as the learning process as a mere ritual. The learning process is not related to the educational policy in any conceptual fashion. In fact, there are too many repetitions in the status report jarring to any sensitive ears. There is also a veneer of pontification spattered throughout the pages of the report. One is in entire agreement with a perceptive critic that there has been no research about various facets of the education policy, so that a coherent picture could emerge to enable well-grounded drafting of a national education policy for the future. Thus no proper debate is possible, which alone can form the basis of consensus over the national policy, in the absence of data and

guidelines from the status report. The deadline laid down by the Prime Minister about implementing the new education policy with effect from April 1, 1986 need not be adhered to in the circumstances. Mr P V Narasimha Rao who has taken over the Ministry recently may like to review the issue in its entirety.

NATIONAL LIBRARY POLICY

It is inconceivable to view national education policy in its splendid isolation. It must grow organically out of a whole range of national policies in various sectors of human activities. One thing is however certain about the future education policy owing nothing to the statement of national education policy of 1968. Its failures are so patent and obvious that at its best it be better forgotten. The various components of the national education policy shall be constituted of national policies in the field of science, technology, information technology, information (media), communications, culture, sports, youth, the handicapped the under privileged, and last, but not the least, national library and information policy. As regards the latter is concerned, considerable spade work has already been done.

The Raja Rammohan Roy Library Foundation has already finalized a document on the National Policy on Library and Information System. The document has been widely circulated for debate and discussion. Similarly, the Indian Library Association has prepared a draft on National Library and Information Policy, which *inter alia* states:

“The National Information Policy of India shall be governed by and form an integral part of social and economic policies in consonance with the Directive Principles of the Constitution. It shall be in line with the other national policies such as those of Education, Health, Industry, Science Technology and Culture, to be formulated at various stages of national development. The implementation of the information policy shall be integrated with the National Five-Year Plans of the country”. That the Department of Culture has constituted a group to devise a well thought out national library and information policy for its consideration is a most welcome news. It is hoped that the recommendations of the group shall receive the widest publicity for working out a nation-

wide consensus and those, in turn, shall as well get integrated with the national educational policy-to-be.

NATIONAL COMMISSION ON LIBRARIES

What are the essential components of the proposed national library and information policy for India ? The first essential task is to establish a national library authority with autonomous status to be called the National Commission on Libraries and Information Science with the following terms of reference:

- 1 To advise the Government on the design, review and implementation of national policy with a view to universalization of library services;
- 2 To conduct studies of information needs of the country;
- 3 To evaluate the effectiveness of library and information resources of the country;
- 4 To develop overall plans for country as well as coordinate activities among various national sectors for developing a national information network;
- 5 Be authorized to advise national, state, local, private and other public agencies regarding library and information science;
- 6 Be the main instrument for introducing latest information technologies including computers, micrographics, telecommunications and audio-visual media, in the functioning of libraries;
- 7 To develop nation-wide public library system for ready access to information, entertainment and education through libraries; and
- 8 To submit to Parliament an annual report on its activities and library and information science in India in general.

The National Commission on Libraries and Information Science shall constitute the major instrument for bringing out the desired transformation on the library scene. Additionally, a National Library Act, supplemented by model legislation at the State level, shall be enacted soon.

INFORMATION NETWORK

There shall come into being a national network of libraries and information centres constituted of the following sub-systems:

- | | |
|--------------------------|----------------------------|
| 1 National libraries, | 4 Academic library System, |
| 2 State Library System, | 5 Research libraries, and |
| 3 Public Library System, | 6 Government libraries. |

Priority shall be given to the expansion and growth of public library system, because public libraries have come to play a vital role in the spread of education, utilization of leisure, as a cultural centre, as well as agents of modernization and as an important media in mass communication. Public library system shall pay special attention to the needs of special user groups like children, youth, the handicapped and backward and exploited communities. The essential task of libraries is in helping to improve the quality of human beings and assist in developmental process of the country. The library is thus to be considered as a social institution *par excellence*, subserving the national objectives as enshrined in the Constitution.

NEXUS BETWEEN EDUCATION AND LIBRARY POLICIES

There is thus a close nexus between national education policy, national library and information policy and book reading and buying habits. The experience of the Delhi Public Library has established, contrary to the general belief, that reading habit is not on the decline and whenever provided with facilities of a neighbourhood library, the populace has responded with more than expected enthusiasm. The establishment of one-room libraries in the rehabilitation colonies of Delhi (populated by poorer section of the people) has established beyond any shadow of doubt that there is considerable demand for books beyond any reasonable expectations. The whole collection of libraries in the rehabilitation colonies gets circulated within the short span of a month or so. Similarly, the example of Kerala, with the highest rate of literacy and well established book buying habit, has proved the effectiveness of libraries. It is futile to blame the public because the fault lies elsewhere. Libraries have come to

be accepted as well-tried social institutions. All that needs to be done is to have correct perspective about the proposed national education and library and information sciences to be viewed singly as well as a coherent whole in the correct dialectical process. The fast spread of the library cult is assured in the country with an imaginative library policy.

