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## "LIBRARY FACILITIES AND SERVICES BASED ON NAAC PARAMETERS: A CASE STUDY"

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### ABSTRACT

**A**t present, the only forum for the library staff to interact with the faculty and authorities is the library committees, which unfortunately do not exist in many institutions. And even if committee is in place, it is mostly non-functional. The accreditation process creates opportunities for the library profession, the importance of the assessment and evaluation process leading to accreditation lies in the fact that this is for the first time that libraries are being exposed to mandatory external evaluation. There is scope to improve on the

*formats and questionnaires prescribed for gathering information about library resources and services; and the desirable quality standards and indicators appropriate for different types of libraries also need to be identified.*

**KEYWORDS:** NAAC, Library, Education, academic credibility.

### INTRODUCTION:

The First Prime Minister of our country, Jawaharlal Nehru, rightly said, "If the universities discharge their duty adequately, then, it is well with the nation and the people".

Affiliated and constituent colleges are units of the university. If the colleges function effectively then the universities can function adequately. In view of this, it is essential to evaluate the performance of the colleges in terms of their level of academic credibility. This will help us to identify the ways and means of overcoming their inadequacies. From this perspective assessment and accreditation will serve a very useful purpose. The concern of the NAAC is to enhance the quality of higher education. Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes offered) of higher education.

Over the years, the University Grants Commission (UGC) and the National Assessment and Accreditation Council (NAAC) has succeeded in promoting quality as a

defining element of higher education institutions in the country through a combination of self and external quality evaluation, promotion and sustenance activities. So far the NAAC has assessed the quality of 140 universities and 3492 colleges in India.

The quality of higher education institutions is multi-dimensional. So NAAC uses many criteria for evaluating the quality of higher education institutions in the country. The seven important criteria used by the NAAC among these, Infra-structure and Learning Resources are the library and information services offered to support the teaching, learning and research activities of the higher education institutions. The NAAC has recognized the importance of library and information services in higher education institutions very well and they evaluate the quality of the learning resource center as part of the assessment of the quality of higher education institutions in the country. Recently, the NAAC had issued a set of 'Guide lines on Quality Indicators in Library and Information Services' to improve the quality of the learning resource center in affiliated/constituent colleges and Universities in India. All these show that, the quality of library and information services offered in higher education institutions is a serious matter and the authorities and the library and information professionals in higher education institutions must consider it seriously. In order to improve the quality, the college and university libraries should provide good library facilities; collection; and services. They must provide necessary facilities to promote effective access and use all information sources available. They should offer safe; comfortable; well lighted; clean physical facilities with adequate and appropriate seating facilities to ensure the effective use of the resources and services offered. They should also provide adequate reader space for the effective use of references and textbook collections. The rules and guidelines with regard to the hours of opening, access, circulation and other services should be well framed and implemented. All the facilities, collection, and services provided, and the tools and methods used should meet and satisfy the library and information requirements of students and teachers.

### ROLE OF LIBRARIES IN ACCREDITATION

At present, the only forum for the library staff to interact with the faculty and authorities is the library committees, which unfortunately do not exist in many institutions. And even if committee is in place, it is mostly non-functional. The accreditation process creates opportunities for the library profession, the importance of the assessment and evaluation process leading to accreditation lies in the fact that this is for the first time that libraries are being exposed to mandatory external evaluation. There is scope to improve on the formats and questionnaires prescribed for gathering information about library resources and services; and the desirable quality standards and indicators appropriate for different types of libraries also need to be identified. Nevertheless, the data provided in the self-study report reflect the current status of the library. Many libraries do undertake some sort of self-assessment but the formal juxtaposition of detailed information about the library and academic activities in the self-study report provides opportunities to find out whether the existing resources are adequate to respond to the growing academic requirements. In a way, the accreditation system puts a sort of more pressure on authorities to pay more attention to libraries. For example, if an institution wants to introduce a new course in a frontier area of knowledge, say biotechnology, it will necessarily have to ascertain whether the existing library resources are adequate enough to support the programme.

### METHODOLOGY OF THE STUDY

The process of assessment and accreditation (A/A) till the year 2006 revealed that only about 62 colleges in the North Maharashtra University area were accredited up to this period.

The analysis presented in this are both quantitative and qualitative. It is based on the peer team reports and specially based on criteria IV. Infrastructure and Learning Resources in that mainly related to library. Out of 62 colleges only 48 colleges peer team report was available on the NAAC website. The peer team report was available from 48 colleges out of 62 accredited colleges and thus the response was 77.77 percent. The 48 colleges had been assessed and accredited up-to March 2006. Two of the colleges were accredited under the star grading system and the remaining majority of the colleges were accredited under the present 9-point scale system based on seven criteria for colleges.

### PTR available accredited colleges in North Maharashtra University

Sr.No.	Type of College	No.of Colleges	% of Total
1.	Professional- Physical Education, Education & Law	07	14.8%
2.	Three Faculty- Arts, Commerce and Science	26	54.17%
3	Two Faculty- Arts, & Science/ Commerce	11	22.92%
4	Single Faculty -Arts	4	8.33%
	Total colleges	48	

Above table presents the data on the distribution of different types of colleges assessed and accredited in North Maharashtra University, up to March 2006. Out of the 48 colleges assessed, 07 (14.8%) are professional colleges, 26 (54.17%) are three- faculty colleges, 11 (22.92%) are two-faculty colleges, and 4(8.33%) are single-faculty colleges.

