CHAPTER -VI

CONCLUSIONS

&

SUGGESTIONS
Findings from different studies reveals that Indian higher education has not been exempt from the force and urgency with which educational reform is politically advocated to respond to the economic imperatives. The expansion of enrolment and increase in the number of institutions has entailed increased expenditure on higher education, which is faced with the formidable problem of the development of mass higher education. The challenge of mass higher education has still not been met adequately, particularly from the disadvantaged communities in our country. This is time to re-examine the role of higher education. Private interest in education contributed a lot to higher education in India in the earlier period. But today they are driven by profit motive and not quality education; thus, they are neglecting the poor SC/ST communities. However, the rapid spread of higher education has also resulted in the deterioration of the standard of education in every sphere- ill equipped laboratories, poorly stocked libraries with conventional thinking make it ineffective, totally inadequate space in buildings and play grounds, neglected and remote campus setups, uninterested and ill qualified teachers, inexperienced administrators and managers, non involvement of parents and guardians in the affairs of institutions of higher education, lack of vision of the academic and executive bodies of the universities, all these factors have contributed to the all round decay of higher education.

The laws under which the universities had been constituted did not adequately respect autonomy and independence, which constituted the soul of the University. No university can grow to its full potential in the absence of freedom and autonomy. Introducing autonomous colleges should change the affiliation system of the universities. The basic objectives in the establishment of autonomous colleges have been reducing the workload of autonomous colleges in the university system, decentralization of academic administration, promotion of creativity innovations and higher standard. An autonomous college is expected to have the freedom to prescribe rules of admission, determine the course of study and methods of teaching and evaluation and conduct of examinations. However, this process will not materialize into tangible results unless there is unreserved participation on the part of the entire academic community. Upward revision of pay scales of the teachers in colleges and universities was to go side by side with the teachers taking up certain increased responsibilities like increased workloads. Teacher training in the university system is rather weak. Teacher who are recruited into the university and college system are not given adequate training. Quality in higher education depends
primarily upon the commitment from government, the education department and the academic community to the maintenance and improvement of standards

This is shown that after independence, India's education expenditure has never touched the four percent mark of the GDP. Three decades ago, Kothari Commission had recommended that it should not be less than six per cent and the recommendation had been accepted in principle but not implemented so far in spite of repeated promise by successive governments. Thus, a large number of newly started universities and colleges due to paucity of funds and facilities remain academic slums. Moreover, the considerable share of the benefits of higher education of the last 50 years was cornered away by elite sections of the country.

Although, the present study is based on information needs of scheduled caste and scheduled tribe student, research scholars and faculties in the higher academic environment in Orissa, it is essential to specify the different angles of education and library system in our country as well as in Orissa in general and SC/ST communities in particular. The literature review reveals that the Indian higher educational system is growing in quantities without quality, in the process of evolution the higher academic libraries are also thrown up various problems that call for analysis, examination, and solution. On one hand there is knowledge explosion and heavy inflow of information, on the other there is heavy demand for pinpointed information without the loss of time. Manual methods for the retrieval and dissemination of information are becoming inadequate, and these are being replaced with the information technology by the developed countries in the world. Thus, libraries are not operating in isolation now, but are becoming partners of various networks for mutual benefit and providing access to information is the principle goal in the western countries now. Today academic libraries are in transition from manual to electronics system basically in developing countries like India, where it still face several challenges of information technologies for library automation like manpower, infrastructure for IT, communication facilities, limited budget, library software, training and awareness among library personnel. The computer technology has greatly affected libraries and promises to increase that effort etc. With all this, the organization and the operation of the university and college libraries in India is becoming more complex due to inadequacy in finance, housing, and professional manpower. It is also observed that active library services are not been provided because
of the reasons like- under-utilization of information sources, duplication of information sources, growth rate of libraries and complexities of users’ demands.

Regarding disadvantaged communities as a whole, various studies show that India have adopted the policy of special privileges and introduced various programmes and schemes for the deprived sections i.e. Scheduled Castes and Scheduled Tribes communities for equality and justice. These policies have gained lot of importance and have been introduced in the constitutional commitments for development of these communities in the society. But, without proper education among them all these programme are fruitless, so, education is considered as an important mechanism for their all-round development that is directly linked to better jobs and higher income. But, these sections of our society were traditionally and historically deprived of their basic rights and education was far away from their reach. After completing 55 years of independence and having experimented with special welfare programmes for them, it is high time to assess their achievements now. Considering the key role of education as an agent of change, it is worth seeing educational achievements among these deprived sections. But, it is not possible for these communities to access, sustain and perform better in education due to their poor social and stigmatized background without governmental support and will of the upper caste. Although, they have been provided with various material and non-material facilities including reservation of seats in admissions at all levels of education.

However, during last five decades of the experimentation of the policy; the literature review revealed that the educational condition of SCs and STs has not improved as much as it should have - despite the existence of several constitutional guarantees and welfare schemes and different educational facilities to them - the study examines the causes for this failure. Several options for accelerating improvement in the socio-economic conditions of these people's lives have been put forward in the study. An Overview of the problems faced by SCs and STs noted by different studies that despite abolishing unsociability, prejudice against SCs and STs persists in some form or the other - be it overt, covert or subtle in expression. "Whatever has been done in this regard has been done hesitatingly half-heartedly and as a measure of concession forgetting that this relates to their constitutional rights and not concession to them. Atrocities against SCs and STs continue to occur frequently. More and more SC/STs are becoming illiterate, landless and are joining the ranks of agricultural labourers. Since the 1980s there has
been a steady decline in the allocation of government funds for SC and ST development and welfare projects.