APPENDIX

Physical conditions in primary schools (all figures represent proportion in percentage to the total number of primary schools in each state)

<i>State</i>	<i>Perma- nent building</i>	<i>Drink- ing water</i>	<i>Lava- troy</i>	<i>Black- board</i>	<i>Play- ground</i>	<i>Library</i>
Andhra Pradesh	45	41	5	48	51	30
Assam	7	33	22	21	44	4
Bihar	24	28	2	49	16	34
Gujarat	74	51	23	100	64	65
Haryana	87	65	37	77	80	87
Himachal Pradesh	12	38	5	66	59	77
Jammu & Kashmir	23	34	6	85	40	44
Karnataka	72	23	4	85	46	40
Kerala	78	87	79	93	69	59
Madhya Pradesh	51	24	7	51	46	7
Maharashtra	64	47	13	80	40	37
Orissa	23	26	23	50	34	9
Punjab	55	79	32	43	68	49
Rajasthan	65	53	15	64	46	39
Tamil Nadu	70	65	24	87	78	82
Uttar Pradesh	71	44	15	54	48	22
West Bengal	20	48	16	71	41	53
India (including smaller states and Union Territories)	47	41	15	60	47	29

SOME BASIC ELEMENTS OF NATIONAL POLICY ON LIBRARY AND INFORMATION SERVICE

P N KAULA

0 INTRODUCTION

Much has been talked about the formulation of the National Policy on Library and Information services. A number of organisations have also expressed their view on this issue. Now that we are entering into 7th Five Year Plan, many of us are keen to suggest some effective lines for laying down a National Library Grid for the country.

Among those who have prepared the policy statements are Rajaram Mohan Roy Library Foundation; Indian Library Association; Association of Indian Universities (for Academic Libraries only); Indian Association of Teachers of Library Science (for LIS education only) and the committee set up by the Planning Commission for this purpose. The national and state professional associations have also shown anxiety and concern on this issue. National Policy on Library and Information Science Education was put forth by the author as the Keynote Address at the All-India Seminar on Library Science Education held at Nagpur in 1983. The author had also delivered an address on Library Development and the National Policy on Library and Information Services for India at the invitation of Raja Rammohan Roy Library Foundation in May 1982. ILA took up this topic as a subject for discussion at one of the Seminars held at Jaipur in January 1985. A number of papers have already been published. I, therefore, do not want to go into the details of working out the policy but only suggest the essential facets of this policy. The Library and Information Service Programme should be based on a variety of legislative and administrative actions. The National Programme

which shall be in conformity to the National Policy of Library and Information Services shall broadly include the following:

1 NATIONAL LIBRARY DEVELOPMENT

1 Establish and maintain National Commission on Library and Information Science as an independent organisation;

2 Strengthen and transform into new functions the role of the National Library at Calcutta;

3 Establish National Book Museum as a repository of Indian scholarship and literature;

4 Enact the National Library and Information Service Act for establishing the National Grid of Libraries for the entire country;

5 Establishment of National Central Library at the apex of the National Library System;

6 Promote and co-ordinate the National Library and Information Services based on legislative and administrative actions.

2 RESOURCES FOR NATIONAL LIBRARY AND DEVELOPMENT

1 Provide easy access and facilities to national libraries and information services using national collections in various national libraries and by strengthening nation-wide networks for promoting and sharing library and information services resources;

2 Establish and maintain a National Periodical System with specific services and facilities that provide easy access to their contents;

3 Specify a National Information programme that brings about co-ordination of service and foster services in all States and Union Territories;

4 Establish a programme of Contact Libraries and strengthen their information system to project our national objectives and to meet the information needs of the people living in different countries;

5 Establish and maintain adequate data banks to disseminate and evaluate library and information services;

6 Establish and maintain a National Programme of Resources Sharing in books, periodicals and other types of documents;

7 Forge co-operation among libraries of all types and between libraries and other institutions;

8 Promote and expand awareness of library and information services through public information and by providing instruction in the use of library and information resources;

9 Provide for intellectual freedom, right to read and free flow of information;

10 Set up centres for conservation of cultural output like manuscripts, rare documents, official records and other materials for posterity;

11 Promote reading habit and free book service for all, so that knowledge and information is disseminated to all citizens according to their need and capacity.

3 NATIONAL LIBRARY DEVELOPMENT FOR SPECIAL CLASSES

1 Establish and maintain a National Library for physically handicapped in the country;

2 Establish and maintain National Library Service for backward and weaker sections of the society linked with state and national network of libraries;

3 Establish and maintain, national programmes for special users such as child, youth, aged, women, racial and ethnic minorities—illiterates and semi-literates;

4 Encourage and develop school and public library co-operative services and accessibility to the literature available in the libraries; and

5 Develop public libraries as cultural, educational and information institutions with special purpose of eradicating illiteracy and to encourage development of proper information and referral services.

4 LIBRARY AND INFORMATION SERVICES IN ALL THE STATES AND UNION TERRITORIES

1 Promote Library Legislation in each state and Union Territory of the Indian Union;

2 Establish and maintain in each state a State Grid of Libraries and information services;

3 Promote and establish library and information resources sharing at the state, inter-state, regional and linguistic networks;

4 Assist and encourage research development and application of new techniques for improvement of library and information services.

5 EDUCATION AND TRAINING

1 Formulate National Programme of Personnel Development for Training in library and information services;

2 Promote and support library science education research, continuing education programme and specific projects to enable library and information personnel to cope with the changing information needs of the society;

3 Provide grants to institutions and agencies for research and demonstration projects to improve library and information services;

4 Provide, encourage and support research in library and information techniques and ideas formulated in the country and recognised as the 'Indian School of Thought'.