### PTR available colleges in relation to the accreditation status

Grade	Total	% of Total
**** Four Star	2	04.17%
B++	6	12.50%
B+	10	20.83%
B	14	29.17%
C++	7	14.58%
C+	4	08.33%
C	5	10.42%

From above table, it is evident that out of the 48 colleges, It is observed that two colleges (4.17%) have been accredited under the star system and remaining 46 colleges under 9 point scale system in that six colleges (12.5%) placed in the B++ grade, Ten colleges (20.83%) placed in the B+ grade, 14 colleges (29.17%) placed in the B grade, Seven college (14.58%) placed in the C++grade, Four colleges (8.33%) placed in the C+ grade, 5 colleges (10.42%) placed in the Cgrade.

32 colleges (66.66%) secured B and above grade, it means Majority of the colleges secured more than 70 marks. From the above observations, it can be interpreted that the distribution of accredited colleges in N.M.University. according to grade obtained is normal distribution.

### Distribution of college libraries location in the colleges

Location of Library	Total	% of Total
Building	11	22.92%
Hall	21	43.75%
Room	10	20.83%
Inf. Not available	6	12.50%

From the peer team report, it is observed that out of 48 accredited colleges, 11 (22.92%) college library locations were in building, which means only 22.92 percent colleges have their separate library buildings. 21 (43.75%) college libraries are located in Hall of the college building, and 10 (20.83%) college libraries are located in room in college building. in respect of 6 colleges, information was not available in the report.

Majority of the college libraries do not have independent library buildings, and library halls of the college building are not suitable for library purpose. It is concluded that the college library facilities particularly its building, reading room facilities are inadequate. Hence it is suggested to college authorities to take suitable measures particularly to improve the library facilities.



Library	Total	% of Total
Central Library	48	100.00%
Dept. Library	5	10.42%
Reading Room	31	64.58%

All the libraries are central libraries. Only 5 (10.42%) colleges have their departmental libraries also. In college libraries separate reading rooms were available in 31 (64.58%) college libraries.

### Collection of books

Collection	Total colleges	% of Total
Below -2500	4	8.33%
2501 to 5000	9	18.75%
5001 to 15,000	14	29.17%
15,001 to 25,000	8	16.67%
25,001 to 35,000	4	8.33%
35,001 to 45,000	1	2.08%
45,001 to 55,000	1	2.08%
above 55,001	7	14.58%

Out of 48 accredited colleges, 4 (8.33%) college libraries collection ranged below 2500 books. 9 (18.75%) college libraries ranged between 2501 to 5000 books. 14 (29.17%) college libraries ranged between 5001 to 15000 books. 8 (16.67%) college libraries ranged between 15001 to 25000 books. 4 (8.33%) college libraries ranged between 25001 to 35000 books. 1 (2.08%) college library ranged between 35001 to 45000 and 45001 to 55000 books. 7 (14.58%) college libraries collection ranged above 55001 books.

### No. of Journals in college libraries

Journals	Total	% of Total
Below 10	7	14.58%
11 to 20	12	25.00%
21 to 30	5	10.42%
31 to 40	5	10.42%
41 to 50	3	6.25%
above 51	5	10.42%
Inf. Not available	11	22.92%

Out of 48 accredited colleges, 7(14.58%) college libraries' collection ranged below 10 journals. 12 (25.00%) college libraries ranged between 11 to 20 journals, 5 (10.42%) college libraries ranged between 21 to 30 journals, 5 (10.42%) college libraries ranged between 31 to 40 journals, 3 (6.25%) college libraries ranged between 41 to 50 journal, 5 (10.42%) college libraries ranged above 51 journals, 11 (22.92%) college libraries journal information was not available in report..

It is observed that more than half college libraries collection of journal was below 30.

### Other facilities provide by college libraries

Facilities	Total	% of Total
Linkages	12	25.00%
Inter Library Loan	12	25.00%
Book Bank	26	54.17%
Computerization	7	14.58%
Library Committee	33	68.75%
Reprography	7	14.58%
Internet	4	8.33%

Out of 48 accredited colleges, 12 (25%) college libraries established their linkages with other college libraries and Institute libraries. 12 (25%) college libraries provide inter library loan facility. Book bank facility was available in 26 (54.17%) college libraries.

Library committee was monitoring the activities of the college libraries as an advisory committee in 33 (68.75%) college libraries.

College libraries were computerized in only 7 (14.58%) colleges, and it was partially computerized. Reprography facilities were given in 7 (14.58%) college libraries only. And Internet facilities were available in 4(8.33%) college libraries only.

### CONCLUSION

The Peer team recommendation, The quantitative and qualitative analysis in the report shows on the whole good quality higher education is offered by the colleges in the North Maharashtra University area Majority of the colleges scored more than 70 marks, out of which two colleges have been accredited under the star system and remaining 46 colleges under 9 point scale system in that six colleges placed in the B++ grade, Ten colleges are placed in the B+ grade, 14 colleges placed in the B grade, and other colleges are in the categories C, C+, and C++, It is also found that the colleges were 10 to 30 years old out of which Seven college placed in the C++ grade, Four colleges placed in the C+ grade, 5 colleges placed in the C grade.

Out of 48 colleges, some college libraries were well equipped. It is observed that few colleges were given the freedom to purchase books and get the reimbursement of the amount. Some colleges run best practice in the library like providing books to topper free of cost under book bank scheme.

The peer team report recommendation suggest majority of colleges need to upgrade the collection in the existing library with addition of recent text books, reference books and research journal, periodical. College libraries should implement the book bank scheme also.

Each college library should acquire books and journals and other reading material, which cater the need of the students and faculty of the college.

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