The studies reviewed that, there has in general been an inherent lack of interest and seriousness on the part of the planning and implementing machinery to achieve the objectives of the Constitutional benefits secured by the SCs and STs do not appear commensurate with the funds spent so far. The representations of the SCs&STs in academics, either as students or employees in Schools, Colleges, Universities, other Autonomous Institutions or Centers of Higher Learning are still very poor. Thousands of qualified job seekers are deliberately refused employment in the schools colleges’ universities etc. Hundreds and hundreds of SC&ST students aspiring for higher studies are turned out every year denied admissions, or even after admissions are thrown out or forced to get out under some pretext or the other from the Colleges, Universities, Autonomous Institutions and other Centers of Higher Education. The upper caste people are unwilling and are actually incapable of teaching the SC&ST students in the academic environment.

It is also reviewed that the likelihood of talented children achieving their potential depends on their socio-economic background. Talented children from well to do families have much better chances of doing well in life than those from poor families. The talents of children from weaker sections of society waste or wither away due to lack of opportunity.

The numbers of SC&ST professionals in the colleges, autonomous colleges, universities, deemed universities, research centers and other institutions of higher learning in the country are extremely poor. There are various examples of this all over the country. Yet, the authorities: Government and the Dept. of Higher Education have managing successfully. The UGC is not even allowing or facilitating the SC&ST students to acquire the requisite higher qualifications of M Phil and Ph D essential for teaching in the universities and colleges Social study circle, (http://www.dalitindia.com). They do not provide them any scholarships and fellowships to pursue these long and costly studies. The Government and the Ministry of Social Justice and Empowerment is not helping the poor SC&ST students wanting to go for such essential higher studies. The upper caste professors and universities are also doing their best and contributing their shares in denying the SCs&STs admissions to these courses, and also in rating them deliberately
lower so that they do not become eligible for teaching, even if the SC&ST students manage to do these essential higher Courses. Such is the situation in the country today.

Despite providing reservation quotas in educational institutions and jobs, the representation of SCs and STs in private educational institutions and the higher levels of all public services remain very poor. The amendments to departmental orders concerning recruitment and promotion of SCs and STs have adversely affected their interests. The paper believes that the private sector in India is likely to grow more rapidly in the future as a result of the government's economic reform policies. Due to the withdrawal of the government from several areas of economic activity (because of privatisation of government owned industrial, mining, service and infrastructure facilities) there is a growing worry that employment opportunities for SCs and STs would also reduce drastically. Unlike the State, the private sector has no constitutional obligation to implement job quotas for the weaker sections of society. Nor has it responded in an understanding manner to create employment opportunities for these sections of society.

Recently, the process of globalization and privatization has posed a serious threat to the Affirmative Action Policy and thereby to the basic constitutional commitment of social equality and justice. Globalization demands merit and excellence that will suit to the economic interests of the corporate sector. The merit and excellence would come from good quality education that has been the monopoly of few upper castes/class people. Majority masses will further get marginalized due to their continued backwardness and disabilities because the policy is not applicable in the private sector of education and employment. A fresh empirical probe in the era of new challenges of globalization is proposed considering its implications on the Affirmative Action Programmes.

The Opportunities for studies abroad available to Indian students are by and large still kept as a secret from the SCs&STs, even though hundreds of Indian students are to be found in many foreign countries with various scholarships and other schemes that help them to pursue their studies abroad, without taxing their families. Even Dr Ambedkar's Dream of educating select SC&ST students abroad, accepted by the then British Indian Govt, has been badly twisted beyond recognition by the Welfare Ministry over the years. A similar scheme of Dr Ambedkar Overseas Fellowships for students to study abroad, through Dr Ambedkar Foundation has been in the cold storage for quite sometime, and many students already selected for the award of the fellowships have not been permitted
to avail of the Fellowships. A silent effort is said to be in the offing, to turn it as a facility only for SC&ST University and College Teachers those are already in job. Thus, the scheme meant for the students is being distorted, and at the same time, the UGC and other authorities would be washing off their responsibilities in providing opportunities to train abroad, the SC&ST lecturers and professors working in the Colleges and Universities. Thus by one change, two opportunities available to SC&ST students and teachers are now being cleverly and silently closed.

In fact this has been the history of India, where the teachers instead of teaching the poor are denying them education, instead of equipping them with knowledge are condemning them, turning them as unfit and deliberately rating them low. The provision of facilities, are inadequate and proves meaningless as they do not reach on time and has stigma of caste and of being inferior attached to it. It is empirically established that most of the SC/STs are first generation learners and therefore find it difficult to cope with over all educational standards, quality and surrounding environment. Being first generation, the over all environment at home front is not conducive neither motivating.