6 TECHNICAL ASSISTANCE FOR LIBRARY AND INFORMATION SERVICES

1 Enact legislation to provide for technical assistance for library and information activities;

2 Support the use of satellite communication, video-technique and television programme in the expansion of library and information services;

3 Support and encourage the preparation of documents and other information records in machine readable form;

4 Provide funds to various organisations for increased participation on the part of libraries in their specific programmes;

5 Provide special postal and telecommunication rates that would facilitate the sharing of information between libraries and educational institutions and other information agencies;

6 Enact the National Library and Information Services Act for establishing the national grid of libraries for the entire country;

7 Amend the delivery of Books and Newspapers Act, 1954 to enable national libraries to have a copy of each document deposited in those libraries.

7 CONSIDERATION OF PROPOSALS

These proposals have to be laid down in the National policy in library and information activities in the country. The policy when adopted, would encourage organisations and other agencies to promote effective library and information programmes and help in establishing personnel development and their training programmes for library and information activities.

8 BIG STRIDES NECESSARY

India has gained independence after being subjugated for several centuries by foreign powers. It has to take a big leap in various directions. What has taken 100 or 200 years for developed countries to achieve, India has to achieve it in a few decades. Already it is recognised one of the first ten industrialised countries in the world. It has been the only country from the developing world which has advanced library and information technology and activities.

81 ANALOGY OF UNITED STATES

Our Constitution which is a federated constitution similar to that of the United States must be able to draw from the experience of that country in library and information activities. USA has 8 Federal Library Acts in operation; 6 of these are concerned with the libraries of national status or are of the departments of Federal Government. It adopted the Federal Library Services Act of 1956 which provided financial assistance for the improvement of 'free book service' in rural areas. The amended Library Services and Constitutional Act of 1964 extended the benefits to urban areas. Another amendment to the Act in 1966 provided for the construction of public libraries in areas lacking such facilities. Thus USA has become a land of libraries with each state providing library and information services through independent legislation.

82 STRUCTURE BASED ON LEGISLATION

The National Policy on Library and Information activities in India should provide for the National Grid of Libraries and Information Centres in the country based on legislation. Apart from the National Library at Calcutta, we should be able to establish National Central Library, National Lending Library, National Dormitory Library, National Book Museum and National Copyright Library and National Subject Libraries providing also for the co-ordination of their services. The Act should also specify the role of libraries in national adult education and literacy programme, besides promoting rural library and information activities.

9 NATIONAL RESPONSIBILITY

91 LIMITATIONS OF EXISTING ACT

Before I conclude, let me appeal to our progressive and enlightened Government to pay due attention to its constitutional duty in respect of library provision at the national level. It has already taken a step soon after it came to power in 1948 by renaming the old Imperial Library established by the Act of 1902, as the National Library at Calcutta. It has to realise that:

- 1 The National Library was not conceived to serve as the apex of the National Grid of Public Libraries;
- 2 The Library has served only as a national symbol of culture;
- 3 The library was to be the replica of the British Museum Library founded a few centuries ago;
- 4 The Library was meant for the use of scholars and not for the people to provide 'free book service for all'; and
- 5 The Library has never been developed with the functions of the National Central Library at par with such libraries in several countries.

92 RETHINKING NECESSARY

Information has become an essential basis for human progress. Lack of information and of effective means of exchanging it are now widely recognised as being limiting factors in the economic and social development of the nation. According to UNESCO's medium term plan:

"The problem of information is none than the problem of managing mankind's knowledge—the collective memory which society must learn to *control effectively* and *utilise fully* in order to achieve progress."

This can be accomplished by launching a nation-wide Library and Information Service Programme in consonance with National Policy specified above.

The Government of India should rethink its library responsibilities in the context of the present day information activities. It shall have to lay down a policy for the establishment and maintenance of the National Copyright Library, National Dormitory Library and a System of National Service Library. I am not here mentioning the responsibilities of the State Government in the matter of libraries. The State governments shall have to enact library legislation to establish the State grid of libraries with the State Central Library at the apex of the library system. It will likewise have in each state the State Copyright Library, State Dormitory Library, and State Service Library to provide for 'Free Book Service For All'.

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ROLE OF LIBRARIES IN NEW EDUCATION POLICY*

M M SHARMA

Public Library Services is a very effective tool for the growth and development of social education. Education, as we know, is a two way process. The librarians and the teachers are the two important links in the chain. While teachers impart formal education according to a given frame work, the librarians support this task and also provide facilities for the continuous self education.

The major aims of library service are summerised below:

- 1 To arouse interest in books and inculcate the habit of self reading. For achieving this objective the libraries have to be made attractive and inviting. Proper environment has to be created and maintained for this purpose.
- 2 To acquire latest books and other informative material; organise it according to some scientific methods and systems; and make the same available to the user community when demanded without loss of much time.
- 3 To take active part in the literacy drive and to give a fillip to the eradication of illiteracy.
- 4 To arrange and organise non-formal education activities.
- 5 To organise special library service for the benefit of backward/SC and ST classes.
- 6 To work as a unit for the development of the community.
- 7 To arrange and organise television and other mass media service for the open university education programme.
- 8 To open and organise children's collection and children's wings.
- 9 To establish the Institute of Library and Information Science Research for the preparation of bibliographies and indexes for the use of scientists, researchers and planners.

