



Role of Knowledge Resource Centres in Development of Higher Education system in India

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ABSTRACT

Education is a process of learning through which a person can collect, compare, organize, and disseminate knowledge with an effective way to present oneself in front of society with a positive attitude. It helps a person to take decision, judgement and express his/her view. In this context Higher Education System is doing something in a broader aspect of the Inductive process (Specific to General way).

The Higher Education Institutions in India is one of the biggest education sectors, where changing need of users, need to be addressed according to available resources at present. In current scenario the role played by Knowledge Resource Centre is not limited to storage and retrieval of information. But, dissemination of information at right time to the right hand. After certain period of time, storage house and library came into exist and then knowledge is circulating generation to generation. The present paper focuses on the role of KRC, as a learning resources centre that has a vital role to be played for survival and inclusive development of the world.

Keyword: Higher Education, Knowledge Resource Centre, NEP

I. INTRODUCTION

In today's day and age, the premise that quality higher education is crucial for sustainable human development is undeniable. Higher education leads to acquiring analytical and problem-solving skills, ultimately helping humans to develop intellectual curiosity and character. It pushes the students to identify and set career goals that make them ready for professional setups. Therefore, a refined higher education enables economic, physical and social well-being to a student.

“To be a Centre of Excellence in Creation, Conservation and Dissemination of Information and to strengthen its faculty and student community by adopting innovative strategies, thus contributing meaningfully to the development of the University and hence to society and the country as a whole.”

India has one of the largest higher education systems in the world that stands second in terms of the higher education network. The term ‘higher education’ with respect to India denotes the tertiary level education that is imparted after 12 years of schooling (10 years of primary education and 2 years of secondary education). The entire higher education ecosystem in India comprises around 1000+ universities and 42,000+ colleges imparting exceptional education. All these institutions fall under the purview of the Ministry of Education.

No college, university or higher education institution can ensure quality education or good research process without a resource centre. Considering the importance of Knowledge and Information Centre in higher education and research UGC and other educational platform came out with some standard parameters and norms. The primary aim of this study is to overview the role of Knowledge Resource centres in the development of higher education system in India under the guidance of various constitutional bodies.

There are some libraries have been categorized as per their collection, services, staff qualification, resource, infrastructure and in specialized services offered namely IIT, IIM, IISc and other national importance institutions. Therefore, students are having an opportunity to use available resources according to their needs. Therefore the services provided by KRC have positive impact on students. The funds received by KRC from Government authority is helping to enrich their collection and infrastructure. National Assessment and Accreditation Council (NAAC) assess and evaluate each and every HEIs periodically, and guidelines issued by NAAC authority, help to build separate library with all possible infrastructure for stakeholders.

II. OBJECTIVES

The objective of the study is to collect the evidence on the support of KRC's services and its benefits in present scenario in development of education. It is acknowledged that higher educational institutions in India and the world are facing challenges to adapt and adjust to a whole series of the system which needs to change, has been divided into the six important parts:

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

III. METHODOLOGY OF THE STUDY

The Methodology of the study is based on descriptive type study method of two Variables:

1. Higher Education System and
2. Role of Knowledge Resource Centres.

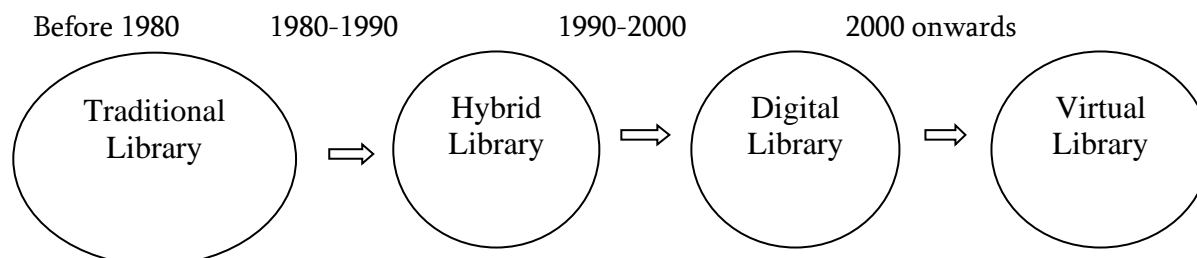
Things to be remembered for deliver and implement HEIs systems

Suggestions based on Revised Accreditation Framework (RAF) by National Education Policy are;

- a. Faculty Empowerment Strategies should be implemented in every HEIs.
- b. IQAC should not work for name sake and it should have a significant importance in bringing the quality of education in HEIs, for that full-time dedicated cell should be made who can take care of day to day basis working of the institution throughout the year, as quality in itself is a elaborated as a continuous process.
- c. Curriculum developed (adopted by the university/ institution) should have relevance needs. So that the same can be utilized for the welfare and wellbeing of the society.

Role of Knowledge Resource Centres in Regular mode of Higher Education system

This part of the article provides a historical glance of how library services and resources changed from in-house in the early 1990s to online in the 2000s (Virkus & Metsar, 2004). During the development of online resources, the knowledge managers, Information scientist and Librarians realised that faculty, staff and other people will be using these resources and services as much as students. There was a challenge to change the perception of the faculty toward using Knowledge resources centres, their resources, and services.



IV. FINDINGS OF THE STUDY

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

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

V. CONCLUSION

In Summarise, Libraries need to develop strategies to help learners to provide the necessary services to meet the growing demand and needs. They also need to develop support and communication services with the educational institution to ensure that adequate funding is put into a position to develop at a time and implement services and technologies perfectly. Our society is undergoing a process of massive changes, we moving towards, called the information society, the knowledge society, the network society. The new educational structure has created the need for a re-modification of the roles and responsibilities of librarians and knowledge managers or Information scientists. Day by day the enrolment of higher education is increasing through the policy in all over India where the demand for authentic information is increasing, so the KRC also changes its facility and objectivity to provide best, necessary and purposeful service with perfectly and authentic information to the required form in the destination as early as possible.

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