The issue of equality and justice gained high relevance in contemporary societies. However, the goal of equality cannot be achieved without special planning and programmes; especially for those communities that have been traditionally-historically deprived on various grounds of race, ethnicity, caste or gender. Social deprivation is universal but methods of combating it are different in different societies. Most of the democratic countries have adopted the special measures to do away with deprivation and introduced policies and programmes to achieve equality in social and economic spheres. The social and economic development is directly linked to higher education and the employment. However, growth of higher education in India has taken place more in response to political pressures and demands from the upper sections of the society than to cater to the development need of the nation as a whole stated by Aikara, (1994).

Thus, the issues and problems emerged during last five decades behind a developed India are manifold: the political; social, economic and educational needs proper evaluation. Among all importance and relevance of formal education continues to occupy major space in the process of social development and change. In India, where one-fourth portions of population are illiterate, belongs to SC/ST Communities. Studies have revealed that the policy has certainly contributed to the educational progress of the
SC/ST, but the progress is steady and minimal at higher level of education. It is because of the following drawbacks within the system itself needs evaluation and proper rectification.

- The socio-economic background that has direct links with educational access, retention and performance got thoroughly ignored. Consequently, a few urban-based families/castes within the SC/ST communities have benefited.
- Again, within them SCs are more advanced than STs, which led to regional and caste-to-caste imbalances.
- With reference to implementation of the provisions, it has been very poor due to bureaucratic attitude of upper castes, lack of will power and politicization of the issue; on one hand, and on the other, these communities in general, lack awareness.
- The people in general carry prejudice against them, due to inherent feelings of superiority resulting into anti-reservation protests and litigations.
- It is also argued by some sections of people that the caste criteria should be replaced by economic criteria with certain time limit for such provisions. And very importantly, there has been an argument that the reservation policy lowers down the quality and standards. However, a small section of educated Scheduled Castes elites has emerged that is always being targeted against fall victim to new forms of discrimination and crisis.
- Academic libraries in India are facing several challenges of information technologies for library automation like manpower, infrastructure for IT, communication facilities, limited budget, library software, training and awareness among library personnel. Therefore, the active library services are never provided, under-utilization of information sources, duplication of information sources, growth rate of libraries, users are not satisfied by the service.
- Again, under the active leadership of the present Central Government’s liberalization policy, the govt. is being championed as a means to facilitate the progress of the national economy into the global arena in the 21st century, but simultaneously the central government is giving enormous latitude and power to the state governments to attract various industries and plan their expansion. In the wake of this massive industrialization and discriminations the states:
Maharashtra, Gujurat, Haryana, Punjab and even West Bengal have increased their stake with sheer dynamism and vision in all spears. The states that are lagging way behind include Bihar, UP, MP, Assam, Rajasthan and Orissa.

However, the main objective of the study is based on information needs of scheduled caste and scheduled tribe student, research scholars and faculties in the higher academic environment in Orissa, the finding of the present study shows that, there are major regional and internal imbalances among the Non-SC/ST and SC/ST in the state. It is seen that the basic problems, which be devil the Indian education system, continue in large measure in Orissa as well, which the National Policy on Education 1986 as modified in 1992 (Chapter-I) has not been able to effectively resolve. The reasons are absence of accountability and lack of incentives among decision makers, poor quality of education system are major obstacles to the implementation of the policies. Although, there is growth of educational institution increasing, yet the quality of education is decreasing.

According to the Sixth All India Educational Survey (1993), about 11,655 habitations in Orissa do not have primary schools within a distance of one kilometer and 16,317 without upper primary schools within a distance of three kilometers. According to the National Norms the state should have 26,500 upper primary schools as against which 11,510 such schools are in existence and there should be one upper primary school for every two primary schools, the gross enrolment ratio (GER) in respect of primary school (class 1-V) in Orissa is 71.8% (rural-70.9, urban-76.7). Enrolment in upper primary level is 38% , dropout rate at the primary (43.5%) and upper primary stages (57.0%) are very high., and dropout rate at elementary level (girls) is 72.1% in the state compared to all India ratio of 68.1%. There are also wide variations in levels of learner achievement among boys and girls, urban and rural, SC/ST and non-SC/ST communities in the state. The resulting short fall acts as a deterrent, particularly for girls, for enrolment in upper primary schools. The average teacher-student ratio for the state as a whole is 1:39 (Kothari Commission Report-1966, said for 1: 40) at the primary level, it is highest in Balaswar & Puri (1:48), where as Phulabani is the lowest (1:11). The poor levels of educational attainments are a cause for serious concern. In the nineties, however, with increasing government support and funds made available for education, community participation in education has almost been reduced to a trickle leading to greater
dependence on government. According to the Census of India Report 2001, the overall literacy rate in the state is 63.6% among males 75.95% and females 50.97%. Khurda district has the highest literacy (80.2%) in Orissa and the lowest is Malkangiri (31.3%). For the above problems Govt. of Orissa and Central Government are initiating various programmes and at present Orissa is developing in its education sphere.