In order to achieve the above objectives a number of innovations will have to be incorporated in the functioning of libraries. It is suggested that:

1. Directorate of Libraries be created in all such states which have not enacted library legislation and that a professionally

*Gist of a Hindi paper contributed by the author—*Editor*.

- qualified Director of Libraries be appointed as recommended by the Sinha Committee.
- 2 Library advisory committees be formed under the chairmanship of the Education Ministers of respective states so that the library policy of the state is properly framed and implemented.
 - 3 A separate eleven member finance committee be formed under the chairmanship of the Chairman of the Public Accounts Committee of the state legislature. The other members of team suggested are-- 4 legislators; 1 deputy Secretary of each of the Ministry of Education, Finance, Planning, Social Welfare, Community Development; and the Director of Libraries of the State.
 - 4 In the scheme of New Education 'libraries' be given top priority.
 - 5 To control the explosion of information and flow of information an Institute of Library and Information Science Research be established at the state level.
 - 6 Libraries be established in each of the Tahsil headquarters during the 7th Five Year Plan.
 - 7 A post of officer on Special Duty be created in the office of the Secretary of Education in the state.
 - 8 Library legislation be enacted in each state.
 - 9 Library Service in the state be treated as 'Minimum Need Programme'.
 - 10 Library development Board be established in each state for looking after the publication of literature for adults and neo-literates.

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CHALLENGE OF EDUCATION— A POLICY PERSPECTIVE

SUMMARY

1 This is a summary of a document entitled Challenge of Education circulated by the Ministry of Education for initiating a debate on certain facts, views and issues relevant to the formulation of a Policy for Education.

1 2 Education being a complex subject with wide ranging ramifications, definitive views on a new policy for it cannot be finalised without consulting the decision makers in the State and Central Government, and the parliamentarians, educationists, intellectuals, teachers, parents, students, entrepreneurs etc. This document aims to provoke a discussion by stating various viewpoints in a forthright fashion. If people read it, comment on it and criticise it, it will have served the purpose for which it has been prepared.

1 3 While preparing this document, it has been borne in mind that India is standing on the threshold of the twenty-first century. Those being born now will finish their elementary school at the turn of the century. They will be face to face with unprecedented opportunities and challenges. To prepare for these and also to create a national environment for peaceful and harmonious development, it is necessary to reshape the education system since only education can imbue people with the knowledge, a sense of purpose and the confidence essential for building a dynamic, vibrant and cohesive nation capable of providing its people with the wherewithal for creating better, fuller and more purposeful life.

1 4 India's Constitution envisages a just, equitable and fraternal society which would assure the dignity of the individual and the unity and integrity of the nation. Policy planners in India are unanimous that while economic strength and vitality determines the scope and quality of political freedom, for millions the

availing of the benefits of freedom depends on its being accompanied by an equitable distribution of goods and services. This is possible through expansion, dispersal and diversification of employment, which in turn implies equality of opportunity, particularly in access to knowledge and skills.

1 5 The Indian polity is characterised by a concern for the individual, not as a mere instrument of development but as an end in himself. This emphasises the importance of education for the development of self-confident individuals with a commitment to democratic values and national unity.

1 6 Education helps to bridge the chasm of disparities between people, socio-economic groups and regions and thereby reduces disintegrative tensions. It develops human resources, which has a multiplier effort on utilisation of all other resources. Thus it is an *investment in development*.

1 7 Elementary education is the most crucial stage of education because the foundation of the personality, attitudes, self-confidence, habits, *learning skills* and *communication capabilities is laid at this stage*. Universal elementary education strengthens the fabric of democracy. That is why it was set forth in Article 45 of the constitution.

1 8 Vocational education is essential for providing manpower for economic growth. It provides the link between the production function, employment and educational processes.

1 9 Higher education provides ideas and men to give shape to the future and sustain other levels of education. It provides the historical and ideological perspective to society. In addition, it supplies a wide range of increasingly sophisticated manpower required in industry, agriculture, services and administration.

1 10 *Education system cannot remove all the shortcomings of society*. As a sub-system, of society, it tends to imbibe the characteristics of the total environment: it cannot maintain its excellence or its democratic character unless it is deliberately supported in these thrusts.

1 11 Education planning can have social relevance only if its quantitative and qualitative objectives are spelt out by those responsible for national development.

Moreover, it acquires dynamism based on a national will to nurture the future generations for excellence, without unduly

exposing it to the rough and tumble of the current populist pressures.

1 12 *Educational goals are often postponed on the grounds of high cost of implementation.* While deciding this, the social cost of a “non-change” option is seldom taken into account. At their best, the products of our schools, colleges and universities are comparable to the best scholars, technologists, doctors and managers in the world. Against this small minority, the preponderant majority has little to show by way of capacity for self-study, communication skills and a sense of social or national responsibility. Even the gifted do not always show evidence of the expected commitment to social responsibility.

1 13 The above situation is largely because of excessive emphasis on degrees and an examination system which tends to evaluate students at yearly intervals largely on the basis of rote learning. Examinations and grades have lost much of their credibility. Neither the public nor employers trust them. *Students relate education exclusively to examinations and in the process, education has tended to become dysfunctional,* producing a large number of unemployable youngmen and women. The system of examinations could be one of the reasons why students and teachers find it difficult to resist progressive erosion of values. Unless this process is reversed by a reorientation of education, it will be difficult to contain exploitation, insecurity and violence. It is also necessary to counteract divisive forces arising from castes, religion and regional considerations which are straining the sense of national integration. Pride in national identity has to be rebuilt.