The task force on education, set up by the government of Orissa to prepare its Vision-2020 document, notes in its report that for three years, 27 high schools in the state have shown ‘Nil’ results. All 27 schools are located in tribal-dominated areas. An ongoing nation-wide enrolment drive -- Sarva Siksha Abhiyan -- whose slogan is ‘School-Chale-Hum’ (Let’s Go To School), may be having the desired impact, but there are schools in Orissa where, for several years, not a single student has managed to pass the high school certificate (Class X) examination. For example Gopalpur Girls High School in Kalahandi district is one such school, where not a single student has passed the HSC (Higher Secondary Certificate) examination between 1996 and 2000. Again, out of 27 schools in the backward areas, eight schools in Koraput, eight in Rayagada, two each in Malkangiri and Nawarangapur districts, four in Kalahandi district and one each in Phulbani, Gajapati and Sundargarh. Officials at the school and mass education department and the SC and ST development department blame each other for the dismal state of education in Orissa’s tribal areas. A task force member said: “A kind of double administration by the welfare officers of the SC and ST department and the inspectorate of schools has ruined these special schools. No one is bothered about teacher absenteeism, lack of mid-day meals and the absence of facilities.” Officials at both departments agree that the objective of promoting primary and secondary education in tribal areas has not been achieved.

According to an umbrella body of tribal legislators, Adibasi Bidhayak Parishad, the issue of education for tribal children has not been seriously dealt with. Even in the government of Orissa one of the MLAs claim that not a single school has an adequate number of teachers. The government still has to provide books to the tribal students, they say. In Orissa, 10,000 out of the 40,000 schools have no school buildings, and 40% of classrooms do not possess a blackboard. Three thousand schools are single-room schools with just one teacher. Fifty-five per cent of schools do not have drinking water facilities.
The first and foremost indicator of educational progress of the state or the disadvantaged community in the field of higher education is the number of standard institutions, its faculties and student enrolment. The secondary data provides on Orissa educational scenario. Shows there has been a spurt in the enrolment of SC/ST students in higher education in autonomous college level. The SC students are better placed as compared to ST’s. The majority of disadvantaged students are in the Arts stream and as such the goal of economic empowerment of this population in the state seems to be illusive. The state is for behind as compared to the national average literacy as per the census of India during entire census since independence, again the literacy levels, particularly female literacy are extremely low for landless wage earners, marginal landholders SC/ST. The gender disparities are also wide especially among this category. Higher dis-continuation rates as well as enrolment rates further investigation to find out the casual factors. However, the performance of the state regarding SC women’s higher education seems to be satisfactory in terms of number and percentages, but it is only in urban areas. It could be said that in spite of constitutional obligations, legal provisions, central and state level policies and programmes affirmative actions the benefits of higher education are availed by a small number of SC/ST communities only.

The type of higher institution shows during 1998/99 that the educational institutions, student enrolment, numbers of scholars and teachers available in Orissa are very poor. The numbers of general colleges are 1367 with 555000 students and having 23003 teachers in all and there are only 171476 students in 591 institutions having 8934 teachers in all. The teacher student ratio is 1:19 in our higher education system, which is much less than the national average. The distribution of student enrolment as per their level of education in higher academic system during 1996/97 to 1999/00 gives the percentages of SC/ST students in higher-level education have been increasing every year during last five years. But in PG level, there are little differences during 1998/99(20.69%) and 1999/00(20.05%), in professional level more student enrolled during 1999/2000 (32.5%) than others. In the mentioned four level of education non-SC/ST percentages of enrolment is lesser and lesser during 1996/97 to 2000.01 perhaps this is for more awareness and attention of education department government of Orissa and middle class people, but it reveals SC/ST enrolment is not so increased as non-SC/ST in all the five years except 2000/01. During the year when a comparison has made it shows that in Ph.D SC/ST-(79) 0.41% and non-SC/ST-(451) 0.27%, in professional level
SC/ST-(1087) 5.58% whereas non-SC/ST (4193) is only 2.46%. The year-wise distribution of only SC/ST shows that in all levels of education the percentages are increasing better except professional levels (23.85%) during 1999/00. Thus, credit goes to the governmental actions for their overall development and different educational facilities provided time to time during the year. All this reveals that in higher level there are some developments. This may be due to government's role played for the same or people are more aware about higher educational benefits or student may not having employment during their educational period hoping for it.

To conclude the progress of scheduled caste and scheduled tribe in higher education is unsatisfactory due to the defective education system in it, followed by the unfavorable socio-economic conditions, biased attitudes of the upper castes. At the level of educational institutions, the teachers, fellow students, administrators carry their biases and prejudices and treat the disadvantaged students badly. As a result these students fall victim to all sorts of discrimination, humiliations and negligence. Again, it is very difficult to get admission in good colleges for all including the reserved quota candidates. Minority and Private institutions are excluded from adopting reservation policy so the admissions become more difficult for reserved category students. The students are admitted on merit basis or financial basis and the difference between open and reserved quota candidates' percentage of marks is very little and they can't able to effort big amount of donations in the institutions. In some places the academic performance is judged with caste biases. This is especially true of professional/technical education where they have internal assessments and practical e.g. medical, engineering etc. Consequently, these students suffer from alienation and isolation, all sorts of complexes and mental-emotional blocks resulting into poor performance, stagnation or dropout in Orissa.

Findings from the Orissa academic library system reveals that this comprises in three levels i.e. school and college and the university libraries. Excepting very highbrow private schools, most schools in Orissa do not have a library as per the present situation. This area of librarianship is very neglected and needs immediate and continuous attention. As regards to college libraries, most colleges have libraries but other than very well known colleges in city areas, the ordinary colleges do not run libraries of any consequence. There is some library development in costal area institutions. But on the other hand universities are having their own libraries within their campus. For all these
higher academic libraries the budgetary provision available from state government, UGC and ICSSR through grants, aid etc, sometimes-special grant, and donation are also received for library infrastructure. Thus there is no separate budget for the libraries. What to speak of providing modern equipment and scientific technology to the existing libraries and upgrading the existing libraries with better infrastructure, even the existing books in the libraries are not properly catalogued and they are not maintained properly due to lack of funds, manpower, training, expertise, space and technology. Therefore, Orissa faces the challenges of actually preparing a perspective plan from scratch i.e., from collection development to networking through IT solutions, and will need a complete blueprint to develop higher academic libraries during the coming centuries.

To summarise above obstacles we come to conclude that the poor socio-economic background and struggle for daily survival in the SC/ST communities in Orissa create greater dependence on upper castes and being rural based, most of them are deprived of education and information at primary and elementary level only. This deprivation is supported by their lack of awareness, discrimination, lack of library system, lack of access due to distance, lack of affordability and lack of motivation resulting out of social background. At school front, the poor quality of educational contents, teaching methods, teachers' and fellow students' discriminatory attitude as well as unattractive atmosphere result in poor enrolment, poor performance and high dropout rate among the children. This leads to creation of imbalances among and between regions, castes and gender.

But, this does not mean that they are not developing and their facilities provides by the government (see Chapter-III & IV) do not help them improving their plight. Their access to higher education is made easy by these programmes but could be made more effective and result oriented by implementing them properly. Although education has served as a positive contributor to the process of planned change, one finds that this change have been restricted to the urban areas, to particular regions, and to particular castes and individuals among the SC/STs. There have been regional, rural urban, male-female and caste-to-caste variations across the country. For example, states like Kerala, Maharashtra, Punjab, West Bengal, Andra Pradesh among others have showed a better response in educational development of Scheduled Castes and Scheduled Tribes communities. But, Orissa is lacking behind since our independence, even though it is one of the richest states in India for its mineral resources, wide forest range, marine base and...
cultural heritage. This is because of the bureaucracies controlled by the politician perpetuate to a corrupt system of governments planning. However, there are some common obstacles on its progress as follows:

- Orissa is overburdened with debt every year. It has deficit budgets in its developmental programs. Its annual state revenue is going by paying the salaries of the government employees.

- The majority of the educated public craves to be government employees. Once employed, they think it is their birthright to hold the position notwithstanding their performance. During their tenure in office, bureaucrats and politicians are guided by the personal goal to amass wealth at the expense of the public funds that would carry them through not only their own lifetime but also that of their next two generations.

- There is no strategic long-range planning or coordination for future project developments in Orissa. The different avenues that can help Orissa put forward a futuristic outlook to envision Orissa into a developed one, if it can look after in its socio-economic and political will.

- The well-being of a community in general whether we think of improving day to day life of women or children is innately connected with the level of education or training they get in uplifting their own individual life.

- Even our cultural heritage and religious belief has encouraged strong family values and bondage over centuries, the inherent conservatism in them also has propagated the belief in caste system and the acceptability of a dowry system during marriage.

- In the process of "me and mine only" thinking, individuals accumulate wealth for themselves never thinking of others in distress. Hence, a society not believing in "giving" is where the rich gets richer and the poor gets poorer.
• Lack of education among the (40% SC/ST) majority of population has led to lack of birth control leading to massive population explosion.

• Defective educational systems in the state. It is fairly safe to assume that the primary goals of most, if not all the courses (undergraduate and postgraduate) offered by universities and autonomous colleges in the Orissa are theoretical in essence. One course may vary from another in the degree to which an emphasis is placed on theory rather than practice, but this distinction is between the theory and the practice of information work.

• Educators design different curricula with the intention of providing students with the best preparation for employment opportunities; students enroll on the institutions in order to gain a qualification and get a job in the job market and employers are expected to respect the validity of that qualification as an indicator of the level of knowledge and skill that the holder is likely to have—not surprisingly, much space in the literature is given over to discussion on questions of curriculum content.

• In higher education SC/ST students’ are more in arts stream and their percentages in graduation level are more than post graduations, they do not prefer to have the most expensive science and technological (professional) subjects. This may be due to their financial and social weakness. They are not sound on information technology and they have known idea about their right to information.

• In the academic environment the library and information system is badly affected in many angles like financial, collection building, manpower development, space, electronics infrastructure etc.