1 14 Education will have to be modernised to facilitate the modernisation of production, services and infrastructures. Besides, to enable young people to develop entrepreneurial ability, students will have to be exposed to challenges of new ideas and unfamiliar situations. To enable the teachers to do this, besides changing curricula and teaching methods, the attitudes and values of teachers will have to be changed through basic changes in teachers training.

2 1 India has made considerable progress since independence in terms of increase of all types of institutions, enrolment and the sophistication and diversification of educational programmes. *It has, however, not been possible to meet the nation's aspirations*

from the view point of overall coverage, equitable distribution and quality of education. In terms of literacy, India is still amongst the most backward countries with literates accounting, in 1981, for only 36.2% of the population, with women, Scheduled Castes and Scheduled Tribes still at the level of 24.9%, 21.4% and 16.4% respectively.

2.2 We are still very far from fulfilment of the goal of universalisation of elementary—education, which was envisaged in the Constitution itself to be achieved by the year 1960. One of the principal reason for this is the high drop-out rate (Classes I-VIII) which continues to be above 75%. This rate is much higher amongst girls, Scheduled Castes and Scheduled Tribes.

2.3 The number of children going to middle, high and secondary classes has increased from 22 lakhs in 1947 to 340 lakhs in 1983, and the country now has 175,000 schools for these levels as compared to 13,000 in 1947.

2.4 The number of girls and boys successfully completing the higher secondary stage has risen from 2.37 lakhs in 1960-61 to 8.40 lakhs in 1981-82. The most disquieting feature at this level of education is that, even after 8 or 10 or even 12 years of schooling substantial number of pupils do not acquire the capacity to understand their physical, cultural or socio-economic environment, or to think for themselves. They do not enter the employment market with sufficient confidence or competence or vocational skills. Nearly 83% of students passing out of the higher secondary stream seek admission in colleges and universities. Only 20% of these are able to find a berth in professional or technical institutions.

2.5 If the Education Policy adopted by Parliament in 1968 had been implemented, 50% of the students at 10+ level of secondary education should have developed employment oriented vocational skills. By the year 1982-83 students intake in vocational courses at +2 level and reached just 60,000 per annum.

2.6 At the time of independence, there were only 700 colleges and 20 universities in India with an enrolment of 4 lakhs. Now the country has 5,246 colleges and 140 universities with an enrolment of 33.60 lakhs of whom 9.76 lakhs are girls.

3.1 The Education Policy of 1968 sought to relate education more closely to life, expand educational opportunities, improve quality of education, emphasise development of science and tech-

nology and cultivate moral and social values. While some significant achievements have been recorded, by and large, these goals have remained unachieved. In the meantime, new learning needs have arisen due to the inexorable march of economic and social growth and progress in science and technology.

3 2 A new approach to education is necessary. *In the new design, capacity to learn will be more important than what is learnt and continuing education will be emphasised.* Social and moral values will receive much greater emphasis. Access, equity and quality of education will be ensured through rigorous planning. Before such a design can be prepared, it is necessary to evaluate the past experience, assess successes and failures and examine as to how far mechanisms for formulating policies, allocating resources, ensuring inter-sectoral coordination, enforcing standards and monitoring and evaluation need modification.

3 3 It is apparent that the most important reason for slow progress has been an acute paucity of resources. *Growth in enrolment and rise in prices have outstripped the increases in budgetary allocations. Expenditure per student has, over the years, declined in real terms.* More than 90% of the expenditure is on teachers salaries and administration. Practically, nothing is available to replace black-board or buy chalks, or charts and teaching aids or even minimum school amenities.

3 4 People are generally apathetic to an education system which does not appear relevant to them and which has little accountability to them. The school system seems to have become a part of a gigantic bureaucratic set up which does not provide sufficient scope for intervention at local levels and is also frustrating for teachers with initiative. Consequently, the education system has largely become the responsibility of government. Greater involvement of the community predicates delegation of authority to enable it to keep an eye on the performance of schools and specially of the teachers. The sheer size of the system creates an environment of anonymity for the teachers and individual schools, in which any kind of default or creativity fails to come to notice.

3 5 To enable girls and boys from poor families to receive the benefit of education despite their inability to attend school regular hours, new and non-formal approaches have to be adopted. These would, however, require much greater support in

terms of instructional material and regular monitoring and appraisal.

3 6 In absolute terms, there were more illiterates in 1981 (437 million) than there were at the time of independence (300 million). Nonetheless, as a per cent of population, literacy has progressed steadily from 16.67% in 1951 to 36.23% in 1981. There is, however, greater disparity in the progress made, not only between men and women but also between regions. Female literacy in rural areas varies from 6.47% in Kerala to 5.4% in Rajasthan. In Bihar, Madhya Pradesh and U.P., which account for 38% of the rural families in the country, female literacy percentages range between 8.99% and 10.17%. This situation reflects the fact that the positive results from elementary and adult education are largely nullified by a high rate of growth of population.

3 7 There is a *positive correlation between literacy and acceptance of family planning*. Because of this, both elementary education and adult education should be assigned a high priority. In any case, if things continue as they are, in the year 2000 AD, there would be 500 million illiterates in India.