Various studies and survey reports have endorsed these constraints and highlighted the two most important factors that is education and proper information are the root causes of all the above hindrances in our development programme. In our study also, it is clearly indicated that in the majority of instances, education is undertaken without objectives and without goal or result oriented planning, it is based on social
discrimination and prejudices. Most of the part of Orissa is covered with tribal people in the remote areas and there are no communication facilities for spread of education and information. Again, Government facilities can't reach to them easily. There is lack of proper guidance in the backward areas to guide them for education, as often the parents of SC/ST are illiterate or semi-educated. In addition, most of them are forced to work hard labour to earn for themselves as well as for their families. There is lacking of libraries and information centers in backward districts of Orissa like KBK, and the higher academic institutional are not well equipped with all the spears due to government and bureaucratic will in these areas except coastal plains (urban), yet, the urban area libraries suffer with applications of information technologies in the in the twentieth-century. The academic library system also suffers in its conventional method without application of new technologies in the information age. Mostly they come to a lost distance for their higher study eager to fulfill their information needs, but they don't have awareness about different collections in the libraries. They generally are not so broad-minded and financially sound to have any informative document for them. Most of them are not aware of the Governments provisions and programmes for them and major groups of these communities don’t know what help they can acquire for upgrading their knowledge and skill in their subjects from the libraries. The findings in their higher education shows, they are of opinion that the class notes are sufficient to pass their examination, and have a jab any where to feed themselves. Some have interest to study more by visiting library, but do not get the materials of their needs and interests at right time and some don’t have idea to find out an information he actually want, others don’t worried about any new document in the library.

Therefore, it is suggested that, Orissa, which comes under backward state in India, has a great role to play for implementing right to educating and right to information to the weaker sections comprising mostly SC & ST communities, because they constitute 40% of Orissa’s population and are mostly illiterate. Their role is more important in our developmental planning and this can be fulfilled if there is a regular traffic of information and consultation between the citadels of knowledge and the users. These levels being preparatory ground for higher education, is crucial to understand and bear in mind when one talks of higher education for them. All these can be solved on the basis of the following few measures:
- Proper implementation of the constitutional provisions and special facilities for them in the state, without any discriminations. Implement both in letter and spirit compulsory, universal and free education for SC/ST. Make the reservation quota mandatory for all private educational institutions at different levels - from primary to technical and professional. Take total responsibility for making SC/ST communities literate within a specified period of ten years. Our High Court should declare right to education as fundamental right of SCs and STs, like the High Court of Andhra Pradesh as published in -The Hindu (2003).

- Established members in faculty positions at different universities and colleges could encourage bright students (not necessarily relatives) from Orissa for further studies. They could initiate regular seminars and symposia on different topics of interest at various universities in Orissa in addition to encouraging basic and fundamental research in liaison with the faculty there.

- We feel that it is necessary to identify and groom talent amongst boys and girls belonging to SC, ST and other OBCs and train them in special talent schools. This will enable them to compete with the rest of society in an equal manner.

- Within the next decade computers, television, telephone and telecommunication industries are going to merge into a giant playground and by punching few buttons one can gain access into global information technology. This can be implemented in Orissa like other developed state. Fortune 500 companies have taken significant inroad into South India and other states but not into Orissa. We need our computer information scientists to galvanize forming a consortium in this direction.

- It is high time that the State Govt. to take some specific steps and positive action for the all round development of SC/ST community in the states. It is only they, who can understand the needs and aspirations of the SCs & STs. As Baba Saheb Dr Ambedkar had long ago rightly said, it is only the servile class who can lead them. Definitely not their antagonists, nor the classroom city products just in the Universities, or those with foreign education or reservation of seats trainings and mandates. The Government at the Center and the State should at least give them total literacy and socio-economic status by establishing-

1. National and State Level Administrative and Professional Training Establishments for the SCs & STs, to develop and improve their Administrative
and Professional Competence and Capabilities. Planning for, SC&ST Education and Employment, separate educational institutions in their local areas

2. Recognition of individuals and institutions, working for the development and integration of the SCs&STs.

3. Special social security schemes, insurance for the SCs&STs, especially the educated and unemployed in the state.

4. Special concessions in private education and information access, to educate their children, and for sending them for higher studies or studies abroad, and or for specialist and advanced courses and trainings.

5. Special Concessions for building their own homes, fee government land for their cultivation to eliminate the slums and the growing problems associated with them that dehumanizes the people.

6. Special schemes and concessions to SC&ST entrepreneurs for taking up self-employment, starting their own business, and setting up their own industries.

7. Special programmes, to harness and utilise the talents, knowledge and experiences of retired library and defense professionals, for the development and improving their standards of leaving.


9. The government should also regularly Constitute an High Power Committee, at least every two years, to review the allocation, utilisation, appropriation and diversion of the funds meant and budgeted for the education welfare and development of the SCs&STs both in the States and at the Center.
10. There should also be schemes and programmes, evolved and structured to suit specific communities/ castes/ tribes, and also sub-castes, sub-tribes and part of the castes and tribes living/ settled in different areas. This is absolutely necessary, in view of large scale migrations due to education, employment, and search of livelihood and for survival; and also the uprooting/shifting/relocation of whole villages, communities and the people of different regions, particularly the ST’s and also the SC’s of many small pockets, as a result of development programmes and mega-projects.

11. Adequate funds have to be separately earmarked for poverty alleviation, ameliorative, assets creation, welfare, infrastructure development, education including grant of various free ships scholarships fellowships and provision of hostels and messes, entrepreneur development, financial assistance for purchase of land/ house building/ starting business, and for establishing cottage/ mini/ small-scale/ medium/ big/ large industries, and such other identifiable schemes and programmes.

12. Funds should be separately budgeted, allocated and released to NGO’s run by others for the welfare and development of the SC&ST, to NGOs headed or patronised by SC&ST leaders and individuals, and to NGOs run and personally managed by the SC&ST Communities themselves. Their utilities and effectiveness must be carefully assessed, separately in different areas and regions, and for different schemes and programmes, for taking up timely and appropriate corrective and remedial actions, and for a better utilisation of the funds and maximisation of the results.

13. The academic institutions and department of education should also properly implement the provisions and facilities meant for them without the academic environment.

To conclude the present study the academic libraries well organized by its parent institute may satisfy the intellectual needs and interests of the SC/ST community more than any others. Because we are living in the information age, right to information is the motto of everybody now. The driving force is technological, pushing forward through
advances in the fields of computing and telecommunications; the essence of the information revolution lies in the socio-economic sphere, resulting in change in the typical activity of people not just at work, but in every aspect of their lives.

Thus, library has got a very important role to play in education. Without a good and efficient library in place, education cannot attain its desired objective. In fact, this is the reason each educational institution should have a library with adequate fund, infrastructure, adequate collections and, technology resources, matching with the course requirement and current needs. Besides, efficient personnel to handle the library, hitch equipment including computer with required packages and on top of everything, a set of personnel who should be adequately trained to run the library is of utmost importance to match the education level with the global trend.

But it is a matter of regret that despite mushroom growth of educational institution in the country in recent times, the quality of library in the country is nowhere near the international standards as it is not coping with the international standards. On the contrary it is losing it's efficacy and effectiveness. Unless it matches with all its the requirements in the information age and the library personnel are not trained adequately for management of the modern library efficiently, there is every possibility that the libraries which are expected to be great help to the students and as well as to the research communities will adversely effect both the teaching and research environment in the country. In order to ensure better quality of teaching, research and efficiency of the students, a better and efficient library with well-equipped technology and training, is the necessity of the day. The libraries and colleges are two faces of a single coin namely, learning satisfying the mental needs of the students and faculties. Library supplements classroom lectures in the promotions of education. The academic institution ideal objectives of speeding the light of education by making students library minded by attracting them with modern electronics information systems.

In Orissa even though we are not having electronics form of information’s and information technologies in the academic libraries yet, in some private and govt. organizations, institutions and agencies are going ahead for its applications and implementations in their day-to-day information needs. However, in our neighboring states like: Andrapradesh , West Bengal and Madhya Pradesh etc are more advanced to
use electronics media in their higher academic libraries. Government of Orissa recently highlighted to use IT in its governance. It is a good sign for Orissa LIS that the 11th Public Library Act has been passed in 2001 and published in Orissa Gazette on 11th March. There are also many other reasons responsible for application of IT in academic libraries of Orissa given in our previous chapter (V). Thus, it is not bad to say for networking Orissa's academic libraries. In the state of Orissa, computer literacy program has been implemented at the school level. Students passing out from these schools will definitely expect a well equipped library with facilities of IT for accessing information when they enter in the collegiate level. Therefore, it has become operative on the part of the Government and college authorities to think for introduction of IT in their college libraries. This will facilitate the students to access information from their library in order to prepare themselves for the challenges that they will face in the forthcoming 21st century. Accordingly, it is also realized that unless the library staff is well acquainted with the technicalities of IT they will be proved the computer specialist will invade misfit the profession and the digital age of the knowledge society. But, in the absence of a study on effective utilization of these facilities by the college libraries, it would be difficult to know the past and present status on IT at college level.

We are living in a society, which is characterized as information society and where the development is very much dependent upon availability of the right information at a right time for taking effective decisions in every sphere of life. But the availability of the right information cannot be ensured unless the scattered information at different sources are collected, processed and disseminated in a systematic manner. The processing and retrieval of information can be done both manually and also using the computer. Though the manual processing of information is in existence from the time immemorial and done by the library professional, it has become outdated and very much slow. Realising this, libraries have started thinking and introducing information technology (IT) for the last three decades. Thus, libraries are at the heart of the information society. According to UNESCO/IFLA (2003) "Libraries and librarians and should have a key role in helping to deliver an equitable global information society" This was the core message of the delegates from over 70 countries attending the Pre-Conference to the World Summit on the Information Society that was organized by the International Federation of Library Associations and Institutions (IFLA) in Geneva 2003.
For the above reason as well as various reasons mentioned in the previous chapter (V) of the present study, it is suggested that the different problems and limitations mentioned in the academic environment of Orissa can be better solved by implementing the proposed “Orissa Academic Libraries Network” (OALNET) for the benefit of Orissa in general and SC/ST communities in particular. If this can be successfully implemented the aim and objective of the higher education can be achieved under the following heads-