3 8 There is also a definite link between adult literacy and children's participation in schools. Unesco's studies have revealed that adult literacy level of 70% is critical threshold for universalisation of elementary education.

3 9 At the level of seecndary education, today, only 22% of the students of the corresponding age group are in the schools. *Of the few who come to the schools, very few have access to schools with proper buildings, laboratories, libraries or playgrounds.*

3 10 According to All India Educational Survey of 1978, many primary and middle schools do not have even basic amenities. In so far as primary schools are concerned, 9% had no buildings whatsoever, 41.5% had no black-boards. 72% *had no library facilities* and about 53% had no playgrounds. In the rural areas, 89% primary, 70% of middle and 27% of secondary and 10% of higher secondary schools had no urinal/lavatory facilities.

3 11 Vocationalisation in the higher secondary stage was a major plank of the education policy of 1968. 50% of the students at 2+ stage were to go into the vocational stream. The actual figure is too insignificant to deserve mention. This is alrgely because neither the physical facilities nor a detailed plan of action, complete with details of employment opportunities, nature of

diversification required, appropriate course curricula and teachers trained for vocational training are available at present. In addition, social values which denigrate even skilled manual work also stands in the way of vocationalization.

4 1 College and university education has greatly expanded since independence. Taken as a whole the general condition of colleges and universities is a matter of concern. Many of these are known for rampant castism, regionalism and inbreeding. Some of these are virtual battlefields in which political and other factions, backed by teachers and aided by other staff, often fight pitched battles for power and supremacy. Some Vice-Chancellors spend their entire terms of office behind barricades.

4 2 There is a widespread feeling that the present state of higher education is largely because of overt and covert interference by external agencies. This underlines the importance of real autonomy. However, attention has also to be given to the equally important aspect of accountability. Often the Vice-Chancellors, who are considered responsible for running universities, function in conditions of fast dwindling prestige of their office. They have to be at the doorsteps of government officials for funds required for running the university and they have to compromise to get the co-operation of university bodies.

4 3 The UGC has made an enormous contribution to establishment of academic norms and promotion of innovative programmes. It is, however, debatable as to the extent to which it has been able to uphold the standards of education or enforce a minimum level of performance in colleges and universities. This tends to become difficult because many a time to move to refuse or reduce grants to these institutions assumes the character of confrontation between the State Governments sponsoring them and the Central Government funding the UGC.

4 4 To a great extent the quality and employability of college graduates is adversely affected by the fact that arts and humanities are offered as unilinear programmes of study unrelated to the requirements of real life, multifaceted development of personality and the reasoning and learning capabilities of students. In the case of sciences, courses are designed essentially to explain concepts without supportive arrangements in the form of laboratory apparatus, kits etc.

5 1 There is no gainsaying that technical education has made a significant contribution to India's economic development. However, the system is now facing serious problems of obsolescence of machinery and equipment and the lack of wherewithal for research and training in respect of new technologies. These inadequacies have been removed for sheer survival.

5 2 Other measures necessary for effecting improvement in institutions of technical education are: finding ways to attract good teachers; increasing interaction with industry; involving the faculties in application of modern technology for the benefit of the common man in rural areas; reducing the disparities between State Colleges, Regional Colleges and IITs; and establishment of networking arrangements between different types of institutions.

5 3 It is also argued that instead of subsidising education in engineering institutions at the cost of the taxpayer, the organised private sector, which absorbs the bulk of manpower emerging from it, should be made to support technical education to some extent.

6 1 *The role of teachers is central to all processes of formal education since* they interpret the policies and programme as much through their personal example as through teaching-learning processes. Unfortunately, enough attention has not been paid to the updating of curricula for their training. Teachers education, therefore, has little relevance to the needs of the day. This inadequacy is compounded by the fact that teaching is the last choice in the job market.

6 2 The participation of a section of teachers in party politics has had serious repercussions on education. It has led to the politicisation of teachers organisations, has affected discipline and their wholehearted application to their time-honoured role.

6 3 There is widespread concern, particularly amongst teachers themselves, about the manner of implementation of the merit promotion scheme for teachers. Many of them feel that once age and years of service rather than erudition and competence as teachers, becomes the basis of advancement in career, not enough incentive will be left for pursuit of excellence.

7 1 There are wide disparities in the system of education from the view point of access, equity and impact. Even though rural areas account for three-fourth of the population, they are getting much less resources for education. While the well to do, who have access to the privately managed "quality" institutions located

in urban area, take away the lion's share of unreserved seats in professional institutions, children of rural areas are put to a great disadvantage because of the relatively poor quality of rural schools.

7.2 Girls, children from the Scheduled Tribes and Scheduled Castes have made considerable progress during the last decade. In spite of this, they still are at the lowest ladder of educational attainment. While girls suffer because of social prejudices and their commitments to the care of siblings and household chores, the children of Scheduled Castes and Scheduled Tribes suffer from disabilities which cannot be removed merely by reservation of seats. Majority of them, besides suffering from the limitations of first generation learners also suffer from the after effects of early childhood malnutrition, a sense of social isolation unsuitable work habits and lack of self confidence in realising their academic potentials. They find it difficult to adjust to the general stream of students. To obviate the resulting psychological strain, special programmes are needed for enhancing their competence and facilitating their adjustment.