- Today computers are available which can compute at very high speed and also have large disc storage space with multimedia facilities at a very low cost investment.
- A networked library shifts the “library System” to the user just like: “home delivery”, “fast food” - a fashion in our daily life now. Thus, there is no need of user to come regularly to the library for a particular piece of information.
- The various information needs of the students, researchers and faculties in the higher academic institute can be encouraged for better use of the networked libraries, round the clock within their institutional campus.
- It offers economies in government educational fund and spread government decisions without delay for the total literacy programme. It also informative for the common people, decision makers, specialist, researcher, scientist to gate right information in right time in front of a networked PC.
- It is mostly beneficial to the academic libraries and its librarians in many aspects like: quicker access to the information, saving of processing time for reference work, increased or higher demands for library services, getting more cost-effectiveness and efficiency in library operation.
- It maintains better cooperation among different institution/librarians, students, researchers and faculties within the region to share their resource within themselves.
- It reduces extra budget, time, space, manpower, and unnecessary paper works, pressure on the librarian and information professionals in the network region.
- It offers better learning to the academic environment with a single key command on the networked computer system in the library.
- Helping students, researchers and faculties to find resources in digitally chaotic worlds with a greater obtains.
- It enable self-learning among the users community with sensitivity to different learning styles and continuous assessment of educational progress.
- In general it provides a greater and wider control over the learning process within state, anywhere and any time in the networked area.
- It can facilitate to use other information, which is not related to a subject, even a private educational institution connected to it in the remote area can access any information.

Thus, in this information age our academic institutions should be self-sufficient. But, self-sufficiency cannot be maintained without proper education or knowledge, and there is no knowledge without information. Therefore, information is the right of every citizen in the world, where there is no right to information, there is illiteracy, which creates all sorts of problem in the society and all these problems make us dependant to others. We certainly need to move from dependant to independent, independence to inter-dependence by changing our self from conventional to electronics. In order to achieve these, in a greater spirit the academic libraries of Orissa should undertake the following measures for proper implementation of the proposed network.

Considering the existing infrastructure facilities, financial resources, manpower and technological aspects in the libraries the implementation of the model (OALNET) can be made in three different steps-

1.1 Purchasing different network infrastructures like- computers hardware and library network software with different network components- physical interface (network card), different connectors for the interface to a communications medium (cables), hubs to distribute electronics data from one input port to several out ports (repeaters) and router (to manage the transport of data pockets over the borders of internal networks and communications media).
1.2 Introduction of computer culture in the academic libraries, institutions all over Orissa. Setting of network management, security management and deciding different department in the institutions to give network connection for larger benefits of the users etc.

1.3 Providing computer and network training to the existing library professionals in the state and automating the entire libraries by creating machine readable databases as per the standard based on national and international.

1.4 Creating various machine-readable databases as per the standard.

2.1 Setting of different workstations in different departments within the institution campus.

2.2 Connecting with the local hub/district hub/central hub for resource sharing among the libraries and information centers.

2.3 Motivating and educating different student, research scholars and faculties about how to use a networked computer and how to search for specific information. It should be clearly published within the workstation.

3.1 Bringing all other nearby libraries within its membership. The private academic/training institutes in the state can accept its membership.

3.2 Different schools, junior colleges in a district can be connected by the recommendation of CMC.

3.3 This system can go to the village Pathasala/Post Office/primary School level in the back word/hill areas by the positive steps taken by the Government of Orissa.

CONTRIBUTIONS OF THE STUDY
The contribution of this study to the field of library and information science in India lies in several directions. By examining a complex phenomenon, from the perspectives of the key players, the study has been able to identify the problem areas of this process of introducing IT in libraries. It has highlighted the strengths and weaknesses of the detail educational library system in India as well as Orissa. Suggestions for implementation of computer network have been made on the basis of the ground realities. Special emphasis has given for networking the educational institutions in the backward region of Orissa.

Additionally, the use of the phenomenological methodology has been of benefit to the US and UK field. In all probability, this methodology was used for the first time in India in this study. The application of this method to research problem and the validation of its findings through triangulation open up the possibility of using this approach in the field of LIS. The findings were based on different primary and secondary data collected all over India, especially from Orissa. The present study had based on the information needs of scheduled caste and scheduled tribe communities in the higher academic institutions of Orissa and suggested to be self-reliance by implementing the proposed resource-sharing network in the academic libraries.

**SCOPE FOR FURTHER RESEARCH**

This study has suggested the department of education and government of Orissa for application of resources sharing network in the academic libraries of Orissa, but before doing so, there is a need to understand the macro levels of it, to explore the effect of external variables such as government policies, economic situations, business environment and IT industry etc. Thus, co-relationship and causality between macro and microenvironment and implantation of networking system in the various types of libraries is a worthwhile area of study. Since, the different types of libraries functioning within varying macro environments, it would be useful to examine the problem of implementation of this, in specific types of libraries starting from school. The introduction and level of networking in libraries are inextricably interwoven with the type and culture of the organization. Another interesting line of investigation could be to examine the effect of organizational structure and librarian’s status in the organization and implantation of this model. A study of immediate value may also understand the role
and dynamics of resource sharing network vis-à-vis role of librarian in Orissa. It may even be possible to work out some basic do’s and don’ts for the resources sharing to yield fruitful results and not become a platform for ego clashes.

The users behavior towards the networked information sources; their search criteria and the librarians’ knowledge of networking, attitude towards computer system can be some other areas of study. Individual aspects of implementation-such as finance, staff development etc. can be the focus of future in depth studies. Longitudinal studies of a few libraries over a period of time would provide valuable insights into how different managerial issues over time and how their resolution also varies.