7.3 The interface between education and job market is characterised by lack of complementarity jobs requiring general education are not increasing at the same rate as the availability of manpower. On the other hand, for many jobs requiring technical competence and manual skills, appropriately trained manpower is not available in sufficient numbers. The most glaring example of lack of work orientation is provided by the fact that in the I-V, VI-VIII, IX-X or 10+ stages of education, there is nothing in the school system to increase the students' proficiency for the unorganised sector in agriculture or related rural occupations.

8.1 It is true that from Rs. 114 crores in 1950-51, the expenditure on education went up to Rs. 2304.16 crores in 1976-77. However, it is also true that because of inflation and growth of the number of students, at constant prices of 1970-71, between 1950-51 and 1975-76 per pupil per annum expenditure went down, from Rs. 468.9 to 330.9 for college education and from Rs. 1640.4 to 890.1 for professional education, registering a marginal increase of 1.1 per cent per annum in the case of elementary education rising from Rs. 41.9 to Rs. 55.2 respectively.

8.2 Despite the constitutional imperative for elementary education, within the plan outlays for education, its share declined

from 56 per cent in the First Plan to 35 per cent in the Second Plan, 34 per cent in the Third Plan and 30 per cent in the Fourth Plan, In the Sixth Plan, its share was 36 per cent. On the other hand, between the first and sixth plan, the share of university and college education has gone up from 9 per cent to 16 per cent.

8 3 The States provide around 70 per cent of the overall plan expenditure for education. Their capacity being variable, children from poorer States like Bihar, UP, Orissa, Jammu & Kashmir, Madhya Pradesh, and Rajasthan are at a great disadvantage as compared to better off States. Per capita budget expenditure on education in 1982-83 was as low as Rs. 40.5 in UP, Rs. 49.4 in Madhya Pradesh and Rs. 51.2 in Bihar as compared to Rs. 100 in Punjab and the all India average of Rs. 68.2.

9 1 Education policy is an instrument for shaping the future. It has an impact on a whole generation. It can be framed by a few people on the basis of their own perceptions. It calls for the involvement of those dealing with or interested in education, in an open ended discussion of various viewpoints and issues.

9 2 Besides developing physically, intellectually and aesthetical integrated human beings with a scientific temper and democratic values as well as social awareness, education has to imbue the pupils with a healthy attitude to hardwork and dignity of labour, commitment to principles of secularism and social justice and dedication to the integrity, honour and the development of the country. In addition to this, for economic development and employment, education has to equip young people with appropriate knowledge and skills.

9 3 Besides integrating the individual into the social system, education also reduces disparities between human beings.

9 4 Education provides support to all other spheres of development. In return, it must also receive support from them in its endeavours. No law and order system can survive if even educated people do not have respect for life or a sense of right or wrong. Democracy and civic life becomes a casualty if education does not make them tolerant of a different point of view. A country cannot grow if a spirit of adventure and the confidence to innovate is not instilled in the children. No programme requiring participation of the masses in development can make a headway without the input of education.

10 1 There is a widespread feeling that the system of education cannot be improved by marginal changes and that this is the time for attempting its radical transformation. There is also a feeling that *purposeful education is an indispensable instrument for the overall transformation of society*, curbing fissiparous tendencies, creating an atmosphere for equity and social justice and modernizing production. It is also recognised that the outreach and effectiveness of education can be enhanced dramatically by the use of new educational technologies.

10 2 Educational planners are convinced that a good policy gets checkmated during implementation of the attitudes of those involved in implementation or the constraints inherent in the environment are not kept fully in view. Inevitably any radical change in the education system will come in conflict with vested interests benefitting from the present state of education. Changes in the examination system, innovative approach to teaching, development of new curricula, enforcement of discipline, restructuring of management and decentralisation of the administrative authority will encounter strong resistance.

10 3 Depoliticisation too will be opposed not only by politicians who may lose their cadres but also by some of the academic and non-academic staff who will lose their capacity to hold institutions to ransom.

10 4 The present orientation of media, lack of trained manpower for software development, non-availability of a television channel committed to educational use and the absence of well established pedagogy for distance education will also, in the short run, operate as constraints.

10 5 The inherent difficulties faced by the poor with regard to participation in education has to be regarded as a major problem in universalisation of elementary education. *Nonformal and part-time education for children unable to attend the school in regular hours is best conducted by voluntary agencies*. In the absence of these, in many areas, this approach will run into difficulties.

10 6 In the context of the poor, the present orientation of research and development activities in technical institution may also pose difficulties. It will not be easy to persuade them to pay special attention to the generation of relevant knowledge for

rural and unorganised sector since, in term of widespread recognition and material benefits it will not offer the same rewards as working for the organised corporate sector.

10 7 Legal constraints are often more implacable than others. In the Indian situation, the implications of the constitutional amendment to make education a Concurrent Subject are still to be worked out. The Central Government will have to decide upon the parameters of intervention for influencing the National Education System—for a qualitative improvement in priorisation and performance. Amongst others, it will have to be decided as to what measures should be taken to see that language does not remain in a barrier to mobility in the India of tomorrow. In this context and also in relation to the objective of national integration, the need and means of establishing a uniform national core curriculum will have to be considered.

10 8 If the management of universities is to be restructured to align them to the realities of the day, State and Central Governments will have to amend their laws. The much debated issue of whether or not the Central Government should assume some powers for depoliticising and modernising the universities will also have to be decided through consultations.

11 1 It is urgently necessary to think carefully of financial constraints because without adequate resources it will not be possible to fulfil the objectives of universalisation of elementary education, expansion of vocational training, removal of illiteracy, improvement of teaching, and establishment of institutions of excellence. How the necessary resources may be raised is a matter for urgent consideration. In this connection, perhaps, a Joint Commission of Centre and States could be set up to study the problem of resources for education and work out a strategy for mobilising these on a long-term basis.

11 2 Education is no more than a sub-system of the total societal system. It is, therefore, conditioned by the environment and it also, inevitably, displays its salient characteristics in its own functioning. Indian society does not always respond warmly to new initiatives and change oriented measures. The intellectual sophistication nurtured through centuries of philosophical debate is misused by the bureaucracy and the intellectual establishment to frustrate new moves, without appearing to do so, by

circumscribing these with so many preconditions and qualifying clauses that the whole momentum is lost.

11.3 Two other characteristics need special mention. Firstly, the disinclination to delegate real power to lower formation will be an obstacle to the establishment of a meaningful nexus between the school and the community. Secondly, the compartmental character of the system will create difficulties in establishing horizontal linkages between education and other inter-dependent development activities.

12.1 Taking an optimistic view of the success of measures for population control and also of the success of universalization of education it appears, on rough calculation, that the budgetary requirements for school education, at the same unit cost in 1990 will be four times the level of allocations of 1980-81. India will require roughly 22 lakh additional teachers by 1990 over the number (21.7 lakhs) in 1981. These estimates are based on the quality of school education remaining unchanged. This, however, is unrealistic. Provision of a minimum physical facilities cannot be delayed.

13.1 Considering the above scenario and the constraints on continuous participation in education beyond 11 years of age, some educational planners have suggested a model of universalisation of education which ties up the Anganwadis with primary schools and provide for pre-primary and primary education upto class V. It also advocates distance education through Open Schools on a large scale between classes VI to VIII and large scale diversion into vocationalisation at an earlier age than envisaged in the 10+2+3 system.

13.2 A strategy for the spread of education and improvement of its quality is unthinkable without establishing a learning society *in which people of all ages participate in continuing education*. Such an environment cannot be established without a massive thrust for adult education which will not be concerned with mere literacy but will seek to enhance economic performance as well as the quality of the life of participants. It has been recognised that women will have to be assigned a central place in the programmes of adult education. If they are convinced of the benefits of education, the programme of universalisation of elementary education in general and the participation of girls in particular, will be greatly strengthened. It

will also provide dynamism to the programmes for family welfare, energy conservation, prevention of deforestation, health care, immunisation, etc, besides expanding the base for democracy.

13 3 Particular emphasis has been placed on vocational programmes, as a part of the 10+2 stage of the secondary system and also before this stage and outside this system. An important conclusion in this is that vocationalisation should not be linked only with employment in industry. It should be aligned with agriculture, the services sector and various programmes of rural development as well. It should also prepare young people for self employment, it needs emphasis that vocationalisation is not an inexpensive programme since it often involves considerable expenditure on machinery, equipment and consumables. Therefore, it should be taken up after ascertaining the probability of finding jobs for those who are inducted into it.

13 4 Amongst the major constraints to vocationalisation are: the absence of realisation models for assessment of manpower requirements; resistance of certain castes and classes to vocational training; absence of vertical and horizontal mobility for those who go into the vocational stream; and lack of clarity about the relationship between vocationalisation and professional education on the one hand and with production centres on the other.

14 1 Other ideas which have been highlighted are the relationship between all kinds of education and the social system. It has been suggested that all streams and stages of education would acquire much greater meaning if educational system is decentralised and its management is assigned to the community participating in or benefitting from it.

14 2 The community participation implicit in this has a particular relevance to school education which is sought to be placed increasingly in the hand of village committees, obtaining from them resources, assistance and guidance. District Education Centres would be the focal points for educational planning, training monitoring, extension and action research. Decentralization of the planning function will also ensure that the special needs of education for the handicapped and the specially gifted children will not be neglected.

14 3 As far as higher education is concerned, a strong body of opinion favours measures to divert those who do not have a scholastic bent of mind to vocational training. Some of the

measures suggested in this connection are administration of scholastic aptitude tests for entry into colleges and universities and delinking of degrees and jobs.

14.4 Other measures proposed for improving the relevance and quality of undergraduate and post-graduate education are a purposeful move for granting autonomy to more and more colleges, culminating eventually in moving entirely away from the system of common examinations and affiliation between universities and colleges. It has also been suggested that courses in arts, science and humanities should be restructured on a modular pattern with much greater inbuilt flexibility to establish closer links with the pupil's interests, society and the world of work. In these, it will be possible to combine courses with orientation towards theoretical knowledge, languages, communication skills, culture, sports and programmes of a vocational character.

14.5 A moratorium has been proposed on the expansion of the traditional pattern of college, favouring the opening of only those colleges which have a vocational character and are linked with identified multi-disciplinary tasks. New colleges will bridge the world of work with the world of knowledge by offering integrated courses for: Agriculture and Home Economics; Forestry and Land Water Development; Urban Planning and Transport Management; Public Management and Office Management etc.

It has been proposed that multipronged strategy for the New Education Policy should seek to integrate the requirements of universalisation of elementary education; production of sophisticated manpower to deal creatively with new technologies; diversified vocationalization; and the creation of an overall environment for development through adult and continuing education.

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